INTEGRATING ICT INTO ENGLISH LANGUAGE TEACHING AND LEARNING USING SUPPORTING PEDAGOGICAL RIGOUR IN NETWORKED TEACHING (S PRINT) STRATEGIES

BY

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Abstract

Covid-19, political instability, insecurity, and labour strikes made people, educational institutions, and nations to face psychological pain, fatigue, occupational breakdown, fear, and reduced social, face to face interaction across diverse contexts leading to massive disruptions in socio-economic life and intensified lack of operation in education institutions across countries. These challenges disrupted education and made switching to virtual classes in public schools very difficult due to lack of facilities and required digital skills to run virtual classes in Nigeria. Consequently, this paper presents a programme that aims to outline how an innovative blended learning and teaching strategy called Supporting Pedagogical Rigour in Networked Teaching (SPRINT) can be used to enhance language teachers' pedagogical and digital skills competences in Nigeria. A mixed research method was used to design, implement, and assess the programme. The programme involved 183 pre-service teachers as participants. Qualitative and Quantitative data was gathered and analysed using the British Council mixed approach. The results indicate that using SPRINT strategies to integrate ICT into language course teaching online has diverse effects and implications that can enhance teaching, learning and digital skills in teachers and students. The paper recommends that the SPRINT course should be integrated into Pre-service and In-service teacher training curriculum and the quality assurance assessment frameworks to strengthen the capacity of language teachers, education should be made more effective using a multidisciplinary approach and further research should be done to identify opportunities inherent in each challenge, which should be used as leverage to progress.

Keywords: COVID-19, SPRINT, Integrating ICT, Language teacher education, Multidisciplinary approach, Nigeria

Introduction and Background Information

The World Health Organization (WHO) declared COVID-19 outbreak as a public health emergency of International concern and as a pandemic on 30 January 2020 and 11 March 2020 respectively. With the emergence of Covid-19 people and nations faced psychological distress, fatigue, occupational burnout, fear, stigma, reduced social, face to face interaction across diverse contexts leading to massive disruptions in socio-economic life of many countries. Additionally, political instability, insecurity and labour strikes prolong and worsen lack of operation in education institutions within countries. As the COVID-19 pandemic strains national economies and budgets there by increasing inequalities, drop-out rates and learning losses in education, the need to enhance domestic education capacities and ensure that education remains a priority for national development has never been more pressing.

These challenges disrupted teaching and learning in Nigeria as many students were kept out of schools and made switching to virtual classes in public schools very difficult due to lack of facilities and teachers with required digital skills to run virtual classes.

Furthermore, research indicates that the rate of student attendance, teacher's innovative teachin g capacities and the general educational standards in Nigeria deteriorated with the advent of C OVID-19, labour strikes and increasing insecurity (Ofemile, 2021a; Ataguba, 2020). However, in view of the disruptions caused by the COVID-19 pandemic, political, insecurity and labour st rikes, schools in Nigeria want to promote social distancing and upgrade their capacity to provid e high quality teaching in classrooms. Thus, there is the need to understand how these challenge s can be turned into opportunities for transforming language education systems to be more resili ent, effective, and efficient because there are silver linings in every dark cloud.

Moreover, there is the need for innovativ e blended learning approaches such as the British Council's Supporting Pedagogical Rigour in Networked Teaching (henceforth SPRINT) strategies to be systematically applied into the educ ation system in order to turn these challenges into opportunities for progress in the education sy stem at all levels. Following these, the paper provides an overview of SPRINT training p rogramme that encourages trainer and teacher development through the implementation of inn ovative blended teaching methodology. This will lead into a more detailed consideration of wha t SPRINT approaches to teaching and learning are. There is also the practical use of SPRINT st rategies to teach and learn Introduction to literature and literary appreciation on WhatsApp platf orm with students as participants.

From the last quarter of 2021 to the first quarter of 2022, we spent six weeks working intensivel y as participants on a train the Master Trainer (MTs) course on SPRINT and Stimulating Teach er Resourcefulness in Digital Education (STRIDE) organised by the British Council in Nigeria. After successfully meeting the graduation requirements and getting certified as Master Trainers my colleagues and I spent six weeks within the first and second quarters of 2022 training 51 gr oups of FCT teachers on SPRINT funded by the British Council. Subsequently, a national strik e was held for over six months by academic staff of tertiary institutions in Nigeria. The strike c reated an opportunity to organise and implement a programme using SPRINT strategies to tea ch pre-service student teachers in English department of FCT/COE Zuba Abuja, ENG:114 Intr oduction to Literature and Literary Appreciation course and train them on using SPRINT pedag ogic strategies.

LITERATURE REVIEW Literature review focuses on ENG 114, and SPRINT as outlined below.

ENG 114 Introduction to Literature and Literary Appreciation This cou rse is outlined by the National Commission of Colleges of Education (NCCE) in the Minimum Standard (National Commission For colleges of Education (NCCE), 2020, pp. 31-32). ENG 1 14 is titled Introduction to Literature and Literary Appreciation. It is a compulsory course with 2Credit units. The general objectiv es of ENG 114 are as follows 1) This course prepares stu dents for all other literature courses in the NCE syllabus. 2) Students are introduced to the great critical debates in Literature. 3) It also gives students a panora mic knowledge of the history of literature and practical criticism

The ENG 114 course outline include

1) Nature and meaning of literature.
2) Generic divisions of literature: Prose, Drama, Poetry, Literary Criticism
3) Functions of literature and literary appreciation.
4) Relationship between form (techniques/style) and content (Subject matter/theme/messa ge).
5) Classification of figures of speech – contrast, sound effect, grammatical construction, si milarities, etc.
6) What is literary appreciation?
7) Oral Literature, its nature, performance, occasions, forms, means of transmission and fu nctions.
8) Distinguish between Oral Literature and written forms of Literature.
9) Introduction to field research in Orature e.g., recording of songs, transcription, analysis, etc.
10) Performance in Orature
11) Performance in orature. A repetition of topic 10 with a strong focus on practical perform ance by students. Students should be made to do same as part of course requirements.
12) Students should be made to study songs, poetry, entertainment, and ritual performances, story-telling, folktales, incantations, dirges, praise-songs, satirical compositions, etc.
13) Apart from a study of Orature in existing texts, students should be required to bring sam ples from their respective backgrounds for analysis and evaluation using appropriate me thods of research in Oral Literature.
14) Methods of analysis of practical samples (National Commission For colleges of Educati on (NCCE), 2020)

Gender sensitivity and gender balance are critical considerations used in the selection of authors For the purpose of illustration, a few texts should be randomly selected in areas of prose, drama and poetry for intensive critical analysis /practice. (National Commission For colleges of Education (NCCE), 2020).

The British Council 's Supporting Pedagogical Rigour in Networked Teaching (SPRINT)

The main aims of this innovative SPRINT teaching course include to familiarise the participant s with a range of techniques and strategies for teaching online in an effective and pedagogically comprehensive manner. Participants will learn how to teach online synchronously (in real time) via WhatsApp and video conferencing, and also asynchronously (not in real time). Although thi s course uses primary and secondary materials for English, Maths and Basic Science to demonst rate strategies and techniques, the innovative online teaching principles and lesson structures ar e applicable to any subject and age group. (British Council, 2021)

The learning outcomes specifically state that by the end of the SPRINT course participants will have:

- a deeper understanding of online teaching & online teacher presence.
- learned how to structure a WhatsApp live lesson & understood the principles that under pin it.
- explored strategies for effective synchronous & asynchronous work.
- considered how to help your learners become more independent online.
- explored how to support collaborative and inclusive learning online.
- learned how to include gender-sensitive teaching strategies in your classes.
- explored the principles of blended learning.
- considered how to track your learners' progress online & how to involve parents/guardia ns in this.
- explored effective online correction, feedback, and assessment.

To achieve these aims, the SPRINT programme is predominantly a practical course that emplo ys team teaching (i.e., working and presenting in pairs/small groups) and peer-review (where th e participants prepared and presented short segments during sessions which were then reviewed by their peers). As a sub-aim the peer-review provided the participants with observation practic e, experience in giving constructive feedback and encouraged reflection.

SPRINT course consists of a total of 40 hours works spread into 6 core modules that take place over six weeks:

Module 1 — Teaching online

Module 2 — Synchronous Teaching Skills

Module 3 — Asynchronous & Independent Learning

Module 4 — Inclusive & Collaborative Learning

Module 5 — Blended Learning

Module 6 — Feedback & Assessment Online

Each module in SPRINT course contains eight tasks used in the reported programme to align E NG with SPRINT as outlined in the methodology section with estimated timeline for each task which each participant is expected to complete in the week assigned:

Task 1 — Activate: This short introductory task activates trainee's knowledge and engages them in the module topic. Estimated time: 20 minutes.

Task 2 — Explore I: This task explores the first of the key module topics in more depth. Estimated time: 20-30 minutes.

Task 3 — Explore II: This task continues to explore the module topic(s) and provides further input. Estimated time: 20-30 minutes.

Task 4 —Explore III: This task continues to explore the module topic(s) and provides further input. Estimated time: 20-30 minutes.

Task 5 — WhatsApp Live Lesson: In this task trainees take part in a live lesson via WhatsApp as a 'learner', and then share their thoughts on the experience. Estimated time: 45 min utes lesson; 15-30 minutes debrief.

Task 6 — Reflecting on WA lesson: In this task trainees (1) reflect on the teaching skills that were demonstrated in the live WhatsApp lesson in Task 5 in more detail and (2) take part in a live session with the trainer and course colleagues. In the live session trainees explore key teaching skills for live lessons in both WhatsApp and video-conferencing and discuss their learning in this module.

Task 7 — WhatsApp Live Lesson: In this task trainees review what they have learned about

online teaching in the module. Estimated time: 20-30 minutes

Task 8 — WhatsApp Live Lesson: In this task trainees apply what they have learned in the module to their own current or future online teaching context.

Estimated time: 30 - 45 minutes.

Based on my experience as TESOL teacher educator, ICT, Sprint, and Stride Master trainer, the Sprint programme like Stimulating Teacher Resourcefulness in Digital Education (STRIDE) also engenders the development of basic ICT/digital skills that can aid teachers resourcefulness in digital education. The British Council (2021) indicate that the trained teachers learn and develop strategies, techniques, and skills for:

- Making the best of bandwidth available;
- using search engine and web browsers;
- managing password and security;
- information review;
- using keyboard shortcuts;
- working with text;
- working with images;
- formatting text;
- completing a worksheet;
- organising documents;
- saving and sharing their work in different formats;
- working with spreadsheets;
- finding useful tools for teaching online such as classroom timers, quiz makers writing prompts etc

These skills enhance teachers' ability to enrich pedagogical accuracy in developing and implementing innovative teaching approaches that can promote teaching and learning diverse subjects including languages in the education system . These SPRINT skills and strategies were used In the reported WhatsApp programme by the participants to demonstrate basic ICT/digital skills, pedagogic abilities, and knowledge of ENG114 topics when answering questions set by the teacher trainer. The ENG114 topic are listed as tasks in the SPRINT tasks in the methodology section.

How SPRINT promotes inclusion and gender balance in schools SPRINT as an innovative teaching approach is perceptive because developing and applying SPRINT strategies involves a process through which teachers continually reflect upon, learn about, and adapt their teaching practices to meet the varied needs of their diverse learners as they engage in an exploration of rigorous and relevant content (McConnell, Conrad, & Uhrmacher, 2020).

The perceptive nature of SPRINT training makes its integration into the teacher training curriculum very necessary because this will produce perceptive teachers who from experience possess eight qualities of perceptive teaching.

McConnell, et.al (2020) explain that these qualities are tied to the teacher and classified in two groups. The first "Who I am" describes personal and professional qualities of perceptive teachers and the second "What I do" covers what perceptive teachers do in classrooms following McConnel, et.al (2020) explanations as outlined below:

Who I am According to McConnell, et.al (2020) SPRINT training makes teachers open minded, caring, develop heightened sense of awareness, and to always use authentic resources. Teachers that possess these personal and professional qualities create a very perceptive approach to classroom interaction. Open-mindedness is being receptive and amenable to new ideas, situations and people which enhances inclusion because no student or fresh idea is rejected rather incorrect ideas are used as teaching points. This according to McConnell, et.al (2020) makes learners to feel safe and accepted in classrooms.

Heightened sense of awareness is linked to being conscious of one's emotions, thoughts, actions, character, and individuality. McConnell, et.al (2020) indicate that this enables teachers to understand and reflect upon their own values, culture, beliefs, and practices; always actively getting to know their learners; and open to feedback from students and peers. This quality is passed unto learners through active learning content in the SPRINT course tasks 6 and 7 that use activities such as self-review of their own work and peer review of others' works to promote personal awareness, team awareness, contextual awareness and goal awareness that enables both teachers and learners to understand how each person feels and is affected by a situation, gain understanding of relationships and identify the best way to solve a problem for all concerned as well as to support people with constructive feedback to consider the best way to work towards an identified solution to a problem.

Caring is to believe all students are worthy; build ethical relationships with learners and others; create safe learning spaces. This quality enables learners also feel safe and accepted, it enables them to understand both the risks and rewards of seeking new knowledge and understanding it. A caring teacher creates an active classroom that provides for involvement, interaction, and socialization, along with a business-like approach to getting the job done. McConnell, et.al (2020) also reveal that Authenticity is to always present genuine information during interactions; appropriately open with students and others. The authentic teacher possesses the quality of being transparent and the ability to creates a clear synergy of content and learning together by being open to learners even when they do not know an answer. Authentic teachers treat such moments as opportunities for teachers and students to learn together from failure and gaps in knowledge. Authentic teachers do not present themselves as all knowing rather, they are humble and self-assured thus, they are able to build genuine relationships with their students that boost authenticity in learners too.

What I do These are things that the perceptive teacher does in the classroom to make learning active, inclusive and gender sensitive as done in SRINT trainings. These include personalising learning experiences, teaching with intention and enabling students to develop autonomy.

Personalizing the learning/educational experience: Teachers provide multiple ways for students to engage with content; integrate cultural perspectives into the classroom as part of learning (McConnell, et.al., 2020).

Teaching the whole person by viewing students as individuals and supporting learners' academic, social, and emotional growth using learner-centered approaches. These according to McConnell, et.al (2020) include the use of pair-work, group-work and individual work.

Secondly from a humanistic perspective, learning is viewed as an activity that involves the learner as complex human beings with a lot of learner difference factors such as age, motivation, per

sonality, learning strategies, learning levels, background and learning styles that often influenc e how perceptive teachers plan and implement learning activities in the classroom. For example visual learners respond to pictures, images, colours because for them seeing aids learning. Aud itory learners learn by hearing things while kinaesthetic learners learn with movement, hands-o n tasks, and practical activities. SPRINT approaches cater for these by using multimodal conten t such as text, pictures, film clips, voice notes, images to present content, assess learners and tea ch learners to use them digitally.

Teaching with intention: Teachers make curricular and instructional decisions based upon curre nt students' needs and interests.

Developing autonomy: Teachers help students think critically, develop problem-solving skills, and become agents of change in their lives

Gender-sensitive teaching strategies
McConnell, et.al (2020) and British Council (2021) seperately explain that SPRINT as an inno vative teaching technique provide guidelines on what teachers can do to make sure they are payi ng equal attention to boys and girls in their classrooms and offering praise for correct answers a nd good work regardless of gender for classroom activities. For example, task 4.1 focuses on ge nder -sensitive teaching strategies. These strategies cover teachers' attitudes towards boys and girls at home, school, and classroom in a bid to handle the problems that can exist in the classroo m. The second part focuses on tips for countering gender bias in the classroom by teachers: W hen these guidelines hat align with UNICEF inclusion principles (2017) are implemented effect ively, they promote inclusion, gender balance and sensitivity during classroom interaction with out bias. Thus, Teachers using these guidelines: t

- Ensure educational materials are free from gender stereotypes.
- Challenge gender stereotypes when they hear or see them. For example, if someone say s that boys are better at science, teachers should ask them why they think so. Listen to th eir reasons and be ready to counter them – gently and remind them that there are a lot of women Science teachers;
- Challenge expectations of professions typically associated with a particular gender, for example include a female construction worker or soldier and a male secretary or nurse.
- call on all learners equally to answer questions and contribute to the class;
- praising all learners for all aspects of their contributions in class
- Use inclusive language, avoid single gender labels the term 'guys,' policemen, business man, customs man, which may make female students feel excluded, use gender-neutral pronouns like 'everyone.', police officer, , business person, customs officer, teach these keywords to the learners too. Be careful with pronouns when talking about professional or categories of people in general for example, a medical doctor has to focus 100% on th eir patients instead of his or her to show that the doctor might be a man of woman.
- Do not refer to stereotypical characteristics like 'boys don't cry' or 'girls don't fight' wh ich limits understanding of gender roles.
- Address phrases like 'you play like a girl' or 'man up,' and point out the gender implicat ions of these statements and help find alternative phrasing.
- Avoid segregating boys and girls into separate classroom activities, separate sports activ ities, and contextualised mix seating up in the classroom.
- Ensure any educational materials used show genders in equal measure.
- Mix boys and girls to work on projects together.
- Explore gender concepts and roles from different communities.

- Actively use positive role models from learners' context to enhance gender equity for e xample, male and female inventors, political leaders, entrepreneurs with innovative ide as and projects
- Help students identify instances of gender bias, through awareness activities or historica l events, laws, and cultural changes.

METHODOLOGY The met hodology unit covers project aims, participants, procedures, tasks, and data gathering and anal ysis approaches as outlined below.

Research Project Aims and participants The o nline programme Integrated ICT into language teaching and learning Using SPRINT strategies. The general aims of the online teaching programme include to turn the strike period into teachin g and learning period thus creating an opportunity to use SPRINT to teach pre service student te achers in English department of FCT/COE Zuba Abuja, ENG:114 Introduction to Literature a nd Literary Appreciation course and also train them on using SPRINT pedagogic strategies. SPRINT strategies are used in the onlin e programme with a focus on how they are used in teaching and learning in language education. The programme was implemented practically online on a WhatsApp platform. The programme research assessed the participants' ability to use digital skills to learn Introduction to literature a nd literary appreciation as well Sprint strategies. One other aim is to identify learner perceptions regarding use of SPRINT strategies to teach and learn ENG 114 online. This was achieved by u sing SPRINT and Language learning assessment and presenting analysis of participants' feedb ack and assessment as defined by the British council (2021)**.**

The project involved 183 participants (Male 93) (Female 90) The participants are all pre-service English language teachers and students of the English Department of the FCT College of Education Zuba, Abuja Nigeria.

Procedure/tasks

The mixed data gathering and analysis techniques used are implemented as done in the British council innovative sprint and stride techniques. they are used because sprint is designed and implemented by the British council. Participation in the project was conducted over a period of twelve weeks. The WhatsApp chats were held nearly every day during the study at a time that was perceived to be convenient for many participants. The online teaching programme was imp lemented using a timetable designed by the teacher trainer. The participants collaborated with the teacher educator to design the code of conduct on the platform in order to guide all members on what to be said, posted or presented on the platform. The time table with ENG 114 topic outlines and SPRINT techniques and tasks was designed and presented to all the participants online. The time table was implemented effectively to ensure that all the topics. The participants were tasked with doing literature and literary appreciation tasks using SPRINT strategies as shown below: As outlined in the literature review, each module in SPRINT course contains eight tasks with estimated timeline for each task which each participant is expected to complete in the week assigned: ENG 114 tasks were used as modules to demonstrate SPRINT strategies as outlined below

Task 1 — Activate: This short introductory task activates trainee's knowledge and engages them in the module topic. Estimated time: 20 minutes. ENG114 Task. Introduce ENG114 to the class by stating and making definitions of all the nature and meanings of literature. Then

placing them on the platform using a convenient module that all can use to easily read and get your posting from the platform into their devices.

Task 2 — Explore I: This task explores the first of the key module topics in more depth. Estimated time: 20-30 minutes. ENG114 Task. Re-Introduce ENG114 to the class by making a list of all the ENG 114 topics and placing them on the platform using a convenient module that all can use to easily the list from the platform into their devices.

Task 3 — Explore II: This task continues to explore the module topic(s) and provides further input. Estimated time: 20-30 minutes. ENG114 Task. From your SPRINT and ENG114 learning experiences. Each group should select any ENG114 topic then set up tasks that will effectively enable participants to explore strategies for effective synchronous & asynchronous literary appreciation work for placement as group and individual presentation on the WhatsApp platform.

Task 4 —Explore III: This task continues to explore the module topic(s) and provides further input. Estimated time: 20-30 minutes. ENG114 Task Use any previously unused ENG 114 topic to demonstrate how you at individual, pair and small group and whole class levels can teach and learn in order to support collaborative and inclusive Literature and literary Appreciation teaching and learning online

Task 5 — WhatsApp Live Lesson: In this task trainees take part in a live lesson via WhatsAppas a 'learner', and then share their thoughts on the experience. Estimated time: 45 minutes' lesson; 15-30 minutes debrief. ENG114 and programme task. Download and Fill Forms A1 & A2. A1 is for SPRINT strategies while Form A2 focuses on ENG114 objectives and course topics. State clearly your answers to the three sub-sections in Form A which include: What went well for me in the training; What did not go well for me in the training; what I think will make things better for me in the training as your suggestions/ recommendations. Present your feedback orally on the platform and send the forms to me via email

Task 6 — Reflecting on WA lesson: In this task trainees (1) reflect on the teaching skills that were demonstrated in the live WhatsApp lesson in Task 5 in more detail and (2) take part in a live session with the trainer and course colleagues. In the live session trainees explore key teaching skills for live lessons in both WhatsApp and video-conferencing and discuss their learning in this module.

Task 7 — WhatsApp Live Lesson: In this task trainees review what they have learned about online teaching in the module. Estimated time: 20-30 minutes

Task 8 — WhatsApp Live Lesson: In this task trainees apply what they have learned in the module to their own current or future online teaching context. Estimated time: 30 - 45 minutes.

The reflective, review, and assessment tasks. Programme reflective task. Download Form A1 and A2, B, and C to evaluate the training programme using the evaluation criteria listed in each of the forms. Form A1 (Reflective Feedback) is for SPRINT while Form A2(Reflective Feedback) is for ENG114. Form A focuses on: What went well for me in the training; What did not go well for me in the training; What I think will make things better for in the training.

Form B you tick your agreement level with each idea. Please tick √ in the box with your appropriate answer. SA = Strongly Agree, A= Agree N= Neutral D= Disagree SD= Strongly Disagree

Then below the table tick the answers that match your WhatsApp Experience appropriately. Form C you evaluate each idea using this criteria listed below the table

- *Effective*: the participant shows an acceptable level of skill in this competency.
- *Needs support*: the participant shows a need for more training, support and/or practice t o reach an acceptable level of skill in this competency.
- *n/a* (*not applicable*): there is no evidence for this competency currently; the participant has not yet had an opportunity for this competency to be put into practice.

The task sheets and FORMS A1, A2, B1 B2 and C were used to assess participants' communicative competence, technical ability in and device affordances for using SPRINT techniques to learn online and analysed qualitatively and quantitatively. Participants' views gathered from answering the questions in the Form analyses were tabulated on a spread sheet and given systematic qualitative interpretation using Inductive Thematic Analysis (Clark et.al, 2019). The participant quotes presented in the findings are representative of the themes they discuss as is the practice in Human-Computer Interaction research (Clark, et al., 2019). This enabled the teacher educator and researcher to produce tabulated transcriptions of the participants' feedback and assessments.

Results, Data analysis and Discussion

Results and discussion focus using qualitative/thematic and quantitative analysis of the feedba ck and assessment by 183 participants. One hundred and eighty-three students were sampled and all the participants representing 100% filled and su bmitted the open-ended questionnaire. The following questions were presented in a matrix with three headings and respondents were expected to fill in these include.

- Question 1: What went well for me in the online training sessions:
- Question 2. What did not go well for me in the online training sessions
- Question 3: What I think will make the online training sessions better.

A content analysis was done in two stages. The first stage focused on the whole views expressed when answering the questions with 25 reference numbers as presented in table 1. The second sta ge combined all the 25 ideas under the emerging themes that are presented in the emerging them es outlined below table 1.

Student Participants were expected to express their opinions and perceptions on what worked f or them, what did not work well, how to make things better and any other remarks. They were n ot limited to any given number. The students' reflective feedback are grouped under the themes as statements and questions showing respondents that expressed the same views.

Table 1: Student Reflective Feedback

Student Needs Assessment

FORM C used for analysing form A

R No.	**Working for me**	**Did not go well for me**	**To Make things be tter**	**Remarks**
1	Content delivery; use of multimedia on Wh atsApp	Inadequate internet; due to i nadequate electricity, Time; not listening critically	Spend more time on tasks; make discussi ons free ended; bein g intentionally prov ocative	

2	Videos; good explanations; involving everybody	Long explanations	Clear instructions
3	Lesson organisation	Generalised instructions	Clear instructions
4	Tasks; group work and using literature to demonstrate SPRINT techniques	Not linking Literature with some sprint ideas. Instead, literature topics are used to demonstrate the application of SPRINT techniques	Define registers used in Sprint topic
5	Lecture handout; working through them		Building upon knowledge gained in lectures
6	Working sheets and videos		Recap to clarify concepts
7	Videos; pair group exercises	Time increasing individual student talking time	More debates; pair and group discussion
8	Use of videos	Time consuming tasks	Increase TTT; redefine tasks
9	Group work	-	Groups should be formed voluntarily
10	Engaging activities	Activities management	Good Activity management
11	Teaching materials useful		Reduce TTT to create time for activities
12	Tutor has a pleasant personality; good explanations; useful seminar materials		Clarity of instructions
13	Topics, materials, group work fascinating	instructions/tasks are sometimes vague	Send PPTs as feedback; keep to time
14	Group discussion; good focus on topics	No consideration for learners with challenges	Stop printing materials to preserve the environment; keep to time
15	Group discussions; effective feedback; engaging materials	Timing, generalised instructions	More explanations, recap seminars
16	Tutor is very approachable, extra materials, clear explanations	Time due to internet failure	Make PPTs accessible
17	Effective coverage of	Not telling us what to take d	Clarify important in

	content, constructive building on lectures, ppts	own as notes.	formation for assess ment
18	Consolidation of lect ures and specifying w hat is important for as sessment		Give more individu al work; identify cor rect answers as feed back
19	Feedback, videos, dis cussion provide a wel l-rounded view and th orough explanation o f the topics	Time; due to power failure a nd loss of internet service	Time management
20	Evidence of good se minar plan; mastery o f content		Show enthusiasm; more group discussi on, less directed fee dback
21	Group work, useful se minar sheets; videos	Timing due to inadequate el ectricity power and internet services	More videos on the platform
22	Useful teaching mate rials, video, group dis cussion	Time	Use more videos an d interactive materia ls; Time
23	Made content easy to understand. Material broken down to mana geable chunks		Continuation of gro up work; more whol e class discussion; i ndependent work
24	Well explained tasks		More independent /i ndividual work
25	Raises challenges, us e of videos to support learning	Increase TTT	Give more time to f ocus on handout

Emerging themes

Based on the feedback in table 1 above the themes emerging from the students' feedback on the three questions are outlined below. The students' feedback on what works for them indicates that they perceived content delivery and coverage, use of Power Point presentations (PPT) , engaging activities, textual and performance analysis, the lecturer's personality, the demonstration of student's understanding of literature through assessment using academic writing skills, self and peer assessment of student's academic and digital works, the promotion use of videos, group work; handouts, engaging activities; tutor's personality; challenging tasks; breaking content into manageable chunks; explanations; use of extra materials; using literature topics to demonstrate applying SPRINT techniques, Remaining on topic, and thus consolidating on course outline. Enhancement of the literature and literary appreciation skills using SPRINT strategies during the lectures is good for academic literary appreciation and criticism. In addition, they also found working for them, group work, lecture handouts, and engaging activities such as textual analysis, performance analysi

s of performance, writing critiques, performance of oral literature samples, presenting criticism, dram a, and other tasks in the classroom.

The lecturer's personality and teaching approach are found to be positively working for the students, as shown in the lecturer's tendency to give assignments of challenging tasks to students, break course content into manageable portions in the course outline, give good explanations, use and share extra materials, remain on topics and thus strengthen the lectures, and use community-based forms of oral and written literature.
In addition, students also found working for them the lecturer's actions during the online lectures, literature, and Sprint course contents that enable and engender students to demonstrate an understanding of the artistic and cultural significance of literature through assessment, use of academic writing principles to do literary appreciation and criticism of literature, self-assessment and peer assessment of student's Sprint and literary appreciation skills, and the promotion of the four language skills using activities and tasks. Furthermore, they found that as students worked positively, using Sprint strategies, skills, and principles integrated into literary appreciation tasks engendered the enhancement of their digital skills use.

The students' feedback on what does not work for them. Students identified the online lecture weaknesses as things not working for them. to include long, thorough, and time-consuming explanations, Inadequate internet service and electricity power. Generalised explanations in some cases; too many instructions per task; Time management issues due to inadequate electricity and internet services; time consuming and hard tasks; no room for learners without computers and electronic devices when sharing materials; not specifying content areas of concentration for note taking during online lectures. Letting students do a lot of the talking; students' inability to freely access literature texts, conference books of reading, and international academic journals. Expected excellent application of academic writing skills to correctly produce literary critiques; no direct physical linkages between literature with some SPRINT ideas rather literature topics are used to demonstrate the application of SPRINT tasks and strategies. Not telling students what to take as lecture notes during lectures. Lecturer increased student talking time in some lectures. Some concepts are not easily understandable such as the PEEL paragraph structure because it is very unfamiliar to students in Nigeria unlike students in the United Kingdom who are taught the topic in primary and secondary schools.

Table 2Quantitative Analysis of students' assessment of SPRINT competences

	Online Teaching Competencies The Course Participant…	Evaluation Effective	Needs Support	*Not applicable*	TOTAL
1	… has developed basic technology skills.	178	2	3	183
2	… understands the design principles of synchronous online lessons in the Nigerian context, e.g., via WhatsApp and/or video conferencing platforms.	183	0	0	183
3	… can articulate effective strategies for integrating the 4Cs into online teaching practices.	180	1	2	183
4	… can articulate effective strategies for synchronous online teaching.	183	0	0	183
5	…understands the principles behind choosing asynchronous online tasks for learners, and how these can foster independent learning.	181	2	0	183
6	… is familiar with typical issues and challenges of delivering and completing asynchronous tasks for learners in the Nigerian context, and has strategies for dealing with these.	183	0	0	183

7	… understands the principles of UDL, collaborative learning, diff erentiation, diversity and/or gend er-sensitive approaches and how these can be integrated into onlin e teaching.	182	1	0	183
8	…understands the principles for designing blended lessons.	183	0	0	183
9	…understands how to track learn er progress in synchronous & asy nchronous work.	180	3	0	183
10	… understands the challenges th at can arise with learners self- or peer-assessment and has strategi es for dealing with these AND/O R has a range of strategies and ac tivities to provide learners with f eedback online	183	0	0	183

For the assessment of the students' SPRINT skills, each student was expected to assess skill s and strategies that are effective using the three evaluation criteria below.

1. Effective: the participant shows an acceptable level of skill in this competency.
2. Needs support: the participant shows a need for more training, support and/or practice t o reach an acceptable level of skill in this competency.
3. N/A (not applicable): there is no evidence for this competency currently; the participant has not yet had an opportunity for this competency to be put into practice.

The results from the 183 students at the end of the programme show that 178 students have deve loped the basic SPRINT technology skills, while 2 students need more training and 3 found it inapplicable.The 183 participants effectively understand the design principles of synchronous online lessons in the Nigerian context, via WhatsApp and/or video conferencing platforms. 180 particip ants can articulate effective SPRINT strategies for integrating the 4Cs into online teaching pract ices. However, 1 participant needs more training while 2 participants found it unapplicable beca use they did not have the opportunity to put the competence in practice.The whole participants c

an articulate effective strategies for synchronous online teaching 181 participants understand the principles behind choosing asynchronous online tasks for learners, and how these can foster independent learning. But 2 participants still need more training, support and/or practice to reach the acceptable levels of skills in this SPRINT competency.

The 183 participants indicated that they are effectively familiar with typical issues and challenges of delivering and completing asynchronous tasks for learners in the Nigerian context, and they have strategies for dealing with these effectively. 182 participants indicate that they understand the SPRINT principles of Universal Design for Learning (UDL), collaborative learning, differentiation, diversity and/or gender-sensitive approaches and how these can be integrated into online teaching. While 1 participant need further training and practice to reach acceptable level of competency. All the 183 participants. indicated that they effectively understand the principles for designing blended lessons.

180 participants effectively understand how to track learner progress in synchronous & asynchronous work. While 3 participants need more training and practice to achieve the required level of competency in this SPRINT skill. Finally, all the participants effectively understand the challenges that can arise with learners' self- or peer-assessment, and they have strategies for dealing with these as well as a range of strategies and activities to provide learners with feedback online.

Table 3: Students' assessment of the effects of WhatsApp Chat on students' literary appreciation and digital skills

SN	**Please indicate your agreement with the following statement.**	**SA**	**A**	**N**	**D**	**SD**	**TOTAL**
1	I am addicted to WhatsApp, and this is a challenge that affects some of my literary appreciation and SPRINT skills.	170	10	3	0	0	183
2	Using WhatsApp has made me unable to manually copy meaningfully.	90	80		13	0	183
3	Using WhatsApp has reduced my ability to list words in alphabetical order to demonstrate my understanding of generic divisions of literature.	0	0	0	10	173	183
4	Using WhatsApp has reduced my ability to put words in their correct sequence when writing poems or turning my poem into a short story.	0	10	0	90	83	183
5	Using WhatsApp has made me able to structure a WhatsApp live lesson & understand the principles that strengthen it in their correct categories.	170	10	0	3	0	183
6	Using WhatsApp has made me unable to effectively explore strategies for effective synchronous and asynchronous literary appreciation works.	10	163	0	0	10	183

7	Using SPRINT strategies on WhatsApp has made me able to effectively collaborate with co-learners and the lecturer in setting up ground rules for classroom interaction and respectful communication during presentations.	180	3	0	0	0	183
8	Using SPRINT strategies on WhatsApp has made me to be able to effectively do parallel reading and writing	183	0	0	0	0	183
9	Using SPRINT strategies on WhatsApp has made me to effectively explore the principles of blended learning and teaching of Literature,	170	13	0	0	0	183
10	Using SPRINT strategies on WhatsApp has made me able to effectively explore how to support collaborative and inclusive learning of literature and literary Appreciation online	183	0	0	0	0	183
11	Using SPRINT strategies on WhatsApp has made me able to effectively consider how to track my learners' progress online and how to involve parents and guardians in the learning process.	183	0	0	0	0	183
12	Using SPRINT strategies on WhatsApp Chat provides me with more opportunities and time to practice grammar and improve my writing skills.	93	90	0	0	0	183
13	Using SPRINT strategies on WhatsApp has made me able to effectively identify, create and use effective online correction, feedback and assessment strategies and digital tools that will enhance English language and literature teaching and learning online.	120	63	0	0	0	183
14	Using SPRINT strategies on WhatsApp has reduced my oral literature demonstration skills, such as performing drama, songs, ritual recitals, incantations, dirges and organizing entertainment events in groups or individually.	50	33	0	50	50	183

Key appropriate answer. SA = Strongly Agree, A= Agree N= Neutral D= Disagree SD= Strongly Disagree

This questionnaire is purposefully designed to collect information on the effects of Using SPRINT strategies to teach Introduction to Literature and Literary Appreciation on WhatsApp Chat on the Students' literary appreciation and digital Skills. Secondly it is also purposefully designed to collect information on the effects of WhatsApp Chat on Students' literary appreciation and digital Skills. Furthermore, the second section has five questions designed to make students identify their WhatsApp experiences appropriately shown and analysed below

Instruction: Please read through the questions below and tick √ the answer that matches your WhatsApp experience appropriately.

15. How long have you been reading the using WhatsApp?
    - One month -2
    - Two months-0
    - Three months and above—181
16. To what extent has using SPRINT strategies on WhatsApp improved your literary appreciation ability?
    - Great extent—183
    - Minimal-0
    - No improvement-0
17. Chatting on WhatsApp improves writing skills
    - True -170
    - False-13
18. Have your vocabulary and literary appreciation skills increased within the period of your chatting on WhatsApp?
    - No -0
    - Yes -183
19. The WhatsApp application setting enables you to fully interact with others through writi ng.
    - True-170
    - False-13
20. Using WhatsApp Chat increases students' efficiency in writing skills, such as copying, r einforcement activities, sentence linking & sequencing, composition skills, and integrati ng other language skills into writing.
    - True -170
    - False -13

Based on the students' responses, the themes that emerged from the statements in the questionn aire and the quantitative analysis are all outlined below. 170 students strongly agree, and 10 students agree that they are addicted to WhatsApp, which is a challenge t hat affects some of their literary appreciation skills while 3are neutral about this issue. 90 students strongly agree and 80 students agree that using WhatsApp has made them to be unable to manua lly copy meaningfully while 13 students disagree with this view. 10 disagree whil e 173 students strongly disagree with the view that using WhatsApp has reduced their ability to list words in alphabetical order to demonstrate their understanding of generic divisions of literat ure. Using WhatsApp has reduc ed my ability to put words in their correct sequence when writing poems or turning my poem int o a short story. Only 10 students agree with this idea while 90 students disagree and 83 students strongly disagree with this idea. 170 strongly agree and 10 students agree while 3 disagree with the view that using WhatsApp has made students to be able to struct ure a WhatsApp live lesson & understand the principles that strengthen it in their correct catego ries. Using WhatsApp has made each participa nt unable to effectively explore strategies for effective synchronous and asynchronous literary a ppreciation works. 10 students strongly agree, while 163 agree but 10 students strongly disagree with this idea.

180 students strongly agree and 3 students agree with the idea that using SPRINT strategies on WhatsApp has made them able to effectively collaborate with co-learners and the lecturer in setting up ground rules for classroom interaction and respectful communication during presentations. The whole 183 student participants strongly agree that using SPRINT strategies on WhatsApp has made the participants to be able to effectively do parallel reading and writing. Using SPRINT strategies on WhatsApp has made each participant to effectively explore the principles of blended learning and teaching of Literature. The whole participants agree with this idea with 170 strongly agree while 13 agree. The whole 183 student participants strongly agree with the idea that using SPRINT strategies on WhatsApp has made them able to effectively explore how to support collaborative and inclusive learning of literature and literary appreciation online. Similarly, the 183 student participants also strongly agree with the idea that using SPRINT strategies on WhatsApp has made participants able to effectively consider how to track their learners' progress online and how to involve parents and guardians in the learning process. 93 participants strongly agree, and 90 participants only agree with the idea that using SPRINT strategies on WhatsApp Chat provides each participant with more opportunities and time to practice grammar and improve their writing skills. 120 participants strongly agree, while 63 participants agree with the idea that using SPRINT strategies on WhatsApp has made each participant able to effectively identify, create, and use effective online correction, feedback, and assessment strategies and digital tools that will enhance English language and literature teaching and learning online. 50 participants strongly agree and 33 participants agree, but 50 participants strongly disagree and 50 disagree with the idea that using SPRINT strategies on WhatsApp has reduced each participant's oral literature demonstration skills, such as performing drama, songs, ritual recitals, incantations, and dirges, and organizing entertainment events in groups or individually. The results of the second section of the questionnaire show that 181 participants have been reading using WhatsApp for three months and above, while 2 participants spent only one month. Secondly, all 183 participants indicate that using SPRINT strategies on WhatsApp has improved their literary appreciation abilities to a great extent.

Thirdly, 170 participants indicated that chatting on WhatsApp truly improves writing skills, while 13 participants believe that this is not true. Fourthly, the 183 participants indicated that their vocabulary and literary appreciation skills increased within the period of your chatting on WhatsApp. Fifthly, 170 indicated that the WhatsApp application enables a user to fully interact with other users through writing, but 13 participants view this as false. Finally, 170 participants indicate that it is true that using WhatsApp Chat increases students' efficiency in writing skills such as copying, reinforcement activities, sentence linking & sequencing, composition skills and integrating other language skills into writing. However, 13 participants indicated that this is not true.

Implications

Based on the results, there are some implications for integrating SPRINT strategies into language education teaching and learning.

SPRINT encourages frequent contact between students and teachers, which is a critical factor i n learner motivation and involvement. Teacher concern aids learners to get through challenging times, keep learning, enhance intellectual commitment, and encourages reflective learning. In a ddition, Sprint develops cooperation among learners because learning is enhanced as a team wo rk such as the use of pair and group strategies. These enable learners to share ideas and respond to others which improves thinking and deepens understanding. Teacher concern aids learners to get through challenging times, keep learning, enhance intellectual commitment, and encourages reflective learning. These by implicatio n make education very inclusive. An education system is inclusive if it includes all students, we lcomes, and supports them to learn and nobody should be excluded. Every learner, regardless of sex, has a right to inclusive education, including children with disabilities. Furthermore, inclusi ve education as a fundamental human right of all learners and a norm that values the well-being of all learners respects their inherent dignity and autonomy and acknowledges individuals' requ irements and their ability to be effectively included in and contribute to society (UNICEF, 201 7). These views imply that inclusion is a dynamic strategy of responding to learner diversity and seeing individual differences as opportunities for enhancing learning.

SPRINT skills enable teachers and schools t o promote teacher education by ensuring that there is excellence in teaching and learning, pro motion and creation of a positive learning climate that embraces students' diversity, and encour ages student interactions. Inclusion is achieved by schools when they use the IQM framework a s a guide in their inclusion journey. SPRINT uses active learning techniques because lear ning is not a spectator sport. learners do not learn much just sitting in classes listening to teacher s, memorizing pre-packaged assignments, and spitting out answers. Learners must talk about w hat they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. Learners must make what they learn part of themselves (Ofemile, 2021b; Abelega, 2020). This implies that teachers should give prompt feedback because when learners ca n identify what they know and do not know, they are able to focus their learning, which helps le arners to assess their existing knowledge and competence, thereby putting a value on what they know. SPRINT emphasizes time on task. This by implication equips learners and teachers with effective time management skills that are critical for personal, academic, and professional devel opment by enhancing effective learning and teaching. SPRINT techniqu es enable teachers to identify individual differences, showing that different learners bring differ ent talents, learning styles, and backgrounds to the classroom; value these diverse talents and w ays of learning; and, by implication, respectfully provide opportunities to learners to show their talents, experiences, and backgrounds; value them; and learn ways to work with them. Learning outcomes describe what a learner should be able to do in order to successfully complete a course of study. (Baume, 2009). Going by Baume's (2009) assessment, SPRINT learning outcomes o utlined earlier meet the following requirements, and by implication any other course that uses SPRINT strategies can also meet them for:

Active—describing what learners do Attractive —learners want to achieve it Comprehensible— learners know what each one means Appropriate- to learners' current goa ls and career plans

Attainable—most learners will mostly meet it; for example, not less than 70% of the participant s in the SPRINT and ENG114 - Literature and Literary Appreciation training met the graduatio n requirements and are now able to train other students. Assessable

—the outcome is visibly demonstrable when achieved, such as the use of digital skills in blende d teaching visible and accessible- learning outcomes are presented multimodally for learners to access

Recommendations

The recommendations on effective implementation are outlined below: SPRINT course with innovative teaching strategies needs to be integrated into pre-service and in-service teacher training curriculum. This is because based on the participants' assessments and feedbac k, integrating SPRINT into pre-service and In-service teacher training curriculum can enhance teacher capacity with a particular emphasis on the promotion of digital skills in education. In ad dition, there is the need to integrate SPRINT framework into the Nigerian teacher education Qu ality Assurance systemic strategies to set a standard for assessing digital skills and abilities in N igerian language education system at all levels. However, the education system and institutions should use a contextualised three-step curriculum integration process that begin s with needs analysis, then curriculum mapping, and finally integration. The process enables the system and institutions to cater for peculiarities at individual, disciplinary, and institutional leve ls. This will also require the use of multidisciplinary t eams at various levels to identify teachers and learners' needs. Provide relevant teachers', stude nts', and prospective students' career guidance. Provide personalised, confidential, impartial an d user centered one-to-one careers interviews with teachers, students, and prospective students, which will help them interpret a range of information available to them around careers and prog ression. Provide group workshops on a variety of careers related subjects including digital skills in education teaching and learning, careers learning activities, which help students understand t hemselves, their needs, and potential barriers and to develop skills around making successful de cisions; progression into higher education at various levels including the JAMB online application process and examination for prospective students.

Furthermore, the educational leadership , staff and other stakeholders have critical roles to play in ensuring effective implementation of SPRINT at unit, institutional, regional, and national lev els by designing and using a framework. Thus, there is the need for Nigeria to design a framework for assessing, the use of digital skills and to ols in teaching and learning, inclusion and gender equality in schools for use by school leaders hip, regulatory bodies for accreditation and grading at classroom, department, school, zonal, reg ional, and national levels. For SPRI NT inclusion to be implemented effectively in Nigeria as other innovative strategies are implem ented in other countries, All relevant stakeholders, authorities, and participants in Nigeria educa tional system need to define a set of inclusive principles together with practical ideas to guide th e transition towards policies addressing SPRINT inclusion in education as recommended by U NICEF (2017). The framework acco rding to UNICEF (2017) will cover these 8 elements of the Inclusion Quality Mark IQM Evaluative Framework

1. Inclusion Values of the School
2. Leadership, Management and Accountability
3. Curriculum – structure, learner engagement and adaptation
4. Learner Progress and the Impact on Learning
5. Assessment
6. Behaviour, Attitudes to Learning and Personal Development
7. Parents, Carers and Guardians

8. Links with Local, Wider and Global Community

Another innovative strategy used in SPRINT is multidisciplinary teams and co-teaching. A multidisciplinary team is a group of people who, according to Ofemile, (2021a) partner to achieve a shared goal;

• Believe that all team members have unique and needed expertise and skills and value each person's contribution;

• Distribute leadership throughout the team.

However, for multidisciplinary and co-teaching teams to be successful there is the need for effective coordination of activities along the spectrum of task severity and throughout the chain-of-service delivered by each member within the multidisciplinary and co-teaching service system (Ofemile, 2021a). In addition, implementation takes a number of ways. For team teaching, there is one teaching while one observes; parallel teaching where teachers co-plan lessons but the class in divided into two groups and each teacher handles ones group; alternative teaching, here small groups are taught based on learning deficiencies or gaps that need to be developed that are distinct from the larger group; team teaching where both teachers deliver the same lesson at the same time; one teach while the other assists, here one teacher takes the primary responsibility of teaching while the other plays the role of classroom manager who monitors students, observes where help might be needed which, enables the teacher to provide individual support to students having peculiar challenges; there is station teaching where specific activities are set up in specific stations set up in the classroom. Students can now move from one station to the other to do tasks that are all related to the overall objective /learning outcome.

Activity-based learning strategies can be designed using Baume's, (2009) spiral model as adapted below.

Teacher's role in this model is to provide appropriate support, monitor learners, make input, and give feedback.

1; teacher sets the scene, explains why the learning activity is important and answers questions from students;

2: When students are doing the activity, the teacher's role is to monitor progress and answer questions

3:Reviewing the activity requires that the teacher gives feedback and ensures that learners review their own work reflectively and peer feedback. For self-reflection, the teacher could give students guiding questions to ask and answer such as – what went well for me during this task? what did not go well for me? How will it be made better for me next time?

4:Identifying learning: this will be engendered by asking the questions: What have you learned from carrying out this activity and from previous activities?

5: Teacher should ensure that students apply what they have learned to authentic contexts practically and theoretically. SPRINT requires that trainees apply knowledge and skills gained in each lesson and activity to their contexts which they present on the learning platforms as my Share it in order to meet one of the requirements for SPRINT trainees to qualify for certification and graduation. Assessment as used in SPRINT should be contextually integrated into Language learning and teaching because it plays an i

mportant role in monitoring instructional inclusion and also provides data that is useful in maki ng decisions about a learner's individualised educational programming. These include formati ve assessment which is developmental. It provides information about learners' understanding a nd aids teachers to identify learner problems and give feedback on areas of improvement. There is informal assessment which is subjective and usually carried out during lesson activities whil e teachers are observing learners doing tasks and making judgements on how well the learners a re performing. Next is peer assessment where learners provide feedback to classmates on their work. There is self-assessment where learners monitor their own personal progress reflectively and decide how well they are doing and which aspects they need to work on.

Future research could focus on expanding SPRINT strategi es' integration to other courses in teacher education.

Conclusion

This paper discusses the opportunities, process and impact of teaching and learning Introductio n to literature and literary appreciation online using SPRINT strategies on WhatsApp and evalu ating the impact on users' literary and digital skills. The first approach evaluates the effect of u sing SPRINT strategies to teach and learn Literature and literary appreciation online on student s' digital skills. The second focuses on the impa ct of using WhatsApp platform to teach and learn on student teachers literary and digital skills a t diverse levels. Findings suggest that there is a positive case to be made for Integrating SPRIN T into Pre-service and In-service teacher training curriculum and the Quality Assurance assess ment frameworks to strengthen the capacity of language teachers, and education. These should be made more effective using collaborative multidisciplinary approaches in Nigeria's education al system at all levels to identify opportunities inherent in each challenge, which should be used as leverage to progress instead of using uncontextualized and vague approaches for integrating ICT strategies, devices, and principles into education.

This is supported by the results of the participants' feedback. How ever, the general impact of SPRINT strategies and online teaching and learning on participants' multidisciplinary skills are both positive and negative at all levels.

These effects could be the result of the context itself and the position in w hich users place digital resources in education and society with regards to the linguistic, pedago gic, literary appreciation and social characteristics they should be using. Future research in this area could focus on expanding these types of approaches to other courses in teacher education.

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