ASSESSING AVAILABILITY OF E-LEARNING RESOURCES FOR TEACHING ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN POSTCOVID-19 ERA IN AWKA SOUTH LGA.

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Abstract

The study investigated the availability of E-learning resources for teaching English language in public secondary schools in Awka South Local Government Area of Anambra state, Nigeria. The study adopted a descriptive research design and three research questions guided the study. The population of the study consists of 85 English language teachers in 18 public secondary schools in Awka South Local Government Area. There was no sampling because the population was manageable. The instrument for data collection was 18 item questionnaire validated by three experts two from the department of Educational Foundations and one from English department, Faculty of Arts all in Nnamdi Azikiwe University, Awka. The reliability of the instrument was determined using test-re-test method which yielded reliability co-efficient of 0.74. The data was analysed using frequencies and numbers as the statistical methods. The findings of the study revealed that the percentages of unavailable E-learning resources for teaching English language in public secondary schools are higher than the ones available. Based on the result of the findings, it was concluded that the unavailability of these resources could be hindering their utilization for the teaching of English language which invariably could be negatively affecting students' academic achievement in English language. It was therefore suggested among other things that these E-learning resources should be provided by the government and other concerned individuals particularly multinational organizations in the local government area.

Key words: Availability, E-learning, Teaching, English language.

Introduction

The emergence and explosion of Information and Communication Technology (ICT) over the past few years has brought drastic changes in the nature of the learning environment. This has brought a paradigm shift in the method of teaching and learning

especially alter the COvid-19 pandemic era from traditional face to face to a combination of the traditional methods and use of e-learning resources. Teachers are now seen mostly as facilitators of learning and the learner participating actively through the use of modern learning resources. English language as a core subject in the school system deserves utmost attention. The English language educators as professional teachers who impact knowledge necessary for effective performance of students n the language and other content area are equally expected to move in pace with innovations in the society.
In Nigeria, English language is the language of instructions and evaluation in various educational institutions. It is also considered the gateway to academic excellence, because proficiency in English language is regarded as a "sine qua non" for success in other subjects (Oladipupo, 2018). In its prominence Oluwole (2017) posited that English language is the ticket for gaining admission into all tiers of educational system in Nigeria. Moreover, English language in Nigeria plays a vital role in students' lives since most class assignment, test and external examination are set and done in English language (Mahmoud, 2013). So it demands that the study of English language be given adequate attention so that students can be proficient in its usage both in written and spoken form and be relevant anywhere they find themselves.

The education sector is not left out in the wave of technological development as the introduction of Electronic learning (E-learning) has revolutionalized teaching and learning process. Oluwole (2017) defined Electronic Learning as the presentation and delivery of lessons using the electronic media such as the web, internet or other multimedia facilities like computer, projector, television, audio visual cassette and radio disc. With the rapid progress in technology and advancement in learning system, (Craige, 2017) posited that e-learning is also expressed as the computer and network enables transfer of skills and knowledge for the diffusion of innovative teaching. With e-learning according to Chabra (2016) comes the process by which people acquire skills and knowledge for the purpose of enhancing their performance. E-learning according to Oye (2011) refers to the use of ICTs to enhance and support teaching and learning process. E-learning involves the use of electronic technology to deliver lessons and training, to monitor learners' performance and to report the learners' progress. E-learning is based on formalised teaching with the help of electronic resources such as desktop computer, interactive whiteboard, multimedia projector, teleconferencing device, digital pen, CD-ROM, electronic speaker etc. These e-learning resources are information handling tools used to produce, process, store and exchange information which provide an overview for teaching and interacting with learners of all ages.

Some of these resources have been acclaimed to assist learners in their learning when effectively used by the teachers.

Desktops Personal Computers: These are microcomputers whose case or main housing sits on a desk, with keyboard in front and monitor often ontop.

Tablet Personal Computers: A small screen (12) laptop PC in which data may be directly entered onto the screen with a special pen.

Notebook computers (laptop computers): A mobile computer that is operated with a battery away from power sources. Newer versions are now wireless and can connect to the Internet in wireless hotspots.

Interactive Whiteboard: A whiteboard surface that displays digital files from a computer via a data projector. It may function as a standard whiteboard i.e., teacher or student may write on it and then digitize the marked up material

Multimedia projector: The word is from multiple media meaning technology which presents information in more than one medium such as text, still images, moving images, and sound. It is the sequential or simultaneous use of variety of media format in a given presentation or self-studied programme.

Digital Television: This is similar to analogue TV but has the capacity to deliver rich multimedia learning experience. It can be used for both entertaining and instruction.

Teleconferencing device: This is the use of television video and sound technology as well as computer networks (including the internet) to enable people in different locations to see, hear and talk with one another.

Electronic Book(e- book): This is a non- editable book that is converted to a digital format to be read on any digital devices such as computer screens or mobile devices, e.g smartphones, a tablet e.t.c

Microphones: This is an instrument for converting sound waves into electrical energy variation which may then be transmitted or recorded.

Electronic speaker: It is a device that produces sound waves based on the electrical signals it receives. Speakers usually use along with a microphones.

Electronic- Reader (e-reader): It is a mobile electronic device that is designed primarily for the purpose of reading digital electronics books and periodicals.

Digital pen: This is an input device which captures the handwriting of a user and convert analog information created with pen and paper to a digital form of data, so it may be used in various application.

E-learning has also been promoted as a tool that can create greater motivation and lead to students' satisfaction to learning when compared with traditional method of face to face teaching and learning. However, there are factors that may affect the absence of e-learning resources in secondary school education such as, lack of competence in teachers about the resources, anxiety related to the use of new application, lack of information about the resources to the teachers, lack of provision and funds from the government and

poor maintenance to the available ones. When those e-learning resources are available in the school, it has the capacity to provide higher interactive potentials to the teachers and students as well and expose them to more information. Acquisition of ICT skills enable students gain deeper understanding of more complex concepts especially in English language and are more likely to recall information and use it to solve problem outside the classroom.

Statement of problem

During the COVID-19 pandemic in Nigeria, the educational, economic and several aspect of life come to a near standstill. Schools were closed down without immediate crisis management initiatives in place. The researchers observed that the only teaching and learning aid that the students could be reached from home in most public secondary schools in Anambra State and Awka south L.G.A in particular was through radio, which was not very effective in teaching English language. After the lock-down was lifted, schools re-opened and normal teaching and learning resumed. Students were largely seen wearing nose mask, but classrooms were overcrowded. There were hardly any social distancing involved. The situation could have been better if there were e-learning resources that the students could utilize to reduce their physical presence in school, thereby preventing the further spread of the virus. This makes the researchers feel the need to ascertain the e-learning resources that are duly available particularly for teaching English language in the area.

So the main purpose of the study was to ascertain the availability of E-learning resources available for English language teachers for teaching of English Language in public secondary schools in Awka South local government area; Identify the e-learning resources available for teaching English language in secondary schools in Awka South L.G.A. and ascertain the problems teachers encounter in using e-learning resources available for teaching English language in secondary schools in Awka South L.G.A.

Research Questions

What are the e-learning resources available for teaching English language in secondary schools in Awka South L.G.A?

Method

The study adopted a descriptive research design. This was to allow an in-depth description of the teachers view on the availability of e-learning resources for teaching English language. The population for the study was 85 English language teachers in the 18 public secondary schools in Awka south local government area. No sampling was done due to the manageable size of the population. The instrument used for data collection was a structured questionnaire titled Availability of E-learning Resources for Teaching of English Language Questionnaire (AELRTELQ) developed by the researchers. The instrument provided response to the two research question with 18

items. The questionnaire was constructed in a way that that the respondent had to respond in the mode of checklist: Available (A) and Not Available (NA). To establish the validity of the instrument, the questionnaire was validated by three experts; two from the Department of Educational Foundations, and one from English language department, Faculty of Arts, all from Nnamdi Azikiwe University, Awka. To ensure the consistency of the instrument,a test retest method of reliability was adopted. The Cronbach alpha was used to process the result. A reliability Coefficient of 0.74 was obtained. The data analysis was done using frequency and percentage. The cut-off point for accepting percentage score which was given to the response option was 50% with the decision rule that any score from 50% above was taken as Available while percentage scores below 50% was taken as Not Available.

Result

What are the e-learning resources available in teaching English language in public secondary schools in Awka South L.G.A?

Table: Frequencies and Percentages of E-learning Resources Available for

Teaching English Language in Public Secondary Schools in Awka South L.G.A. (N=85)

S/N	**Items**	**Freq.**	**%**	**Decision**
1	Television	71	83.52	**A**
2	Teleconferencing devices	10	11.76	**NA**
3	Overhead projector	29	34.11	**NA**
4	CD-ROM	34	40.00	**NA**
5	Multi-media projector	38	44.70	**NA**
6	Microphones	56	65.88	**A**
7	Video CD	47	55.29	**A**
8	Desktop computer	34	40.00	**NA**
9	Electronic speaker	61	71.77	A
10	E- reader	29	34.11	NA

11	E-books	13	15.29	NA
12	Notebook computer (Laptop)	34	40.00	NA

Data in Table 1 shows that 2, 3, 4, 5, 8, 10, 11 and 12 have below 50%. This indicates that the respondents are of the view that, teleconferencing devices, Overheard projector, CD-ROM, Multimedia projector, Desktop computer, E-readers ,E-books and Notebook computer (laptop) are the e-learning resources not available for teaching reading skills in English language in public secondary schools in Awka South L.G.A. The data in Table 1 also shows that items 1, 6, 7 and 9 have 50% and are available. This indicates that the respondents are of the view that Television, Microphones, Video CD, and Electronic speaker are the e-learning resources available for teaching English language in public secondary schools in Awka South L.G.A.

Discussion

The findings of the study revealed that e-learning resources are available for teaching English language in public secondary schools in Awka South LGA. This is based on the evidence that out of 12 listed items only 4 are available for teaching English language in public secondary schools in Awka South L.G.A. Teleconferencing devices, Overheard projector, CD-ROM, Multimedia projector. Desktop computer, E-reader, E-books and Notebook computer (laptop) are the e-learning resources not available for teaching reading skills in English language in public secondary School in Awka South L.G.A. The finding of the study is consistent with Solomon & Ofori (2014) that adequate provision of required facilities and equipment constitutes a platform for effective teaching and learning in educational institutions.

Conclusion

Based on the findings of the study, it was concluded that numbers of unavailable resources for teaching English language in public secondary schools are higher than the available ones. The implication is that teachers are not using e-learning resources in facilitating listening the teaching of English language. It was therefore suggested that the government should provide all the E-learning resources needed for teaching and learning to be effective particularly in English Language. Government should also provide support by providing some of these resources to English language teachers in public secondary schools such as live-streaming facilities for online class sessions and videoconferencing facilities. This will go a long way towards enhancing students reading, writing and listening skills in English language.

Again, other individuals such as multinational organisation in the local government should help schools in providing these E-learning resources. Parents should also endeavour to help. Teachers should bring to the knowledge of the government the e-learning resources that are not adequately available. This will enable its provision and further utilization.

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