

**THE ROLE OF INSTRUCTIONAL TECHNOLOGY IN THE
EFFECTIVE TEACHING OF ENGLISH LANGUAGE IN
SENIOR SECONDARY SCHOOLS IN OREDO LOCAL
GOVERNMENT AREA OF EDO STATE.**

BY

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**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY, EDO STATE.**

JULY, 2021.

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**A RESEARCH PROJECT SUBMITTED TO THE
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION,
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EDUCATION ENGLISH AND LITERATURE**

JULY, 2021.

Certification

We, the undersigned, certify that this research work was carried out by **Favour Egheosasere, EBO** of the department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin city, Edo state. It is adequate in scope and quality for the partial fulfillment of the requirements for the award of a Bachelor's degree in Arts and Education; **B.A(Ed) ADULT EDUCATION ENGLISH AND LITERATURE (BAEDEL)**.

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DEDICATION

This research work is dedicated to the Almighty God. It is by His infinite love, mercy and protection that I am able to complete my tertiary academic years at the University of Benin, all glory to His Holy name, May He be praised forever.

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ABSTRACT

This research work surveys The Role of Instructional Technology in the Effective Teaching of English language in Senior Secondary schools in Oredo Local Government area of Edo state. This work shows that Instructional Technology plays a significant role in the teaching and learning of the English language, which has hitherto been a subject that many senior secondary schools' students find challenging to pass, especially, in certificate exams such as WAEC and NECO.

This work identifies six research questions to which the descriptive survey research design is employed and a well-tested and validated questionnaire is used in gathering the answers from teachers and students of the English language in five randomly selected schools in Oredo local government area of Edo state. Similarly, a review of related literature is carried out to provide a good basis for the conclusion of the work.

Findings show that, with Instructional Technology, students, on one hand, actively perform better in the subject, find English language lessons more interesting, engaging and stimulating, understand and learn the subject faster. On the other hand, teachers, are able to monitor and manage the students' progress in the subject, motivate as well as stimulate the students to learn and gather real-time feedback from the students which helps in evaluating the success of each lesson, hence, ascertaining that Instructional Technology is the best complementary tool for teachers in effectively teaching the English language and should be adopted by every school in teaching the English language and other subjects.

However, it is recommended that Instructional Technology be adopted by every secondary school in Oredo local government area and other local government areas of edo state, in teaching the English language

and other subjects, online learning should also be adopted by schools and the Edo state Government should do the best in ensuring Instructional Technology is available in all government-owned secondary schools in the state.

CHAPTER ONE

INTRODUCTION

Background of the Study

There have been several researches carried out to ascertain the reasons for the poor performance in English language amongst secondary school students. It has been proven that one of the issues faced is the inadequate use of appropriate Instructional Technology, which is set to enhance teaching and learning process thereby making the teaching and learning of English language more effective.

Instructional Technology being the practice of using technology for education, encompassing the design, development, use, management and evaluation of technology in education, can take many forms. Anything from electronic whiteboards to online courses or even reality classrooms can be considered instructional technology. While the applications and benefits of Instructional Technology vary widely, they share one main purpose which is to create engaging and effective learning experiences, which many applications of instructional

technology have proved effective at achieving. For example, with the emergence of COVID'19, institutions of learning have been forced to adopt technological means of teaching and learning, which essentially proves that the roles of instructional technology in effectively teaching and learning of English language cannot be overstated, as it fosters collaborative learning, real-time feedback and the use of virtual classrooms and online learning.

Instructional Technology provides opportunities for collaborative learning. Information sharing have been made easier, educators have access to digital tools that allow students to work together outside the classroom, discussing ideas and completing projects remotely which eliminates constraints such as standard classroom hours or geographic location because the learners can be in their various homes and still work together. Not just with themselves, they can also work collaboratively with teachers, asking questions that may come up outside the physical classroom.

Instructional technology provides better capabilities for gathering or providing feedback. Teachers can use a variety of digital tools to gauge where their students are in a particular lesson. For example, teachers can use digital education software so they can provide immediate feedback to students on lessons and homework, which could help keep students in track with the learning objectives. Some schools have been piloting virtual reality classrooms, where teachers can rehearse lessons or work through professional challenges in an artificial environment, which helps them hone their abilities before impacting real students.

Virtual class rooms can be a useful tool at every level of education. One common challenge of the conventional physical classroom environment is that students learn at their own pace, so teachers need to find a way to tailor their lesson plans to the average learner, rather than addressing each student's unique needs. Online classes and instruction provide students with the time and resources to develop the skills they need. For example, students could listen to a lecture for a second time if they didn't immediately grasp the subject matter and jot down questions for clarification during the next class.

Instructional Technology is the best complementary tool for teachers in the classroom. When presenting any material in the classroom, teachers need to motivate their students and technology makes for richer content and participation of the students. Using devices with which students can practice an English language lesson through features such as voice recognition and interactive multimedia exercises etc. keeps them motivated and their interest stimulated. Instructional technology transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion.

On another hand, important tasks such as monitoring the academic progress of students through software is now possible. A “Create Test” function has been developed to allow teachers design their tests, partially or fully from a menu of questions in the database, subsequently, after the students have taken these tests, they can be run through “Analytics” in order to obtain real time reports on the results of each lesson or objectives. This way it can be seen if the objectives have been attained in order to suggest activities or exercises to revise in the classroom.

As a result of the various technological advances in this century, lessons are now more engaging, stimulating and interesting; student can now feel comfortable and confident in learning English language, as the use of instructional technology is now being implemented by teachers in secondary schools. It is on this basis that this research is being carried out, to explore and ascertain the role of instructional technology in the effective teaching of English language in secondary schools, sampling Oredo local government of Edo state.

Statement of Problem

Over the years, the performance in English language among students in secondary schools have not been too encouraging and many strategies, which include training and retraining of English language teachers, provision of instructional materials and

other motivational methods, have been employed to ameliorate this trend and boost students' performance but records, hitherto, have shown that the performance in English language have only improved slightly. However, some researchers have advocated for the use of

Instructional Technology in teaching language subjects such as English, Stepp-Greany (2002) used survey data from Spanish language classes which utilized a range of technological approaches and methods in order to determine the importance of the role of teachers, the relevance and availability of technology labs and individual components, and the effect of using technology on the learning process of a foreign language. The results confirmed student perceptions of the teacher as the primary learning facilitator, and stressed the importance of regularly scheduled language labs and the use of CD Rom. Stepp-Greany recommended a follow-up study to measure the effects of relevant technology on the learning process of foreign language acquisition. It is against this premise that this research is being carried out, to ascertain the role of instructional technology in the effective teaching of English language.

Research Question

1. Does the use of Instructional Technology, during English class activities, foster collaborative learning of English language amongst senior secondary school students in Oredo local government area?

2. Will Instructional Technology give room for real-time feedback from senior secondary school students in Oredo local government area, during English language lessons?
3. Are virtual classrooms and online learning more effective than the physical classrooms in teaching English language to senior secondary school students in Oredo local government area?
4. To what extent can the use of Instructional Technology effectively motivate and stimulate students' interest in English language?
5. Does Instructional Technology make it easy for teachers to adequately manage and monitor the students' progress in English language?
6. Is Instructional Technology the best complementary tool for teachers in effectively teaching English language to senior secondary school students in Oredo local government?

Purpose of Study

This study examines the role of Instructional Technology in the effective teaching of English language in senior secondary schools in Oredo local government of Edo state. its specific objectives include:

1. Survey how Instructional Technology, during English class activities, can foster active participation and collaborative learning of English language amongst senior secondary school students in Oredo local government area of edo state.
2. Find out if Instructional Technology can be instrumental, during English language lessons, in ensuring real-time feedback from the students in Oredo local government of Edo state.
3. Evaluate the effectiveness of virtual classrooms and online learning over physical classrooms in teaching English language to senior secondary school students in Oredo local government area of Edo state.

4. Check the extent to which the use of Instructional Technology can effectively motivate and stimulate the student's interest in English language.
5. Ascertain the use of Instructional Technology as the best complementary tool for teachers in effectively teaching senior secondary school students, in Oredo local government area, English language.
6. Assess the extent to which Instructional Technology make teachers adequately manage and monitor the student's progress in English language.

Significance of Study

Foremost, educational policy makers in Nigeria will be more enlightened, through this study, on the role of Instructional Technology in effectively teaching English language in educational institutions at the secondary level, thereby ensuring that policies that validate the use of Instructional Technology are made and properly implemented, in order to meet the set educational goals, aims and objectives.

This study is also significant to private and public secondary school owners and principals, who will have their eyes opened to the importance of the implementation of policies that advocate the use of Instructional Technology in teaching English language to students in secondary school.

Secondary school teachers of English language will find this paper resourceful as it informs them on the role of Instructional Technology in teaching the subject effectively to students, to achieve learning objectives and reduce the rate of failure and possible disinterest in English language.

Students could also, through this paper, know how instructional technology can be of help to them in learning and performing better in English language.

Scope and Delimitation of the Study

The scope of this paper covers the role of Instructional Technology in the effective teaching of English language in secondary schools. It is delimited to Oredo local government area of Edo state in Nigeria.

Definition of Terms

- Instructional Technology: technological tools that can be adapted and adopted to aid teaching and learning, making assimilation of English language easier.
- Virtual: something done online or over the internet
- Instruction: another word for teaching
- Instructional content: The topics in English language being taught to the students at a given time.
- IT: Instructional Technology

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter entails the review of some works relating to the role of Instructional Technology in the effective teaching of senior secondary school students. for ease of reference, the order of reviewed literature for this study are listed as follows:

- Concept of instructional technology
- Barriers of instructional technology
- Concept of teaching and learning
- History and functions of English language in Nigeria
- The role of instructional technology in the effective teaching of English language.
- Summary of Review of Related Literature

Concept of Instructional Technology

Instructional technology can be traced back to 1963, when its first formal definition was given by Donald P. Ely as follows:

“Audio Visual Communication is that branch of educational theory and practice concerned primarily with the design and use of messages which control the learning processes. It undertakes: a) the study of unique and relative strengths and weaknesses of both pictorial and non-representational messages which may be employed in the learning process for any purpose; and b) the structuring and systematizing of messages by men and instruments in educational environment. These undertakings include the planning, production, selection, management, and utilization of both components and entire instructional system. Its practical goal is the efficient utilization of every method and medium of communication which can contribute to the development of the learners’ full potential” (Ely, 1963).

Historically, and as we see from the definition, instructional technology was referred to as “Audio Visual Communications” in the 1960s. According to Seels and Richey (1994), James D. Finn, a professor at the university of California, initiated the development of the field of instructional technology in response to his desire to make audiovisual communications a profession. Hence, he is considered to be the one

that changed the term from Audio Visual Communications to Instructional technology. However, the above definition of IT, does not sufficiently point out specifically, the core of the subject matter, which involves the manner and method of delivery of instructional content, its emphasizes more on learning than on application of relevant and useful tools for making learning effective and successful.

As a result of the shortcoming of the above definition, as observed by other scholars, more definitions have been given to this concept by different authorities, in a bid to provide a definition that is more encompassing and in-depth. Some of these authorities and their definitions of IT are cited by Kurt, S. in his article in Educational Technology, February 18, 2017, “Definitions of Instructional Technology”. they include:

Commission on instructional technology (1970); *“Instructional technology...is a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and*

communication and employing a combination of human and non-human resources to bring about more effective instruction”.

Silber, K.H. (1970); *“Instructional technology is the development (Research, Design, Production, Evaluation, Support-Supply, Utilization) of Instructional Systems Components (Messages, Men, Devices, Techniques, Settings) and the Management of that development Organization, Personnel) in a systematic manner with the goal of solving educational problems”.*

Cassidy, M.F. (1982); *“Instructional technology is concerned with improving the effectiveness and efficiency of learning in educational contexts, regardless of the nature or substance of that learning. ... solutions to instructional problems might entail social as well as machine technologies.”*

In Association for Educational Communication and Technology, Seels, B.B. & Richey, R.C. (1994); *“Instructional technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning”.*

Gentry, C.G. (1995) defines IT as *“The systemic and systematic application of strategies and techniques derived from behavioral and physical sciences concepts and other knowledge to the solution of instructional problems”*.

Gagne, R.M. (2013); *“Instructional technology includes practical techniques of instructional delivery that systematically aim for effective learning, whether or not they involve the use of media...”*, Gagne’s definition of IT is specific and to buttress this, he further says *“It is a basic purpose of the field of instructional technology to promote and aid the application of these known and validated procedures in the design and delivery of instruction”*.

Instructional technology is sometimes misplaced with educational technology. kurt, S. in his article, “Educational technology: An Overview”, 2015, asserts that educational technology can also be referred to as instructional technology, since they both have the purpose of improving teaching and learning. *“...it is important to keep in mind that the purpose of educational technology (also referred to as*

instructional technology) is to improve education...instructional technology can also be seen as a process of solving educational problems and concerns...”. However, instructional technology is only a subset of educational technology. According to Razavi (2005), “educational technology covers instructional technology. It includes instructional technology and the field study in human teaching and learning”.

More so, Kurt, S. (2015), identified some instructional technological materials, which he put in groups, that can be integrated in teaching, they include:

- **Software Tools** - Word processing, database, spreadsheet, telecommunications, presentation, authoring, graphic paint programs. Teachers need to know how to use them, how to teach them to students, and how and why to use them in the classroom.
- **Software Types-** Drill and practice, tutorials or computer-based instruction, and simulations. Teachers need to know what these

are as well as why, when, and how to incorporate them into their teaching.

- **Integrated Learning Systems-** Also known as computer-managed instruction. Teachers need to know what this is, how to use it, when to use it, with what grade levels and subject areas to use it, with what students to use it, and its role in the educational process.
- **Equipment Use-** Digital camera, scanner, camcorder, CD-writer, computer, modem, printer, VCR, LCD projector, laser-disc player, and others. Teachers need to know how to use them and how they can be used in the classroom.
- **Multimedia Integration-**Create and find graphics, images, audio files, video files, and animations. Import these multimedia objects into their presentations and learning materials. Understand how and why the integration of multimedia helps them to teach and how it helps students to learn.
- **Audio and Video Conferencing-** Understand what these are and how to incorporate them into the educational process.

Understand various teaching methods that best utilize these tools.

Understand how these can affect how we learn.

- **Distance Education-** Understand what it is, types of instructional delivery systems and media to be used (i.e., self-instructional manuals, slides, satellite, videotaped instruction, interactive TV, and the Internet), how to design courses using distance education, the differences in this type of learning and teaching, techniques for delivering instruction in this method, and why and how this approach can be used at various grade levels.
- **Classroom Configurations-** How to best equip and utilize technology in the classroom. How to use the technology in the classroom? Classrooms need multimedia technology in each classroom. Teachers need access to teaching computers, LCD projectors, scanners, and other equipment in the classroom. Teachers need to be able to quickly use this equipment and access software when needed. Teachers need to be able to access and display the Internet and know how to utilize the Internet,

software programs, presentation software, videotapes, and so on, in their teaching methods. Classrooms also need software and equipment available to their students.

- **Web Board-** How to use it, how to set up discussion groups for students, how to post assignments and readings, and how to use it for students to post their assignments. Teachers need to understand how and why this technology can affect their teaching approach.
- **Web Pages-** How to create web pages, how to use them in their teaching, and why they should use them. Web pages can have many functions for displaying information and creating student interaction. Web pages can also be used for helping students be more independent learners.
- **The Internet-** What it is, how to use it, and how to incorporate it into the teaching/learning process. Teachers need to know how to search for information, how to critically analyze and evaluate this information, how to use FTP (file transfer protocol), telnet, email, mailing lists, and newsgroups. Teachers need to know

how this powerful system can affect what is learned and how learning can best occur.

He goes on to say *“Teachers need to understand the three technological configurations available – additive, integrated, and independent. They need to understand which configuration that they would like to implement, why this one is best for them and their students, and how to implement this method of integration. Teachers need to know how, when, and why to use any technology in the classroom. Teachers need to be able to modify how they teach in order to incorporate this technology.”* To buttress his point, he says *“The issue of what these materials are and how to use them is a first step. But we must quickly begin to discuss how these materials should be used and how they affect the curriculum and instruction in our schools. Technology can be used to perpetuate a teacher-led, knowledge-based learning approach or it can be used to help us implement a student-centered, constructivist and progressive approach. We need to help teachers to understand the bigger picture of how technology can revolutionize education. Just teaching teachers how to use the*

technology will lead to enhancing a knowledge-level educational system. Teaching them the real potentials of technology will lead to promoting higher-level thinking, independent learning, and life-long learning...”.

Having viewed instructional technology from the perspective of different scholars and authorities, it is essential to state some of its uses. Kelly walsh, in an article he wrote in 2014, highlighted and explained 10 most engaging uses of instructional technology:

- **Interactive Collaboration**, where he says The 2014 Gates Foundation report, *Teachers Know Best: What Educators Want from Digital Instructional Tools*, indicates that teachers want tools “*supporting student collaboration and providing interactive experiences*”. These types of tools are fun and engaging, and they support 21st century skills like collaboration, communication, and creativity.
- **Gathering Feedback**, Kelsh says “*The potential to gather structured feedback in moments is a powerful aid to instruction,*

and thanks to proliferation of Internet enabled devices, it's never been easier. Hi-tech or lo-tech, it's easy to gather student input and feedback in today's classrooms."

- **Embedding Questions in Videos**, Today's students consume video like drinking water. As today's teachers leverage this fact by using video for instructional purposes more than ever, free tools that enable educators to embed questions are powerful aid. When students are asked to consume video content outside of class, how can you help to ensure that they are really engaging with the content? Here's an excellent approach.
- **Active Learning**, this is a personal favorite of mine. Tech tools can be great for active learning in the classroom. Whether your preference is for Inquiry Based Learning, Constructivist Learning, Experiential Learning, or one of the various other labels for or sub-categories of Active Learning, there are applications and resources available to enable this teaching construct in your classroom.

- **Social Learning**, Bandura’s Social Learning Theory posits that “*people learn from one another, via observation, imitation, and modeling*”. Of course, the type of socialization that occurs via “social” computer tools is certainly different than face-to-face social interaction, but it still offers opportunities for social learning. Moreover, when it comes to blended and online learning, making an effort to bring social elements into the picture can truly help to fill one of the gaps that digital learning can have when contrasted with face-to-face learning.
- **Using Technology to Help to Ensure Engagement with Digital Content.** As digital learning content becomes increasingly commonplace, one challenge we teachers are faced with is how to make sure that students are engaging with content they are consuming. Unlike the traditional textbook, digital content generally lends itself to much easier distraction. One technique to help ensure that this type of content holds students’ attention is to make it interactive, requiring responses and actions during consumption. We’ve already looked at embedding

questions in videos as one example. Other techniques can include clicking on simple response requests, embedding discussion forums in content, or using techniques like K-W-L or WSQ. Whatever approach you take, it's worth considering some sort of measure to help ensure engagement.

- **Student Created Presentations**, kelsh says, *“I’ve written a few times about the inspiring nature of student created content. Surely, one of the most rewarding moments a teacher can have is when they see the pride a student’s face when they share something they have created. ...”*
- **Project Based Learning**, according to him, *“One very well-known form of Active Learning is Project Based Learning, and technology lends itself to PBL in so many ways. ...”*
- **Digital Makerspaces**, *“The Makerspace Movement is one of my favorite new ‘trends’”* kelsh says, *“While I fully embrace the many non-digital Maker tools that are available and should be a part of any robust school-base Maker Space, digital tools can also be used to create.”*

- **Flip Your Class to Free up Class Time for More Engaged Learning.** One of the primary challenges in getting engaged in the classroom can be making the time for it. If a course has a lot of learning content that has to be delivered, many teachers will use class time to that end. Flipped teaching and learning is a technique that addresses the question, “What is the Best use of Valuable Face-to-Face Class Time?” by making more class time available to be used as you see fit. Getting active and engaged is a great way to use that time!

Barriers of Instructional Technology

There are challenges that are faced when it comes to the use of instructional technology in schools. Bndifferet (2018), in an article, “Technology in Education: Barriers to success”, stated some of these barriers;

One major study by Khe Foon Hew and Thomas Brush, published in Educational Technology Research and Development, identifies six main categories of barriers to technology integration: Lack of resources,

including time, access to equipment and technical support. Lack of technology skills and knowledge, specifically in pedagogy and classroom management. Institutional barriers, including leadership, class scheduling and school planning. Teachers' attitudes and beliefs about technology's benefits and relevance. Assessment pressures, including high-stakes testing. Subject culture, including how technology fits with general attitudes and institutionalized practices of an area of study. Similarly, David Nagel identifies six barriers in *The Journal*: Lack of adequate, ongoing professional development. Resistance to change. Competition from new models for schooling. Few opportunities for informal learning. Failures in personalized learning. Assessment gaps in implementing new practices.

Bndifferet says *“One simple barrier to technology integration has nothing to do with technology itself, but with schools’ long histories of launching new reforms and initiatives, then failing to follow through or adequately equip teachers. Matt Collette documented several reforms at Queens’ Intermediate School 61, and cited ‘reform fatigue’ as a*

major reason new initiatives fail. Schools in Wisconsin cite the same dynamic, calling it 'initiative overload.'”

While technology is being utilized more and more frequently, many teachers are still struggling with integrating it in their classrooms and questioning if doing so is the right move for them. There are a number of factors we must each consider (cost, ease of use, ongoing support for proper understanding and usage) that will impact our decision of how, when, and if we should introduce new technology. Common challenges and concerns teachers experience when integrating technology and digital media in the classroom include: Students misusing technology, Teacher knowledge and professional development, keeping students safe online, cost of new technology, Keeping up with changes. Further explanations for the aforementioned points are given by GoGuardian:

Students Misusing Technology; With the introduction of technology in your classroom, you are sure to encounter students attempting to misuse it, largely for entertainment purposes instead of educational ones. Admin is designed with some of the most intuitive and

comprehensive tools to protect against students misusing their devices, including the ability to block VPNs and students attempting to access incognito browser modes via USB, both of which are popular ways in which students attempt to bypass web filters to access gaming sites or social media, search for inappropriate content, or use their devices at inappropriate times. Additionally, with Teacher, teachers are able to lock student devices at times they aren't needed to avoid students using them during videos, presentations, or when guest speakers are visiting.

Teacher Knowledge and Professional Development; Another common struggle of teachers attempting to integrate technology into their classrooms is a lack of knowledge and understanding of how to use technology, or discomfort with using it. Teachers who have these concerns also struggle with being provided with professional development resources to help them gain the knowledge and familiarity to introduce technology reliably and effectively.

Keeping Students Safe Online

The increasing popularity of education technology in schools is also leading to increased concern regarding how to keep students safe while using it. Increased access to technology can leave students vulnerable to either intentionally or otherwise being exposed to graphic content (including violent media and pornography), online predators, scammers and hackers, and cyberbullying. Features of GoGuardian Admin and Teacher software, like keyword blocking and smart alerts, have been shown to be very effective in mitigating these risks and helping teach students to be responsible digital citizens.

Cost of New Technology

Another problem with technology in the classroom is the cost of bringing new technology into your classroom. Not all classroom budgets are able to sustain this addition. Fortunately, many strategies for incorporating technology into your curriculum can be implemented without breaking the bank. Some impactful ways to integrate technology at no additional cost to you include, providing students with a selection of technology-based projects to showcase learning (a

podcast, essay, video, slide show, etc.) and designing an online classroom calendar with due dates, testing dates, and events that students can sync to their phones school devices to remain aware of important dates.

Keeping Up with Changes

Technology is a constantly evolving industry, and education technology can quickly become obsolete as new technology is introduced. A major barrier many teachers struggle with when introducing technology into their classrooms is keeping up with these many changes and trends.

Concept of Teaching and Learning

The quotes below are excerpts from an article on “Teaching and Learning” published by Vikaspedia, a portal that has been developed as part of the national level initiative of India Development Gateway (InDG), dedicated for providing information /knowledge and ICT based knowledge products and services in the domain of social development:

“Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviours, and skills that add to their range of learning experiences. Over the past century, various perspectives on learning have emerged, among them —cognitive (learning as a mental operation); and constructivist (knowledge as a constructed element resulting from the learning process). Rather than considering these theories separately, it is best to think of them together as a range of possibilities that can be integrated into the learning experience. During the integration process, it is also important to consider a number of other factors — cognitive style, learning style, the multiple natures of our intelligences, and learning as it relates to those who have special needs and are from diverse cultural backgrounds.”

Constructivist Theory (J. Bruner)- Constructivism is a learning strategy that draws on students' existing knowledge, beliefs, and skills. With a constructivist approach, students synthesize new understanding from prior learning and new information. The constructivist teacher sets up problems and monitors student exploration, guides student

inquiry, and promotes new patterns of thinking. Working mostly with raw data, primary sources, and interactive material, constructivist teaching asks students to work with their own data and learn to direct their own explorations. Ultimately, students begin to think of learning as accumulated, evolving knowledge. Constructivist approaches work well with learners of all ages, including adults. **Experiential Learning (C Rogers)**-Experiential Learning Theory (ELT) provides a holistic model of the learning process and a multilinear model of development, both of which are consistent with what we know about how people learn, grow, and develop. The theory is called ‘Experiential Learning’ to emphasize the central role that experience plays in the learning process, an emphasis that distinguishes ELT from other learning theories. The term ‘experiential’ is used, therefore, to differentiate ELT both from cognitive learning theories, which tend to emphasize cognition over affect, and behavioural learning theories that deny any role for subjective experience in the learning process. Experiential learning theory defines learning as ‘the process whereby knowledge is created through the transformation of experience. Knowledge results

from the combination of grasping and transforming experience’...

According to Rogers, learning is facilitated when— i. The student participates completely in the learning process and has control over its nature and direction, ii. It is primarily based upon direct confrontation with practical, social, personal or research problems, and iii. Self-evaluation is the principal method of assessing progress or success. Rogers also emphasises the importance of learning to learn and an openness to change. **Cognitive learning-** Human beings can learn efficiently by observation, taking instruction, and imitating the behaviour of others. ‘Cognitive learning is the result of listening, watching, touching or experiencing.’ Cognitive learning is a powerful mechanism that provides the means of knowledge, and goes well beyond simple imitation of others. Conditioning can never explain what you are learning from reading our website. This learning illustrates the importance of cognitive learning. Cognitive learning is defined as the acquisition of knowledge and skill by mental or cognitive processes, the procedures we have for manipulating information 'in our heads'. Cognitive processes include creating mental representations of physical

objects and events, and other forms of information processing.

Teaching and Learning Strategies-- 6E+S Model of Instruction-The

6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format was developed by teachers in

consultation with faculty from schools of education and is based on a constructivist model of teaching. The lesson plans are based on

constructivist instructional models with activities and sections of the plan designed to have the students continually add (or construct) new

knowledge on top of existing knowledge. Each of the 6 E's describes a phase of learning, and each phase begins with the letter 'E': Engage,

Explore, Explain, Elaborate, Evaluate and Extend. The 6 E's allows students and teachers to experience common activities, to use and build

on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept. **Role-Playing &**

Simulations-Interactive teaching strategies like role playing and simulations work best when they are presented spontaneously to

students. Effective use of role playing, however, requires preparation, a well-defined format, clearly defined goals and outcomes, and time to

debrief after the simulation. Role playing and simulations require students to improvise using the information available to them. In the process, they encourage critical thinking and cooperative learning. These teaching tools can also be effective in helping students clarify attitudes and ideologies and make connections between abstract concepts and real-world events...

Teaching a Multi-Age Class- In a multi-age class, learning is promoted by taking advantage of the diversity of the learners. Units are organised thematically, and students at each grade level work on different assignments within the unit. Students are encouraged to help each other in a nurturing environment and to value differences between students of different ages and ability levels. In cooperative work, older students become role models and mentors to the younger learners. Teachers in multi-age classrooms are encouraged to use a range of teaching and assessment strategies to address the different ages of their students, implement flexible patterns of grouping, accommodate specific learning goals, engage all students in active participation, and promote a climate of respect for oneself and others.

Cooperative Learning- Cooperative learning is one of the best

researched of all teaching strategies. The results show that students, who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience. This is not to say that students can just be put into a group and assigned a project to complete. There are very specific methods to assure the success of group work, and it is essential that both teachers and students are aware of them. Recently there has been criticism of this process largely as a result of its misuse. To be perfectly clear, this is not a way for teachers to ‘get off the hook’ as students work in groups while the teacher corrects papers! It is not a way for teachers to address the needs of ‘gifted’ students by continually putting them in charge of learning groups. It is a way for students to learn essential interpersonal life-skills and to develop the ability to work collaboratively—a skill now greatly in demand in the workplace. It is a way for students to take turns with different roles such as facilitator, reporter, recorder, etc. In a cooperative group, every student has a specific task, everyone must be involved in the learning or project, and no one can ‘piggyback.’ The success of the group depends on the

successful work of every individual... **Learning Styles-** Learning styles are simply different approaches or ways of learning. The types of learning styles are as follows: **Visual Learners: learn through seeing...** These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g., other learners' heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information. **Auditory Learners: learn through listening...**They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder. **Kinesthetic Learners / Tactile: learn through, moving, doing and**

touching... Kinesthetic / tactile persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.”

Thomas L. Good et al (2009), in volume 21 of the “*International Handbook Research on Teachers and Teaching*”, says this about teaching, “*Effective teaching can be defined in many ways including teacher behavior (warmth, civility, clarity), teacher knowledge (of subject matter, of students), teacher beliefs, and so forth. Here we define effective teaching as the ability to improve student achievement as shown by research...*”

Joellen Killion & Stephanie Hirsh (2011) has this to say about effective teaching: “*Student success depends on effective teaching—not just occasionally, but every day in every classroom and school. Effective teaching impacts students’ academic, physical, social-emotional, and behavioral well-being. Effective teaching occurs best when all education stakeholders, including parents, policymakers,*

community members, and educators, share responsibility for continuous improvement and student achievement. For teachers in classrooms, effective professional learning is the single most powerful pathway to promote continuous improvement in teaching. Consistently great teaching — every day, in every classroom, and in every school — emerges from a clear vision for teaching and learning. This vision is then translated into an instructional framework that details rigorous outcomes for student and educator performance. The framework and outcomes form the basis for the system for professional learning that makes them possible. A vision for teaching and learning describes how students experience learning and the role of teaching in achieving that vision. Such a vision is grounded in learning theories and models selected to explain how learning happens, who the learners are, and the context in which students learn. The vision emerges from communitywide conversations among stakeholders who come together to describe the learning experience they want for students to prepare them for the future. The following sample vision, based on the work of a national task force, describes teaching and learning based on the

possibilities available through technology. Once a district establishes a vision, an instructional framework moves the vision from a dream to reality by describing how to achieve it. 'Imagine a high school student in the year 2015. She has grown up in a world where learning is as accessible through technologies at home as it is in the classroom, and digital content is as real to her as paper, lab equipment, or textbooks. At school, she and her classmates engage in creative problem-solving activities by manipulating simulations in a virtual laboratory or by downloading and analyzing visualizations of real-time data from remote sensors. Away from the classroom, she has seamless access to school materials and homework assignments using inexpensive mobile technologies. She continues to collaborate with her classmates in virtual environments that allow not only social interaction but also rich connections with a wealth of supplementary content. Her teacher can track her progress over the course of a lesson plan and compare her performance across a lifelong 'digital portfolio,' making note of areas that need additional attention through personalized assignments and alerting parents to specific concerns' (National Science Foundation

Task Force on Cyberlearning. 2008. p. 5). Whether an instructional framework is detailed or simple, it guides instructional decisions and builds accountability and consistency into learning experiences to improve results for students. See the sidebar below for examples of what such frameworks might include. Visions for teaching and learning and instructional frameworks must be coupled with rigorous outcomes for student learning that specify what students are expected to know and be able to do as well as performance standards for educators. The Common Core State Standards in English language arts and mathematics become an essential component of effective teaching because they specify the expectations for student learning. Without clearly articulated outcomes, teaching may be fragmented or unfocused.”

History of English Language in Nigeria

Owing to the fact that very many scholars and authorities have tried to trace the history of English language in Nigeria to a specific date but have not been successful, here is an excerpt from the book "The Use of

English and Communication Skills for Tertiary Education" by Anthony E. Ogu, Richard C. Ihejirika & Obiajulu A. Emejulu, on the ways through which English language was introduced to Nigeria: The history of the English language in Nigeria has no specific date. While some claim that English language came into Nigeria in the 16th century, some say it began to play a significant role in Nigeria in the 19th century when European merchants and missionaries settled in the shores of Nigeria. It is important to add here that the implantation of English in Nigeria followed three channels: commerce, missionary activities and colonial rule.

Commerce: History has it that the early 18th century witnessed a boom in the trans-Atlantic slave trade. At this period, the slave trade was the cause of serious commercial rivalry among European nations. Initially, the Portuguese dominated the slave trading in the African continent but by 1750 British century, Britain was exporting over half of all the slaves leaving West Africa. It is through this trade in humans that some Nigerians were taken away into different European countries as slaves to work as domestic servants or to work in plantations. The slaves had

to learn the language of their masters. In 1807 when slave trade was abolished by an Act of the British Parliament, most of the freed slaves of Nigerian origin returned and settled in Nigeria and some other African sub-regions. They used the English language freely in their settlements and thus, they were able to introduce the language.

Missionary Activities: Another channel through which the English language came into Nigeria was missionary activities. The accusations leveled against the slave trade by humanitarians led to the end of slave trade and slavery itself. The humanitarians were deeply religious people motivated by the desire to relieve human suffering in Africa and to bring Christianity and Western education to its people. The earliest missionaries to Africa were Roman Catholics who accompanied the Portuguese explorers along the coast of Africa during the 15th century under Prince Henry the Navigator. They served as chaplains to their fellows and ‘as missionaries to Africans. In Nigeria, the period between 1843 and 1914 was a time of serious missionary activities. The sole aim of the missionaries was to take the gospel to the indigenes who were regarded as unbelievers by the missionaries. To achieve this goal, it

was necessary for them to preach the gospel in a language or languages understood by the local people. Initially, because the European missionaries did not understand the Nigerian languages, they had to use freed Nigerians slaves who had been exposed to Western education and Christianity as interpreters and translators. Later on, the missionaries established schools where people were trained to become catechists, priests, teachers, clerks and so on. The basic subject was English language. They eventually taught the people how to read the Bible which is written in English. **Colonial Rule:** The development of the English language in Nigeria could equally be traced to the activities of the colonial masters who imposed it on Nigerians for administration and governance. With the abolition of the trans-Atlantic slave trade and the establishment of “legitimate” trade in Africa, the era of European colonization in the continent began. The area now known as Nigeria was governed by the British colonial administration as two separate protectorates: The Northern and the Southern. In 1914, the two protectorates were amalgamated to become one administrative unit called Nigeria, and Lord Fredrick Lugard, the former governor of the

Northern Protectorate, was appointed the Governor-General of Nigeria. The colonial administration in its educational policies gave the English language supremacy over the indigenous languages. According to Adetugbo (1979), English language dominated the school curriculum during the colonial era. It was studied under various sub-headings like reading, writing, dictation, composition and grammar. Besides, it was the medium of instruction in schools right from the upper primary to tertiary levels. Not only this, literacy in English was made the requirement for securing gainful employment in Nigeria. Within a short time, the English language (a symbol of colonialism) gained wide acceptance. **Functions of the English Language in Nigeria:** The English language performs a wide range of functions in Nigeria. There is hardly any aspect of our national life in which the English language does not play a significant role, be it education, governance, commerce and industry, national and international interactions, etc. English has been widely used in the propagation of education in Nigeria and this is used in all facets of education. The important function of English in Nigeria appears to be most felt in the educational system. In all the

levels of education in Nigeria, the English language enjoys the pride of place. For admission into any Nigerian university, a credit pass in English is required irrespective of the course of study. It is a compulsory subject of study at all levels of education in Nigeria. As stipulated in the Nigerian Education Language Policy (2004), the English language is the only language of instruction in schools especially at the upper primary, secondary and the tertiary levels. At the lower primary school where the indigenous languages are meant to be used, the English language is taught as a subject.

The Role of Instructional Technology in the Effective Teaching of English Language.

Based on an article by LSU Online (may 8,2020), on how IT can improve learning process, instructional technology can be used to support both teaching and learning by infusing the classroom with valuable digital tools, expanding course offerings, increasing student

engagement, and accelerating learning. "Instructional technology offers nearly endless applications, but experts have identified three key areas where integrating technology can have a significant impact." they include **Collaborative Learning, virtual classrooms and online learning and real-time feedback** According to the article, instructional allows educators have access to digital tools that allow students work collaboratively outside of the classroom, discussing ideas or completing projects remotely and eliminating constraints such as standard classroom hours or geographic location and also provides opportunities for students to work collaboratively with teachers, discussing ideas or asking questions. "Virtual classrooms can be a useful tool at every level of education. One common challenge of the traditional classroom environment is that students learn at their own pace, so teachers need to find a way to tailor their lesson plans to the average learner, rather than addressing each student's unique needs. Online courses level the playing field and provide students with the time and resources to develop the skills they need. For example, students could listen to a lecture for a second time if they didn't

immediately grasp the subject matter or move ahead to the next one if they grasp a particular subject quickly... Instructional technology provides better capabilities for gathering or providing feedback compared with more traditional methods. Teachers can use a variety of digital tools to gauge where their students are in a particular lesson. For example, teachers might conduct an online survey of students' current understanding of a topic to gain insight into where they should focus the next lesson. Or they might opt for using digital education software so they can provide immediate feedback to students on lessons and homework, which could help keep students on track with learning objectives. Some schools have even been piloting virtual reality classrooms, where teachers can rehearse lessons or work through professional challenges in an artificial environment, helping them hone their abilities without negatively impacting real students."

Joyce waddell (2015) *"...the potential of technology to enhance learning cannot be overemphasized. The use of technology is something that started a long time ago for students with special needs. For example, brail machines have been utilized for the visually impaired. In*

addition, special needs programs that help children with autism use technology to enhance learning. By integrating technology into education, educators aim to engender pedagogical change and address fundamental issues that affect learners with special needs. Technology can therefore be seen as both a tool and a catalyst for change... At the same time, for technology to work effectively, it should only be incorporated in classroom if it is appropriate for a given instructional task. Also, technology can only be an effective teaching tool if teachers participate in decisions to adopt technology. This is because teachers have the responsibility of facilitating instruction and incorporating technology at the classroom level, yet many school administrators tend to make decisions related to technology adoption/training without consulting teachers."

Alqahtani mofareh, A. (2019) expresses his thoughts on the use of technology in teaching English language, in a research he carried out in this regard, he says:

"The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. This is primarily achieved by enabling the student and/or teacher to revisit problematic content time after time until it is fully understood and assimilated. Familiarity with the concept of using modern technology is not merely limited to the use of modern appliances and devices, but rather obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning progression. According to prevailing pedagogical theories, in utilizing the learning potential of technology students are better able to acquire and hone

their language knowledge and skills. The use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results. The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. It is essential that the education sector keep apace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. While these affordances may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programmes are specifically

designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills"

In the course of his work he itemizes the "Reasons for Using Technology in English Language Teaching" according to Jacqui Murray (2015):

- 1) Technology allows students to demonstrate independence.
- 2) Technology differentiates the needs of students.
- 3) Technology deepens learning by using resources that students are interested in.
- 4) Students actively want to use technology.
- 5) Technology gives students an equal voice.
- 6) Technology enables students to build strong content knowledge wherever they find it.

Here is what he has to say about his findings:

“The research results support the uselessness of traditional English language teaching methods. This is evident in the studies conducted, where it was found that between 75% and 85% of students confirm these results and 60% to 80% of students are dissatisfied with the traditional methods. In contrast, students are more enthusiastic and interactive when using modern technology to absorb English by more than 90%. Statistical data confirm that a high percentage of those who learn English skills interact with modern technology means such as smart boards, computers and display screens compared to traditional teaching methods. According to statistics conducted on random samples of students, including private schools that adopt the most modern means of technology and public schools that lack modern means were surveyed on a number of students in the classroom and others volunteers outside the perimeter of the interaction of most students from both the results of the analysis of students’ performance showed that 75% to 95% achieve high results in their attainment in English, unlike those who are taught by traditional means, their achievement rates are very low. In addition, the study revealed that

interaction with teachers and the overall response of students in the classroom has improved significantly when using modern techniques in teaching English as the interaction with teachers using modern media reached more than 90%, unlike those who are taught by traditional means have less than 50% interaction with teachers, thus it is clear that studies, surveys have shown that students are more inclined to learn from E-curriculum and English teachers prefer to use modern technology rather than traditional teaching methods due to the students fast response and their interaction and educational attainment with high statistically rates.”

Summary of Review of Related Literature: Having reviewed all significant concepts from the perspective for different scholars and authorities. It is apparent that the role of instructional technology, which includes all technological tools that can improve and learning process, cannot be overemphasized, and must be integrated fully into the teaching of English language to secondary school students, in this case, senior secondary school students, to achieve better and more effective results as it makes for smooth and free flow of the teaching

and learning process through its abilities to hone independent technological skills in the students, foster collaborative learning amongst students, ensure real-time feedback between teachers and the students, ease the monitoring of students' academic progress, motivate, stimulate and activate, amongst others. The work of teachers, especially teachers of language subjects such as the English language, has been made easy and less strenuous as Instructional Technology fills the gap between the teachers and students.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter unravels the methods through which this research is to be conducted, the method of data collection and analysis for coming to a valid and reliable conclusion of the research. The quantitative research method is what is being used for this work. For ease of understanding we would be unraveling this chapter under each of the following:

- Design of the study
- Population of the study
- Sample and Sampling Technique
- Research Instrument
- Validation of Research Instrument
- Reliability of Research Instrument
- Administration of Research Instrument
- Method of data analysis

Design of the study

The research design for this study is the sample survey research design, which involves collecting data from a defined population to describe the current conditions of the population in relation to the research being carried out.

Population of the Study

This involves the universe of the study, that is, those who are eligible for the study. Hence, the population to be sampled are teachers of English language and students in senior secondary schools in oredo local government area. The journal, "Creation of Geospatial Database for Educational Facilities in Oredo Local Government Area of Edo State, Nigeria" by Ojiako, J.C, Igbokwe, E.C and Oliha (2018), gotten from www.iosrjournals.org, gives a population distribution of students and teachers in oredo local government area of Edo state, Nigeria, which amounts to 17,138 students and 402 teachers. From this the presumed population estimate of senior secondary school students and English language teachers are 8,569 and 100, respectively.

Sample and Sampling Technique

The samples, which are subsets of the population of the study, would be a total of 120, 100 students and 20 teachers of English language. They will be randomly selected from the population using the simple random sampling technique, which means that the samples to be used for the study will be handpicked by the researcher. These samples will be taken from selected schools in the area.

Research Instrument

For this study, the instrument being used for data collection is the questionnaire, which is a set of questions relating to the aims and objectives of the study, to be answered by the selected respondents.

Validation of Research Instrument

The questionnaire to be administered will undergo a content validity check, where it will be given to my supervisor and two other lecturers who are experts in the field of Education to validate i.e. to check that the instrument measures what it is designed to measure.

Reliability of Research Instrument

This has to do with the degree to which a research instrument consistently give the same result overtime. The reliability of the research instrument to be used in this study will be tested using the split-half internal consistency method, where the scores from the data collected from the respondents will be divided into two halves of either

even or odd number or first half and second half, after which the two sets of scores will be correlated using Pearson Product Moment Correlation (r) to obtain the correlation value, which will then be subject to the "Spearman Brown Prophecy Formular" to measure the reliability of the research instrument.

Administration of Research Instrument

Here, the question will be taken to the selected locations and given to the respondents to elicit specific information from them that will aid this study.

Method of Data Analysis

The "Yes or No" and "Modified Likert Scale" will be used in measuring the items provided in the research instrument, after which the "Percentile ranking" method of data analysis will be used in interpreting and analyzing the data gathered from the respondents.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION, AND DISCUSSION OF FINDINGS

This chapter presents the data gathered from the respondents, in line with the research questions guiding this study, the interpretation and discussion of the results obtained. therefore, these will be unveiled in the following order:

- Presentation of Data
- Answering of Questions
- Discussion of Findings

Presentation of Data

Responses were elicited from a total of 20 teachers and 100 students and here is a presentation of the results of the data gathered from the respondents.

Section A: Personal data

Fig.1.0 Status of Respondents

Status	No. of Respondents

Students	100
Teachers	20
Total	120

Source: Field survey,2021.

Fig1.0 shows that data was obtained from 100 students and 20 teachers

Fig.1.1 Gender Distribution for Students

Gender	No. of Respondents	Percentage (%)
Male	46	46
Female	54	54
Total	100	100

Source: Field survey, 2021.

From the table, 46% of the students are male while 54% are female.

Fig.1.2 Gender Distribution for Teachers

Gender	No. of Respondents	Percentage (%)
Male	8	40
Female	12	60

Total	20	100
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Source: Field Survey, 2021.

From the above table, 40% of the teachers are male while 60% are female

Fig.1.3 Class of Students

Class	No. of Respondents	Percentage (%)
SS1	23	23
SS2	48	48
SS3	29	29
Total	100	100

Source: Field survey, 2021.

The table above shows that 23% of the students are in sss1, 48% are in ss2 while 29% are in ss3.

Fig1.4 Teachers' Qualification

Qualification	No. of Respondents	Percentage (%)
HND	2	10
N.C.E	2	10

B.ED/ BA.ED/ B.A/ B.SC	14	70
MASTERS	2	10
Total	20	100

Source: Field survey, 2021.

Fig.1.4 shows the qualification of teachers teaching the English language in the selected schools. 10% have the HND, N.C.E and the Master's degree respectively, while a 70% have the Bachelor's degree.

Fig.1.5 School Distribution

Name of School	No. of Respondents	Percentage(%)
New Benin Baptist Secondary School	30	25%
Nosakhare Model Education Centre	30	25%
Jubilee Academy	30	25%
Boiling Point Academy	30	25%
Total	120	100

Source: Field Survey, 2021.

From the above distribution, 25% of total respondents were selected equally amongst the selected school.

Section B: Availability and utilization of Instructional Technology.

Table 2.0 Teachers and Students responses to section B.

S/N	ITEMS	Teachers Response (YES)	(%)	Teachers Response (NO)	(%)	Students Response (YES)	(%)	Students Response (NO)	(%)	Total
1.	Knowledge of Instructional Technology	20	100	---	---	67	67	33	33	120
2.	Availability of Instructional Technology	20	100	---	---	100	100	---	-- -	120
3.	Are all the Instructional Technology media used during English language	20	100	---	---	100	100	---	---	120

	lessons?									
4.	Can the available Instructional Technology media be operated by both teachers and students	17	85	3	15	55	55	45	45	120
5.	Has any of the Instructional Technology media being used for home lessons	6	30	14	70	29	29	71	71	120
6	Were English classes taken online during the lockdown	9	45	11	55	38	38	62	62	120
7.	Access to Internet facilities in the school	15	75	5	25	57	57	43	43	120

8.	Availability of constant electric power supply in the school	10	50	10	10	80	80	20	20	120
9.	Possession of personal computers, iPads, tablets etc.	17	85	3	15	56	56	44	44	120
10.	Availability of language laboratories in the school	15	75	5	25	---	---	---	---	20
13.	Maintenance of available Instructional Technology facilities	10	50	10	50	---	---	---	---	20

Source: Field survey, 2021.

From the table we see that a greater percentage of teachers and students responds positively to the section, affirming that there's availability and proper utilization of Instructional Technology in their schools.

However, the data shows that many of the teachers and students have not had sufficient experience with online learning.

Section C: The tables below show the responses from both teachers and students to question items in section C of the questionnaire. Table 3.0 through to Table 3.3 show results of the data gathered from the students while Table.3.4 through to Table.3.7 show results of data gathered from the teachers.

Table 3.0 Students Responses to Question Items on Research

S/ N	ITEMS	Strong ly Agree (%)	Agree (%)	Disagr ee (%)	Strong ly Disagr ee (%)	Total (%)
1	I learn better and faster with my classmates around.	26	51	12	11	100
2	IT allows me share ideas with my friends during English language classes	26	44	16	14	100
3	IT allows us work in groups and I like this	27	43	17	13	100
4	My scores in English language are better when we have to work in teams.	28	34	20	18	100
5	I feel confident and express myself better when we have to work in groups using IT.	30	33	16	21	100

Question one.

Source: Field survey 2021.

The table above shows that a higher percentage of students agreed and strongly agreed that Instructional Technology fosters collaborative learning amongst students. Item 1 witnesses 77% of the students respond positively while 23%, negatively. Item 2 &3 also have a higher percentage on the positive side, where we have a total of 70% agreeing and only 30% disagreeing. Items 4&5, follow suit in the positive line, having a total of 62% and 63% agreeing and 38% and 37% disagreeing, respectively.

Table.3.1 Students Response to Research Question Two.

S/N	ITEMS	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
1	With IT e.g. tablets, iPads etc. I can send questions to my teacher immediately they come to my mind	24	30	21	25	100
2	IT allows me ask for clarifications without feeling timid or shy	30	33	18	19	100
3	Instructional Technology allows us make contributions and give answers without	27	35	20	18	100

	distracting the class					
4	During English language lessons, such as oral English/phonetics, IT allows me send voice notes to my teacher without feeling intimidated.	16	36	25	23	100
5	I understand better when I'm taught English language using IT.	17	38	18	27	100

Source: Field survey, 2021.

Table 3.1 Shows that a total of 55% of students respond in consonance with item 1 while 45% of students respond in dissonance. Items 2&3 see a greater 63% & 62% of students affirming, with 37% & 38% disaffirming. However, the last two items show a little more than an average of 52% & 55% of students respond in agreement to the items while 48% & 45% of students respond in disagreement.

Table.3.2. Students Response Research Question Three.

S/N	Items	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
1	I learn better in virtual classes than physical classes	10	21	33	36	100
2	English language seems easier to learn online than in the physical classrooms.	11	14	42	33	100
3	During English language classes held online, I assimilate faster than in the physical classes	8	21	41	30	100
4	We should resolve to holding English language classes online than in the physical classrooms.	10	21	40	29	100
5	I feel confident about my English language skills when I learn online than when we learn it in the conventional classroom.	11	24	46	19	100

Source: Field survey, 2021

The table above clearly shows that lesser amount of students is conversant with online learning, as a greater percentage of students respond in disagreement to the items while a lesser percentage respond in agreement.

Table 3.3 Students Response to Research Question Four.

S/N	Items	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
1	IT makes me look forward to English language classes.	22	48	17	13	100
2	IT should always be used in teaching language subjects such as English.	22	38	22	18	100
3	I enjoy English language classes whenever we make use of IT	20	33	26	21	100
4	My interest in English language is always stimulated whenever we make use of IT	24	28	26	22	100
5	IT makes English language classes interesting	26	39	18	17	100

Source: Field survey, 2021.

The above table shows that students are highly motivated and look forward to lessons when they're taught English language using Instructional Technology. As we see, each item has a total of 60% and above students responding in agreement, except item 3 which sees only

an average of 53% positive response. However, almost insignificant percentage of students respond in disagreement to the items.

Table.3.4. Teachers Response to Research Question One

S/ N	ITEMS	SA	%	A	%	D	%	SD	%	Total	%
1	Students love to be put in teams when you teach them English language using IT.	6	30	13	65	1	5	---	---	20	100
2	IT allows students share ideas with each other during English language classes	10	50	10	50	---	---	---	---	20	100
3	IT allows students work in groups and this makes them perform better as a team.	10	50	9	45	1	5	---	---	20	100
4	Student scores in English language are better when they work in teams.	7	35	9	45	3	15	1	5	20	100
5	Students feel confident and express themselves more when they work in groups using IT.	4	20	11	55	3	15	2	10	20	100

Source: Field survey, 2021.

Table 3.4 show teachers’ responses to research question one and from the data gathered and presented above, we see that from the teachers’ perspective, Instructional Technology fosters collaborative learning amongst students during English lessons, as we have a steep total of 95% positive response as against 5% negative response from teachers for items 1&3, 85% & 75% positive responses to 15% & 25% negative responses for items 4&5, respectively and an absolute 100% positive response for item 2.

Table.3.5. Teachers Response to Research Question Two

	ITEMS	SA	%	A	%	D	%	SD	%	Total	%
1	With IT e.g. tablets, iPads etc. You can respond to Students' questions faster.	10	50	10	50	---	---	---	---	20	100
2	IT allows free flow of interaction between you and the students	6	30	14	70	---	---	---	---	20	100
3	Instructional Technology allows students make contributions and give answers without distracting the class.	8	40	10	50	2	10	---	---	20	100

4	During English language lessons, such as oral English/ phonetics, IT allows you send voice notes to the student and vice versa without the students feeling intimidated.	6	30	13	65	1	5	---	---	20	100
5	To the best of your knowledge, IT gives room for real-time feedback from students	6	30	11	55	2	10	1	5	20	100

Source: Field survey, 2021.

S / N	ITEMS	SA	%	A	%	D	%	SD	%	Total	%
1	virtual classes are more effective than physical classes.	3	15	6	30	9	45	2	10	20	100
2	English language seems easier to teach online than in the physical classrooms.	1	5	7	35	11	55	1	5	20	100
3	During English language classes held online, students seem to learn faster than in the physical classes.	1	5	9	45	9	45	1	5	20	100
4	We should resolve to holding English language classes online than in the physical classrooms.	3	15	5	25	9	45	3	15	20	100
5	I feel confident about my										

English language teaching skills when I teach online than in the conventional classroom.	2	10	7	35	8	40	3	15	20	100
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Table 3.5. Shows an absolute 100% in favour of items 1&2, 90% positive response as against 10% negative response to item 3, 95% in agreement as against 5% in disagreement to item 4, 85% affirmation with 15% disaffirmation to item 5.

Table 3.6, Teachers Response to Research Question Three.

Source: Field survey, 2021.

The table 3.6 shows that many of the teachers do not get desired results with online learning, as a higher percentage of teachers are in disagreement. However, 50% of teachers both agree and disagree with children learning faster through online learning as we have in item 3.

Table.3.7. Teachers Response to Research Question Five and six.

S/N	ITEMS	SA	%	A	%	D	%	SD	%	Total	%
1	IT helps you effectively manage Students' performance in English language.	2	10	14	70	3	15	1	5	20	100
2	IT helps you accurately monitor Students' progress in English language.	4	20	13	65	2	10	1	5	20	100
3	IT allows me bring out hidden potentials in my students' in English language.	4	20	13	65	3	15	---	---	20	100

4	Teaching English language with IT makes me achieve learning objectives.	4	20	14	70	2	10	---	---	20	100
5	Students are more active whenever I use IT during English language classes.	4	20	8	40	7	35	1	5	20	100
6	Students participate more whenever I use IT in English language classes.	5	25	10	50	5	25	---	---	20	100
7	IT is the best complementary tool for effectively teaching senior secondary school students English language.	4	20	12	60	4	20	---	---	20	100
8	IT makes my class interesting for me and my students.	7	35	6	30	7	35	---	---	20	100
9	I am able to know my students' strengths in English language whenever I use IT.	1	5	13	65	6	30	---	---	20	100
10	I can identify my students' weaknesses in English language whenever I use IT.	3	15	11	55	6	30	---	---	20	100

Source: Field Survey 2021.

Table 3.7 above shows 80% positive response as against 20% negative response to items 1&7, just as items 9&10 have a similar 70% positive response as to 30% negative response and 85% consonance as against 15% dissonance to items 2&3. A steep 90% number of teachers are in agreement while an insignificant 10% are in disagreement to item 4. A good 60% positive response as to a 40% negative response can be seen

in item 5. Items 6 & 8 witnesses 75% & 65% positive responses and 25% & 35% negative responses, respectively.

Discussion of Findings

From the data gathered, analyzed and presented above, it is clear that many students and teachers respond positively to the items, which shows that the role of Instructional Technology in the effective teaching of language cannot be overstated. Many students and teachers are in agreement with the assertion that Instructional Technology, during English class activities, fosters collaborative learning amongst senior secondary school students in Oredo local government area of Edo state, gives room for real-time feedback from the students, is the best complementary tool for teachers in effectively teaching English Language to senior secondary school students in Oredo local government area, make it easy for teachers to adequately manage and monitor the students' progress in English language and effectively motivate and stimulate students' interest in English language. However, findings have shown that many teachers and students are not conversant with online learning, that is, they have little or no

experience in it. While a good number of the respondents agree that it may help students to learn faster, a great number disagrees that it is more effective than the physical classes. Hence, they prefer the conventional classroom method of learning.

Particularly, findings show that students learn faster and understand better when Instructional Technology is used during lessons, it makes them look forward to English language lessons and keep the students motivated and stimulated towards learning English language, as they share ideas and learn confidently. Findings have also revealed that Instructional Technology has enabled teachers monitor and manage students' performance in English language, know the strengths and weaknesses of the students, make the class more interesting fit them and the students, while also bringing out, nurturing and honing hidden potentials in the students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter witnesses the research work being summarized, concluded, with recommendations made and this will be under the following:

- Summary
- Conclusion
- Recommendation

Summary

- Instructional Technology being any technological tool that can be adapted and adopted to aid teaching and learning, in this context, makes assimilation and learning of English language easier. Classrooms are configured using Instructional Technology, to make the teaching of English language effective.
- There are barriers of Instructional Technology faced in schools which sometimes have nothing to do with the Instructional Technology itself but affects its use and implementation. they include lack of resources, lack of technical skills and knowledge on the part of the teachers, assessment gaps in implementing new practices, cost of new technology, maintenance problems, misuse amongst others.
- The teaching of English language, which is a very demanding language can be taught effectively, as long as there is proper knowledge of the subject itself, teaching concepts, and Instructional Technology to be adequately implemented during instruction.

- The role of Instructional Technology in the effective teaching of English language to Senior secondary school students in Oredo local government area cannot be overstated as it fosters collaborative learning amongst the students, gives room for real-time feedback from students to teachers and vice versa, serves as a complementary tool for teachers in teaching the language, makes management and monitoring of student's progress easier and motivate, as well as stimulate students interest in the English language.
- From data gathered from students and teachers, Instructional Technology has hitherto, proven to be reliable in aiding the effective teaching and learning of the English language.

Conclusion

Instructional Technology which is a subset of Educational Technology, utilizes technological resources in teaching and learning situations. It includes but is not limited to, software tools, integrated Learning Systems also known as computer-managed instruction, equipment use such as CDs, Computer Systems, VCR (Videocassette Recorder),

projectors amongst others, multimedia integration (images, audio files, video files, and animations), web board, and the internet. All these are instrumental in teaching the English language effectively to senior secondary school students, however, it has its limitations as it is subject to the expertise of the teachers and the resources in time, material and funds provided by the school, which can be said to be among the barriers faced by Instructional Technology.

In teaching English language, teachers need to keep the students motivated, find out what method is best and well fitted for teaching the language in the classroom and outside the conventional classroom if need be, know the current knowledge of the students concerning the subject matter, which is achieved through feedback, monitor and manage the student's progress as well as know the pace at which they learn and ensure that each learner's needs is catered for. Worthily, Instructional Technology caters for all these and more.

Therefore, Instructional Technology has proven to be the best complementary tool for teachers in teaching the English language, as there is only so much a teacher can do independently and in their

strength, Instructional Technology should be properly implemented in schools so that teachers of English language do not have to be overworked in meeting learning objectives.

Recommendation

Based on findings in this research work, the following recommendations are made:

- More schools in Oredo local government of Edo state should implement the use of Instructional Technology in teaching not only the English language but other subjects as well.
- Further studies should be carried out on online learning and schools should take to it, as it promotes individualized learning and proves useful in case of epidemics and pandemics that may not permit the formal classroom convention.
- Teachers should be trained and retrained through seminars and workshops on how to use new Instructional Technological resources in and out of the classroom.

- Students should also be taught how to use the provided Instructional Technology to avoid misuse, damage or total abandonment of it altogether.

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APPENDIX

Students' Questionnaire.

INSTRUCTION: Please [] where necessary. Note: "IT means Instructional technology; they can be used interchangeably.

SECTION A: Please give accurate answers

1. Sex: Male [] Female []
2. Class:
3. Status: Student [] Teacher []
4. Name of School:

SECTION B: Please carefully and honestly answer the following:

1. Do you know what "Instructional Technology" is? Yes [] No []
2. Is Instructional Technology available in your school? Yes [] No []
3. If yes, mention the one(s) available in your school

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4. Are all the Instructional Technology media mentioned above, being used during English language lessons? Yes [] No []
 5. Are the Instructional Technology media mentioned above, used in every English language lesson? Yes [] No [] Sometimes []
 6. Can you operate the Instructional Technology media mentioned above? Yes [] No []
 7. Have you used any Instructional Technology to take English language classes from home? Yes [] No []
 8. During the lock down were English language classes taken online in your school? Yes [] No []
 9. Do you have access to Internet facilities? Yes [] No []
 10. Is there constant power supply in your school? Yes [] No []
 11. Do you have a personal computer, iPad or tablet? Yes [] No []

SECTION C: Please tick your answers thoughtfully and carefully

S/ N	Instructional Technology fosters collaborative learning	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I learn better and faster with my classmates around.				
2	IT allows me share ideas with my friends during English language classes				
3	IT allows us work in groups and I like this				
4	My scores in English language are better when we have to work in teams.				
5	I feel confident and express myself better when we have to work in groups using IT.				

	Instructional technology gives room for feedback	Strongly Agree	Agree	Disagree	Strongly Disagree
6	With IT e.g. tablets, iPads etc. I can send questions to my teacher immediately they come to my mind				
7	IT allows me ask for clarifications without feeling timid or shy				
8	Instructional Technology allows us make contributions and give answers without distracting the class				
9	During English language lessons, such as oral English/ phonetics, IT allows me send voice notes to my teacher without feeling intimidated.				
10	I understand better when I'm taught English				
	Virtual classes and online learning.	Strongly Agree	Agree	Disagree	Strongly Disagree
11	I learn better in virtual classes than physical classes				
12	English language seems easier to learn online than in the physical classrooms.				
13	During English language classes held online, I assimilate faster than in the physical classes				
14	We should resolve to holding English language classes online than in the physical classrooms.				
15	I feel confident about my English language skills when I learn online than when we learn it in the conventional classroom.				

	Motivates and stimulates students' interest in learning	Strongly Agree	Agree	Disagree	Strongly Disagree
16	IT makes me look forward to English language classes.				
17	IT should always be used in teaching language subjects such as English.				
18	I enjoy English language classes whenever we make use of IT				
19	My interest in English language is always stimulated whenever we make use of IT				
20	IT makes English language classes interesting				

Questionnaire for Teachers

SECTION A: Please give accurate answers

1. Sex: Male [] Female []
2. Status: Student [] Teacher []
3. Name of school:
4. Qualification:

SECTION B: Please carefully and honestly answer the following:

1. Do you know what "Instructional Technology" is? Yes [] No []
2. Is Instructional Technology available in your school? Yes [] No []
3. If yes, mention the one(s) available in your school
4. Are all the Instructional Technology media mentioned above, being used during English language lessons? Yes [] No []
5. Are the Instructional Technology media mentioned above, used in every English language lesson? Yes [] No [] Sometimes []

6. Can you operate the Instructional Technology media mentioned above? Yes [] No []

7. Have you used any Instructional Technology to take English language classes from home? Yes [] No []

8. During the lock down were English language classes taken online in your school? Yes [] No []

9. Is there access to Internet facilities in your school? Yes [] No []

10. Are the available IT media enough for both teachers and students? Yes [] No []

11. Is there constant electric power supply in your school? Yes [] No []

12. Are there any language laboratories in your school? Yes [] No []

13. Do you have a personal computer, iPad or tablet? Yes [] No []

14. Are the available facilities being serviced often for effective use? Yes [] No []

SECTION C: Please tick your answers thoughtfully and carefully

S/ N	Instructional technology fosters collaborative learning	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Students love to be put in teams when you teach them English language using IT.				
2	IT allows students share ideas with each other during English language classes				
3	IT allows students work in groups and this makes them perform better as a team.				
4	Student scores in English language are better when they work in teams.				
5	Students feel confident and express themselves				

more when they work in groups using IT.				
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	Instructional technology gives room for feedback	Strongly Agree	Agree	Disagree	Strongly Disagree
6	With IT e.g. tablets, iPads etc. You can respond to Students' questions faster.				
7	IT allows free flow of interaction between you and the students				
8	Instructional Technology allows students make contributions and give answers without distracting the class.				
9	During English language lessons, such as oral English/ phonetics, IT allows you send voice notes to the student and vice versa without the students feeling intimidated.				
10	To the best of your knowledge, IT gives room for real-time feedback from students				

	Virtual classes and online learning.	Strongly Agree	Agree	Disagree	Strongly Disagree
11	virtual classes are more effective than physical classes.				
12	English language seems easier to teach online than in the physical classrooms.				
13	During English language classes held online, students seem to learn faster than in the physical classes.				
14	We should resolve to holding English language classes online than in the physical classrooms.				
15	I feel confident about my English language teaching skills when I teach online than in the conventional classroom.				

	Helps teachers manage and monitor Students' progress in English language/ is the best complementary tool for teachers of English language	Strongly Agree	Agree	Disagree	Strongly Disagree
16	IT helps you effectively manage Students' performance in English language.				
17	IT helps you accurately monitor Students' progress in English language.				
18	IT allows me bring out hidden potentials in my students' in English language.				
19	Teaching English language with IT makes me achieve learning objectives.				
20	Students are more active whenever I use IT during English language classes.				
21	Students participate more whenever I use IT in English language classes.				
22	IT is the best complementary tool for effectively teaching senior secondary school students English language.				
23	IT makes my class interesting for me and my students.				
24	I am able to know my students' strengths in English language whenever I use IT.				
25	I can identify my students' weaknesses in English language whenever I use IT.				

