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LANGUAGE LEARNING PLATFORM AS A PREDICTOR OF STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN IMO STATE

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ABSTRACT

The study examined language learning platform in Predicting Students' Academic Achievement in English Language in Public secondary schools in Imo State. The study was guided by one research question and one null hypothesis tested at 0.05 level of significance. The correlational research design was adopted for this study. The population of this study consisted 16,201 students in Public Secondary schools in Owerri Education Zone. The sample for this study consisted 1,184 students drawn using multi-stage random sampling technique. A structured questionnaire titled "Language Learning Platform Questionnaire" (LLPQ) was used for data collection. The instrument was validated by three experts. Cronbach alpha method was used to test the internal consistency of the instrument which yielded a coefficient of 0.75 and was considered fit for the study. The instrument was administered by the researcher with the help of five research assistants. Binomial logistic regression was used to answer the research question and simple regression analysis was used to test the hypothesis. The p-value was used to determine the predictive value at 0.05 level of significance for the hypothesis. The findings of this study showed that language learning platforms have a high predictive value on students' academic achievement in English language in public secondary schools in Imo State. Based on the findings, the study amongst others recommended that principals should encourage the teachers to practice the use of language learning platforms such as language exercise tools, reading, writing and speaking proficiency tools, ramification, class group interaction and progress tracking tools to facilitate effective instructional delivery in English Language.

Keywords: Academic achievement, ICT usage, language learning platform, Predictor, Students.

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Introduction.

In the 21st century, Information and Communication Technology (ICT) has emerged as a transformative force across various sectors, with education being one of the most significantly impacted areas. The integration of ICT in educational settings has revolutionized teaching and learning processes, providing new opportunities for enhancing students' academic achievements. In the context of public secondary schools in Imo State, Nigeria, the effective use of ICT has the potential to serve as a crucial predictor of students' academic success, particularly in the English language, a subject fundamental to students' overall educational performance and future career prospects. Information and Communication Technology as posited by Eremie and Agi (2020) is a process of acquiring basic computer and information processing, knowledge, ideas, skills and other competencies, so as to understand the basic technologies, potentialities, of computers and the application of computer technologies in proffering solutions to myriads of life problems and needs. Ike (2022) noted that ICT involves any communication device or application, such as radio, television, cellular phones, computer network, electronic mail (e-mail).

As educators strive to improve learning outcomes, ICT presents a valuable solution by offering diverse tools and resources that can address these challenges and cater for different learning styles. Tarvihi (2021) reported that ICTs such as videos, television, and multimedia computer software that combine text, sounds, and colourful, moving images can motivate learning, facilitate the acquisition of basic skills, enhance teacher training, training facsimile, (fax), satellite systems, internet technologies, and multimedia utilization. ICT and Science have established themselves as the foundation for a country's expansion and wealth, playing a significant part in the growth of a country through education with regard to learning.

According to Grabe (2017), ICT was observed as a tool that facilitated innovations and transformation in our society and has totally changed the way people think, work and live. Obineme, Eziamaka and Obodozie (2024) affirmed that ICT in this contemporary society is being used more widely especially for the purpose of teaching and learning. Bruniges and Tynan (2023) asserted that modern ICT offers various tools that can be used in classrooms to improve the quality of teaching and learning. Thus, it could be deduced that the incorporation of ICT in teaching can enhance student engagement, promote active learning, and facilitate personalized educational experiences. Moreso, Bruniges et'al opined that ICT usage components such as Language Learning Platforms, Speech Recognition Software, Online Communication Tools and Digital Libraries allow students to access wealth of information and practice their language skills in dynamic ways. Students can engage with multimedia contents, participate in virtual discussions, and utilize

language learning applications that provide instant feedback on their performance. Such interactions not only improve language skills but also foster critical thinking and creativity, essential competencies in today's world. Technology has immensely influenced human lives and various ICT platforms create a huge response to learning development in education (Izyani and Mohammed, 2016). Specifically, this study tends to elaborate more on Language learning platforms as a Predictive proxy that could relate to improved academic achievement of students in English Language.

Language learning platforms offer students the flexibility to learn at their own pace, access a variety of materials and practice in diverse environments. They cater for learners at all levels, from beginners to advanced, and often include features that allow students to track their progress, receive feedback, and adjust learning strategies based on individual needs. One of the key areas where language learning platforms can make a significant impact is in students' academic achievement in English (Dan-Ping, 2017). However, for these platforms to be most effective, they should be integrated thoughtfully into a broader educational strategy that considers both the benefits and challenges of digital learning. With the right support, these platforms can play a crucial role in helping students achieve their language learning goals and excel academically especially in English Language.

Academic achievement refers to the measurable performance of students in areas such as standardized tests, language proficiency exams, classroom participation, and overall language skills development (Baluku and Kasujja (2020). Some teachers engage in the language learning platforms through interactive lessons, personalized exercises, and real-time feedback, contribute to improving various aspects of language acquisition, including grammar, vocabulary, pronunciation, and comprehension for enhanced academic achievement (Njoku, 2017). More so, the language learning plat form can impact academic achievement through personalized learning experience, engagement and motivation, access to resources, instant feedback and assessment, flexible learning, peer interaction and collaborative learning. Language learning platforms could offer significant advantages that helps to address challenges needed to maximize impact on students' academic achievement. Such challenges as digital divide, over-reliance on technology, motivation and self-discipline. Thus, it can be said that language learning platforms represent an effective tool for enhancing students' academic achievement in English. According to Nnamdi-Eruchalu (2022) providing personalized and flexible learning platforms as well as engaging learning experiences help students acquire critical language skills at their own pace, leading to improved proficiency and better academic outcomes.

English Language as Nigeria's lingua franca is a fundamental subject which plays a critical role in the educational development of students. It not only facilitates communication and promotes international understanding but also serves as a gateway to global connectivity in various aspects of interactions. In the search towards scientific and technological advancement, Zalmon and Wonu (2017) asserted that Nigerians need nothing short of good academic achievement in English Language and Mathematics to attain the Nigeria National Development Aspiration by the year 2030. Sadly, some students still experience difficulties in fluency and learning the English Language. Ojukwu (2017) observed that public secondary schools in Imo State still face significant challenges regarding students' academic performance in English Language and mathematics, with some students struggling to meet up with the standard academic achievement level.

According to Nwankwo and Odunze (2025), one of the major challenges of English Language and mathematics in the school system is how to teach and learn English Language and mathematics. Personal observations showed that students are faced with the challenges of how to learn and comprehend English Language and subsequent fluency in usage of the language. Although efforts are made by the principals and teachers in Imo State towards improving teaching and learning methods, more so the government provided teaching and learning materials and English language textbooks. Yet, there are still records of poor academic achievement of some students in English Language in public secondary schools in Imo State. According to the NECO Annual Report (2022) candidates who sat for the examination in 2021 and recorded Credit Pass in English Language were 62.59% while 60.74% was recorded in 2022. Comparisons on the record of scores show a decline in the achievement scores. Thus, the need for improvement of performances and achievements in English Language become essential in public secondary schools in Imo state.

Thus, this situation motivated the researchers to examine the predictive value of language learning platform on academic achievement of students in English Language in public secondary schools in Imo State

Purpose of the study

The study examined language learning platform as a Predictor of students' academic achievement in English language in public secondary schools in Imo State.

Research Question

One research question guided the study.

1. What is the predictive value of language learning platforms on students' academic achievement in English language in public secondary schools in Imo State?

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Hypothesis

This null hypothesis was formulated for the study and was tested at 0.05 level of significance:

1. Language learning platform is not a significant predictor of students' academic achievement in English language in public secondary schools in Imo State.

Methods

Correlational research design was adopted for the study. The population of the study consisted 12,601 students in 134 Public Secondary Schools in Owerri Education Zone of Imo State. A multi-stage random sampling procedure was used to draw 10% of the entire population comprising 1,260 students, representing sample size of the study. The instrument for data collection was a structured questionnaire titled "Language Learning Platform Questionnaire (LLPQ). The Questionnaire was adapted based on the already existing ICT inventory and information from the review of related literature. The questionnaire has section A with background information and instructions. Section B is structured in Clusters with each item assigned a four-point scale of: Strongly Agree (SA); Agree (A); Disagree (D), Strongly Disagree (SD), with corresponding values of 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The students' English Language Achievement Test (SEAT) scores were obtained from the English Language Test Results Broadsheet.

The internal consistency of the items in each of the clusters were obtained using Cronbach Alpha which yielded a reliability coefficient of 0.75. The researcher administered the copies of the instrument directly to the respondents involving five research assistants. Of all the 1,260 copies administered, a total of 1184 copies being 94% were properly completed, retrieved and used for data analysis. The data collected were analyzed and interpreted using Binomial logistic regression. Binomial regression analysis is deemed fit for the study because it was considered appropriate in ascertaining the level of the predictive relationship between variables in the study. The coefficient (r) and the magnitude of the predictive relationship was used to interpret the research questions using correlation coefficient interpretation guide by Flanagan and Beck (2024) thus: items with coefficient (r) between 0.0 - 0.40 were regarded as having low predictive value, between 0.41 - 0.60 were regarded as having moderate predictive value, between 0.61 - 0.80 were regarded as having high predictive value and between 0.81 - 1.00 were regarded as having very high substantial predictive value.

The Simple Regression analysis for significance of (r) was used for hypothesis testing at 0.05 level of significance. The decision rules that when the p-value is greater than the significance value of 0.05 the null hypothesis will not be rejected. On the other hand, when the p-value is less than the

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significance value of 0.05, the null hypothesis will be rejected.

Results

Research Question 1: What is the predictive value of language learning platforms on students' academic achievement in English Language in public secondary schools in Imo State?

Table 1: Analysis on the predictive value of language learning platforms on Students' academic achievement in English Language in public secondary schools in Imo State

Variables	N	Language Learning Platform	Students' Achievement in English Language	Remarks (r)
Language Learning High	1184	1.00	0.784	Platforms Predictive Value
Students' Achievement in English Language	1184	0. 784	1.00	

Results in Table 1 showed that coefficient (r) of 0.784 was obtained. With reference to the interpretation guide by Okoye (2015) as indicated in the method of data analysis, (r) 0.784 is between 0.61 and 0.80 showing a high predictive value. This means that there is a high positive predictive value of language learning platforms on students' academic achievement in English Language in public secondary schools in Imo State.

Hypothesis 1: Language learning platform is not a significant predictor of students' academic achievement in English Language in Public Secondary Schools in Imo State.

Table 2: Test of Significance of Regression Analysis of the predictive value of Language learning platform on students' academic achievement in English Language.

Variables	R	R^2	Adjusted R^2	P-value	Remark
Predictor: Language Learning Platform	0.784	0.6145	0.615	0.00	*Significant
Dependent: Students' Achievement in English Language					

In table 2, test of hypothesis one indicates that the p-value 0.00 was less than 0.05 level of significance (0.00 < 0.05). Therefore, the null hypothesis which states that Language learning platform is not a significant predictor of students' academic achievement in English Language in public secondary schools in Imo State was rejected.

This indicates that language learning platforms significantly predict students' academic achievement in English Language. More so, the regression coefficient R = 0.784 with R^2 value of 0.6145 shows that language learning platforms have 61.5% validity to significantly predict students' academic achievement in English Language in public secondary schools in Imo State.

Discussion of Findings

The findings of the study showed that language learning platforms have a high positive predictive value on students' academic achievement in English Language. The testing of the related hypothesis revealed that language learning platforms significantly predicted academic achievement of students in English Language in public secondary schools in Imo State.

This showed that an increase in teachers' use of language learning platforms will strongly improve academic achievement of students in English Language. Thus, a unit increase in using language learning platforms is associated with a unit increase in academic achievement of students in English Language in Imo State. This implies that an enhanced level of increase in the use of language learning platforms by the teachers highly facilitates academic achievement of students in English Language when effectively applied and efficiently utilized in the teaching and learning process.

Thoughtfully, it becomes important for teachers to be concerned about integrating supportive English language learning features such as language exercise tools, reading, writing and speaking proficiency tools, gamification, class group interaction platform and progress tracking tools in the teaching and learning of English Language for improved performances. This is in line with Dan-Ping (2017) who observed that fostering interactivity, multimodal learning, personalization, social interaction, and access to authentic materials through language learning platforms can create enriched learning experiences to promote better outcomes of instructional delivery. More so, Nnamdi-Eruchalu (2022) concurred that integrating ICT tools like recorders, projectors, televisions, laptops, smartphones and other internet ICT tools in the teaching of English Language and oral literature will bring life and performance right inside the classroom.

Further findings of the study also showed that language learning platforms predicted academic achievement of students in English Language. This implies that equipped language platforms offer a variety of resources and interactive features, including lessons, exercises, assessments, and multimedia content, that assist learners in developing their proficiency in English language learning. They are also capable of motivating students' interests, triggering their urge and desire to learn, having been facilitated through availability of various technological tools in which today's students are adapted to and acquainted with the features. This finding agreed with Ifeako (2021) Post COVID 19 pandemic study,

which affirmed that integrating ICT into teaching and learning and embracing innovative learning to fully support classroom learning of the English language. Thus, integrating the use of ICT tools in the teaching and learning process will be a proactive approach to uncertainties and to support classroom activities in English Language learning from a digital medium and to keep educational activities striving.

Conclusion

It was observed that language learning platforms has a high predictive value on students' academic achievement in English Language in public secondary schools in Imo State. The study concluded that the effective and efficient application of language learning platforms in teaching and learning improves students' academic achievement in English Language.

Implications of the Findings

The findings of this study revealed that language learning platforms have positive predictive value on students' academic achievement in English Language in public secondary schools in Imo State. The implication is that English language learning experiences with supportive features as language exercise tools, reading, writing and speaking proficiency tools, gamification, class group interaction platform and progress tracking tools will facilitate teaching and learning of English Language for improved performances.

Recommendations

Based on the findings, the study recommended that Principals should encourage the teachers to practice the use of language learning platforms such as language exercise tools, reading, writing and speaking proficiency tools, gamification, class group interaction and progress tracking tools to facilitate effective instructional delivery in English Language.

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