

**PROBLEM OF TEACHING AND LEARNING OF ENGLISH LANGUAGE AS A
SECOND LANGUAGE IN SECONDARY SCHOOLS IN AFIKPO LOCAL
GOVERNMENT AREA OF EBONYI STATE, NIGERIA**

BY

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Abstract

This study examines the problem of Teaching and learning of English Language in Secondary Schools in Afikpo Local Government Area of Ebonyi State, Nigeria. The scope of the study was limited to Afikpo Local Government Area of Ebonyi State, Nigeria, for the purpose of the study the following hypotheses were postulated, there is no significant difference between the mean ratings of teachers and students on insufficient time allotted to teaching English as a second language in junior secondary schools (Js Three) in Afikpo Local Government Area of Ebonyi State at 0.05 significant level. There is no significant difference between the mean ratings of students and teachers on the inadequate supply of teaching and learning of English as a second language in Junior Secondary School (Js Three) in Afikpo Local Government Area of Ebonyi State at 0.05 significant level. There is no significant difference between the mean ratings of teachers and students on the shortage of specialist teachers hindering the teaching and learning of English as a second language in Junior secondary schools (Js Three) in Afikpo LGA. From the findings of this study, all the null hypotheses, were rejected. Relevant data were collected using questionnaire and test items. The research population includes two hundred and seven respondents (207) and Ten teachers (10) using ten percent (10%) randomly, selected mean rating was used for data analysis. The study revealed that shortage of specialist English Language teachers is the main challenges of teaching and learning of English language as a second language to a great extent in secondary school in Afikpo Local Government Area, the study recommend that government should endeavour to employ specialist teachers for the teaching of English Language in second schools.

Keywords: Teaching, Learning, English language and English as a second language.

Introduction

Background to the Study

English is the language of Education in Nigeria. It is the language of instruction from upper primary education, through secondary and tertiary education in Nigeria. The state of English as a second language in Nigeria coupled with the numerous roles it plays; compels every Nigeria citizen to lean and to speak it Malu and Obiakor (2018). Teaching is the process of attending to people's needs, experiences and feelings and intervening so that they learn particular things and go beyond the given. In much modern usage, the words "teaching and teacher" are wrapped up with schooling and schools. One way of approaching the question. "What is teaching? Is to look at what those called teachers do, and then to draw out key qualities or activities that set them apart from other. The problem is the all sorts of things are bundle together in job descriptions or roles that may have little to do with what we can sensibly call teaching. English language in Nigeria is very essential. Its importance is such that a credit in the language including four other subjects at the Western African school certificate offers one a space in the job market and is a prerequisite to vie for Nigeria elections. English is the major language of commerce, international relations, politics, science and technology. English is now the world's language and it is spoken by one in five of the world's population. It is the language of international commerce, population culture, the internet and holds an unassailable position among world's major languages. Nigeria has over four hundred ethnic languages, the need for a Lingua Franca, the need for English language. The English Language is a prerequisite for admission to universities and is also compulsory for all first-year students in the universities as specified by National Universities Commission (NUC). It becomes very pertinent that secondary school teachers who are English experts should teach all important language efficiently and effectively to produce a transparent change in the students. The 1982 education ordinance which declared English as the language of instruction in schools came in the wake of the observation made by the first inspector of schools in West African. Revered M. Senter. According to him, the natives should know how to speak and write English language because it is not only the language of commerce but also a vehicle for communication in all fields of human endeavor. Apart from the above assertion, right from the colonial period, English language has been playing a leading role in Nigeria. Efficiency in the use of the language both in the oral and in the written forms attaches a sort of prestige to an individual both among the learned and unlearned, unfortunately, few people have acquired this ability to perform well in the use of the language a good mastery of the English language helps student to perform better in other subjects, hence a credit pass in the English language in the West African secondary school certificate is a necessary requirement of admission into the universities and other tertiary institutions. In this regard; Ayo (2008) a well-known Nigeria teacher and scholar; emphasizing the importance of the English language states as follow:

"..... of all the heritage left behind in Nigeria by the birth British at the end of the colonial Administration probably none is more important that the English language this is now the language of government, business and commerce, education, the mass media literature and much of internal as well as external communications".

The present inadequate knowledge of English by the Nigeria students in secondary schools present are impediment to attainment of the nation's educational goals. If the nation will progress along the line mapped out by its leaders, it seems reasonable, therefore, to attempt to eliminate major factors that militate against the effective study of the English language generally, it is

observed that the standard of the English language is rapidly falling in our schools, unlike in the yester-years when a standard six pupils was able to speak and write good English. Many studies have shown that despite the emphasis placed in teaching and learning of the English language, it is alarming to observe that secondary school students are unable to communicate in the language. They can neither make sentence in simple correct English nor write well-constructed essays. They mix English with their native language and make a lot of grammatical errors such as syntactic errors, phonological errors and semantic errors. The above problems were first observed during the teaching practice when they researcher noticed with dismay that there was a low level of performance in the English language among students. She also observed that there was a low level of understanding among even students in the senior secondary classes, the further noted from assignment given to them that they give direct translation of words and sentences and use slangy expressions. These discoveries have been a great concern to teachers the public as well as the researcher.

Statement of the problem:

Students in this area finds it difficult to use English language as a medium of expression in many social gatherings or in their academic purposes. They make a lot of grammatical mistakes when speaking or writing English language. The popular justification for the above is that English language is often learned as a second language. Most children learn Pidgin, Igbo, Yoruba, Hausa, Igala or any other native language first before proceeding to learn English language. Furthermore, the fact that there is a shortage of specialist teacher in educational system cannot be overemphasized the successful implementation of the curriculum in each of the school subjects depends on the extent of the availability of specialist teachers in the case of English has led to employment of graduates from other discipline such as mass communication to teach English language in some secondary schools here. Hence the need arises to ascertain the extent to which mother tongue, teachers teaching method and school environment hinders the teaching of English language in secondary schools in Afikpo Education zone of Ebonyi State, Nigeria. That spurred the present researcher, to investigate on the problem of teaching and learning of English Language as a second language in secondary schools in Afikpo Local Government Area of Ebonyi State, Nigeria.

Purpose of the Study

The main purpose of the study is to investigate the problem of teaching and learning of English language as a second language in secondary school in Afikpo Local Government Area of Ebonyi State, Nigeria. Specifically, the study seeks to find out;

1. To know if there is any problem in the time allotted to the teaching and learning of English language.
2. Find out how lack of teaching and learning materials have contributed problems in the teaching and learning of English language.

3. To ascertain the effect of shortage of specialist teachers on the teaching of English language as a second language.

Significance of the Study

The study on the problem of teaching and learning of English as a second language in secondary school in Afikpo Local Government Area of Ebonyi State will help the teacher of English to know the strategies to adopt in improving their acquisition of skill in English language through this study, the educational policy makers and the administration will know the resources to be provided in school so as to improve the teaching and learning of English language.

Scope of the Study

The study is limited to “Problem of teaching and learning of English language as a second language in secondary schools in Afikpo Local Government Area of Ebonyi State, Nigeria.

Research questions

The following research questions will guide the study:

1. Does insufficient time allotted to the teaching and learning of English Language in the school time-table affect the mastery of English Language?
2. To what extent does inadequate supply of teacher material militate against the teaching of and learning of English as a second language?
3. Does shortage of specialist teachers hinder the teaching and learning of English as a second Language?

Hypotheses

The following will hypotheses tested at 0.05 significant level.

HO1: There is no significance difference between the mean ratings of Teachers and Students allotted to teaching English as a second language in junior secondary school (JS Three) in Afikpo Local Government Area of Ebonyi State.

HO2: There is no significant difference between the mean ratings of Teachers and Students on the inadequate supply of teaching material militating against the teacher and learning of English Language.

HO3: There is no significant difference between the mean ratings of Teachers and Students on the shortage of specialist teachers hindering the teaching and learning of English Language as a second Language.

Review of the Related Literature

Introduction

In this chapter therefore, the researcher will review the available literature on the problem of teaching and learning of English language as a second language in secondary schools in Afikpo Local Government Area of Ebonyi State, Nigeria and likely factors responsible for such challenges.

Theoretical frame work:

Learning theory

This theory was propounded by Kolb (2008). Kolb proposed a four-stage learning process with a model that is often referred to in describing experimental learning Beaty (2009). The process can begin at any of the stages and is continuous, that is there is no limit to the number of cycles you can make in a learning situation. In theory of cognitive development, mental ability is closely related to language ability. As child grows older, vocabulary and word usage become the best single indication of his intelligence. Sensory motor ability is the basis of intelligence and other ingredients are ability to perceive situation accurately, to see relations to remember to use good judgment and to persist insolving problems. The psychologist posited that in attempt to learn anything a child must pay attention to it. It also involves exploration of the visual field, fixing the eyes successively on different parts rating these parts and anticipating phenomenon that are not yet clearly perceived (Akanbi 2010.)

This study is of the opinion that social studies teachers should use the material that would enable students to easily perceive learning situations in a positive way; especially in the teaching of social studies. According to Akanbi (2010), distinguished four stages in the development of cognition or intelligence. This concept of stage implies that development takes place in unvarying steps like sequence, regardless of the child's culture or education, according to Akanbi (2010), the child begins rudimentary concepts formation at pre-conceptual thinking stage. Here the child begins to classify things in certain classes because of their similarity. Here he explains that the child's rather than his logic being either deductive or inductive, it is transudative. This study here is of the opinion that the teacher should be able to present instructional materials that would enable the students to overcome the problems of transudative. The study here is of the fact inability of the teachers to utilize the appropriate methods and materials to teach certain concepts in English language has contributed to poor students learning in the subject. Umaru (2011).

Teaching

Teaching commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process; testing, understanding and capacity and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practices). Nwankwo (2019) stated that teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter. Ofojebe (2018) said that teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and form which he will learn in the course of doing so. Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. Teaching is a system of action involving an agent, an end in view; and a situation including two sets of factors those over which the agent has no control class size, size of classroom, physical characteristics of pupils: and those that he can modify, way of asking questions about instruction and ways of instructing information or ideas gleaned". Nordquist (2018) noted that English as a second language is a traditional term for the use or study of the English language by non-native speaker in English speaking environment. It is also known as English for speakers of other language that environment may be a country in which English is the mother tongue. English as a second language also refers to specialized approaches to language teaching designed for those whose primary language is not English (Malu 2018).

Learning

In education, learning and studying are often used interchangeably. In other words, they are synonymous and it is from this point of view that they are explained in this work. Learning is the process of acquiring new or modifying existing knowledge, behavior, skills, values or preferences. The ability to learn is processed by humans, animals and some machines and there is also evidence for some kind of learning in some plants (Karban 2015). Some learning is immediate; induced by a single event, but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime and it is hard to distinguish learned materials that seems to be "lost" from that which cannot be retrieved (Schacter; Gilbert, and Wegner, 2011). Human learning begins before birth and continues until death as a consequence of ongoing interactions between person and environment. The nature and processes involved in learning are studied in many fields.; including educational psychology and pedagogy. Research in such fields has led to the identification of various sorts or learning. For example, learning may occur as a result of habituation or classical conditioning; operant intelligent animals (Gagliano, 2014). Learning may occur consciously or without conscious awareness.

English language in Nigeria

As earlier in this work, the fact still remains that for our country, Nigeria, English has become a second language; official language, the language of commerce and western education. So, it is an impossible task to relegate it to the background. In literature drama, poetry, fictional prose, narrative, literature demonstratives language at work and help the students to helps in effective communication and language use. Osisonwa (2010), asserts that a creative writer has a number of tools at his disposal which include the use of lexical items; synthetic patterning, semantic field

and special semantic usage. According to him, these linguistic instruments when properly formed in the mind of the readers make them acquire communicative competence both in written and oral speech act. English language as a second and foreign language has different skills and different cultural habits. It is only in literature in English that learners of English come in meaningful contact with the language in its real form. In agreement with this view, Ikegulu (2015), identifies literature as the manifestation of language in action or as creative writing meant for use in developing reading, interest, skills, enriching and extending cultural horizons of individual learners. Literature has helped reader to develop the ability to discover specific facts, infer meaning of unknown words from the context; acquire reading habit; respond to opinion expressed by the writer in his interaction with short prose composition as comprehension passages. Stressing the relevance of literature in language learning.

Basic skills for learning English language

Every language has four basic skills-listening, speaking, reading and writing for the English language learners to be termed competent in the language; these skills have to be well developed in them.

Listening

The teacher can develop the listening ability of students by involving them in such activities as storytelling, conversation drills; dictation, etc. the students must be taught how to take down notes while listening, translation, words in their own words, generating, the ideas being expressed and developing the ability to recall information. Through enriching activities and exercises in the classroom, mostly in the form of repetition, good pronunciation in abit will be formed (Adejimola and Ojuolape, 2013).

Speaking

Speaking is another important skill that the teacher of literature and English should develop in the students' Oyinloye (2012) defined speaking as a production of meaningful utterances in an attempt to communicate ideas, thought and feelings" speaking entails pronunciation, social variation with language, grammar. The teacher must emphasize the current teaching/learning of all these aspects of English. A good teacher of English as a second language must pay attention to the supra-segmental features such as stress, rhythm and intonation as well as vowels and consonants as segmental features. The language teacher has to understand all their concept in teaching communicative skills very well (Adejimola and Ojuotabe 2013).

Reading

Leedy (2014) defined Reading as " a master of searching for the thought that was in the mind of the author and which are before the reader "Also, James (2011) said that " Reading is the process of receiving: organizing and handling data by the human mind some author like cray (2010) and Hughes (2009) agreed in various areas of reading, listening and sub-skills and

concluded that intensifying actions of these skills during the teaching and learning processes in literature will go a long way to enhance performance in the English language. Since literature in English paves way for more extensive reading, it is true that extensive reading facilitates student interest in developing their reading skills to increase their **vocabulary**.

Writing

This is another skill required in teaching and learning process of English language. It is a combination of all three skills and readings skills all manifest their ways into the writing skill.

English language as a subject in secondary schools

The note assigned English in Nigeria education is outlined in the 2004 National language. Policy on education. It states that English shall be the medium of instruction in the upper primary, secondary and tertiary level of education. Thus, the status of English is enhanced as it is not only a course of study in school but also the language after the first few years of primary up till tertiary education. The National policy on education (2013) stipulates the importance of English language as one of the core subjects that will enable a student to offer any course in higher institution. As one of the core subjects. It is naturally expected that the level of attainment of the students in English will be revealed on their performance in other subject areas. In the light of the above, the English language teachers need the active cooperation of the students of other subjects (Adekola, Shoga and Lawal, 2015).

Empirical studies

Adelabu (2013) carried out research on constraints of English language teaching and learning in Ebonyi State secondary schools. His studies specifically aimed to investigate the actual constraints of teaching and learning of English in secondary schools in order to proffer solutions. Survey research design was adopted for this work. The study involved one hundred and ten (110) teachers of English who attended a re-training of secondary school teachers' workshop in Ebonyi State. The teacher was among other teachers who participated in the workshop from the three political zone of Ebonyi State. They were asked to write at least five (5) problems of teaching and learning of English they have encountered in the course of teaching the subject, more than thirty responses were selected and these were grouped into two, teachers and school related problems and students related problem.

They were also asked to suggest five solutions of problems. It was found that ignorance or ineffective method of teaching, lack of instructional material; too much work load, lack of

experience teachers and large class imposition of text books on teachers and students, unplanned time-table, constant change of syllabus, lack of facilities, teachers low morale, among other student related problems are the constraints to English language teaching and learning in Ebonyi State, Nigeria. Oribabor (2014) concluded a study on factors militating against High Academic performance of students in English language in some secondary schools in Ife Central Local Government. The objective of the study was to determine the role of parents, education stake holders and students toward the poor attitude of students in this language. The study which adopted the qualitative research method used content analysis to analysis its data. It was found out that students who fail English language experiences academic disturbance in English language undoubtedly affect the expressions of students in this official language in their endeavors.

Summary of the review of Related Literature

The review looked at the learning theory propounded by Kolk (2008), teaching, learning, English language, basic skill for learning English language, listening, speaking, reading writing, also empirical studies of the following authors were reviewed; Adelabu (2013); Oribabor (2014). However, it does appear from the available literature that no work has been done on the problem of teaching and learning of English language as a record language in secondary schools in Afikpo Local Government of Ebonyi State, Nigeria, hence this present the study.

Method

Design

This chapter presents the procedures adopted in the study, under the following subheadings: design of the study, Area of the study, population of the study sample and sampling techniques, instrument for data collection, validity of instrument, reliability of instrument, method of data collection and method of data analysis.

Area of Study

The study was carried out in Afikpo Local Government Area of Ebonyi State, Nigeria

Population of the Study

The population includes teachers of English language and student of Afikpo extractions in junior secondary schools who are in Ebonyi State. The five secondary schools are, Amuro Mgbo Community Secondary School, Ohitu community Secondary School, Ugwuagu Community Secondary School, Mkpорого Community Secondary School, Holy Child Secondary School, all in Afikpo for a head count survey carried out in April 2023.

Sample and sampling techniques

The sample size is 10 teachers, 197 student total 207 respondents using 10%. This is to ensure good spread within the entire population. Simple random sampling techniques shall be adopted in selecting the sample population. This is to ensure good spread within the entire population.

Instrument for Data collection

The instrument is composed of two section “A” deals with research question one (1) and has six (6) items while section “B” with research question (2) with five items.

Validation of the Instrument:

The instrument was validated by two Education Secretaries each from the Department of Universal Basic Education Board (UBEB) and Secondary Education Board (SEB). These selected secretaries are experts in linguistics.

Reliability of instrument

To ensure the effectiveness of the research instrument, a reliable test was conducted. Two Secondary School teachers in Afikpo of Ebonyi State was used for the test. A total of 20 teachers and 1000 senior secondary school students was administered with the instrument, and reliability tested at no level of significant.

Method of data collection

The researcher administered a total of 1030 sets questionnaires to the sampled teachers and students in the five (5) secondary school students was with the instrument, and reliably distributed to the respondents and they all fall same and collected by the research assistance.

Method of data Analysis

Collected data was analyzed using mean and standard deviation. The responses in the questionnaires was Strongly Agree (SA), Agree, (A), Disagree (D), and Strongly Disagree (SD). These was graded a four likert grade of 4,3,2 and 1 respectively. A mean value of 2.5 was rejected. The null hypothesis was tested using T-Test statistics.

Results

Research question I: Does insufficient time allotted to the teaching and learning of English language in the school timetable affect the mastery of English language in Ebonyi State secondary schools.

Table I: Mean ratings and standard deviation between the teachers and student on the insufficient time allotted to the English Language.

Teachers =10

Students=197

S/N	Statement: Insufficient	Mean	SD	RM	Mean	SD	Remark
	Time affect mastery of English language						
1.	The time is 45mins are not enough.	3.2	0.68	Agreed	3.43	0.65	Agreed
2.	The time should be increased to 1hr 30mins at least.	3.6	0.64	Agreed	3.61	0.48	Agreed
3.	Teachers do not cover the course contents.	2.7	0.91	Agreed	3.15	0.62	Agreed
4.	Sometimes teachers spend less than 45 mins.	2.3	1.42	Disagree	3.10	0.65	Agreed
5.	The time should be increased at least to 1hr.	3.4	0.66	Agreed	3.12	0.67	Agreed
	Grand mean	3.04	0.86	Agreed	3.33	0.61	Agreed

From the table I data, the teachers agreed on item 1,2,3 and 5 that insufficient time affect the mastery of English Language, but disagreed on item 4; that sometimes teachers spend less time in teaching the subject. Whereas the students agreed on all the five items as affecting the mastery of English Language. However, the teachers has a grand mean of 3.04 ad students has 3.3 grand mean, indicating that insufficient time allotted has serious effect.

Research question 2: To what extent does inadequate supply of teaching materials militate against the teaching and learning of English as a second language in Ebonyi State Secondary Schools.

Table 2: Mean ratings and standard deviation between the teachers and students on the extent inadequate supply of teaching materials militate against teaching and learning of English as a second language.

Teachers =10

students

=197

S/N	Statement: Extent of inadequate supply of teaching materials such as:	Mean	SD	RM	Mean	SD	Remark
1.	Textbook for reading and writing exercises	30.04	0.66	Great extent	3.06	0.67	Great extent
2.	Modules for self study	2.62	0.93	Great extent	2.58	0.95	Great extent
3.	Language Audio/visual Laboratory	3.81	0.52	Great extent	3.91	0.48	Great extent

4.	CD and tapes records on phonetics etc	3.84	0.50	Great extent	3.86	0.54	Great extent
5.	Literature and Poetic books	3.52	0.57	Great extent	3.42	0.58	Great extent
	Grand mean	3.42	0.63	Agreed	3.4	0.64	Great extent

The analysis of the data in table 2 above show that both the teachers and the students overwhelmingly responded to a great extent that all the items listed as the inadequate supply of teaching materials actually militate against the teaching and learning of English as a second language. With then grant mean of 3.24 for teachers and 3.4 for students.

Research question 3: Does shortage of specialist teachers hinder the teaching and learning of English as a second language.

Table 3: Mean ratings and standard deviation between the teachers and the students on the shortage of specialist teachers as hindrance to teaching and learning of English as a second language.

Teachers =10 students =197

S/N	Statements: There are shortage of specialists in the following areas	Mean	SD	RM	Mean	SD	Remark
1.	English Language	3.61	0.62	Agreed	3.10	0.78	Agreed
2.	English Literature	3.46	0.71	Agreed	3.12	0.76	Agreed
3.	Linguistics	3.73	0.54	Agreed	3.54	0.68	Agreed
4.	Degree holders in English/Literature	3.74	0.55	Agreed	3.62	0.61	Agreed
5.	NCE holders in English/literature	2.42	0.96	Agreed	2.62	0.86	Agreed
	Grand mean	3.4	0.72	Agreed	3.2	0.73	Agreed

From the data analysis in table 3, it revealed that both teachers and students agreed on the items listed above on being the areas of shortage of specialists, except for item 5 where the teacher did not agree. Which means there is no shortage of NCE holders in English literature. However, since the grand mean for Teachers is 3.4 with SD 0.72 and mean of 3.2 and SD 0. For students, it will be concluded that all the five items in research question 3 were overwhelmingly agreed upon as areas of shortage of specialist teachers.

Research hypothesis I:

There no significant difference between the mean ratings of Teachers and Students on insufficient time allotted to teaching English as a second language in junior secondary schools (Js Three) in Afikpo Local Government Area of Ebonyi State at 0.05 significant level.

Table 4: Summary of t-test analysis of the mean ratings of teachers and students on insufficient time allotted to teaching English as a second language in junior secondary schools (Js three) in Afikpo LGA

Group	N	Mean	SD	OF	T-cal	T-crit	Decision
Teachers	10	3.04	0.86				
				205	-3.81	1.96	Ho ₁
Students	197	3.33	0.61				Accepted

The data analysis table 4 above show that the t-cal culated of -3.81 is less than the critical value of 1.96 at 0.05 significant level. Therefore, the null hypothesis is accepted which means there is

no significant difference between the mean ratings of teachers and students on insufficient time allotted. In other words insufficient time is a problem militating against the teaching of English language as a second language in junior secondary schools in Afikpo LGA.

Research hypothesis 2:

There is no significant difference between the mean ratings of students and teachers on the inadequate supply of teaching materials militating against the teaching and learning of English as a second language in junior secondary schools (Jss three) in Afikpo Local Government Area of Ebonyi State, at 0.05 significant level.

Table 5: Summary of t-test analysis of the mean ratings of teachers and students on inadequate supply of teaching materials militating against the teaching and learning of English as a second language, in junior secondary schools (Js three) in Afikpo LGA.

Group	N	Mean	SD	OF	T-cal	T-crit	Decision
Teachers	10	3.24	0.63				
				205	-0.8	1.96	Ho ₂
Students	197	3.4	0.64				Accepted

That t-test analysis of data in table 5, reveal that the t-calculated which is -0.8 is less than 1.96 t-critical value. Hence the null hypothesis is accepted. Implying that the difference is not significance between the mean rating of teachers and students on inadequate supply of teaching materials militating against the teaching and learning of English as a second language in Junior Secondary schools (JS three) in Afikpo LGA.

Research hypothesis 3:

There is no significant difference between the mean ratings of Teachers and Students on the shortage of specialist teachers hindering the teaching and learning of English as a second language in Junior Secondary Schools (JS three) in Afikpo LGA at 0.05 significant level.

Group	N	Mean	SD	OF	T-cal	T-crit	Decision
Teachers	10	3.4	0.72				
				205	-0.87	1.96	Ho ₃
Students	197	3.2	0.73				Accepted

The t-test analysis of data in table 6, indicate that the t-calculated which is 0.87 is less than the t-critical value of 1.96. therefore the null hypothesis which states that, there is no significant difference between the mean ratings of teachers and students on the shortage of specialist

teachers hindering the teaching and learning of English as a second language in junior secondary schools (Js three) in Afikpo LGA is accepted.

Findings, conclusion and recommendations;

In this chapter, the researcher presents the findings ,conclusion and recommendation and suggestions for further research.

Findings

Research question one sought to find out if the time allotted to the teaching and learning of English language in the school timetable affect the mastery of English Language in Ebonyi State Secondary Schools. It is was agreed on item 1,2,3 and 5 that insufficient time affect the mastery of English Language, but disagreed on item 4, that sometimes teachers spend less time in teaching the subject. Whereas the students agreed on all the five items as affecting the mastery of English language. However, the teachers has a ground mean of 3.04 and students has 3.33 ground mean, indicating that insufficient time allotted has serious effect.

Research question two sought to find out inadequate supply of teaching materials militate against the teaching materials against the teaching and learning of English as a second language as a second language in Ebonyi State Secondary schools, the data in table two shows that both the teachers and the students overwhelmingly responded to a great extent that all the items listed as the inadequate supply of teaching materials actually militate against the teaching and learning of English as a second language with their grand mean of 3.24 for teachers and 3.4 for students. Research question three sought to know the shortage of specialist teachers that hinder the teaching and learning of English as a second language, from the data analysis in table 3, it revealed that both teachers and students agreed on the items listed except for item 5 where the teachers did not agree. Which means there is no shortage of NCE holders in English literature however, since the grand mean for Teachers is 3.4 with standard deviation of 0.72 and mean of 3.2 and SD 0. For students, it will be concluded that all the five items in research question 3 where overwhelmingly agree upon as areas of shortage of specialist teachers. Research hypothesis one shows that the t-calculated -3.81, is less than the critical value of 1.96 at 0.05 significant level. Therefore, the null hypothesis is accepted between the mean ratings of teachers and students on insufficient time allotted. In other words insufficient time is a problem militating against the teaching of English Language as a second language in junior secondary schools in Afikpo LGA, hypothesis two reveals that t-calculated which is 0.8 is less than 1.96 t-critical value. Hence the null hypothesis is accepted implying that the difference is not significance between the mean rating of teachers materials militating against the teaching and learning of English as a second language in Junior Secondary Schools (Js three) in Afikpo LGA.

Research hypothesis three indicate that the t-calculated which is 0.87 is less than the t-critical value of 1.96. therefore the null hypothesis which states that, there is no significant difference between the mean ratings of teachers hindering the teaching and learning of English as a second language in Junior Secondary Schools (Js three) in Afikpo LGA is accepted.

Conclusion

Sequel to the findings the study concludes that inadequate supply of teaching materials actually militate against the teaching and learning of English as a second language, insufficient time allotted has a serious effect, shortage of specialist teachers, there are the problems affecting the teaching of English language in secondary schools in Afikpo Local Government Area of Ebonyi State, Nigeria.

Recommendations

Sequel to the findings the following recommendation are hereby made:

1. Government should endeavour to employ specialist teachers for the teaching of English Language in secondary schools. The minimum qualification standard for English Language-teachers should be increased.
2. Instructional materials should be provided by government and every other stakeholders bearing in this responsibility. English language specific materials like audio and visual materials must be prioritized.
3. The problem of mother tongue can be reduced if students are taught with English from their tender age and encourage to speak the language.

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