
COVID-19 AND LANGUAGE TEACHING IN IMO STATE PUBLIC SECONDARY SCHOOLS: A CASE FOR REASSESSMENT

J.O. OYEKANMI Ph.D

*Department of Language Education,
Faculty of Education,
Imo State University, Owerri*

Abstract:

Reopening of schools amid the COVID-19 pandemic in Nigeria exposes both teachers and students to serious risk of contracting the virus in such unprotected environments of our public schools. This study is survey. Cluster and purposive sampling techniques were adopted to classify Imo State into her 6 education Zones and to select 200 Junior School 2 students and 200 English Language teachers from 12 co-educational public secondary schools in its rural and urban. Three research questions and one null- hypothesis were posed. Three 4-point Rating scale Questionnaires, one for students and the other one for teachers, with Cronbach reliability coefficients of $r= 0.81$; $r= 0.62$; and $r= 0.75$ respectively were used to generate data analyzed using descriptive statistics of simple percentages, mean, and standard deviation to answer the three research questions while t-test correction of Pearson Product Moment Correlation was used to test the null hypothesis at 0.05 level of significance. Findings revealed poor, unhealthy condition of public school environment; government lapses to provide anti-corona virus medication and facilities for teachers and students being exposure to high risk of covid-19 contract; and the noncompliance of teachers and students with covid-19 safety protocols. Suggestions for improvement and recommendations were made.

Key words: covid-19, risks, teaching, reassessment, safety.

Introduction

The sudden outbreak of Corona Virus disease in 2019 (COVID-19), according to Oyeranti and Sokeye (2020), which originated from the city of Wuhan, China, has become a major public health challenge for not only China but also countries all over the world. As of February 26, 2020, Adekunle (2020) stated that COVID-19 has been recognized in 34 countries, with a total of 80,239 laboratory-confirmed cases and 2,700 deaths. Mohammed (2020) stated there was a sudden shoot up of confirmed cases of 4.9 million of the pandemic victims in at least 188 countries with 323,300 deaths and nearly 1.7 million recoveries as at 20th of May 2020. In fact, the pandemic has led to the total lockdown of most of the human activities in various parts of the world.

Covid-19 and Language Teaching In Imo State Public Secondary Schools: A Case for Reassessment - J.O. Oyeḡanmi Ph.d

Infection control measures, according to Nigeria Centre for Disease Control (NCDC) (2020), are necessary to prevent the virus from further spreading and to help control the epidemic situation. One of the control measures is the total lockdown of schools at various levels in the whole world. On March 19, 2020, Nigerian government, through the Federal Ministry of Education ordered the closure of all schools at various levels. There is no doubt that the interference of the corona virus pandemic has caused so many challenges on the Nigerian education system. The lockdown, as Luo (2020) stated, severely affected both private and government establishments as most businesses were locked down and schools were not spared.

In Nigeria, however, the closure and reopening of schools amid the COVID-19 pandemic without adequate provision of medical facilities to nip the spread of the pandemic in the bud, according to Onyeji (2020), has put the teachers, the students and school administrators into a high risk of contracting the virus in a very cheap way. It is true that the closure of schools at the early appearance of the pandemic to prevent its spread led to more than 50 million of Nigerian children remaining at home. And with our education system that is scaling on the downward slope as researchers are bothered with indices of learners' poor learning outcomes, closure of schools therefore put the number of school dropout children on the increase and causes serious setbacks to government and stakeholders' efforts to bring the run-away-from-school children back to school (Oyeḡanmi, 2016).

In a bid to mitigate the immediate impact of the pandemic on our educational systems, both the Federal and State Ministries of Education in Nigeria in collaboration with the UNICEF, according to Ezeamalu, (2020) and Chinedu, (2020), decided to introduce virtual teaching-learning procedures, using 'dynamic' online and offline platforms such as television, radio, computers, iphones, CD-ROM, PCs or local-area networks (LANs) and take-home materials to keep children learning. This computer-assisted or electronic device, as Phillips (2014) opined, should serve as complement to traditional instructor-led classroom training and computer-based training (CBT) delivery via CD-ROM to every individual learner. The rise of the web led to web-based training (WBT) through virtual, courseware is developed specifically for delivery via the internet or intranets. Thus, the rapid growth of web-based technologies and the high usage of the Internet even in the midst of COVID-19 pandemic, according to Ailemen (2020), have made teaching and learning via the internet, otherwise known as e-learning through virtual, more viable in recent years in Nigeria. And with the teaching of Basic Technology (BT) as a school subject in the National Curriculum (FRN, 2013) through which every Nigerian school pupil is taught at the Basic Education level the basic knowledge in Computer Studies, every Nigerian school child is believed to interact meaningfully with the computer. But this basic knowledge is not enough to avail the teachers and the learners the perfect use of the internet-based instructional mode, according to Oyeḡanmi, (2019) and Ameh (2020), as the use is surrounded with myriads of challenges.

Today, in Nigeria, political and public interest in e-learning is especially high in areas where the student population at home during total lockdown is widely distributed due to COVID-19 pandemic, the Academic Staff Union of Universities (ASUU) total strike, and trade unions' strikes or other inevitable circumstances that kept Nigerian students out of classroom settings in 2019 is an issue of serious concern. Each region, according to Khan (2001) and Radusin (2012), has described its own form of virtual/e-learning in accordance with local resources, target audience, and philosophy of the organizations which provide the instruction.

Many institutions using virtual or e-learning mode across the world, both public and private, as Kizito & Bijah (2006) opined, offer courses for self-motivated students/individuals through independent-study programmes. Students work on their own, with supplied course materials, print-based media and telephone conversation, some form of teleconferencing and/or electronic networking, and learner-support from tutors/teachers and mentors via telephone or E-mail. Typically, the content for virtual/e-learning is in the electronic form, according to Albon & Trinidad (2002), McFadzean (2001), Rosenberg (2000), and Schank (2001), and is stored either in CD ROM's or on servers. Learners access these contents directly from standalone computers or from the servers through the networked computers. The contents are typically developed to be engaging and interactive and the learners are supported "virtually" by the instructors (teachers).

In Nigeria, Oyekanmi (2016) observed that the die-hard problems created for effective virtual/e-learning in Nigeria through constant power failures by the Power Holding Company of Nigeria (abbreviated PHCN) formerly known as National Electric Power Authority (abbreviated NEPA) should be matters of concern. Nigeria, by its structures and governance, is faced with the problem of inadequate power supply which hinders her industrial and technological developments (Malopinsky, Kirkley, Stein & Duffy, 2000). Most rural areas, as observed by Stockley, (2003) do not have electricity facilities and in urban, the supply is epileptic! The use of e-learning mode becomes a difficulty as only a few students from average income earning homes can own fairly used computers, and their very few, economically privileged teachers. Nnajofofor & Achukwu, (2011) noted that the largest Nigerian population lives in abject poverty and most parents can hardly provide their children two square meals per day talk less of having enough to get their school children virtual/e-learning facilities to use both at school and home. These, according to Onyeji (2020), eventually hinder effective implementation of virtual/e-learning mode during this COVID-19 pandemic era.

Aside the problems of inadequate power supply and most parents' inability to provide their school children virtual/e-learning facilities, Allen (2003) stated that a large segment of the Nigerian population is computer illiterate and in few schools where Basic Computer is integrated into their school curricula, the teaching-learning is purely in theory as such schools are faced with inability to provide computers (hardware) for practical training because of cost and maintenance difficulties. Basic Computer as a school subject should be more of practical training than theories. Idowu,

Covid-19 and Language Teaching In Imo State Public Secondary Schools: A Case for Reassessment - J.O. Oyekanmi Ph.d

Adagunodo & Popoola (2003) lamentably noted that even in most schools where few hardware computers are provided, most teachers teaching in such schools lack technical experience in the use computers or in the integration of virtual/e-learning techniques to their teaching-learning interactions. This is why Bates (2005) agrees with Bowles (2004) to require all education stakeholders to put sufficient funds into training and retraining of both teachers and students to adopt the new technological innovations that require making the use of virtual/e-learning technique implementable in Nigerian schools.

Babalola (2011), Ogunsola (2012), and Ogbudinkpa, (2015) said that if virtual/e-learning would be sustained in a politically messed up and economically crunched Nigerian society, there should be adequate provision of needed facilities and infrastructures to promote and enhance sufficient ITCs (e-learning) training for teacher trainers, trainee teachers and students in all categories from Basic Education to University levels. This is why Oyekanmi, (2016) submitted to say that each school across the country should be adequately equipped with good computers with their accessories in their Computer Laboratories/Workshops, and each school should have Computer Laboratory Technician, adequate electricity supply, enough funds should be given to each school for its maintenance, and above it all, each student in school should be assisted with working computers. But, is this not a herculean task for Nigerian government where enough attention is not given to funding education?

The safety of teachers and students in public schools in this pandemic era, according to Thevarjan (2020) and Okon (2020), calls for attention. Infection control measures are necessary to prevent the virus from further spreading and to help control the epidemic situation. Some of the control measures, according to World Health Organization (WHO) (2020), are: the total lockdown of schools at various levels in Nigeria, use of hand sanitizers, compulsory use of face mask, social distancing, and taking of stringent measures to keep in isolation centres, for at least two weeks, any infected Corona virus victims for medication. These measures, according to Usigbe (2020) and Voice of Nigeria (VON) (2020), are necessary but the questions that await answers are: Are teachers and students in our public schools supported financially to get the above mentioned precaution facilities? Are all students financially buoyant enough to provide themselves with the needed control measure facilities? Are the isolation centres medical facilities provided by the government freely accessible to students and teachers in case of being contracted with the virus? Are teachers' lives insured by the government? Thus, Ailemen (2020) asked, "In case of a teacher being unfortunate infected by covid-19 victim in the course of his/her duties and died, would there be any compensation for the victim's family? Badu (2020) and Akor (2020) therefore decried that teachers' and students' lives are being put at risk in the course of face-to-face traditional classroom teaching and learning atmosphere in the face of Covid-19 pandemic, and where virtual teaching is being done, most students are unable to meet the needs for its effective implementation WHO (2019). These are the thrust of

this study which the researchers are out to examine its implications on our teaching-learning interactions in this pandemic era.

Statement of the Problem

This study sought to examine the level of English Language teachers' and their Junior School students' teaching-learning interaction effectiveness through the use of virtual and non-virtual/e-learning mode of instruction in our Nigerian public schools in the face of Covid-19 pandemic, the economic downturn, problem of incessant power failure, poor socio-economic status of most learners' parents to provide virtual/e-learning facilities for their school children, non-availability of ICT facilities in most schools, inadequate training and re-training for ICT teachers in schools, and government insensitiveness to the quest for adequate funding of education in Nigeria at all levels, adequate provision of Covid-19 pandemic control facilities by the government, and non-provision of total life insurance policy by the government for teachers and students against Covid-19 pandemic contract.

Scope of the Study

This study was carried out on public Basic 8 (public Junior Secondary School 2) students in twenty-four (24) public Junior Secondary Schools, rural and urban, of three (3) out of the six (6) Education Zones in the three (3) Senatorial Areas of Imo State, Nigeria. Influence of COVID-19 and its reassessment on English Language teaching in Nigeria public secondary schools were the main variables for the study.

Methodology

This study is survey. Cluster and Purposive sampling techniques were employed to classify Imo State into her six (6) Education Zones. Furthermore, 200 English language teachers, and 200 Junior School 2 students identified having access to iphones or computers (students that were being taught English language by their English Language teachers in the "English Language Classes in the Air Programme" organized by the Imo State Government during the COVID-19 pandemic lockdown) in the 24 public Junior Schools, rural and urban, were selected from the six (6) Education Zones for this study. Three research questions and one null-hypothesis were posed. Three 4-point Rating scale Questionnaires with Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1; Very Adequate (VA)= 4, Adequate (A)=3, Fairly Adequate (FA) = 2, Not Adequate (NA) =1; and Very Great Extent (VGE) = 4, Great Extent (GE) = 3 Low Extent (LE) = 2, Very Low Extent (VLE) = 1 as applicable, one for students and the other ones for teachers with Cronbach reliability coefficients of $r = 0.81$; $r = 0.62$; and $r = 0.75$ respectively were used to generate data. Data were analyzed using descriptive statistics of simple percentages, mean, and standard deviation to answer the three research questions while t-test corrected version of Pearson Product Moment Correlation was used to test the null

Covid-19 and Language Teaching In Imo State Public Secondary Schools: A Case for Reassessment - J.O. Oyekunmi Ph.d

hypothesis tested at 0.05 level of significance. Findings and suggestions/recommendations are given below.

Research Questions

1. Why was virtual/e-learning for teaching of English Language not effectively enhanced during the Covid-19 pandemic in Imo State, Nigeria?
2. How adequate were the facilities provided by the government for teachers and students in public Secondary Schools during Covid-19 pandemic to enhance life safety against the Covid-19 pandemic?
3. To what extent are the Covid-19 pandemic control protocols enforced by the government observed by the school students and their teachers?

Hypothesis:

There was no significant correlation between Virtual/e-learning mode for Junior School students during the Covid-19 pandemic and their academic achievement in English Language in Imo State.

Results:

Research Question 1. Why was virtual/e-learning for teaching of English Language not effectively enhanced during the Covid-19 pandemic in Imo State, Nigeria?

Table 1: Enhancement of virtual/e-learning for teaching English language effectively during the Covid-19 pandemic in public Junior Secondary Schools in Imo State, Nigeria

Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) = 2, Strongly Disagree (SD) =1

S/ N	Statements	SA	A	D	SD	\bar{x}	SD
1	Parents couldn't go for work to earn money to afford me a computer or purchase of megabyte	120 (60%)	40 (20%)	22 (11%)	18 (9%)	3.31	.920
2	Server/Network signals were not always available for those that have computers	110 (55%)	52 (26%)	20 (10%)	18 (9%)	3.27	.905
3	Most students at home under the COVID-19 suffer from electricity power failure by PHCN	90 (45%)	82 (41%)	16 (8%)	12 (6%)	3.25	.898
4	Most parents didn't allow their children to interact with neighbours that had virtual/e-learning facilities such as computers and power generators for fear of being contracted with Covid-19 virus	118 (59%)	63 (31.5%)	12 (6%)	7 (3.5%)	3.46	.984
5	There was no adequate knowledge of ICT for teachers and students on virtual/e-learning mode to enable them function perfectly during the Covid-19 pandemic	105 (52.5%)	76 (38%)	14 (7%)	5 (2.5%)	3.41	.961
Weighted Mean = 3.340							

Table 1 reveals the reasons virtual/e-learning for teaching English language is not effectively enhanced in Junior Secondary schools in Imo State. From the table, it was observed that 60% strongly agreed and 20% agreed that their parents, due to the Covid-19 pandemic, could not afford them a computer or money for purchase of megabyte but 20% disagreed with the statement. The mean value of 3.31 indicates the acceptance of the statement. Also, majority of the respondents strongly agreed that servers or network signals are not always available in and rural schools for those who had access to computers or iphones with mean value of 3.27 showing the degree of acceptance. More so, 86% agreed that most students at home under Covid-19 pandemic lockdown suffer from electricity power failure by PHCN while 14% disagreed. Result further reveals that 90% of the respondents agreed that most parents didn't allow their children to interact with neighbours that had virtual/e-learning facilities such as computers and power generators for fear of being contracted with Covid-19 virus while only 9.5% disagreed. 90.5% of the respondents agreed teachers and students on virtual/e-learning mode to enable them function perfectly during the Covid-19 pandemic while 9.5% disagreed with the statement with the mean value of 3.41. The general overview shows the reasons why virtual/e-learning is not enhanced effectively in public Junior Schools in Imo State with weighted mean of 3.340 which is above the criterion mean value of 2.50.

Research Question 2. How adequate were the facilities provided by the government for teachers and students in public Secondary Schools during Covid-19 pandemic to enhance life safety against the Covid-19 pandemic?

Table 2: Adequacy of facilities provided by the government for teachers and students during Covid-19 pandemic to enhance life safety against the Covid-19 pandemic infection in Imo State

Very Adequate (VA)= 4, Adequate (A)=3, Fairly Adequate (FA) = 2, Not Adequate (NA) =1

S / N	Statement	VA	A	FA	NA	\bar{x}	SD
1	Government provided awareness about Covid-19 pandemic through all media resources like Television, Radio, Daily Newspapers, etc	113 (56.5%)	64 (32%)	12 (6%)	11 (5.5%)	3.40	.957
2	Enough hand sanitizers, nose masks, and disinfectants were provided school teachers and students	3 (1.5%)	15 (7.5%)	80 (40%)	102 (51%)	1.60	.967
3	Government distributed computers/ipad computers to teachers and students to facilitate virtual/ e-learning during Covid-19 pandemic lockdown	8 (4%)	10 (5%)	73 (36.5%)	109 (54.5%)	1.59	.961

Covid-19 and Language Teaching In Imo State Public Secondary Schools: A Case for Reassessment - J.O. Oyekunmi Ph.d

4	Teachers and students were provided palliatives to cushion the effects of Covid-19 lockdown	6 (3%)	14 (7%)	65 (32.5%)	115 (57.5%)	1.56	.974
5	Covid-19 victims among teachers and students were given free treatment at Isolation Centres	10 (5%)	12 (6%)	66 (33%)	112 (56%)	1.60	.957
Weighted Mean = 1.950							

Table 2 reveals how adequate the facilities provided by the government for school teachers and students in Imo State during the Covid-19 pandemic to enhance life safety against the Covid-19 pandemic infection. It was observed from the table that 87.5% of the respondents agreed with item 1, with mean values of $\bar{x} = 3.40$ while a great percentage of the respondents disagreed with items 2, 3, 4, and 5 with the mean values of 1.60, 1.59, 1.56 and 1.60 respectively, which are below the criterion mean value of 2.50. This implies that, the respondents were of the opinion that Government did not provide teachers and students with Covid-19 preventive measures such hand sanitizers, nose masks and disinfectants which she should. Government did not distributed computers/ipad computers to teachers and students to facilitate virtual/ e-learning during Covid-19 pandemic lockdown, which she should. Government did not provide for teachers and students palliatives to cushion the effects of Covid-19 pandemic; government did give Covid-19 victims among teachers and students free treatment at Isolation Centres. The general overview from the result is based on the weighted mean value of $\bar{x} = 1.950$ which is below the criterion mean value of 2.50 to make the researcher conclude that facilities that government for school teachers and students to enhance them life safety against Covid-19 pandemic were quite inadequate.

Research Question 3. To what extent are the Covid-19 pandemic control strategies enforced by the government observed by the school students and their teachers?

Table 3: Extent to which the Covid-19 control strategies enforced by the government are being observed by school teachers and students

Very Great Extent (VGE) = 4, Great Extent (GE) = 3 Low Extent (LE) = 2, Very Low Extent (VLE) = 1

S/N	Statement	VGE	GE	LE	VLE
1	Teachers and students wear nose masks during teaching-learning interactions	65 (32.5%)	60 (30%)	42 (21%)	33 (16.5%)
2	Teachers and students use hand sanitizers very frequently within school environment	34 (17%)	28 (14%)	68 (34%)	70 (35%)
3	Teachers and students always observe social distancing whenever they are amidst crowds	40 (20%)	44 (22%)	63 (31.5%)	53 (21.5%)
4	Teachers and students always refrain from physical body contact	24 (12%)	32 (16%)	70 (35%)	74 (37%)

5	Teachers and students always avoid crowded environments and gatherings	38 (19%)	41 (20.5%)	66 (33%)	55 (27.5%)
Weighted Mean =		2.316			

Table 3 shows the extent to which the Covid-19 pandemic controls strategies enforced by the government are being observed by school teachers and students in Imo State. It was observed from the table that all the respondents strongly indicated with mean value of $\bar{x} = 2.79$ that teachers and students wear nose masks during teaching-learning interactions. However, respondents indicated in items 2, 3, 4 and 5 with the mean values of $\bar{x} = 2.13, 2.36, 2.03$ and 2.27 respectively to reveal their degree of disagreement on the items. All the items with the weighted mean value of $\bar{x} = 2.316$ which is below the bench mark mean value of $\bar{x} = 2.50$, indicate the respondents' views on the Covid-19 control strategies not being fully observed by both teachers and students in Imo State, it can be deduced from the result that the afore-mentioned Covid-19 pandemic control strategies enforced by the government should be re-enforced so as to yield its safety and cautionary effects.

Hypothesis

There was no significant correlation between virtual/e-learning mode for Junior School students during the Covid-19 pandemic and their academic achievement in English Language in Imo State.

Table4. Pearson Product Moment Correlation showing Relationship between virtual/e-learning mode and Junior School Students' Academic Achievement in English Language during Covid-19 Pandemic

	N	Mean	Std. D	R	Sig.	Decision
Virtual/E-learning in schools	200	28.18	4.372	.218**	.003	Sign
Academic Achievement in English Language	200	16.34	3.754			

Table 4 shows the relationship that exists between virtual/e-learning for teaching English language to public Junior School students and their academic achievement in English language during Covid-19 pandemic in Imo State. The correlation indicates that the coefficient of the students being taught with virtual/e-learning mode during the COVID-19 pandemic lockdown and their academic achievement in English language is significant at $p < .05$. Positive relationship exists between the variables ($r = 0.218$) and the relationship observed was also significant. A general overview shows that using e-learning mode by English language teachers has strong relationship with their achievement in English language. Therefore, the hypothesis which states that there is no significant relationship between virtual/e-

Covid-19 and Language Teaching In Imo State Public Secondary Schools: A Case for Reassessment - J.O. Oyekanmi Ph.d

learning for teaching English language to public Junior School students and their academic achievement in English language was rejected. This, therefore, implies that use of virtual/e-learning mode/strategy influences the level of achievement of Junior School students in English language.

Discussion:

Based on the findings of this study, the following discussions are made:

Enhancement of virtual/e-learning for teaching English language effectively during the Covid-19 pandemic in public Junior Secondary Schools in Imo State, Nigeria

Findings in table 1 above explain the reasons why virtual/e-learning mode for teaching English language during the Covid-19 pandemic is not effectively enhanced in public Junior Schools in Imo State, Nigeria. Among the reasons identified are the parental and telecommunication factors, teachers' and students' inadequate knowledge of ICT, and incessant PHCN electricity power failure. The findings revealed that some parents cannot purchase a computer or buy megabytes for their school children to access the internet because of their poor economic status. This agrees with Oyeranti and Sokoya (2020); Mohammed (2020), and Luo (2020) who all emphasized the poor socio-economic status of parents as a serious barrier to effective introduction of virtual/e-learning mode during the Covid-19 pandemic lockdown that inhibited parents from going for work to earn their source of income. Oyekanmi (2016) stated that telecommunications networks and servers are either so poor or totally unavailable for use while most parents are so poor that they hardly can afford their children a computer and its accessories. This is corroborated by Onyeji (2020) who stated that most school teachers and students lack adequate ICT knowledge to use virtual/e-learning mode practicably. Ezeamalu (2020) stated that most parents didn't allow their children to interact with neighbours that had virtual/e-learning facilities such as computers and power generators for fear of being contracted with Covid-19 virus.

Adequacy of facilities provided by the government for teachers and students to forestall safety of lives against the Covid-19 pandemic infection in Imo State

Assessing the adequacy of facilities provided by the government for school teachers and students to forestall safety of lives during the Covid-19 pandemic in Nigeria, Findings of this study supports Chinedu (2020) who stated that government should provide awareness about Covid-19 pandemic through all media resources like the Television, Radio, Daily Newspapers, etc. Findings of this study, however, shows that government does not supply enough hand sanitizers, nose masks, and disinfectants to school teachers and students as proposed by Aliemen (2020) neither does the government distribute free computer/ipad computers to teachers and students to facilitate virtual/e-learning during Covid-19 pandemic as proposed by Oyekanmi (2016) and Ameh (2020). This study also found out that government did not provide

teachers and students palliatives to cushion the effects of the Covid-19 pandemic, as proposed by Adekunle (2020) and Usigbe (2020), and that Covid-19 victims among teachers and students should be given free treatment at Isolation Centres as proposed by Okon (2020) and stipulated by the World Health Organization (WHO) (2020) was not followed. This clearly shows that the welfare of Nigerian citizens, especially teachers and students is not given any premium.

Extent to which the Covid-19 control protocols enforced by the government are being observed by school teachers and students

Findings of this study revealed that teachers and students observe some of the Covid-19 control protocols enforced by the government while some protocols are not being duly observed. WHO (2020) emphasizes the need for citizens, teachers and students inclusive, to: (1) wear nose masks during teaching-learning interactions; (2) use hand sanitizers very frequently within school environments; (3) always observe social distancing whenever they are amidst crowds; (4) always refrain from physical body contact; and to (5) always avoid crowded environments and gatherings. These are also buttressed in the varjan (2020), Adekunle (2020); Badu (2020) and Akor (2020). However, findings of this study show that a good percentage of teachers and students observe the wearing of nose masks during teaching-learning interactions while other protocols are not dully followed. This, therefore, shows that teachers and students stand the high risk of being contracted of Covid-19 should there be any outbreak of the virus again.

Relationship between virtual/e-learning mode and Junior School Students' Academic Achievement in English Language during the Covid-19 Pandemic

Findings of this study shows a significant positive relationship between virtual/e-learning for teaching English language to public Junior School students and their academic achievement in English language during the Covid-19 pandemic. This, therefore, implies that use of virtual/e-learning mode/strategy influences the level of achievement of Junior School students in English language. This findings agree with Oyeranti and Sokoya (2020), Chinedu (2020), Ezeamalu 2020), and Okon (2020) who all stated that virtual/e-learning mode of interaction is best prescribed for schools in a pandemic situation where students and teachers/facilitators are distance apart from each other, though this is best in developed countries where access to computers and virtual/e-learning facilities are easily enhanced.

Conclusions

In the light of these findings, the following conclusions are drawn:

1. Reasons why virtual/e-learning for teaching English language is not enhanced effectively during the Covid-19 pandemic by school teachers and students are: parents couldn't go for work to earn money to afford me a computer or purchase of megabyte; Server/Network signals were not always available for those that have computers; most

Covid-19 and Language Teaching In Imo State Public Secondary Schools: A Case for Reassessment - J.O. Oyekunmi Ph.d

students at home under lockdown suffer from electricity power failure by PHCN; most parents didn't allow their children to interact with neighbours that had virtual/e-learning facilities such as computers and power generators for fear of being contracted with the Covid-19 virus; and there was no adequate knowledge of ICT for teachers and students on virtual/e-learning mode to enable them function perfectly during the Covid-19 pandemic.

2. Adequacy of facilities that should be provided by the government for teachers and students to forestall safety of lives against the Covid-19 pandemic infection in Imo State should include: awareness about the Covid-19 pandemic through all media resources like Television, Radio, Daily Newspapers, etc; enough hand sanitizers, nose masks, and disinfectants were provided school teachers and students; Government distributed computers/ipad computers to teachers and students to facilitate virtual/ e-learning during Covid-19 pandemic lockdown; teachers and students were provided palliatives to cushion the effects of the Covid-19 pandemic; and Covid-19 victims among teachers and students were given free treatment at Isolation Centres.

3. The Covid-19 control protocols enforced by the government are supposed to be fully observed by school teachers and students: teachers and students should wear nose masks during teaching-learning interactions; use hand sanitizers very frequently within school environments; should always observe social distancing whenever they are amidst crowds; refrain from physical body contact; and always avoid crowded environments and gatherings.

Recommendations

Based on the conclusions drawn, the following recommendations are made:

1. Government should provide virtual/e-learning facilities for schools teachers and students such as regular electricity supply, ICT training programmes through works and seminars, computers and its accessories
2. Government should provide relief packages such as palliatives for teachers and students during the Covid-19 pandemic.
3. Power Holding Company (PHCN) should improve on power supply.
4. Adequacy of facilities provided by the government for teachers and students to forestall safety of lives against the Covid-19 pandemic infection in Imo State
5. The Covid-19 control protocols enforced by the government should be observed by school teachers and students to forestall safety of lives.

References

- Adekunle, I. S. (2020). Corona Virus (COVID-19) and Nigerian Education System: Impacts, Management, Responses, and Way Forward. DoI; 10.31058/i.ed.2020. 34009 Education Journal. Vol. 3, issue 4, ISSN: 2617-4588, Page 88-102 www.itspoa.com/journal/edu.

Ailemen, A. (2020, March 29). Full text of President Buhari's broadcast. Retrieved from

businessday.ng: <https://businessday.ng/lead-story/article/full-text-of-president-buharis-broadcast/>

Akor, C. (2020, April 16). Covid-19 is bringing out the worst instinct in Nigeria's elite/middle class.

Retrieved from businessday.ng: <https://businessday.ng/columnist/article/covid-19-is-bringing-out-the-worst-instinct-in-nigerias-elite-middle-class/>

Allen, M., (2003), Guide to e-learning : Building interactive, Fun, and effective learning programs for Any Company, Wiley & Sons, ISBN 0-471-20302-5.

Ameh, J. (2020, March 9). COVID-19: Buhari names 12-member presidential task force to control

spread. Retrieved from punchng.com: <https://punchng.com/covid-19-buhari-names-12-member-presidential-task-force-to-control-spread/>

Balalola J.B (2011) Quality assurance in education: Input, process and output. In African Journal of Educational Research and Development (AJERD) vol. 4 No. 2b, November 2011

Federal ministry of Education (2009) Quality Assurance Instrument for basic and secondary education in Nigeria: ABUZA Federal Inspectorate Service, FME.

Badu, K. T. (2020). Africa's response to COVID-19 pandemic:: A review of the nature of the virus,

impacts and implications for preparedness. AAS Open Research, 19.

Bates, A.W. (2005). Technology, E-learning and distance education. London: Routledge Palmer.

Chinedu, E. (2020, May 31). Nigeria: Air Peace Evacuates 15 Chinese Doctors, 289 Others.

Retrieved from All Africa: <https://allafrica.com/stories/20200530021.html>

Ely, D. P. (2002). Trends in educational technology. (5th ed). Syracuse, NY: ERIC Clearinghouse on Information and Technology. (ED 477 511).

Covid-19 and Language Teaching In Imo State Public Secondary Schools: A Case for Reassessment - J.O. Oyekunmi Ph.d

Ezeamalu, B. (2020, April 16). Coronavirus: How Kano's index case deceived us – Medical Doctor.

Retrieved from premiumtimesng.com:
<https://www.premiumtimesng.com/news/headlines/388214-coronavirus-how-kanos-index-case-deceived-us-medical-doctor.html>

Federal Republic of Nigeria (FRN) (2013). National Policy on Education (NPE). Lagos, Longman

Ibode, O.F. 2005. "Computer-Assisted-instruction in the classroom" in Emeke, E.A. & Abe

C.V. (Eds) Evaluation in theory and practice: A book reading in honor of Prof. Joseph Obemaata, Ibadan: Pen Services. Pp. 257-264.

Idowu, P. A., Adagunodo, E. R. & Popoola, B. A. (2003). Computer literacy level and gender

ogedifferences among Nigerian university staff. The African Symposium On-Line Journal, 3 (3), 7 - 12, retrieved October 23rd, 2020, from <http://www2.ncsu.edu/ncsu/aern/comlit.pdf>

Khan, B. H. (2001). Web-based Training, Educational Technology Publications.

Kizito, J.B. & Bijan. K., (2006), "An Empirical study on Education strategy to E-learning in Developing country". 4th International workshop on Technology for education in developing countries, 10- 12 July 2006. Kinshasa, Kenya.

Malopinsky, L., Kirkley, J., Stein, R. & Duffy, T. (2000). An instructional design model for online problem based learning (PBL) environments: The learning to Teach with Technology Studio. Paper presented at the Association for Educational Communications and Technology Conference (AECT), October 26, Denver, Colorado.

McFadzean, E. (2001). Supporting virtual learning groups. Part 1: A pedagogical perspective. Team Performance Management, 7 (3,4), 53-62

Mohammed, B. (2020). The Pathogenesis of Coronavirus Disease 2019 (COVID-19); Evaluation

and Prevention: Journal of Immunology Research, 6 (3), Lagos.

- Nigeria Centre for Disease and Control. (2020, May 02). COVID-19 Outbreak in Nigeria Situation Report. Retrieved from [ncdc.gov.ng: https://ncdc.gov.ng/diseases/sitreps/?cat=14&name=An%20update%20of%20COVID-19%20outbreak%20in%20Nigeria](https://ncdc.gov.ng/diseases/sitreps/?cat=14&name=An%20update%20of%20COVID-19%20outbreak%20in%20Nigeria)
- Nnajiolor, F.N. & Achukwu, B.C. (2011). Benefits, Challenges and Implication of Implementing E-learning Nigeria Higher Institutions. Owka, Nigeria. Unizik Journal of Education. Vol. 6, No. 1 & 2. Pp 221-229.
- Ogbudinkpa I.C (2015) Educational accessibility among low-income households/families and completion rateb in secondary schools in Anambra State. In Nigerian Journal of Educational Administration and Planning Vol 15, No. 1 2015
- Ogunsola, T (2012). Nigerian Quality of Education in Question. The Nigerian Education Times 3 Nov. – Dec. 2004: 1.
- Okon, D. (2020, April 19). Lamentation still trails Lagos, FG’s palliative package as hijack programme. Retrieved from [Businessday.ng: https://businessday.ng/features/article/lamentation-still-trails-lagos-fgs-palliative-package-as-middlemen-hijack-programme/](https://businessday.ng/features/article/lamentation-still-trails-lagos-fgs-palliative-package-as-middlemen-hijack-programme/)
- Onyeji, E. (2020, March 21). Premium Times. Retrieved from Nigeria bans all international flights as coronavirus cases rise: <https://www.premiumtimesng.com/news/headlines/383095-updated-nigeria-bans-all-international-flights-as-coronavirus-cases-rise-coronavirus-coronavirusinnigeria-coronavirusupdate-coronaviruspandemic.html>
- Oyekanmi, J.O. (2016). “Assessment of Free-education –for-all levels Policy in Imo State, Nigeria: The Challenges of Quality” in Teacher Education and Global Best Practices. Prof. J.C.Ikerionwu, et al eds. Abuja, Abuja Inter-national Journal of Education and Management Sciences (ABIJEMS). Vol. 4, No.1, P 306-319.

Covid-19 and Language Teaching In Imo State Public Secondary Schools: A Case for Reassessment - J.O. Oyekanmi Ph.d

- Oyeranti, O. & Sokeye, B. (2020). The Evolution and Spread of COVID-19 in Nigeria. In Centre for Petroleum, Energy Economics and Law (CPEEL), University of Ibadan. Covid-19 Vol. II. Discussion Paper Series.
- Phillips, H. (2014). The recent wave of 'Spanish'flu historiography. *Social History of Medicine*, 27(4), 789-808.
- Radusin, M. (2012). The Spanish Flu, part II: The second wave and third wave. *Vojnosanitetski preglod*, 69(10), 917-927.
- Rosenberg, M. J. (2000). *E-Learning: Strategies for Delivering Knowledge in the Digital Age*. McGraw-Hill.
- Schank, R. C. (2001). *Designing World-Class E-Learning*. McGraw-Hill Professional Publishing.
- Stockley, D. (2003). E-learning definition and explanation (e- Learning, online training online learning). Available online: <http://derekstockley.com.au/e-learning-definition.html>.
- Thevarajan, I. N. (2020). Breadth of Concomitant Immune Responses Prior to Patient Recovery: A Case Report of Non-Severe COVID-19,. *Nature Medicine*, 26(4). 453-455.
- Usigbe, L. (2020, April 1). COVID-19: Security Agents Facing Challenges In Enforcing Lockdown Order In States, Says Presidential Task Force. Retrieved from Tribune: <https://tribuneonline.ng/covid-19-security-agents-are-facing-challenges-in-enforcing-lockdown-order-in-states-says-presidential-task-force/>
- Voice of Nigeria. (2020, March 18). Nigerian Government inaugurates presidential task force on COVID-19. Retrieved from von.gov.ng: <https://www.von.gov.ng/nigerian-government-inaugurates-presidential-task-force-on-covid-19/>

World Health Organization. (2020, January 30). Statement on second meeting of the International

Health Regulation (2005) Emergency Committee regarding the outbreak of novel coronavirus (2019-nCoV). Retrieved from who.int: [https://www.who.int/news-room/detail/30-01-2020-statement-on-the-second-meeting-of-the-international-health-regulations-\(2005\)-emergency-committee-regarding-the-outbreak-of-novel-coronavirus-\(2019-ncov\)](https://www.who.int/news-room/detail/30-01-2020-statement-on-the-second-meeting-of-the-international-health-regulations-(2005)-emergency-committee-regarding-the-outbreak-of-novel-coronavirus-(2019-ncov))