



## **CHALLENGES AND RESOURCES OF LEARNING COMPUTERS STUDIES IN ENGLISH FOR BILINGUAL FULANI SECONDARY SCHOOL STUDENTS WITH WEAK ENGLISH BACKGROUND.**

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### **Abstract:**

This article is an attempt to highlight the language situation of bilingual Fulani secondary school students who are acquiring English as a second language, and at the same time learning ICT in the new language of instruction. Furthermore, the article explores the educational implications of the language switch from Fulani to English as they relate to ICT teaching and learning at the secondary school level. Results of several studies that relate with bilingual students' challenges that may shed some light on the language situation are shared. Recommendations are also given for a way forward.

### **Introduction:**

The challenges of the current industrial revolution have changed the world of education towards a 5.0 society that emphasizes specific skills. These skills are creativity, critical thinking, communication, and collaboration. These skills need to be developed optimally, which will create a vigorous and ready-to-work personality in all job sectors (DirektoratSekolah Dasar, 2021) Statistical figures show that English is the most commonly used language on the internet based on January 2020 data (Johnson, 2022). We believe that English is a world language used by the international community in several fields, including in the world of work. Thus, the stipulation to communicate in English has always been a

mandatory requirement for everyone who wants a better job. Due to its strength in today's world of work, it is clear that English is the world's language (Fang, 2017b, 2017a; Millot, 2017).

Technology has been used as a technique to improve education and teaching methods. Accordingly, mobile applications have been used extensively in learning the second language since smart phones and tablets are available most of the time. The use of Information and Communication Technology (ICT) in daily life influences the duration field to involve digital technology in learning activities Ferguson, Faulkner, Whitelock and Sheehy (2014) According to (Khan, 2020) digital technologies are often associated with social media such as YouTube, Instagram,



Facebook, etc. that can be accessed easily through people's gadgets. Social media is for people to communicate, learn, collaborate, share daily activities, and stay connected with people worldwide (Balakrishnan and Griffiths, 2017) Social media have been used as a media for teaching and learning to improve student skills in particular speaking, listening, writing and reading skills Ferguson, Faulkner, Whitelock and Sheehy, 2014) both in traditional or modern approaches ( Wang and Chen, 2019)

Many questions arise concerning language in contemporary multilingual, transnational families: If apparently adequate linguistic inputs are provided and linguistic environments are conducive, can we expect raising children in multiple languages to be an unproblematic endeavor? If literacy resources are rich and various measures are in place, could we not raise children with a desirable bi/multilingual outcome? These are not the only language demands<sup>2</sup> placed upon students in their day-to-day lives in American schools. There are also frequent restrictions placed upon them in their language use as they engage in the classroom tasks supposed to foster this learning of scientific skills and discursive practices. For the majority of emergent bilingual students, this means placement in English-only classrooms despite recognized benefits of L1 allowances for learning (see Goldenberg 2013, for are view on this matter) where, at best, diligent teachers provide some translation, home language instructional materials, and permission to use the L1. For a few, it means access to bilingual education mandating L1 materials and development,

an online platform

but frequently with rigid boundaries placed around which language is to be used when and for what purpose (dividing the day linguistically by allotments of time or subject matter given to the societal language and the non-dominant language). School intakes are increasingly heterogeneous in most countries and children of immigrant origin are at risk of underperforming. They are under pressure to quickly learn a country's language(s) in order to access the curriculum. In trilingual Luxembourg, a small country bordering France, Belgium and Germany, the pressure on young children is particularly strong because they must learn the country's three official languages from primary school – Luxembourgish, German and French. Most residents make daily use of several languages and switch languages often. As Fehlen and Heinz (2016) reported the most common oral languages used at work are French (68%) and Luxembourgish (60%), followed by German (34%), English (28%) and Portuguese (14%). Luxembourgers use Luxembourgish among themselves and mainly French to communicate with non-communication.

In the history of South Africa, language-in education policy has always been full of a controversy, tensions, contradictions, and sensitivities underpinned by racial and linguistic discriminations (Alexander, 2001). The new language in education policy is conceived as an integral and necessary aspect of the new government's strategy of building a non-racial society in South Africa. The policy is



meant to facilitate communication across the barriers of colour, language and region, while at the same time creating an environment in which respect for languages other than one's own would be encouraged (Dalvit and de Klerk, 2005). It appears that coupling mother-tongue instruction with an impoverished curriculum in 'black' schools (see Wright, 1996), has had devastating effects on the education of the speakers of African languages, of which the consequences still exist today (ibid). Heugh (2000) argues that the current language policy perpetuates the exclusion from power of speakers of African languages.

Nigeria is rich in language and ethno linguistic groups speaking these languages according to ethnologies (Lewis, Simon, & Fenning, 2016) and Crozier and Blench (1992) the number indigenous language in Nigeria is approximately 500, of which 44 are said to be "dying" because there are no people child bearing age speaking them anymore. All the three language families of Africa are represented among the indigenous languages of Nigeria: Afro-asiatic language, mainly of the Chad branch, such as Hausa the major language of the north, and also many majority languages of the north and the middle belt, a Nilo-Saharan language, such as Kanuri in Borno State in the North-East, and the hundreds of Niger-Congo, as the bulk of Nigerian languages belongs to this family. Both major languages of the south, Yoruba and Igbo, belong to this major group. Three languages have at least 20 million first and second speakers: Hausa in the north, Yoruba in the south-west, and Igbo in south-east. These are usually referred to

as the major languages of Nigeria and enjoy a special official status besides English, which is enshrined in the constitution (Federal Government of Nigeria, 1999) they also have a favored status in education whereby its mandatory for every student to study with one of these three Nigerian languages as an examinable subject. The latest edition of the national policy on education NPE (2013) however, has reversed this and only allows any Nigerian language to be learned as an optional subject at this level. There are other languages too, that are spoken by several million people, most notably Fulfulde, the language of the migrant cattle herders and rulers of Hausa/Fulani dynasties. Which has speakers in countries of West-Africa, as well as in Nigeria.

### **Background to the Study:**

Government day secondary school Shongo Idirisa (G.D.S.S) of Akko local government, Gombe State is located in Gombe metropolis, at Tunfure/Shongo Idirisa community, where most of the settlement there are Fulani by tribe. The school is at the center of the community, where children from nearby villages come to attend school. There were about twelve children in that school that attended school from some of the nearby villages. They trekked about two to three miles from home to school every day. By merely looking at them they find it so exciting coming to school, even though they could not communicate with others, unless to those that can speak their native language Fulfulde. But they didn't give up they always manage being to school in that situation. While some of their class mates teased them or did mockery on them, they



wouldn't mind only smiled and excitements overwhelmed their facial expression. What we didn't understand in them was, is because they couldn't understand any other language makes them smile or because of the excitement of being to school in an urban area? They were almost of the same age, from twelve to thirteen years old, eight boys and four girls. The boys are friendlier and more open minded than the girls, because they interact with some of their class mates that can understand their native language. But the girls hardly interact with others even they can understand their native language.

**Their attitude towards learning:** They concentrates and listened attentively to the teachers' explanations, they also tried to copy notes on their exercise books, they also participated in some class activities even though, they find it difficult to differentiate their exercise books, unless with the help of the teacher, they could not even write down their names on their books.

**School involvement:** most of the teachers paid special attention on them, in terms of differentiating of their exercise books, also guiding them to copy notes (writing) on their books.

**Positive changes in terms of learning:** They assimilate faster in mathematics and any subjects that involve logical thinking. They also liked looking at pictures of some events. And models, they liked playing on the field ground. Within a short period of time, they started to communicate with their classmates in some simple terms in Hausa language, which is the general

language spoken in the locality and in the school.

**School contribution:** later on, the principal decided to visit their village, to enquire about the type of school they attended before enrolling to their present school. Surprisingly they did not attend nomadic school as assumed. They attended U.B.E (universal basic education) as usual. The principal, suggested, that some of the elderly students, whom can communicate in their native language would be sitting next to them always in the classroom, in other to translate to them what the teachers taught in the class, and even after the class activities. One of our colleagues voluntarily contributed a lot in teaching them from the scratch, in some simple terms, such as identification of alphabets, numbers, how to pronounced and construct a simple sentence in English language that considered as the official language.

### **Statement of the problem:**

Studies from both sociolinguistic and psycholinguistic perspectives have shown the multiple challenges bilingual students face in their education as a result of interaction between first language and second language (Moschkovich, 2007)

**cognitive conflict:** language-switching as cognitive is frequently found in the mental activities of almost all bilingual people engaged in second language task (Moschkovich, 2007) a good number of bilingual fulani students who are learning ICT in English language at the secondary school level do exhibits various type of cognitive behavior in different forms and contexts. This behavior is seen during arithmetic computation (B. Yushau, 2009)



writing: writing is the ability to think clearly and the ability to write clearly are inextricably linked (Krantz, 1996) Students exhibit cognitive conflict in many different forms and contexts in their writing, this can be seen in the classroom and in their exam papers (B. Yushau, 2009) bilingual Fulani students exhibits' this cognitive conflict in terms of writing, they hardly write their names properly, or copy note from the board correctly.

Reading: there is no doubt that reading is one of the most important skills in determining one's proficiency in a language (Galligan, 2001) Students skip many exam questions and homework questions just because they cannot read and understand what the question is all about. This certainly affect their assessment (B.Yushau, 2009) bilingual fulani students cannot even attempt to answer any exam questions or homework questions without any support from the teacher or classmates that usually translates the context of any lesson taught in the classroom.

Symbols: one of the major creations of mathematics and computers are symbols. This symbolism assists in the creation and development of mathematics and computers, symbolism can accordingly cause considerable difficulties for those whose mother tongue has different structures (Austin and Howson, 1979) Students struggles to understand the new notations and what exactly they stand for. This slows down the students' progress in learning and understanding ICT concepts and notations since it differs from mathematics (B. Yushau, 2009)

calculations: bilingual sometimes switch languages when carrying out arithmetic computation (Moschkovich, 2007) students often make silly mistakes due to a conflict between some operands between ICT and mathematics, for example equality sign = is an assignment statement in programming language while is equal to summation of some numbers in mathematics, also asterisk \* is multiplication sign in ICT, while in mathematics is different symbols for multiplication.

### **Purpose of the studies**

The purpose of this study is to have an insight of some bilingual students whose mother tongue is Fulfulde, learning ICT in English language as the official language for learning in Nigeria. Specifically designed to achieve the following objectives:

1. To provide feedback on the multiple challenges bilingual Fulani students face in their education as a result of interaction between first language and second language.
2. To reduce the anxiety of language-switching as cognitive conflict that is frequently found in the mental activities of almost all bilingual people engaged in second language task, by suggesting an appropriate approach of teaching and learning with ICT in English language.
3. To help bilingual Fulani Students that exhibit cognitive conflict in many different forms and contexts in their reading and writing, to overcome this conflict by applying





some strategies that are suitable for them.

4. To introduce some ICT resources that will help bilingual Fulani Students that skip many exam questions and homework questions just because they cannot read and understand what the question is all about.

### Research Questions

1. What are the challenges faced by the bilingual Fulani students in their education as a result of interaction between first and second language?
2. To what extent anxiety would reduce in language-switching as cognitive conflict that is frequently found in the mental activities of almost bilingual Fulani students engaged in second language task?
3. What teaching strategies will overcome the cognitive conflict of the bilingual Fulani students when writing in different form and contexts?
4. What kind of ICT learning resources would be suitable to help the bilingual Fulani students that skip many exam questions and homework questions just because they cannot read and understand what the questions is all about?

### Review of literatures

The theoretical frame work for this study is based on Vygotsky's Zone of Proximal Development (ZPD) and social constructivist theory, ZPD complemented by educational studies' scaffolding consequently adjusting intervention levels.

A scaffold ZPD thus provide an explanatory framework for tutoring practice and a basis for further research. (Vygotsky, 1978) While social constructivist provides all learners with equal opportunities to participate and develop multilingualism, and second language learning. However, according to the radical impact of constructivism on individual learning and internalization of information on the Western society and culture, the fact that Vygotsky talks about "constructivism," He argues that a child learns to carry out simple cognitive activities (such as basic perceptions, attention without awareness, etc.) first. Then they gain the upper-level skills by interacting with peers and teachers in a social environment. These upper-level skills are skills such as language, mind, problem-solving, and moral reasoning. Another concept Vygotsky worked on is internalization. He defines internalization as the individual experiencing a thought, behavior, or attitude in a social environment for the first time and making this experience cognitively functional. He argues that the social interactions and cultural signs are important in an individual's learning process. Individuals must get into social interaction with peers that are more competent and knowledgeable or their family-teachers in order to improve their own learning or learn a new subject. Using cultural signs for this interaction is very important (Vygotsky, 1978). Zone of proximal development is one of Vygotsky's most important theories. Zone of proximal development is defined as "the difference between the developmental level of the individual at that moment defined by their



independent problem-solving skills and their potential developmental level to be reached as a result of adult guidance or their collaboration with their more advanced peers” (Vygotsky, 1978).

Many theories of second-language learning are indebted to conservative views of bilingualism that suggest that languages are learned in a linear way and are best taught separately. It was assumed that a strict separation of languages was the only way to avoid ‘cross-contamination’ (Jacobson & Faltis, 1990). By contrast, an analysis of the language practices of bilinguals indicates that they use their entire language repertoire in a dynamic and flexible way (García & Li Wei, 2014). Multilingual pedagogies are based on a dynamic view of bilingualism and are, according to Haukas (2016, p. 2) a ‘set of principles’ used ‘to varying degrees in different approaches depending on the teaching context, curriculum and learners’. Among these are language awareness approaches and tertiary language didactics that encourage the analysis of similarities and differences between languages. In the context of these educators and researcher around García in the U.S.A. as well as Creese and Blackledge in the U.K. who worked with bilinguals mainly in mainstream and complementary schools and developed ways of teaching languages in an inclusive and meaningful way. These pedagogies require practitioners, first, to provide all learners with equal opportunities to participate and develop multilingualism, build on social-constructivist theories, which call for quality interactions, dialogue and collaboration (García & Flores, 2011). This approach has been shown to raise

student achievement (García & Sylvan, 2011). Trans-language is a pillar of this pedagogy as it allows teachers and learners to make meaning ‘across’ languages. The term trans-language was coined by Williams (2002) to denote pedagogy in Wales that calls for the systematic switching of languages for reception and production. García and Li Wei (2014) expanded this definition to combine linguistic, sociolinguistic and psycholinguistic perspectives. Otaegui, García, and Reid (2015, p. 281) define trans-language as ‘the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages.

People who are fluent in English are perceived as intelligent and capable of navigating their way from lower class to middle class or from middle class to upper class in society. Most parents prefer that their children learn through the medium of English as people who are proficient in English are likely to be employed compared to those who are not proficient in English (Posel & Casale, 2011). However, trans-language in bilingual and multilingual classrooms helps to make learning possible where learners have low proficiency in English and teachers serve as facilitators in class (García & Wei, 2014). It provides learners with a pedagogic advantage and helps them to understand the lessons better. In the same vein, Probyn (2009) argues that using the home language in the classroom has a negative impact as it derails learners from acquiring proficiency in the second language (L2), which is the LoLT. Parents



play an important role in choosing the language that should be used as the medium of instruction. Instead of choosing their native language, they choose English as LoLT in the hope that it will empower their children to acquire better jobs. Other studies conducted in different countries where English is used as a second or a foreign language provides background on code-switching. Saleh and Rowland's (2014) study conducted in Mauritius, revealed that code-switching serves as an important support in a mathematics classroom. Similarly, Lim and Presmeg (2011:158) investigated how two languages were used to teach mathematics in Malaysia and concluded that "the main function of code-switching is to ensure pupils understand." Another study conducted in a Korean university revealed that code-switching helped to promote effective learning in situations where English is used as a second or foreign language (Kim, 2015). This paper, therefore, in line with what other researchers uncovered in different parts of the world, provides evidence on how code-switching can be used as an empowerment strategy in SA as well.

With the 1920 Phelps-Stoke commission on Education in Africa, the language in education policy in British colonies became established as one of transitional bilingual education (Aeron, 2018) where for the earliest years of education the mother tongue was used as a medium of instruction, and later English. In Nigeria, after independence, the national policy on education (NPE) of 1977 and its subsequent revisions remained essentially unchanged (Aeron, 2018). Also in Nigeria,

language is considered a major reason for mass failure in state and national examinations in Nigeria. Nigeria is no exception to this general trend of English usage. Mustapha (2014) observes, English enjoys unparalleled status and usage ... in the nation ... English the dominant official language, the language of the media, the court, the legislature, language of instruction, and of politics (Mustapha, 2014) looking critically at this issue, he acknowledges that there are large sections of population who cannot use the language in these ways and questions the validity of the Euro monitor international (2010) claim that in 2009, 53% of Nigerians population were English-Speaking ( including pidging ) in a similar vein, Awonsi, 2004 as cited by Mustapha (2014) argues that English no longer functions as the "neutral language" it is often assumed to be. Adedeji (2004) writing after the military regimes of the 1980s and 1990s, notes the economics and technological developments encouraging the growth of English usage. The study then carried out an assessment from language acquisition with the use of English and technology as a tool for learning, using twelve students in the secondary school from age range 13:to14:

### Methodology

This study will adopt an open-ended survey to explore the educational implication of the language switch from fulfulde to English as relates to computer studies. The study was conducted in government day secondary school, shongo Idirisa, Akko local government area, Gombe state. The population of the study will consist only the bilingual Fulani students with weak background of English proficiency, which they are now in SSIII. The reason for these students is, they came to that school since at their first year, but they couldn't communicate with any other





language rather than their mother tongue fulfild. Sample techniques for this study will be Purposive sampling that would be used for data collection, because one of the common sampling strategies to group of participants having the same experience or relevant criteria particular research question is purposive sampling (cress-well, 2009) instrument for data collection will consists of several videos, different interviews or focus groups, recordings of different classes, and perhaps even collected output from the interactions such as essays or posters. The validity of the instrument, would underscores an important aim of qualitative data, which is to describe, reflect and provide insight into the complexity of human behaviour (cresswell, 2009).

Reliability of the instrument; qualitative research does not usually begin with pre-established notions or hypothesis of what will be found in the data, including pre-conceived ideas about what constitute language. Researchers take an 'emic' 'approach' method that are used to provide insights from the perspective of the participants, to see things as their informants do (Harris, 1976) also this has particular implications for data transcription and analysis in plurilingual settings as the researchers must be aware of their own language ideologies. Method of data analysis; data was be analyzed using qualitative procedures for analysis.

#### ***Students language backgrounds:***

The language of instruction at the primary level in Nigeria is largely code switching, from the instruction language to the learners mother tongue. English is usually

introduced much later in secondary schools. English as a language is being gradually mandatory in the upper levels of primary schools. With this development, it's hoped that the students will start to their second language at a more tender age (B. Yushau, 2009).

#### ***Students Interactions during learning***

Teaching and learning are often facilitated through the use of language. The nature of classroom interaction among bilingual Fulani students, where they are acquiring the new language of instruction. Bilingual Fulani students encounter the difficulty of understanding the conversational language of the teacher and the learning tools (Technology) the consequences of this communication gap is clearly a lack of understanding and poor performance on the part of the students. In the following subsections, illustration of the interaction between the key elements in the school situation is been highlighted (B.Yushau, 2009)

#### ***Between teachers and Students***

Learning with technology among the bilingual Fulani students is full of struggles. Teachers are trying to teach a difficult subject ICT- in a difficult language- English. Also students are trying to understand a new language of instruction English, and at the same (B Yushau, 2009)

#### ***Between Students***

As expected the interaction between the bilingual Fulani students inside or outside the class is in their mother tongue, therefore, bilingual Fulani students often asked for more explanation from their



classmates that can speak their language Fulfulde. This is when they perceived an important message has been given (B. Yushau, 2009)

### ***Between Students and Textbooks***

The recommended ICT textbooks for bilingual Fulani students at secondary school level are in English. The textbooks are written in English by experts. Therefore, bilingual Fulani students understandably find it difficult to read because they cannot understand the language (B. Yushau, 2009)

### ***Cognitive Conflict***

Bilingual Fulani students who are learning ICT in English at the secondary level do exhibit various types of cognitive behavior in different forms and context (B. Yushau, 2009) the following subsections highlights some of this cognitive behavior exhibits in bilingual Fulani students when learning.

### ***Writing***

Bilingual Fulani students exhibit cognitive conflict in many different forms and context in their writing. This can be seen in the classroom and in their exam papers.

### ***Reading***

There is no doubt that reading is one of the important skills in determining ones proficiency in a language. Bilingual Fulani students who are acquiring reading skills in the new language of instruction and at the same time learning ICT in that language will certainly have some difficulty reading ICT text and recognizes it symbols (B. Yushau, 2009)

### ***Results and Analysis, of some studies that relates the challenges faced by Bilingual Students. And the strategies/Resources that will stimulate bilingual learning***

In this section the summary of some studies that shed light on the role of English proficiency on student's performance in ICT subjects and the resources that will stimulates ICT learning is highlights.

The first study. (Maria, 2018) in Nigeria studied the feasibility of sustainable Obolo bilingual Education. The researcher persuaded that mother tongue-based bilingual education would offer a more effective meaningful education for most Nigerian children than is possible with the current mainly English model, and therefore a better basis for human as well as economic development. The study is constructivist and critical orientation, and uses focus group interviews Obolo parents and semi structured interviews with the officials in the State ministry of education. Findings of the case study confirm the negative attitudes to African indigenous languages, and the rising of hegemony of English, the of economic and social upward mobility, employment and education. Ethnolinguistic vitality theory also helped to explain an observed sudden increase in Obolo interest in the use of their language after grand public occasions celebrating achievements in the development of the language. The researcher informed the participants of alternative models of education in developed countries, for them to be able to form an informed opinion about Obolo bilingual education. In contrast to most other minority language groups in Niger-



Delta, who prefer English only, over two thirds of the participants expressed interest in a continued use of Obolo as medium of instruction up to primary six, or even beyond? There is also a desire of the teaching Obolo as a subject in urban area. The current study also relates with Obolo situation in which some of the bilingual Fulani students, suggested learning with their mother tongue for clear understanding and development of their language, rather than the official language of instruction English.

The second study. (Mzamani, 2019) in South Africa, studied code-switching, the study investigates how code-switching can be used as an empowerment strategy to help learners improve their performance in mathematics. Qualitative research methods were used to collect data and the findings reveal that code-switching can be successfully used to facilitate teaching and learning. Across the globe code-switching is a common strategy used by teachers to disseminate knowledge to learners in bilingual and multilingual contexts. Researchers have developed and suggested numerous functions of code-switching to demonstrate how it can be used to empower learners (Auerbach, 1993; Poplack, 1980) and to describe bilingual and multilingual speakers' ability to express themselves in two languages (Romaine, 1989). They have also suggested how it can be used as an educational resource to help learners acquire proficiency in a second language (Setati, 1998) and to demonstrate its sociolinguistic impact among people who use it (Gardner-Chloros, 2009). To date, studies on code-switching have grown

exponentially; hence, other new functions on its uses have been suggested. The study furthermore, focuses on the manner in which code-switching is employed in teaching mathematics in multilingual classes in SA as a strategy to help learners improve their performance. In a review on code-switching, Setati, Chitera and Essien (2009:76) argue that "the issues on multilingualism and mathematics education in SA are undoubtedly complex and political." This can be attributed to the fact that the government has granted 11 languages official status without prescribing which should be the language of learning and teaching (LoLT). Therefore, School Governing Bodies (SGBs) are caught in a dilemma of either choosing the local home language or English as the LoLT. In some areas attempts were made to promote mother tongue education, however, the majority of parents perceive English as a better language that has some sort of material power to provide learners with better jobs and salaries (Ncoko, Osman & Cockcroft, 2000). Therefore, code-switching is being practiced in most schools as gap filler in situations where teachers lack sufficient vocabulary or in cases where they try to emphasizes important points.

People who are fluent in English are perceived as intelligent and capable of navigating their way from lower class to middle class or from middle class to upper class in society. Most parents prefer that their children learn through the medium of English as people who are proficient in English are likely to be employed compared to those who are not proficient in English (Posel & Casale, 2011). This



also relates with the opinion of some of the bilingual Fulani students that suggest English as medium of instruction while learning, because of the reason stated in the previous studies.

The third study. (Afri, 2020) in Saudi Arabia, studied code-mixing. Code mixing is very much a norm in our times rather than a deviation where speakers are bi or multilingual. In Kingdom of Saudi Arabia KSA, college goers are quite comfortable mixing, rather freely interspersing their Arabic speech acts with English words, phrases, and sometimes, whole sentences. With the larger aim of exploring code mixing as a tool in second or foreign language learning, the attitudes of college goers at Qassim university, Saudi Arabia. Evaluate the extent of the practice, the special circumstances under which students take to code mixing and how far it can be used by the teaching community. Results indicated the presence of positive attitudes to code mixing with English and Arabic, a greater degree of openness to the very practice of code mixing, and its possible inclusion as a teaching practice (with refinements) in the EFL environment. This also relates with the opinion of some of the bilingual Fulani students that prefer learning in code-mixing, which is learning with their mother tongue and English at the same time rather than learning only with the English language. Because they want to fully understand English language.

The fourth study. (Carol. A, 2003) studied English language learning and technology in the united state of America. The author highlights the potential of technology for

language learning. As said thousands of web pages claim to teach ESL through explicit language instruction by providing a forum for contact among individuals who can participate in various discussion forums, chat rooms, and e-mail. Is there any reason to think that anyone is really learning English from these? Can a secretary in Korea, a manager in Italy, or a college student in Saudi Arabia really learn English by working on electronic learning materials on the Web? Do English language teachers and researchers have opinions and advice for such learners? The answers to these questions are not as simple as one may be led to believe by the current rhetoric on electronic learning. Many sites for communication among English learners through computer-mediated communication on the Internet offer opportunities for conversation with other English speakers. If comprehensible input alone were sufficient for L2 development, much of the computer using time learners spend might indeed result in L2 development. Indeed, results from experience with the immersion principle suggest that learners who are given a lot of exposure to the target language might develop their ability to comprehend, particularly the spoken language, but this experience is limited in terms of the degree to which it can help the learner to develop grammatical competence and particularly the ability to produce grammatical language. How can instruction help? Can e-learning help? Insights from the classroom and materials are there any insights that can be gained from classroom language teaching that might help to formulate some methodological principles for developing effective on-line learning



tasks? This question has not been explored thoroughly, in part because CALL enthusiasts tend to see the differences rather than similarities between classroom teaching and CALL. CALL has developed a knowledge base distinct from classroom teaching with separate interest sections in organizations such as TESOL, IATEFL, and JALT, as well as conferences and journals devoted exclusively to CALL. The concept of teaching method is criticized for its generality with respect even to classroom teaching, and the type of post methodology parameters (Kumaravadivelu, 2001) currently discussed as a way to guide teaching practice seem to be even more abstract. Nevertheless, a body of professional knowledge does exist.

This support the theoretical frame work on this study, in which technology can dissimilate learning through social interaction with peer group, in terms of classroom activities. Also some of the bilingual Fulani students expressed their opinion of how scaffolding method of learning through peer group helped them overcome the anxiety of learning with technology.

### ***Summary, Conclusion and recommendation***

**The article delineates** how mother tongue-based bilingual education would offer a more effective meaningful education for most Nigerian children than is possible with the current mainly English model, and therefore a better basis for human as well as economic development. The article delineates how code-switching can be used as an empowerment strategy

to scaffold bilingual Fulani secondary school learners to improve their performance in ICT. The article also highlights the significance of code-mixing as an empowerment strategy that can be used in multilingual classrooms to help learners improve their performance in ICT. It further proves that code-switching and code-mixing have a socio-cognitive function of helping learners realize that their L1 can be used to serve the same function as the L2, which is perceived to be a language of power. Interestingly, Moore (2002) expounds that code-switching provides a sociolinguistic approach essential to help learners acquire and use the L2 effectively. When learners switch codes in response to teacher's questions, it encourages them to make meaningful contributions in class. Furthermore, this article proves that scaffolding learning is inevitable using technology, by engaging in different activities that require social interaction with peer groups when learning. While doing that the system must learn from the results of various research and practices conducted on bilingual education over a long period of time in the US, Saudi Arabia, , Australia, New Zealand, South Africa and Nigeria. After that, it should be evaluated periodically.

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