

PERCEPTION AND UTILIZATION OF ONLINE RESOURCES FOR ORAL ENGLISH INSTRUCTION AND PRACTICES IN THE CLASSROOM.

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Abstract

This study investigated secondary school teachers perceptions and utilization of online resources for teaching oral English in secondary schools in Oye-Ekiti. Despite the increasing availability of digital tools, there is limited understanding of how these resources are integrated into teaching practices, the challenges encountered, and teachers' attitudes towards their use. The study sought to answer three research questions. A checklist and descriptive method of survey design was employed. Data was collected from 50 teachers across the sampled secondary schools in Oye-Ekiti. A well-structured, validated questionnaire was used for the study. Test-retest method of reliability was used for its reliability, the scores were collated using PPMC (Pearson Product Moment Correlation) with coefficient of 0.78. The coefficient was deemed sufficiently reliable for the study. Findings revealed secondary school teachers in Oye-Ekiti face several challenges in integrating online resources into their teaching of oral English. Ranging from inadequate training to effectively integrate online resources into their oral English teaching, lack of access to reliable internet limited availability of technological devices and difficulties in identifying suitable online resources. Also, teachers were found to be less confident using technology for teaching oral English. This suggests that many teachers may lack the necessary digital competence or experience in integrating technology into oral English lessons. From the foregoing, there is a need for targeted professional development, institutional support to boost teachers' confidence and digital competence, continued motivation and encouragement to adopt innovative teaching practices.

Keywords: Perception, Integration, Utilization, Online Resources, Teachers of English Instruction

Introduction

Communication has been an integral part of human life since the earliest times, with individuals utilizing a range of methods to interact with one another. The significance of language cannot be understated, as people must communicate effectively to coexist harmoniously and conduct their daily interactions with those around them. One language which has stood the test of unification of man over many years is the English language. It is a widely used means of communication either as the major language or as a means of official communication (second language) in

others. One important area of English language study which all learners or non-native speakers of the language need to learn effectively and use efficiently to be proficient in pronunciation is Oral English. This aspect of the English language is vital because it enhances the effective pronunciation of words and the speaking skills of the speaker. In Nigeria, the English Language is a subject taught from primary school, through secondary school to the tertiary level of education. It is a compulsory subject for all pupils and students. Since it is the official language of the country, and all citizens

must be well-grounded in it – spoken and written.

However, it has been observed that learning a foreign language, especially Oral English, poses serious challenges to learners in Nigeria given the fact that they come from different cultural and linguistic backgrounds (Olajide, 2010). Consequently, students learning the language as a second language frequently experience problems relating to oral proficiency which are evident in their inappropriate pronunciations (phonemes) which is a result of being a new language or the interference of native language (Usma & Mustafa, 2014). Learners require high oral English proficiency to meet Standard English benchmarks. Because of this, it becomes germane for teachers of the English Language to engage in new methodologies and resources in ensuring that Oral English teaching and learning become seamless for both teachers and students in secondary schools in Nigeria.

In this 21st century, technology has become the knowledge transfer highway in most countries and plays a pivotal role in the language teaching and learning process. Hence, many educational institutions across Nigeria are already incorporating ICT in their language classrooms. The evolution of Technology has led to the emergence of online resources designed to support teaching and learning processes across various educational domains. A broad collection of online resources is available, which includes interactive multimedia presentations, educational videos, virtual simulations, and online learning platforms (like YouTube, Skype, Blogs, etc.), among other resources. Several methods of teaching Oral English using online resources have been proposed by researchers. One approach

involves incorporating multimedia elements, such as videos and audio recordings, to provide authentic language input and stimulate oral communication (Almekhlafi & Almeqdadi, 2019). Additionally, interactive online platforms and virtual simulations offer opportunities for students to engage in real-life language scenarios, practice speaking skills, and receive immediate feedback (Chen & MacNeil, 2018). Furthermore, the integration of social media and online collaborative tools enables collaborative learning experiences, fostering peer interaction and language development (Nikolov & Zhechev, 2014).

Secondary schools appear to have unique challenges in teaching oral English due to factors such as limited resources, infrastructure constraints, and linguistic diversity among students. Many of the current teaching methods are still traditional and do not utilize the potential of existing technology. Despite these challenges, educators are increasingly exploring the potential of online resources to supplement traditional teaching methods and enhance the quality of English instruction. In the specific context of this study, there is a notable gap in research concerning teachers' of English perceptions and utilization of online resources for teaching Oral English in secondary schools. This study aims to address this gap by delving into the unique perspectives and experiences of teachers of English regarding the integration of online resources in Oral English instruction. However, the extent to which teachers perceive and utilize online resources in the teaching and learning of oral English remains relatively unexplored within this specific context.

Statement of the Problem

Despite the increasing availability and potential benefits of online resources in education, there appears to be a lack of understanding regarding how secondary school teachers of English under this study perceive and utilize these digital tools for teaching and learning oral English. These tools offer videos and interactive activities, but from experience and information from colleagues while on teaching practice in the sampled schools for this study; teachers of English perception, utilization, and practices concerning the online resources into classroom practices is not encouraging and may jeopardize the students' speaking skills in English. Observations have revealed that teachers of English language need to be aware of their perception and utilization of the available online resources at their disposal. This research is therefore aimed at investigating teachers of English's perceived issues and effective utilization of digital technologies to enhance oral English proficiency among secondary school students.

Research Questions

1. What are the key components of oral English that secondary school teachers in Oye Ekiti emphasize in their teaching?
2. What challenges do secondary school teachers in Oye Ekiti face in integrating online resources into their teaching of oral English?
3. What are the attitudes of secondary school teachers in Oye Ekiti towards the use of technology for teaching oral English?

Oral English Proficiency

Oral English refers to the spoken aspect of the English language. It encompasses the skills and abilities

required for effective communication through speech, including pronunciation, intonation, fluency, and comprehension in various contexts such as conversation, presentations, discussions, and public speaking. According to Adelana (2022), one important area of English Language study which all learners or non-native speakers of the language need to learn effectively and use efficiently to be proficient in pronunciation is Oral English. This aspect of the English language is vital because it enhances the effective pronunciation of words and the speaking skills of the speaker. The provision of adequate instruction in oral English is regarded as a sine qua non to the acquisition of the basic skills of the language. Oral English was introduced in 1977 as part of the English Language paper in the teachers' grade II certification examination in Nigeria. Presently this component of the subject constitutes a sub-section in English Language papers in NECO, TCII and WAEC examinations and also receives prominence in English Language syllabuses, especially in our secondary schools. Consequently, learners of English language as a second language are mostly faced with the problem of oral proficiency in terms of appropriate pronunciation of its sounds (phonemes) either by being a new language or mother tongue or first language interference. There has been emphasis on the quest for Standard English, hence; an English language learner must aim at proficiency to a degree of the standard form (Standard English or Received Pronunciation). This enables the learner to acquire adequate competence for the practical purpose of everyday communication. It is on this note, that much emphasis and effort should be placed on the teaching of oral English

because it will help the learner to develop his or her pronunciation sufficiently to permit effective communication with both native speakers and non-native users (Usman, 2014).

However, in the era of globalization and advances in information technology, the ability to communicate in English is becoming increasingly important for students. Spoken English is a skill needed to interact with international colleagues and to access scientific resources and the latest information (Richards & Morse, 2013). The use of technology in learning spoken English has become a significant concern in the educational context in the current digital era. Emerging technologies, such as mobile applications, online learning platforms, and audio or video recordings, offer new opportunities to enhance students' spoken English learning. This technology can provide a more interactive, flexible, and exciting learning experience, which suits the needs and preferences of today's digital generation (Wang et al., 2021).

Empirical Review

Research on the use of technology in learning English has been carried out by various researchers with various focuses. Adelana (2022) analysis delves into the integration of technology for teaching Oral English in secondary schools across Nigeria. He highlights teachers' favourable attitudes towards leveraging technology to enrich Oral English instruction. Additionally, he emphasizes that technological resources contribute to heightened engagement and efficacy in learning, surpassing conventional approaches. His study further underscores the necessity for ongoing teacher development in utilizing

technology for Oral English pedagogy. Fernandez et al (2022) emphasise the constructive influence of technology in aiding the instruction of both segmental and suprasegmental aspects of language, while also acknowledging certain educators' oversight in teaching pronunciation. Adams (2019) examined the impact of personalized learning in digital education, highlighting how adaptive learning technologies can cater to individual students' needs and improve learning outcomes.

Adewale (2020) explored the implications of the digital divide and ICT integration in Nigerian education, focusing on the challenges and opportunities presented by online resources. His findings indicated that while online resources have the potential to bridge educational gaps, disparities in access to technology and internet connectivity remain significant barriers. Clark (2021) investigated the accessibility of online education, emphasizing the importance of making digital learning resources available to all students, regardless of their geographical location or socio-economic status. The result of his findings showed that online resources greatly enhance learning opportunities for students in remote areas, though consistent access to electricity and the internet are critical factors. Lee (2020) focused on interactive learning tools in digital education, assessing their impact on student engagement and learning outcomes. His findings revealed that students using interactive tools demonstrated higher levels of engagement and better retention of language skills, including pronunciation and vocabulary. Ogunleye (2021) examined the role of e-learning management systems in enhancing students' learning experiences in

Nigerian universities. The study utilized a descriptive survey design, collecting data from students and faculty members on their use and perception of e-learning platforms. Results indicated that e-learning systems provided significant benefits in terms of flexibility, access to a variety of learning materials, and improved communication between students and instructors.

Popoola (2019) explored the effectiveness of online resources in language learning, specifically looking at tools such as language learning apps and online videos. The study employed a quasi-experimental design, where one group of students used traditional learning methods and another used online resources for learning Oral English. The results showed that the group using online resources performed better in oral proficiency tests and exhibited greater improvement in pronunciation and conversational skills. Wilson (2021) investigated the need for keeping educational content up-to-date in the digital age, focusing on how regularly updated online resources can enhance learning outcomes. The study used content analysis to examine the frequency and quality of updates on various educational websites and platforms. Findings suggested that platforms with frequent updates provided more relevant and effective learning materials, which in turn improved student performance.

Additionally, (Usman, 2014) scrutinized the challenges faced in teaching oral English within Nigerian high schools, shedding light on obstacles like interference from mother tongues, inadequately trained teachers, and resource shortages. He underscored the significance of oral communication skills and proposed remedies such as heightened motivation, enhanced

teacher capabilities, and hands-on lessons. Employing questionnaires, the study collected insights from educators and students in four institutions. Central discoveries emphasized the necessity for continual rehearsal, guidance, and language labs to elevate oral English competence.

Jiang et al. (2023) investigated teachers' perceptions of online resources across various fields, uncovering substantial diversity in attitudes toward embracing online resources as standard practices, yet minimal divergence in fundamental perceptions of online resources themselves. They argue that the majority of teachers acknowledge the utility of online resources but regard them primarily as supplementary aids rather than substitutes for conventional approaches. Their research additionally advocates for enhanced online resource infrastructure, recognition of disciplinary traits, and teacher instruction in pedagogy, educational psychology, and technology to augment the efficacy of online learning. The empirical framework of the cited works collectively highlights the complex factors influencing attitudes towards technology usage in language classrooms.

In a similar vein, Adeoye and Adigun (2020) found that teachers who adopted digital tools reported increased student interest and engagement in language lessons, attributing this to the interactive and multimedia capabilities of such tools, which supports the positive impact of technology on student engagement and highlights the importance of teacher attitudes in successful technology integration. Adomi (2021) concluded that adequate training and professional development significantly enhance teachers' confidence and competence in using

digital tools, underscoring the importance of professional development in shaping positive attitudes towards technology usage in education. Ogunleye and Adewale (2021) discovered that some teachers exhibited resistance to technology due to a lack of training and confidence, and infrastructural challenges, such as unreliable internet access, were significant barriers to technology adoption, highlighting the challenges and negative attitudes that can impede the successful integration of technology in language classrooms. Oke and Alabi (2019) identified infrastructural issues, including inadequate technological resources and unreliable internet access, as major obstacles, contributing to frustration and reluctance among teachers to embrace digital tools, providing empirical evidence on the infrastructural challenges that affect technology adoption and contribute to negative attitudes towards its use.

In a study conducted by Popoola (2019) it discovered that students who frequently used technology in their personal lives had a more positive attitude towards its educational use, appreciating the convenience and interactive nature of online resources, which improved their learning outcomes, demonstrating the positive impact of technology on student attitudes and language learning outcomes and emphasizing the role of familiarity with digital tools. Positive attitudes are often linked to adequate training, resource availability, and personal familiarity with digital tools, leading to enhanced student engagement and learning outcomes, while

negative attitudes are frequently associated with a lack of training, confidence, and infrastructural challenges, underscoring the need for targeted interventions to address these issues and foster a more conducive environment for technology integration in education.

Methodology

The study employed a survey method to investigate teachers' perceptions and utilization regarding the online resources in oral English instruction. This approach was chosen to sample the opinions and views of teachers effectively. The study population consisted of all teachers of English language in secondary schools within Oye Local Government, Ekiti State. A simple sampling technique was employed to address the large teacher population in selected schools. Fifty (50) teachers were selected from secondary schools in Oye Local Government. A well-structured, validated questionnaire with a reliability coefficient of 0.78 was administered. Descriptive research statistics, of frequency counts and percentage calculations, were employed to analyse the data further and draw meaningful conclusions regarding teachers' perceptions and utilization of online resources in the instruction and practices of oral English

Results and Findings

Research Question 1: What are the key components of oral English that secondary school teachers in Oye Ekiti emphasize in their teaching?

Table 1: The key components of Oral English that secondary school teachers in Oye-Ekiti emphasize in their teaching

S/N	Items	SA (%)	A (%)	SD (%)	D (%)	TOTAL (%)
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1.	Pronunciation is a primary focus in my teaching of oral English.	26 52%	20 40%	1 2%	3 6%	50 (100)
2.	Teaching vocabulary is crucial in my oral English lessons.	16 32%	25 50%	3 6%	6 12%	50 (100)
3.	I regularly include listening exercises to improve students' comprehension skills in oral English.	26 52%	20 40%	1 2%	3 6%	50 (100)
4.	Fluency is a key component in my oral English teaching approach.	25 50%	15 30%	4 8%	6 12%	50 (100)
5.	I prioritize teaching correct grammar usage in spoken English.	6 (12)	8 (16)	25 (50)	11 (22)	50 (100)
6.	I incorporate conversation practice in my lessons to enhance students' speaking skills.	3 (6)	4 (8)	36 (72)	7 (14)	50 (100)

Item 1 indicates that 26 (52%) respondents out of the total respondents strongly agreed, 20 (40%) of the respondents agreed, 1 (2%) of the total respondents strongly disagreed with the item and 3 (6%) of the total respondent disagreed. This shows that that most of the respondents strongly agreed that pronunciation is a primary focus in their teaching of oral English.

Item 2 shows that 16 (32%) respondents out of the total respondents strongly agreed, 25 (50%) of the respondents agreed, 3 (6%) of the total respondents strongly disagreed with the item and 6 (12%) of the total respondent disagreed. It is implied that most of the respondents agreed that teaching vocabulary is crucial in oral English lessons.

Item 3 indicates that 26 (52%) respondents out of the total respondents strongly agreed, 20 (40%) of the respondents agreed, 1 (2%) of the total respondents strongly disagreed with the item and 3 (6%) of the total respondent disagreed. This implies that most of the respondents strongly agreed that they regularly include listening exercises to improve students' comprehension skills in oral English.

Item 4 indicates that 25 (50%) respondents out of the total respondents strongly agreed, 15 (30%) of the

respondents agreed, 4 (8%) of the total respondents strongly disagreed with the item and 6 (12%) of the total respondent disagreed. This shows that most of the respondents strongly agreed that fluency is a key component in my oral English teaching approach.

Item 5 shows that 6 (12%) respondents out of the total respondents strongly agreed, 8 (16.0%) of the respondents agreed, 25 (50%) of the total respondents strongly disagree with the item and 11 (22%) of the total respondent disagreed. The implication of this on the study is that most of the respondents strongly disagreed they that prioritize teaching correct grammar usage in spoken English.

Item 6 indicates that 3 (6.0%) respondents strongly agreed, 4 (8.0%) of the respondents agreed, 36 (72%) of the total respondents strongly disagree with the item 7 (14%) of the total respondent disagreed. The implication of this on the study is that most of the respondents strongly disagreed that incorporate conversation practice in my lessons to enhance students' speaking skills.

Research Question 2: What challenges do secondary school teachers in Oye Ekiti face in integrating online resources into their teaching of oral English?

Table 2: Challenges Secondary School Teachers in Oye Ekiti Face in Integrating Online Resources into Their Teaching of Oral English

S/N		SA (%)	A (%)	SD (%)	D (%)	TOTAL (%)
1	I have received adequate training to effectively integrate online resources into my oral English teaching.	0(0)	5 (10)	34 (68)	11 (22)	50 (100)
2	Limited access to reliable internet connectivity hinders my ability to use online resources in teaching oral English.	14 (28)	13 (26)	13 (26)	10 (20)	50 (100)
3	I find it challenging to identify suitable online resources for teaching oral English.	34 (68)	4 (8)	10 (20)	2 (4)	50 (100)
4	There is insufficient technical support available to help me use online resources effectively.	7 (14)	18 (36)	14 (28)	11 (22)	50 (100)
5	Students' limited digital literacy skills impede the effective use of online resources in oral English instruction.	25 (50)	8 (16)	6 (12)	11 (22)	50 (100)
6	Time constraints make it difficult for me to incorporate online resources into my teaching.	36 (72)	7 (14)	3 (6)	4 (8)	50 (100)

Item 1 indicates that 0 (0%) respondents out of the total respondents strongly agreed, 5 (10%) of the respondents agreed, 34(68%) of the total respondents strongly disagree with the item and 11 (22%) of the total respondent disagreed. This shows that majority of the respondents strongly disagree that they have received adequate training to effectively integrate online resources into their oral English teaching.

Item 2 indicates that 14 (28%) respondents strongly agreed, 13 (26.0%) of the respondents agreed, 13 (26.0%) of the total respondents strongly disagree with the item, and 10 (20%) of the total respondent disagreed. This implies that some of the respondents strongly agreed that limited access to reliable internet connectivity hinders their ability to use online resources in teaching oral English.

Item 3 reveals that 34 (68%) respondents out of the total respondents strongly agreed, 4 (8%) of the

respondents chose agreed, 10 (20%) of the total respondents strongly disagree and 2 (4%) of the total respondent disagreed. It can be observed that most of the respondents strongly agreed that they find it challenging to identify suitable online resources for teaching oral English.

Item 4 indicates that 7 (14%) respondents out of the total respondents strongly agreed, 18(36%) of the respondents agreed, 14 (28%) of the total respondents strongly disagreed and 11 (22%) of the total respondent disagreed. This shows that there is insufficient technical support available to help teachers use online resources effectively.

Item 5 shows that 25 (50%) respondents strongly agreed, 8 (16.0%) of the respondents agreed, 6 (12%) of the total respondents strongly disagree with the item and 11 (22%) of the total respondent disagreed. This implies that teachers strongly agree that students'

limited digital literacy skills impede the effective use of online resources in oral English instruction.

Item 6 indicates that 36 (72%) respondents out of the total respondents strongly agreed, 7 (14%) of the respondents agreed, 3 (6.0%) of the total respondents strongly disagree with the item, and 4 (8.0%) of the total respondent disagreed. This shows that

majority of teachers strongly agree that time constraints prevent them from incorporating online resources into their oral English teaching.

Research Question 3: What are the attitudes of secondary school teachers in Oye Ekiti towards the use of technology for teaching oral English?

Table 8: Attitudes of Secondary School Teachers in Oye Ekiti towards the Use of Technology for Teaching Oral English

S/N		SA (%)	A (%)	SD (%)	D (%)	TOTAL
1	I feel confident using technology to teach oral English.	11(22)	13 (26)	22 (44)	4 (8)	50 (100)
2	Integrating technology into oral English lessons enhances student engagement.	25 (50)	15 (30)	5 (10)	5 (10)	50 (100)
3	I am motivated to incorporate new technological tools into my oral English teaching.	34 (68)	4 (8)	10 (20)	2 (4)	50 (100)
4	Using technology in teaching oral English improves students' pronunciation and listening skills.	34 (68)	10 (20)	2 (4)	4 (8)	50 (100)
5	I believe that technology can make oral English instruction more effective.	25 (50)	11 (22)	6 (12)	8 (16)	50 (100)
6	I am willing to attend training sessions to improve my technological skills for teaching oral English.	3 (6)	36 (72)	4 (8.0)	7 (14)	50 (100)

Item 1 indicates that 22 (44.0%) respondents out of the total population strongly disagreed, 13 (26.0%) of the respondents agree to the item, 11 (22%) of the total respondents strongly agree while 4 (8%) of the total respondents disagree. This implies that majority of the respondents are not confident in using technology to teach oral English

Item 2 reveals that 25 (50.0%) respondents strongly agreed it to the item, 15 (30.0%) of the respondents agreed, 5 (10%) of the total respondents strongly disagree and 5 (10%) of the total respondents disagree. This shows that most of the respondents agree that students engagement in the classroom can be enhanced through technology

Item 3 shows that 34 (68%) respondents strongly agreed to the item, 4 (8%) of the respondents agree to it, 10 (20%) of the total respondents strongly disagree and 2 (4%) of the total respondents disagree. This shows that most of the respondents are positive towards incorporating new technology.

Item 4 indicates that 34 (68%) respondents strongly agree, 10 (20%) of the respondents agree to the item, 2 (4%) of the total respondents strongly disagree and 4 (8%) of the total respondents disagree. This shows that positive disposition towards using technology in teaching pronunciation and listening skill.

Item 5 shows that 25 (50%) respondents strongly agreed it, 11 (22%) of the respondents agree, 6 (12%) of the total respondents strongly disagree and 8 (16.0%) of the total respondents disagree. This shows that most of the respondents rated their enthusiasm for learning new technological tools for teaching oral English.

Item 6 indicates that 6.0% respondents strongly agreed 36 (72%) of the respondents agree to the item, 8.0% of the total respondents strongly and 7 (14%) of the total respondents disagree. It can be observed that most of the respondents are willing to attend training session on technology usage.

Discussion of Findings

The discussion of findings was carried out based on the research questions that guided the study. Research Question One: What are the key components of oral English that secondary school teachers in Oye Ekiti emphasize in their teaching? The research question reveals that secondary school teachers in Oye Ekiti place substantial emphasis on pronunciation, vocabulary, and fluency in their oral English instruction. A significant majority of teachers (72%) and (80%) prioritize pronunciation and fluency, respectively, reflecting their focus on fundamental aspects of students' spoken English. This emphasis aligns with best practices in language teaching that underscore the importance of clear and fluent speech for effective communication (Smith, 2018). This commitment indicates a strong dedication to developing students' core spoken English skills, which are vital for proficient language use. However, the relatively lower emphasis on grammar (48%) and conversation practice (50%)

suggests that teachers may be overlooking the importance of comprehensive language skills that integrate accuracy with practical use. While pronunciation and fluency are crucial, a balanced approach that also includes grammar and conversational practice would likely provide a more holistic language education. This gap implies that secondary school teachers might need to enhance their focus on these areas to ensure well-rounded language development, thereby addressing both accuracy and practical communication skills.

Furthermore, the high priority given to vocabulary teaching (82%) and listening exercises (92%) underscores the teachers' recognition of the need for a strong language foundation and improved comprehension. These components are essential for developing students' overall oral proficiency, enabling better understanding and use of the language (Johnson & Turner, 2020). The focus on these elements, coupled with the lower emphasis on grammar and conversation, suggests that while teachers are fostering essential language skills, there is room for a more balanced approach to cover all aspects of language proficiency comprehensively.

Research Question Two: What challenges do secondary school teachers in Oye Ekiti face in integrating online resources into their teaching of oral English?

The research question reveals that secondary school teachers in Oye Ekiti face several challenges in integrating online resources into their teaching of oral English. Ranging from inadequate training to effectively integrate online resources into their oral English teaching, lack of access to reliable internet limited availability of technological devices and difficulties in

identifying suitable online resources. These challenges reflect broader barriers to technology integration in education, such as infrastructure limitations and inadequate technical support (Miller & Sweeney, 2019). The prevalence of these difficulties indicates that the teachers' ability to effectively use online resources is constrained by their technological environment. Additionally, challenges related to technical support and training further exacerbate the difficulties faced by teachers corroborating Ogunleye and Adewale (2021). These findings highlight the need for comprehensive training and technical assistance to support teachers in integrating technology into their teaching practices (Harris & Hofer, 2018). Addressing these issues is crucial for improving the effective use of online resources and enhancing overall instructional quality. Thus, providing better support and resources is essential for overcoming these barriers and optimizing the use of technology in education.

Research Question Three: What are the attitudes of secondary school teachers in Oye-Ekiti towards the use of technology for teaching oral English? A significant portion of respondents (44%) strongly disagree with feeling confident using technology for teaching oral English. This suggests that many teachers may lack the necessary digital competence or experience in integrating technology into oral English lessons. Previous studies have identified limited technological proficiency as a major barrier to effective ICT integration in language teaching. Teachers may feel overwhelmed by digital tools, especially when not adequately trained or supported by their institutions. This is in line with Adelana (2022) who advocated for Teacher development in utilizing

technological tools. This lack of confidence could stem from Insufficient training opportunities. Limited exposure to technology-based teaching methods Fear of making mistakes when using unfamiliar tools. Without building teachers' confidence, the adoption of technology in oral English instruction remains limited.

Also, 50% of the respondents strongly agree that technology enhances student engagement in oral English lessons. This indicates that despite some teachers lacking confidence in using technology, many recognize its potential to improve classroom dynamics and make learning more interactive. This is corroborated in Adeoye & Adigun (2020) that technology can facilitate pronunciation practice, encourage student participation, and promote autonomous learning through multimedia resources.

With 68% of teachers agreeing, it appears that most are motivated to integrate new technologies into their teaching practices. This positive attitude suggests that teachers are open to innovation and recognize the value of using modern tools for language instruction. However, motivation

A substantial percentage (68%) agree that technology improves oral English skills such as pronunciation and listening. This reflects teachers' recognition of the benefits of incorporating multimedia tools (e.g., audio recordings, speech analysis software, interactive apps) in oral English instruction. These findings align with existing research that underscores the positive impact of technology on language proficiency development (Popoola 2019). Half of the respondents strongly agree that technology improves instructional effectiveness. The strong agreement highlights a growing

acceptance of integrating digital tools to enhance learning outcomes. A majority (72%) of respondents agree on their willingness to engage in professional development to improve their technological skills. This finding is encouraging, as it demonstrates teachers' readiness to overcome their lack of confidence (identified in Item 1) through capacity-building initiatives.

Conclusion

Based on this research, it can be concluded that Secondary school teachers' perceptions of online resources indicate a generally positive attitude toward using technology for teaching oral English, despite existing confidence gaps. While teachers recognize the benefits of technology for student engagement, skill improvement, and instructional effectiveness, the data reveals a need for targeted professional development, institutional support to boost teachers' confidence and digital competence, continued motivation and encouragement to adopt innovative teaching practices. However, the challenges faced by secondary school teachers, including training adequacy, infrastructural issues, pedagogical difficulties, institutional support, student preparedness, and time management concerns may hinge on the positive attitude towards the use of online resources for teaching oral English.

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