

Media and the Teaching of French as a foreign language in Nigerian Universities: problems and prospects

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ABSTRACT

Teaching French as a foreign language in Nigerian universities presents both prospects and challenges. With the increasingly globalised world and the growing importance of multilingualism, the demand for French language instruction has been on the rise. Therefore, using University of Africa, Toru-Orua, Bayelsa State, Nigeria, as a template, this paper aimed to determine the extent of the university students' background knowledge of the French language; assess the students' knowledge-level of the French language; ascertain the problems associated with the teaching and learning of the French language, and investigate if the media have any role to play in the teaching and learning of foreign languages. The study was anchored on Communicative Language Teaching (CLT) theory. It adopted both quantitative and qualitative research methods. Its population was the 1,000 First year students of University of Africa, Toru-Orua, who offer French as a core Course. The sample size of the study was 278. The findings of the study were that the students' background knowledge of the French language was low, and that the students' knowledge-level of the French language was quite poor. It was discovered that the problems associated with the teaching and learning of the French language are varied, and that the media have significant roles to play in the teaching and learning of foreign languages. The recommendations made, among others, were that the teaching of French language should be made compulsory in primary and secondary schools, especially in the Southern part of Nigeria, so that students can have adequate background about the language before they get to the university, and that Government should employ additional competent French teachers for primary school and secondary schools, and lecturers for universities.

KEYWORDS: *French, Foreign, Language, Problems, Prospects, Teaching*

INTRODUCTION

The teaching and learning of French language as a foreign language in Nigerian universities is a topic that has gained increasing attention in recent years. French is a foreign language in Nigeria, and its importance in the country has been highlighted in various studies. According to Faniran (2016), the language is becoming more popular in Nigerian universities due to its inclusion in the universities' curricular. However, there are several challenges that French language teachers and learners face in the classroom.

In the rich tapestry of linguistic diversity in Nigeria, the teaching and learning of foreign languages, particularly French, has garnered significant attention within the academic sphere. Nigeria, a multilingual and multicultural nation, has seen a burgeoning interest in foreign language education, with French emerging as one of the prominent languages of study. Nigeria's historical ties to the Francophone world, coupled with the ever-expanding global interconnectedness, have underscored the importance of French language acquisition in the country, not only for cultural appreciation, but also for the facilitation of international communication, trade, and diplomacy.

The role of the media in the realm of education has seen a revolutionary transformation, with its influence extending to the pedagogical landscape of foreign language instruction, hence, Guanah (2022) describes the mass media as 'teacher general' (p. 102). Within the Nigerian context, where access to traditional language learning resources may be limited, the integration of media tools and platforms has emerged as a pivotal mechanism in enhancing the teaching and learning of the French language. This paper sought to delve deeply into the multifaceted interplay between the media and the teaching and learning of French as a foreign language in Nigerian universities, shedding light on the dynamic impact and implications of media integration within the context of language education.

Understanding the broader societal and educational context is crucial to contextualizing the significance of this study. With a population of over 200 million people, Nigeria stands as the most populous country in Africa, characterised by a diverse linguistic landscape encompassing over 500 languages. Amid this linguistic diversity, the significance of foreign language education, particularly in universities, assumes a critical role in fostering cultural understanding, global engagement, and socio-economic development. French, as the second most taught foreign language in Nigerian educational institutions, occupies a unique position, symbolising the bridge between Nigeria's cultural heritage and the global Francophone community.

Within this backdrop, the role of the media in language education, serving as an enabler of interactive and immersive learning experiences, cannot be overstated. The emergence of digital technologies, online resources, and multimedia platforms has redefined the traditional paradigms of language instruction, revolutionising the dynamics of language acquisition and proficiency. In the context of French language education in Nigerian universities, the media act as a catalyst, offering diverse opportunities for students to engage with authentic linguistic and cultural materials, facilitating a deeper understanding of the language beyond the confines of the classroom.

This paper aimed to critically analyse the multifaceted dimensions of media integration in the teaching and learning of French as a foreign language, examining its impact on language exposure, interactive learning, cultural understanding, and the overall pedagogical landscape in Nigerian universities. By delving into the intricate relationship between the media and French language education, this study endeavours to provide comprehensive insights into the extent of the University of Africa, Toru-Orua, Bayelsa, Nigeria, students' background knowledge of the French language; assess the students' knowledge-level of the French language; ascertain the problems associated with the teaching and learning of the French language, and investigate if the media have any role to play in the teaching and learning of foreign languages.

STATEMENT OF THE PROBLEM

French as a foreign language holds immense importance in the global context, serving as a language of diplomacy, commerce, and cultural exchange. In Nigeria, where English is the official language, the teaching of French as a foreign language in universities has gained momentum over the years. However, despite the growing demand for French as a foreign language, there are various prospects and challenges that need to be addressed.

Nigerian universities are expected to be the breeding grounds for French language learners who should bring forth to the country the benefits of knowing how to speak and write the French language, but that tend not to be the case at present. Correspondingly, the media are known to be involved in all aspects of human endeavor, but much studies have not been carried out in determining if they play any role in the teaching and learning of foreign languages. Hence, this study intended to investigate the situation with the teaching and learning of the French language in Nigerian universities, and the role of the media, with focus on University of Africa, Toru-Orua, Bayelsa State, Nigeria. The paper aimed to provide insights that can help improve the quality of French language education in Nigerian universities.

OBJECTIVES OF THE STUDY

1. To determine the extent of the university students' background knowledge of the French language
2. To assess the students' knowledge-level of the French language
3. To ascertain the problems associated with the teaching and learning of the French language
4. To investigate if the media have any role to play in the teaching and learning of foreign languages.

THEORETICAL FRAMEWORK

This study is anchored on the Communicative Language Teaching (CLT) theory. The University of Louisiana Monroe (2021) opines that the CLT is an approach to the teaching of second and foreign languages that emphasises interaction as both the means and the ultimate goal of learning a language. According to Richards (2006) the CLT can help address the problems and leverage the prospects of teaching French as a foreign language in a Nigerian university in the following ways:

Communicative Language Teaching emphasis on Communication. It prioritises communication over the mastery of grammatical rules, making it suitable for a diverse classroom with students of varying proficiency levels. It encourages students to engage in meaningful interactions in French, promoting language use in real-life situations.

CLT also emphasises cultural understanding and competence, which is crucial in a Nigerian context where students may have diverse cultural backgrounds. This approach encourages students to not only learn the language but also understand the cultural nuances embedded in the French language and its usage.

Furthermore, CLT encourages active student participation, making it an ideal approach for a classroom with students who have different learning styles and preferences. It fosters a student-centered environment where learners take responsibility for their own learning, fostering autonomy and independence in language acquisition.

Likewise, CLT promotes the use of authentic materials and real-life tasks, such as role-plays, simulations, and authentic texts, which can be effective in exposing students to practical language use and cultural contexts relevant to French-speaking regions.

Added to the fore goings is that CLT encourages group work, pair work, and interactive activities that foster collaboration among students. This approach is especially beneficial in a Nigerian university setting, where students can learn from each other's linguistic and cultural backgrounds, thereby creating a rich and interactive learning environment.

This theory is relevant to this study because it would be particularly effective in the Nigerian university setting for teaching French as a foreign language due to its focus on practical communication skills and its adaptability to diverse cultural and linguistic contexts.

Prospects of the Teaching & Learning of French Language as a Foreign Language in Nigerian Universities

The prospects of the teaching and learning of French language as a foreign language in Nigerian universities are numerous. According to Ademola (2013) and Onah (2019), some of the prospects are:

1. **Improved communication:** French is one of the official languages of many international organisations, including the United Nations, the African Union, and the European Union. Learning French in Nigerian universities will enable students to communicate effectively with people from French-speaking countries and participate in international organisations.
2. **Socio-cultural benefits:** French is not only a language but also a culture. Learning French in Nigerian universities will expose students to the French culture, literature, and arts. This will broaden their horizons and enable them to appreciate the diversity of cultures.
3. **Economic benefits:** French is the second most widely learned foreign language after English. It is also the second most widely used language in international trade. Learning French in Nigerian universities will enable students to participate in international trade and commerce and increase their employability.
4. **Regional integration:** Nigeria shares borders with francophone countries such as Benin, Niger, and Cameroon. Learning French in Nigerian universities will enable students to communicate effectively with their francophone neighbours and promote regional integration.
5. **Government support:** The Nigerian government has recognised the importance of French language education and has initiated higher education policy reforms to bring its higher education system more in line with international good practices. This support will create more opportunities for students to learn French in Nigerian universities.

Enhancing the Study of Foreign Languages in Nigerian through the Mass Media

The mass media can play a significant role in enhancing the study of foreign languages in Nigeria. Benson, Anyalebechi and Ariole (2017), Ayeomoni (2012) list the following as some ways the mass media can be used to promote the study of foreign languages in Nigeria:

1. Language programmes: The mass media can create language programmes that teach foreign languages such as French, Spanish, and German. These programmes can be broadcasted on radio and television stations, and they can be made available online. Language programmes can help students learn foreign languages in a fun and interactive way.
2. Language news: The mass media can provide news in foreign languages. This will expose students to the foreign language and help them improve their language skills. Language news can be broadcasted on radio and television stations, and they can be made available online.
3. Language movies: The mass media can show foreign language movies with subtitles. This will expose students to the foreign language and help them improve their language skills. Language movies can be shown on television stations, and they can be made available online.
4. Language exchange programmes: The mass media can create language exchange programmes that connect students in Nigeria with students in foreign countries. This will enable students to practice their language skills with native speakers of the foreign language.
5. Language competitions: The mass media can organize language competitions that encourage students to learn foreign languages. These competitions can be broadcasted on radio and television stations, and they can be made available online.

Relationship between the Media and French Language in Nigeria's Foreign Policy

The relationship between the media and French language in Nigeria's foreign policy is an important one. The media and French language are related to Nigeria's foreign policy in the following ways:

The media can play a role in promoting political relations between France and Nigeria. The French President visited Nigeria in July 2018 to discuss regional issues, the G5 Sahel, and counter-terrorism. The media can report on such visits and meetings, which can help promote political relations between the two countries.

The media can also play a role in promoting economic relations between France and Nigeria. Nigeria is France's leading trading partner in sub-Saharan Africa, and the fourth-largest in Africa, behind Morocco, Algeria, and Tunisia. The media can report on trade relations between the two countries, which can help promote economic relations.

The media can likewise play a role in promoting cultural relations between France and Nigeria. French is a foreign language in Nigeria, and its inclusion in the universities' curricular is becoming more popular. The media can report on the importance of French language education in Nigeria, which can help promote cultural relations between the two countries.

Also, the media can also play a role in promoting national security through the study of French language. A study has shown that French language and print media can be used for national security and transformation in Nigeria. The media can report on the importance of French language

education for national security, which can help promote the study of French language in Nigeria (France Diplomacy, 2022; Bello & Ayelaagbe, 2015).

The Role of the Media in the Teaching and Learning of Foreign Languages in Nigerian Universities

The media play a crucial role in the teaching and learning of foreign languages in Nigerian universities. In the context of foreign language education, the media can refer to various forms of communication, including traditional media such as newspapers, television, and radio, as well as digital media such as the internet, social media, and language learning software.

Scholars like Njemanze and Ononiwu (2015), and Benson et al. (2017) suggest that media contribute to the teaching and learning of foreign languages in Nigerian universities by exposing students to authentic foreign language materials, such as news, films, and documentaries, providing them with a practical understanding of the language in real-life contexts. This exposure helps in developing listening and comprehension skills, as well as cultural awareness.

The media offer a wide range of multimedia resources, including audio and video materials, which can be used by language instructors to create an immersive learning environment. These resources make learning more engaging and interactive, facilitating better retention and understanding of the language.

Various online language learning platforms provide access to interactive lessons, exercises, and language proficiency tests. These platforms offer students the opportunity to practice reading, writing, speaking, and listening in a foreign language, thereby enhancing their language skills.

Through the media, students can engage in virtual language exchange programmes with native speakers of the target language. These programmes enable students to practice their language skills in real-time conversations, fostering cultural exchange and improving their language fluency and communication skills.

The media expose students to the cultural aspects of the target language through the portrayal of customs, traditions, and societal norms. This exposure helps students to understand the cultural context in which the language is used, fostering a deeper appreciation and understanding of the language and its cultural nuances.

The media facilitate distance learning by providing access to online courses, webinars, and virtual classrooms. This is especially beneficial for students in remote areas who may not have easy access to traditional classroom-based language learning resources.

It is the duty of the media to also serve as platforms for accessing a vast amount of research and information on foreign language education, linguistics, and pedagogical approaches. Students and educators can stay updated with the latest language teaching methodologies and research findings, enhancing the quality of language education in Nigerian universities.

Some Challenges Facing the Teaching and Learning of French Language

Teaching French as a foreign language in Nigerian universities faces prospects and challenges that demand attention and proactive measures.

One challenging aspect of teaching French as a foreign language in Nigerian universities is the limited availability of qualified faculty. While the demand for French teachers is steadily

increasing, there is a scarcity of individuals with advanced proficiency in French and pedagogical expertise. This scarcity adversely affects the quality of education and hampers the development of effective language teaching methods.

Another significant challenge pertains to the lack of resources and infrastructure for teaching French. Nigerian universities often face financial constraints, resulting in limited access to up-to-date textbooks, teaching materials, and audio-visual aids. Inadequate language laboratories and multimedia facilities further hinder the implementation of interactive and immersive language learning techniques.

A crucial prospect and challenge in teaching French as a foreign language lie in the motivation and awareness levels of Nigerian university students. English proficiency is widespread due to its official status, making it challenging to foster motivation among students to learn a new language like French. Additionally, limited awareness about the importance and potential career opportunities linked to French language skills can deter students from pursuing French courses.

The lack of standardised teaching approaches and methodologies poses a significant obstacle in the effective delivery of French language instruction. Inconsistent curriculum design, teaching methods, and assessment practices across Nigerian universities hinder the comprehensive development of language skills. Without a standardised framework, students may struggle to grasp the nuances of French grammar, vocabulary, and pronunciation.

Teaching French as a foreign language should ideally incorporate cultural immersion experiences to deepen students' understanding of the language. However, in Nigerian universities, the limited availability of opportunities for cultural immersion impedes the development of students' intercultural competence. Without exposure to authentic French-speaking environments, students may face challenges in navigating real-life communication situations.

Empirical Review

A study by Gyuse, Robert, Jim and Ureel (2019), titled "A descriptive analysis of French teaching and the place of translation in Bachelor's curricula in Nigerian universities," examines the context of teaching French studies and translation in Nigeria, using the University of Lagos as a case study.

The paper highlights the challenges that Bachelor students in Nigerian universities face when acquiring French and translating from English into French. The paper also emphasises the importance of teaching French in Nigeria to mitigate the communication barrier between Nigeria and its French-speaking neighbours.

Faniran's (2016) study was titled "The Role of French Language in Developing 21st Century Nigerian Graduates." The paper examines the role of French language in developing 21st century Nigerian graduates. The paper highlights the importance of French language in Nigeria, its socio-cultural and economic benefits, and its inclusion in the universities' curricular. The paper also emphasises the importance of French language in promoting regional integration.

On their parts, Akinpelu and Yegblemenawo's (2023) research topic was "Teaching French as a Foreign Language in Multilingual and Anglophone Contexts: The Experiences of Teachers in Nigeria and Ghana." The paper explores the language policy in favour of the French language and its teaching at the secondary and post-secondary levels in Nigeria and Ghana. The paper highlights

the challenges faced by French language teachers in Nigeria and Ghana and offers country-specific solutions to existing challenges.

Finally, while studying "Issues in French Language Learning in Nigeria," Onah (2019), discusses the challenges faced by French language teachers and learners in Nigeria. It highlights issues such as mother tongue interference, use of instructional materials, challenges of modern technological facilities, confusion of the target French language, and personal challenges of learners and teachers. The paper also provides recommendations to tackle some of these issues

METHODOLOGY

For this study, a mixed-methods research design was employed to gain a comprehensive understanding of the prospects and challenges associated with Teaching French as a foreign language (TFFL) in Nigerian universities. This approach allowed for both quantitative and qualitative data collection and analysis, providing a well-rounded view of the subject matter. For the quantitative method, a structured questionnaire was used as instrument for data collection.

For the qualitative method, in-depth interviews were conducted with a section of the students. These semi-structured interviews provided qualitative insights into the challenges and prospects of TFFL and offer a more nuanced understanding of the subject. For qualitative method, data were collected using question guide as an instrument for data collection.

The study population comprised the 1,000 Year One (100 Level) students of University of Africa, Toru-Orua, Bayelsa State, who offer French as a compulsory course. The sample size of 278 was determined using the Krejcie and Morgan (1970) table. The researchers determined the required responding sample size, standard error, relative standard error, and a confidence interval (95% or 99%) for a proportion estimate, using only one of these criteria as an input. The estimated variance proportion was 0.5 (5%), the confidence interval was 0.05 (5%). From the total population of 1000, the sample size of 278 was arrived at.

A student each were selected from the four Faculties in the school for in-depth interviews. The researchers administered 274 copies of the questionnaire on the respondents, but only 258 (94.16%) were returned and found usable for this study. The analysis of the data retrieved were presented in form of percentages and tables.

Data Presentation and Analysis

Table 1: Extent of the university students' background knowledge of the French language

Responses	Frequency	%
To a great extent	30	11.63
To a minimal extent	36	13.95
Difficult to say	12	4.65
To a little extent	64	24.81
To a very little extent	116	44.96
Total	258	100

Source: Field Survey, 2023

KEYS: To a great extent- 90% - 100%; To a minimal extent- 89% - 70%; Difficult to say - 50% - 69%; To a little extent- 40% - 49%; To a very little extent- 1% - 39%.

The data collated from Table 1 above indicate that students' background knowledge of French language is very low.

Table 2: Students' knowledge-level of the French language

Responses	Frequency	%
Excellent	17	6.59
Very good	49	18.99
Good	40	15.50
Average	22	8.53
Poor	130	50.39
Total	258	100

Source: Field Survey, 2023

KEYS: Excellent- 90% - 100%; Very good- 89% - 70%; Good - 50% - 69%; Average- 40% - 49%; Poor- 1% - 39%.

The interpretation of the above data is that the understanding level of French language of the students is so low.

Table 3: Problems associated with the teaching and learning of the French language

Responses	Frequency	%
Difficulties in pronunciation	44	17.05
Inadequate hours of teaching and learning	28	10.85
Inadequacy of competent Instructors	22	8.53
Lack of audio-visual materials	76	29.46
All the above	88	34.11
Total	258	100

Source: Field Survey, 2023

The implication of Table 3 is that the the teaching and learning of the French language is faced with varied problems.

Table 4: Media have role to play in the teaching and learning of foreign languages.

Responses	Frequency	%
Strongly Agree	134	51.94
Agree	81	31.40
Can't Tell	6	2.32
Disagree	33	12.79
Strongly Disagree	4	1.55
Total	258	100

Source: Field Survey, 2023

Likert - type five points rating scale and dichotomous was used: 5= Strongly Agree (SA), 4=Agree (A), 3= Can't Tell (CT), 2= Strongly Disagree (SD), and 1= Disagree (D) responses as well as open-ended questions.

The data presented in Table 4 indicate that the media play significant roles in the teaching and learning of foreign languages.

DISCUSSION OF FINDINGS

The first result of this study is that most of the students of the university of Africa, Toru-Orua, and by extension students of other Nigerian universities, especially in the southern part of the nation, do not have background knowledge of the French language.

The reason for this outcome may be linked to the study of Faniran (2016), who opines that a good number of students are not sufficiently informed about the usefulness of French in Nigeria's educational system, or its importance as an international language. They feel that people who study French language, especially in the tertiary institutions, are slow learners; they see French as a Course for dull students who did not pass their intended course of study, and therefore, it is a waste of time studying it, even though the revise is the case.

Also, Abiodun-Eniayekan, Owoeye,, and Awogu-Maduagwu (2016) attribute the problem of university students not having background to French language as lack of motivation on the part of the Government/Educational Planners, lack of orientation for the parents and the entire Nigerian citizenry on the importance of French to the country, and dearth of qualified French teachers and teaching materials at the primary and secondary school levels.

During an in-depth interview, one of the students said most of them, especially those from the southern part of Nigeria, were not exposed to the learning of the French language in their primary and secondary schools days, unlike their fellow students who schooled in the western part of Nigeria where French is being taught as language in nursery and primary schools. According to him, there are French competition among schools in the west, and parents brag that their children are being taught French in school.

Another finding of this study was that the students' knowledge-level of the French language is very low. This outcome tallies with the finding of the study carried out by Lawal (2020) which revealed that the level of French knowledge in Nigerian schools is low. He reports poor French teaching conditions as a second language in Nigerian colleges of education.

Shryock (2008, as cited in Ubabudu, 2012) quoted the America Council on the teaching of foreign language 2008 survey, as revealing that in America, students are more interested in studying French than any other foreign language. This is not the same in Nigeria where students' enrollment for French in schools are dwindling. It has been consistently observed that only a few students actually enroll for French in schools. In an interview with these researchers, Sharon, a student, revealed that most students are not interested in studying the language, because they do not see it as their own, and moreover, they feel they will not have a need of it in their life time.

A third finding of this study is that the problems associated with the teaching and learning of the French language in Nigerian universities are many. The problems include lack of background

knowledge and exposure to French language at the primary and secondary school levels; inadequate time being allocated for the teaching of French language, lack of French teaching aids, and difficulty in pronouncing some French words by the students. Onah (2019) notes that mother tongue interference disallows French learners to rethink and reword their thoughts in the target language they are learning, which can affect the learning processes in French Language classrooms. Lack of infrastructures, such as French textbooks, is a difficult task for interested learners of the French language to lay their hands on (Okoedion, 2019).

In the same breadth, Kolawole (2015) listed the numbers of problems encountered by French teachers in the process of teaching French language in Nigerian secondary schools to include lack of instructional materials, confusion of the target French Language and even the learners', and teachers' personal challenges. Also, Aigbeovbioso and Osaruese (2022) mention absence of functional laboratories, overcrowded classrooms, admission of students who did not initially intend to study the discipline, and poor public perception as parts of the problems.

Lastly, the study found that the media have significant roles to play when it comes to the teaching and learning of foreign languages. This goes to prove that "until the media are involved, no matter or issue revolves; every issue remains docile until the media choose to activate it and cause it to be matters of national discourse" (Guanah, 2014, p. 8).

Njemanze and Ononiwu (2015), and Benson et al. (2017) attest that the media expose students to authentic foreign language materials; offer a wide range of multimedia resources; provide access to interactive lessons, exercises, and language proficiency tests. These platforms offer students the opportunity to practice reading, writing, speaking, and listening in a foreign language, thereby enhancing their language skills; and expose students to the cultural aspects of the target language through the portrayal of customs, traditions, and societal norms.

Also, the media facilitate distance learning by providing access to online courses, webinars, and virtual classrooms, and serve as a platform for accessing a vast amount of research and information on foreign language education, linguistics, and pedagogical approaches. These help students and educators to stay updated with the latest language teaching methodologies and research findings, enhancing the quality of language education in Nigerian universities. In summary, the media salience on various issues bring them to the fore for public scrutiny and discussion (Guanah, 2022).

CONCLUSION

In the realm of Teaching French as a foreign language (TFFL) in Nigerian universities, this study has journeyed through the intricate landscape of language instruction, revealing a tapestry of challenges and prospects that shape the endeavour. Through an empirical review of existing research, we have uncovered key themes.

Addressing the scarcity of qualified faculty, improving access to resources and infrastructure, fostering motivation and awareness among students, implementing effective teaching approaches, and providing cultural immersion opportunities are crucial steps towards enhancing the quality of French language education in Nigerian universities. These challenges intersect with broader issues of policy influence, where shifts and inconsistencies at the national and institutional levels exert a significant impact.

However, amidst these challenges, the prospects for TFFL in Nigerian universities remain promising. The importance of French proficiency in the global context cannot be overstated, offering pathways to international diplomacy, trade, and cultural exchange. Moreover, the willingness of students to recognise the value of French proficiency and their aspirations for language acquisition signal a latent demand that, if nurtured, can contribute to the nation's linguistic and cultural richness. The role of the media in the teaching and learning of foreign languages can also not be underestimated.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are suggested:

- i. The teaching of French language should be made compulsory in primary and secondary schools, especially in the Southern part of Nigeria, so that students can have adequate background about the language before they get to the university. .
- ii. Regular workshops and competitions that will trigger the students' quest in learning French as a language should be organised for the students. Also, more time should be allotted to the teaching of French in the University.
- iii. Government should employ additional competent French teachers for primary school and secondary schools, and lecturers for universities
- iv. The use of the conventional media like the television, radio and newspapers, coupled with the new media with their hydra-headed social media platforms should, should be intensified in the teaching and learning of foreign languages.

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