

**EFFECT OF LANGUAGE USAGE AMONG STUDENTS VIZ-A-VIZ FOR
SUSTAINABLE QUALITY OF EDUCATION:
AN OVERVIEW OF SOME SELECTED COLLEGES OF EDUCATION IN THE NORTH
EASTERN STATES NIGERIA**

MARY DAUDA JIMRA

AdamuTafawaBalewaCollege of Education Kangere
Bauchi State

**LEAD RESEARCHER
(marydjimra@gmail.com)**

***Corresponding Researcher: 08062337578**

&

JAMIMA SUNDAY SABO

AdamuTafawaBalewa College of Education Kangere
Bauchi State

&

USMAN ISA NAKAKA

AdamuTafawaBalewa College of Education Kangere
Bauchi State

Abstract

This article examined the effect of language usage among students on sustainable development in North Eastern Nigeria. Three study objectives and questions guided the conduct of the study. The Nigeria's linguistic diversity, with over 350 indigenous languages spoken, presents both challenges and opportunities for educational progress and community development. Language usage plays a crucial role in education. Students initially learn in their mother tongue, which enhances comprehension and establishes a strong foundation in basic literacy skills. However, proficiency in English, the official language, becomes essential for accessing higher education and employment opportunities. Effective language usage enables educational continuity and empowers students to contribute to sustainable development. To maximize the benefits of language usage, it is recommended to support bilingual education, promote the use of indigenous languages alongside English, and create an inclusive educational environment that values linguistic diversity. These measures will empower students to become active contributors to sustainable development in their communities and beyond.

Introduction

In the pursuit of sustainable quality education, language usage plays a significant role in shaping students' academic success. Effective communication skills, including speaking, reading, and writing, are crucial for students to thrive in their educational journey. English has emerged as a global language, playing a crucial role in various aspects of modern life, including education, commerce,

diplomacy, and technology. Proficiency in English offers numerous advantages, especially for students, as it equips them with essential skills and opens up a world of opportunities. In the pursuit of sustainable quality education, language usage plays a significant role in shaping students' academic success. Effective communication skills, including speaking, reading, and writing, are crucial for students to thrive in their educational journey.

Essentially, students' effective acquisition of the English language skills ensures their communicative competence both in social and academic activities. Unfortunately, most students today seem to move with the crowd without a focus. There is no zeal to learn as they believe that Nigeria has been bewitched with unemployment and corruption. The school system is corrupt and certificates no more speak the truth about their bearers' intelligence. This is because most students neglect class lectures, pay for their assignments as well as for good results after examinations. This ugly situation has been attributed by this study to poor acquisition of the English language skills by students which make them lack confidence in themselves.

Statement of the Problem

English is utilized in schools, colleges, polytechnics, and universities in Nigeria to aid the growth of the English language in the country and to help build sustainable quality education in Nigerians, as well as to acquire worldwide recognition. It is an essential part of the educational curriculum. Nonetheless, Nigerian Pidgin is extensively spoken in various parts of the nation, while Hausa is widely spoken in the country's north. The researchers need to study, identify and improve quality of spoken and written grammatical English in Nigerian colleges of education, especially among students in North-East Nigeria. As a result, every year, English lecturers in Nigerian colleges of education are concerned about their students' poor attitudes toward spoken and written grammatical English.

Significance of the Study

This study may help educational administrators in developing policies and guidelines that promote language inclusivity in schools. It may also help administrators allocate resources appropriately to support language education initiatives. Studying language usage among students will contribute to educational research and academia. Moreover, understanding how language affects educational outcomes can guide curriculum developers in designing more inclusive and culturally relevant learning materials. They can develop language-focused curricula that cater to students' linguistic diversity, promote language acquisition, and foster a positive learning environment.

Objectives of the Study

The aim of the study was to investigate the relationship between language usage among students and sustainable quality of educational system in Nigerian Colleges of Education in the North Eastern States. While the specific objectives were to:

1. Investigate the impact of language usage on educational quality
2. Examine the impact of using Hausa among students.
3. Investigate the impact of using Pidgin English on the school campus.

1.4 Research Questions

The research work is design to profound solution to the following questions:

1. What is the impact of language usage on educational quality?
2. Does Hausa language have a significant impact on students?
3. What is the impact of using Pidgin English on the school campus?

Languages in Nigeria

Although Nigerian Pidgin is commonly used in many regions of the country, Hausa is widely spoken

in the country's northern region. According to Gbose (2021), English language acts as a vehicle of engagement and an instrument of communication with the use of communications, despite its increased cultural value as a weapon of the dominant ideology. That is, learning a language involves more than just reaching out to people; it is also about maintaining a range of social bonds, a common sense of values, and collective awareness. Nigerian academics, like others, have investigated the relationship between multilingualism and interference in various ways; we will use such works to situate our thoughts. Multilingualism in Nigeria stems from the ethno-linguistic composition and variety of Nigerian society. Mckay (2017) estimates languages in Nigeria to range from 350 to 500 indigenous languages in Nigeria on why the line between dialect and language is moving from whose backgrounds pupils are recruited into the classroom. Most of these pupils have learnt and used many languages on a regular basis. While the majority of these languages have different features, speakers may function and switch codes with reasonable ease while remaining attached to their own linguistic and cultural identities.

At an early age, students from diverse ethno-linguistic, cultural, and economic groups are exposed to a range of languages, including their mother tongues and Pidgin English. This difficulty, together with a lack of proper resources, has a detrimental influence on English language training in Nigeria. Mckay (2017) believes that, most Nigerian children have been exposed to not less than two languages prior to entering the classroom for the first time and these impacts on the child's language learning abilities.

Language Proficiency

Language proficiency is the ability to use a language accurately and appropriately in its oral and written forms (Cloud, 2020). The four areas of proficiency include listening, speaking, reading and writing. Academic language proficiency enables some to make complex meanings explicit in oral or written modalities of language. Proficiency can also vary according to the function, purpose and context of communication (Manyike, 2017). According to Cummins (2017), language that is used in informal settings may be easier to master than language that is used in formal settings. Proficiency in reading and writing relies largely on adequate language use which, according to Maitling (2015), is the vehicle that is used to move through life. Language proficiency forms the basis of all learning and is closely related to a person's experiences and general knowledge. The situation of learners at the Secondary School under study who do not have the language of learning poses great challenges for both teaching and learning. Van den Berg (2017) argues that learners with a strong linguistic intelligence have the ability to perform well in the theoretical and practical usage of language. According to Weidman and Van Rens Berg (2017), language proficiency among youths is low. This is true not only of mother-tongue speakers of English and Afrikaans, but also, and especially, of non-mother-tongue speakers of English, among whom proficiency levels raise serious concerns. Language proficiency is critical at tertiary level because there is a high correlation between language proficiency and academic performance.

Language of Instruction and National Policy on Education in Nigeria

The language of instruction is so vital to the teaching-learning process that attention is given to it in the National Policy on Education. By language of instruction, it is meant the language which the teacher uses to pass on the instructional or educational messages to the learner in order to effect a change in the learner's behavior in a desired direction. According to Ogbonyomi (2013), it is the language used as a teaching medium (in) informal and formal setting for the transmission of knowledge and skill aimed at developing the pupils' or students' mind and character. Studies have shown that the child will learn very little, if he has not mastered the language of instruction. He cannot learn the most elementary facts and ideas until he has understood the language in which those (educational) ideas are expressed, (Danmaigoro, 2013). According to Ojetunde (2016), scholars such

as Fafunwa (1989), Emenanjo (2020) and Bamgbose (2018) are of the opinion that mother-tongue (MT) should serve as a medium of instruction in the formative years (1-12) and that this should extend to as late a stage as possible. This, according to them, will offer the child opportunity to explore his natural environment, develop curiosity, communicate in the natural language, develop reasoning ability and engender self-confidence as practiced in many countries such as China, Kenya, India, Tanzania, Malaysia, Japan, Hong Kong etc. Awobuluyi, (2018) stated that the overall effect of the suggestions and pressures from well-meaning Nigerians brought about an important shift in the attitude of government, particularly at the Federal level to the indigenous languages.

The shift, to begin with, took the form of an admission by government of what had long been known to linguists and anthropologists namely, that a language is simultaneously a vehicle for a people's culture and means of maintaining and indefinitely preserving that culture. The implication of this which the government came to see and appreciate, is that if individuals are not ultimately to lose their national identity together with their rich indigenous cultures, then they must begin to pay attention to the teaching of their indigenous languages, (Awobuluyi, 2018). In addition to seeing the relationship between language and culture, the government also came to see the indigenous languages more clearly for what they had all along been – a veritable and practical means of communication some of which could be easily harnessed for effecting national integration, a matter of paramount importance for a country still struggling to consolidate its independence, (Awobuluyi, 2018). For these reasons, the government deemed it fit to specify the language of instruction for each level of education in order to tackle problems associated with language of instruction in Nigeria.

Some twenty years after independence, some people felt and openly canvassed in the Parliament for English to be replaced as official language by one of Nigerian's indigenous languages (Awobuluyi, 2018). Federal government began from late 1970's onward to take interest in, and make policy pronouncements on the teaching of indigenous languages at the various levels of the educational system. In the National Policy on Education first published in 1977, revised in 1981, 1998 and 2004, the position of the government concerning language or medium of instruction is clearly stated.

English Language in Nigeria

The inception of English language in Nigeria could be traced back to the arrival of the missionaries, traders, and the colonial masters in the 16th century (Abubakar, 2016). The need to foster

understanding and enhance communication between the missionaries, traders, colonial masters, and the local people (i.e. Nigerians) triggered on the pursuance of a policy that encourage the use of English in Nigeria. For the British traders, English was a contact language between them and the Nigerian middle men along the coasts. The local people wanted and indeed, encouraged their children to learn English which had then become the status symbol of commerce, civilization and Christianity (Fafunwa, 1989 in Abubakar, 2016).

English was super-imposed on Nigeria by colonization. Odusina (2019) remarked that English is about the most important of all the heritages left behind by the British colonial administration. English is today, the official language in Nigeria as well as the acceptable medium of expression in all facets of national life. It is the language of government, business and commerce, education, the mass media, literature, much internal and external communication (Spencer, 2017). Socially, economically, politically, English is the medium of communication. It is the primary vehicle of international communication, a passport to international or universal cultural uniformity and cohesion.

Relationship between Language Proficiency and Academic Performance

Language skill is one important factor influencing academic success. The relationship between language proficiency and academic success is well documented. Students whose language

proficiency levels are not adequate have difficulty in grasping the subject matters (Maleki&Zangani, 2017). Many researchers found that students who are more proficient in the instruction language are on average more successful (Adbirahman et al., 2013;Arsad et al., 2014; Fakeye, 2019; Kumar, 2014; Sadegi et al. 2013).

Loa and Macaro (2014) studied secondary school students and observed that lessons in English tended to become more teacher-centered, with students' participation being more inhibited than during lessons in Chinese. Kinyaduka and Kiwara (2013) documented that teachers (78%) believe English-medium instruction to be a setback to students' academic success. In the same study 65% of students stated that they could not understand the subject matter when the lectures are in English. But the majority of students, parents, and teachers still prefer English over local languages. K yrkg z (2019) drew attention to the inadequacy of foreign language skills taught in preparing for the academic requirements in Turkey in English-medium universities. Sert (2018) also mentioned the inefficiencies and difficulties both in English-medium and English-aided instructions in Turkey. Ng, Tsui, and Marton (2021) found that in China, in Chinese-medium lessons the teacher could shift often and easily between abstract scientific concepts and concrete real-life examples, while in English-medium lessons these instances were rare. In another study about China, Yip, Coyle, and Tsang (2017) reported that the English-medium lessons were much more "transmission-oriented" with little discussion. Brock-Utne (2012), Mwinsheikhe (2016) and Vuzo (2017) reported similar observations in Africa.

Impediments to Learning English Language in Schools

English Language as the only official language of education in Nigeria has been affected by the attitude of educational policy makers, curriculum planners, and the teachers of the language, the pupils and students studying the language. It is not an understatement to say that the language has not been given its pride of place and serious attention as it used to be some decades ago simply because many educated and uneducated people see it as a foreign colonial language. Those who postulate this idea are in the majority so their attitude tends to affect the teachers and learners of the language.

Eyo (2021) observed that policies are made to discourage its teaching and learning at the early stages in Nigeria children's education, so unsuccessful attempts have been made at killing it through the introduction of indigenous national languages. The indigenous languages do not serve the basic useful purposes of education, interaction and communication as they should. Emphasizing on the importance and relevance of English Language, Udofot (2020) noted that "English is the language of computer programming and the Internet" and as such, Nigeria cannot afford to be illiterate in the language that controls the world affairs. The unseriousness and deplorable standard of English in Nigeria is decried by Ndimele (2015). He lamented that "language like all organisms depend on their environment for survival" but he further explained that the Nigerian environment in this generation of speakers is totally unfriendly to English not because of deviation and creativities characteristics of language in contact but due to "ungrammatical expressions and poor sentences structures prevalent among the youths and the current generation of speakers of English in Nigeria".

Udofot (2020) identified home background and the quality of primary and secondary education as factors which affect the standard performance in English. The poor performance of English as these levels of education can be attributed to the influence of the parents, society, teachers and that of the learners. Where the majority of parents are illiterates they cannot interact with their children in proper English. Some even use pidgin and the children copy same from them. Therefore, background affects their communicative competence more than any other factor. English as a developed language has its code, principles and practice. Language though, defined by Block and Tragers (2020) as "a system of arbitrary vocal symbols by means of which a group communicate", has rules governing sentence structural pattern and symbols that guide its usage. Majority of those who use the English Language in Nigeria do not observe these rules that are why they make ungrammatical expressions that are ambiguous to proficient speakers and listeners. When this

happens, there is usually a misunderstanding or misinterpretation of the message by the listeners.

As the language of global communication and influence, Udontata (2014) propounded that English Language now serves the function of providing interconnectivity between communities and persons in our global village and man can enhance this global interconnectivity through co-operation and understanding in the study and appreciation of English Language. There is need for a change of attitude if we must employ English as a global language.

Methodology

This study employed the use of a correlational design to investigate the influence of language usage among pupils in relation to long-term educational quality in Nigeria's north-eastern region. The population of the study is drawn from State-owned Colleges of Education in the North eastern part of Nigeria. The selected colleges of education include AdamuTafawaBalewa COE Kangere, Kashim Ibrahim College of Education, College of Education, Hong, College of Education, Gashua, Damaturu, College of Education, Hong, Aminu Sale College of Education, Azare and Umar Ibn Ibrahim El-Kanemi College of Education, Science and Technology, Bama. Eighty four of the English lecturers from the selected colleges of education were sampled for the study and twenty lecturers from other departments were also selected from other teacher population. This brought the lecturer population to a total of one hundred and four respondents. The total number of English students from the selected schools population is one thousand one hundred and one. From the above population, the total number of the study population is one thousand two hundred and five persons. **The researcher employed** the Krejcie and Morgan Table to help determine the sample size of two hundred and ninety-one respondents. The 4-point Likert scale is used make analysis of the responses of the research questions.

Hence, the cut off mean is 2.5 this implies that every mean score which is exactly or above 2.5 agrees with the decision thus accepted while any score below 2.5 disagree with the decision thus not accepted. At the time of data analysis, only two hundred and eighty-four instruments were valid for use.

Demographic Profile of the Respondents

Table 1: The Demographic Data

	Items	Frequency	Percentage
A	Sex		
	Male	156	55
	Female	128	45
	Total	284	100
B	Age		
	17 –20	95	33
	21 –24	90	32
	25 and above	99	35
	Total	284	100

Table 1 shows the demographic characteristics of the respondent selected for the study. It shows that 55% of the sampled population are male while 45% are females. The age distribution shows that 33% of the sampled population fall between the ages of 17 – 20, 32% falls within 21 – 24 while 35% fall above the age of 25.

Table 2: Mean Responses of participants on the impact of language usage on educational quality

S/N	ITEMS	SA 4	A 3	D 2	SD 1	N	$\bar{x}$	DEC
1	There is a strong relationship between language usage and educational quality in schools.	98	105	24	57	284	2.85	Agree
2	There is a strong relationship between English language proficiency usage and educational quality in schools	106	116	34	28	284	3.05	Agree
3	The proficiency level of the primary language used in educational settings affects students' academic performance	121	128	19	16	284	3.24	Agree

Research Objective 1: Determine the impact of language usage on educational quality. The data for research objective 1 was analysed using mean scores. The result is presented in table 2. Four items were presented, all the items agreed on impact of language usage on educational quality; on a strong relationship between language usage and educational quality in schools (2.85). There is a strong relationship between English language proficiency usage and educational quality in schools (3.05), the proficiency level of the primary language used in educational settings affects students' academic performance (3.24).

Table 3: Mean Responses of participants on the impact of using Hausa among students

S/N	ITEMS	SA 4	A 3	D 2	SD 1	N	$\bar{x}$	DEC
4.	Students are more comfortable expressing themselves in Hausa language than they are when using English language.	148	126	5	5	284	3.46	Agree
5.	The use of Hausa language in instruction promotes a sense of inclusivity and cultural connection among students.	142	112	16	14	284	3.34	Agree
6.	The frequent use of Hausa language by students as when compared to their use of English language is not a reason for the poor command of English language	42	79	62	101	284	2.21	Disagree

Research Objective 2: Determine the impact of Hausa language among students. The result is presented in table 3. Three items were presented, one of the items disagreed on impact of Hausa language among students while three items agreed with other assertions made. On students are more comfortable expressing themselves in Hausa language than they are when using English language (3.46); the use of Hausa language in instruction promotes a sense of inclusivity and cultural connection among students (3.34); one item which was disagreed with said the frequent use of Hausa language by students as when compared to their use of English language is not a reason for the poor command of English language (2.21).

Mean Responses of participants on the impact of using Pidgin English on the school campus

S/NO	ITEMS	SA 4	A 3	D 2	SD 1	N	$\bar{x}$??	DEC
7.	The use of Pidgin English among students impacts their fluency and proficiency in Standard English	121	129	18	16	284	3.25	Agree
8.	The use of Pidgin English should be discouraged in schools as it is affecting the fluency and proficiency of students in standard English.	92	87	65	40	284	2.81	Agree
9.	Most students understand that the use of Pidgin English and Hausa as mediums of communication affects their proficiency in English language.	62	67	72	83	284	2.38	Disagree

Research Objective 3: Determine the impact of using Pidgin English on the school campus. The use of Pidgin English among students impacts their fluency and proficiency in Standard English the use of Pidgin (3.25); the use of Pidgin English should be discouraged in schools as it is affecting the fluency and proficiency of students in Standard English (3.25). The item which disagreed with assertion made said most students understand that the use of Pidgin English and Hausa as mediums of communication affects their proficiency in English language (2.38).

Discussion

The findings of research question one and two showed that there is a strong relationship between language usage and educational quality in schools. This means there is a strong relationship between proficiency level of the primary language used in educational settings affects students' academic performance. This finding agrees with that of Loa and Macaro (2014) who studied secondary school students and observed that there is a strong relationship between language usage and educational quality in schools and also a strong relationship exists between proficiency level of the primary language used in educational settings. It also shows that the proficiency level of the primary language used in educational settings affects students' academic performance. The findings of research question three shows that due to the predominance of Hausa language in the north eastern states of Nigeria, students are more comfortable expressing themselves in Hausa language than they are when

using English language. The findings is in line with that of Hassan and Hassan (2017) who conducted a study on the impact of Hausa language on teaching methodologies in some selected Northern States of Nigeria. Their findings showed that due to the predominance of Hausa language in the northern states of Nigeria, students communicate more effectively in Hausa language than English language. The findings also show that the use of Hausa language as an instruction medium promotes a sense of inclusivity and cultural connection among students as a significant number of students communicate effectively in Hausa Language, this findings is in consonance with that of Guba (2020) who's finding on the study on multi-lingual schools in Nigeria showed that indigenous language as an instruction medium of instruction promotes a sense of inclusivity and cultural connection among students. The findings further show that students do not understand that the use of Pidgin English and Hausa as mediums of communication affects their proficiency in English language. This finding tallies with the findings of Chika and Regan (2018), when they conducted a study on the impact of Pidgin English on University students in Eastern part of Nigeria. Their finding showed that Pidgin English as a "stand-in" language was easier for students to adopt and use hence students easily substitute the Standard English language for Pidgin English.

Conclusion

The study emphasizes the critical role of English language usage in ensuring sustainable quality of education in Colleges of Education in the North Eastern States of Nigeria. English Language proficiency is directly linked to students' overall academic performance and their ability to effectively engage with the learning process. Inadequate language skills hinder students' comprehension and communication abilities, impeding their educational growth and development. To address this issue, colleges of education should prioritize English language instruction by providing comprehensive language programs and resources. The implications of the study show that it is paramount students acquire English language skills as it is important for true academic success, and above all, should have a measure of thought/reasoning to be able to send correct feedback for continuous and effective communication and for academic excellence.

Recommendations

1. Colleges of Education should invest in training and professional development for English teachers to enhance their English language teaching skills. This will enable them to deliver effective language instruction and support students in developing their language proficiency.
2. Adequate resources such as textbooks, reference materials, and digital tools should be made available by school managements, government and stakeholders for students use in order to facilitate English language learning. This will enable students to practice and reinforce their English language skills even outside the classroom.
3. There is need for curriculum designers to recognize and embrace the linguistic diversity among students by incorporating multilingual approaches in language instruction. This will help students build on their existing language skills and promote inclusive learning environments.

References

- Abubakar, T. Y. (2016). Assessment of the problems encountered by learners of English in seniorsecondary schools in Kano Metropolis.(pp. 22-35.) *Isa Kaita Multidisciplinary Journal of Education*, Dutse-Ma.1.
- Arsad N. Shamoosi, N. & Moinsadeh, A. (2014). Online English language training in Iranian Universities: Professors' views and attitudes. (pp. 194-200) Peyke Noor Publishers.
- Bamgbose C. C. (2018). What Matters Most in Distinguished Literacy Teacher Education Programs? (pp. 319-351.) *Journal of Literacy Research*.
- Block, H.A, Tragers, M. (2018). Teaching and learning the English language in Nigerian Schools: Importance and challenges. (10- 13.) *Teacher Education and Curriculum Studies*.
- Cloud.M.S. (2020). The Great Outdoors: Restoring Children's Right to Play Outside. (pp. 123-130). New York: National Association for the Education of Young Children.
- Danmaigoro, A. (2013). The language of instruction in schools: (pp. 26-34). Problems and prospects. *Isa Kaita Multidisciplinary Journal of Education*, Dutse-Ma, Nigeria.
- Emenanjo, E.N. (2020). Languages and the National Policy on Education: Implications and prospects. (pp. 203-214).
- Eyo, L. (2004). The future of the English in Nigeria in the Context of globalization.(pp. 1-4). *Journal of Nigerian English and Literature*.
- Fafunwa, A. B. (1989). Education in the mother tongues; A Nigeria experience; The Six year Yoruba median primary education project, University of Ife, Nigeria (213-227). *West African Journal of Education*.
- Fakeye M. (2019). Teaching and learning the English language in Nigerian Schools: Importance and challenges. (pp. 10- 13). *Teacher Education and Curriculum Studies*.
- Kumar, (2014). Teacher Experience with personalized learning: Teacher Training programme. (12-13). Retrieved from <https://scholarship.org/uc>
- Maitling, D. (2015). Professional growth among pre-service and beginning teachers.(pp. 129-169). *Review of Educational Research*.
- Manyike, T.Y. (2021). Motivation and attitudes towards English as ESL among learners in Ruralkwazulu Natal High School.(pp. 7-12). An M.A. thesis University of South Africa.
- Mckay, V. I. (2017). Introduction to the Work of Paulo Freire. Pretoria: (pp. 8-12). University of South Africa Press
- Ndimele, P. (2015). Revitalizing Education in Africa. Lagos: (pp. 22-25). Stirring Horden Publishers.
- Oduşina, M.O. (2019). Trends in Language Education.(pp. 14-16). Lagos: NERDC Printing Press.
- Ojetunde, F. (2016). A critical evaluation of the implication of the Nigerian Language Policy at the pre-primary and primary school levels.(pp. 3-16). *Journal of Education and Practice*,
- Sadegi M. Nolan, J. & Hoover, L. (2013). *Teacher supervision and evaluation: Theory into practice*. (pp. 9-17). John Wiley & Sons, Inc.
- Sawir, P. (2015). Revitalizing Education in Africa. Lagos: (pp. 2-6). Stirring Horden Publishers.
- Spencer. J. (Ed.), (2017). *The English Language in West Africa*. (pp. 5-7). London: Longman.
- Udofot, J. (2020). *The effectiveness of teaching and learning in primary schools*. (pp. 102-106). Boston: Sage Publications.
- Udontata, I. (2014) Effects of Classroom Physical Environment on the Academic Achievement Scores of Secondary School Students in Kohat Division, Pakistan.(.). *International Journal of Learning and Development*.
- Vuzo, P. C. (2017). Can the physical environment have an impact on the learning environment? (pp. 121-135) CELE Publishers.