TEACHING WITH TECHNOLOGY IN POST COVID: A GATEWAY TO EFFECTIVE ENGLISH LANGUAGE TEACHING AND LEARNING

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Abstract
With the emergence of COVID-19 pandemic worldwide, the teaching learning environment must evolve new methods and facilities for education to reap full benefits of learning. Teaching English as a second language has witnessed problems in delivery from large class size, feedbacks, multi-grade abilities to lack of good textbooks and teachers. The lack of motivation and enriching experience comprise a crucial force that hinders the learner in putting the required energy and perseverance in the teaching learning situation. The various scenarios of the consequences of the COVID-19 scourge, indicate that technology in teaching and learning can be very effective when used as a tool. Its potentials can be a catalyzing tool to enable the teachers perform their tasks better through a well galvanized web portals, mobile applications with digital content, information, and community forums. These done, will bring a shift from lecture-based teacher-centered to interactive learner centered enabled environment, using the Information Communication Technology (ICT). ICT has proved itself as a radical tool for personalized adaptive learning for students, professional development material, and lesson planning resources for teachers at little or no costs. This paper discusses how the use of ICT can be a gateway to a more enriching English language teaching and learning classrooms in a post-COVID-19 situation.
Keywords: Covid-19, ICT, Online Virtual, E-Learning, Www World Wide Web Technology, Digital Content, Digital Citizens.

Introduction
There is no doubt that almost everything one does is somewhat connected with technology. The internet is enriched with various types of media that deliver texts, audios, image animations and streaming videos and without it, life

would be more difficult than it is already and knowledge would be limited and difficult to achieve. The use of technology is to perpetuate the traditional models of teaching and learning. Nigeria, in the last few years, have experienced a rapid increase in the use of smart phones, and technology has received a boost under the use of ICT.

E-learning is the use of electronic media information and communication technologies in education which is vital in either learning or teaching. Access to internet educational technology can be in or out of the classroom. It is organized to help the learner at his pace which is considered as self-paced. With the help of instructor, whether synchronous or asynchronous, it becomes a flexible tool for different learning situations. Some of these learning situations can be total which is without the physical presence of the classroom, or with face-to-face teachings.

Years back, the Illinois University in the 1960s planned to teach with well-connected computers for students to access information on their courses or when they listened to lectures. At the same time, two professors from the University of Stanford decided to teach Mathematics while reading to young children by means of computers which brought about the use of computers in educational settings. Interestingly, by the 1990s, the World Wide Web (WWW) technology made teachers to rely on methods that had multi-object-oriented sites which were either text-based or online virtual reality systems. One of the pioneers of E-learning, Luskin (2010) highlights that the "e" in E-learning stands for exciting, energetic, enthusiastic, emotional, excellent, extended and educational in addition to electronics. While Parks (2013) suggests that "e" in E-learning should refer to everything, everyone, engaging and easy. Of recent, online education is trying to replace the traditional methods of teaching and learning.

A research study by the U.S. Department of Education in 2008, realized that the use of online learning and online courses has increased up to 66% during the academic years of 2006 and 2007 either in state or private universities across the United States of America. However, E-learning in Nigerian universities is almost non-existent and is still a new born technology with only a few online programmes trickling into the educational systems despite chronic limitations brought about by economic disadvantages. According to Gbamanja, (1989), education is a process, which seeks to change the behavior of a learner. However, according to (Olojo, Adewunmi & Ajisola, 2012) E-learning is the use of Internet technologies to enhance knowledge and

performance. These technologies offer learners control over content, learning sequence, pace of learning, time, and often media, allowing them to tailor their experiences to meet their personal learning objectives.

Moreover, the world is moving at an unimaginable speed in the area of information use and dissemination. According to Olaniyi (2006), with the use of Information technology, knowledge and information can be transferred and cross-fertilized in real time. Today, technology enhanced learning, including distance and online instruction, is recognized as a viable tool necessary for preparing citizens to participate in the technologically driven global environment.

With the emergence of the COVID-19 scourge and the introduction of social distancing, the teaching and learning environment was grossly affected from disruptions of semesters, partial to total lockdowns, deportations, no face-to-face learning and the total disruptions of the academic calendar in Nigeria, and worldwide. A research bureau on the impact of COVID-19 on higher education worldwide by the International Association of Universities (IAU) on 24th April, 2020 submitted that the impact on higher education around the world spells serious consequences which are expected to affect education in years to come and could stretch to 2021.

Some governments, like the Zimbabwean government, in a bid to mitigate spread, made available ZW$33 million equivalent to $1.3 million to its state universities for the availability of the personnel protective equipment (PPE); while countries like Egypt cancelled the 2nd semester's oral and written examinations to continue studies via distance learning. On the contrary, in Cameroon, the Minister of Higher Education, Professor Jacques Fame Ndongo on March 20, 2020, called the Heads of State universities and higher institutions of learning and urged them to use all the tools available to put in place a digital-learning mechanism that will enable students' study. The various stakeholders were to look at measures to keep teaching, evaluating and carrying out research in the higher education sector.

In most parts of Nigeria educational outfits during the COVID19 scourge, there were no face-to-face teaching and learning experience and the lack of virtual technology was evident which necessitated that the educational sector should be ready to adopt the use of the necessary emerging technologies. These technologies have given shift to another paradigm that the Nigerian Ministry of Education and its curriculum planners need to take measures for

improving the quality of education through diversification of contents and the promotion of innovative best practices in achieving strategic objectives. The COVID-19 has also given birth to the increasing pressure to see the need for the use of information communication technology (ICT) to teach in the classrooms to avoid shutting the doors of learning once more. This increasing pressure to use the internet to teach has also brought about the challenges of the teaching profession to improve on the teaching processes. However, for the students to recap the full benefits of this rapid transformation, teachers must be trained to these essential emerging tools for learning. The training is necessary to provide both the teachers and students with the basic training and uses of ICT as a pedagogical tool for teaching and learning. This in turn, will help the teacher to use and integrate such resources in teaching English language. According to Butler, (1977), the use of technology in teaching English is equally important as it serves to provide comprehensible input and a scaffold to support students as they study an academically challenging subject matter. He added that such technology can provide students with language experiences as they move through various stages of language learning, thus creating both independent and collaborative learning environments.

ICT and Computer Assisted Language Learning
Language teaching is not an easy profession but a task in which intelligence, imagination, training, command of language, experience, a body of knowledge and exercise of judgement and compassion are essential qualities in which many scholars have been advocating many methods in language teaching (Stevens, 1977). Information Communication Technology (ICT) according to UNESCO (2002) is a scientific, technological and engineering discipline and management technique used in the handling of information, its application and association with social, economic and cultural matters. The internet is an adaptive learning platform which enables students to learn at their own pace. This is so because huge information is emerging in all fields in the world through sources like television, digital media, cable networks, internet and social media such as Facebook, Twitter, WhatsApp, LinkedIn, Igo, Line, and WeChat. Getting exposed to new technology and exploiting technology by English language teachers can help learners to develop a professional approach that can increase the interest of learners. It will also enable them to master the language effectively and successfully especially for listening activities, voice recording, pronunciation practice, and in the same manner, reading and writing.

Computer assisted language learning (CALL) as prioritized by Motteram (2012), should be considered as an established field and a medium where teachers can meet the immediate needs of their learners in terms of language development. This can be done with the use of modernized equipment such as slide projector, Radio tape recorder, television or DVD and computer. He says that there is a technological gap between the progress of the society and instructional activities in the classrooms, but that the use of technology lends colour to achieve language learning in comprehensive manner. Motteram exemplifies that CALL makes it possible for teachers to easily provide necessary engagement with language that allows learners to improve their skills in ways that proved very difficult in the past. Today, millions and millions of people worldwide are users of the internet. Such uses can be categorized from educational and social settings like booking of flights, checking of flights schedule, shopping, to bookings of Ubers, Zoom conferences, Bet Naija shops and examinations. The use of the internet engages the faculty of the learners with creativity at the service of education.

Though English as a second or foreign language is widely taught all over the world, the internet as a means of English language learning is not widely at hand. Statistics of the World Bank in 2004 showed that internet usage depends on the financial outcome of a country. A study showed that internet usage increases language use and facilitates the acquisition of another language (Kasanga, 1996). Other researchers mentioned that the internet make language learners to use the language in real communication situations (Wiburg & Butler-Pascoe, 2002) through the use of productivity tools such as word processing, database, spreadsheet, or browser applications. These are useful in helping the teacher quickly develop technology-rich lessons using online discussions, multimedia presentations, and tele computing projects and so on. With English having no fixed subject matter, one of the useful aims should be to bring real-world issues into the classroom by engaging the creative faculties of the learners through the internet. Therefore, the current usage and practices of the internet, manifest themselves as a good English language learning tool. As such, there is need to respond effectively to support students' learning and provide alternate learning models as mentioned earlier.

The CALL would involve the students in making sense of infographics, creating a photo gallery, engaging in simulated discussions, inventing slogans for a piece of art, writing their own poems and stories, designing sustainable homes and cities, and puzzling over the richness of life to mention a few (Szesztay, 2017). Language is integrated with educational aims to improve

their presentation skills, while at the same time learning. According to Marzieh (2014), constructivism has been misconstrued as a learning theory that compels students 'to reinvent the wheel' and basic technology is a practice-oriented subject which requires real experience. According to Collis (1996), the use of internet taps into and triggers students' innate curiosity about the world and how things work. Since the use of the internet is a learning tool, the student is transformed from a passive recipient of instruction to an active participant in the learning process, hence giving them ever-broadening tools to keep learning at their own pace.

The use of ICT will enhance teachers' skills in the real classroom situation and help the students with numerous skills for future occupation and social life (Butler, 1977). ICT can be used as an "assisting tool" in doing assignments, communicating, collecting data, documentation, and conducting research. Typically, ICT used independently from the subject matter, is a medium, a tool for teaching and learning, through which teachers can teach and learners can learn. Learning the English language appears in many different forms, such as drill and practice exercises, simulations and educational networks. ICT is a tool for organization and management in institutions to address the problems of large classes and the imbalance of teacher/pupil ratio in the Nigeria educational system. Teachers must provide technological support to learn using motion picture, animation, simulation training which help student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology.

In a study, Jamalfar, and Chalak, (2014) constituted a sample of 100 participants of Esfahan University of Technology, Bachelor degree students who came from three different academic disciplines and colleges including information technology, computer software, statistics and mathematics. The students were randomly selected based on accessibility. To gather data and investigate, a questionnaire was designed and distributed to a sample of 100 students in different majors. The content and face validity of the questionnaire were confirmed by two external researchers who were experts in the field of computer and technology assisted language learning. After investigating the measures of content and face validity, the questionnaire was analyzed for the purpose of reliability. The reliability of the questionnaire was made possible through pilot testing. Copies of questionnaire were distributed to a group of 50 B.A. students from Isfahan University of Technology who had the same features of the main sample of the

participants. 25 male and 25 female students who were from statistics, computer software and information technology completed the questionnaire. On response to the question of whether the internet helped the participants in this study improve their English, 80% answered in the affirmative, 12% claimed that it helped them to a great extent, and only 8 percent remarked that they did not find it very useful for language learning. Similarly, 93% of the participants agreed that the internet helped them learn English, while 7% percent disagreed with this proposition. The percentage of those who concurred that the net helped them boost their vocabulary knowledge was considerable (95%). On the other hand, only 5% disagreed with this statement. Ninety-three percent of the respondents believed that the internet motivated them to learn English, while just 7% stated that the internet could not provide an incentive for language learning. Finally, a large proportion of them (90%) maintained that the internet was an aid in learning English, and only 10% disagreed with this statement.

Generally, the majority of the participants held that they used the internet to learn English, the internet is useful for language learning, internet-based materials could enhance language learning, and the internet helped them acquire vocabulary, motivated them to learn English, and was an indispensable aid in the process of language acquisition. However, they claimed that their professors did not encourage them to use internet-based English language learning.

Correct use of the internet for teaching English could allow students to experience situations and circumstances that the students of 20 years back could only dream about. Through the use of technology, books and figures come alive and applicable to the real world.

In a study conducted by Yaghoubi, Malek, Iravani, Attaran, & Gheidi, (2008) on the solution for the hazed situation of web-based learning in Iran, it was found out that the internet made language learners to use the language in real communication situations. Wiburg & Butler-Pascoe (2002) also found that the internet is a good tool to learn English language vocabulary and grammar indirectly and makes the learning task more engaging, enthusiastic, and extended. As was shown in the results, 93 % of the participants mentioned that the internet helps them to learn English language, but 93% of the participants mentioned that their teachers or professors have never encouraged them to use internet as a language learning tool, perhaps, because of what Dilmaghani

(2003) concluded that there is yet the need of growing the realistic comprehension concerning the process of learning.

The use of ICT in e-learning has been promoted as being cost effective, convenient and increasing opportunities for life-long learning. It has also demonstrated several advantages over traditional learning, especially in allowing learning anytime and anywhere. Students could access online course materials independent of time and place to give way to reflection and permitting them to work on their own pace irrespective of race, sex, disability or appearance (Richardson & Swan, 2003; Swan, Shea, Frederickson, Pichette, Pelz, & Maher, 2000)

Challenges inhibiting the use of ICT
From the experience of the COVID-19 pandemics, the definition of the classroom has changed with the obvious on the growing demand and acceptance of online learning especially in private universities in the country. The English teacher needs to keep updating his instructional strategies to keep the students motivated. This is also one of the problems raised by the Association of Academic Staff of Universities in 2020 in their submissions to the Federal Government of Nigeria as demands to usher in the process of changing traditional education into a modern one.

Several challenges and risks inherent in the use of the internet ranges from age-inappropriate content, lack of verification of content, inappropriate advertisement that can harm or incite the child's ability to make rationale judgements and more. (Youth Protection Toolkit, 2009). This has made the use of the internet risky.

According to the International Society for Technology in Education (ISTE), Communication technology is changing things and language is not an exception. With the development of the Global System of Mobile communication (GSM), Emails, Fax and the likes, new words, expressions, and syntactic structures have emerged and infiltrated the linguistic continuum of users of the English language. The short-written messages (SMS) have almost taken over students' writing. The nature of text messages and features are short and brief and sometimes abbreviated, which affects students' writing and spellings. With increased connectivity, there is need to teach learners to become responsible digital citizens. This has to do with guiding the students' competencies in ways that are meaningful, productive, respectful, and safe.

This must be done through teaching them proper internet etiquettes to global community through sound judgements for developing digital citizenship.

There are social, health, security, and ethical issues that the teacher should familiarize with as Dilmaghani (2003), raises which also include the lack of realistic information literacy, budget and equipment shortages, and poor IT education on the part of the teachers.

Collis, (1996) paints another sad reality that most of the teachers find it difficult to use those internet-based gadgets effectively, which calls for the need to train the teachers so as to keep pace and be relevant with such emerging technologies. Collis (1996) makes clear that the English language teacher needs to be computer-savvy and to use it as a tool for teaching and assessment.

According to research, even though the ICT materials are considered effective and necessary in the teaching learning situation, many teachers still seem reluctant to use it in class due to lack of appropriate skills, insufficient time, limited and restricted access, and generally inappropriate conditions. (UNESCO, 2011) and this has become a great constraint to its effective use.

Conclusion
This paper discussed on the topic teaching with technology after post COVID as a gateway to effective English language teaching and learning. There is a technological gap between the progress of the society and instructional activities of the teacher in the classroom. In modern science and technological societies, education demands more knowledge of teacher regarding ICT and skills to use ICT in teaching-learning process. Teaching occupies an important position in Nigeria and the use of ICT helps the teacher to update new knowledge and skills to use the new digital tools and resources. By using and acquiring the knowledge of ICT, the Language teacher will become more effective which can be applied in future for the betterment of the students. Nowadays, ICTs are transforming schools and classrooms by bringing in new curriculum based on real world problems like COVID.

The use of ICT provides tools for enhancing learning, providing teachers and students more facilities and opportunities for feedback. The internet has become a very important part of our lives. A life without the internet is unimaginable. Technology provides greater avenue for interaction between teacher and students. One can learn and teach with technology. Learning

English through the internet, empowers the students with sharp listening, speaking, reading and writing skills. At the English lessons different topics can be treated using videos, exercises, games, and listening drills may be done. This will empower them with the necessary computer skills to have access to resources like flashcards, alphabet sheets, writing sheets, phonics sheets, downloadable topics of English and latest articles. To do this, we need to understand how we learn a language and how to use technology to teach a language.

Teaching through ICT is more interesting and best than face-to-face communication. The lectures, notebooks, home works, assignments, projects make annoy students. Therefore, there is a need to generate a system so that the students can enjoy their lessons. This done, will shift education from teacher centered to learner centered but with the teacher playing a crucial role. ICT improves the learners listening, speaking, reading and writing skills creating a new culture for learning.

There is also the need for the teacher to use and handle technology appropriately to the optimum. These net sources provide adequate materials for beginners, intermediate and advanced learners thereby making its use easy. Obviously, ICT is believed to act as the gateway to the world of information and helps teachers to be updated. The teacher can use websites to post class schedules, assignments requirements and even samples for students and parents' use.

The way forward
To enact this vision of e-learning using ICT to teach English lessons in Nigeria, the following should be noted as paramount:

1. The quality of professional development of teacher education depends on the extent of ICT integration in teacher education programme. The government and schools need to support teachers in accessing the needed technology, adequate infrastructure and technical support with the basic computers needed for take-off at least from the secondary level.

2. The teachers need continuous professional development courses to incorporate technology in their English language classrooms. For many teacher preparation institutions, the transition to ICT-enabled preparation and professional development will entail rethinking instructional approaches and techniques, tools, and the skills and expertise of the

educators who teach in these programs. The rethinking should be based on a deep understanding of the roles and practices of educators in environments in which learning is supported by technology.

3. The English language curriculum should become integrated with technology to enhance the teaching and learning of language skills. This should become integral part of the classroom activity because students will collaboratively learn better through application of ICT in all subjects especially, English.

4. There should be stimulated teacher interest preparation programmes to prepare future teachers in the ICT technological oriented materials for each subject, pedagogy theory and practice images as recommended by UNESCO in 2011.

5. Teachers must have the knowledge and skills to use new digital tools to help all students to achieve high academic standard. Therefore, it should be used to store information for students to retrieve easily.

6. Teachers should be made to use technology in the classrooms like projectors, laptops, Desktop, and memory sticks.

7. Thorough study and inclusion of equipment and necessary infrastructure in all institutions should be backed upon. Nigeria should be resourceful and provide adequate infrastructure and technical support in all subjects through the use of application software, using multimedia, Internet e-mail, communities, understanding system software.

8. Encourage the use of technology in the classroom such as Laptops, LCD projector, Desktop, EDUCOM, Smart classes, and Memory sticks. This is because the knowledge of computer literacy is paramount to the ability to use these gadgets.

9. Create awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.

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