Impact of Global Covid-19 Lockdown on Achieving the SDGs in Teaching of English Language in Tertiary Institutions in Enugu State.

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ABSTRACT

The purpose of this study was to find out the impact of the global lockdown on English Language teaching in tertiary institutions in Enugu State. Three specific purposes and three corresponding research questions were raised to guide the study. The design of the study is a descriptive survey research which aimed at investigating the impact of the global lockdown on English Language teaching in tertiary institutions in Enugu State. The study is carried out in tertiary institutions in Enugu State which includes Federal, State and Private Institutions. The population for the study comprised of all the 400 English lecturers in the fourteen (14) tertiary institutions which comprised of 6 universities, 2 polytechnics and 6 colleges of Education. The sample for the study comprised of 100 lecturers from 5 institutions out of the fourteen (14) tertiary institutions in the state. Two (2) universities, one (1) polytechnic and two (2) colleges of Education were used. Simple random sample technique was used to select 25% of the lecturers which gives 100 lecturers. The instrument for data collection was a structured questionnaire. The instrument was face validated by three experts, one from measurement and evaluation and two from school of Art and Social Sciences, all in Enugu State College of Education. The instrument has a reliability index of 0.92 which indicates that it is reliable and therefore considered appropriate for use. In analysing the data, the researcher used mean in answering the research questions. One of the major findings of the study was that global covid-19 lockdown has a great impact in achieving the SDGs in English language teaching in tertiary institutions. The following recommendations were proffered among others that the government authorities and school management in particular should provide adequate e-learning facilities to enhance students and lecturers access to e-learning activities and periodical computer training should be organized for lecturers and students.

Keywords: Tertiary, Impact, Global Lockdown, English Language, Teaching

INTRODUCTION

English language seems to assume the position of the global language. Globalization is the opening up of various parts of the world to external influence. English has become an important tool without which it is impossible to open the door of many opportunities that are available to us (Adetugbo, 2016). The lubricants and characteristics of globalization technology and the domineering position of the English language in the new world order has made it imperative that English Language will continue to be recognised as a tool for global integration (Ugwuanyi, 2013). To participate in the global world, nations, institutions, groups and individuals have to prove that they qualify and the competence in the English language, and other criteria like requisite training and information and communication technology (ICT) literacy, are somewhat linked to English proficiency. It is important to be proficient in it in order to meet up with the demands it requires to achieve one's goals in life especially in such cases where pedagogy is shifted from the traditional classroom as was experienced in the global covid-19 lockdown.

The global lockdown which was as a result of COVID-19 pandemic did not stop at national borders. It affected people regardless of nationality, level of education, income or gender including education is no exception. Students from privileged backgrounds, supported by their parents and eager and able to learn, found their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds remained shut out when their schools shut down.

This crisis exposed the many inadequacies and inequities in our education systems – formed access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. The lockdowns in response to COVID-19 pandemic interrupted conventional schooling with nationwide school closures in most part of the world, the majority lasting at least 10 weeks. While the various schools have made concerted efforts to maintain learning continuity during this period, children and students have had to rely more on their own resources to continue learning remotely through the internet, television or radio. Teachers also had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have been trained. In particular, learners in the most marginalised groups, who do not have access to digital learning resources or lack the resilience and engagement to learn on their own, were at risk of falling behind.

Most professions during the global lockdown, including the teaching of English relied on the internet. As the most highly sought-after language, the English language is increasingly being taught through the use of internet-based tools. For instance, activities such as lesson preparation, lesson delivery, and feedback provision were carried out through internet based tools such as emails, telnet and the World Wide Web (WWW) to mention but these. The importance of using the internet in the teaching of English has been attested in a number of studies. Some of these advantages include the effective evaluation of teaching and learning strategies (Kornum, 2012), improvements in learners' writing, specifically, fluency and organization (Davis, 2020), increased participation in classroom discussions (Warschauer, 2016), and greater autonomy for learners (Osuna & Meskill, 2017).

The importance of using internet-based tools in the teaching as well as learning of English is so profound that approaches such as Computer Assisted Language Learning (CALL) have become popular. CALL is generally used to describe the various processes and activities that use computers in the teaching and learning of a new language (Warschauer, 2016). In most cases, these computers are used to access various internet-based tools that facilitate language teaching and learning.

E-learning is also a related term that is frequently used when discussing the use of technology in language teaching and learning. It refers to the educational model that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction. Unlike regular textbooks, E-learning provides a richer treasure for the improvement of language skills (Cai, 2012). Language is the only sustainable weapon that can bind a multilingual nation like Nigeria together (Obiegbu, 2015). The English language occupies a very significant role in the formation of national values and integration of the Nigerian nation. More than a decade after decolonization of Nigeria, English continues to enjoy its primacy in our educational system as a medium of instruction. Economically, English language is crucial for economic

growth. The fragile unity that we still enjoy in Nigeria would have been herculean without the English language. The English language acts as a veritable tool for sustainable development in Nigeria (Obiegbu, 2015).

Sustainable development is mostly regarded as the development that meets the needs of the present without compromising the ability of the future generations to meet their own developmental needs (Hanachor and Wordu 2021). The United Nations Educational Scientific and Cultural Organization (UNESCO 2016) concisely expressed that, sustainable development is an organizing principle for global development that supports the welfare of both people and planet. The theory of sustainable development itself has been disputed and affirmed with emphasis on different imperatives. It is absolutely a critical developmental paradigm for the global community given the various social environmental and economic challenges facing the world today.

Economically, English language is the avenue to sustainable development in Nigeria. Economists in Nigeria believe that English is crucial for economic growth, as it helps them trade more widely on an international scale. Nigerians can do international businesses because we have English as our official language. The international community can easily and comfortably be reached because of the prestigious language.

English language serves as a tool for sustainable development in the area of national Unity in Nigeria. The global COVID-19 lockdown has availed both the teachers and the learners of English great access to e-learning which calls for global coverage and sustainability.

The Federal Republic of Nigeria (2014) realized the role of ICT to national development. Consequently, it has put in place a policy document – titled the National Policy for Information Technology, 2001. The policy clearly spelt out the ICT vision, mission and policies for Nigeria. The FRN (2014) acknowledged the importance of using ICT in improving knowledge and thus states in the National Policy that government shall provide necessary infrastructure and training for the integration of ICT in advancing knowledge and skill in the modern world. It is therefore assumed that if government policy has been implemented; teachers in our school system especially in the tertiary institutions must have acquired ICT skills which will help them in effective instructional delivery during the global lockdown.

Statement of the Problem
The transition to a new environment of education, learners needs special social care to improve their concentration and motivation in learning. Online learning had been the best solution for continuing education during the pandemic; especially in tertiary education. The need for education updating was required because of the fast advances in technology. The need to learn at any time, and any place was in its way to be achieved. However, for the past two decades, online learning has been activated in some global institutes. Most schools, colleges, and universities do not use this education mode, and their staff do not know what is involved in e-learning. The global decision to close the educational institutes was rational to keep social distancing to stop its spread. Most countries switched to online learning immediately because they were already prepared for online learning, which Enugu State, Nigeria keyed into. The online teaching during which time it was observed that the staff from the various departments and faculties across tertiary institution in Enugu State displayed unequal levels of commitment and interest in teaching online. Most staff of the Use of English Programme, for instance, were reluctant to

use the prescribed internet-based tools despite the scratch training received on how to use these. The problem had to be beyond he availability of digital devices (laptops, desktops, smart phones) and access to the internet. This study, therefore investigate the impacts of the global lockdown on English Language Teaching in Tertiary Institutions in Enugu State.

Purpose of the Study
The main purpose of this study is to find out the impact of the global lockdown on English Language Teaching in Tertiary Institutions in Enugu State The study specifically sought to:
1. Determine the impact of global Covid-19 lockdown on teaching of prose in tertiary institutions in Enugu State.
2. Ascertain the impact of global Covid-19 lockdown on the teaching of drama in tertiary institutions in Enugu State.
3. Find out the impact of global Covid-19 lockdown on the teaching of poetry in tertiary institutions in Enugu State.

Research Questions
The following research questions guided the study:
1. What is the impact of global Covid-19 lockdown on teaching of prose in tertiary institutions in Enugu State?
2. What is the impact of global Covid-19 lockdown on the teaching of drama in tertiary institution in Enugu State?
3. What is the impact of global Covid-19 lockdown on the teaching of poetry in tertiary institutions in Enugu State?

Method
The design of the study is a descriptive survey research which aimed at investigating the impact of the global lockdown on English Language Teaching in tertiary institutions in Enugu State. Descriptive survey design according to Ali (2006) is a study in which a group of people or items considered to be a representative of the entire group. Hence, the researcher sees it necessary to use this design because it uses a representative sample of the entire population.

The study was carried out in Enugu State. It has an area of 7161 km^2 and ranks 29th out of the 36 states in Nigeria in terms of land area. It has an estimated population of 1,596,042 males and 1,671,795 females (2006 Census). Enugu State situated in the South East Geo-Political Zone of Nigeria has many tertiary institutions which includes universities, polytechnics and Colleges of Education.

The population for the study comprised of all the English lecturers in the fourteen (14) tertiary institutions in Enugu State which includes Federal, State and Private Institutions. Available data shows that there are 6 universities, 2 polytechnics and 6 colleges of education. The sample for the study comprised 100 lecturers from five (5) institutions out of the fourteen (14) tertiary institutions in the state. Two (2) universities, one (1) polytechnic and two (2) colleges of education will be used due to the financial strength of the researcher and coupled with time constraint.

The sample for the study is 100 lecturers. Simple random Sampling technique was used to select 25% of the lecturers which gave 100. This 25% is in line with Nwanna (1992) who stated that if the population of a study is in a few hundred, a 20-25% sample will do.

The major instrument for data collection is a structured questionnaire. The questionnaire was developed by the researcher and has two sections, A and B. Section A deals with the demographic data of the respondents, while section B deals on the impact of the global Covid-19 lockdown on English Language Teaching in Tertiary Institutions in Enugu State.

A four-point rating scale with assigned values was used to rate the response to the questionnaire items as follows: Strongly Agreed (SA) 4 points, Agreed (A) 3 points, Disagree (D) 2 points, Strongly Disagree (SD) 1 point. The items on the instrument are unambiguous.

The instrument was validated by three experts, one from Measurement and Evaluation, and two from School of Art and Social Sciences, all in Enugu State College of Education (Technical), Enugu. The experts examined the instrument with regard to relevance and adequacy of the items, language clarity, and comprehensiveness of the items bearing in mind the purpose of the study. The comments, suggestions and criticisms made independently by the experts helped the researcher to modify and produce the final draft of the instrument.

To ensure the reliability of the instrument the validated instrument was trial tested on 50 lecturers from 2 private tertiary institutions in Ebonyi State which were outside the targeted population. To ascertain the internal consistency of the instrument, the Cronbach Alpha method was used to compute the internal consistency reliability estimate of the items. The instrument has an overall reliability index of 0.92 which indicates that the instrument is reliable and therefore considered appropriate for use. Mean was used in answering the research questions.

Research Question 1. What is the impact global Covid-19 lockdown on the teaching of prose in tertiary institution in Enugu State?

Table 1: **Mean responses of lecturers on the impact of global lockdown on the teaching of prose in tertiary institution.**

S/N	Items	SA 4	A 3	D 2	SD 1	N	EFX	X Mean	Decision
1	Students have more access to prose teaching materials like textbooks, novels, essays and articles	75	15	-	10	100	355	3.5	Agreed
2	Students do not understand the prose concept more than online	65	10	15	10	100	330	3.3	Agreed
3	Students study materials send across to them	44	32	12	12	100	308	3.1	Agreed
4	Assessment sent across to students is not well assessed	50	25	10	15	100	310	3.1	Agreed
5	Communication between teacher and student in teaching-learning of prose is effective and efficient	50	30	10	10	100	320	3.2	Agreed
	GRAND MEAN							**3.24**	**Agreed**

From the computed mean in table 1, it was found that the mean responses of items (1,2,3,4,5) were above the cut-off point 2.5 and a grand mean of 3.24 is gotten therefore agreeing on the impact of global lockdown in teaching of prose in tertiary institution.

While none of the items was below the cut-off point and therefore does not agree on the impact of global lockdown in teaching of prose in tertiary institution in Enugu State.

Research Question 2: What is the impact of global Covid-19 lockdown on the teaching of Drama in tertiary institution in Enugu State?

Table 2: Mean responses of lecturers on the extent global lockdown have impact on teaching Drama in tertiary institution.

S/N	Items	SA 4	A 3	D 2	SD 1	N	EFX	X Mean	Decision
6	Absence of drama studio	60	10	20	10	100	300	3.0	Agreed
7	Dramatic term are explained better using the internet-based tools	10	20	-	70	100	350	3.5	Agreed
8	Some teaching materials or aid cannot be improvised	75	15	-	10	100	355	3.5	Agreed
9	Assessment of students is effective and efficient	15	10	65	10	100	330	3.3	Agreed
10	Student does not show more interest in learning	44	32	12	12	100	308	3.1	Agreed
	GRAND MEAN							**3.28**	**Agreed**

From the computed mean in table 2, it was found that the mean of items (1,2,3,4,5) were above the cut-off point of 2.5 and a grand mean of 3.28 is gotten therefore agreeing on the extent global lockdown have impact on teaching Drama in tertiary institution in Enugu State.

While none of the items were below the cut-off point and therefore does not agree on the extent global lockdown have impact on teaching Drama in tertiary institution in Enugu State.

Research Question 3: What impact does global lockdown have on the teaching of poetry tertiary institution?

Table 3: Mean score of lecturers on the impact of global lockdown on teaching of poetry in tertiary institution.

S/N	Items	SA 4	A 3	D 2	SD 1	N	EFX	X Mean	Decision
11	Most students pay attention while the teaching of poem is going on	35	15	40	10	100	350	3.5	Agreed
12	Teachers do not use different material for illustration since the teaching is online	65	10	15	10	100	330	3.3	Agreed
13	Students carry out assignment in poem effectively	15	15	60	10	100	355	3.5	Agreed
14	Some materials in poem can't be accessed by students	65	10	15	10	100	330	3.3	Agreed
15	Practical work is done effectively using internet-based tools	12	32	12	44	100	308	3.1	Agreed
	GRAND MEAN							**3.34**	**Agreed**

From the compound mean in table 4, it was found that the mean of items (1,2,3,4,5) were above the cut-off point of 2.5 and a grand mean of 3.34 is gotten therefore agreeing on the impact of global lockdown on teaching of poetry in tertiary institution in Enugu State. While none of the item were below the cut-off point and therefore does not agree on the impact of global lockdown on teaching of poetry in tertiary institution in Enugu State.

Discussion
The evidence from the study shows that lecturers in Enugu State tertiary institution agreed to the impact of global lockdown on teaching of prose in tertiary institution. In other words, it shows that teachers responded and agreed with the researchers that students' have more access to prose teaching materials like textbook, novels, articles and essay, students' doesn't understand prose concept much better online, students' study materials send across to them, assessment sent across to students' is not well accessed and that Communication between teacher and student in teaching-learning of prose is effective and efficient.

The findings agree with Chiedu & Ohwonohwo (2021), who opined that, Online resources for the learning of English are replete in the Internet which includes; availability of online dictionaries, encyclopaedia and various e-textbooks in different aspects of English language like prose, drama, poetry, syntax, phonetics/phonology, morphology, English varieties and English composition.

The response of the lecturers shows that they agreed with the researchers on the impact of global lockdown on teaching of

Drama in tertiary institution. This is to say that they generally agreed that there is absence of drama studio during these period in teaching and learning of drama, dramatic term is not explained better using the internet-based tools, teaching materials or aid cannot be improvised, assessment of student is not effective and efficient and student does not show more interest in learning.

The finding agrees with Ajadi, Salawu and Adeoye (2018), who opined that most English Language lecturers and students and students are not ready to embrace the use of internet based tools in teaching and learning of the subject as there are no additional benefits attached to it. Also, most of them are not computer literate and would prefer to continue with their traditional chalk and board method of teaching. In addition, that since ICT encourages independent learning, most students are reluctant to take responsibility for their own learning but prefer to be spoon-fed at all times.

The lecturers' responses agreed with the researchers on the impact of global lockdown in teaching of poetry in tertiary institution. These implies that they generally agree that most students' does not pay attention while the poet teaching is going on. Teachers does not use different material for illustration since the teaching is online. Students do not carry out poet assignment exercise effectively. Some poet materials can't be accessed and that practical works are not done effectively using the internet based tools.

The findings agree with Blasius and Jude (2020), who opined that there is no much success regarding the integration of the various internet-based tools in teaching and learning process during the global lockdown. That lack of adequate training on how to teach online, poor internet connection, power failures, and cost of internet subscription, were amongst the challenges faced by lecturers during the global lockdown.

Conclusion
The study focused on the impact of global lockdown on English language teaching in tertiary institutions in Enugu state. Based on the findings of the study, the following conclusions were drawn that all hands (teachers, learners, government, parents) must therefore be on deck so as to reform the system of education in tertiary institution and beyond in order to produce graduates who have been groomed and refined and can represent both within and outside the country.

Recommendations
Based on the findings, the following recommendations were proffered:
1. The government authorities and school management in particular should provide adequate e-learning facilities in institutions of higher learning.
2. There should be constant electricity supply in the institutions to enhance students' and lecturers' access to e-learning activities.
3. Periodical computer training should be organized for lecturers and students. This will enable them acquire relevant skills and knowledge on the usage of e-learning facilities.

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