

**EFFECT OF COVID-19 ON STUDENTS PERFORMANCE IN
ENGLISH LANGUAGE**

BY

OLATUNDE DORCAS OLUWADAMILOLA
MATRIC NUMBER: 18012102040
COMBINATION: PED/DM

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CERTIFICATION

This is to certify that this project work were carried out by **Miss. Olatunde Dorcas Oluwadamilola** with matriculation number **18012102040** in the Department of Primary Education Double Major School of Education Omu Ijebu Ogun State.

Dr. Adewale T.M.
Supervisor

Date

DEDICATION

I dedicate this work to the Almighty God for his grace, peace and mercy over me throughout my stay in the campus and to my precious parents Mr. and Mrs. Olatunde.

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To every beginning there is an end, and better is the end of the thing than the beginning therefore. All glory, honor and adoration to the Almighty God, ancient of days YAHWEH, who has given me opportunity of studying in TASCE, he has made the journey of three years end in success without physical, financial, social, academic or mental injury, to you he all the praise.

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ABSTRACT

Education is among the sectors with devastating impact of COVID-19 pandemic. Before the pandemic, the Nigerian education system has adopted purely, face-to-face approach to teaching and learning in secondary schools. Secondary school learners were not allowed to own any digital gadget such as phone or computer, neither were they allowed to be seen with such in the schools. With the emergence of the lockdown condition and school closure, following the COVID-19 pandemic, both teachers and learners were helpless about how to continue learning in the face of the pandemic. This study investigated the effect of covid-19 on students performance in English Language. The population of this study comprised of fifty (50) secondary school students in Ijebu Ode Local Government, Ogun State. The instrument used for data collection was structured questionnaire; data were analyzed using simple percentage method. Results showed that covid-19 have effect on secondary school students in English language whereby students show negative attitude towards learning English language during covid 19. Based on the findings, the researcher recommended that government and concerned educational personnel should ensure there are futuristic plans to in case of another similar experience.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a process of teaching and learning whose primary purpose is to develop individuals' knowledge, skills and behaviour (Burke et al., 2009). As put by UNESCO (2006), nations have a quest to provide learning environments that are economically, socially, culturally and physically accessible for all children. It is, therefore, for this quest that countries keep adapting and updating their basic education policies. People can similarly be educated through online reading of e-books, reading books, excursion, exploring their environment or even by attending classes (Peters, 2010).

The COVID-19 is a new virus, which has caused huge havoc across the globe and its resulted in it being studied by scientists, researchers, and medical practitioners. Some of the best ways of flattening the curve of the spread of the virus as advised by medical personnel are to be well informed about the COVID-19 virus, its impact on the health of individuals and how it spreads UNESCO (2020). The advice by the World Health Organisation (WHO) and other organisations is that it's best to prevent oneself, community and citizens from contracting the virus. The good practices for ensuring prevention is by washing your hands with soap and water or using an alcohol-based sanitizer not less than 60% frequently, avoid touching our faces and practice social distancing and self-isolate if one starts to show symptoms such as fever, tiredness, dry cough, shortness of breath, sore throat, aches, and pains (Sauer, 2020).

Different countries have engaged in various measures to implement physical distancing, such as complete closure of the economy, including

educational institutions (Nicola et al., 2020; UNESCO, 2020). The pandemic is affecting all levels of the education system, from pre-school to higher education, in a manner that is of irreparable educational and economic implications (Lindzon, 2020). For instance, a four-week school closure in New York City translated to an economic impact of about \$10.6 and \$47.1 billion (Lindzon, 2020). A 12-week nationwide school closure cost 1% of GDP (Araz et al., 2012), while protracted closures could cost 3% of UK GDP (Keogh-Brown et al., 2010).

Though school closure is intended to control the spread of the virus within schools, prevent carriage to other vulnerable individuals, and sustain public health, these closures have had widespread socioeconomic impacts (Lindzon, 2020; Wren-Lewis, 2020; Cauchemez et al., 2009). Furthermore, the far-reaching effects of social/physical distancing and the associated lockdown measures, as well as school closures, have thwarted the education sector and are expected to leave an indelible mark on the education system (Impey, 2020; Yinka & Adebayo, 2020; Nicola et al., 2020). Over 188 out of 195 countries have been implementing nationwide school closures and restricted education facilities (Nicola et al., 2020; UNESCO, 2020). It is estimated that more than 1,576, 021, 858, which constitute about 91.3% of all the learners across the globe, have been affected by the closure of educational institutions (Fong et al., 2020; Nicola et al., 2020; Sadique Adams & Edmunds, 2008; Brown et al., 2011; UNESCO, 2020). Apart from the impact on learners, school closures have high economic, health and social costs (Cauchemez et al., 2009; Brown et al., 2011; Wu et al., 2010).

Timely responses have been in place in most countries, such as Australia, Italy, Germany, Hong Kong, with regard to online learning before the pandemic

(Crawford et al., 2020). Yet, researchers have shown that the pandemic has posed significant challenges to education in such countries (Crawford et al., 2020). Hence, it is expected that the pandemic would have a more adverse effect on schools that had no online learning platforms before the pandemic (Zhong, 202; Kachra & Brown, 2019). Zar et al. (2020) pointed out that the indirect effects of the pandemic include disrupted schooling and lack of access to school, more especially in low and medium-income countries.

In low and medium-income countries, the impact of COVID-19 is particularly threatening to education given that education systems have been working on substandard platforms (Dan-Nwafor et al., 2020; Yinka & Adebayo, 2020). It is also challenging in overcrowded resource constrained schools in these regions to provide a safe learning environment for students (Zar et al., 2020). The pandemic has a peculiar dissipating impact on education in Africa and other countries through decreased level of education, broadened existing divide in learning access and outcomes and increased school dropouts (Blundell et al., 2020; Dorn et al., 2020).

In Nigeria, the threat posed to education is compounded due to peculiar vulnerabilities, including poor health systems, poverty and inequality, hunger, internally displaced populations, high population densities, urban-rural divide and out-of-school population (Obiako & Adeniran, 2020). Prior to COVID-19, Nigeria accounts for one in every five of the world's out-of-school children. About 10.5 million children aged 5-14 years in Nigeria were out of school, and only about 61 % of 6 to 11-year-old children receive primary school education on a regular basis (UNICEF Nigeria, n.d.). Hence, while Nigeria is battling with underlying educational challenges that have kept the country behind in getting young people ready for the dynamic workplace (Dan-Nwafor et al., 2020;

Obiako & Adeniran, 2020; Yinka & Adebayo, 2020), COVID-19 impacts further exacerbate this problem.

Following the COVID-19 pandemic, all schools in Nigeria were closed from March 27, 2020, as one of the Federal Government measures to limit the spread of the disease. This translated to a contextualized state-wide school closure across the 36 states in the country. In response, different states' Ministries of Education have been releasing modalities for radio and TV schooling and internet-based learning for students in public primary and secondary schools. Though these efforts could be effective, with experience from developed countries, it can amount to a far-reaching negative impact on the education system in developing low-income countries like Nigeria (Obiako & Adeniran, 2020). For instance, as the COVID-19 pandemic is revolutionizing digital and online education globally, primary and secondary school learners in rural and under-served communities remain behind due to lack of skills and resources to adapt or transition to the new learning avenues. In addition, university students who may have the skills to undertake internet-based learning face poor internet infrastructure and a lack of reliable electricity supplies (Crawford et al., 2020; Zhong, 2020). Thus, learning remotely (including radio, TV schooling, and online learning apps for primary and secondary learners, virtual libraries and online classes in the universities) is practically not feasible in most Nigerian communities. Poorly resourced institutions and socially disadvantaged learners where limited access to technology and the internet, as well as students' inability to engage in an online environment, undermine Government response (Zhong, 2020).

Obiako and Adeniran, 2020 (2020) found that the pandemic has impacted education in three major ways, including missed learning for the majority of the

pre-pandemic students, loss of access to vital school-provided services and leaving more kids behind. Thus, these impacts are likely to widen the gaps in education quality and socioeconomic equality following the school closures in the country. This is because a lesser percentage of learners who are in the urban areas, who are likely to hail from higher-income families, stand more chance to access education during school closure through technology (Obiako & Adeniran, 2020), leaving behind the majority of learners from poor homes and underserved rural and suburban areas of the country (Zhong, 2020). Apart from this, learners in schools that lack the resources or capacity to transition to online delivery are currently missing learning (Leung & Sharma, 2020).

Learning within the homes could also be a challenge or present challenges for learning. Such depends on parents' educational attainment and other commitments, leaving a greater percentage of the learners' population behind. These problems constitute considerable concerns from all stakeholders in education (Crawford et al., 2020). Hence, even though most states in the country are currently responding through radio and television, a good fraction of the learners are still experiencing some challenges in their education. Further, to the best of researchers' knowledge, no study has investigated the impact of COVID-19 on education with particular reference to primary and secondary schools based on perspectives of education stakeholders (educators, parents and learners) in Nigeria.

However it is disheartening to note that the poor performance of students in English language in secondary schools is still persistent. English is the language used in teaching the students, a student having faulty foundation in English will find it difficult to cope with other subjects since level of comprehension becomes difficult if not impossible. Oluwole (2008) was of the

view that “having difficulty in grasping fully the contents and concepts of the various subjects of the curriculum taught in target language seem to be one of the problems that English as a first language students face in their particular course of study”.

Student’s academic performance occupies a very important place in education as well as in the learning process. It is considered as a key criterion to judge one’s total potentialities and capacities Mendezabal, (2013) which are frequently measured by the examination results. It is used to pass judgment on the quality of education offered by academic institutions.

That aside, though many virile factors have been identified to be cogent factors to improved students’ academic performance in English, yet, the main thrust of this research will focus only on effect of covid-19 on student performance in English language.

1.2 Statement of the Problem

The outbreak of corona virus disease (COVID-19) pandemic in Nigeria has increase the level of tension and anxiety among citizens in the country. The virus unlike other cases we have had in this country is highly transmittable with severe signs and symptoms. The outbreaks of corona virus disease (COVID-19) was what led to school closure in order to central the spread of the disease. Unfortunately, students were out of school for a very long time. Hence students became idle while others especially boys were seen to be involved in some vices or the other couple with other problem which includes interrupted learning, increased pressure on schools and school systems that remain open and rise in number of drop outs. It is assumed that there are likely to be more problems particularly for students who had abandoned reading for so long

coupled with the existing problem of low academic performance of students in English language across board. It is against this highlighted problem that the study examines the effect of covid-19 pandemic on student's performance in English language.

1.3 Purpose of the Study

1. To examine the effect of covid-19 pandemic on the academic performance of secondary school students in English language.
2. To know the performance of secondary school students before and during covid-19 in English language.
3. To know the method of Teaching English language during the covid-19 pandemic
4. To know the impact of teacher on students to increase the performance of secondary school students after the covid-19 in English language.

1.4 Significant of the Study

The outcome of this research study will be highly significant and important to students, teachers and parents. Also, the findings of this study are expected to provide useful information to policymakers at this critical time. The findings may also inform public health officials on further public health interventions, awareness, and policy improvements pertaining to the COVID-19 outbreak.

1.5 Research Questions

The following research questions were formulated for this study;

1. Does covid-19 pandemic have effect on the academic performance of secondary school students in English language?
2. Is there any different in students performance in English language before and during the covid-19 pandemic?
3. What are methods adopted for Teaching English language during the covid-19 pandemic?
4. Does teacher have impact on students to increase the performance of secondary school students after the covid-19 in English language?

1.6 Scope of the Study

This study is focus on the effect of covid-19 on student performance in English language. Hence, this study will be limited to some selected public secondary schools in Ijebu Ode Local Government, of Ogun State. The study will be limited to the few selected secondary schools because the study is purely an academic endeavour that is time bond.

1.7 Conceptual Clarification of key terms in the Study

Corona virus: Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. A type of common virus that infects humans, typically leading to an upper respiratory infection.

Virus: infectious agent of small size and simple composition that can multiply only in living cells of animals, plants, or bacteria.

Lock down: A lockdown is a restriction policy for people or community to stay where they are, usually due to specific risks to themselves or to others if they can move and interact freely.

Academic performance: is the measurement of student achievement across various academic subjects.

English Language: The English language is an Indo-European language in the West Germanic language group. Modern English is widely considered to be the lingua franca of the world and is the standard language in a wide variety of fields, including computer coding, international business, and higher education.

CHAPTER TWO

This chapter presents a detailed review of relevant literature that will aid our understanding of the main focus of the study.

2.1 History of Corona Virus

Coronaviruses have repeatedly evolved during the past 1000 years Forni, Cagliani, Clerici, Sironi, (2017). The first recovery of coronaviruses involved the identification of illnesses in animals followed by the isolation of infectious bronchitis virus (IBV) from chickens in 1937 and murine hepatitis viruses (MHV) from mice in 1949. Pigs were found to carry a transmissible gastroenteritis virus (TGEV) in the United States in 1946. Human coronaviruses were first characterized in the 1960s from respiratory tract infections. The two first isolated viruses were B814 and 229E. Since then, several other coronavirus strains have been isolated from humans using tissue culture (OC16 and OC43). The number of identified coronaviruses has continued to increase significantly to include viruses of several additional animal species such as calves, dogs, cats, bats, sparrows, rabbits, and turkeys Tyrrell, Almeida, Cunningham, Dowdle, Hofstad, (2009).

In 2002–2003, SARS-CoV caused a disease outbreak with deaths in 29 countries, most cases being in China and Hong Kong. The total number of reported cases was 8096, of which 774 died, corresponding to a 9.6% fatality rate, before the disease died out in part due to strict quarantine protocols. Based on the genome sequence, SARS-CoV appeared to be very closely related to another virus from Himalayan palm civets, from which it may have emerged. Later, civets were considered an intermediate host for SARS-CoV, with bats as the natural host. Hu et al. (2011) conducted a five-year surveillance study of SARS-related coronaviruses isolated from horseshoe bats in Yunnan province,

China, where 11 SARS-like CoVs were identified. Genome comparisons revealed high genetic diversity among these viruses in several genes, including S, ORF3, and ORF8. Despite the differences in S protein sequences, all 11 SARS-like CoVs are still able to use the same human angiotensin-converting enzyme-2 (hACE2) receptor, demonstrating a close relationship with SARS-CoV. Therefore, SARS-CoV likely emerged through recombination of bat SARS-like CoVs before infecting civets, from which the recombinant virus spread to humans, causing the SARS epidemic.

Ten years later, MERS-CoV emerged in Middle Eastern countries where the virus was transmitted to humans from dromedary camels. As of January 2020, MERS-CoV has resulted in 2519 laboratory-confirmed cases and 866 deaths (34.3% fatality rate), with more than 80% of the cases reported from Saudi Arabia. The human and camel MERS-CoV strains share more than 99% identity with variations (substitutions) located in the S, ORF3, and ORF4b genes. Phylogenetically, MERS-CoV is very close to bat coronaviruses HKU4 and HKU5. A comprehensive analysis of the evolutionary relationships indicated that MERS-CoV may have originated from bats as a result of recombination events within ORF1ab and S genes. To gain access into the cell, MERS-CoV uses the human dipeptidyl peptidase 4 (DPP4) receptor. This is also the case for MERS-related CoVs isolated from bats in China, whose spike proteins are able to bind to the same receptor as MERS-CoV, confirming the possibility of a bat origin for MERS-CoV Luo, Wang, Yang, (2018).

In December 2019, SARS-CoV-2 emerged in Wuhan City, China, causing severe respiratory illness and mortality. Early studies reported that it may have evolved from bats, as revealed by phylogenetic analysis and its high identity (96.3%) with the bat coronavirus RaTG13. According to the Nigerian

Centre for Disease Control (NCDC), the training of the rapid response teams across the 36 states in Nigeria was concluded in December 2019. On January 28, the NCDC further revealed that a Coronavirus Group had been set up to activate its incident system to respond to any emergency. Additionally, the NCDC worked with 22 states in Nigeria to activate their emergency operations centers to manage and link up with the national incidence coordination centers (Ihekweazu, 2020). Although the government had strengthened the surveillance at the airport since January 2020, Nigeria recorded its COVID-19 index case that was imported from Italy, on February 27. This raised concerns about the effectiveness of airport surveillance and, by extension, the country's general preparedness. The index case (an Italian) had visited some other states of the federation before testing positive for COVID-19. The pre-COVID-19 preparedness was grossly inadequate. Nevertheless, the onset of COVID-19 sent waves of panic across Nigeria, like in every other country. Due to globalization, the health risk of communicable diseases could be pandemic (Martin, 2005; Tausch, 2015). Trade and travels facilitate the flow of people, who incidentally could move, carrying a health risk (in this case: the coronavirus). From one imported index case, many countries (including Nigeria) face tremendous health challenges with multiple cases and deaths. Since the first index case in Nigeria, the number of cases has been increasing, although at a snail pace due to public health interventions. Upon the detection of the index case, the NCDC activated a multi-sectorial National Emergency Operations Centre (EOC) to oversee the national response to COVID-19. Subsequently, the Presidential Task Force (PTF) for coronavirus control was inaugurated on March 9, 2020. The PTF announced that travelers from 13 COVID-19 high-risk countries had been restricted from entering the country. The Port Health Services and NCDC

monitor the self-isolation of returnees from the affected countries from then onward. The concern from several quarters was that the ban on high-risk countries would have taken immediate effect. By the time the ban took effect, the nation had recorded more imported cases. Unfortunately, most of those who arrived in the country did not comply with the 14 days self-isolation recommended by the NCDC. The NCDC disclosed that all confirmed cases of COVID-19 in the country between February 27 and March 17 (the first 30 days) were imported by returning travelers. As of March 27, one month after the first case, ten states in Nigeria had 81 clinically confirmed cases. Three patients had fully recovered, and one death was reported. At this time, Lagos State had the highest number of cases (52; 64.2%). By September, 10, the number of positive cases had increased exponentially to 55,632. The death toll had risen to 1,070, and 43,610 persons had recovered while states with positive cases in Nigeria totaled 37.

2.1.1 Causes of Corona Virus

The new COVID-19 is caused by the virus SARS-CoV-2. The most likely ecological reservoirs for SARS-CoV-2 are bats, but it is believed that the virus jumped the species barrier to humans from another intermediate animal host. This intermediate animal host could be a domestic food animal, a wild animal, or a domesticated wild animal which has not yet been identified.

WHO continues to collaborate with experts, Member States and other partners to identify gaps and research priorities for the control of COVID-19, and provide advice to countries and individuals on prevention measures. National food safety authorities have been following this event with the International Food Safety Authorities Network (INFOSAN) Secretariat to seek more information on the potential for persistence of the virus on foods traded

internationally and the potential role of food in the transmission of the virus. Experiences from previous outbreaks of related coronaviruses, such as the Severe Acute Respiratory Syndrome coronavirus (SARS-CoV) and Middle East respiratory syndrome coronavirus (MERS-CoV) show that transmission through food consumption did not occur. To date, there have not been any reports of transmission of SARS-CoV-2 virus through food. However, concerns were expressed about the potential for these viruses to persist on raw foods of animal origin.

Currently, there are investigations conducted to evaluate the viability and survival time of SARS-CoV-2. In general, coronaviruses are very stable in a frozen state according to studies of other coronaviruses, which have shown survival for up to two years at -20°C . Studies conducted on SARS-CoV and MERS-CoV indicate that these viruses can persist on different surfaces for up to a few days depending on a combination of parameters such as temperature, humidity and light. For example, at refrigeration temperature (4°C), MERS-CoV can remain viable for up to 72 hours. Current evidence on other coronavirus strains shows that while coronaviruses appear to be stable at low and freezing temperatures for a certain period, food hygiene and good food safety practices can prevent their transmission through food. Specifically, coronaviruses are thermolabile, which means that they are susceptible to normal cooking temperatures (70°C). Therefore, as a general rule, the consumption of raw or undercooked animal products should be avoided. Raw meat, raw milk or raw animal organs should be handled with care to avoid cross-contamination with uncooked foods.

2.1.2 Management and Treatment of Corona Virus

In line with WHO, the FMOH and Obeta et al. (2020) advised Nigerians for their good hand and respiratory hygiene with necessary precautions on personal, respiratory and Hand hygiene including; physical distancing (least 5 feet), avoidance of crowd, adequate disposal of the used tissue or infected materials; avoidance of self-medication and contact of proper authority and staying informed through official channels of FMOH and NCDC.

As a way to ensure adequate precautions and quality good medical laboratory practice during *COVID-19*, NCDC (2020) provided some guides to Medical Laboratory Scientists and other professionals working in *COVID-19* testing centers. Coronavirus (*COVID-19*) Specimen Collection Guide deals with adequate labeling, Virus Transport Media (VTM) tube and any other sample tube standard packaging procedures as required by the NCDC with regards to *COVID-19* sample site collection, adequate personal protection equipment and hand hygiene.

There is a management guideline by WHO globally as adopted by NCDC for use in Nigeria. *COVID-19* currently do not have a confirmed treatment though management is ongoing with various clinical trials with hope of developing / discovering vaccine as soon as possible. Many have been treatment and reported negative in various countries. Various trials made so far includes: Japan flu drugs, antiviral drug - Favipiravir or Avigan, Chloroquine and hydroxychloroquine, failed Ebola drug - remdesivir, HIV drug combination-combination of lopinavir and ritonavir, An immunosuppressant and an arthritis drug - Actemra, or tocilizumab with interleukin 6 (IL-6) i.e cytokine, sarilumab or tocilizumab, blood pressure drug- Losartan, and possible use of large dose of Vitamin C. Zou L, Ruan F, Huang M, Liang L, Huang H et al. (2020) . Though, Zhi (2020), started a clinical trial in Zhongnan Hospital, China from 11th

February, 2020, with some countries looking the other way in the issue of Vitamin C infusion, idea presented by Ohanube & Obeta (2020) on the use of Vitamin C for the treatment of *COVID-19* could be another breakthrough. The Presidential Task Force, the NCDC and NAFDAC in collaboration with CDC and WHO should look into the use of indigenous products that could help in the management of *COVID-19*. Such should include herbs eg. Dogon yaro, and Nigerian food like vegetables and fruits - Lemon, Bitter cola, Ginger, Garlic, etc.

2.1.3 Precaution and Preventive Measure of Corona Virus

People should stay aware of the latest information on the COVID-19 outbreak provided by WHO and Follow the directions of your local health authority and prevent secondary infections, interrupt human-to-human transmission to your close contacts, health care workers and prevent further international spread. Most of the people who infected, experience mild illness and recover it, but its infection can be more severe for other individuals.

2.2 Concept of English Language

Graves (2013) defines English language as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its English language, which includes words and expressions. Herrel, (2011) extends Graves definition further by stating that lexicon organizes the mental English language in a speaker's mind. An individual's mental lexicon is that person's knowledge of English language (Herrel, 2011). Zimmerman, (2007) states that English language is a set of

words that are the basic building blocks used in the generation and understanding of sentences.

According to Gardner (Adger, 2010) English language is not only confined to the meaning of words but also includes how English language in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2013).

Herrel, (2011) states that there are different types of English language:

Reading English language: This refers to all the words an individual can recognize when reading a text.

Listening English language: It refers to all the words an individual can recognize when listening to speech.

Writing English language: This includes all the words an individual can employ in writing.

Speaking English language: This includes all the words an individual can employ in writing.

Speaking English language: This refers to all the words an individual can use in speech.

Lexicon also refers to a reference book containing an alphabetical list of words with information about them and can also refer to the mental faculty or power of vocal communication (McCarthy, 2012). According to McCarthy (2012) the role that mental lexicon plays in speech perception and production is a major topic in the field of psycholinguistics and neurolinguistics.

Celce-Murcia and Larsen Freeman (2009) define lexicon as a mental inventory of words and a productive word derivational process. They also state that lexicon does not only comprise of single words but also of word

compounds and multi-word phrases (Celce- Murcia and Larsen Freeman, 2009). According to Celce-Murcia and Larsen Freeman (2009) lexical units function at three levels: the level of the individual word, word compounds and co-occurrences and conventional multi-word phrases. Adger, (2012) on the other hand, classify English language into three categories: high frequency words, general academic words and technical or specialized words.

Academic comprehension improves when students know the meaning of words. Words are the building blocks of communication. When students have a great English language, the latter can improve all areas of communication, namely speaking, listening, reading and writing. Current models of reading in the English for Academic Purposes ESL class room consider English language knowledge an important source of variation in reading comprehension, because it affects higher level language processes such as grammatical processing, construction of schemata and text models (Zimmerman, 2015). When students have a higher academic English language development, they can tolerate a small proportion of unknown words in a text without disruption of comprehension and can even infer the meaning of those words from rich contexts.

Without some knowledge of English language, neither language production nor language comprehension would be possible. Thus the growth of English language knowledge is one of the essential pre-requisites for language acquisition and this growth of English language knowledge can only be possible when teachers employ effective English language teaching and learning strategies which are the objectives of this research.

With the large deficits in second -language English language of ELLs, it is crucial that students in the English for academic purposes classroom to first

have a semantic understanding of what academic English language is before they even learn it.

2.2.1 Problem of Teaching and Learning of English Language in Nigeria

In Nigerian system of education, English Language has been taught for over a hundred years as a necessary means of communication and a language of instruction. Moreso, English has played multiple roles in the nation's development. O'Connor (2006) describes language as the gateway to the achievement of educational, vocational, social and civil competence necessary for happy and effective living. English is the language of most official documents and serves as a powerful medium of communication both within the country and with the outside world. Ubahakwe (2009) describes English as a "Nigerian language". But unfortunately, the teaching and learning of English is faced with many problems, which have also led to the so called "falling or fallen" standards of English in the country.

Multilingualism:

One of the problems of teaching and learning English in Nigeria is the issue of multilingualism. Brosnahan (2008) distinguished four varieties of English spoken in Nigeria. The first is the type spoken by people like cooks who acquired English through daily contact with educated people in the society. The second is the variety spoken by products of elementary schools. For him, the third variety is spoken by secondary school products while the highest variety in that order is variety used by university graduates.

Like Brosnahan, Banjo (2006) also identified four varieties of spoken English in Nigeria but on the criteria of levels of phonological and syntactic perfection. His third variety was identified as used by very few highly educated

Nigerians. He described it as far closer to standard English as spoken by educated native English speakers, although the unmistakable Nigerian voice is ever present. Thus, these various background and varieties tends to affect the teaching of English language negatively or positively as the case may be.

Poor Quality Teachers

Another problem of teaching and learning of English language is the teacher factor. Studies have shown that from primary to post primary levels the proficiency in English of our teachers have been far from satisfactory. Ayodele (2010) carried out a study on the intelligibility of the spoken English of selected Nigerian teachers trainers. Regrettably the study showed that only one subject out of the 40(18 males and 22 females) would qualify for variety three spoken English. This assertion is confirmed in a study by Keneng (2006). He used interviews with English language teachers in Ogun State to establish that 49% of pronunciation difficulty in the lower forms of secondary schools was due to carry over from primary school.

Ayodele (2010) went a step further in his study of English teachers. He administered on teacher trainers (in facts English examiners) the text meant for grade two teachers of final year. He did this with the belief that a leaner can move easily model his performance on this teacher than on other standard of performance. The poor performance of a teacher who did not study English language in his or her degree and who teaches that subject in secondary schools can be sympathetically imagined. This goes to suggest that the English language teacher should be able to speak and teach Standard English.

In addition, teachers themselves have care out to state that teaching of English language especially the spoken aspect of it is difficult. This was reported in a study carried out by Ayodele (2010), high rate of failure in English

by learners, as perceived by Nigerian teachers. Afolayan (2008) suggested that a major problem of learners of English as a second language is the bad influence of teachers on the learners.

Problem of Material Resources:

Another problem of teaching and learning English in Nigeria is lack of material resources. Among those who pointed out the necessity of employing teaching aids to make teaching and learning of a language effective was Ubahakwc (2009). He asserts that the growth of teaching especially in the area of electronics has provided more precise tools for studying, analyzing and teaching of sounds of a language. The most nagging problem connected with material resources in education is simply to persuade teachers to use the aids provided in their classrooms. The majority of teachers got their own training without benefit of sensory aids on the scale now considered normal, and they tend to teach as they were taught many of the teachers are totally uninformed about the use of those materials. Many scholar are not electrify thereby restricting them to the type of material they use.

Problem of Motivation

Another major problem in language learning as in every other field of human learning is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, how long he perseveres Robert Gardner and Wallawe Lambert (2012) have researched on motivation and related their findings to two basic kinds of motivation.

- (a) Integrated
- (b) Instrumental

2.3 Impact of Covid 19 On Education

The emergence of Corona virus known as the COVID-19 pandemic devastated all sectors of the global economy. The educational system of the world was halted because of social distancing and the lockdown. The conventional paradigm of teaching fails and teaching/learning suffers a severe setback all over the world including Nigeria. Teaching and learning in science education is evolving. Many decades ago in Nigeria, the conventional methods of teaching holds sway in the educational sector (Aina & Langenhoven, 2015). In recent times, teaching and learning had developed into an electronic paradigm (e-learning) that pervaded the entire schools of the world. However, in Nigeria's higher education context the issue of e-learning is not common (Ajadi, Salawu & Adeoye, 2008; Kyari, Adiuku-Brown, Abechi & Adalakun, 2018).

The world is not static but dynamic and technology is changing human endeavor rapidly. Along with the changes are various challenges the human race is facing which makes our education fragile and weak such as the current problem of COVID-19 pandemic. The pandemic has exposed the weakness in teaching and learning in Nigerian schools because the typical teaching paradigm fails.

In Nigeria, the current lockdown in the country occasioned by the COVID-19 pandemic is severely impacting science education. The advent of Coronavirus (COVID-19) in Nigeria has dealt a severe blow to the education of the nation in 2020. The effect of the pandemic is alarming in the educational system of the nation (Sahu, 2020). Within short months the virus entered the country it spread widely to nearly all the states. The government short downs all schools in the nation and clamoring for social distancing to curtail the spread of the

virus.

Social distancing is one of the community mitigation measures that are recommended during influenza pandemics (Ahmed, Zviedrite & Uzicanin, 2018). Social distancing has been considered effective to curb the spread of COVID-19 (Blocken, Malizia, van Druenen & Marchal, 2020). Social distancing is a step taken to reduce physical contact with other individuals (European Centre for Disease Prevention and Control, 2020). It is a measure taken during a pandemic to restrict when and where people can gather to stop the spread of an infectious disease.

The period of COVID-19 pandemic is a typical example of times when conventional teaching paradigm could not work in schools. During this period, as a measure of social distancing, students and teachers are not allowed to interact physically. Schools are closed down for many weeks thus teaching and learning are disrupted (UNESCO, 2020). Teaching and learning in science required interactions between students and the teachers which may not only be physical (Akhtar, Hussain, Afzal) & Gilani, 2019). Therefore, students staying away from schools for a long period may adversely impact their academic performance. It is, therefore, essential the Nigerian government is more committed to e-learning in our tertiary institutions. Although, e-learning is not new in the Nigerian educational system, but the quality and effectiveness are critical. One of the learning framework that enable students to connect with the teacher to learn outside the school context is Google classroom.

2.4 Impact of corona virus lockdown on student's academic performance in English Language

The school lockdowns that started in the spring of 2020 reduced instructional and learning time, which are known to impede student performance, with disparate impacts on different groups of students.

Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy (Murgatroid, 2020). Many countries have substantial issues with a reliable Internet connection and access to digital devices. While, in many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning.

The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning.

The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to

reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding (Sintema, 2020).

Student assessments are carried out online, with a lot of trial and error, uncertainty and confusion among the teachers, students and parents. The approach adopted to conduct online examination varies as per the convenience and expertise among the educators and the compatibility of the learners. Appropriate measures to check plagiarism is yet to be put in place in many schools and institutions mainly due to the large number of student population.

2.5 ONLINE/VIRTUAL EDUCATION

Online/virtual education is the process of using online classroom environments to disseminate information. Online teaching and learning processes involve some digital technologies that permit teachers and students not they are not necessarily be present in the same room. It is the only mode of teaching that can be of help in passing instructions to students in a time like this that social distancing is of utmost important Karp and McGowan (2020).

Before the current COVID-19 crisis, digital technologies have also allowed us to move much of our lives such as health, education, social and economic life online. Mostly, online teaching, open teaching, web-based teaching, computermediated teaching, blended teaching etc. have in common the ability to use a computer/mobile phone connected to a network or radio/television set that offers the possibility to teach from anywhere, at any time, in any rhythm, and by any means. In such a leaning environment, students can be at home or somewhere else and still enjoy the lesson Singh and Thurman (2018).

Online teaching and learning environment can be in two forms: (1) the synchronous learning environment and (2) the asynchronous learning environment. The synchronous learning environment is structured in a way that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback.

Synchronous learning can provide a lot of opportunities for social interaction. On the other hand, asynchronous learning environments are not properly structured as learning content is not available in the form of live lectures or classes; it is available at different learning systems and forums. Also, instant feedback and immediate response are not possible under such an environment.

Online education has played a vital role in the past as it has helped some institutions to overcome the barrier of educational continuity in the time of global crisis Singh and Thurman (2018). For instance, it was online teaching that University of Camerino resorted to when earthquake destroyed almost all their infrastructures and face-to-face interactions were not possible. Online education also helped University of Canterbury to operate when it was faced with a great earthquake in 2011 Todorova and Bjorn-Andersen (2011). Recently, this disaster is in the form of Covid-19 which has made all schools, colleges, and universities to shut down so as to curb further spread of the virus. Many academic institutions, proprietors, State and Federal Governments are, therefore, seeking the help of online education so that teaching and learning processes are not further hampered. For instance, some state governments such as

Lagos, Abia, Enugu, Ondo, Akwa Ibom, Nasarawa, Imo as well as Ekiti States in Nigeria proffered online-virtual education as the possible way out. In general, a complete online education requires an elaborate lesson plan design, teaching

materials such as audio and video contents, as well as technological support teams.

In addition, some schools, especially private schools make use of some online applications to engage their students while the school doors were physically closed. There are several of such online tools available which are important for an effective and efficient learning environment.

Educators can use a combination of audio, videos, and text to reach out to their students in order to maintain a human touch to their lectures Todorova and Bjorn-Andersen (2011). This also help in creating a collaborative and interactive learning environment where students can give their immediate feedback, ask queries, and learn interestingly.

2.6 Challenges of Virtual Education in Nigeria

Lack of technical know-how on the part of the teachers and students

Online users face many technical difficulties that hinder or slow-down the teaching–learning process Favale T et al (2020). Teachers in the form of facilitators face a lot of troubles while working or preparing for online lesson because some of them lack adequate technical training. Students may also face some challenges in assessing the online lessons as most of them are not technically oriented.

It is costly and time consuming

A lot of time and cost is involved in online teaching. A considerable amount of investment is needed for getting the devices and equipment, maintaining the equipment, training the human resources, and developing the online content.

Poor electric power supply

Epileptic power supply being experienced across the country is one of the challenges that rendered online teaching programs useless in Nigeria. Many

Nigerians who live in the urban centers where we are expected to have power supply for 24 hours cannot boast of having it for at least 3 hours a day. On the other hand, there are thousands of students who cannot partake in online teaching because they live in rural areas that do not have means of power supply at all.

High poverty level among Nigerians

Not all the teachers and students have access to all digital devices, internet and Wi-Fi. Children in rural and underserved communities in Nigeria are being left behind as they are not equipped to adapt or transition to new methods of learning. A lot of Nigerian parents cannot afford to provide three square meals for their family not to talk of buying mobile phones or laptops, data charges and other online devices or tools for their children in order to participate in online learning Ngumbi (2020).

Apart from this, parents will still not be able to go to their places of work as they need to be with the children to help them operate the device so that they do not damage the device.

Problem with slow learners

One of the weaknesses of online teaching is that there is no direct communication between the learner and the educator. All students and learners are not the same, there are variations in their level of confidence, capabilities as well as understanding. Some students who are slow learners may not comprehend easily without the teacher being around to put them through. Some of these slow learners depends on their friends to re-explain the concepts of what has been taught by the teacher, but now that they are isolated from others how will they manage the situation? These learners may never catch up with their peers and they will continue to feel the effect of this gap long after the

pandemic has ended. The importance of collaborative learning among learners cannot be overemphasized as is a means to bridge the gap between slow learners and fast learners.

Difficulty in assessing the students

Most of the schools that partake in online teaching during the lockdown find it difficult to assess their students. When the teacher give assignment, how will he mark it and feed the students back except the assessment questions are objective. Some universities that use online medium to teach their students could not conduct examinations. During or after each online lesson, students and teachers found it difficult to interact by asking and answering questions.

Disparity in scheme of work

Scheme of work differs from school to school, as the topic that is scheduled to be taught in first term in school may be scheduled for second term in another school. There is no clear stipulation by the government in their educational policies and there is no uniformity, adequate quality control as well as e-content delivery in the learning processes.

Network and internet connectivity problems

Unavailability of proper digital tools, internet connections or Wi-Fi connections can cause a lot of setback due to which many students might lose out from the learning process. Digital equity is very crucial in this tough time but unfortunately, it is not every teacher and student that have access to digital services.

Lack of conducive environments for learning at home

Lack of conducive learning environments for students is a major setback as students are easily distracted by noise and many other activities going on in their surroundings and could affect their academic performance. Obed et al.

(2018) opined that learning environment affects a child's ability to learn, and could be the determinative factor for some children as to whether they succeed or fail.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research method under the following sub-headings; research design, population for the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.2 Research Design

The design of the study is a descriptive survey research. Descriptive survey design, according to Ali (2006), is a study in which a group of people or items are studied by collecting and analysing data from few people or items considered to be a representative of the entire group. Similarly, Nworgu (2006) defined descriptive survey design as a type of study which aims at collecting data on, and describing in a systematic manner, the characteristics, feature or facts about a given population. Hence, the researcher sees it necessary to use this design because it uses a representative sample of the entire population.

3.3 Population of the Study

The population for this study will comprise secondary school students in Ijebu Ode Local Government, Ogun State.

3.4 Sample and Sampling Technique

The sample procedure adopted is simple random sampling technique. Fifty students will be selected from five (5) secondary schools, ten (10) students from each school. Namely are the schools to be selected;

1. Ijebu Muslim College, Ijebu Ode
2. Adeola Odutola College, Ijebu Ode
3. Anglican Girls Grammar School, Ijebu Ode
4. Moslem Comprehensive High School, Ijebu Ode
5. Ijebu Ode Grammar School, Ijebu Ode

3.4 Instrument for Data Collection

The instrument for data collection is a structured questionnaire. The instrument was developed by the researcher and has two sections, A and B. section A deals with the bio-data of the respondents while section B deals with the effect of covid-19 on student performance in English Language

3.5 Method of Data Collection

The copies of the questionnaire will be administered to the respondents by the researcher with the help of research assistants. These research assistants will be trained on the method of administering and retrieving of the instruments. 50 questionnaires will be distributed to secondary school students in Ijebu Ode.

3.6 Validation of the Instrument

In order to ascertain and ensure the face validity as well as the content validity of the researchers self designed questionnaire, it would be thoroughly examined by the supervisor of this study for correction and input.

3.7 Method of Data Analysis

The data collected for this study will be prescriptively analysed and presented in simple percentage statistically.

CHAPTER FOUR

4.1 Introduction

The results of the data analysis were present in this chapter with the research questionnaire which was interpreted with the already gathered information.

The data collected was analysed using simple percentage method. With the simple percentage method, the result from the data collected from questionnaire will be analysed and calculated in a simple manner for anybody that wants to make reference will easily understand.

This research result representation comprises of two: section A and B in which section A contain the presentation of demographic data of the respondents and section B contain the presentation of the research question result.

4.2 Analysis of Data

Table 1: Sex Distribution of Respondents

Options	No of Respondents	Percentage %
Male	27	54%
Female	23	46%
Total	50	100%

From the table above, it shows that 27 representing 54% of the respondents were male while 23 representing 46% of respondents were female. This shows that majority of the respondents were male.

Table 2: Age Distribution of the respondents

Options	No of Respondents	Percentage %
12-14 years	22	44%
14-16 years	15	30%
16years &above	13	26%
Total	50	100%

The above table revealed that 44% of the respondents were in between 12-14years, 30% of the respondents were in between 14-16years while the remaining respondents 26% were in between 16years and above.

4.3 Analysis of Questions

Table 4.3.1: My result before covid 19 pandemic is far more better than after resumption from covid 19.

	Frequency	Percentage
SA	26	52
A	20	40
SD	1	2
D	3	6
Total	50	100

From the table above, it shows that 26(52%) of the respondents said their result before covid 19 pandemic is far more better than after resumption from covid 19, 20(40%) agree, 1(2%) strongly disagree while 3(6%) disagreed with the statement.

Research Question 2

Table 4.3.2: The distance learning tool used for online teaching English language was dependent on the choice of the school

	Frequency	Percentage
SA	15	30
A	24	48
SD	3	6
D	8	16
Total	50	100

From the table 4.2.2 above, it shows that 15 respondents representing 30% strongly agree that distance learning tool used for online teaching English language was dependent on the choice of the school while 24 respondents representing 48% agreed, 3 respondents representing 6% strongly disagreed and 8 respondents representing 16% disagreed.

Research Question 3

Table 4.3.3: School closure due to COVID-19 interrupted students' learning in English language

	Frequency	Percentage
SA	24	48
A	16	32
SD	8	16
D	2	4
Total	50	100

The analysis above indicate that 24(48%) respondents strongly agree that school closure due to COVID-19 interrupted students' learning in English language while 16 (32%) agreed, 8(16%) strongly disagreed and 2(4%) disagreed.

Research Question 4

Table 4.3.4: Online examinations are unsuitable during the covid 19 for English language

	Frequency	Percentage
SA	17	34
A	27	54
SD	2	4
D	4	8
Total	50	100

Out of the fifty respondents from the table above, 17 respondents representing 34% strongly agree that online examinations are unsuitable during the covid 19 for English language while 27 respondents representing 54% agreed, 2 respondents representing 4% strongly disagreed and 4 respondents representing 8% disagreed.

Research Question 5

Table 4.3.5: Staying at home during the COVID-19 school closure increases the number of illiterates among secondary school students in English language.

	Frequency	Percentage
SA	18	36
A	20	40
SD	9	18
D	3	6
Total	50	100

From table 4.2.5 above, it shows that 18 respondents strongly agree that staying at home during the COVID-19 school closure increases the number of illiterates among secondary school students in English language, 20 respondents agree, 9 respondents strongly disagree while the remaining 3 respondents disagree.

Research Question 6

Table 4.3.6: Students from parents with limited financial resources gain slower during school closures than in a business-as-usual academic year because there may be no private lessons.

	Frequency	Percentage
SA	15	30
A	17	34
SD	11	22
D	7	14
Total	50	100

The table above revealed that 15 respondents representing 30% strongly agree that students from parents with limited financial resources gain slower during

school closures than in a business-as-usual academic year because there may be no private lessons while 17 respondents representing 34% agreed, 11 respondents representing 22% strongly disagree and 7 respondents representing 14% disagree.

Research Question 7

Table 4.3.7: School closure as a result of COVID-19 pandemic has affected public assessment; thereby resulting in the cancellation of public exams such WAEC, NABTE etc.

	Frequency	Percentage
SA	19	38
A	18	36
SD	6	12
D	7	14
Total	50	100

From the table above, it shows that out of the 50 respondents 38% of the respondents strongly agreed that school closure as a result of COVID-19 pandemic has affected public assessment; thereby resulting in the cancellation of public exams such WAEC, NABTE etc. while 36% agreed, 12% strongly disagreed and 14% disagreed with the statement.

Research Question 8

Table 4.3.8: Resumption of school after covid 19 affect school calendar

	Frequency	Percentage
SA	17	34
A	24	48
SD	6	12
D	3	6
Total	50	100

From the analysis above, it is revealed that 34% of the respondents strongly agree that resumption of school after covid 19 affect school calendar while 48% agreed, 12% strongly disagreed and 6% disagreed.

Research Question 9

Table 4.3.9: Students are feel reluctant to learn after resumption from covid 19.

	Frequency	Percentage
SA	12	24
A	21	42
SD	12	24
D	5	10
Total	50	100

Out of the total number of the respondents 12(24%) of the respondents strongly agreed that students are feel reluctant to learn after resumption from covid 19 while 21(42%) agreed, 12(24%) strongly disagreed and 5(10%) disagreed.

Research Question 10

Table 4.3.10: There are no enough materials to enhance teaching and learning after covid 19 resumption.

	Frequency	Percentage
SA	16	32
A	18	36
SD	8	16
D	8	16
Total	50	100

The table above indicates that 16 respondents representing 32% strongly agree that there are no enough materials to enhance teaching and learning after covid 19 resumption while 18 respondents representing 36% agreed, 8 respondents representing 16% strongly disagreed and 8 respondents representing 16% disagreed.

Research Question 11

Table 4.3.11: Many students may live in greater fear of catching the virus even after school resumption; thereby distracting them emotionally and psychologically from learning.

	Frequency	Percentage
SA	21	42
A	23	46
SD	4	8
D	2	4
Total	50	100

From the table above, it shows that 21(42%) of the respondents strongly agree that many students may live in greater fear of catching the virus even after school resumption; thereby distracting them emotionally and psychologically from learning while 23(46%) agree, 4(8%) strongly disagreed and 2(4%) disagreed.

Research Question 12

Table 4.3.12: The outbreak of the covid 19 affect reading performance of students

	Frequency	Percentage
SA	19	38
A	20	40
SD	8	16
D	3	6
Total	50	100

From the table above, it shows that 19(38%) of the respondents strongly agree that the outbreak of the covid 19 affect reading performance of students while 20(40%) agreed, 8(16%) strongly disagreed and 3(6%) disagreed.

Table 4.2.13: Students show negative attitude towards learning English language during covid 19

	Frequency	Percentage
SA	15	30%
A	9	18%
SD	14	28%
D	12	24%
Total	50	100%

From the table above, it shows that 30% of the respondents strongly agreed that students show negative attitude towards learning English language during covid-19, 18% of the respondents agreed while 28% of the respondents strongly disagreed and 24% of the respondents disagreed.

Table 4.2.14: The class is not conducive for me to learn English language during covid-19 before the lockdown.

	Frequency	Percentage
SA	16	32%
A	4	8%
SD	19	42%
D	11	22%
Total	50	100%

The table above revealed that 32% of the respondents strongly agreed that class is not conducive for me to learn English language during covid-19 before the lockdown, 8% of the respondents agreed while 42% of the respondents strongly disagreed and 22% of the respondents disagreed with the statement.

Table 4.2.15: I study hard to perform well in English language during covid-19

Option	Frequency	Percentage
SA	17	34%
A	13	26%
SD	15	30%
D	5	10%
Total	50	100%

Analysis from the table above revealed that 34% of the respondents strongly agreed that they study hard to perform well in English language during covid-19, 26% of the respondents agreed while 30% of the respondents strongly disagreed and 10% of the respondents disagreed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This research investigates effect of covid-19 on student performance in English language. Research questions relating to the study were formulated and the questionnaire leading to data collection was administered.

Also, previous literature on related concepts were reviewed the third chapter of the study dealt with the research design and methodology used for the collection of data and opinion from respondents and the system of analyzing the data for the research work. The fourth chapter consists of the presentation of the data collected, the analysis of data, the data was also interpreted in this same chapter.

5.2 Conclusion

The outbreak of corona virus has shaken the educational sector of Nigeria off its strength. In fact, looking at the trend of the pandemic, it could be something we are going to live with for a long period of time. There is no doubt that there is going to be a serious set-back in the development of Nigeria education system if the coronavirus pandemic lockdown is not properly managed by the government and concern personnel. Schools calendar have been disrupted, there is reduction in the economic development of the country which has affected the education finance as well. Since the family income depends on the economic growth of any country, most of the families in Nigeria are experiencing economic hardship as a result of the pandemic lockdown; some of the vulnerable families having their children under the federal government free

feeding scheme are being faced with the challenge of going in search of food for their children while they are with them at home. Unfortunately the illiteracy level of some parents in Nigeria is not helping the matter because not every parents or guidance could handle the black and white teaching of their children. This on a long run will cause children in these category to experience a great set-back in their academic endeavors, in fact many of them may from there drop out of school and take some other things.

The pandemic lockdown has led to the shortage of funds for the educational system, parents as well are been faced with the reality of having to pay extra cost on their children academics whenever they resume to school. This is certainly a trying time for the economy, a hit on the sustainable development of the country and it is not going to be an easy experience for some households who could barely afford daily balanced diet who have been sacrificing a lot for their children to get the best education for them to become a useful and acceptable member of the society. It won't be surprising if a larger percentage of students dropped out of schools after the pandemic lockdown in Nigeria as a result of inability to of parents to bear the cost of financing their children's education.

The outbreak of the corona virus coupled with the lockdown of schools at various levels of education in Nigeria has served as test for the education technology interventions for teaching-learning activities. Unfortunately the Nigeria education system arrived at this point not fully prepared. It was observed that even the ELearning chosen as the alternatives to be used in reaching out to the learners in the period of lockdown has not successfully work because of non unemployment of expert to manage the IT section of the Nigeria Education system, huge tariff charges from various network providers in

Nigeria. Also with the move to reopen schools to the learners in terminal classes, there will be adequate time to prepare them for their respective terminal examinations, but this can only be possible if the government and the schools authorities make available preventive measures and facilities to prevent the spread of coronavirus in our schools.

5.3 Recommendations

The government and concerned educational personnel should ensure there are futuristic plans to in case of another similar experience. This is COVID-19, nobody knows what other occurrences will happen in future and will lead to interruption of the activities of the educational system of Nigeria, therefore plans are to be made in ensuring the future of the education system is secured and not been disrupted with emergence of disease.

Nigeria ministry of education should employ experts in the area of ICT to further introduce programs that will enhance the productivity of the education sector in order to compete with the outside world even in the period of global pandemic lockdown. These experts should design the teaching learning activities through social media platforms such as Google Classroom which is a free web service that is developed by Google for schools that aims to simplify creating, distributing and grading assignments in a paperless way with the purpose of streamlining the process of sharing files between lecturers and students.

Finally, support should be given to working parents if their children are expected to be at home on a regular basis. One possibility would be to have a public fund devoted to financing (part of) parental leaves of working parents that need to support their children when it is their turn to stay at home.

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**TAI SOLARIN COLLEGE OF EDUCATION, OMU ODE, OGUN
STATE, NIGERIA**

Dear Respondents,

The purpose of this questionnaire is to find out the effect of covid-19 on student performance in English language.

I therefore, solicit for your honest response. I promise that your responses will be treated with utmost confidentiality.

Thank you.

Instruction: Please read and complete section A and B. Tick () the appropriate response as applicable.

SECTION A

Sex: Male () Female ()

Age: 12-14 () 14-16 () 16 and above ()

SECTION B

For each of the statement below, please tick () the most appropriate to you.

The columns provided are as follow:

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

S/N	STATEMENT	SA	A	D	SD
1	My result before covid 19 pandemic is far more better than after resumption from covid 19.				
2	The distance learning tool used for online teaching English language was dependent on the choice of the school				
3	School closure due to COVID-19 interrupted students' learning in English language				
4	Online examinations are unsuitable during the covid 19 for English language				
5	Staying at home during the COVID-19 school closure increases the number of illiterates among secondary school students in English language.				
6	Students from parents with limited financial resources gain slower during school closures than in a business-as-usual academic year because there may be no private lessons.				
7	School closure as a result of COVID-19 pandemic has affected public assessment; thereby resulting in the cancellation of public exams such WAEC, NABTE etc.				
8	Resumption of school after covid 19 affect school calendar				
9	Students are feel reluctant to learn after resumption from covid 19.				
10	There are no enough materials to enhance teaching and				

	learning after covid 19 resumption.				
11	Many students may live in greater fear of catching the virus even after school resumption; thereby distracting them emotionally and psychologically from learning.				
12	The outbreak of the covid 19 affect reading performance of students				
13	Students show negative attitude towards learning English language during covid 19				
14	The class is not conducive for me to learn English language during covid-19 before the lockdown.				
15	I study hard to perform well in English language during covid 19				