

ICT in Education: An Effective Tool for Teaching English Language in Secondary Schools in Ikere Local Government Area of Ekiti State, Nigeria

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ABSTRACT

The study investigated ICT in Education: An effective tool for teaching and learning English Language in secondary schools in Ikere Local Government Area of Ekiti State, Nigeria. The sample for the study was made up of thirty (30) English Language teachers who were purposively and simple random sampling technique was used to select ten (10) public and private secondary schools in Ikere Local Government Area of Ekiti State. The study employed a descriptive survey research design. The instrument for the study was questionnaires designed by the researcher based on teachers' usability of ICT oriented software in teaching English language. Three research questions were raised for the study and answered descriptively. Two research hypotheses were formulated for the study and tested using Chi-square test and t-test analysis of independent sample. Based on the data analysis, findings revealed that there was significant impact of Information Communication Technology (ICT) on teaching English language in secondary schools. Lastly, it was revealed that there was no significant gender difference in the accessibility and utilization of Information Communication Technology (ICT) among English language teachers in secondary schools. The study recommends amongst others that English language teachers should endeavour to employ ICT in the teaching and learning process. Also, effort should be made to enhance the knowledge of English language teachers through various seminars, workshops, in-service training on ICT programme.

Keywords: Information and Communication Technology (ICT), English language, Senior Secondary Schools, Teachers.

INTRODUCTION

The term "technology" holds significant importance in several sectors such as research and education in the current era of the 21st century. This is due to the fact that technology has emerged as the primary means of transferring knowledge in the majority of countries. In recent times, the integration of technology has undergone advancements and revolutionised our society, leading to a complete transformation in the way people think, work, and live (Grabe and Grabe, 2007). In order to adequately educate students for living in a society that heavily relies on knowledge, schools and other educational institutions must incorporate the integration of information and communication technology (ICT) into their curriculum (Ghavifekr, Afshari & Amla Salleh, 2012).

The utilisation of Information Technology (IT) in education has emerged as a prominent topic of discussion in the contemporary day. It has significantly enhanced the quality of human existence in all areas of human pursuits. Computers and other components of information technology are currently employed in education to track students' progress, educate pupils, and serve as instructional tools to aid in classroom teaching,

particularly in the field of English language (Fallis, 2007). Utilising ICT in the teaching-learning process is crucial at present. The instructor is required to incorporate both classic and modern/innovative methods in their teaching and learning process. The instructor must possess sufficient preparation to effectively utilise information and communication technology (ICT). In the 21st century, technologies possess a high degree of communicativeness and interactivity, but their use in the language classroom is limited. When attempting to introduce new innovation in the sphere of education, it is crucial to consider the widespread use of audio-visual aids in the process of transmitting knowledge.

Douglas (2012) asserts that teaching encompasses various processes, behaviours, and activities that cannot be fully explained by a single theory. It is also argued that teaching in educational institutions requires the presence of students (learners), teachers, curriculum, content, and instructional materials. The aforementioned verdict, as stated by (Ilesanmi and Mabawonku 2020), does not pass the scrutiny when it comes to the information element. The reason for this is because teaching involves the imposition of content, while the independence of the learner is limited. On the other hand, information technology allows for independent judgement in decision-making. (Nelson and Kuh (2005), argue that classroom teachers are required to employ information technology resources, such as computers, the internet, visual aids, and audio-visuals, to impart pertinent knowledge to pupils. A classroom instructor who possesses proficient and professional ICT skills would undoubtedly enhance their pupils' performance in classroom learning.

The English language holds the official status in Nigeria and its significance in the educational sector cannot be overstated, given its interdisciplinary nature. Although English language holds significant relevance in our educational system, students consistently underperform in the subject at both secondary school and higher institution levels. Mass failure in English language has been a persistent issue for decades. (Alonge and Ogunmola, 2020).

The field of English language learning and teaching has experienced significant paradigm shifts in the past forty years. These changes have involved a transition from the traditional grammar-translation approach to more student-centered methods, including Total Physical Response, Communicative Language Teaching (CLT), and Task-Based Learning (TBL). These student-centered approaches have gained popularity among language teachers (Rodgers, 2003). Mobile Assisted Language Learning (MAAL), Computer Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL), and E-learning have become more prevalent in English language classrooms due to recent advances (Holmes & Gardner, 2006). Technology has significantly expanded both the possibilities and difficulties faced by educators and students. The increasing adoption of information and communication technology (ICT) is influencing the methods and outcomes of English and other language education (Warschauer and Ware, 2006). The significance of ICTs for language acquisition is widely acknowledged, however in certain instances, it is approached with caution (Warschauer and Ware, 2006).

In developing countries, ICTs are often viewed as a means of empowerment, granting individuals access to opportunities and choices that were previously unavailable. However, the use of e-devices for English language teaching and learning is still a relatively new and developing field in these countries (Duff, 2015). In order to properly teach languages in the classroom, teachers and instructors in the 21st century must combine technologies. Technology integrated instruction involves the utilisation of electronic gadgets by both teachers and pupils. E-devices refer to electronic devices that fulfil their intended function through electronic means. ICT can be viewed as empowering instruments that provide individuals access to chances and options for grammar exercises and activities (Rachamalla, 2021).

Technology is the application of scientific concepts to simplify, expedite, and make accessible various tasks for people. In the present era, contemporary technological gadgets such as computers, televisions, overhead projectors, mobile phones, multimedia, and web-based apps play crucial roles in language teaching since they enhance the effectiveness and appropriateness of language instruction. According to Ulbricht (2016), it is asserted that the majority of teachers in metropolitan areas have been employing diverse technologies in their classrooms. The utilisation of information and communication technology (ICT) in language teaching

and learning is becoming prevalent, facilitated by electronic devices. This can be interpreted as a favourable indication for the adoption of e-learning. Nevertheless, there are numerous challenges associated with this approach. The issues stem from our approach to utilisation, the obstacles encountered during classroom implementation, and the selection of successful techniques.

Statement of the Problem

The rapid advancement of information and communication technologies (ICTs) has greatly contributed to the field of English language instruction in recent decades. Indeed, the utilisation of technologies offers learners unparalleled chances to engage in English practice and immerse themselves in genuine language usage settings (Kramsch & Thorne, 2002). Nevertheless, the impact of incorporating ICT in education has not been fully experienced or clearly observed to conclude that the entire potential of ICT has been utilised in the country's education sector. The lack of visible results in this situation can be ascribed to numerous variables that impede the full utilisation of ICT, causing the existing instruments to either go underutilised or become ineffective.

In order to effectively address the issue and facilitate appropriate reaction, it is crucial to investigate the elements that impact the effectiveness and utilisation of ICT as an educational instrument. The current study aims to examine the ICT technique used in teaching English language at Senior Secondary Schools, based on the justification of the circumstances.

Research Questions

The following research questions were raised to guide the study.

1. What are the impacts of Information Communication Technology (ICT) on teaching English language in secondary schools?
2. What are the extents of English teachers' access to Information Communication Technology (ICT) in secondary schools?
3. What are the extents of utilization of Information Communication Technology (ICT) by English language teachers in secondary schools?

Research Hypotheses

The following hypotheses were formulated for the study:

1. There is no significant impact of Information Communication Technology (ICT) on teaching English language in secondary schools.
2. There is no significant gender difference in the accessibility and utilization of Information Communication Technology (ICT) among English language teachers in secondary schools.

METHODOLOGY

The study adopted descriptive research design. The population of this study consisted of all English language teachers who were purposively selected from ten secondary schools in Ikere Local Government Area of Ekiti State. The sample random sampling technique was used to select ten (10) secondary schools in Ikere Local Government Area of Ekiti State. The instrument for the study was questionnaire designed by the researcher based on teachers' knowledge and usability of ICT oriented software in teaching English language. Data were analysed using descriptive statistical tools of frequency counts, simple percentage, mean and standard deviation to answer the research questions raised for the study. Chi-square test of independence was used to test hypothesis 1 while *t*-test of independent sample was used to test hypothesis 2 formulated for the study at 0.05 level of significance using SPSS Version 23.

RESULTS

This section presents the results of the study based on data collected from the field which provide answers to research questions and hypotheses raised in the study.

Table 1: Respondents' demographic characteristics.

Demographic Variable	Categories	Frequency	Percentage
Gender	Male	17	56.7
	Female	13	43.3
	Total	30	100.0
School Type	Public	20	66.7
	Secondary	10	33.3
	Total	30	100.0

Source: Researcher's field survey (2024)

Table 1 shows the demographic characteristics of the respondents sampled in this study. In relation to gender, the result shows that 17 (56.7%) of the respondent are male while 13 (43.3%) of the entire respondent are female. Based on the result, majority of the respondent are male. In relation to the school type, it was shown that most of the respondents 20 (66.7%) were from public schools while the remaining 10 (33.3) were from secondary schools.

Research Question 1:

What are the impacts of Information Communication Technology (ICT) on teaching English language in secondary schools?

Table 2: Responses on impact of Information Communication Technology (ICT) on teaching English language in secondary schools.

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1	Computer would help me organize my work before and during teaching	17 (56.7)	13 (43.3)	0 (0.0)	0 (0.0)	3.43	.504
2	Using computer would make subject matter more interesting during teaching	8 (26.7)	22 (73.3)	0 (0.0)	0 (0.0)	3.73	.450
3	Using computer is enjoyable and it saves time and effort during teaching	7 (23.3)	23 (76.7)	0 (0.0)	0 (0.0)	3.77	.430
4	Teaching with computer offers real advantage as it is effective teaching tool	8 (26.7)	22 (73.3)	0 (0.0)	0 (0.0)	3.73	.450
5	Computer would enhance students learning and improves their performance	13 (43.3)	17 (56.7)	0 (0.0)	0 (0.0)	3.57	.504

Table 2 showed the mean and standard deviation scores of items 1 to 5 regarding the responses to the impact of Information Communication Technology (ICT) on teaching English language in secondary schools. The table showed the mean scores ranging from 3.43 – 3.77 and standard deviation values (.430 - .504). Analysis of statement revealed that all the respondents (100.0%) agreed that computer would help them to organize their work before and during teaching.

It was also observed from the table that all the respondents (100.0%) indicated that using computer would make subject matter more interesting during teaching, and that using computer is enjoyable and it saves time

and effort during teaching. Also, all the respondents (100.0%) held that teaching with computer offers real advantage as it is effective learning tool and that computer would enhance students learning and improves their performance.

The table indicated that Information Communication Technology (ICT) had major impact on teaching English language in secondary schools as computer helps teachers to organize their work during lectures, and that using computer made the subject matter in English language more interesting, enjoyable and time efficient during teaching. Also, teaching computer offers real advantage as it is effective learning tool in English language as it enhances students' learning and improves their performance.

Research Question 2:

What are the extents of English language teachers' access to Information Communication Technology (ICT) in secondary schools?

Table 3: Response to the extents of English language teachers' access to Information Communication Technology (ICT) in secondary schools

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1	The school have enough basic ICT tools for teaching and learning	14 (46.7)	16 (53.3)	0 (0.0)	0 (0.0)	3.53	.507
2	Teachers have access to ICT facilities in the school	18 (60.0)	12 (40.0)	0 (0.0)	0 (0.0)	3.40	.498
3	The school have ICT resources centre	9 (30.0)	21 (70.0)	0 (0.0)	0 (0.0)	3.70	.466
4	The internet connectivity is very strong in the school	9 (30.0)	21 (70.0)	0 (0.0)	0 (0.0)	3.70	.466
5	I have personal computer for my personal use	8 (26.7)	20 (66.7)	2 (6.7)	0 (0.0)	3.80	.551

Table 3 showed the mean and standard deviation scores of items 1 to 5 regarding the responses to the extent of English language teachers' access to Information Communication Technology (ICT) in secondary schools. The table showed the mean scores ranging from 3.40 – 3.80 and standard deviation values (.466 - .551). Analysis of statement revealed that all the respondents (100.0%) agreed that their schools has enough basic ICT tools for teaching and learning.

It was also observed from the table that all the respondents (100.0%) indicated that teachers have unrestricted access to ICT facilities in their respective schools and that their schools have functional ICT resources centre. Also, all the respondents (100.0%) held that the internet connectivity is very strong in their schools while (93.4%) of the respondents held that they have personal computer for their personal use.

The table indicated the extent of English language teachers' access to Information Communication Technology (ICT) in secondary schools. It was revealed that most of the secondary schools have enough basic ICT tools for teaching and learning with their teachers having free access to the ICT facilities at the schools' ICT resources centre. Also, it was revealed that internet connectivity is very good in most of the secondary schools and virtually all the teachers have person computer for secondary use.

Research Question 3:

What are the extents of utilization of Information Communication Technology (ICT) by English language teachers in secondary schools?

Table 4.4: Response to the extent of utilization of Information Communication Technology (ICT) by English language teachers in secondary schools

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1	ICT is always useful for administration and teacher’s work preparation (exams, test, etc.)	18 (60.0)	12 (40.0)	0 (0.0)	0 (0.0)	3.40	.498
2	ICT helps teachers in critical thinking, hence I use ICT in teaching pedagogy often	8 (26.7)	22 (73.3)	0 (0.0)	0 (0.0)	3.73	.450
3	ICT always motivate the teachers to teach English language independently	5 (16.7)	25 (83.3)	0 (0.0)	0 (0.0)	3.83	.379
4	Technology can help teachers link academic subjects to work place demands in all circumstances	11 (36.7)	19 (63.3)	0 (0.0)	0 (0.0)	3.63	.490
5	I often use ICT to teach and introduce new concept in English language to my students	10 (33.3)	20 (66.7)	0 (0.0)	0 (0.0)	3.67	.479

Table 4 showed the mean and standard deviation scores of items 1 to 5 regarding the responses to the extent of utilization of Information Communication Technology (ICT) by English language teachers in secondary schools. The table showed the mean scores ranging from 3.40 – 3.83 and standard deviation values (.379 - .498). Analysis of statement revealed that all the respondents (100.0%) agreed that ICT is always useful for administration and teacher’s work preparation such as exams, test, amongst others.

It was also observed from the table that all the respondents (100.0%) indicated that ICT helps teachers in critical thinking, hence they use ICT in teaching pedagogy often and that ICT always motivate the teachers to teach English language independently. Also, all the respondents (100.0%) held that technology can help teachers to link academic subjects to work place demands in all circumstances and that teachers often use ICT to teach and introduce new concept in English language to their students.

The table indicated the extent of utilization of Information Communication Technology (ICT) by English language teachers in secondary schools. It was revealed that ICT is always useful for administration and teacher’s work preparation such as exams, test, amongst others and that it helps teachers in critical thinking, hence the teachers’ usage of ICT in teaching pedagogy to teach and introduce new concept in English language to students. Also that ICT always motivate the teachers to teach English language independently and help teachers to link academic subjects to work place demands in all circumstances.

Hypotheses Testing

Hypothesis 1:

There is no significant impact of Information Communication Technology (ICT) on teaching English language in secondary schools.

Tables 5: Chi-Square Test analysis of impact of Information Communication Technology (ICT) on English language in secondary schools

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.493 ^a	1	.222		
Continuity Correction ^b	.649	1	.421		
Likelihood Ratio	1.558	1	.212		
Fisher's Exact Test				.004	.012

Linear-by-Linear Association	1.443	1	.230		
N of Valid Cases	30				
<i>a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.47.</i>					
<i>b. Computed only for a 2x2 table</i>					

The result of the analysis in Table 5 above revealed the impact of Information Communication Technology (ICT) on teaching English language in secondary schools. The chi-square test revealed that calculated $\chi^2(.004)$ was less than the significant level at the 0.05. This implies that there is a significant impact of Information Communication Technology (ICT) on teaching English language in secondary schools. Hence, the null hypothesis was not upheld.

Hypothesis 2:

There is no significant gender difference in the accessibility and utilization of Information Communication Technology (ICT) among English language teachers in secondary schools.

Tables 6: t-test analysis of gender difference in the accessibility and utilization of Information Communication Technology (ICT) among English language teachers in secondary schools

Group	N	Mean	SD	Df	t _(cal)	t _(tab)	Decision
Male	17	1.47	.514	28	.884	1.98	NS
Female	13	1.31	.480				

P<0.05 level of significance NS = Significant

From table 6, the mean response of the male respondents (1.47) is higher than the mean response of the female respondents (1.31) with a mean difference of (0.16) which is marginal. The measure of variability (standard deviation) has a difference of (0.034). The t-test analysis shows that the calculated value (0.884) is less than the table value (1.98) at 0.05 level of significance. This implies that there is no significant gender difference in the accessibility and utilization of Information Communication Technology (ICT) among English language teachers in secondary schools. Hence, the null hypothesis is upheld.

DISCUSSION OF FINDINGS

The descriptive analysis of the study revealed that computer helps both teachers to organize their work during lectures, and that using computer made the subject matter in English language more interesting, enjoyable and time efficient during teaching. Also, teaching computer offers real advantage as it is effective learning tool in English language as it enhances students' learning and improves their performance.

Also, it was shown that most of the secondary schools have enough basic ICT tools for teaching and learning with their teachers having free access to the ICT facilities at the schools' ICT resources centre. Also, it was revealed that internet connectivity is very good in most of the secondary schools and virtually all the teachers have person computer for personal use.

Furthermore, it was revealed that ICT is always useful for administration and teacher's work preparation such as exams, test, amongst others and that it helps teachers in critical thinking, hence the teachers' usage of ICT as teaching pedagogy to teach and introduce new concept in English language to students. Also that ICT always motivate the teachers to teach English language independently and help teachers to link academic subjects to work place demands in all circumstances.

The inferential analysis of the study revealed that there was significant impact of Information Communication Technology (ICT) on teaching English language in secondary schools. The findings

corroborated the position of (Murdock and Desberg 2014), who posited that teachers could use ICTs to help them break out of the walls of the classroom to share and have access to all the wonderful information and experience that is now possible. Also Candau, *et al.* (2013) who agreed that access to ICTs can ignite students' thoughts and eventually move them towards a better learning experience. Lastly, it was revealed that there was no significant gender difference in the accessibility and utilization of Information Communication Technology (ICT) among English language teachers and students in secondary schools.

CONCLUSION

The study determined that the use of Information Communication Technology (ICT) as a teaching tool for English language in secondary schools in Ikere Local Government Area of Ekiti State, Nigeria is effective. The current findings aim to enhance our comprehension of the connections between ICT facilities and their uses in effective teaching and learning of English language in secondary schools. The study's findings demonstrate that ICT facilities have a significant impact on teachers' teaching methods and by an extension leads to students' academic achievement in English language, regardless of gender.

RECOMMENDATIONS

Based on the findings from this study, it is considered pertinent to give some recommendations which are considered useful. It is hereby recommended that;

English language instructors should strive to utilise information and communication technology (ICT) in the process of teaching and learning. Additionally, efforts should be made to develop the proficiency of English language teachers through participation in seminars, workshops, and in-service training programmes on ICT, which are organised by the government. In addition, it is essential for English language teachers to possess a thorough understanding of information and communication technology (ICT) in order to fully comprehend and embrace the contemporary teaching methods. Additionally, it is advised that ICT laboratories should be made available in all secondary schools to provide effective instruction for students.

SUGGESTIONS FOR FURTHER STUDIES

The researcher suggests that other researcher(s) that want to do this type of project work should extend it to other subject(s) in the secondary schools within and outside the State and the nation at large.

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