



## Incorporating Electronic Media in Teaching Languages to School Children in Kebbi State

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### Abstract

This study investigated the integration of electronic media in teaching languages to school children in Kebbi State, Nigeria. The research employed a mixed-methods approach, combining questionnaires administered to 320 school children with semi-structured interviews conducted with 80 key stakeholders, including teachers, headteachers, parents, education officers, and ICT specialists in eight Local Government Areas within Kebbi State. Findings revealed that while children showed high enthusiasm for multimedia-assisted lessons, access to electronic devices remains uneven, with only 25% having multiple media such as TV, radio and smartphones at home, and 20% having none. 75% learners reported enjoying lessons delivered through electronic media, with 70% stating that they understood English Arabic and Hausa better through such media. Stakeholder interviews confirmed that electronic media enhances engagement, listening comprehension, pronunciation, and vocabulary acquisition, yet its usage in schools remains sporadic and urban-centred. Major barriers identified include lack of reliable electricity, insufficient devices, inadequate teacher ICT skills, and limited policy and funding support. The study concludes that incorporating electronic media into language teaching in Kebbi State is both desirable and feasible, provided systemic challenges are addressed. It recommends equipping schools with sustainable media resources such as solar-powered devices, training teachers in ICT and multimedia

pedagogy, developing localized digital content in Hausa, Arabic and English, and adopting a blended learning approach that combines traditional teaching with electronic media.

**Keywords:** Electronic media, language teaching, school children, Kebbi State, blended learning.

### I. Introduction

Electronic media are mechanism that provide instant access to information and entertainment, promoting real-time communication and interactivity. They enable language teachers to reach wider audience and allow users to customize their media consumption. Electronic media have led to the development of sophisticated language learning networks, improved information storage and retrieval systems and the creation of language learning digital tools and applications. Over the years, developed nations have incorporated electronic media in teaching languages to their school children, and the initiative has proven to be effective. However, the situation is different in developing nations like Nigeria, as the level of utilization of electronic media in teaching and learning language in those countries are relatively low. Moreover, Nigeria is a country where success story is yet to be heard about the integration of electronic media in teaching and learning process, especially in language teaching. It is not an excitement story to postulate that even in Nigeria, Kebbi State is among the states with very low capacity utilization of electronic media in the whole



teaching and learning process, not only language learning.

In line with the above assertion, it becomes paramount for researchers in the field of education to conduct research of this magnitude in order to place Kebbi State and the country at large on the scale of educational development as regards to effective teaching and learning, laying more emphasis on how the Kebbi State Ministry of Education will spearhead the move by making show that school teachers fully integrate electronic media in teaching and learning process, especially language teaching. This is possible if Ministry of Education and development partners provide challenging learning atmosphere that will make provision for such electronic media tools that would be used for teaching and learning in schools. This is of course the basis of this research work, which tends to trace the root of the shortcoming associated with the use of electronic media in teaching and learning process in Kebbi State and provide solution that will lead to maximum utilization of electronic media for teaching language to school children in the state.

Moreover, it is of paramount importance to workout modalities that will stimulate the integration of electronic media in teaching and learning process in the state. In line with this appealing statements, the research work aims to vigorously uncover the mystery behind the underutilization of electronic media resources in teaching language to school children in Kebbi State, Again, it is worthy to note that Language education in Nigeria is complex due to its multilingual setting. The National Policy on Education recommends mother-tongue instruction in lower primary, transitioning to English as the language of instruction in upper primary level. In line with this assertion, the research upholds the major languages of instruction at elementary level in Kebbi State which are English language, Hausa language and Arabic language.

Also, in the course of the research work, the researcher visited eight local government areas, two local governments each from the four emirate councils in Kebbi State. The local governments are Aliero, Jega, Argungu, Augie, Yauri, Koko Besse, Zuru and Danko-Wasagu. 20 primary school students and 20 junior secondary school students (10 boys and 10 girls) from two schools each in the eight selected local governments, totalling 320 school children were given structured questionnaire. Moreover, interviews were conducted with 80 key stakeholders, 10 each from the eight selected local governments. The stakeholders comprised language

teachers (English, Arabic and Hausa), principals and headteachers, parents, local education authority officers, and officials from Ministry of Education. The student's responses and findings from interviews conducted are analysed and discussed accordingly.

### **Objectives of the Study**

1. To identify the factors responsible for underutilization of electronic media in teaching language in Kebbi State.
2. To find out ways in which the state will fully utilize electronic media resources to advance the course of teaching and learning process in the state.
3. To stimulate both teachers and students to embrace the use of modern technologies in teaching local languages in Kebbi State.
4. To find the challenges facing the utilization of electronic media in language teaching

### **II. Literature Review:**

This research reviews existing literature relevant to the use of electronic media in language instruction, particularly at the primary and junior secondary levels. It explores key theoretical perspectives, global and local trends in educational media use, empirical findings on language learning and multimedia, and challenges of implementation in Nigerian schools. The review provides a conceptual and empirical foundation for the current study.

### **Electronic Media**

Electronic is a device with transistors which controls and changes the electronic current passing through the electronic device. It involves operating the devices in which electrons are conducted through a semiconductor, free space or gas. It is an electronic activity that concerns usage of electronic devices. Additionally, an electronic refers to gadgets, such as television sets, computers, radio, handsets, etc. in which the current is controlled by valves, transistors and other comparable components. Furthermore, electrical means the use of electricity against other forms of energy, such as electrical engineering and electrical appliances (Auta 2015). On the other hand, media as highlighted by Isaac (2008) is plural form of medium, it is the main means of mass communication through television, radio, newspapers, journals, textbooks, what's up App, telegrams, bill boards, magazines, etc. Media refer to channels of communication through which information passes from originator to the end user.



Such information could be news, music, movies, education, advertisement and promotion.

The above explanations clarify that electronic media have the capacity to reach large audience within long distance quickly and smoothly. Listeners and viewers get to learn many things from electronic media, such as politics, environment, academia, culture, relationships, etc. Unlike print media, electronic media are the types of media that use electronics for the audience to access what is meant for them. As mentioned earlier, there are many types of electronic media, but this research work focusses on television and radio as elements of electronic media for language teaching to school children in Kebbi State.

### Electronic Media in Language Teaching

In the developed countries, the integration of electronic media into language teaching has revolutionized traditional classroom practices by enhancing both teaching and learning experiences. According to Mishra & Yadav (2020), electronic media encompasses any tool or platform that uses electronic technology to deliver content. In the context of language education, it includes tools such as radio, television, computers, digital audio and video, mobile applications, and internet-based platforms. These tools facilitate the teaching and learning of reading, writing, speaking, and listening skills in more interactive and engaging ways. Albiladi&Alshareef (2019) assert that electronic media refers to communication channels that involve the use of electronics and digital technologies to disseminate information. In

language education, it includes multimedia presentations, online platforms, audio-visual materials, e-books, podcasts, computer-assisted language learning (CALL), and mobile-assisted language learning (MALL) tools. These tools can deliver content synchronously (real-time, such as video conferencing) or asynchronously (pre-recorded materials like YouTube videos or language apps), allowing for greater flexibility in language learning.

It could be deduce from the above explanations that Electronic media provides learners with access to authentic materials such as news broadcasts, films, and real-life conversations. This promotes a deeper understanding of the language in its cultural context as explains by Gilakjani (2017). Learners can access real-life communication contexts, native speaker pronunciation, and natural usage of language through electronic media gadgets. Moreover, Practicing listening and pronunciation of any language could be done through audio tools such as radio, podcasts, television, etc. Also, multimedia applications engage learners actively through games, quizzes, speech recognition, and feedback systems. Stockwell (2012), postulates that multimedia tools create a more stimulating learning environment. For example, language learning applications such as Duolingo or Quizlet use application elements to motivate learners. Fitria (2021), adds thatelectronic media caters to visual, auditory, and kinaestheticlearners through various formats such as videos, podcasts, animations, and interactive exercises.

**Table 1** shows practical applications of electronic media in Language Teaching

Tool Type	Examples	Application
Audio	Podcasts, Language Labs	Listening, pronunciation
Visual	YouTube, Television	Vocabulary, cultural exposure
Interactive	Duolingo, Kahoot, Radio	Grammar, vocabulary games
Platforms	Google Classroom, Moodle	Assignments, group work

The assertions of the scholars reviewed clearly indicate that electronic media has become an indispensable tool in modern language teaching. When used effectively, it enriches the teaching-learning process by making it more interactive,

learner-centred, and accessible. However, its effectiveness depends on proper training, equitable access, and pedagogically sound implementation.



### **Level of Utilization of Electronic Media for Language Teaching in Kebbi State**

Electronic media has become an essential tool in language teaching worldwide, including in Nigeria's northern Hausa-speaking communities. These tools, which include radio, television, mobile phones, and internet-based platforms, support the learning of English and indigenous languages by providing access to listening, speaking, reading, and writing practice in engaging and accessible ways (Mishra & Yadav, 2020). In Kebbi State where Hausa is the mother tongue, and English is taught as a second language, electronic media helps bridge linguistic gaps by offering real-life usage of English in familiar cultural contexts. The electronic media utilized in the state for teaching and learning languages are radio programmes, television shows, mobile apps, what's up app and You Tube (Auta, 2015).

It is pertinent to note that there are local radio stations in Kebbi State such as Kebbi Radio, Vision FM, Equity FM, and Nagari FM. These radio stations usually transmit language teaching programmes to school children in the state, lying emphasis on the three major speaking languages in the State, such as English language, Hausa language and Arabic language. More so, television stations in the state such as KB TV and NTA engage in transmitting the same language teaching programme. Again, during the research survey, some school children admitted using language teaching apps to learn English, Hausa and Arabic language, of them admitted belonging to what's up groups that teach their local languages. Also, reasonable number of respondents admitted learning these languages on You Tube. These findings reveal appealing utilization of electronic media in teaching and learning languages in Kebbi State by both teachers and school children. However, one cannot celebrate the success story yet, as the level of utilization of electronic media in the state for teaching and learning language is relatively low.

Many rural school children have no access to radio and mobile phones even when schools are far away from them, and many rural communities still struggle with stable internet and electricity. As the findings reveal, many teachers and students are not fully trained to use e-learning platforms or apps effectively. Moreover, one of the barriers to effective utilization of electronic media in language teaching in Kebbi State is that many global e-learning tools are designed for Western learners, culturally relevant materials in teaching local language such as Hausa and Arabic languages are still limited. Despite the shortcomings, electronic

media presents an effective and culturally adaptable means of acquiring language skills by school children in Kebbi State. Through audio, visual, and interactive formats, learners can access instruction that complements their linguistic background. However, to maximize impact, content must be localized, teachers must be empowered, and access to digital tools must be expanded.

### **Theoretical Framework**

Language learning involves acquiring skills in listening, speaking, reading, and writing. Multimedia tools, including audio stories, visual aids, language apps, and video tutorials, help scaffold this learning by providing context, pronunciation support, and repetition. For analytical systemization, the study employs Mayer's Cognitive Multimedia Learning Theory and Vygotsky's Social Constructivism. Cognitive Multimedia Learning Theory posits that people learn better from a combination of words and pictures than from words alone. The theory emphasizes that learners have two separate information processing systems (visual and auditory) and a limited capacity for each channel (Mayer, 2009). When used properly, multimedia can enhance understanding and recall, making it ideal for teaching complex language skills to young learners. Vygotsky's Social Constructivism emphasizes the importance of social interaction in cognitive development. Tools like audio-visual media serve as "mediating instruments" that support guided learning. This theory justifies the use of culturally relevant videos, radio plays, and storytelling as means to support language acquisition within the learner's zone of proximal development.

### **Empirical Study**

Numerous studies across the world have affirmed the potential of electronic media in enhancing language skills. For instance, a study in India by Mishra and Yadav (2018) revealed that using digital storytelling and YouTube videos in primary classrooms improved students' vocabulary and sentence formation. Similarly, research in the United Kingdom by Wright and O'Neill (2016) showed that mobile language learning apps contributed to improved second-language acquisition among young learners. In Nigeria, research highlights both the promise and challenges of incorporating electronic media in education. Yusuf and Dada (2019) found that ICT tools like projectors, audio recordings, and educational software enhanced learner participation in English and indigenous language classes in Kwara State.



However, they also noted significant barriers including lack of training, poor electricity, and low funding.

Philiph, and Jumoh (2019) conducted a quasi-experimental study in Enugu State which showed that pupils taught English using audio-visual aids significantly outperformed those taught with conventional methods. Their findings validate the claim that electronic media improves comprehension, retention, and engagement in language learning. Auta (2015), in a study of ICT implementation in basic schools across northern Nigeria, found that only 35% of schools had access to functioning electronic media. Teachers expressed willingness to adopt multimedia if given training and infrastructure. The report underscores a common implementation gap between policy intention and classroom reality.

### III. Methodology

This study adopted a mixed-methods, combining quantitative and qualitative approaches to comprehensively examine how electronic media is incorporated into language teaching among school children in Kebbi State. The quantitative component involved the use of structured questionnaires administered to school children, while the qualitative component relied on semi-structured interviews with key stakeholders such as teachers, parents, media personnel, and education officials. This method was chosen to enable triangulation and ensure a richer understanding of the phenomena under investigation. The questionnaire was self-administered to the pupils with assistance from class teachers where necessary. Interviews were conducted in person and via phone, depending on availability, and responses were recorded accordingly.

#### Results of School Children's Questionnaire

A total of 320 school children, comprising pupils from upper primary (Primary 5–6) and junior secondary (JSS 1–2), participated in the questionnaire designed to assess their experiences, perceptions, and preferences regarding the use of electronic media in language learning. The school children responses below provide insights into children's access to media, exposure to multimedia lessons, attitudes towards its integration, and perceived challenges.

#### 1. Demographic Characteristics

Among the 320 respondents, 160 are boys and 160 are girls, with ages ranging from 10 to 13 years. Equally, half of the students are in primary schools, while others are in junior secondary schools. This

demographic spread ensured representation of learners at different stages of basic education in Kebbi State. This sample reflects the typical composition of language learners in the state, where children transition from mother tongue instruction to greater emphasis on English, Hausa and Arabic language in primary and junior secondary levels.

#### 2. Access to Electronic Media

When asked about access to electronic devices at home, only 25% school children reported having TV, radio, and smartphones, while 35% had only a radio, 20% had only a TV, and 20% had no access to any electronic media. This result highlights a digital inequality among children, with rural and lower-income households having limited access to diverse media. The fact that radios are more common reflects their affordability and minimal power requirements, making them a more practical medium for rural households. This finding aligns with previous studies in Nigeria that identified low household ownership of ICT devices as a major barrier to digital learning in underserved communities. It implies that school-based provision of electronic media may be the primary avenue for equitable access, as home-based learning cannot be assumed for all children.

#### 3. Experience with Electronic Media in Learning

Exposure to electronic media for educational purposes was uneven among the respondents. 40% of the respondents had used a phone, tablet, or computer for learning many times, mostly in urban schools. 30% had used it a few times, while 30% had never used any device for learning. Similarly, when asked whether their teachers had ever used electronic media tools during language lessons, only 25% respondents reported that their teachers used those tools often. 35% said they were used sometimes, while 40% respondents had never experienced electronic media-assisted lessons. This finding reveals that integration of electronic media into language teaching remains inconsistent, with urban schools slightly more advanced than rural ones. The lack of structured and regular use suggests that electronic media adoption is still at an experimental stage rather than a formalized pedagogical approach in Kebbi State schools.

#### 4. Children's Perception of Electronic Media Integrated Language Lessons

Despite limited exposure, children showed strongly positive attitudes toward electronic media integrated language learning. 75% respondents said they enjoyed learning through videos, songs, or



radio lessons very much, 15% enjoyed it only a little, while only 10% respondents said they did not like it. Moreover, 70% of the school children reported that they understood English, Hausa and Arabic better when learning through videos or audio materials. Another 20% said it was the same as normal lessons, while only 10% were unsure. When asked about their preferred mode of language learning, 80% of them favoured a blended approach (classroom lessons combined with videos and audios), 15% preferred traditional lessons alone. These responses indicate that children find media-based language lessons engaging and supportive of comprehension, but they still value the presence of a teacher for explanation and guidance, reinforcing the case for a blended learning model rather than full digitization.

### 5. Identified Challenges

School children also reported the barriers preventing frequent use of electronic media in their schools, 50% respondents cited lack of electricity as the main challenge. 30% mentioned that their schools simply do not have electronic media tools such as TV, radio, computers, etc. while 20% respondents

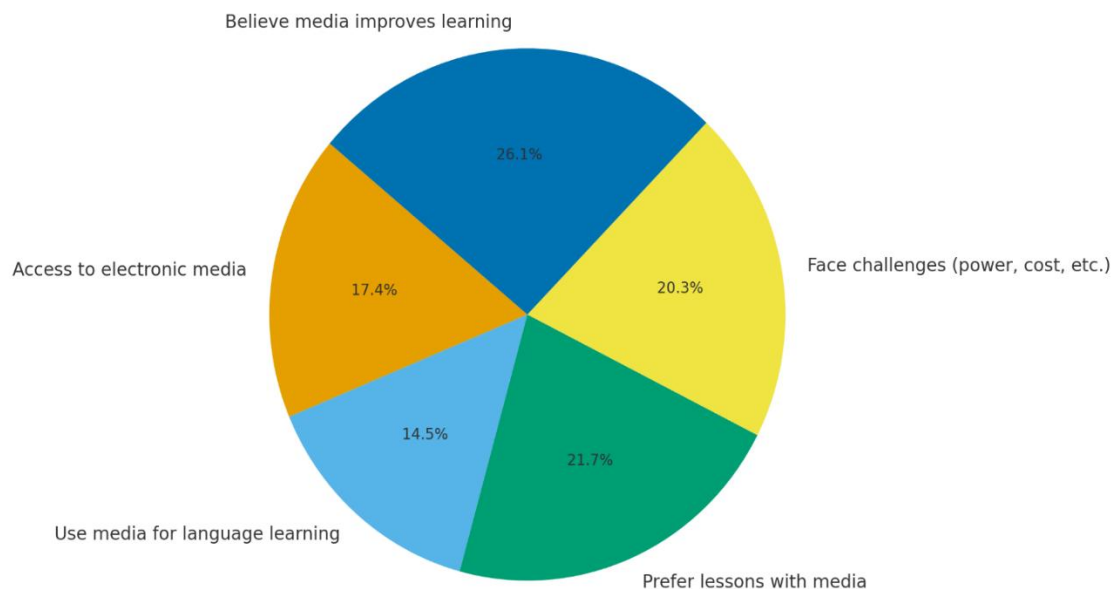
said their teachers do not know how to use electronic media tools. These findings mirror infrastructural and capacity challenges previously identified by education stakeholders in Kebbi State. They emphasize the need for systemic solutions, including solar-powered devices for rural areas, procurement of affordable hardware, and teacher training in ICT and media literacy.

### 6. Expectations and Future Preferences

When asked whether they would like their schools to have more TVs, radios, or computers and other electronic media tools for language learning, 90% responded positively. 60% of the school children said they liked electronic media tools for language learning because they were fun and entertaining. 30% said those tools helped them to pronounce new words more easily. These responses suggest that children not only recognize the educational value of multimedia lessons but also see them as a way to make learning more enjoyable and less monotonous. This positive attitude is an important motivator for future implementation, as student engagement directly influences learning outcomes.

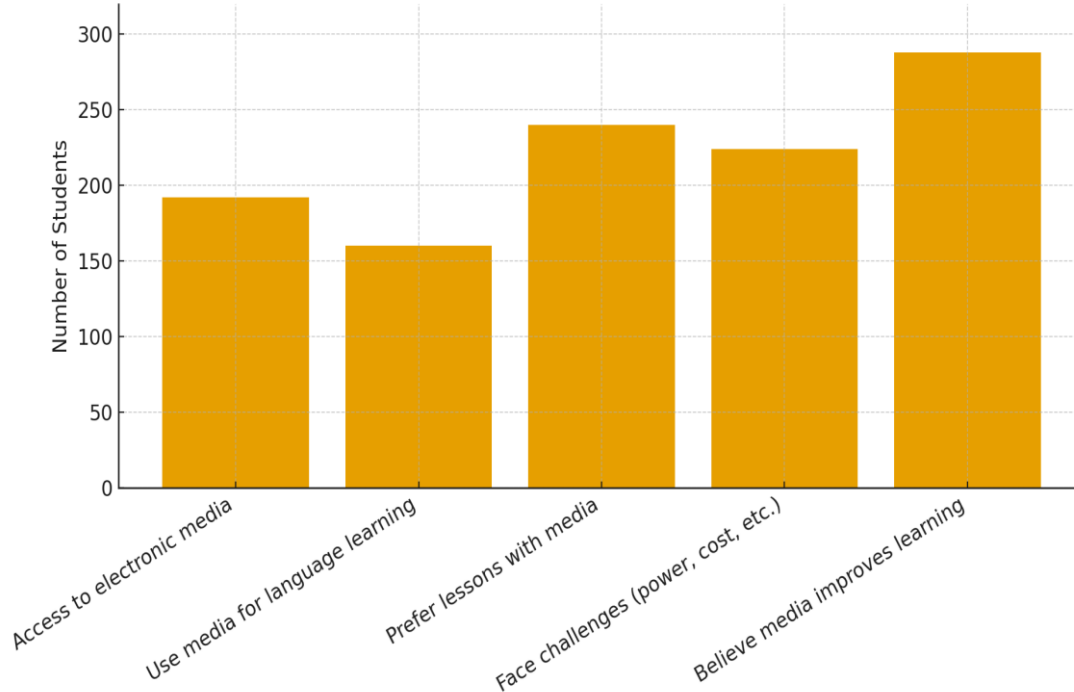
### Pictorial Representation of the Results of Students Administered Questionnaire Below

Percentage Distribution of Students' Questionnaire Results (n=320)





Students' Questionnaire Results on Use of Electronic Media in Language Learning (n=320)



### Stakeholders Interview and Findings

As part of the study, interviews were conducted with 80 key stakeholders, 10 each from the 8 selected local government areas in Kebbi State. These comprised language teachers (English, Arabic and Hausa), school heads (principals and headteachers), parents, local education authority officers, and ICT/education technology officers. The objective was to gather their views on the use of electronic media in teaching languages to school children, their experiences, perceived benefits, and the challenges hindering its adoption. The outcomes of the interview are discussed below.

#### 1. Awareness and Perceptions of Electronic Media

When asked about the knowledge of electronic media tools, stakeholders demonstrated basic awareness of electronic media tools such as videos, radio programs, and TV lessons as tools for teaching languages. Teachers and ICT officers, especially those in urban areas are having some exposure on multimedia lessons, such as showing short educational videos or using PowerPoint slides. Parents and rural teachers, however, had limited experience, with most citing that their only knowledge of educational media came from radio and television lessons aired during the COVID-19 school closures. Education officers acknowledged that media-based lessons were introduced during

that period, but their impact was limited due to unequal access. 70% of the stakeholders believed that electronic media would make language lessons more interesting, engaging, and easier to understand. Teachers emphasized its potential to improve listening comprehension, pronunciation accuracy, and vocabulary acquisition, aligning with global findings that multimedia enhances language retention.

#### 2. Current Usage in Schools

When asked whether electronic media is currently integrated into language teaching, urban teachers and school heads reported occasional use of smartphones, projectors, or downloaded videos during English, Arabic or Hausa language lessons. Rural schools relied almost exclusively on chalk-and-talk methods and textbooks, parents confirmed that while some children watched TV lessons during COVID-19 lockdown, many could not follow them consistently due to lack of electricity, devices, or parental guidance. Education officers admitted that although the state promoted radio and TV lessons, there was no sustainable follow-up after schools reopened. These assertions show that the usage of electronic media in elementary schools in Kebbi State remains inconsistent and largely urban-centred, leaving rural children behind.



### 3. Benefits of Electronic Media for Language Learning in Kebbi State

Despite limited exposure, all stakeholder groups who participated in the interview agreed on the positive impact of electronic media tools on language learning. Most of the teachers mentioned that children pay more attention and remember words better when they hear and see them in context through videos or radio stories. Moreover, majority of the parents reported that their children enjoyed TV and radio lessons more than traditional rote learning, while ICT officers highlighted that audio-visual content helps children imitate correct pronunciation and sentence structures, particularly in English and Hausa language. This perception aligns with previous research in Nigeria showing that the integration of electronic media in language teaching improves grammar and vocabulary learning more effectively than traditional methods.

### 4. Barriers and Challenges

When asked about the challenges preventing wider adoption of electronic media for teaching and learning language, over 70% of the stakeholders cited lack of reliable electricity as the biggest obstacle, especially in rural communities. Moreover, many schools do not have TVs, radios, computers, or projectors, making it impossible to integrate multimedia tools. Also, more than 65% of the stakeholders believed that most teachers lack adequate ICT skills or media literacy which hindered the success of electronic media in language teaching. Majority of the education officers interviewed admitted that there has been little or no training provided to teachers on how to select, evaluate, or create digital teaching materials. On the issue of funding, school heads and parents agreed that there is no dedicated budget for electronic media resources, while ICT officers pointed out the absence of a clear state-level policy integrating media into the language curriculum. These challenges mirror findings from previous studies in Kebbi State, which identified electricity, funding,

and teacher ICT competence as major barriers to electronic media integration in language teaching and learning.

### 5. Stakeholders' Recommendations

When asked what could make electronic media more feasible, stakeholders suggested practical solutions such as provision of solar-powered media centres for rural schools to overcome power issues. Development and distribution of localized digital content in both Hausa, Arabic and English language aligned with the national curriculum. More on this, stake holders suggested that there should be regular teacher training workshops on ICT integration and media literacy.

They equally supported the procurement of electronic media tools starting with low-cost options, such as radio and TV programs, which are already familiar to many homes. Also, they encourage partnerships with NGOs and private sector organizations to fund and maintain media facilities. Notably, more than 90% stakeholders expressed willingness to integrate electronic media into their schools or communities if these supports were provided.

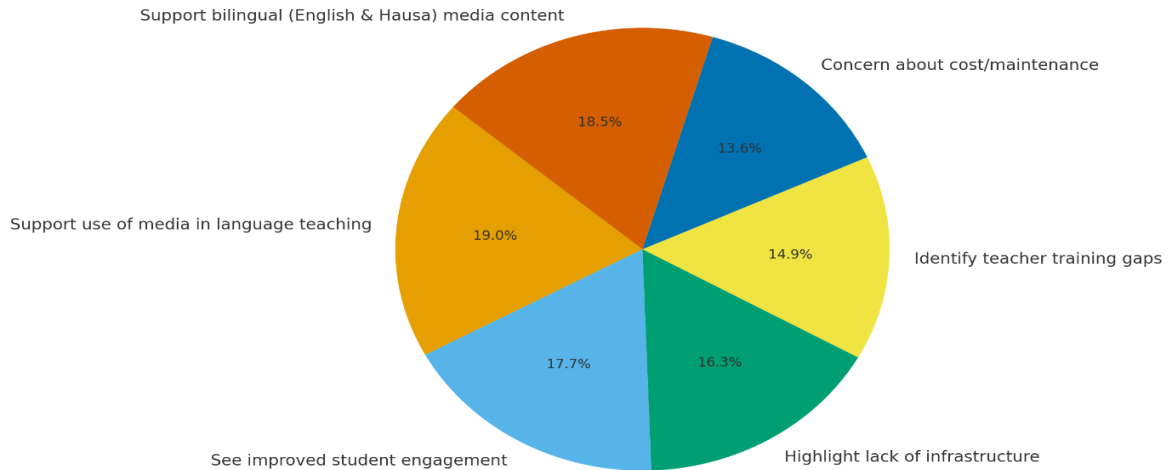
### 6. Optimism About Future Impact

Most stakeholders expressed optimism about the potential outcomes of adopting electronic media widely in Kebbi State schools. They believed it would improve student engagement, attendance, enhance pronunciation, vocabulary, and listening comprehension in English Arabic and Hausa. Again, majority of the stakeholders asserted that electronic media integrated language lessons would make lessons more interactive and enjoyable, reducing rote memorization. It would equally help bridge the learning gap between urban and rural schools if implemented equitably. However, some parents and teachers expressed caution, fearing that without proper supervision, children might use electronic media devices for entertainment rather than learning.

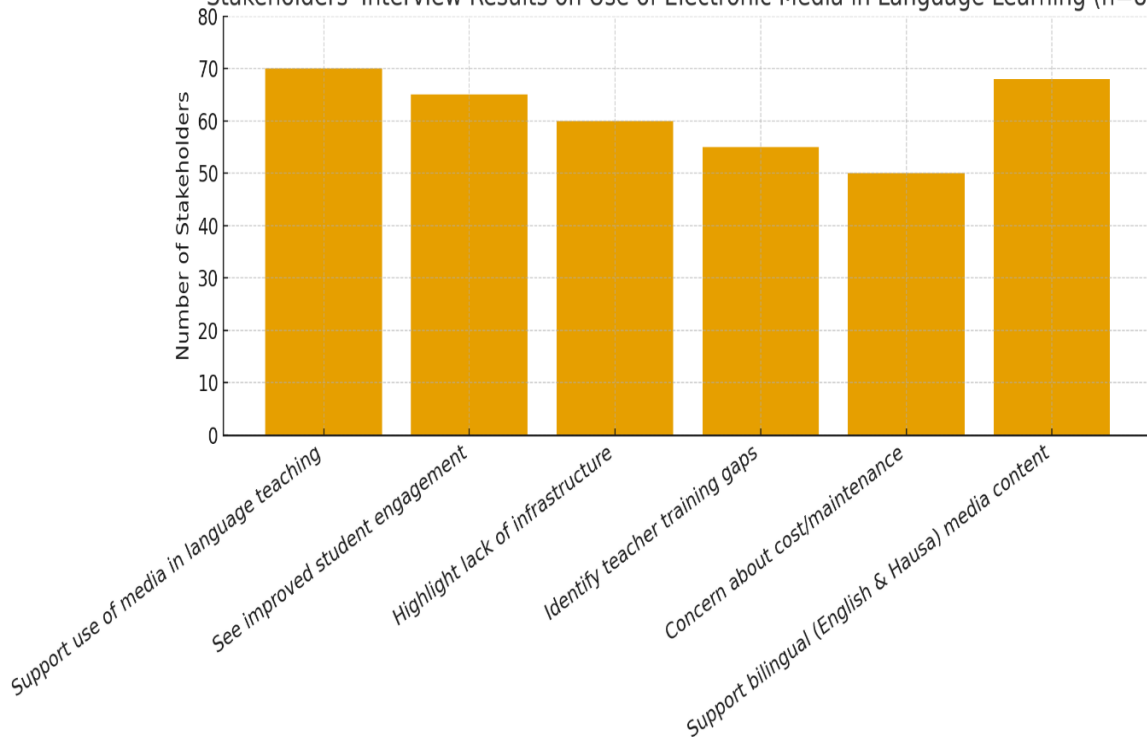


### Pictorial Representation of the Results of the Stakeholders Interview Below

Percentage Distribution of Stakeholders' Interview Results (n=80)



### Stakeholders' Interview Results on Use of Electronic Media in Language Learning (n=80)



#### IV. Discussion

The purpose of this study was to examine the integration of electronic media in language teaching to school children in Kebbi State, focusing on both learner experiences and stakeholder perspectives. The findings from the questionnaire administered to school children, alongside

interviews with stakeholders reveal important patterns, opportunities, and challenges that warrant further discussion. Results from the questionnaire indicate that majority of school children have some exposure to electronic media such as radios, televisions, mobile phones, and digital learning platforms. Many respondents reported using these



tools for entertainment and, to a lesser extent for educational purposes. While students demonstrated enthusiasm for learning through interactive and multimedia resources, many lacked regular structured access within school hours.

Interviews with teachers, school administrators, policymakers, and community leaders revealed a shared belief that electronic media can enhance language learning through increased engagement, exposure to correct pronunciation, and access to authentic language use in real-life contexts. Most teachers noted that radio programmes in English Arabic and Hausa educational television content, and interactive digital resources could strengthen vocabulary retention and comprehension. Moreover, stakeholders highlighted the cultural relevance of using electronic media in Arabic Hausa and English language. Despite the optimism, both school children's responses and stakeholder interviews revealed significant barriers to the effectiveness of using electronic media in teaching language to school children in Kebbi State which include infrastructure limitations, teacher training gaps, content relevance, cost factors, digital devices and maintenance costs remain prohibitive for many schools and families.

These challenges align with the assertion of Auta (2015), who emphasised that rural schools in Nigeria face compounded ICT limitations due to poor infrastructure and insufficient government support. The findings also show that cultural factors influence how electronic media is perceived and utilised. In some communities, parents express concerns over children's exposure to certain media content, while others encourage educational television and radio. Bilingual strategies, incorporating Hausa and Arabic alongside English language were identified as particularly promising for early language acquisition. From a pedagogical standpoint, integrating electronic media requires alignment with curriculum objectives, teacher professional development, and consistent evaluation mechanisms. The enthusiasm of students must be matched by structured educational planning and content moderation.

## 5.2 Conclusion

The integration of electronic media in language teaching has the potential to significantly enhance language acquisition among school children in Kebbi State. The study revealed that although awareness of the benefits of electronic media is high, practical implementation remains limited by infrastructural and capacity-related barriers. With

targeted investment, appropriate training, and collaborative stakeholder engagement, electronic media can bridge learning gaps, enrich language instruction, and promote bilingual literacy in both English, Hausa and Arabic language

## Recommendations

Based on the findings of the study, several key recommendations are proposed to guide policymakers, educators, and community stakeholders toward effective integration of electronic media in language teaching for school children in Kebbi State. These recommendations address the challenges identified, build on the strengths of current practices, and aim to ensure sustainable and equitable implementation. For the purpose of advancing the effective utilization and integration of electronic media in teaching language to school children in Kebbi State, the following recommendation are made:

### Strengthen Infrastructure for Electronic Media Integration

Government and school management boards should equip all schools, particularly rural ones, with basic ICT tools such as radios, televisions, projectors, and computers. Alternative power sources such as solar energy should be installed in schools to address electricity shortages. Again, partnerships with telecommunication companies should be pursued to provide affordable or subsidised internet access for schools.

### Develop Locally Relevant and Culturally Appropriate Content

Policy makers should ensure the production of educational programmes in both English and Hausa language to support bilingual learning and cultural preservation. Moreover, all electronic media content should be closely tied to the national and state curriculum, ensuring that lessons directly support learning objectives.

### Enhance Teacher Capacity in Media-Based Instruction

Government and other stakeholders should organise continuous professional development workshops on designing, selecting, and using electronic media for language teaching, laying emphasis on encouragement of teachers to share best practices and lesson plans incorporating media resources for teaching language to school children. Moreover, introduction of rewards and recognition for teachers who effectively integrate electronic media into their language lessons would encourage teachers to actively integrate electronic media in teaching their students.



### **Foster Student Engagement Through Interactive Learning Approaches**

Encouraging the use of electronic media that allows students to actively participate in electronic media integrated language lessons, such as language games, quizzes, and storytelling apps would make the process appealing and effective. Again, teachers should frequently assign tasks that require the use of educational radio or television programmes, helping students extend learning language beyond the classroom. Equally, creating media and language clubs where students can practice speaking and writing skills through electronic media-based activities would enhance the usage of electronic media in language teaching.

### **Promote Stakeholder Collaboration**

Working with local governments, NGOs, and private sector partners to fund and support ICT initiatives in schools would promote the use of electronic media for language teaching in Kebbi State. Parents should be educated on how to guide their children's use of media for educational purposes, instead of concentrating on action movies and other immoral contents. Moreover, ministry of education should collaborate with local radio and television stations to transmit language-learning programmes tailored for school children. Again, stakeholders should develop clear benchmarks for measuring the effectiveness of electronic media in improving language proficiency, and collect feedback from students, teachers, and parents to guide adjustments in content and delivery. Expert in the field of education should periodically review ICT and electronic media policies to ensure they remain relevant and effective.

Additionally, to develop and sustain vibrant integration of electronic media into language teaching in Kebbi State, special focus should be given to rural and underserved schools to bridge the digital divide, and provide adaptive media tools for students with hearing, vision, or learning impairments, and ensure that both boys and girls have equal opportunities to benefit from media-based language instruction. To ensure equal community participation, education authorities in Kebbi State should develop a strategic framework for ICT in language teaching, ensuring equitable access across rural and urban schools. More importantly, parents and community leaders should be sensitised on the benefits and safe use of electronic media for language teaching and learning.

### **Acknowledgement**

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