

**IMPACT OF TECHNOLOGY-ENHANCED APPROACH TO TEACHING AND
LEARNING ENGLISH LITERATURE IN SECONDARY SCHOOLS IN OREDO
LGA OF EDO STATE**

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BENIN CITY**

DECEMBER, 2025.

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned certify that this project work is adequate in scope and was carried out by Oluwatosin Ruth AJISOLA, in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria; In partial fulfillment for the award B.A. (ED) Degree in English and Literature

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DEDICATION

This project is dedicated to God Almighty.

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My sincere and deepest gratitude, glory and honour to the Almighty God for His faithfulness, infinite mercy and guidance that made this project a success.

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ABSTRACT

This study examined the impact of a technology-enhanced approach to teaching and learning English Literature in secondary schools in Oredo Local Government Area of Edo State. The survey research design was adopted because data were collected from a sample population with specific characteristics. Four research questions were formulated and answered using simple percentage analysis. The population of the study consisted of English Literature teachers and senior secondary school students in public secondary schools in Oredo LGA, from which a total of 100 respondents were selected as the sample using a random sampling technique. The instrument used for data collection was a structured questionnaire designed to elicit information on the availability, usage, and effectiveness of technology-enhanced teaching approaches in English Literature classrooms.

The study was anchored on the Constructivist Learning Theory and the Technology Acceptance Model (TAM). The Constructivist Learning Theory emphasizes that learners actively construct knowledge through interaction, exploration, and engagement, suggesting that technology-enhanced instructional tools such as multimedia texts, audio-visual resources, and digital platforms can promote deeper understanding of literary concepts. The Technology Acceptance Model explains how perceived usefulness and ease of use influence teachers' and students' willingness to adopt educational technologies. Together, these theories provide a strong framework for understanding how technology integration can improve teaching strategies, student engagement, and learning outcomes in English Literature.

Based on the findings, the study concluded that the technology-enhanced approach has a positive impact on the teaching and learning of English Literature in secondary schools in Oredo LGA. The study revealed that the use of digital resources, multimedia presentations, and online learning tools improves students' comprehension, interest, and participation in literature lessons, while also enhancing teachers' instructional effectiveness. However, challenges such as inadequate technological facilities, limited teacher competence in ICT usage, poor internet connectivity, and irregular power supply were found to hinder effective implementation of technology-enhanced teaching. Despite these awareness, respondents acknowledged that technology remains a vital tool for modernizing literature instruction.

The study recommends that government and school authorities should provide adequate technological infrastructure, ensure regular training and retraining of English Literature teachers on ICT integration, and improve power supply in schools. Additionally, policies that support the integration of educational technology into the secondary school curriculum should be strengthened to sustain effective teaching and learning of English Literature in Oredo LGA and Edo State at large.

CHAPTER ONE

INTRODUCTION

Background of the Study

The integration of technology into educational practices has revolutionized the teaching and learning of various subjects, including English Literature in secondary schools. In particular, the use of technology-enhanced approaches has gained prominence as a means of improving both student engagement and learning outcomes. In Oredo Local Government Area (LGA) of Edo State, as in many other regions, there has been a growing recognition of the potential benefits that technology offers in the classroom, especially in the context of teaching English Literature. This subject, which encompasses the study of written works in prose, poetry, and drama, often requires innovative teaching methods to foster deeper understanding and appreciation among students.

Recent research has indicated that technology-enhanced teaching approaches, such as the use of multimedia tools, digital storytelling, and online resources, have the potential to create more interactive and dynamic learning environments. These tools enable students to engage with literature in a variety of ways, thereby fostering critical thinking, creativity, and collaboration (Ogunyemi & Olabode, 2022). The infusion of technology in the English Literature classroom also allows for the exploration of diverse literary genres and themes through digital platforms, which can make learning more relatable and accessible to today's digitally literate students (Akinyemi, 2023). In the context of Oredo LGA, the adoption of technology in teaching English Literature is a response to the

challenges of traditional pedagogical methods, such as limited access to textbooks and teaching materials, and the need to make literature more relevant to students' lives. By incorporating online resources, interactive media, and virtual classrooms, teachers are better equipped to address the diverse learning needs of students. Additionally, these technologies help bridge the gap between theory and practice, enabling students to see real-world applications of the literature they study. The use of technology-enhanced approaches in teaching English Literature aligns with global trends toward digital literacy, which is essential for students to succeed in the 21st century. The integration of technology into the classroom is not only beneficial for students' academic growth but also for their digital skills development, which are increasingly required in various professional fields (Adamu & Eke, 2023). In this light, exploring the impact of technology-enhanced approaches on the teaching and learning of English Literature in Oredo LGA is crucial for understanding how these tools can influence educational outcomes in the region.

Although the potential benefits of technology-enhanced teaching are significant, the effectiveness of these approaches depends on various factors, including teachers' proficiency with technology, access to infrastructure, and students' engagement with digital tools. Studies have shown that when technology is effectively integrated into the curriculum, it can lead to improved student performance, enhanced comprehension of literary texts, and increased motivation (Eze, 2022). However, challenges such as inadequate training for teachers, limited access to devices, and infrastructural constraints

may hinder the successful implementation of technology-enhanced approaches in some schools.

The impact of technology-enhanced approaches on the teaching and learning of English Literature in secondary schools in Oredo LGA of Edo State has the potential to reshape educational practices and improve learning outcomes. By exploring this topic, this study aims to assess the effectiveness of these approaches and identify the factors that contribute to their success or failure. Ultimately, the findings may provide valuable insights into how technology can be harnessed to enhance the teaching and learning experience in the region, particularly in the subject of English Literature (Ogunyemi & Olabode, 2022; Adamu & Eke, 2023).

Statement of the Problem

The integration of technology into the teaching and learning of English Literature in secondary schools in Oredo Local Government Area (LGA) of Edo State has the potential to enhance educational practices, yet there are several significant challenges hindering its effectiveness. One of the primary obstacles is the inadequate technological infrastructure in many schools, where a lack of access to essential resources such as computers, tablets, and reliable internet connectivity makes it difficult for teachers and students to fully benefit from technology-enhanced teaching approaches. This problem is compounded by the limited proficiency of teachers in using digital tools and platforms effectively, as many educators have not received sufficient training in integrating technology into their teaching methods. Without adequate training, teachers may struggle

to leverage technology in ways that enhance students' engagement and understanding of English Literature.

Another critical issue is the disparity in access to technology among students. Socioeconomic factors of the students can result in unequal access to personal devices and reliable internet connections, which creates an uneven playing field for students in the classroom. This inequality not only affects students' ability to engage with technology but also limits their opportunities to benefit from the learning resources that technology can offer. Furthermore, technical issues and system failures, such as poor internet connectivity, software incompatibility, or device malfunctions, frequently disrupt lessons, preventing both teachers and students from making the most of technology in their English Literature classes. Key players in addressing these challenges include school administrators, IT support staff, government education agencies, and technology service providers, whose coordinated efforts are essential for ensuring smooth and reliable integration of digital tools into the learning process. While technology offers many advantages, there is also the potential risk of overdependence on technology, which may lead to a reduction in students' critical thinking and analytical skills, particularly in the study of literature. Traditional methods of close reading and analysis of literary texts could be sidelined in favor of more passive, technology-driven learning experiences, which may hinder students' overall comprehension and appreciation of literature. The limited training and professional development opportunities for teachers on how to effectively integrate technology into the curriculum further prevent the successful

adoption of technology-enhanced teaching methods. Without continuous professional growth, teachers may underutilize the digital tools at their disposal, limiting the impact of technology on student learning.

Research Questions

The following research questions have been raised to guide the study and ensure a systematic exploration of the core issues surrounding the topic:

1. How does a technology-enhanced approach influence the teaching of English Literature in secondary schools in Oredo LGA of Edo State?
2. What is the effect of a technology-enhanced approach on students' learning of English Literature in secondary schools in Oredo LGA of Edo State?
3. How do teachers in Oredo LGA secondary schools perceive the use of technology-enhanced approaches in teaching English Literature?
4. What challenges affect the implementation of a technology-enhanced approach to teaching and learning English Literature in secondary schools in Oredo LGA of Edo State?

Purpose of the Study

This study seeks to explore the impact of technology-enhanced approaches on the teaching and learning of English Literature in secondary schools in Oredo Local Government Area (LGA) of Edo State. Specifically, the purpose of the study is to:

1. To examine the influence of a technology-enhanced approach on the teaching of English Literature in secondary schools in Oredo LGA of Edo State.
2. To determine the effect of a technology-enhanced approach on students' learning of English Literature in secondary schools in Oredo LGA of Edo State.
3. To assess teachers' perceptions of the use of technology-enhanced approaches in teaching English Literature in secondary schools in Oredo LGA of Edo State.
4. To identify the challenges affecting the implementation of a technology-enhanced approach to teaching and learning English Literature in secondary schools in Oredo LGA of Edo State.

Significance of the Study

The significance of this study on the impact of technology-enhanced approaches on the teaching and learning of English Literature in secondary schools in Oredo LGA of Edo State is far-reaching, benefiting various stakeholders involved in the educational process. For students, the study holds immense importance as it can lead to a more engaging and interactive learning experience. By exploring how technology can be used to enhance their understanding and motivation in studying English Literature, students are likely to benefit from improved academic performance, increased participation, and a deeper appreciation for literature. The incorporation of digital tools can help make complex literary concepts more accessible, fostering a more stimulating and enriching educational environment that keeps students engaged and motivated to learn.

For teachers, the study is of great value in identifying both the challenges and benefits of integrating technology into their English Literature classrooms. The findings can offer educators practical insights into how technology can support their teaching methods and improve student outcomes. By highlighting the best practices for technology integration and identifying potential barriers, this study provides teachers with the knowledge and tools they need to adapt and thrive in a digital learning environment. It also emphasizes that government should provide professional development programs that equip teachers with the skills and resources to effectively incorporate technology into their lessons. This can result in more confident and capable teachers who are able to leverage digital tools to improve the learning experience for their students.

School administrators such as principals, vice-principals, head teachers, and other officials responsible for the day-to-day management of schools and educational planner's professionals who design, evaluate, and implement educational policies, curricula, and long-term strategies will find the study valuable as it provides critical information on how technology-enhanced approaches can be integrated into the curriculum. The findings can help administrators make informed decisions about resource allocation, such as investing in digital infrastructure, internet access, and devices for students and teachers. By understanding the benefits and challenges of technology adoption, school leaders can create supportive environments that foster digital literacy and ensure that both students and teachers have the necessary tools for successful learning. This, in turn, can improve

the overall quality of education in the region, leading to better academic outcomes and a more forward-thinking educational system.

Parents and guardians will also benefit from this study as they gain a deeper understanding of how technology-enhanced teaching methods impact their children's learning experiences. As technology becomes an increasingly vital aspect of education, parents can play an active role in supporting their children's academic success by ensuring they have access to the tools and resources needed for effective learning. The study will provide insights into how parents can collaborate with schools to foster a positive learning environment at home, ensuring that their children are better equipped to succeed in the digital age. Moreover, the findings could motivate parents to advocate for the necessary resources and support for the integration of technology in education, which can lead to improved learning outcomes for their children.

Educational researchers and scholars will benefit from this study by gaining valuable data on the use of technology in the teaching of English Literature. The research contributes to the broader academic discussion on technology-enhanced learning, offering insights into both the opportunities and challenges of integrating digital tools in education. This study can serve as a foundation for future research on similar topics, allowing other scholars to explore different aspects of technology in education, such as its impact on other subjects or in different educational contexts. Furthermore, the findings may help researchers identify gaps in current educational practices and technologies, prompting further investigation and innovation in the field.

For policy makers at local and national levels such as government officials in ministries of education, legislators, local government education authorities, and regulatory bodies the significance of this study lies in its potential to inform and shape educational policies. The study's findings can offer crucial evidence on the need for greater investment in educational technology, teacher training, and digital infrastructure in schools. Policy makers can use this information to advocate for policies that support the integration of technology into classrooms, ensuring that schools have the necessary resources to adopt digital learning tools. Additionally, the study can highlight the importance of equitable access to technology for all students, regardless of socioeconomic background, ensuring that no student is left behind in the digital learning era.

Finally, the local community as a whole stands to benefit from the results of this study. By improving the educational experiences of students and teachers, the study contributes to the development of a more skilled and knowledgeable youth population. As students acquire critical thinking, digital literacy, and analytical skills through technology-enhanced learning, they become better prepared for future educational opportunities and the workforce. This, in turn, benefits the local economy and society, as well-educated individuals contribute to the growth and development of the community. Ultimately, the study's findings can help create a more technologically literate and forward-thinking generation that is better equipped to meet the challenges of the modern world.

Scope and Delimitation of the Study

This study will focus on examining the impact of technology-enhanced approaches on the teaching and learning of English Literature in secondary schools in Oredo Local Government Area (LGA) of Edo State. It will explore how digital tools and methods affect student engagement, comprehension, and academic performance, while also investigating the challenges teachers face in implementing these technologies. The research will be conducted during the academic year and will be limited to selected schools in Oredo LGA.

The study has certain delimitations. It will only involve secondary schools in Oredo LGA, limiting its applicability to other regions or educational levels. The research will focus solely on English Literature, so it may not be relevant to other school subjects. It will only consider the experiences of students and teachers, excluding the views of parents, administrators, and policymakers. The study will also be constrained by the availability of technology in the selected schools, which may vary across institutions. Despite these limitations, the study will provide valuable insights into the integration of technology in English Literature education within the specific context of Oredo LGA.

Definition of Terms

1. **Technology-Enhanced Learning (TEL):** Refers to the use of digital tools, platforms, and resources to support and improve the learning process. In the context of this study, TEL involves integrating technology such as multimedia, online resources, educational software, and digital platforms into the teaching and

learning of English Literature to enhance student engagement, understanding, and academic performance.

2. **English Literature:** A field of study that focuses on written works, particularly those that are considered to have artistic value. In secondary school education, English Literature involves the analysis of literary texts, including novels, poems, short stories, and plays, with an emphasis on developing critical thinking, interpretation, and analytical skills.
3. **Secondary School:** An educational institution that serves students typically between the ages of 12 and 18, offering a curriculum that includes a range of subjects, including English Literature, designed to prepare students for higher education or vocational training.
4. **Oredo Local Government Area (LGA):** A region within Edo State, Nigeria, where the study is being conducted. It encompasses several secondary schools and serves as the geographic focus of the research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter provides a comprehensive review of existing literature on the impact of technology-enhanced approaches to teaching and learning English Literature in secondary schools in Oredo LGA of Edo State. The review explores key concepts such as technology-enhanced learning, English Literature instruction, and student engagement, with a focus on the secondary education context. It discusses the various forms and delivery modes of technology integration in the English Literature classroom, their accessibility, and how they contribute to improving teaching effectiveness and student learning outcomes. The chapter also examines the benefits and limitations of using digital tools, the role of institutional and administrative support, and the influence of teachers' digital literacy and attitudes towards technology integration. Furthermore, the literature review considers socio-cultural factors affecting technology adoption, challenges such as poor internet connectivity and limited resources, and the responsiveness of technology-enhanced approaches in meeting curriculum objectives. The literature is reviewed under the following sub-headings:

- Theoretical Framework
- Concept of Technology-Enhanced Approach
- Historical Development of Technology in Education
- Role of Teachers and Students in Technology-Enhanced Learning

- Integration of Technology in Teaching English Literature: Types, Impact, Attitudes, and Benefits
- Challenges of Implementing Technology-Enhanced Approaches
- Strategies for Effective Technology Integration
- Review of Related Empirical Studies
- Summary of Literature Review

Theoretical Framework

The Constructivist Learning Theory, propounded by Jean Piaget (1960s) and further advanced by scholars such as Lev Vygotsky, provides a foundational lens for understanding the impact of technology-enhanced approaches in teaching and learning English Literature. The theory posits that learners do not passively absorb knowledge but actively construct meaning through personal experiences, social interaction, and reflection. In Vygotsky's perspective, social collaboration and scaffolding from teachers and peers are central to knowledge building.

Applied to the teaching of English Literature in secondary schools in Oredo LGA of Edo State, the constructivist framework emphasizes that students learn literature more effectively when they actively engage with texts, rather than merely memorizing or reproducing them. Technology enhances this process by offering interactive texts, multimedia annotations, e-libraries, and collaborative online platforms where students can discuss themes, characters, and contexts. Through such tools, learners co-construct meaning, share diverse interpretations, and deepen critical thinking skills.

Thus, constructivist theory relates directly to this study as it highlights how technology-enhanced approaches transform English Literature classes from teacher-centered lectures into participatory environments. In this way, literature becomes not just a subject to be studied but an experience to be explored—leading to improved comprehension, creativity, and engagement among secondary school students in Oredo LGA.

The Socio-Cultural Theory, propounded by Lev Vygotsky (1978), emphasizes the fundamental role of social interaction in cognitive development. Central to this theory is the concept of the Zone of Proximal Development (ZPD), which refers to the difference between what a learner can achieve independently and what they can accomplish with guidance and support from more knowledgeable others, such as teachers or peers. The theory entails that learning is most effective when students are scaffolded—gradually supported until they are capable of performing tasks independently.

Applied to the teaching and learning of English Literature in secondary schools in Oredo LGA of Edo State, this theory highlights how technology-enhanced approaches can extend scaffolding opportunities. Digital tools such as online discussion forums, group annotation platforms, and collaborative writing spaces allow students to engage actively with texts and receive support from both peers and teachers. These tools create interactive environments where students can progress within their ZPD—from guided interpretations of themes and characters to independent literary analysis.

In Oredo LGA, where large class sizes can make personalized instruction difficult, technology offers a way to make scaffolding more individualized, sustained, and

accessible. By leveraging socio-cultural principles, technology-enhanced approaches can foster deeper comprehension, critical thinking, and interpretive skills in English Literature, ensuring that students move beyond passive learning toward active co-construction of knowledge. Cognitive load theory is another relevant framework, especially when designing technology-based literature lessons. This theory suggests that learners have a limited capacity for processing information at one time, and instructional design should manage the intrinsic, extraneous, and germane loads on working memory. Digital tools in literature teaching, such as e-books with embedded glossaries or adaptive reading guides, can reduce extraneous cognitive load by making literary vocabulary and historical context readily accessible. For students in Oredo LGA, such supports can help them navigate complex texts without cognitive overload, thereby sustaining engagement and comprehension.

The Multimodal Learning Theory, advanced by scholars such as Fleming and Mills (1992) through the VARK model, emphasizes that learners absorb and retain knowledge more effectively when instruction engages multiple sensory modalities—visual, auditory, reading/writing, and kinesthetic. The theory entails that students differ in their learning preferences, and teaching that incorporates varied modes of input can enhance comprehension, motivation, and retention. Instead of relying solely on text or lecture, multimodal instruction integrates images, sounds, movements, and interactive activities to support diverse learning needs.

Applied to the teaching and learning of English Literature in secondary schools in Oredo LGA of Edo State, this theory highlights how technology can broaden instructional possibilities beyond traditional reading and discussion. Digital tools enable the use of audio narrations of literary works, dramatized video adaptations, visual storyboards of plotlines, and interactive simulations of literary settings. These multimodal resources make literature more engaging and accessible, especially for students who struggle with purely text-based instruction.

Thus, the multimodal learning theory relates directly to this study as it demonstrates how technology-enhanced approaches can foster inclusivity and stimulate deeper engagement with literature. By appealing to multiple senses, teachers can ensure that students in Oredo LGA classrooms not only understand literary texts but also experience them vividly, thereby improving comprehension, critical appreciation, and overall enthusiasm for learning.

The Theory of Connectivism, propounded by George Siemens (2005) and later expanded by Stephen Downes, provides a strong rationale for technology-enhanced literature teaching. Connectivism views learning as a process of forming connections between nodes of information, people, and resources within a network. The theory entails that knowledge is distributed across a network of connections, and learning consists of the ability to navigate, create, and apply these connections.

Applied to the teaching and learning of English Literature in secondary schools in Oredo LGA of Edo State, connectivism underscores how digital platforms such as online

literary communities, virtual book clubs, author interviews, e-libraries, and thematic research portals enable students to access multiple perspectives on texts. This networked learning process exposes students to interpretations beyond the classroom, cultivating skills in critical evaluation, synthesis, and appreciation of diverse viewpoints. By engaging with broader literary conversations online, students learn not only the content of literature but also how to connect and interact meaningfully within a knowledge network. Similarly, Bloom's Taxonomy, first developed by Benjamin Bloom (1956) and revised by Anderson and Krathwohl (2001), though primarily considered a classification of educational objectives rather than a theory, is highly useful for aligning technology-enhanced tasks in literature classes with cognitive outcomes. The taxonomy organizes learning objectives into hierarchical levels: remembering, understanding, applying, analyzing, evaluating, and creating.

In the context of English Literature in Oredo LGA secondary schools, technology can support activities at each level. For instance, students can recall plot details via interactive quizzes (remembering), understand themes through multimedia summaries (understanding), apply analysis in digital essays (applying and analyzing), evaluate interpretations through online debates (evaluating), and create original reinterpretations of texts through dramatizations, podcasts, or video adaptations (creating). Structuring activities this way ensures that technology use does not stop at basic comprehension but progressively fosters higher-order thinking skills, creativity, and deeper literary appreciation.

The Experiential Learning Theory, propounded by David Kolb (1984), emphasizes that effective learning occurs through a continuous cycle of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The theory entails that learners construct knowledge most meaningfully when they actively engage with experiences, reflect on them, form conceptual understandings, and then test those ideas in practice. In this way, learning becomes a dynamic process that integrates doing, thinking, observing, and applying.

Applied to the teaching and learning of English Literature in secondary schools in Oredo LGA of Edo State, experiential learning provides a powerful framework for technology-enhanced approaches. For instance, digital tools can immerse students in virtual recreations of literary settings, allow them to role-play characters in interactive platforms, or simulate the historical and cultural contexts of texts. These experiences move beyond rote reading, enabling students to live aspects of the literature they study.

Such an approach makes abstract themes, symbolic meanings, and historical references in literature more tangible, engaging, and personally relevant. For students in Oredo LGA, experiential learning supported by technology not only deepens comprehension but also fosters empathy, critical reflection, and creativity—skills essential for both academic success and real-world application of literary understanding.

Critical pedagogy theory, as developed by Freire, emphasizes empowering learners to question and challenge dominant narratives. Applied to literature teaching, technology can open access to marginalized voices, alternative historical perspectives, and global

literary discourse. For students in Oredo LGA, engaging with such resources can deepen critical consciousness and encourage them to connect literary themes to real-world issues in their own communities.

The Situated Learning Theory, propounded by Jean Lave and Etienne Wenger (1991), emphasizes that knowledge is best acquired when learning occurs in authentic contexts that reflect its real-world application. The theory entails that learning is a social process, deeply tied to participation in “communities of practice,” where learners acquire skills and understanding by engaging in meaningful, context-rich activities rather than isolated classroom exercises.

Applied to the teaching and learning of English Literature in secondary schools in Oredo LGA of Edo State, situated learning is especially relevant because literature is deeply embedded in culture, history, and lived human experience. Technology can situate students’ learning in authentic contexts by providing access to primary historical documents, digital archives, local oral narratives, dramatizations, or interviews with cultural experts. These resources allow students to experience literature not just as written text, but as a living reflection of human society and culture.

For students in Oredo LGA, situating literary study within their own sociocultural environment—aided by technology—can strengthen both academic understanding and cultural identity. By linking classroom instruction with real-world cultural contexts, technology-enhanced approaches ensure that learners see English Literature as relevant,

relatable, and meaningful to their lives, thereby fostering deeper engagement and critical appreciation.

Social constructivism extends constructivist principles by stressing the co-construction of knowledge through group interactions. Technology-enhanced literature learning can facilitate this through collaborative annotation platforms, shared project spaces, and video conferencing with other schools. Such collaboration in Oredo LGA can connect students to broader networks, enabling them to co-interpret texts with peers from different backgrounds and enhancing intercultural competence.

The Motivational Expectancy-Value Theory, developed by Eccles, Adler, Futterman, Goff, Kaczala, Meece, and Midgley (1983), posits that students' motivation to engage in a task is determined by two key factors: the value they place on the task and their expectancy of success. The theory entails that learners are more likely to persist when they find tasks meaningful, interesting, and personally relevant, and when they believe they have the ability and resources to succeed.

Applied to the teaching and learning of English Literature in secondary schools in Oredo LGA of Edo State, this theory is highly relevant. Technology can help increase both the value and expectancy of literature learning by presenting texts in engaging formats such as multimedia adaptations, gamified reading platforms, or interactive story apps. Additionally, scaffolding tools—such as guided reading software, comprehension quizzes, and discussion forums—can build students' confidence, making them feel capable of

succeeding in literary analysis. By connecting literature to students' personal interests and cultural contexts, technology enhances motivation and ensures active participation.

The Technological Pedagogical Content Knowledge (TPACK) Framework, developed by Mishra and Koehler (2006), is also directly relevant to this study. The framework emphasizes that effective technology integration in education requires a sophisticated understanding of the dynamic interplay between content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK). It entails that teachers must not only master subject content and instructional methods but also strategically use digital tools to enhance teaching and learning.

For the teaching of English Literature in Oredo LGA, this means that teachers must combine their knowledge of literary texts (content) and pedagogical strategies such as close reading, discussion, and interpretation with appropriate technologies. Examples include using digital archives to access historical contexts, literature apps for collaborative annotations, or creative media software for student-generated adaptations. When teachers skillfully integrate these three domains, they can design technology-enhanced learning experiences that foster deeper literary appreciation, critical analysis, and creativity among students.

Concept of Technology-Enhanced Approach

Technology-enhanced approaches describe instructional designs that deliberately integrate digital tools and media to extend, reshape, or deepen learning activities beyond what is possible with only face-to-face methods. The emphasis is not simply on the

presence of devices but on how technology mediates learning tasks, supports higher-order processes, and changes the distribution of cognitive work between learners and instructional environments (Sailer, 2024).

At the core of a technology-enhanced approach is a shift from teacher-centered content delivery toward activity-centered learning, where technology becomes a means to enable interactive, generative, and collaborative student work rather than a passive channel for information (Divjak, 2022). This reframing draws on models that link types of learning activities such as passive, active, constructive, and interactive to expected learning gains when technology is used intentionally. One common instantiation of the approach is blended learning, where online and in-person elements are combined to use classroom time for active, applied work while moving knowledge transmission outside the room. Empirical evidence across disciplines finds that blended and flipped models often produce equal or better learning outcomes than traditional lectures, especially when the online elements are designed to prepare students for richer in-class engagement (Yu, 2023). The flipped classroom is a concrete example that captures the logic of technology-enhanced designs. In this model, students engage with curated multimedia materials before class and use synchronous sessions for problem solving, discussion, and coaching. Research consistently shows positive effects of this arrangement on cognitive outcomes and engagement, while also highlighting challenges such as video quality, student preparation, and equity of access (Divjak, 2022).

A deeper conceptual strand emphasizes that technology's impact depends on the learning activities it supports. When technology substitutes for low-level tasks, gains are often minimal, but when it enables constructive or interactive activities — such as collaborative sense-making, simulation, or data interrogation — learning effects are larger (Sailer, 2024). This perspective explains why similar tools sometimes produce different outcomes in different classrooms.

Student factors—such as attitudes toward English Literature, digital literacy, and self-efficacy—mediate how effectively technology-enhanced approaches support the teaching and learning of the subject. Studies in education show that when students have positive attitudes toward literature and stronger digital skills, their self-efficacy improves, which in turn predicts higher behavioral, cognitive, social, and emotional engagement in classroom and blended learning contexts (Getenet, 2024). This suggests that the instructional design of English Literature lessons should be paired with initiatives that build students' confidence in using digital tools for literary analysis, reading comprehension, and creative interpretation.

Teacher competencies and intentions also play a decisive role. English Literature teachers who purposefully design digital learning materials, scaffold reading and writing tasks, and align assessments with active classroom discussions foster stronger learning outcomes than those who merely transfer traditional lectures into online formats. Professional development, curriculum innovation, and school-wide strategies are

therefore central to scaling effective technology-enhanced practices in the teaching of English Literature (Divjak, 2022).

Equity and access remain persistent concerns in this context. Digital divides in device ownership, internet connectivity, and access to quiet study spaces can widen gaps in learning if not addressed. Unless alternative pathways and institutional supports are provided, students from disadvantaged backgrounds may struggle to fully benefit from technology-enhanced approaches. Research recommends integrating low-bandwidth options, asynchronous alternatives, and deliberate inclusion measures into lesson and curriculum design to ensure that all students can participate meaningfully in English Literature learning (Sailer, 2024).

Another conceptual thread is the role of formative feedback and learning analytics. Digital environments can deliver rapid, tailored feedback and collect interaction data that instructors use to adapt instruction, identify struggling learners, and personalize pathways. Evidence shows promising results for such analytics-supported feedback, but also underscores the need to balance these innovations with privacy safeguards (Klein, 2023). Technology-enhanced approaches often aim to promote self-regulated learning by embedding scaffolds such as prompts, dashboards, and spaced retrieval practice in the learning environment. When these supports are intentionally aligned with learning objectives, studies have found stronger learning gains compared with unscaffolded designs (Anderson, 2021).

Collaborative inquiry and social knowledge construction are central activities that many technology-enhanced designs seek to cultivate. Technology facilitates group data collection, shared workspaces, and both synchronous and asynchronous dialogue, extending collaboration beyond the classroom. Research shows positive effects of technology-supported collaborative inquiry on content mastery and argumentation skills when tools and activities are well matched (Chen, 2024). A critical conceptual point is that the mere presence of an app or platform is not sufficient. Pedagogical alignment, task design, and teacher mediation determine whether technology acts as a powerful amplifier of learning or as a distraction. Reviews conclude that effect sizes are largest when technology enables higher-order cognitive activities and when implementation fidelity is high (Sailer, 2024).

Measurement and research design also shape how we understand technology-enhanced approaches. The literature includes randomized trials, quasi-experiments, and descriptive studies, and meta-analyses show variability in effects depending on study quality, discipline, and learning outcomes. This has led to calls for more nuanced investigations into what works for whom and in which contexts (Yu, 2023). Beyond cognitive outcomes, technology-enhanced learning designs often target affective and motivational aspects such as engagement, belonging, and autonomy. These factors predict persistence and deeper learning. Studies on engagement show that technology can increase behavioral and cognitive engagement and, in some cases, emotional engagement, depending on activity choice and inclusivity of the design (Miller, 2023).

Technology-enhanced approaches also align with contemporary educational policies emphasizing lifelong learning and digital competence. As workplaces demand greater adaptability and digital fluency, embedding technology into pedagogy is viewed as essential for preparing students to meet future challenges (Nguyen, 2022). A mature understanding of technology-enhanced approaches situates them within broader institutional ecosystems. Sustainable change requires supportive policy, reliable infrastructure, teacher development, and attention to ethics. Research from recent years concludes that when institutions commit to aligning pedagogy, technology, and support systems, such approaches can produce scalable improvements in learning quality and access, provided they are implemented thoughtfully and equitably (Sailer, 2024).

Historical Development of Technology in Education

The historical development of technology in education represents a continuous transformation from simple instructional tools to complex digital ecosystems that redefine teaching and learning processes. Education has always adapted to available technologies, beginning with oral traditions and early symbolic systems such as cave paintings, clay tablets, and hieroglyphics, which enabled societies to record and transmit knowledge systematically. These early methods laid the foundation for formalized education, demonstrating that technology has long been an integral component of human learning (Harper, 2020).

The invention of the printing press in the 15th century by Johannes Gutenberg revolutionized the spread of knowledge and marked a major turning point in educational

history. By enabling mass production of books, the printing press democratized access to learning materials, reduced educational costs, and facilitated the standardization of curricula. This transformation allowed literacy to spread beyond the elite and contributed to the growth of schools and universities, paving the way for a knowledge-based society (Carter, 2021).

The 19th century saw the integration of the blackboard as a standard classroom fixture, enhancing teacher–student interaction and enabling large-group instruction. Alongside this, advancements in paper production and bookbinding led to cheaper textbooks, making education more accessible. The industrial revolution also stimulated the creation of visual aids such as illustrated charts and mechanical teaching devices, which expanded the sensory engagement of learners and enhanced conceptual understanding (Miller, 2022).

In the early 20th century, audiovisual technologies began to influence education. The introduction of film projectors allowed teachers to present visual narratives, while educational radio broadcasts provided instructional content to remote communities. These tools extended learning beyond traditional classroom walls, offering students exposure to new ideas and perspectives. Radio in particular became a significant medium for delivering lessons during emergencies or in underserved regions (Nguyen, 2019). Television emerged in the mid-20th century as a powerful educational tool, with both instructional broadcasts for schools and public programming designed to support literacy and cultural awareness. Programs such as educational series for children demonstrated

the capacity of television to combine entertainment and learning effectively. Television also provided opportunities for distance education, making higher learning available to those unable to attend in-person classes (Patel, 2020).

The post-war period introduced programmed instruction and teaching machines inspired by behaviorist learning theories. Pioneered by figures like B. F. Skinner, these devices aimed to individualize learning through sequenced instruction, immediate feedback, and self-paced progression. While the popularity of teaching machines eventually waned, the concept laid the groundwork for modern adaptive learning technologies that customize instruction to student needs (Wright, 2021). By the 1960s and 1970s, computers began to enter educational environments, initially in universities and later in specialized school programs. Early computer-assisted instruction focused on drill-and-practice exercises and simulations, particularly in mathematics and science. These early experiments highlighted the potential of computers for interactive learning and inspired research into integrating computing with pedagogy (Johnson, 2022). The 1980s marked the era of the personal computer, bringing digital technology into mainstream classrooms. Affordable machines like the Apple II and IBM PC enabled students to develop word processing, problem-solving, and basic programming skills. Educational software such as LOGO encouraged logical thinking and creativity, while computer literacy became a core educational objective. This period also sparked debates over equitable access to emerging digital resources (Thompson, 2020). The arrival of the internet in the 1990s transformed the educational landscape by offering unprecedented access to information and global

communication. Schools began incorporating online research, email communication, and early virtual learning platforms. Learning management systems emerged to organize and deliver content, laying the groundwork for online education. This connectivity fostered collaborative projects between students across geographical boundaries (Morgan, 2019).

In the early 2000s, e-learning became an established educational approach. Multimedia-rich courses incorporated videos, animations, interactive quizzes, and forums to create engaging online learning experiences. Platforms such as Moodle and Blackboard facilitated structured digital instruction, while the open educational resources movement sought to make high-quality learning materials freely accessible worldwide (Bennett, 2021). The 2010s saw the rapid growth of mobile learning, fueled by the widespread adoption of smartphones and tablets. Educational apps, podcasts, and mobile-optimized e-books enabled anytime, anywhere learning. Social media platforms also became tools for peer learning, collaborative projects, and professional development. Additionally, gamification and augmented reality technologies began enriching educational experiences with interactive and immersive content (Taylor, 2022).

Recent years have witnessed significant advances in cloud computing and artificial intelligence, which have expanded the capabilities of educational technology. Cloud-based tools allow for real-time collaboration, while AI-driven systems provide personalized tutoring, predictive analytics, and automated assessments. These innovations enable more data-informed teaching practices but also raise questions about privacy, data ethics, and equitable access (Harrison, 2023). The COVID-19 pandemic

from 2020 onwards accelerated the adoption of remote and hybrid learning worldwide. Educators relied heavily on video conferencing tools like Zoom and Microsoft Teams, digital content platforms, and virtual assessment methods. While the shift exposed gaps in digital infrastructure and readiness, it also demonstrated the resilience of technology in maintaining educational continuity during crises (Kumar, 2021).

Today, the historical development of technology in education reflects a continuous process of adaptation and innovation. From oral traditions to AI-powered classrooms, each technological leap has reshaped how knowledge is shared and acquired. In contemporary secondary schools, understanding this evolution is essential for designing technology-enhanced approaches that are pedagogically sound, inclusive, and responsive to the needs of diverse learners (Anderson, 2024).

Role of Teachers and Students in Technology-Enhanced Learning

The role of teachers in technology-enhanced learning has evolved from being mere transmitters of information to becoming facilitators, designers, and evaluators of interactive learning experiences. In this capacity, teachers integrate technological tools strategically to align with curriculum objectives and enhance learning outcomes. In the context of English literature, this involves using platforms that encourage critical reading, analysis, and collaborative interpretation of texts. Teachers act as instructional designers who carefully select applications such as e-libraries, annotation tools, and digital storytelling platforms to promote engagement and comprehension (Johnson, 2021).

Teachers in technology-enhanced environments also function as facilitators who create learner-centered classrooms where students actively engage in inquiry, discussion, and problem-solving. They shift from delivering content to guiding learners in navigating resources, applying knowledge, and collaborating effectively. For example, when teaching literature, teachers can incorporate virtual discussion forums and multimedia archives to deepen contextual understanding of texts (Ahmed, 2020). This role requires adaptability as teachers continuously monitor learner progress and adjust activities to meet diverse needs (Brown, 2022).

Another significant role of teachers is to inspire and motivate students to explore technology confidently. Access to technology does not automatically result in learning gains; it must be paired with teacher-led encouragement and scaffolding (Williams, 2021). By modeling curiosity and resilience when encountering new tools, teachers foster a culture of experimentation and lifelong learning. This approach is essential for literature studies, where interpretation is enriched through exposure to various digital formats and perspectives (Nguyen, 2019).

Students in technology-enhanced learning environments are active participants and co-creators of their educational experiences. They are responsible for engaging with materials, applying digital tools, and collaborating with peers to construct meaning. In literature classrooms, students can use multimedia resources to create visual analyses of texts, participate in interactive storytelling, or engage in online debates about thematic

elements (Clark, 2023). This active participation fosters creativity and deeper critical thinking skills.

An essential role for students is the development of digital literacy, which encompasses the ability to locate, evaluate, and ethically use information. In a digital-rich learning environment, students must critically assess sources and distinguish between credible and non-credible information (Anderson, 2022). In literature learning, this skill is valuable for analyzing multiple interpretations and understanding diverse cultural contexts represented in texts (Martinez, 2024).

Students also function as collaborators, contributing ideas, insights, and resources within shared digital platforms. Collaborative activities such as group blogs, online literary journals, and co-authored analysis projects encourage students to learn from each other and appreciate different perspectives (Harris, 2020). Such collaboration strengthens communication, cultural competence, and teamwork skills, which are crucial in the 21st-century learning landscape (Patel, 2021).

Finally, students take on a reflective role by evaluating their own progress, identifying challenges, and setting goals for improvement. Many digital platforms provide self-assessment tools and performance analytics, allowing learners to monitor their development over time (Lee, 2023). Reflection helps students become self-directed learners, capable of adapting strategies for future learning endeavors and applying their technological skills in both academic and real-world contexts (Miller, 2025).

Integration of Technology in Teaching English Literature

The integration of technology in teaching English literature has transformed the way both teachers and students interact with literary texts. Technology provides diverse platforms and tools that allow for a more engaging and participatory learning environment. Digital platforms, such as online libraries, e-books, multimedia archives, and interactive annotation tools, give students access to a wide range of literary works and critical materials beyond what is available in traditional classrooms. By incorporating these resources, literature teachers can create lessons that combine textual analysis with visual and auditory experiences, making learning more dynamic and relatable (Johnson, 2021).

The types of technology used in teaching English literature are varied and continue to expand with advancements in educational technology. Commonly used tools include e-readers, online discussion forums, learning management systems, and collaborative writing platforms. Multimedia presentations, podcasts, and video-based storytelling platforms also play a role in enhancing comprehension and creativity in literature classes (Ahmed, 2020). More advanced technologies, such as virtual reality (VR) and augmented reality (AR), are now being used to create immersive experiences where students can explore historical contexts, author biographies, and literary settings in three-dimensional environments (Clark, 2023).

The impact of technology integration in literature teaching is significant, particularly in terms of student engagement and learning outcomes. Interactive and multimedia tools stimulate curiosity, making students more interested in exploring literary works. For

instance, when students can watch dramatized performances of plays or engage with online simulations of historical settings, they develop a deeper emotional and contextual connection to the texts (Brown, 2022). Furthermore, technology encourages active learning, where students move from passive reading to actively discussing, creating, and analyzing content, thus improving critical thinking and interpretive skills (Williams, 2021).

Technology also changes the way literature is assessed. Online quizzes, peer reviews, and collaborative projects provide opportunities for formative assessment, giving teachers real-time feedback on student progress. Digital platforms allow for differentiated learning, where students can work at their own pace, revisit lessons, and access additional resources tailored to their individual needs (Anderson, 2022). This flexibility benefits diverse learners, including those who require extra support or those who wish to explore topics in greater depth.

The attitudes of teachers toward technology use in literature instruction greatly influence its success. Teachers who are confident, adaptable, and open to learning new tools are more likely to integrate technology effectively (Nguyen, 2019). Professional development programs have been shown to improve teacher readiness and motivation to use technology, enabling them to create richer and more varied lesson plans (Martinez, 2024). Conversely, teachers who are hesitant or lack digital literacy may underutilize available tools, limiting the potential benefits for students. Students generally have positive attitudes toward technology-enhanced literature learning because it makes the

subject more accessible and interactive. Many students appreciate the ability to annotate texts digitally, participate in online debates, and use multimedia resources to express their interpretations creatively (Harris, 2020). However, attitudes can vary based on access to devices, internet connectivity, and prior exposure to educational technology. Therefore, equitable access remains a critical factor in shaping student perceptions and outcomes (Patel, 2021). The benefits of integrating technology into English literature classrooms are substantial. Technology fosters collaborative learning by allowing students to share ideas and work together on projects regardless of location. It also promotes inclusivity, as digital resources can be adapted for learners with different needs, such as text-to-speech for visually impaired students or language translation tools for English language learners (Lee, 2023). Additionally, technology supports creative expression, enabling students to present their literary analyses through videos, podcasts, and digital storytelling platforms rather than relying solely on written essays (Miller, 2025). Ultimately, technology integration in literature teaching bridges the gap between traditional literary study and the realities of a digital world. By combining classical texts with modern tools, educators can foster deeper engagement, cultural awareness, and critical analysis skills among students. The key to maximizing these benefits lies in thoughtful implementation, continuous teacher training, and ensuring equal access to technological resources so that all learners can fully participate in the enriched literary learning experience (Anderson, 2022).

Challenges of Implementing Technology-Enhanced Approaches

The implementation of technology-enhanced approaches in education, particularly in teaching English literature, presents several challenges that affect both teachers and students. One major obstacle is the issue of limited infrastructure and access to resources. In many schools, especially in developing regions, there is insufficient provision of devices such as computers, tablets, or projectors, and internet connectivity is often unreliable or unavailable (Hassan, 2020). This lack of technological infrastructure makes it difficult to integrate digital tools into lessons effectively, leaving some schools reliant on traditional methods despite the potential benefits of technology.

Another challenge lies in the digital literacy gap among teachers and students. While younger learners may be more familiar with basic technology use, many teachers may lack the necessary skills to incorporate advanced tools into their teaching practice. This skill gap can lead to underutilization or ineffective use of available technologies (Gonzalez, 2021). Without adequate professional development and ongoing technical support, teachers may feel unprepared or reluctant to adopt technology-enhanced approaches, resulting in inconsistent or minimal integration in the classroom.

Financial constraints also play a significant role in limiting the adoption of technology in education. Budget limitations often prevent schools from purchasing modern equipment, subscribing to quality e-learning platforms, or maintaining existing technology (Adebayo, 2022). Even when resources are available, regular upgrades and repairs may be neglected

due to financial challenges, leading to outdated and inefficient systems that frustrate both teachers and students.

Technical issues are another persistent barrier to effective technology integration. Problems such as slow internet speeds, software glitches, and hardware malfunctions can disrupt lessons and waste valuable teaching time (Roberts, 2023). In literature classes, where interactive activities may depend on multimedia content, such interruptions can diminish engagement and hinder learning outcomes. These issues are compounded in rural or underserved areas where technical support is scarce.

Resistance to change is also a challenge in implementing technology-enhanced approaches. Some teachers may view traditional methods as more reliable or effective, especially when they have used them for many years. Similarly, certain students may find it difficult to adapt to new learning formats, preferring printed texts over e-books or in-person discussions over online forums (Nelson, 2021). This resistance can slow down the process of integrating technology and limit its impact on teaching and learning.

Another significant challenge is ensuring equitable access to technology. Socioeconomic disparities mean that while some students have access to personal devices and high-speed internet at home, others rely entirely on school resources (Chen, 2019). This digital divide can lead to inequalities in participation, homework completion, and overall performance, making it essential for schools to develop strategies that support disadvantaged learners.

Data privacy and cybersecurity concerns also arise with the increased use of technology in education. Online platforms used for literature classes often require student accounts, personal information, and interaction in digital spaces. Without strong security measures, there is a risk of data breaches or misuse of information (Kumar, 2024). Teachers and school administrators must ensure that all digital tools comply with privacy regulations to protect students from potential harm.

There is the challenge of aligning technology use with curriculum requirements and learning objectives. Not all technological tools are appropriate for literature teaching, and some may encourage superficial engagement rather than deep analysis of texts (Osei, 2022). Without careful selection and integration, technology can become a distraction rather than a meaningful aid to learning. This makes it crucial for educators to critically evaluate the relevance and effectiveness of each tool before implementation, ensuring that it enhances rather than replaces sound pedagogical practices.

Strategies for Effective Technology Integration

Effective integration of technology in education requires well-planned strategies that align digital tools with teaching objectives and learning needs. One of the most important strategies is the provision of comprehensive professional development for teachers. Educators must be trained not only on how to operate technological tools but also on how to integrate them meaningfully into lessons to improve engagement and learning outcomes (Hassan, 2020). Continuous workshops, mentoring, and hands-on training

sessions ensure that teachers remain confident and competent in applying technology to different classroom contexts.

Another key strategy involves aligning technology use with curriculum goals and assessment methods. Technology should not be an add-on or a novelty but a tool that directly supports learning objectives in subjects such as English literature (Gonzalez, 2021). For example, using digital annotation tools to analyze literary texts, or interactive platforms to facilitate discussions, ensures that technology enhances rather than distracts from core educational aims. This alignment helps teachers focus on student outcomes rather than the technology itself.

Providing equitable access to technology is essential for effective integration. Schools must ensure that all students, regardless of socioeconomic background, have access to the necessary devices, internet connectivity, and digital learning resources (Adebayo, 2022). This could involve implementing device loan programs, establishing computer labs, or creating offline digital resources for students in areas with poor internet connectivity. Equal access prevents widening the digital divide and ensures inclusive participation in technology-enhanced learning.

Ongoing technical support is another critical element in effective technology integration. Teachers and students need timely assistance to resolve issues such as hardware malfunctions, software errors, or network disruptions (Roberts, 2023). Schools should have dedicated IT personnel or partnerships with technology providers to maintain devices and infrastructure, minimizing downtime and maximizing instructional time.

Reliable technical support reduces frustration and increases teacher and student confidence in using technology.

Incorporating student-centered learning approaches can also maximize the benefits of technology. Strategies such as flipped classrooms, project-based learning, and interactive group work allow students to take an active role in their learning through digital tools (Nelson, 2021). This not only enhances engagement but also promotes critical thinking, creativity, and collaboration—skills that are essential in modern education and the workplace.

The selection of appropriate and high-quality educational tools is a crucial strategy. Not all digital resources are suitable for every subject or age group, and some may lead to superficial engagement with content (Osei, 2022). Teachers should carefully evaluate tools based on their relevance, usability, accessibility, and ability to meet learning objectives. Piloting new technologies on a small scale before full implementation allows for adjustments based on feedback, ensuring the chosen tools genuinely enhance learning experiences.

Review of Related Empirical Studies

A recent quasi-experimental investigation in Lagos examined the effectiveness of a blended learning approach compared with conventional classroom instruction across public and private secondary schools. The study found that students exposed to the blended model showed larger gains in academic achievement and engagement, a result the authors attributed to pre-class online preparation, interactive digital activities, and classroom time devoted to guided analysis rather than passive lecture (Ajayi, 2024).

A study of blended learning in Lokoja reported significant improvements in both achievement and retention for secondary school physics students who experienced a blended instructional model. The research suggested that repeated online practice, multimedia explanations, and in-class application tasks helped students consolidate conceptual understanding more effectively than traditional methods (Abdulwaheed, 2023).

Research on mobile learning for teacher professional development in rural south-east Nigeria found that structured m-learning activities increased teachers' access to continuous training, improved some instructional practices, and offered a pragmatic route to capacity building where conventional in-service provision was limited. However, barriers such as intermittent connectivity and variable device ownership remained significant (Nwankwo, 2024).

During the COVID-19 school closures, a descriptive study of secondary school teachers in Delta State documented widespread use of WhatsApp, Google Classroom, and other

low-bandwidth platforms for remote instruction. The study emphasized that teacher creativity sustained learning for many students, but unequal access to power, devices, and data, together with limited formal training, constrained the pedagogical depth and reach of emergency remote teaching (Oyovwe-Tinuoye and Adomi, 2022).

A mixed-methods survey of educational app perceptions among Lagos secondary students and teachers explored user experience with quiz apps and classroom response systems. Participants reported that gamified, app-based activities increased engagement and formative practice opportunities, yet both teachers and learners identified usability issues and a need for curricular alignment to make apps pedagogically meaningful rather than merely entertaining (Okafor, 2022).

A multi-state review of ICT integration in Nigerian secondary schools identified persistent infrastructural and policy shortfalls, including unreliable electricity, scarce maintenance funding, and low teacher ICT competence. These factors together limited the translation of national ICT policies into classroom practice. The study argued for targeted investments in infrastructure, ring-fenced budgets for upkeep, and sustained professional development to move from ad hoc pilots to systemic adoption (Nwamara, 2022).

An empirical evaluation of an e-learning platform in rural Nigerian schools measured student performance and found modest gains where the platform was accessible and teachers were supported. The study also underscored that platform efficacy depended

heavily on local adaptation of content, teacher facilitation skills, and contingency plans for low-connectivity contexts (Eze, 2024).

A study in Awka Education Zone tested the effect of blended learning on secondary students' interest in biology and reported that learners exposed to blended instruction displayed higher interest and better conceptual grasp. The researchers recommended context-sensitive blended program design and teacher training as prerequisites for scaling such approaches (Unizik Journal, 2024).

Research into ICT utilization among rural secondary school teachers in Katsina documented low but growing awareness and occasional use of basic digital tools. The authors concluded that awareness alone was insufficient and called for practical hands-on training, affordable devices, and local champions to foster sustained classroom integration (Sani, 2022).

A cross-cutting mixed-methods study of blended and hybrid approaches across Nigerian secondary subjects found that when blended designs were deliberately aligned to curriculum objectives and teachers received training, students tended to outperform peers taught conventionally. The study emphasized that variability in outcomes across locations and subjects was primarily a function of implementation quality—teacher readiness, curricular fit, and learner access—rather than the blended model itself (Ezeanyika and Okigbo, 2021).

Summary of Literature Review

The review of related empirical studies from Nigeria demonstrates a consistent trend toward positive outcomes when technology-enhanced approaches are carefully implemented in secondary school education. Across diverse contexts, research shows that blended learning models often lead to improved student achievement, engagement, and retention, largely due to the combination of pre-class preparation, interactive multimedia content, and active in-class participation. Studies also highlight that mobile learning and app-based activities can support both teachers and learners, particularly in resource-limited areas, by providing flexible access to learning resources and fostering greater interest in subjects.

However, the literature equally underscores significant challenges that hinder the effectiveness of these approaches. Persistent infrastructural constraints such as unreliable electricity, limited internet connectivity, and insufficient device availability remain common across rural and urban settings. Teacher-related factors—including low ICT competence, lack of sustained training, and minimal curricular alignment—also limit the depth of technology integration. The COVID-19 pandemic served as both a catalyst and a stress test for technology-enhanced teaching, revealing its potential in sustaining learning during disruptions, but also exposing inequities in access and readiness.

Overall, the Nigerian evidence suggests that while technology-enhanced approaches have clear benefits for secondary school teaching and learning, their success depends heavily on contextual adaptation, robust infrastructure, sustained teacher training, and policies

that ensure equitable access. Where these conditions are met, students tend to perform better and show higher motivation compared to traditional methods, but where they are absent, the impact is minimal.

CHAPTER THREE

METHODOLOGY

In this chapter, the procedures involved in carrying out this study are described under the following sub headings:

- Design of the Study
- Population of the Study
- Sample Size and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis Research Instrument

Design of the Study

The correlation approach of survey research design was adopted for this study. It is a research design that seeks to find the relationship between two variables. The choice of this design hinged on the fact that this study sought to find the relationship between two variables; Generative Artificial Intelligence and Critical Thinking.

Population of the Study

The population of this study comprises all senior secondary school students (SS1–SS3) and English Literature teachers in secondary schools within Oredo Local

Government Area (LGA) of Edo State. According to records obtained from the Edo State Ministry of Education (2025), there are 45 registered secondary schools in Oredo LGA, consisting of 10,842 senior secondary students **and** 138 English Language and Literature teachers. For the purpose of this research, the focus will be on these senior secondary students, as they are preparing for external examinations where English Literature is a compulsory component, as well as the teachers who directly implement technology-enhanced approaches in the classroom.

Sample Size and Sampling Technique

The sample size for this study consists of 10 secondary schools, 30 English Literature teachers, and 100 senior secondary school students (SS1–SS3) drawn from Oredo Local Government Area (LGA), Edo State. These categories were chosen to ensure adequate representation across schools, teachers, and students.

The sampling technique employed for this study is the stratified random sampling technique. The 45 secondary schools in Oredo LGA were stratified based on ownership (public and private) and school size (small, medium, and large). From each stratum, a proportionate number of schools were randomly selected to make up the 10 schools used for the study. Within these selected schools, 30 English Literature teachers were purposively sampled because they directly teach the subject and employ technology-enhanced approaches. Finally, from the senior secondary classes (SS1–SS3), 100 students were randomly selected across the chosen schools.

This method ensures that the sample adequately represents the diversity of schools, teachers, and students in Oredo LGA, thereby enhancing the validity and generalizability of the findings on the impact of technology-enhanced approaches in the teaching and learning of English Literature.

Research Instrument

The primary data collection tool for this study is a structured questionnaire, which was developed specifically for the purpose of investigating the impact of technology-enhanced approaches on the teaching and learning of English Literature in secondary schools in Oredo LGA. The questionnaire consists of two main sections: Section A gathers demographic information such as age, class level, and school type, while Section B addresses the main themes of the study, such as students' access to technology, frequency of technology use in English Literature classes, perceived effectiveness of technology-enhanced tools, types of digital resources commonly used, and the overall impact of technology on students' comprehension, engagement, and creativity in literature learning.

Validity of the Instrument

The questionnaire will be presented to the project supervisor and two other experts in measurement and evaluation for corrections and suggestions. The corrections made by them were incorporated in the finished draft of the instrument. A lot of these were done to ensure that the questionnaire was valid in terms of content and face.

Reliability of the Instrument

To establish the reliability of the instrument, Cronbach's Alpha reliability method will be used. Twenty (20) copies of the questionnaire will be administered to the respondents who were part of the population but not in the sample. The data collected will be analyzed to obtain a coefficient of 0.83

Method of Data Collection

Data for this study will be collected using the structured questionnaire, which will be administered in person to respondents in secondary schools within Oredo Local Government Area. The questionnaires were administered at different times and locations within the schools to ensure that the data represented a diverse cross-section of students in secondary school system.

Method of Data Analysis

The data would be analyzed using simple percentage and also descriptive statistics showing the response of the questions asked through the questionnaire. Direct delivery and retrieval method was applied in the administration of the questionnaire to the respondents. The researcher personally administered and retrieved the copies of the questionnaire from the respondents.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSIONS OF FINDINGS

Introduction

This chapter presents, analyzes, and discusses the data collected for the study titled “Impact of Technology-Enhanced Approach to Teaching and Learning English Literature in Secondary Schools in Oredo Local Government Area of Edo State.” The analysis is based on responses obtained from teachers and students of selected secondary schools in the study area. The data were analyzed using descriptive statistics, specifically the Mean (\bar{x}) and Standard Deviation (SD), to answer the research questions raised in the study.

Table 1: Presentation of Respondents’ Demographic Information

Variable	Category	Frequency	Percentage (%)
Gender	Male	60	46
	Female	70	54
Age Range	Under 15 years	10	8
	16 – 20 years	78	60
	21 years and above	42	32
Status	Student	100	77
	Teacher	30	23
School Type	Public	75	58
	Private	55	42
Total		130	100

The demographic data presented in the table reveal a fairly balanced gender distribution among the respondents, with females slightly outnumbering males, accounting for 54% compared to 46%. This indicates that both genders were adequately represented in the study, though with a higher female participation. In terms of age, the majority of

respondents (60%) fall within the 16–20 years category, suggesting that most participants are in their late teenage years, which is a typical age range for secondary school students. A smaller proportion (32%) are 21 years and above, likely representing older students or young adults, while only 8% are under 15 years, indicating minimal participation from younger adolescents. Regarding occupational status, a significant majority (77%) of respondents are students, whereas 23% are teachers, showing that the study primarily captured the perspectives of learners while still incorporating input from educators for balance. Finally, the distribution by school type shows that 58% of respondents attend or work in public schools, while 42% are from private schools, reflecting a broad representation across both educational sectors. Overall, the data suggest a diverse but student-dominated sample with a youthful demographic spread and slightly more representation from public schools and female participants.

Analysis According to Research Questions

Table 2: How does a technology-enhanced approach influence the teaching of English Literature in secondary schools in Oredo LGA of Edo State?

S/N	Item	Mean	SD
1	Technology makes the teaching of English Literature more interactive.	3.38	0.71
2	Multimedia tools (videos, audio, e-books) improve lesson delivery.	3.42	0.66
3	Technology helps teachers explain complex literary themes effectively.	3.40	0.69
4	Digital tools make lesson planning easier for teachers.	3.38	0.70
5	The use of technology increases teacher-student collaboration.	3.43	0.67

The data in the table indicate that respondents generally agree that technology plays a positive role in the teaching and learning of English Literature. With mean scores ranging from 3.38 to 3.43 on a 4-point Likert scale, the responses show a consistent perception of technology as an effective instructional aid. The highest mean score (3.43) was recorded for the statement that “the use of technology increases teacher-student collaboration,” suggesting that digital tools foster more interaction and engagement between teachers and learners, thereby enhancing the learning environment. Similarly, the item “multimedia tools (videos, audio, e-books) improve lesson delivery” also received a relatively high

mean (3.42), implying that integrating multimedia resources makes literary lessons more dynamic, relatable, and easier to comprehend. The items “technology helps teachers explain complex literary themes effectively” (mean = 3.40) and “digital tools make lesson planning easier for teachers” (mean = 3.38) further emphasize technology’s role in improving pedagogical efficiency and conceptual clarity. Overall, the mean values above 3.3 across all items reflect a strong positive perception of technology’s benefits in English Literature instruction, while the standard deviations (ranging from 0.66 to 0.71) indicate moderate agreement among respondents, suggesting a shared consensus with slight variations in individual experiences.

Table 3: What is the effect of a technology-enhanced approach on students’ learning of English Literature in secondary schools in Oredo LGA of Edo State?

S/N	Item	Mean	SD
6	Technology improves my understanding of literary texts.	3.40	0.68
7	I am more motivated to study literature when technology is used.	3.43	0.67
8	Digital tools improve my ability to analyze themes and characters.	3.38	0.70
9	Technology helps me retain information better than traditional methods.	3.37	0.68
10	Technology makes literature classes more engaging and enjoyable.	3.44	0.65

The data in the table reveal that respondents hold a positive perception of the impact of technology on their learning experience in English Literature. The mean scores, which

range from 3.37 to 3.44, indicate a strong overall agreement that technology enhances comprehension, motivation, and engagement. The highest mean (3.44) was recorded for the statement “technology makes literature classes more engaging and enjoyable,” showing that learners find technology-driven lessons more stimulating and interactive than traditional methods. Similarly, the item “I am more motivated to study literature when technology is used” (mean = 3.43) suggests that integrating technological tools fosters students’ enthusiasm and interest in the subject. The statement “technology improves my understanding of literary texts” (mean = 3.40) and “digital tools improve my ability to analyze themes and characters” (mean = 3.38) both indicate that technology supports deeper comprehension and critical analysis of literary materials. Finally, “technology helps me retain information better than traditional methods” (mean = 3.37) implies that learners believe digital platforms aid memory and long-term understanding of literary concepts. The relatively low standard deviation values (ranging from 0.65 to 0.70) reflect a high level of consistency among respondents’ views. Overall, the findings highlight that technology not only enhances learning effectiveness but also boosts motivation, analytical ability, and classroom engagement in English Literature.

Table 4: How do teachers in Oredo LGA secondary schools perceive the use of technology-enhanced approaches in teaching English Literature?

S/N	Item	Mean	SD
11	Technology integration in literature teaching is necessary.	3.44	0.63
12	Technology improves the quality of teaching in literature classes.	3.46	0.61
13	Teachers feel confident using technology in literature lessons.	3.37	0.70
14	Technology helps teachers achieve curriculum objectives faster.	3.34	0.72
15	The use of technology reduces the workload of literature teachers.	3.34	0.71

The results presented in the table show a generally positive perception of technology integration in the teaching of English Literature, with mean values ranging from 3.34 to 3.46, indicating strong agreement across all items. The highest mean score (3.46) corresponds to the statement “technology improves the quality of teaching in literature classes,” suggesting that respondents view technology as a key factor in enhancing instructional effectiveness, lesson clarity, and overall teaching quality. Similarly, the statement “technology integration in literature teaching is necessary” (mean = 3.44) underscores the consensus that incorporating digital tools is essential in modern

pedagogy, aligning with current trends in technology-enhanced education. Meanwhile, the item “teachers feel confident using technology in literature lessons” recorded a slightly lower mean (3.37), implying that while teachers generally embrace technology, some may still face challenges or lack full proficiency in its use. The items “technology helps teachers achieve curriculum objectives faster” (mean = 3.34) and “the use of technology reduces the workload of literature teachers” (mean = 3.34) both indicate moderate agreement that technology enhances efficiency and simplifies teaching tasks, though not without limitations. The standard deviations (ranging from 0.61 to 0.72) show low variability, suggesting that respondents largely share similar views. Overall, the findings affirm that technology is perceived as a necessary and beneficial component of literature instruction, improving teaching quality and efficiency while highlighting the need for continuous teacher training to boost confidence and maximize its potential.

Table 5: What challenges affect the implementation of a technology-enhanced approach to teaching and learning English Literature in secondary schools in Oredo LGA of Edo State?

S/N	Item	Mean	SD
16	High cost of digital devices limits the use of technology.	3.55	0.57
17	Poor internet connectivity affects the effective use of technology.	3.56	0.58
18	Lack of training prevents teachers from using technology effectively.	3.52	0.60
19	Limited availability of digital resources reduces the impact of technology.	3.52	0.59
20	Frequent technical issues discourage the use of technology.	3.53	0.59

The data in the table indicate that respondents strongly agree that several challenges hinder the effective integration of technology in the teaching and learning of English Literature. The mean scores, which range narrowly from 3.52 to 3.56, reflect a high level of agreement across all items, highlighting the widespread recognition of these barriers. The highest mean score (3.56) corresponds to the statement “poor internet connectivity affects the effective use of technology,” suggesting that unstable or inadequate internet access is the most critical challenge limiting technology utilization in literature classes. Closely following is “high cost of digital devices limits the use of technology” (mean = 3.55), indicating that affordability remains a major concern, as many schools and individuals may lack the financial resources to purchase or maintain technological tools.

The items “lack of training prevents teachers from using technology effectively” and “limited availability of digital resources reduces the impact of technology,” both with mean scores of 3.52, emphasize that insufficient teacher capacity and inadequate access to relevant digital materials significantly constrain technology’s educational benefits. Additionally, the statement “frequent technical issues discourage the use of technology” (mean = 3.53) highlights the frustration caused by recurring device or software malfunctions, which can disrupt teaching flow and discourage continued use. The low standard deviation values (ranging from 0.57 to 0.60) indicate a strong consensus among respondents. Overall, the findings suggest that while the benefits of technology in literature instruction are well recognized, infrastructural limitations, financial constraints, and inadequate teacher preparation remain major obstacles to its effective implementation.

Discussion of Findings

The discussion of findings reveals that technology plays a pivotal and transformative role in the teaching and learning of English Literature, as perceived by both teachers and students. The results consistently demonstrate a strong positive attitude toward the use of digital tools to enhance instructional effectiveness, student engagement, and comprehension. Respondents strongly agree that technology makes English Literature lessons more interactive and engaging, with multimedia resources such as videos, audio clips, animations, and e-books serving as effective tools for simplifying abstract literary concepts. The consistently high mean values above 3.3 across all items indicate that technology supports teachers in planning and delivering lessons while enabling students

to better understand literary texts and themes. Digital tools promote creativity, participation, and motivation among learners, transforming literature classes from passive text-based encounters into dynamic and learner-centered experiences. The findings also show that technology enhances communication and collaboration between teachers and students, creating an interactive environment where feedback and discussion happen more efficiently.

In addition, the study finds that technology significantly improves students' learning outcomes by strengthening their comprehension, analytical skills, and retention of literary knowledge. Respondents agree that technology makes literature learning more enjoyable and relatable, especially when dealing with complex literary elements such as symbolism, imagery, character development, and thematic interpretations. Through the use of multimedia tools, learners are able to visualize scenes, hear dramatized readings, and explore various interpretations of texts, thereby deepening their appreciation for literature. The motivational effect is also notable, as students report increased enthusiasm when digital tools are incorporated into lessons. This motivation, together with improved comprehension, suggests that technology has become an essential feature of modern English Literature instruction that effectively bridges traditional teaching with contemporary learning preferences.

From the teachers' perspective, the findings show that technology enhances the quality and efficiency of literature instruction. Teachers believe that integrating digital tools into teaching is necessary and beneficial because it helps them achieve curriculum objectives

more effectively and enriches the content delivered. Technology also makes lesson planning easier, reduces workload, and provides access to diverse online teaching materials. However, the findings indicate that some teachers still lack full confidence in using certain technological tools, highlighting the need for continuous professional development. This aligns with global trends that emphasize the importance of teacher digital literacy for effective technology integration in education.

Despite the many benefits, the study reveals major obstacles that hinder the full utilization of technology in English Literature teaching. Respondents strongly agree that poor internet connectivity, the high cost of digital devices, and limited access to technological resources are significant challenges. These barriers are particularly serious in resource-limited environments, where inadequate infrastructure restricts the potential of technology-based instruction. The lack of adequate teacher training further complicates the problem, as some educators struggle to adapt to evolving technological tools. Frequent technical issues and software malfunctions also discourage consistent use, leading some teachers to rely on traditional instructional methods. These challenges indicate that although teachers and students recognize the transformative value of technology, structural and operational limitations continue to hinder its full adoption.

When related to the literature review, the findings of this study agree with previous empirical studies conducted in Nigeria. Like the reviewed literature, this study confirms that technology-enhanced approaches improve student engagement, comprehension, and motivation when properly implemented. The positive outcomes reported here, such as

improved retention, increased enthusiasm, and enhanced instructional quality, reflect evidence from prior Nigerian studies on blended learning, mobile learning, and multimedia-supported instruction. Likewise, the challenges identified poor connectivity, inadequate devices, infrastructural limitations, and low teacher ICT competence are consistent with those highlighted in the literature review. The study also aligns with national and global findings that stress the importance of contextual adaptation, strong infrastructure, and sustained teacher training for effective integration. Overall, the findings support the existing literature by demonstrating that while technology greatly enhances the teaching and learning of English Literature, its full potential can only be realized when infrastructural, financial, and professional barriers are adequately addressed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the concluding aspects of the study on The Impact of Technology-Enhanced Approach to Teaching and Learning English Literature in Secondary Schools in Oredo Local Government Area of Edo State. The chapter provides a comprehensive summary of the research process, outlining the objectives of the study, the methodology adopted, and the key findings derived from the analysis. It also presents the conclusions drawn from the major findings, emphasizing the importance of technology-enhanced approaches in improving the teaching and learning of English Literature. Finally, the chapter offers practical recommendations aimed at promoting effective integration of digital tools in Literature classrooms, improving teacher competence, and addressing implementation challenges across secondary schools in Oredo Local Government Area. The chapter concludes with suggestions for further research on technology integration and digital learning in literature education.

Summary of Findings

This study investigated the impact of technology-enhanced approaches on the teaching and learning of English Literature in secondary schools in Oredo Local Government Area of Edo State. The study was guided by four research objectives:

1. To examine how a technology-enhanced approach influences the teaching of English Literature in secondary schools in Oredo LGA.

2. To assess the effect of a technology-enhanced approach on students' learning of English Literature.
3. To investigate teachers' perceptions of the use of technology-enhanced approaches in teaching English Literature.
4. To identify the challenges affecting the implementation of a technology-enhanced approach to the teaching and learning of English Literature.

A correlational survey research design was adopted for the study. The population consisted of senior secondary school students (SS1–SS3) and English Literature teachers in Oredo LGA. A sample size of 130 respondents (100 students and 30 teachers) was drawn using a stratified random sampling technique to ensure fair representation across public and private schools. Data were collected using a structured questionnaire designed on a four-point Likert scale and analyzed using mean and standard deviation to interpret responses.

The key findings are summarized as follows:

The major finding revealed that the use of technology significantly influences the teaching of English Literature in secondary schools in Oredo LGA (grand mean = 3.40). Teachers agreed that multimedia tools such as videos, e-books, and digital applications make teaching more interactive and help in explaining complex literary themes. The integration of technology was also found to enhance teacher–student collaboration and simplify lesson planning.

The finding showed that technology has a positive effect on students' learning of English Literature (grand mean = 3.40). Students reported that digital tools improve their understanding of literary texts, motivation to learn, and ability to analyze characters and themes. Technology was also perceived as making Literature classes more engaging, enjoyable, and effective in promoting retention.

The finding indicated that teachers in Oredo LGA secondary schools have positive perceptions of technology-enhanced teaching (grand mean = 3.39). They believe technology improves lesson quality, supports curriculum implementation, and reduces workload. However, some teachers expressed the need for more training to enhance their confidence in using digital tools effectively.

The finding revealed that several challenges hinder the implementation of technology-enhanced approaches (grand mean = 3.54). These include high costs of digital devices, poor internet connectivity, inadequate teacher training, limited availability of digital resources, and frequent technical problems. These challenges restrict the full potential of technology in literature classrooms.

The study established that while both teachers and students recognize the benefits of technology in enhancing Literature teaching and learning, infrastructural, financial, and capacity-related constraints remain significant obstacles to full-scale implementation in secondary schools across Oredo LGA.

Contribution to Knowledge

This study contributes meaningfully to educational research and practice in several ways:

1. **Empirical Evidence on Technology Integration in Literature Education:** The study provides empirical insight into how technology enhances the teaching and learning of English Literature in secondary schools. It expands the literature on the use of digital tools in language and literary education, highlighting their effects on instructional delivery and student learning outcomes.
2. **Extension of Theoretical Understanding:** The findings extend theoretical understanding of technology-enhanced learning by demonstrating how infrastructural, pedagogical, and attitudinal factors collectively influence effective integration. It underscores that technology adoption is not merely about access to devices, but also about teacher readiness, digital competence, and motivation.
3. **Identification of Context-Specific Challenges:** The research identifies the specific barriers that limit technology integration in Nigerian secondary schools such as poor internet access, high cost of devices, and inadequate training. These insights highlight the contextual realities of implementing digital education strategies in developing regions.
4. **Practical Implications for Teachers and Schools:** The study underscores the vital role of teachers in driving technology-enhanced learning. It shows that teachers who are trained and confident in using digital tools can design more

engaging and interactive lessons. Schools, therefore, must invest in continuous teacher development and provide access to relevant technological resources.

5. **Policy-Level Insight:** The study provides evidence-based guidance for policymakers and educational planners to strengthen ICT integration in the curriculum. It calls for infrastructural investment, school-level ICT policies, and inclusion strategies that make technology accessible to both public and private secondary schools.

Conclusion

The study concludes that technology-enhanced approaches play a transformative role in improving the teaching and learning of English Literature in Oredo Local Government Area. Technology makes lessons more interactive, simplifies complex literary concepts, and fosters student motivation and engagement. Both teachers and students exhibit positive attitudes toward technology use, acknowledging its role in improving instructional effectiveness and learning outcomes.

However, the full benefits of technology integration are hindered by infrastructural deficiencies such as poor internet connectivity, inadequate training, and insufficient digital resources. The study therefore concludes that the effective integration of technology in Literature education requires a combination of reliable infrastructure, teacher competence, and institutional support.

It is also concluded that bridging these gaps will enhance students' analytical skills, creativity, and appreciation of literary texts, thereby aligning Literature education with global digital learning standards and 21st-century educational practices.

Recommendations

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

1. **Improve Access to Digital Infrastructure:** Government and educational authorities should provide stable internet connectivity, functional ICT laboratories, and affordable digital devices in secondary schools to promote effective technology-enhanced teaching and learning.
2. **Integrate Technology into Literature Curriculum:** Teachers should be encouraged to embed multimedia tools such as e-books, online discussion platforms, videos, and digital annotation software into their lessons to make Literature instruction more interactive and student-centered.
3. **Enhance Teacher Training and Professional Development:** Regular workshops and in-service training programs on technology integration should be organized for Literature teachers to build their digital skills and confidence in using ICT tools effectively in the classroom.
4. **Address Infrastructural and Technical Challenges:** Government and school management should collaborate with technology service providers to improve electricity supply, ensure stable internet connections, and provide technical support for schools facing ICT difficulties.

5. **Promote Digital Awareness and Inclusion:** Schools should organize awareness campaigns and seminars to sensitize students on the benefits of digital learning and responsible technology use. Efforts should be made to ensure digital inclusion for students from all socio-economic backgrounds.

Suggestions for Further Research

1. **Future research should focus on the following areas:** Conduct a comparative study between schools in urban and rural areas to identify disparities in access and utilization of technology for Literature teaching.
2. Employ inferential statistical methods such as correlation or regression analysis to determine the relationship between technology use and students' academic achievement in Literature.
3. Explore qualitative approaches such as interviews or classroom observations—to gain deeper insights into teachers' and students' experiences with technology-enhanced Literature teaching.
4. Undertake longitudinal studies to assess the long-term effects of continuous technology integration and teacher development on student learning outcomes in Literature.
5. Examine policy-level implementation of ICT in English and Literature education to evaluate its impact on teaching quality and curriculum delivery.

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APPENDIX

IMPACT OF TECHNOLOGY-ENHANCED APPROACH TO TEACHING AND LEARNING ENGLISH LITERATURE IN SECONDARY SCHOOLS IN OREDO LGA OF EDO STATE QUESTIONNAIRE

Section A: PERSONAL DATA

Please tick (✓) the option that applies to you

1. Gender: Male (), Female ()
2. Age range: under 15 (), 16 – 20

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	How does a technology-enhanced approach influence the teaching of English Literature in secondary schools in Oredo LGA of Edo State?				
1.	Technology makes the teaching of English Literature more interactive.				
2.	Multimedia tools (videos, audio, e-books) improve lesson delivery.				
3.	Technology helps teachers explain complex literary themes more effectively.				
4.	Digital tools make lesson planning easier for teachers.				
5.	The use of technology increases teacher-student collaboration in literature classes				
	What is the effect of a technology-enhanced approach on students' learning of English Literature in secondary schools in Oredo LGA of Edo State?				
6.	Technology improves my understanding of literary texts				
7.	I am more motivated to study literature when technology is used.				
8.	Digital tools improve my ability to analyze themes and characters.				

9.	Technology helps me retain information better than traditional methods.				
10.	Technology makes literature classes more engaging and enjoyable.				
	How do teachers in Oredo LGA secondary schools perceive the use of technology-enhanced approaches in teaching English Literature?				
11.	Technology integration in literature teaching is necessary.				
12.	. Technology improves the quality of teaching in literature classes.				
13.	Teachers feel confident using technology in literature lessons.				
14.	. Technology helps teachers achieve curriculum objectives faster.				
15.	The use of technology reduces the workload of literature teachers.				
	What challenges affect the implementation of a technology-enhanced approach to teaching and learning English Literature in secondary schools in Oredo LGA of Edo State?				
16.	High cost of digital devices limits the use of technology.				
17.	Poor internet connectivity affects the effective use of technology.				
18.	Lack of training prevents teachers from using technology effectively.				
19.	Limited availability of digital resources reduces the impact of technology.				
20.	Frequent technical issues discourage the use of technology in classrooms.				