Sub-Sahara African Academic Research Publications
December, 2022 Editions

JESTP
Journal of Educational Studies, Trends and Practice.
Vol.26, No.8, ISSN 2285-8565

THE ROLE OF INTERNET IN LEARNING OF ORAL ENGLISH IN TERTIARY INSTITUTIONS.

OTUU OBINNA OGBONNIA
Computer Science department, Federal Polytechnic Oko, Anambra State, Nigeria.

ABSTRACT
The advent of international networks has heralded positive changes in not just our businesses, hospitals, military, but also in our educational sectors. This advent has helped in sharing of materials, resources and knowledge which also has influenced the learning of Oral English in various Institutions. Of course, some researches have shown that greater percentage of students do not understand Oral English because of its teaching methods culminating mostly from negative influence of physical interactions between the students and the English teachers who are often regarded as not pronouncing the sounds of the spoken words correctly. Hence, this research compared the learning outcomes of students who learn Oral English from a physical teacher and that of the students who learn with an internet tutor with already embedded phonetic symbols and their corresponding sounds. The study opted for the latter, discarding the former. **Google pronunciation App was the internet tutor used for this comparison. Online Google form was the data gathering tool used in the questionnaire drafting to elicit learning behavior from the selected students who were tutored by a physical teacher and the google pronunciation app. Four** questions were strategically constructed for the enquiry and administered to the students selected. Chi-Square was used as the statistical tool for the analysis.

Keywords: Internet, Students, Institutions, Phonetics, Learning.

INTRODUCTION
According to Ogbonnia (2017), computer and the internet have become fundamental part of education. Learning through the internet is a very common activity, which almost every computer literate person does. Schank, Roffe; (2002) and Tsai & machado (2002) refers to internet as a communication and learning activity through computers and networks (via electronic means). To be more specific, Fry (2000) defines internet as a delivery of training and education via network interactivity and range of other knowledge collection and distribution technologies.

Nwankwo N. (2012) summarizes the concept of internet, as a wired and wireless mode of communication, through which one can receive and transmit information that can be used for single or multiple operations. Therefore, internet is the connection of multiple computers together in a wired or wireless network for the purpose of sharing information or resources.

Many people learn and gather all sorts of information through the internet. Meanwhile, there are some courses that are better learnt through the physical means than the virtual means. Mathematics is one of the courses which demand a physical tutor for students to be able to understand well. However, there are some courses which have been argued to be better understood using the internet means than the physical. Such arguments evoked the emergence of this research, which is to know if Oral English is better understood and learnt through the internet or not.

PROBLEM STATEMENT

The call for application of internet in schools is to infuse and inject efficiency and effectiveness in academic implementation especially when it comes to learning Oral English. Oral English is a course that should not be left without steady practice by anybody no matter how perfect you think you have grown in the mastery of homophones, antonyms, synonyms, homonyms, etc. In fact, it should be part of your daily activities as a student of English language, Mass communication or their related discipline. Therefore, the only possibility of making English part of your daily activity is to install the "spoken-word" application to your phone, which runs through the internet, so that while you are in your social media platform, you will also be going through the application. But students don't have the spoken-word application installed to their phones with internet facility, and as such, resting and learning (using your phone to learn) which should make an Oral English student a better learner won't be possible.

The Students from the onset dislikes Oral English related courses and develops hatred for the lecturers who lecture these courses because of the way things are being pronounced. This makes these students uncomfortable when the lecturer appears to teach in classrooms. In most cases, it is better for them to watch you in a lecture video than to attend your classes.

STUDY PURPOSE

The reasons for carrying out this research are as follows:

1. To Find out what students feel about learning Oral English through the internet,
2. To determine whether the positive effect of learning through the internet is greater than those of its negative, based on students' academic competence.
3. To find out whether the academic competence of students is in anyway dependent on learning through the internet.

RESEARCH QUESTIONS

The questions this project intends to answer are:

- What do students feel about learning, through the internet?
- How many students, access the internet for learning Oral English?
- Can learning Oral English through the internet, influence the academic competence of any student?
- How reliable is internet information, especially the stored phonetic sounds?

RELATED RESEARCH ON THE USE OF INTERNET IN LEARNING

A nine year survey of the research literature in training , published by Fletcher and Tobias in ' Training and retraining, commissioned by the American psychological society, and published in 2000, concluded that : '' learners learn more using computer-based instruction, than they do with conventional ways of teaching , as measured by higher post-treatment test score '' .

Brandon Hall (2001) notes that the learning most suited to internet conversion includes; information and knowledge, and processes and procedures. This report noted that learning-gains have been found in;

- Learners' attitude towards the internet format and training in general.
- Learners score on tests and other evaluations
- Number of learners that pass exams.
- Learners' ability to apply to apply new knowledge or processes on the job.
- Long time retention of information.

Wilson (2003) stated, that internet is construed in a variety of contexts, such as; Distance learning, web-based learning and network learning, etc. But, in the context of this research, only the instance of ''web-based learning'' will be considered.

Hamid (2002) and lytras, pouloudi & poulymenakou (2002) mentioned that internet evolved around information technology (I.T) to enhance learning proficiency. Furthermore, Evans & Hasse (2001) pointed out, that technology is indeed needed in internet to educate the learner through the usage of two-way video, two-way computer interaction, cable, satellite downlinks and internet.

INTERNET TECHNOLOGY ISSUES

Student needs necessary hardware for internet such as, desktop or notebook computers and printers (kathawala, abdon, elmulti, 2002 ; hiltz, 1997). Therefore, one of the major technological effect of internet is the necessity of computer hardware and relevant resources. Sambrook (2003) mentioned that the lack of hardware to support internet in organizations is one of the factors why medium and small scale enterprise are not willing

to engage in internet to educate its employees. Hardware and other ICT resources are necessary for internet implementation in institutions.

While internet is supported to be a multimedia-rich learning environment, the limited bandwidth may hinder the learning process as the downloading of multimedia materials which include sounds, may take a longer time. Good example of poor transfer rate that hinders the video streaming happened in North Arizona college and the national college of Singapore, where video frames, transmitted via the internet could freeze up and the audio could be interrupted at times (Collins,2002; lee and Alhawandeh,2001). Pachnowski (2003), further mentioned the problems of video conferencing as listed above caused delay in class start time and some other additional complications like loss of audio

INTERNET SKILLS ACQUISITION

Carr (1999) mentioned that the lack of ICT skill is one of the barriers in internet training. As internet is the product of advanced technology, e-learners will have to learn new skills and responsibility's related to the technology (Angelina, 2002, p.12). E-learners should be information & communication savvy. Hamid (2002) stated that technical skill could cause frustration to internet students due to the unconventional internet environment and isolation from others. Consequently, having to learn new technology may be a barrier or disadvantage in internet for ICT novices.

Internet is not an easy task for many, as it requires a lot of self-discipline. As Kearsley (2000) stated, internet provides autonomy or freedom to learn, but the learners should have initiative and self-discipline to study and complete assignments. Scott et al (2003) asserted that the internet success rate was very dependent on students' ability to be self-directed and internally motivated. It is therefore, reasonable for Rivera and Rice (2002) to comment that learners who are not self-motivated, will find web based learning an unsatisfactory experience. Self-paced learning seems to be a good idea. However, based on the literature, learners tend to postpone or delay their coursework as it is learner-centered, whereby, the success or failure depends on the learner (Hiltz 1994; Young-ju, Boung & choi, 2000). In an internet environment, learners need to manage their learning and schedule their assignments (Grant & Spencer, 2003). This is rather different from the traditional learning environment, where learners need to attend some courses in physical classrooms, and they need to do their assignments or take exams within certain time frame (Miller & Corley, 2001). As a result, internet learners will take a longer time to comprehend as compared to traditional students (Choy, 2002).

CHALLENGES FACED BY TEACHERS IN THE USE OF INTERNET

Difficulty in teaching, in an internet environment is another issue, as instructors may not be able to teach well. Moving into internet is difficult for instructors who are already familiar with the traditional teaching environment (Angelina, 2002, p. 12a; Strauss, 2003; Kearsley, 2000; Wang, 2003). This is because the internet teaching environment

is new and the internet technologies are developing and changing rapidly (Calvert, 2001).

DATA GATHERING AND ANLYSIS

Population Of The Study

The population of this study (N) is 965, comprising the two departments (Computer Science and Mathematics/Statistics) in Federal Polytechnic Oko, Atani Campus.

SAMPLE OF THE STUDY

The population considered in this very research work is Atani campus with population size of **965** students. The sample (n) consists of a total number of (200) student. Out of which;

- Computer science department are (**160**) students and
- Mathematics and statistics department (**40**) students.

SAMPLING TECHNIQUE USED

The method used in collecting samples for this research study is 'Simple Random Sampling (SRS), where one campus (Sample) is randomly selected, out of the three campuses of Federal Polytechnic Oko (Population).

DATA PRESENTATION.

The table below shows the Data on students' distribution by department and level in atani campus.

Table 1

STUDENTS' LEVEL	**DEPARTMENTS**		**TOTAL**
	COMPUTER SCIENCE	MATHS/STATISTICS	
ND1	129	27	156
ND11	91	8	99
HND1	500	65	565
HND11	127	18	145
TOTAL	847	118	965

Source: School Record 2017/218 session.

From the above record, the researcher found out that the total population of students in atani campus is **965** out of which **847** students are from computer science and the remaining **118** students are from Maths/statistics department. It is as a result of this information that made the researcher to select 200 students as the sample size and

printed the same number of copies of questionnaire and distributed to the selected students in the campus.

Table 2

The table below shows the distribution of returned questionnaires. Out of **200** copies of questionnaire distributed, only **152** questionnaires were returned.

Respondent	Number Distributed	Number Returned	Number Not Returned	% Returned	% Not Returned
Computer Sc.					
HND1 & 11	70	52	18	74.29	25.71
Nd1 & 11	90	65	25	72.22	27.78
Maths/Statistics					
HND1 & 11	15	14	1	93.33	6.67
ND1&11	25	21	4	84.00	16.00
TOTAL	200	152	48	76.00	24.00

Source: The number of questionnaires returned.

Table 3

This table summarizes the responses on the Internet Experience with Oral; Learnt Oral English through the Internet, Did not learn through the Internet, and Undecided.

INTERNET EXPERIENCE	LEARNT ORAL THROUGH THE INTERNET	DID NOT LEARN THROUGH INTERNET	UNDECIDED	TOTAL
YES	78	18	1	97
NO	28	21	6	55
TOTAL	106	39	7	**152**

Source: Responses from shared questionnaires

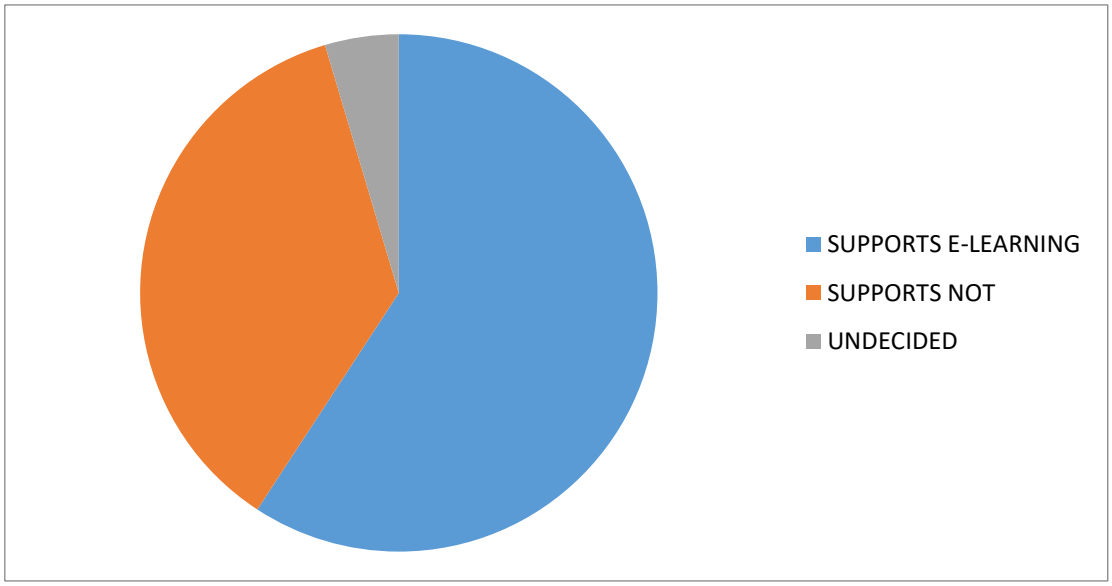
Table 4

This table summarizes the responses on Internet Experience. Those who learnt Oral English better through the Internet, those who did not learn through the Internet, and those who could not decide were summarized and presented in the table below, and was later used to construct a pie chart for more understanding and clarity.

ATTITUDES	TOTAL RESPONSE	SECTORIAL ANGLE
SUPPORTS INTERNET	90	213^0
SUPPORTS NOT	55	130^0

UNDECIDED	7	17^0
TOTAL	152	360^0

Fig. 1
THE PIE CHART



OBSERVATIONS:
In fig.1, the general attitude of those that learnt Oral English through the internet covered the greatest portion in the pie chart, followed by those that don't support it, and lastly the undecided.

IMPLICATIONS OF THE OBSERVATIONS:
Having seen from Fig.1 that the total attitude of those that support learning Oral English through the internet is greater than those that don't support it and then those undecided, the researcher posits that most of the students learn Oral English better while using the internet. Thus, the researcher believes that it is better to learn Oral English using the internet tools than face to face teachers.

DATA ANALYSIS USING CHI-SQUARE:
This section shows the detailed analysis of the data.

THE HYPOTHESIS
H_0: Students' Oral English competence is independent on internet
H_1: Students' Oral English competence is dependent on internet

For the sake of this study, the researcher will use the below table for the Chi-Square computations:

INTERNET EXPERIENCE	ATTITUDE SUPPORTS INTERNET	ATTITUDE SUPPORT NOT INTERNET	COMPETENCE UNDECIDED	TOTAL
YES	78	18	1	97
NO	28	21	6	55
TOTAL	106	39	7	**152**

The expected frequencies (E_{ij}) will be calculated using the formula below:

Expected Frequency (E_{ij}) = $\frac{T_{i.} \times T_{.j}}{T..}$

Where $T_{i.}$ = the row total, $T_{.j}$ = column total, and T.. = grand total.

Table 5

In the table below, the values inside brackets are the expected frequencies while those outside the brackets are the observed frequencies.

INTERNET EXPERIENCE	ATTITUDE SUPPORTS INTERNET	ATTITUDE SUPPORT NOT INTERNET	COMPETENCE UNDECIDED	$T_{i.}$
YES	78**(67.64)**	18**(24.89)**	1**(4.47)**	97
NO	28**(38.36)**	21**(14.11)**	6**(2.53)**	55
$T_{.j}$	106	39	7	**152**

Table 6

This table summarizes the necessary calculations needed for the Chi-Square test independent.

O_{ij}	E_{ij}	$(O_{ij} - E_{ij})^2$	$(O_{ij} - E_{ij})^2/E_{ij}$
78	67.64	107.3296	1.5868
18	24.89	47.4721	1.9073
1	4.47	12.0409	2.6937
28	38.36	107.3296	2.7980
21	14.11	47.4721	3.3644
6	2.53	12.0409	4.7592
TOTAL			**17.1094**

Thus, the chi-square test statistics $(\chi^2_{cal}) = \frac{\sum(O_{ij} - E_{ij})^2}{E_{ij}} =$ **17.1094**

CRITICAL VALUE

The critical value is found from the chi-square table using $(\chi^2_{(v,\ 0.05)})$

Where v = is the degree of freedom ((r-1)(c-1)), and r = is the no. of rows while c = is the no. of columns.

⇨ The degree of freedom = (2-1)(3-1) = 2

Thus, the critical value $(\chi^2_{(v,\ 0.05)}) = 5.99$

DECISION RULE:

Reject Ho if $(\chi^2_{cal}) > (\chi^2_{tab})$, otherwise accept.

DECISION:

Since $(\chi^2_{cal}) = (17.1094) > (\chi^2_{tab}) = (5.99)$, we reject Ho and conclude that students' academic competence is dependent on internet at 5% level of significance.

CONCLUSIONS

Based on this research work, and analysis of the questionnaire, it can be generalized that the number of students that supports internet reliability in learning Oral English is fairly greater than those that said otherwise. So, the study has really made it known that most of the students learn Oral English when using internet tutors. More so, it has depicted that the Oral English competence of tertiary students depends on the internet experience. Therefore, it is better to use the internet in learning Oral English in our tertiary institutions than the usage of physical teachers.

RECOMMENDATIONS

From the findings of this research it is recommended that:

- Students should make use of internet for their studies and research work because internet is fast and saves time, moreover, internet information are reliable and accurate.
- Institutions should have virtual learning environment i.e. an ICT center, where students can also go for online research and studies, so as to make them become more better students and more academically exposed and competent especially in mathematics.
- Government should have an educational reform which will allow for all Oral English teachers to be internet compliant. This will help them acquire the knowledge of creating lecture materials within the confines of provisions of internet technology.

Reference

Carr, M. M. (1999). "Knowledge Management Architectures Beyond Technology". First Monday 12 (6).

Collins, S., Lee T., & Alhawandeh, P. (2002). Type of positive interdependence and affiliation motive in an asynchronous, collaborative learning environment. Educational Technology, Research and Development, 54(4), 331–354.

Evans, J.R., & Hasse, I.M. (2001) .Online business education in the twenty-first century: an analysis of potential target markets. Internet Research: Networking Applications and Policy, 11(3):246-260.

Fry, K., 2000. 'Forum focus and Overview', The business of E-learning: Bringing your organization in the knowledge Economy, Telcam Group, University of Technology, Sydney.

Hall, C. (2001). Capturing the teachable moment: In-house staff development. Oregon Library Association Quarterly, 5(4). Retrieved October 18, 2003, from http://www.olaweb.org/quarterly/quar5-4/ bennett.shtml.

Hamid, A.A. (2002).e-Learning-Is it the "e" or the learning that matters. Internet and Higher Education, 4: 311-316.

Hiltz, S. R., & Wellman, B. (1997). Asynchronous learning networks as a virtual classroom. Communications of the ACM, 40(9), 44-49.

Kathawala, S., Abdon H.J, Elmulti O. (2002). A content analytic comparison of learning processes in online and face-to-face case study discussions. Journal of Computer-MediatedCommunication,10(2).http://jcmc.indiana.edu/vol10/issue2/heckman.html.

Nwankwo N. (2012). Instructional Methods and Mental Models of Students: An empirical investigation. Academy of Management Learning & Education, 2(4), 335-351.

Ogbonnia, O. O. (2017). Artificial Intelligence As An Imperative To The Effective Delivery Of Instructional Materials' Content. *INTERNATIONAL JOURNAL OF ADVANCED RESEARCH AND PUBLICATIONS*, *1*(5), 323-327.

Pachnowski, C.M. (2003). Some strategies for balancing economies of scale and interaction in online/distance education courses. E-Journal of Instructional Science and Technology (e-JIST) 8(1). Retrieved June 11, 2014 from http://www.eric.ed.gov/PDFS/EJ850357.pdf

Sambrook, S. (2003). E-learning in Small Organizations. Education + Training, 45(8 /9): 506-516.

Schank, R.C. (2002). Designing World Class ELearning, 1 edn., McGraw Hill, USA.

Tsai, S. and P. Machado, O. (2002). 'E-learning, On-line Learning, Web-based Learning, or Distance Learning: Unveiling the Ambiguity in Current Terminology', E-Learn Magazine, Association of Computing Machinery, [onlineaccessed 25 April 2003]. http://www.elearnmag.org/ subpage/sub_page.cfm?section=3&list_item=6&pa ge=1. 18.

Wilson, R. (2003).E-education in the UK. Journal of Digital Information, 3 (4):7.