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ABSTRACT

Purpose: This paper examined awareness and usage of YouTube and Second Life in indigenous language learning in tertiary education in Nigeria.

Methodology: The study anchored on socio-cultural constructivism and adopted the survey research design. The population of the study was two-fold. The first component comprised of 52 Nigeria Certificate in Education students from five Federal Colleges of Education, who registered for the language acculturation programme at the National Institute for Nigerian Languages (NINLAN) in 2018. The second part of the population included ten lecturers of Nigerian languages in NINLAN. Since the study was focused on learning, and the population of students was manageable, the census sampling technique was applied. Thus, all 52 students were involved in the survey. Based on a representation of the three major Nigerian languages, the purposive sampling technique aided the selection of three lecturers: one each for Igbo, Hausa and Yoruba. Out of which, two lecturers were available at the time of the study. Quantitative data were collated from the students via a self-administered questionnaire, while the interview method was used to elicit qualitative data from the lecturers. Quantitative data were analysed using simple percentages, Chi-squared test and Fisher's exact test.

Findings: Findings showed a significant awareness of YouTube, but its usage for indigenous language learning was insignificant. Compared to YouTube, the awareness of Second Life was lower and it was not used for indigenous language learning.

Unique contribution to theory, practice and policy: The study recommended that tertiary education; particularly language teacher education should incorporate Web 2.0 channels such as YouTube and Second Life into traditional classroom pedagogy to bridge resource gaps in indigenous language learning.

Keywords: *Awareness, Language Learning, Nigeria, Second Life, Tertiary Education, Usage, YouTube.*

Introduction

The interactive web, also known as Web 2.0, has opened up new vistas for interactive and collaborative language learning in tertiary education. Stauffer (2014) observed that as learners grow up immersed in digital environments; the outlook of language education must involve the use of technology. Murray (2005) pointed out that technology use among digital native students, provide a seamless context for learner autonomy, background for learner identity, new ways to use language and motivation for students to create, collaborate and interact with teachers.

Over the years, the affordances of the interactive web have introduced the concept of Web Assisted Language Learning (WALL). Ruipérez (2002, p. 82) defined Web Assisted Language Learning as "the science that aims to study the use of the World Wide Web in the teaching and learning of Second Languages." Beyond second language (L2) pedagogy, pertinent studies have suggested that WALL holds great potentials in documenting and preserving indigenous languages among higher education students (e.g., Lee, 2006; Warschauer, 2000; Villa, 2002). Specifically, Lee (2006) revealed that weblogs are potent in university students' effort to maintain and develop proficiency in their heritage language. It would therefore mean that considering the pivotal role of indigenous languages in promoting sustainable development in societies, the advantages of WALL can no longer be ignored.

With the benefit of hindsight, since 1951, the United Nations Educational, Scientific and Cultural Organization (UNESCO) through several declarations and statements (UNESCO, 1951, 1953) has been advocating for the use of indigenous languages for instruction in primary, secondary and tertiary education. In domesticating these declarations, the Nigerian government through the language provisions of the National Policy on Education (NPE) of 1977 (revised 1981, 1998, 2004, 2007 and 2013) recommended tri-lingual education for students. On paper, the NPE emphasise the use of the first language (L1) or mother tongue in early education, with the gradual introduction of one other Nigerian language and English language in secondary and tertiary education.

Nonetheless, Bamgbose (2004) revealed that a significant part of the efforts has focused on the use of mother tongue in primary and secondary education, with little attention paid to tertiary education. This neglect appears to be worse for languages spoken by Nigeria's minority language families. While scholars have proffered several reasons for this untoward pattern, Igboanusi (2008) pointed out that inadequate teachers of many minority languages (where such languages are developed) is the main reason for the poor use of indigenous language in tertiary education.

Fortunately, WALL channels have shown great promise to help close such resource limitations in language learning (Pema, 2015; Salaberry, 2001). As a result, a lot of research energy has gone into exploring the benefits of WALL tools such as YouTube and Second Life (SL) in foreign language learning (FLL) particularly, within Western and Asian countries contexts. For example, Terantino (2011) highlighted the importance of using YouTube in promoting Less Commonly Taught Languages (LCTLs) among digital native students and his findings provided valuable insights into the potential benefits of using YouTube for FLL. Studies have also explored the benefits of web-based technology in heritage language (Lee, 2006), as well as the use of SL for foreign language pedagogy (Wang, 2017).

In their study, Wang, Song, Stone and Yan (2009) noted that SL is one of the most popular virtual reality environments in language pedagogy. As an important aspect, Wang and Vásquez (2012) pointed out that the majority of pertinent studies on Computer-Assisted Language Learning (CALL) focused on post-secondary settings, with emphasis on English, Spanish, German, and French, with considerably less research on LCTLs. In light of the benefits outlined in extant studies, one might reckon that these web-based interventions might enhance opportunities for achieving the language provisions of the NPE in Nigeria's tertiary education.

However, to the researcher's knowledge, most research in indigenous language pedagogy in Nigeria has focused on policy, practice (e.g. Bamgbose, 2004), attitude, and practice (Igboanusi, 2008) and language teacher training (Emenanjo, 1995). In an exploratory parallel study, Epepe (2019) advocated for the use of YouTube and SL in promoting Nigerian languages literacy. Even so, little empirical work seems to have been done to establish the awareness and usage patterns of specific WALL channels in indigenous language pedagogy in tertiary education within the Nigerian context.

Therefore, this paper sought to fill some knowledge gaps, by providing Nigeria-specific evidence on awareness and usage of YouTube and SL in indigenous language learning (ILL) in tertiary education, using language teacher training as a yardstick.

Research Objectives

The specific objectives of this paper include to:

(1) Find out the mother tongue (L1) of students and their proficiency in the language.

(2) Establish whether students have acquired an indigenous second language (L2).

(3) Ascertain the internet experience (years of use and daily hours investment) of students.

(4) Explore the relationship between internet experience and usage of YouTube and SL.

(5) Find out the awareness and usage of YouTube and SL among students.

(6) Examine the relationship between awareness and usage of YouTube and SL for indigenous language learning (ILL) among students.

(7) Ascertain the views of indigenous language teachers about YouTube and SL in language pedagogy.

Research Hypotheses

Ho1: There is no relationship between internet experience and usage of YouTube.

Ho2: There is no relationship between internet experience and usage of Second Life.

Ho3: There is no relationship between awareness of YouTube and its usage for indigenous language learning (ILL).

The Web and Language Pedagogy in Tertiary Education

Several scholars have reported the use of the interactive web in language pedagogy in tertiary education. According to Khee, Wei and Jamaluddin (2014), the rise of new technology has impacted all aspects of higher education pedagogy. Cueto, Ramos, Garcia and Cheol (2017) also pointed out that new technological devices and websites with their broad range of educational platforms, which have become a regular part of students' lives, might help improve language learning. Notably, Stauffer (2014) acknowledged that beyond any other field in the

social sciences, language education perhaps has the strongest connection to technology integration. Thus, Hubbard (2008) reasoned that teacher training has become essential to the success or failure of CALL. As Kirkness (2001) posited, the training of teachers to teach an indigenous language, through either immersion or as L2, requires particular skills and noted that beyond schools, families and the community should be part of the process. Invariably, the interactive Web simulates a sense of family and community that would benefit language learning in higher education, particularly teacher training.

From a resource-centred perspective, Salaberry (2001) provided important insights on how the use of technology optimises resources and improves L2 learning. Pema (2015) averred that technology can be useful to create and provide online materials to students at all levels, even for less-known foreign languages, with insufficient copies of print materials. Terantino (2011) also articulated that one of the greatest benefits of using YouTube videos for foreign language education is for LCTLs because it offers access to spoken samples of videos, instructional units, as well as reading and writing practice.

In Nigeria, inadequate teachers of many minority languages have been blamed for the poor use of indigenous language in tertiary education (Igboanusi, 2008). This unfortunate trend can be linked to the low prestige attached to indigenous minority languages, as speakers of minority indigenous languages are reluctant to teach them, but prefer to study other courses instead of their languages (Macaiah as cited in Igboanusi, 2008). Nonetheless, Bamgbose (2004) said it is important to teach African languages as subjects at the tertiary level because it helps in the process of language development. Considering the highlighted challenges in achieving this and given the spiral positive effect it would have on lower-level education, WALL interventions such as those on YouTube and SL have become imperative in Nigeria's tertiary education.

YouTube and Second Life for Language Pedagogy: Empirical Overview

Over the past two decades, there has been a burgeoning of scholarship on the use of YouTube and SL for language teaching and learning. Lo (2012) conducted a qualitative study of university students' experience in using YouTube for FLL. He found that the familiarity of YouTube among university students had an insignificant impact on a language learning experience because users mainly seek entertainment, rather than language learning on the platform. Terantino (2011) found that YouTube videos offer access to spoken samples of videos, instructional units, as well as reading and writing practice, particularly for LCTLs. In his *Afrocentricity and New Media in Africa* series on YouTube, Langmia (2019) discussed the role of African languages on social media. He argued that Africans must learn to use social media to promote effectively African languages through the creation of Afro-centric apps, content, interpretation and translation in audio, video, text, and so on. Unfortunately, this appears to be lacking despite the multimodal affordances of YouTube. In a Nigerian study, Epepe and Emejulu (2018) conducted a content analysis of Nigerian languages on YouTube and found a gross lack of tertiary institutional publishers of pedagogically relevant content on the platform.

On the other hand, several scholars have reported that SL is a useful platform for task-based language learning because of its user-generated and community-oriented quality (Grant and Huang, 2010; Wang et al., 2009). Studies have also drawn attention to the immense benefits of using SL in foreign language pedagogy in tertiary education (e.g., Cooke-Plagwitz 2008, 2009; Hismanoglu, 2012; Wang et al., 2009; Wang, 2017). As Stauffer (2014) pointed out, SL provides users with an experience where they can "live" in a virtual world and

communicate/interact through an avatar with others. Hismanoglu (2012) found that on SL, students could immerse themselves in linguistically appropriate environments, and interact and collaborate with others to achieve intricate goals through the utilisation of pedagogically relevant media such as text, voice, and video. On their part, Inman, Wright and Hartman (2010) identified the potential of SL in fostering experiential and constructivist learning.

However, Wang (2017) warned that the types of technological challenges that obstruct participation in SL involve software complexity, unreliable functionality, as well as hardware and connectivity issues. Hundsberger (2009) expounded that the limited presence of body language on SL is also a major obstacle to language learning. As an important aspect, Siribaddana (as cited in Hismanoglu 2012) stated that SL has drawbacks such as high-end technology, complex operational tasks and lack of user awareness.

However, Sykes (2009) found that learners' awareness of the complicated practical issues improved when using a synthetic immersive environment. In a South African internet study, Goldstuck (2012) used the Digital Participation Curve to explain how the length of time an individual has spent on the Internet, predicts usage to gratify online self-actualisation needs on social media and specialised social networks. Thus, it might be safe to speculate that adequate time investment on SL and indeed other WALL channels such as YouTube might enhance expertise and demystify complex technical issues for both students and teachers.

Nevertheless, Stauffer (2014) found that despite considerable time investment in web-based environments there is a higher incidence of its use in language teachers' personal lives as compared to use in their language teaching practice. Thus, the factors that could predict the use of technology for language learning is at best fluid. Despite this position, Stauffer (2014) concluded that language teachers must understand the learner to achieve successful technology adaptation into language pedagogy in post-secondary education. Although research on the benefits of web-based language learning remains inconclusive, on a large scale, the interactive Web has brought reported benefits to language pedagogy, which might prove useful for indigenous language pedagogy in Nigeria's tertiary education.

Theoretical Framework

This paper was viewed through the theoretical lens of socio-cultural constructivism. In a published collection of his works, Vygotsky (1978) explored the role of social and cultural experiences or interactions in fostering functional learning. From his point of view, learning should be "relevant to life", "meaningful" and should be "*taught* naturally". Thus, sociocultural constructivism describes learning as a social, meaning-making activity that naturally occurs via active interaction with others in a cultural context. Given its basic assumptions, socio-cultural constructivism has been widely applied to language pedagogy in online environments.

Scholars such as Lee (2006) noted that the Internet has offered means to reinstate local communities, hitherto hindered by physical distance, thereby serving as an effective medium for students' cultural exploration and expression. According to him, the affordances of the Internet provide an optimal language-learning environment from a socio-cultural perspective. Pema (2015) also stated that internet technologies enable learners to be involved in regular and extended communication with native speakers.

Specifically, Terantino (2011) affirmed that YouTube provides two-way communication and natural context to promote speaking and writing skills. Hismanoglu (2012) also observed that the linguistically appropriate environments of SL enable students to achieve complex goals.

Since socio-cultural constructivism has the capabilities of facilitating some form of digital acculturation on YouTube and SL, this theoretical perspective is considered to be relevant to this study.

It was therefore anticipated that awareness of the socio-cultural affordances of WALL platforms like YouTube and SL could play important roles in their usage for language pedagogy. Accordingly, Figure 1 is a proposed conceptual framework for awareness and usage of YouTube and SL for indigenous language learning. The framework incorporates key concepts of socio-cultural constructivism. Thus, it is expected that "active interaction" or "natural context" might be achieved through the use of avatar, animation and/or graphics on YouTube or SL. By the same token, "meaningfulness" was conceptualised as the use of audio-visuals, notecards, text and comments to facilitate indigenous language learning on both WALL platforms.

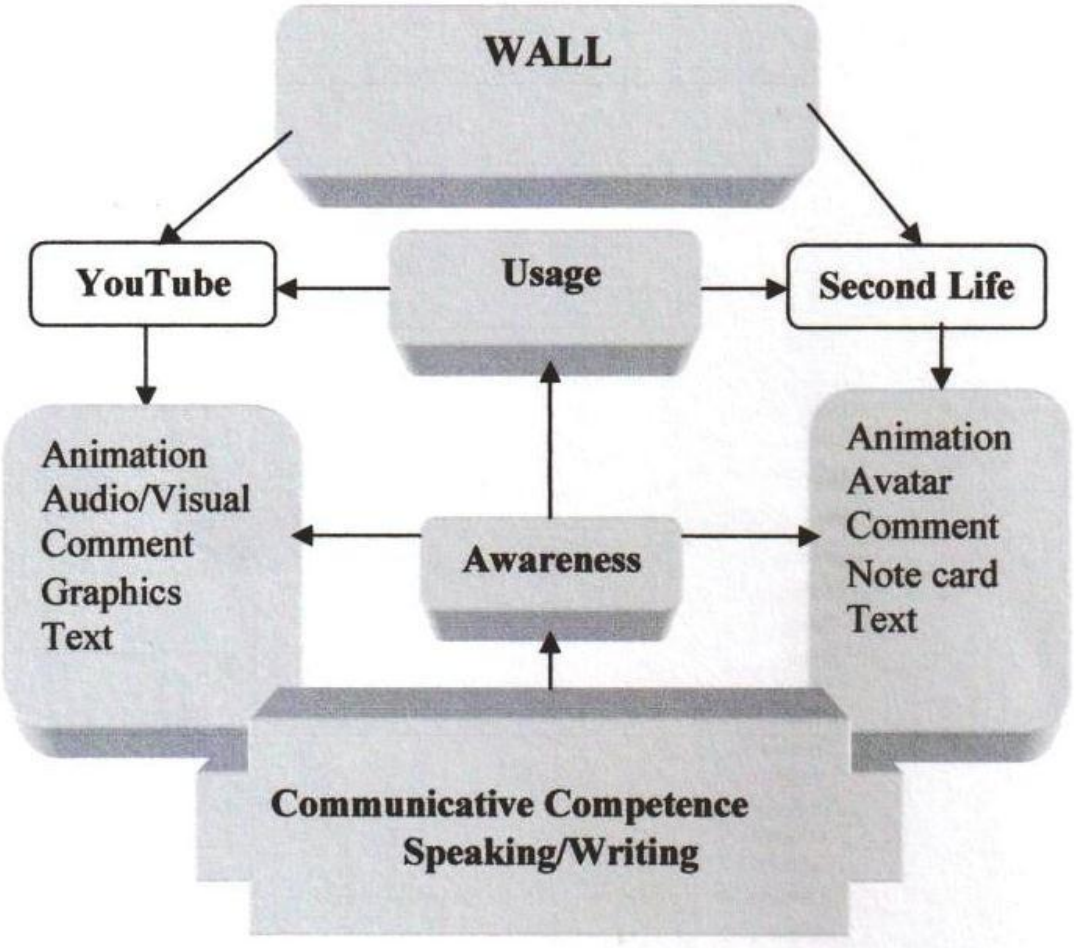

Figure 1. Proposed Conceptual Framework for WALL Methodology

This study adopted a survey research design. The population of the study comprised of two parts. The first part of the population consisted of 52 Nigeria Certificate in Education (NCE) students who registered for the language acculturation programme at the National Institute for Nigerian Languages (NINLAN) in 2018. The population of students cut across five Federal Colleges of Education in the Southern and Northern parts of the country. The study focused on language teacher education students because of the spiralling effect they have on resource development and indigenous language manpower needs in primary and secondary education.

The second component of the population included 10 lecturers of Nigerian languages in NINLAN. Due to the manageable size of the population of students, the census sampling technique was applied. Thus, all 52 students (16 males and 36 females) between the age range of 17 and 30 years participated in the survey.

Furthermore, based on the three major Nigerian languages, three lecturers (one each in Igbo, Hausa and Yoruba) representing 30% of the target population of the lecturers were purposively selected. However, two out of the three lecturers (Hausa and Yoruba) were available at the time of the study. Quantitative data were collated from the students in August and September 2018 with the aid of a self-administered questionnaire. On the other hand, an interview was used to elicit qualitative data from the lecturers. The interview was conducted one month after the lecturers were provided with web links to Yoruba and Hausa languages' contents on YouTube. They were also sent web links to SL's home page and its language learning content that were uploaded to YouTube.

Findings

The findings of the study were presented in line with each research objective and research hypotheses as earlier stated. The results were divided into two parts. The first part dealt with quantitative data collated from the students, which were presented in tables and analysed using simple percentages, Chi-squared test and Fisher's exact test. Secondly, qualitative data elicited from the lecturers were presented in a narrative form.

Responses of Students Table 1. Mother Tongue (L1) of Students

Language	Frequency	Per cent
Igbo	16	30.8
Yoruba(including 1 Oyo, 1 Abeokuta)	24	46.2
Ron	2	3.8
Rumaga	1	1.9
Seirra Leone	1	1.9
Mwagharu	2	3.8
Edo	1	1.9
Idoma	1	1.9
Boki	1	1.9
Bete Obudu	2	3.8
Ekpari	1	1.9
Total	52	100.0

From the result in Table 1, it is evident that 16 (30.8%) student respondents are native Igbo speakers, nearly half, 24 (46.2%) speak Yoruba, with 2 (3.8%) students being native speakers of Ron, Mwagharu or Bete Obudu. The result portrays a generally low enrolment of students, particularly minority languages, into Nigerian language departments. This finding draws parallel to Bamgbose (2004) who established that indigenous language education is not a priority in tertiary education. Similarly, the result is consistent with Macaiah (as cited in Igboanusi 2008) who revealed that the low prestige associated with indigenous minority languages hampers the teaching and studying of these languages. It is also probable that resource limitations might be a key determinant in the low enrolment of students in the study of minority languages. This finding implies that poor enrolment of students in minority might have a deleterious effect on the study of Nigeria's minority languages and the development of

terminologies at the tertiary education level. By extension, it also impedes resource availability for indigenous language education in primary and secondary education. This makes the creative use of WALL channels such as YouTube and SL doubly imperative. It is reckoned that such initiatives would make minority languages more visible, accessible and attractive to contemporary students as well as bridge existing resource gaps.

Table 2. Mother Tongue (L1) Proficiency of Students

	Frequency	Per cent
Can you speak your mother tongue or native language?		
Yes	49	94.2
No	3	5.8
If yes, how did you learn to speak your mother tongue?		
Home	43	87.8
School	6	12.2
Others (Specify)	0	0.0
Please rate your fluency in speaking your mother tongue		
I can understand but cannot speak my mother tongue (1-10%)	7	13.5
Beginner speaker (11-30%)	6	11.5
Average speaker (31-50 %)	9	17.3
A little above average speaker (51-80%)	1	1.9
Fluent speaker (Above 80%)	29	55.8
Can you write in your mother tongue?		
Yes	36	69.2
No	16	30.8
If yes, how did you learn to write in your mother tongue?		
Home	6	16.7
School	28	77.8
Community/neighbourhood	1	2.8
Others Specify (Mobile phone)	1	2.8
Please rate your proficiency in writing in your mother tongue?		
I can speak but cannot write in my mother tongue	15	28.8

Beginner writer (writes basic alphabets and words)	8	15.4
Average writer (writes 1-5 sentences)	15	28.8
A little above average writer (2-10 paragraphs)	5	9.6
Proficient writer (Above 10 paragraphs)	9	17.3

Findings in Table 2 show that 49 (94.2%) student respondents could speak their L1 at various levels of proficiencies. Only 3 (5.8%) reported that they could not speak their L1. About three-quarters, 43 (87.8%) of students reportedly learnt to speak their L1 at home, and 6 (12.2%) students learnt how to speak the L1 at school. Quite remarkably, 6 (11.5%) students can speak their L1 at the beginner's level, more than half 29 (55.8%) are fluent speakers, 9

(17.3%) are average speakers, and 1 (1.9%) student speaks the L1 at a little above average level. Another notable finding was that 7 (13.5%) students understand but are unable to speak their L1. This important but frequently overlooked dimension deserves further research attention. From the findings, the subject of mother tongue endangerment or loss does not appear to be severe among this category of higher education students. Considering the ages of the student respondents, it is logical to infer that the foundations for the L1 had already been developed at home through the socio-cultural experiences students were exposed to in their formative years.

In addition, Table 2 reveals that 36 (69.2%) of students could write in their L1 at varying degrees of proficiency, whereas 16 (30.8%) were unable to write in their L1. Whereas 6 (16.7%) students reportedly learnt to write in their L1 at home, more than half 28 (77.8%) acquired the skill at school, and 1 (2.8%) student learnt from their community/neighbourhood. As a remarkable aspect, 1 (2.8%) students claimed to have learnt to write in their L1 via mobile phone. Out of those who claimed to have the ability to write in their L1, 8 (15.4%) said they could write the L1 at the beginners' level, 15 (28.8%) were average writers, 5 (9.6%) could write at a little above average level, and 9 (17.3%) were proficient writers of their L1. Unlike the speaking skill, the school was the most significant channel for transmitting L1 writing skills to the students. Nevertheless, to achieve the language goals of the NPE, there is a need to synergise the roles of the home, school, community and interactive technologies.

Table 3. Second Indigenous Language (L2) Status of Students

	Frequency	Per cent
Can you speak a second language(s)		
Yes	30	57.7
No	22	42.3
If yes, what other Nigerian language(s) can you speak?		
Igbo	10	33.3
Hausa	15	50.0

Idoma	1	3.3
Yoruba	2	6.7
Tarok	1	3.3
Pidgin	1	3.3
Can you write the second Nigerian language(s)		
Yes	25	48.1
No	27	51.9

Since indigenous language learning in tertiary education, particularly teacher education, is essentially L2-based, it was necessary to ascertain the indigenous L2 status of students. The goal here is not to establish the indigenous L2 proficiency but to provide an overview. Accordingly, Table 3 revealed that more than half 30 (57.7%) of the student respondents could speak an indigenous L2. Of those who could speak in an indigenous L2, 10 (33.3%) speak Igbo, 15 (50.0%) speak Hausa. 1 (3.3%) student each could speak Idoma, Tarok or the Pidgin English, and 2 (6.7%) students speak Yoruba. It is worthy to note that this paper does not consider Pidgin English to be an indigenous Nigerian language, even though a student mentioned it.

In contrast, 22 (42.3%) student respondents reported that they could not speak an indigenous L2. Whereas less than half 25 (48.1%) of the students could write in the indigenous second language, 27 (51.9%) students could not write in an indigenous L2. The status of students' writing skills in an indigenous L2 is worrisome because some might have spent at least one year in training before registering for the acculturation programme. The reasons for this finding might be multifaceted. One of which is that, perhaps, the traditional methods of language pedagogy alone might no longer sufficient to achieve the educational needs of students of the digital age.

Therefore, a blended approach to indigenous L2 pedagogy that substantially incorporates WALL channels such as YouTube and SL is advocated. The goal would be to capture and sustain the interest of the students to learn the indigenous L2. Moreover, it has been reported that these platforms provide digital acculturation and activity-based opportunities for language learning. As Terantino (2011) found, YouTube provides two-way communication and natural context to promote speaking and writing skills. Wright and Hartman (2010) identified the potential of SL in fostering experiential and constructivist learning.

Table 4. Internet Experience of Students

	Frequency	Per cent
For how long have you been using the Internet? Never used the Internet	5	9.6
Less than 1 year	8	15.4
1 - 3 years	13	25.0
4 - 6 years	20	38.5
7 - 9 years	3	5.8

10 years and above	3	5.8
On average, how many hours do you spend on the Internet per day?		
Less than 30 minutes	2	4.3
30 minutes - 1 hour	22	46.8
2 – 3	8	17.0
4 – 5	12	25.5
7 – 8	3	6.4

Results in Table 4, show that 8 (15.4%) student respondents have used the Internet for less than one year, 13 (25.0%) for 1 - 3 years, 20 (38.5%) for 4 - 6 years, 3 (5.8%) for 7 - 9 years and another 3 (5.8%) have used it for ten years and above. In contrast, only in 5 (9.6%) cases did the students report that they had never used the Internet. The result was quite a surprise, considering the apparent popularity of the Internet among digital-age students.

Daily usage patterns show that 22 (46.8 %) of the students spend between 30 minutes-1hour, 8 (17.0 %) spend 2-3 hours, 12 (25.5 %) spend 4-5 hours and 3 (6.4 %) of the students spend 7-8 hours on the Internet daily. Only 2 (4.3%) of students spend less than 30 minutes on the Internet every day. Granted that the results reveal significant internet experience, it is unclear how much of that time students invested in learning an indigenous language online. Nonetheless, one expects that the significant years of internet use might shorten the learning curve. Scholars like Goldstuck (2012) have confirmed that the length of time an individual spends on the Internet, predicts usage to gratify specific needs. That being the case, it is anticipated that internet experience might enhance the use of YouTube and SL for indigenous language learning.

Table 5. Awareness of YouTube for Language Learning

	Frequency	Per cent
Are you aware of YouTube?		
Yes	43	82.7
No	9	17.3
Are you aware of language learning on YouTube?		
Not aware	21	48.8
Aware	13	30.2
Not sure	6	14.0

Somewhat aware	1	2.3
Very much aware	2	4.7
Do you use YouTube to learn Nigerian language(s)?		
Yes	9	17.3
No	43	82.7
If yes, has YouTube language learning improved your speaking skill in your mother tongue?		
Yes	7	77.8
No	2	22.2
If yes, has YouTube language learning improved the writing skill of your mother tongue?		
Yes	7	77.8
No	2	22.2
Have you learnt a second Nigerian language(s)?		
Yes	4	7.7
No	48	92.3
If yes, what second Nigerian language(s) did you learn on YouTube?		
Hausa	4	100.0
Did YouTube improve your speaking skill of the second Nigerian language(s)		
Yes	7	13.5
No	45	86.5
Did YouTube improve your writing skill of the second Nigerian		

language(s)		
Yes	6	11.5
No	46	88.5

Table 5 reveals that except for 9 (17.3%) student respondents, more than three-quarters, 43 (82.7%) of students were aware of YouTube. Despite this significant awareness, nearly half 21 (48.8%) of the students were not aware of the potential of YouTube for language learning. In sharp contrast, 13 (30.2%) were aware, 6 (14.0%) were not sure, 1 (2.3%) student was somewhat aware, and 2 (4.7%) students were very much aware of language learning on YouTube. Despite the significant awareness of YouTube, only 9 (17.3%) students use the platform for language learning. A majority of the students 43 (82.7%) reported that they do not use YouTube for language learning.

Of those who use YouTube to learn a language, 7 (77.8%) student respondents reported that YouTube improved their speaking and writing skills in their mother tongue, respectively, whereas 2 (22.2%) students said it did not. On the whole, 4 (7.7%) of the students have learnt an indigenous L2 (Hausa) on YouTube, whereas, 7 (13.5%) students reported that YouTube had improved their speaking skills of an indigenous L2.

In contrast, more than three-quarters, 45 (86.5%) of student respondents said that YouTube did not improve their speaking skills in an indigenous L2. Only 6 (11.5%) students agreed that YouTube had improved their writing skills in an indigenous L2. On the contrary, the majority 46 (88.5%) of students responded that YouTube had not improved their writing skills in an indigenous L2.

The findings suggested that significant awareness of YouTube might not have had the desired impact on usage for indigenous language learning. This result in this present study reflects those of Lo (2012) who found that the familiarity of YouTube among university students had an insignificant impact on the language learning experience. Though YouTube appeared to have improved speaking and writing skills in L1 and L2 among an insignificant number of students, the findings need further empirical validation. Nonetheless, the findings provide insights into the potential of YouTube to develop and improve indigenous language learning among tertiary education students, if utilised.

Table 6: Awareness of Second Life for Language Learning

	Frequency	Per cent
Are you aware of second life?		
Yes	19	36.5
No	33	63.5
Are you aware of second life language learning?		
Not aware	32	61.5
Aware	4	7.7
Not sure	10	19.2
Somewhat aware	3	5.8
Very much aware of second life language learning	3	5.8

Do you use second life to learn Nigerian languages?		
Yes	4	7.7
No	48	92.3

Table 6 shows that 19 (36.5%) student respondents were aware of SL. In contrast, more than half 33 (63.5%) of the students were not aware of SL. A majority 32 (61.5%) of students were not aware of language learning on SL, 4 (7.7%) were aware, and 10 (19.2%) were not sure. Only 3 (5.8%) students were somewhat aware, and another 3 (5.8%) reported to be very much aware of language learning on SL. However, 48 (92.3%) admitted that they had not learnt a Nigerian Language on SL.

Although 4 (7.7%) students claimed to have learnt a Nigerian language on SL, follow up questions revealed the inaccuracy of that claim. Nonetheless, the overall result on poor awareness is consistent with the findings of Siribaddana (as quoted in Hismanoglu, 2012) who discovered that lack of user awareness was a major drawback for language learning on SL.

Table 7. Students' Preference for YouTube and Second Life in Language Learning

	Frequency	Per cent
In addition to your classroom indigenous language learning, do you feel YouTube should be a part of the learning process?		
Yes	50	96.2
No	2	3.8
In addition to your classroom indigenous language learning, do you feel second life should be a part of the learning process?		
Yes	49	94.2
No	3	5.8

The result in Table 7 shows that (96.2 per cent) and (94.2 per cent) of the student respondents expressed the desire to have YouTube and SL incorporated into their classroom learning. This finding further gives vent to the advocacy for a blended approach to indigenous language learning. As already established, WALL channels like YouTube and SL offers huge opportunities to tap the benefits of the socio-cultural approach to language learning. By implication, tertiary education administrators, particularly those in teacher education, must

explore and devise innovative methods, involving the use of YouTube and SL in the indigenous language pedagogy.

Test of Research Hypotheses on Students' Responses

Ho_1: There is no relationship between internet experience and usage of YouTube.

Table 8: Relationship between Years of Internet Use and Usage of YouTube

Internet experience	YouTube Usage		^{2}	P-value
	Yes n (%)	No n (%)		
For how long have you been using the Internet?				
Never used the internet	0 (0.0)	5 (100.0)	2.678	0.749
Less than 1 year	2 (25.0)	6 (75.0)		
1 – 3 years	2 (15.4)	11 (84.6)		
4 – 6 years	4 (20.0)	16 (80.0)		
7 – 9 years	0 (0.0)	3 (100.0)		
10 years & above	1 (33.3)	2 (66.7)		

Chi-Square analysis of data in Table 8 shows that there is no significant relationship between years of internet use (P-value. = 0.749 sig at 0.05) and usage of YouTube. Thus, the null hypothesis was accepted, and the alternative was rejected. In other words, the number of years a student had used the internet did not influence their usage of YouTube. Ho_2: There is no relationship between internet experience and usage of Second Life.

Table 9. Relationship between Years of Internet Use and Usage of Second Life

Internet experience	Second life Usage		^{2}	P-value
	Yes n (%)	No n (%)		
For how long have you been using the Internet?				
Never used the internet	0 (0.0)	5 (100.0)	4.938	0.423
Less than 1 year	1 (12.5)	6 (75.0)		
1 – 3 years	0 (0.0)	11 (84.6)		
4 – 6 years	2 (10.0)	16 (80.0)		
7 – 9 years	1 (33.3)	2 (66.7)		

10yrs 7 above	0 (0.0)	3 (100.0)

From the Chi-square test in Table 9, it is evident that there is no significant relationship between years of internet use (P-value. = 0.423) and usage of SL. Since the relationship did not reach a statistically significant level (0.05), the null hypothesis was accepted, and the alternative was rejected. Thus, internet experience was not a determinant for the usage of SL.

Ho_3: There is no relationship between awareness of YouTube and its usage for indigenous language learning (ILL).

Table 10: Relationship between awareness of YouTube and its usage for ILL

	YouTube Awareness		
YouTube Usage	Yes n (%)	No n (%)	Fisher's exact
Yes	8 (18.6)	1 (11.1)	1.000
No	35 (81.4)	8 (88.9)	

The Fisher's exact sig. analysis in Table 10 shows that there is no significant relationship between awareness of YouTube and its usage for ILL (Fisher's exact sig. = 1.000). Thus, the null hypothesis was accepted, and the alternative was rejected. Despite its potential for sociocultural constructivism, the result demonstrated a gross under-utilisation of YouTube for ILL.

Findings from Interview of Lecturers

Below are excerpts of the interview of the two lecturers (one in Yoruba and one in Hausa) on awareness of YouTube and SL.

Yoruba Lecturer

"I am very much aware of YouTube and was able to access YouTube with ease. I could not do the same with Second Life because I do not know much of Second. However, I was able to access some Second Life foreign language videos on YouTube. Well, to an extent, I think Second Life is suitable for immersion in language pedagogy. However, not many people like animation in Nigeria. Probably, Second Life would have been more popular if it was all about games. For instance, you're looking for a video on how to do something online, say how to do this or how to do that, someone easily goes for a video where you can see an actual human being doing that thing…That is likely to be the disadvantage of Second Life. Access is another problem, perhaps, if Second Life was easily accessible via mobile phone in a place like Nigeria where mobile phones are popular; it might boost awareness and usage in indigenous language pedagogy."

The Yoruba lecturer's response on animation and access echoes the findings of Hundsberger (2009) on the negative effect of the limited presence of body language and Wang's (2017) discovery that connectivity obstructs the use of SL for language learning. By extension, one can infer that the lecturer's position lends voice to the argument that many digital-age students prefer to use the interactive web like YouTube for entertainment rather than language learning (see Lo, 2012).

***Hausa Lecturer*:**

"I am very familiar with YouTube, but I do not know about Second Life."

The response of the lecturer of the Hausa language amplified the popularity of YouTube over SL in the context of the study.

On the pedagogical relevance of Hausa and Yoruba languages' content on YouTube, the lecturers had this to say:

Yoruba Lecturer

"Yes, some contents in Yoruba on YouTube are relevant. But the bias to that is the focus of the creator of those channels. Most of the content was on culture and not so much about learning a language. I think the language would fly when an institution gets involved. Because learning a language should be serial, based on an outline, but most of what individuals upload are not."

In reviewing a YouTube video entitled 'Hausa Language Video1', The Hausa lecturer says, *"The instructor in the video is a native speaker and adopted the right teaching approach. However, the teacher did not indicate tone and vowel length in the subtitles."* In another video entitled 'Learn Hausa with Nadiya', The Hausa lecturer said:

"The approach adopted was okay, but no vowel length and tone marking. There are orthographical mistakes here are there. The teacher appears not to be a professional teacher of the Hausa language…The content of the lesson is okay. The interlocutor in the video uses his dialect instead of standard Hausa. The interlocutor made mistake in the Hausa version of the conversation. For example, he says, 'inaa aikii' instead of 'Yaayaa aikii, which translates to 'How is work'?"

In general, though the lecturers were familiar with the Interactive Web, they, however, admitted that they had not used it for language teaching. This corroborates Stauffer (2014) who found that the high frequency of technology use in language teachers' personal lives was not commensurate to its use in their language teaching practice.

Thus, it is advocated in this paper, that tertiary educational institutions should as a matter of expediency, be involved in the designing of indigenous language content on YouTube and begin to also look in the direction of SL. In addition, language teachers, who were not already using WALL, should begin to look at its possibilities in terms of blended learning. It is plausible that teachers and students of indigenous languages are more likely to use WALL, when their institutions adopt, demystify, create awareness and appropriate environments for it to thrive. Furthermore, when asked whether the language teacher should use SL as an adjunct to classroom learning the lecturer of Yoruba language said:

"Yes, it definitely would enhance learning…because these days the focus of learning is moving away from pedagogy. The major concern is no longer, teaching the grammar of the language, or how to pronounce and all that. For anybody learning a language, the main reason for learning that language is to achieve communicative competence in speaking, writing, reading, and listening. Second Life is a platform that would encourage and enhance that because the approach to language learning is multimodal, such that it presents the language from various perspectives. In that way, it takes care of various intelligence and capabilities of human beings. …It's not like you're doing away with the teacher entirely…I'm very happy that they have a gaming section, so the same grammar you have learnt in class, you can go out and practicalise it…It goes beyond rote memorisation as it were…It moves from theory to practice, and back to the classroom."

"*However, in terms of interactivity, I noticed that on Second Life there's a problem of people talking at the same time…the lecture is talking or typing and on the other end, someone is talking, the other person is typing. There should be some order. In terms of assessment, it appears everyone goes through the same lecture at similar levels. …To assess properly, learners must learn at their pace. I might be wrong because my observation is based on my understanding of the workings of Second Life. I am yet to fully understand how Second Life works. In conclusion, I think the major challenges to using YouTube and Second Life border on poor infrastructure, inadequate manpower and willpower to drive the innovation in tertiary education in Nigeria."*

From the above excerpt of the Interview with the lecturer of Yoruba language, it is evident that infrastructural, software and manpower development in the use of WALL is imperative for its successful application to indigenous language learning. This finding is consistent with Wang (2017) who reported that the types of technological challenges that obstruct participation in SL involve software complexity, unreliable functionality, as well as hardware and connectivity issues

Table 11. Summary of Findings on Lecturers' Awareness and Usage of YouTube and SL

	YouTube	**Second Life**
Awareness	High	Low
Usage for ILL	No	No
Perception	Relevant	Undecided
Challenges	Infrastructure, software, manpower development and willpower	Infrastructure, software, manpower development and willpower

Findings in Table 11 demonstrated a high awareness of YouTube, with contrastingly low awareness of SL demonstrated by the two lecturers that participated in the study. Despite it, none of the lecturers had used YouTube or SL to complement classroom teaching. This summary of findings agrees with Stauffer (2014) who found that despite considerable time investment in web-based environments there is a higher incidence of technology use in language teachers' personal lives rather than its use in their language teaching practice.

Conclusion

This study investigated awareness and usage of YouTube and SL in Nigeria's indigenous language pedagogy among select tertiary education students. Accordingly, the study surveyed 52 NCE students of the language acculturation programme and two lecturers (one in Yoruba and one in Hausa) of Nigerian languages in NINLAN. Findings demonstrated a significant awareness of YouTube among students and lecturers. An insignificant number of students reported having learnt Hausa as L2 on YouTube. A notable finding was that few students claimed that YouTube had improved their writing and speaking skills in an indigenous L2. In contrast, compared to YouTube, there was much lower awareness of SL for both students and lecturers, with no apparent usage for indigenous language pedagogy.

The null hypothesis on awareness and usage was supported, as there was an insignificant connection between awareness and usage of YouTube for ILL (Fisher's exact sig. = 1.000) among students. None of the two lecturers had used YouTube or SL to complement classroom

teaching. This result was mainly attributable to challenges such as poor infrastructure, inappropriate software, inadequate manpower and lack of willpower to adopt WALL by critical stakeholders.

Nevertheless, it is inferred that YouTube and SL could be useful in achieving the indigenous language teaching and learning goals in tertiary education, particularly, teacher education. It is reckoned that the use of WALL in tertiary education would benefit the process of terminology development. A notable aspect is that it could also provide requisite resources to achieve the language provisions of the NPE at primary and secondary education. As already been established, the interactive web enhances the creation of pedagogically relevant content in any target language.

Therefore, considering the immense benefits of WALL and the changing needs of students, Nigeria's tertiary education stakeholders must begin to institutionalise the use of YouTube, SL and indeed other relevant WALL channels in indigenous language pedagogy. That being said, it is worthy to point out that the advocacy for the incorporation of WALL does not in any way undermine traditional classroom language pedagogy. Rather, it is an advocacy for a blended approach to indigenous language learning. **Limitations, Contributions and Recommendations**

As it is common with a research of this nature, this paper had limitations, most of which point to future research and policy directions. Firstly, the small sample size of respondents, short time frame, and scope of the study were obvious limitations, thereby restricting the generalisation of findings. Future investigations should seek to improve on these parameters by conducting longitudinal studies on the impact of WALL in developing communicative competence in indigenous languages among university, secondary and primary school students in Nigeria. Such a line of research would establish a baseline for the generalisation of empirical evidence in the formal education sector.

Granted this paper has barely scratched the surface, it has made a modest contribution to literature within the Nigerian context, by creating more awareness about YouTube and SL as potential WALL and digital acculturation platforms, particularly for language teacher education programmes. In addition, it has reinforced previous works that highlight the link between Web-based learning and aspects of communicative competence (e.g. Lee, 2006; Terantino, 2011) and Web-based language learning and socio-cultural constructivism (e.g. Pema, 2015). Arising from the major findings of this study, the paper recommends that the government, through relevant tertiary educational institutions, should:

1. Provide grants and scholarships to incentivise and motivate students to study Nigeria's indigenous languages in tertiary educational institutions;

2. Integrate learner-centric WALL pedagogies that focus on developing communicative competence in indigenous languages;

3. Provide free Wi-Fi internet and computer hardware. Software in government tertiary institutions to ensure round-the-clock access to students and teachers on WALL projects;

4. Provide opportunities for training and re-training of language teachers to mitigate challenges to optimise the benefits of WALL.

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