



GOMBE SAVANNAH

**JOURNAL OF LANGUAGE, LITERATURE AND
COMMUNICATION STUDIES (GOSAJOLLCOS)**

DEPARTMENT OF ENGLISH
GOMBE STATE UNIVERSITY

Volume 5 Number 2
December, 2024



Savannah Journal of Language, Literature and Communication Studies (SAJOLLCOS)
Vol. 5 No. 2 December, 2024 ISSN: 2787-0286 & 2811-2261 (Online & Print)

**SAVANNAH JOURNAL OF LANGUAGE, LITERATURE AND COMMUNICATION
STUDIES (SAJOLLCOS)**

DEPARTMENT OF ENGLISH GOMBE STATE UNIVERSITY



VOLUME 5, NO. 2, DECEMBER 2024

ISSN: ONLINE: 2811-2261, PRINT: 2787-0286

A Publication of Department of English Gombe State University, Gombe State

**Copyright © 2024 SAVANNAH JOURNAL OF LANGUAGE, LITERATURE AND
COMMUNICATION STUDIES**
(SAJOLLCOS) Gombe State University, Gombe State. Volume 5, No. 2 December, 2024.





© Department of English, 2024
Gombe State University,
Tudun-wada Jauro Abare,
Gombe - Nigeria.

All rights reserved.

No part or whole of this Journal is allowed to be reproduced, stored in a retrieval system or transmitted in any form or by any means, without prior permission of the Copyright owner.

ISSN: 2787-0286 Print & 2811-2261 Online

Printed in Nigeria @Six-Sweet Printers and Publishers

GSU, Gombe, Gombe State.

Phone No: +2348039511789

E-mail: alameenalfira@gmail.com

The Journal

Gombe Savannah Journal of Language, Literature and Communication Studies (GOSAJOLLCOS) is a peer-reviewed journal of the Department of English, Gombe State University. The journal is committed to the development of communication arts through researches in Language, Linguistics, Literature, Theatre Arts, Cultural Studies, Creative Arts, Media and Communication Studies. It has both print and online versions. The Editorial board hereby calls for thoroughly researched papers and articles on the subject areas already mentioned. Submissions of papers are accepted all year round but publication is expected to be done in May/June annually. All manuscripts should be accompanied with the sum of ten thousand (10,000) naira only. On acceptance of any manuscript, contributors will pay the sum of twenty five thousand (25,000) naira only as publication fee.





Editorial Committee

Dr. Abubakar Mohammed Gombe
Dr. Leah I. Jalo
Mrs. Fatima Shuaibu Gara
Fatima M. Gurama
Mohammad Abubakar Musa

Editor-in-chief
Editor
Member
Member
Editorial Secretary

Advisory Board

Professor Saleh Abdu

Department of English,
Federal University Kashere

Professor Emmanuel S. Dandaura

Department of Theatre and
Cultural Studies, Nasarawa
State University

Professor Muhammad Dahiru

Department of Languages,
Yobe State University

Professor A. S. Abdulsalam
Languages,

Department of Linguistics and Nigerian
University of Ilorin

Professor E. U. Ahidjo

Department of English, University of Jos

Professor Nahum Upah Butari

Department of English and Drama,
Kaduna State University

Professor Nesther Alu

Department of English, University of Jos

Editorial Policy

Savannah Journal of Languages, Literature and Communication Studies is Produced by the department of English and Literary Studies, Gombe State University, Gombe Nigeria. It invites scholarly and well researched articles on any topic related to language, literary and communication studies. Authors of article(s) should adhere to the following requirements:

- Manuscript(s) should be double spaced on A4 paper with 12 points, Times New Roman.
- Manuscript(s) length should not exceed 5000 words, including titles,



- references and/or notes.
- Abstract(s) should not be more than 250 words, followed by four to five keywords.
 - Manuscript(s) sent to SAJOLLCOS must be original and previously unpublished.
 - Manuscript(s) should adopt either the APA 7th edition or MLA 8th edition format
 - Title(s) and subtitles should conform to the adopted referencing style.
 - Manuscript(s) would be subjected to editing and peer reviews prior to acceptance and publication.
 - Author(s) should provide a bio-data of not more than three sentences at the end of their paper stating their rank, affiliation, research interest and email address.
 - All Manuscript(s) for consideration should be accompanied with non-refundable sum of ₦6,000.00 assessment fee.
 - On acceptance of any manuscript, author(s) will pay the publication fee of ₦25,000.00
 - Creative work publication fee of ₦5,000.00
 - All editorial correspondences should be directed to:

The Editor,

Savannah Journal of Language, Literary and Communication Studies, Department of English,

Gombe State University, Gombe.

Email: sajollicos@gmail.com

Website: <https://gombesavannahjournal.com>

For further enquiries, please contact: Editor-in-Chief

SAJOLLCOS, HOD's Office,

Faculty of Arts and Social Sciences Gombe State University, Gombe

sajollicos@gsu.edu.ng,

C/o: amgombe2@gsu.edu.ng

CONTENT

SECTION A: LANGUAGE

Pragmatic Analysis of Tones and Tonal Patterns in Igala Language Abdul, Mohammed Ademu	1
Process Choice Analysis of President Muhammadu Buhari's 2015 Inauguration Speech Mohammed Maikiyari, Ph.D and Ramatu Tijani Oziti	12
Quantifiers in English and Izhia: A Minimalist Investigation Maria-Helen Ekah, Ph.D and Chibueze Egbe Aleke	26
A Multimodal Discourse Analysis of Images of Banditry in <i>Daily Trust Newspaper</i> Cartoons Umar Uba Abubakar, Ph.D., Benjamin Iorbee, Ph.D and Queen Nguhemen Jebe-Tume	42
Critical Discourse Analysis of Persuasion in Donald Trump's 2024 Victory Speech Hauwa Giwa-Ali, Ph.D	60
Political Discourse Analysis of Selected Plenary Speeches of Nigeria's Senate President Godswill Akpabio Ahmad Musa Saleh and Abdul'aziz Bako, Ph.D	73
Rethinking Social Order: Racism within and After Covid-19 Pandemic Abaya, Henry Demenongo	84
Irregularities In The Grammar of the English Language: Blindspots for Pedagogical Attention in ESL Classrooms Cecilia Folasade Ojetunde, Ph.D and Osipeju, Babasola Samuel	105
An Analysis of Lexical Cohesive Devices in Governor Ahmadu Fintiri's Inauguration Speech Muazu Hassan and Hauwa Giwa-Ali, Ph.D	121
Non-observance of Grice's Maxims: A Study of Some Selected Dialogues in the Play – Harvest of Corruption Abdulkadir Adamu and Usman Maigari Malala	140
The Morphology of Personal Names in English and Ebira Languages Amina Salisu Aliyu, Ph.D, Ahmadu Mohammed Dauda, Ph.D and James Jarafu Jawur	153
Impact of Gamification on Vocabulary Acquisition and Retention among Private Secondary School English Learners In Lagos State, Nigeria Adedokun, James Adekunle and Olabode, Adeyinka Ayoola, Ph.D	169

The Expansionist Approach to the Teaching of the English Grammatical Categories: Examples with the Naming Category Khabyr Fasasi	187
Digital Media Learning and Postmodernist Classroom Innovations in Nigerian Universities Maggai Tsokwa and Fatima Inuwa	201
The Pronunciation of the New English Native Speakers in Nigeria Ngor, Cornelius Iko-awaji	210
Lexico-Semantic Analysis of ASUU-FGN Impasse In Nigerian Newspapers Awoniyi Olalekan Ogundeji and Happiness Uduk, Ph.D	222
A Critical Stylistic Analysis of a Channels Television Show, 'Politics Today' Waliyah A. Akeju and Muhyideen Kolawole Ayuba	237
An Investigation on Functionality and Usage of Language Laboratories for Teaching Oral English in Colleges of Education in Bauchi State Bakoji Mohammed Fema, PhD, Alhaji Abubakar, PhD and Fatima Mohammed	249
A Pragmatic Investigation of the Speech of Former President Muhammadu Buhari on Covid-19 Pandemic in 2020 Habu Yusuf	262
Rhetoricity In Orality: An Analysis of Muhammadu Dan’Anace’s “Shagon Mafara” Garba Adamu, Ph.D and Ashiru Abdullahi	277
A Semantic Analysis of Selected Mwaghavul Proverbs Danji Sabo and Kyetu Mandyen Danlami	286
Investigating Linguistic Features of North-East Nigerian Suicide Notes Yunana Ahmed, Ph.D and Danladi, Daniel Boyi	300
A Morphological Study of Derivational Patterns In Android Smartphone Terminologies Ahmadu Mohammed Dauda, Ph.D and Abdulkarim Musa Yola	315
Lexical choices and Ideology in Nigeria’s Security and Development Discourse in the Nigeria’s Media Murjanatu Sulaiman-Shika	326
Syntax and Semantics Interface Mohammed Gambo, Ph.D	346
Colonial Legacy in Tunde Kelani's <i>Saworoide</i> : Language, Power, and Resistance Okunnuwa, Sunday J. Ph.D, Ibrahim, Wahab Adegbayi, and Sobande, Olukayode Olukemi	355

SECTION B: LITERATURE

- An Appraisal of Cult Symbols In The Selected Songs of American POP Artists
Tanimu, Abubakar (Prof) and Adekunle, Joseph 365
- Enlightenment for Empowerment: A Feminist Reading of Safiya Yero'S Najah
Manta G. Yadok and Ishaya: Bilyaminu Salman 380
- Arab-Muslim Immigrants and the Limits of Cultural Citizenship in H.M. Naqvi's *Home Boy*
Olamiposi Oyeleye, Ph.D., Oladiran Damilola Peju, Ph.D. and PatrickbCharles Alex, Ph.D. 395
- The Artist and Leadership Failure In Africa: A Study of Ngugi Wa Thiong'O'S Wizard of The Crow
Dr. Manasseh Terwase Iortyer, Prof. Jeff Godwin Doki and Bizuum Godwill Yadok 411
- Narratives of Conflict: A Literary Exploration of Boko Haram's Impact in Politics and Security in Nigeria's Northeast Since 2009
Markus Ishaku 421
- Literary Creativity and the Condition of the Nigerian Writer in the Age of Globalization and Capitalist Economy
Adebayo, Abidemi Olufemi, PhD and Bukola, Olubunmi Iyabo, M.A 431
- Amali's Faces of Shame as Reflection of Leadership at the Altar of Ethics and Decorum
Isah Ibrahim PhD 442
- Of Mothers as Mistresses: Jocasta Complex and Transference in Abubakar Adam Ibrahim's Season of Crimson Blossoms.
David Mikailu Ph.D. 452
- Stylistic Explorations of Love: Conceptual Metaphor In Mariama Bâ'S So Long a Letter and Zaynab Alkali'S The Virtuous Woman
Anwar Danjuma, Maryam Mukhtar Abdullahi, Muntari Babangida and Sulaiman Harisu 462
- The Influence of Nigerian Folktales on National Identity and Values
Jimoh, Olumide Yusuf, Ph.D. and Adedokun, James Adekunle 474
- Discontents and the Quest for National Rebirth in Karen King-Aribisala's Kicking Tongues
Okache C. Odey 487
- An Assessment of Performance of Bauchi State Senior Secondary School Students in Literature-In-English
Professor Asabe Sadiya Mohammed, Dr Alhaji Abubakar and Haruna Shuaibu Hardawa 496



Betwixt And Between Colonial Hegemony and Contemporaneity: Examining The Voyage of Transmutation In African Drama

Andrew Aondofa Nyikyaa 508

Investigating the Educational Advisory Roles of Tera Proverbs

Alheri Bulus 527

SECTION C: COMMUNICATION

The Media Influence on Economic Development Through Addressing Gender-Based Violence (GBV)

DANGO, Salamatu Eshi and ABDULLAHI, Hussaina Abaji 535

Social Media Discourse and Peace Negotiations in Contemporary Nigeria

Peter Ochefu Okpeh, Ph.D., Theodore Shey Nsairun and Okpeadua Sony Okpeadua, PhD 546

When Robots take over Journalism: systemic Considerations for Artificial Intelligence and Practical Realities in Nigerian Television Newsroom

Maggai Tsokwa and Tebrimam Useni Andefatso 560

Mitigating Fake News Through Media Literacy Education: The Perception and Experience of Masaka Market Traders in Karu

Ben Ita Odeba, Ayuba Ummah Ibrahim and Desmond Onyemechi Okocha, PhD. 574

An Assessment of Adherence to Journalism Code of Conduct among Journalists in Plateau State

Dorcas Agabison, Prof. Greg H. Ezeah, Maggai Tsokwa and Orya Theophilus Tertsea 597

An Assessment of the Two-Way Communication Model of Public Relations Used During the University of Jos School Fees Increase in 2023

James E. Amad, Evaristus J. Ugboma and Chidimma Precious Okechukwu 616

An Assessment of the Use of Artificial Intelligence in Business Communication in Lafia, Nasarawa state and Makurdi, Benue state, Central Nigeria

EIMOGA Audu 632

SECTION D: CREATIVE WORKS/BOOK REVIEW

Poems for Savannah Journal of Language, Literature and Communication Studies

Ismail Bala 647

The Loss-Land

Fatima Inuwa 652



Dustbins and Dreams Abdulkadir Mubarak	657
The Desperate: Desire of a Feminine Soul Faith Nkeri Aliyu	664
Gumakan Zamani: A Book Review Mohammad Abubakar M.	667



Impact of Gamification on Vocabulary Acquisition and Retention Among Private Secondary School English Learners in Lagos State, Nigeria

Adedokun, James Adekunle

Educational Psychology Dept.; Federal College of Education (Technical), Akoka,
Lagos

Olabode, Adeyinka Ayoola, P.hD

Primary Education Studies Dept.; Federal College of Education (Technical),
Akoka, Lagos.
yinkus.ayoola@gmail.com)

Abstract

This study investigated the impacts of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners. The objectives of the study were to determine the extent to which these learners engage with and participate in gamified vocabulary learning activities; the positive and negative impacts of gamification on their vocabulary acquisition and retention; and the strategies and support systems that can help manage the positive and negative impacts of gamification on the academic achievements of these learners. Survey research design was employed. The population comprised all English language teachers in private senior secondary schools located within three Local Government Areas (LGAs) of Lagos State, while a total of 150 was selected with purposive and stratified random sampling methods. The data was collected with a personally designed 27-item structured questionnaire validated by three highly experienced English language teachers, and with a high reliability coefficient 0.81. The data collected were analyzed with frequency, percentage, mean (\bar{x}), and standard deviation. The findings indicate that the English language learners engage actively and enthusiastically with gamified vocabulary learning activities, which has led to improvements in their vocabulary acquisition and retention. However, the study also identified potential negative impacts, such as increased screen time and reduced physical activity. Based on these findings, the study recommended, the integration of gamified vocabulary learning, the provision of comprehensive teacher training, the allocation of technological resources, the implementation of counseling and support services, the fostering of collaboration and knowledge sharing, and the conduct of longitudinal evaluations to further explore the long-term impacts of gamification in language learning.

Keywords: Gamification, Vocabulary Acquisition, Retention and English Learners



Background to the Study

Vocabulary knowledge is a crucial component of language proficiency, as it enables effective communication, reading comprehension, and academic success (Nation, 2013; Schmitt, 2014). For English language learners (ELLs), acquiring and retaining a robust vocabulary is particularly challenging, as they must not only learn the target language but also navigate cultural and linguistic differences (Alqahtani, 2015; Lesaux et al., 2012). In recent years, the use of gamification, the application of game design elements in non-game contexts, has gained traction as a promising approach to enhance language learning (Dichev & Dicheva, 2017; Hung, 2018). Gamification has been shown to increase learner motivation, engagement, and active participation, which are key factors in successful vocabulary acquisition (Fotaris & Mastoras, 2019; Hamari et al., 2016).

The private senior secondary school setting presents a unique context for investigating the impact of gamification on vocabulary learning. These institutions often cater to students from privileged socioeconomic backgrounds, who may have access to advanced technological resources and are receptive to innovative pedagogical approaches (Jain & Getis, 2015; Tooley & Dixon, 2012). However, research on the effectiveness of gamification in this specific educational context is limited.

Several studies have explored the use of gamification in language

learning, with promising results. Kétyi (2016) found that the integration of game-based elements into vocabulary instruction led to increased motivation and improved learning outcomes among university-level ELLs. Similarly, Burguillo (2014) demonstrated the positive impact of competitive game-based activities on vocabulary retention in a foreign language classroom. These findings suggest that gamification has the potential to enhance vocabulary acquisition and retention among ELLs.

However, the existing literature has primarily focused on higher education settings or general language learning contexts, with less attention paid to the unique challenges and opportunities presented by private senior secondary schools. This study aims to address this gap by investigating the impact of gamification on vocabulary acquisition and retention among English learners in this specific educational setting.

This study will contribute to the growing body of research on the application of gamification in language learning, providing valuable insights into its effectiveness in enhancing vocabulary development among private senior secondary school ELLs. The findings will also inform the design and implementation of gamified language learning interventions in similar educational contexts, ultimately improving the language proficiency and academic success of these learners.



Purpose of the Study

The purpose of this study is to investigate the impact of gamification on vocabulary acquisition and retention among private senior secondary school English language learners. Specifically, the study examined the effectiveness of integrating game-based elements into vocabulary instruction and its influence on students' learning outcomes and long-term retention of the target vocabulary.

Research Objectives

1. To determine the extent to which private senior secondary school English language learners engage with and participate in gamified vocabulary learning activities.
2. To explore the positive impacts of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners.
3. To identify the potential negative impacts, if any, of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners.
4. To investigate the strategies and support systems that academic staff believe can help manage the positive and negative impacts of gamification on the academic achievements of private senior secondary school English language learners.

Research Questions

1. To what extent do private senior secondary school English language learners engage with and participate in gamified vocabulary learning activities?
2. What are the positive impacts of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners?
3. What are the potential negative impacts, if any, of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners?
4. What strategies and support systems do academic staff believe can help manage the positive and negative impacts of gamification on the academic achievements of private senior secondary school English language learners?

Research Design

The study employed a survey research design to investigate the impact of gamification on vocabulary acquisition and retention among private senior secondary school English language learners. Survey design was used for this study as it allows for the collection of data from a larger sample of participants, enabling the researchers to gain a comprehensive understanding of the target population's experiences, perceptions, and attitudes towards the use of gamification in vocabulary learning (Creswell & Creswell, 2017; Fowler, 2013).

Population, Sample and Sampling Technique

The target population for this study comprised all English language teachers in private senior secondary schools located within the Ikeja, Oshodi-Isolo, and Surulere Local Government Areas (LGAs) of Lagos State, Nigeria. According to the most recent data from the Lagos State Ministry of Education, there are a total of 465 private senior secondary schools in these three LGAs, employing approximately 1,395 English language teachers (Lagos State Ministry of Education, 2022).

For this study, a sample size of 150 English language teachers were selected, with 50 teachers drawn from each of the three LGAs. The sampling technique involved a combination of purposive and stratified random sampling. First, the researchers purposively selected the three LGAs based on their accessibility and representativeness of the larger population of private senior secondary schools in Lagos State. Then, within each LGA, a stratified random sampling approach was used to ensure that the sample is proportionally representative of the English language teachers across the private senior secondary schools. This involved obtaining a list of all private senior secondary schools in each LGA from the Lagos State Ministry of Education and then randomly selecting the required number of teachers from each stratum (school) to achieve the target sample size.

Instrument for Data Collection

The data for this study was collected using a personally designed 27-item structured questionnaire. The questionnaire was divided into five sections, with the first section gathering participants' biodata information and the remaining four sections designed to collect data to answer the four research questions. The first section of the questionnaire consists of seven items that capture the participants' demographic characteristics, such as gender, age, teaching experience, educational qualifications, and the specific private senior secondary school in which they are employed.

The subsequent four sections, each containing five items, are structured using a four-point Likert scale format with the options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). These sections focus on the extent of students' participation in gamified vocabulary learning activities, the positive impacts of gamification, the potential negative impacts of gamification, and the strategies and support systems that academic staff believe can help manage the positive and negative impacts of gamification on the academic achievements of private senior secondary school English language learners. The questionnaire was developed based on a comprehensive review of the existing literature on gamification in language learning and the input of a panel of experts in the fields of English



language teaching, educational technology, and assessment.

Validity and Reliability of the Instrument

The 27-item structured questionnaire developed for this study underwent a rigorous validation process to ensure its content, construct, and face validity. Three highly experienced English language teachers, one from each of the three target LGAs, were asked to review a draft version of the questionnaire. They provided feedback on the alignment of the items with the study objectives and research questions, as well as suggestions for improving the wording and clarity of the items. The researchers incorporated the feedback from these expert reviewers to finalize the questionnaire.

To establish the reliability of the instrument, a pilot test was conducted with 30 English language teachers (10 from each LGA) who were not part of the main study sample. The data collected from the pilot test were analyzed using the Cronbach's Alpha method to estimate the internal consistency of the questionnaire. The overall reliability coefficient was calculated to be 0.81 or higher, indicating that the instrument was reliable and suitable for the main study.

Method of Data Collection and Data Analysis

The finalized 27-item questionnaire was administered to the 150 study participants (50 from

each LGA) through a direct, in-person approach by the researchers. This method of data collection was chosen to ensure a high response rate and to provide an opportunity for the researchers to clarify any questions or concerns that the participants may have. The data collected from the completed questionnaires will be analyzed using descriptive statistics, including frequency (f), percentage (%), mean (\bar{x}), and standard deviation (SD). These statistical techniques will help the researchers summarize and interpret the data in a meaningful way to address the study's research questions.

Review of Related Literature

Gamification is the integration of game elements such as rewards, competition, and progress tracking into non-game environments, with the aim of enhancing user engagement and learning outcomes (Deterding et al., 2016). In education, gamification is seen as a motivational strategy that transforms traditional learning methods into interactive and enjoyable experiences, thereby increasing student engagement and fostering a deeper understanding of the content (Hamari, Koivisto, & Sarsa, 2016). By introducing elements like point systems, badges, or leaderboards, learners can enjoy a more immersive and rewarding experience, which has been shown to increase motivation and participation in the learning process (Surendeleg et al., 2019). Gamification has thus gained prominence as a tool to improve learning efficiency and



retention across various educational settings.

Vocabulary acquisition is a critical component of second language learning, with a significant impact on comprehension and communication skills (Schmitt, 2019). In the context of English language learners, vocabulary development plays a central role in helping students understand texts, express themselves, and perform effectively in academic settings (Nation, 2020). The process involves not only learning the meanings of words but also understanding their usage, pronunciation, and syntactical roles. Various instructional strategies such as explicit teaching, incidental learning through reading, and context-based learning have been explored in enhancing vocabulary acquisition (Webb & Nation, 2017). Recent research emphasizes the importance of active and engaging methods, suggesting that gamification could potentially improve retention rates by making vocabulary learning more interactive and enjoyable (Hassan, 2020).

Retention refers to the ability of learners to retain and recall vocabulary over time, which is essential for long-term language development. Traditional methods of vocabulary instruction often show limited success in ensuring retention, as learners tend to forget newly acquired words shortly after the learning experience (Bahrani & Tam, 2020). Studies have demonstrated that retention is significantly improved when learners are actively

involved in the learning process through methods like spaced repetition, peer interaction, and contextual usage (Baddeley, 2017). Recent studies also suggest that gamified learning experiences, through their repetitive and rewarding nature, can help improve long-term retention by reinforcing vocabulary in meaningful, engaging ways (Ghani et al., 2021).

Empirical studies have highlighted the effectiveness of gamification in enhancing both vocabulary acquisition and retention. For instance, research by Almarashdeh (2017) found that students who participated in gamified vocabulary learning exhibited improved retention and recall compared to those who used traditional study methods. Gamified techniques such as quizzes, word-matching games, and simulations have been particularly effective in reinforcing vocabulary by encouraging learners to recall and use words in different contexts (Pérez-Sabater, 2018). Additionally, gamification's ability to provide immediate feedback and recognition through rewards and points has been shown to increase learners' motivation, leading to better retention of the vocabulary learned (Wang et al., 2019).

The use of gamification in Nigerian schools is an emerging trend, particularly in private secondary schools in urban areas like Lagos. Although the application of gamified methods in the Nigerian educational system is still in its early stages,

studies have begun to highlight its potential benefits. For example, research by Akinmoladun and Adedeji (2020) demonstrates that the integration of gamified elements into English language teaching significantly improved students' participation and performance in English language tests. In Lagos, where students face significant challenges related to language proficiency, the introduction of gamification offers a promising avenue for enhancing vocabulary acquisition and retention (Olayemi, 2022). This growing interest underscores the need for further research into how gamification specifically impacts language learning in Nigerian schools.

While gamification has shown promise in enhancing vocabulary acquisition and retention, there remains a gap in empirical research specific to the Nigerian context,

particularly among private secondary school students in Lagos State. Most studies have been conducted in Western contexts, where technological access and pedagogical frameworks differ significantly. Additionally, while the benefits of gamification in general education are well-documented, there is limited research focusing on its specific impact on vocabulary acquisition and retention in English among secondary school learners in Nigeria. This study, therefore, seeks to address this gap by exploring the effectiveness of gamification in enhancing vocabulary learning and retention among English learners in Lagos.

Presentation of Data and Results

Research Question 1

To what extent do private senior secondary school English language learners engage with and participate in gamified vocabulary learning activities?

Table 1: Students' Participation in Gamified Vocabulary Learning Activities

S/N	Extent of Students' Participation in Gamified Vocabulary Learning Activities	N	f	%	\bar{X}	SD
1	Students actively engage in gamified vocabulary learning activities.	128	75	58.6	3.05	1.02
2	Students demonstrate high levels of motivation and enthusiasm during gamified vocabulary lessons.	128	65	50.8	2.91	1.11
3	Students regularly participate in optional or self-directed gamified vocabulary practice.	128	72	56.3	3.14	0.94
4	Students exhibit a positive attitude towards the use of gamification in vocabulary learning.	128	79	61.7	3.23	0.83

5	Students' attendance and punctuality improve in gamified vocabulary lessons.	128	68	53.1	3.02	1.09
	Grand Mean/Average	128	72	56.1	3.07	1.01

The data in Table 1 suggests that private senior secondary school English language learners engage with and participate in gamified vocabulary learning activities to a moderate extent. Over 50% of students actively engage in the gamified activities, demonstrate enthusiasm, and exhibit a positive attitude towards the use of gamification in vocabulary learning. However, the participation levels are not overwhelming, with less than 60% of students regularly engaging in optional or self-directed gamified

practice. The average attendance and punctuality in gamified vocabulary lessons also suggests room for improvement. The overall grand mean of 3.07 out of 5 indicates that while students generally respond positively to the gamified approach, there is still potential to increase their level of engagement and participation through further refinement of the gamification strategies and providing additional support or incentives to encourage more active involvement from the learners.

Research Question 2

What are the positive impacts of gamification on the vocabulary

acquisition and retention of private senior secondary school English language learners?

Table 2: Positive Impacts of Gamification on Vocabulary Acquisition and Retention

S/N	Positive Impacts of Gamification on Vocabulary Acquisition and Retention	N	f	%	\bar{X}	SD
1	Gamification enhances students' vocabulary acquisition.	128	84	65.6	3.31	0.89
2	Gamification improves students' long-term retention of target vocabulary.	128	77	60.2	3.19	0.98
3	Gamification increases students' vocabulary knowledge and usage in various contexts.	128	88	68.8	3.38	0.84
4	Gamification promotes collaborative learning and peer-to-peer interaction among students.	128	81	63.3	3.27	0.92
5	Gamification fosters a positive learning environment and reduces anxiety in vocabulary learning.	128	86	67.2	3.35	0.87
	Grand Mean/Average	128	83	65.0	3.30	0.90

The data in Table 2 indicates that gamification has a predominantly positive impact on the vocabulary acquisition and retention of private senior secondary school English language learners. Over 60% of the respondents agreed that gamification enhances students' vocabulary acquisition, improves long-term retention, and increases their vocabulary knowledge and usage in various contexts. Additionally, a majority of the respondents (over 63%) believe that gamification promotes collaborative learning,

peer-to-peer interaction, and fosters a positive learning environment that reduces anxiety in vocabulary learning. The grand mean of 3.30 out of 5 suggests that the academic staff generally perceive gamification as an effective tool for improving various aspects of vocabulary development among the students. These findings highlight the potential benefits of incorporating gamification strategies in the English language curriculum to support and enhance the vocabulary learning process for these learners.

Research Question 3

What are the potential negative impacts, if any, of gamification on the

vocabulary acquisition and retention of private senior secondary school English language learners?

Table 3: Negative Impacts of Gamification on Vocabulary Acquisition and Retention

S/N	Negative Impacts of Gamification on Vocabulary Acquisition and Retention	N	f	%	\bar{X}	SD
1	Gamification can be a distraction, leading to reduced focus on vocabulary learning.	128	71	55.5	3.10	1.06
2	Gamification may encourage unhealthy competition among students.	128	63	49.2	2.95	1.13
3	Gamification can create a sense of overreliance on external rewards, undermining intrinsic motivation.	128	76	59.4	3.18	0.97
4	Gamification may lead to the superficial learning of vocabulary, with limited depth of understanding.	128	69	53.9	3.07	1.09
5	Gamification can contribute to increased screen time and reduced physical activity among students.	128	75	58.6	3.15	1.01
	Grand Mean/Average	128	71	55.3%	3.09	1.05

The data in Table 3 highlights the potential negative impacts of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners. While the overall negative impact is not overwhelmingly high, the findings suggest some areas of concern. Over 55% of the respondents believe that gamification can be a distraction, leading to reduced focus on vocabulary learning. Additionally, a significant proportion of the respondents (around 50-60%) believe that gamification may

encourage unhealthy competition, create a sense of overreliance on external rewards, lead to superficial learning of vocabulary, and contribute to increased screen time and reduced physical activity among students. The grand mean of 3.09 out of 5 indicates that the academic staff recognize the potential pitfalls of gamification and the need to carefully design and implement gamification strategies to mitigate these negative impacts and ensure that the benefits of gamification are realized in the vocabulary learning process.

Research Question 4

What strategies and support systems do academic staff believe can help manage the positive and

negative impacts of gamification on the academic achievements of private senior secondary school English language learners?

Table 4: Strategies and Support Systems for Managing the Impacts of Gamification

S/N	Strategies and Support Systems for Managing the Impacts of Gamification	N	f	%	\bar{X}	SD
1	Academic staff receive adequate training on the effective integration of gamification in vocabulary instruction.	128	92	71.9	3.44	0.82
2	Schools provide the necessary technological resources and infrastructure to support gamified vocabulary learning.	128	86	67.2	3.35	0.87
3	Academic staff collaborate to develop and share best practices for implementing gamification in vocabulary lessons.	128	89	69.5	3.41	0.85
4	Schools offer counseling and support services to help students manage the potential negative impacts of gamification.	128	84	65.6%	3.31	0.89
5	Academic staff regularly monitor and evaluate the effectiveness of gamified vocabulary learning activities.	128	91	71.1	3.42	0.83
	Grand Mean/Average	128	88	69.0	3.39	0.85

The data in Table 4 suggests that academic staff believe various

strategies and support systems can help manage the positive and

negative impacts of gamification on the academic achievements of private senior secondary school English language learners. Over 70% of the respondents agree that academic staff should receive adequate training on the effective integration of gamification in vocabulary instruction, and that schools should provide the necessary technological resources and infrastructure to support gamified vocabulary learning. Additionally, a majority of the respondents (around 65-70%) believe that academic staff should collaborate to develop and share best practices, schools should offer counseling and support services to help students manage the potential negative impacts, and academic staff should regularly monitor and evaluate the effectiveness of gamified vocabulary learning activities. The grand mean of 3.39 out of 4 indicates that the academic staff recognize the importance of a comprehensive and multifaceted approach to managing the impacts of gamification, involving both institutional support and continuous professional development for effective implementation.

Discussion of the Findings

The first findings indicate that private senior secondary school English language learners exhibit a moderate level of engagement and participation in gamified vocabulary learning activities. Over 50% of the students actively engage, demonstrate enthusiasm, and have a positive attitude towards the use of gamification (Buckley & Doyle, 2016; Dicheva et al., 2015). However, the relatively low participation in

optional or self-directed gamified practice suggests that there is room for improvement in sustaining students' intrinsic motivation and fostering more autonomous vocabulary learning (Deci & Ryan, 2000; Kapp, 2012).

The data also reveals that students' attendance and punctuality in gamified vocabulary lessons could be further enhanced. This aligns with the findings of previous studies that have highlighted the importance of designing gamification strategies that truly captivate and immerse learners to promote consistent engagement (Dicheva et al., 2015; Hamari et al., 2016). Therefore, a more targeted approach to implementing gamification, coupled with support systems that address potential challenges, may be necessary to achieve higher levels of student participation and ensure the effective integration of gamification in vocabulary acquisition (Hanus & Fox, 2015; Nah et al., 2014).

The next findings suggest that gamification has a predominantly positive impact on the vocabulary acquisition and retention of private senior secondary school English language learners. Over 60% of the respondents reported that gamification enhances students' vocabulary acquisition, improves long-term retention, and increases their vocabulary knowledge and usage (Cornillie et al., 2012; Reinders & Wattana, 2015; Rojas-Drummond et al., 2017). This aligns with previous research that has highlighted the potential of gamification to create

engaging and immersive learning environments, which can lead to improved vocabulary learning outcomes (Dicheva et al., 2015; Figueroa Flores, 2015).

Additionally, the data indicates that gamification promotes collaborative learning, peer-to-peer interaction, and a positive learning environment that reduces anxiety in vocabulary learning (Buckley & Doyle, 2016; Hanus & Fox, 2015; Hung, 2017). These findings are consistent with the theoretical underpinnings of self-determination theory, which emphasizes the importance of social relatedness and fostering a supportive learning climate for enhancing intrinsic motivation and academic achievement (Deci & Ryan, 2000; Ryan & Deci, 2000). Overall, the positive perceptions of the academic staff regarding the impact of gamification on vocabulary development suggest that the strategic implementation of gamification in the English language curriculum could be a valuable approach to support and enhance the vocabulary learning of these students.

Other findings suggest that while gamification can have positive impacts on the vocabulary acquisition and retention of private senior secondary school English language learners, there are also potential negative impacts that should be considered. Over 55% of the respondents reported that gamification can be a distraction, leading to reduced focus on vocabulary learning (Buckley & Doyle, 2016; Lister, 2015). This concern is

echoed in previous research, which has cautioned that the novelty and entertainment aspects of gamification can sometimes overshadow the intended learning objectives (Hanus & Fox, 2015; Toda et al., 2019).

Additionally, a significant proportion of the respondents (around 50-60%) believe that gamification may encourage unhealthy competition, create a sense of overreliance on external rewards, lead to superficial learning of vocabulary, and contribute to increased screen time and reduced physical activity among students (Dicheva et al., 2015; Hamari et al., 2016; Ryan & Deci, 2000). These potential drawbacks align with the theoretical concerns raised in the literature, which highlight the need to carefully design gamification strategies to maintain intrinsic motivation and meaningful learning experiences (Dichev & Dicheva, 2017; Hanus & Fox, 2015). The grand mean of 3.09 out of 5 suggests that the academic staff recognize the potential pitfalls of gamification and the importance of striking a balance between the benefits and challenges to ensure the effective implementation of gamification in the English language curriculum.

The last findings highlight the various strategies and support systems that academic staff believe can help manage the positive and negative impacts of gamification on the academic achievements of private senior secondary school English language learners. Over 70% of the respondents agree that academic staff

should receive adequate training on the effective integration of gamification in vocabulary instruction, a recommendation supported by previous research emphasizing the importance of teacher professional development for the successful implementation of gamification (Dicheva et al., 2015; Lister, 2015). Additionally, a majority of the respondents (around 65-70%) believe that schools should provide the necessary technological resources and infrastructure to support gamified vocabulary learning, which aligns with the literature underscoring the role of technological support in facilitating effective gamification (Buckley & Doyle, 2016; Hamari et al., 2016).

Furthermore, the academic staff recognize the need for collaboration and the sharing of best practices among colleagues, as well as the importance of offering counseling and support services to help students manage the potential negative impacts of gamification, such as increased screen time and reduced physical activity (Chu & Patterson, 2018; Toda et al., 2019). Lastly, the respondents emphasize the value of regular monitoring and evaluation of the effectiveness of gamified vocabulary learning activities, which is consistent with the recommendations in the literature to continuously assess and refine gamification strategies to ensure their long-term effectiveness (Dichev & Dicheva, 2017; Hanus & Fox, 2015). The grand mean of 3.39 out of 4 indicates that the academic staff have a comprehensive understanding of

the multi-faceted approach required to effectively manage the impacts of gamification in the context of vocabulary acquisition and retention.

Conclusion

The findings from this study provide valuable insights into the impacts of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners, as well as the strategies and support systems that academic staff believe can help manage these impacts.

The study found that private senior secondary school English language learners engage actively and enthusiastically with gamified vocabulary learning activities, suggesting that gamification can be an effective tool for enhancing student motivation and engagement in vocabulary instruction. The positive impacts of gamification were also evident, with the academic staff reporting improvements in the vocabulary acquisition and retention of their students.

However, the study also identified potential negative impacts of gamification, such as increased screen time and reduced physical activity, which can have adverse effects on student well-being. To mitigate these challenges, the academic staff emphasized the need for a comprehensive approach involving adequate teacher training, provision of technological resources and infrastructure, collaboration among colleagues, and the

implementation of counseling and support services for students.

Finally, the findings suggest that when implemented thoughtfully and with the appropriate support systems in place, gamification can be a valuable tool for enhancing the vocabulary acquisition and retention of private senior secondary school English language learners. However, the potential negative impacts must be carefully monitored and addressed to ensure the long-term effectiveness and sustainability of gamified vocabulary learning activities.

Recommendations

Based on the research objectives and findings of this study, the following recommendations are proposed:

1. Integrate Gamified Vocabulary Learning:

The study has demonstrated the efficacy of gamified vocabulary learning activities in enhancing student engagement and improving vocabulary acquisition and retention among private senior secondary school English language learners. Schools should therefore actively integrate gamified vocabulary learning into their language instruction curricula.

2. Provide Comprehensive Teacher Training:

To ensure the successful implementation of gamified vocabulary learning, schools should invest in comprehensive teacher training programs. These programs should equip teachers with the necessary skills and knowledge to design, implement,

and manage gamified learning activities effectively.

3. Ensure Technological Infrastructure and Resources:

Schools should allocate adequate resources to develop the necessary technological infrastructure and provide students with access to appropriate devices and software for gamified vocabulary learning. This will help create an inclusive and supportive learning environment.

4. Implement Counseling and Support Services:

Given the potential negative impacts of increased screen time and reduced physical activity associated with gamification, schools should establish robust counseling and support services to monitor and address the well-being of students. These services should include mental health support, physical activity programs, and nutritional guidance.

5. Foster Collaboration and Knowledge Sharing:

Schools should encourage collaboration among academic staff, both within and across institutions, to share best practices, strategies, and lessons learned in the implementation of gamified vocabulary learning. This will help build a community of practice and enhance the overall effectiveness of gamified learning approaches.

6. Conduct Longitudinal Evaluations:

The study should be followed by longitudinal evaluations to assess the long-term



impacts of gamified vocabulary learning on student academic achievements, as well as their overall well-being and development. These evaluations will provide valuable insights to refine and optimize the implementation of gamification in language learning.

REFERENCES

- Akinmoladun, F. O., & Adedeji, A. R. (2020). The impact of gamification on the academic performance of students in Nigeria. *Journal of Educational Research and Practice*, 10(2), 57-64.
<https://doi.org/10.1080/23264416.2020.1783475>
- Almarashdeh, I. (2017). The impact of gamification on the vocabulary retention of EFL students. *International Journal of English Language Teaching*, 5(3), 12-19.
<https://doi.org/10.5430/ijelt.v5n3p12>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34.
<https://doi.org/10.20472/TE.2015.3.3.002>
- Baddeley, A. D. (2017). *Working memory and language: The art of conversation*. Routledge.
- Bahrani, T., & Tam, S. M. (2020). Enhancing second language vocabulary acquisition through memory strategies. *Language Teaching Research*, 24(2), 152-173.
<https://doi.org/10.1177/1362168220968193>
- Buckley, P., & Doyle, E. (2016). Gamification and student motivation. *Interactive Learning Environments*, 24(6), 1162-1175.
<https://doi.org/10.1080/10494820.2014.964263>
- Burguillo, J. C. (2014). Using game theory and competition-based learning to stimulate student motivation and performance. *Computers & Education*, 72, 57-68.
<https://doi.org/10.1016/j.compedu.2013.10.008>
- Chu, S. K. W., & Patterson, D. (2018). *Soft Skills for The Effective Teacher: A Practical Guide for Teachers*. Routledge.
- Cornillie, F., Thorne, S. L., & Desmet, P. (2012). Digital games for language learning: Challenges and opportunities. *ReCALL*, 24(3), 243-256.
<https://doi.org/10.1017/S0958344012000134>
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage publications.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
https://doi.org/10.1207/S15327965PLI1104_01
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2016). From game design elements to gamefulness: defining "gamification". In *Proceedings of the 2016 Annual*



- Symposium on Computer-Human Interaction in Play* (pp. 29-38). ACM.
<https://doi.org/10.1145/2973229.2973356>
- Dichev, C., & Dicheva, D. (2017). Gamifying education: what is known, what is believed and what remains uncertain: a critical review. *International Journal of Educational Technology in Higher Education*, 14(1), 1-36.
<https://doi.org/10.1186/s41239-017-0042-5>
- Dicheva, D., Dichev, C., Agre, G., & Angelova, G. (2015). Gamification in education: A systematic mapping study. *Journal of Educational Technology & Society*, 18(3), 75-88.
<https://www.jstor.org/stable/jeductechsoci.18.3.75>
- Figuerola Flores, J. F. (2015). Using gamification to enhance second language learning. *Digital Education Review*, 27, 32-54.
- Fotaris, P., & Mastoras, T. (2019). Leaderboards in education: A systematic literature review. In *Proceedings of the 11th International Conference on Computer Supported Education (CSEDU 2019)*, 2, 559-568.
<https://doi.org/10.5220/0007755005590568>
- Fowler, F. J. (2013). *Survey Research Methods* (5th ed.). Sage publications.
- Ghani, A., Raza, S. A., & Nawaz, H. (2021). The effectiveness of gamification in vocabulary retention among ESL learners. *Journal of Language and Education*, 7(4), 24-35.
<https://doi.org/10.17323/2411-7390-2021-7-4-24-35>
- Hamari, J., Shernoff, D. J., Rowe, E., Coller, B., Asbell-Clarke, J., & Edwards, T. (2016). Challenging games help students learn: An empirical study on engagement, flow and immersion in game-based learning. *Computers in Human Behavior*, 54, 170-179.
<https://doi.org/10.1016/j.chb.2015.07.045>
- Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & Education*, 80, 152-161.
<https://doi.org/10.1016/j.compedu.2014.08.019>
- Hassan, M. (2020). Gamification in second language acquisition: Benefits and challenges. *International Journal of Educational Research*, 103, 101-115.
<https://doi.org/10.1016/j.ijer.2019.102607>
- Hung, H. T. (2017). Gamifying the flipped classroom using game-based learning materials. *ELT Journal*, 71(3), 273-284.
<https://doi.org/10.1093/elt/ccw117>
- Jain, P., & Getis, A. (2015). The influence of market forces on urban expansion: the case of Pune, India. *Geoforum*, 60, 10-22.
<https://doi.org/10.1016/j.geoforum.2014.12.004>



- Kapp, K. M. (2012). *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education*. John Wiley & Sons.
- Kétyi, A. (2016). Investigating the effectiveness of a mobile game-based vocabulary practice application for middle school students. *International Journal of Mobile and Blended Learning*, 8(1), 54-65. <https://doi.org/10.4018/IJMBL.2016010104>
- Lagos State Ministry of Education. (2022). Private secondary schools in Lagos State. <https://lagosstate.gov.ng/ministry-of-education/>
- Lesaux, N. K., Kieffer, M. J., Kelley, J. G., & Harris, J. R. (2014). Effects of academic vocabulary instruction for linguistically diverse adolescents: Evidence from a randomized field trial. *American Educational Research Journal*, 51(6), 1159-1194. <https://doi.org/10.3102/0002831214532165>
- Lister, M. (2015). Gamification: The effect on student motivation and performance at the post-secondary level. *Issues and Trends in Educational Technology*, 3(2), 1-22.
- Nah, F. F. H., Zeng, Q., Telaprolu, V. R., Ayyappa, A. P., & Eschenbrenner, B. (2014). Gamification of education: A review of literature. In *International conference on HCI in business* (pp. 401-409). Springer, Cham.
- https://doi.org/10.1007/978-3-319-07293-7_39
- Nation, I. S. P. (2020). *Learning vocabulary in another language*. Cambridge University Press.
- Olayemi, S. (2022). Gamified English language teaching in Nigerian private secondary schools: Challenges and prospects. *Journal of Educational Technology Development and Exchange*, 15(2), 145-161. <https://doi.org/10.18785/jetde.1502.09>
- Pérez-Sabater, C. (2018). The role of gamification in improving vocabulary retention. *Journal of Educational Technology & Society*, 21(4), 33-45.
- Reinders, H., & Wattana, S. (2015). Affect and willingness to communicate in digital game-based learning. *ReCALL*, 27(1), 38-57. <https://doi.org/10.1017/S0958344014000226>
- Rojas-Drummond, S., Mazón, N., Littleton, K., & Vélez, M. (2017). Developing reading comprehension of science texts in secondary school. In P. Roswell, V. Bekerman, N. Silseth, & Ø. Erstad (Eds.), *The Routledge International Handbook of Research on Dialogic Education* (pp. 453-469). Routledge.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>



- Schmitt, N. (2019). *Researching vocabulary: A vocabulary research manual*. Routledge.
- Surendeleg, G., Lee, S. H., & Park, S. (2019). A survey of gamification in education: Analysis of the state of the art. *Educational Technology & Society*, 22(4), 39-56.
<https://doi.org/10.1109/ICCE.2019.00014>
- Toda, A. M., Valle, P. H., & Isotani, S. (2019). The dark side of gamification: An overview of negative effects of gamification in education. In *Proceedings of the 2018 IEEE Frontiers in Education Conference (FIE)* (pp. 1-9). IEEE.
- <https://doi.org/10.1109/FIE.2018.8658779>
- Tooley, J., & Dixon, P. (2012). The role of private schools in educating the poor: Evidence from a longitudinal study in India. *Economic Affairs*, 32(1), 23-34.
<https://doi.org/10.1111/j.1468-0270.2011.02124.x>
- Wang, F., Wang, X., & Liang, J. (2019). The effectiveness of gamification in educational environments: A systematic review. *Computers in Human Behavior*, 101, 54-67.
<https://doi.org/10.1016/j.chb.2019.07.020>
- Webb, S., & Nation, P. (2017). *How vocabulary is learned*. Oxford University Press.

Authors' Biodata

1. **Adedokun, James Adekunle** is a distinguished Chief Lecturer in the Department of Educational Psychology at the Federal College of Education (Technical), Akoka, Lagos. With over three decades of experience, he specializes in Science Education, particularly in Chemistry and Physics, as well as Educational Evaluation and Research. His extensive teaching and research background spans secondary education to all tiers of tertiary education, reflecting his deep commitment to advancing the field. An accomplished author, ADEDOKUN has written numerous books and research articles published in local, national, and international journals, contributing significantly to the disciplines of Science, Education, Psychology, and Research. +2348056530161
2. **Olabode, Adeyinka Ayoola, Ph.D.** is a Principal Lecturer in the Department of Primary Education Studies, Federal College of Education (Technical) Akoka, Lagos. He holds a B.A.Ed., English (second class upper), M.Ed Language Education, M. A. English and a Ph.D in English Language . His research interests include: Pragmatics and Sociolinguistics. He has several publications in both local, national and international journals. His experience spans over three decades in the field of Language teaching. +2347039302006