



Problem of Teaching and Learning of English Language as a Second Language in Secondary Schools in Ankpa Local Government Area of Kogi State

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Abstract

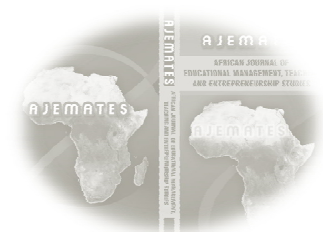
This study focused on the challenges of teaching and learning of English Language as a second language in Nigeria secondary schools (a case study of selected secondary schools in Ankpa Local Government Area of Kogi State). The study was guided by two research objectives and they sought to determine the extent teaching strategies adopted by teachers militate against the study of English Language; and to ascertain the extent mother tongue militate against the study of English Language among secondary school students in Ankpa Local Government Area of Kogi State. The study adopted survey research design. The population of the study is made up of teachers and students from 10 Public Secondary Schools in Ankpa Education Zone, 10% respondents were sampled for the study using random sampling techniques. A structured questionnaire was used for data collection. Mean rating was used for data analysis. The study revealed, among others, that shortage of specialist English Language teachers is the main challenge of teaching and learning of English Language as a second language to a great extent in secondary school in Ankpa Education Zone of Kogi State. The study therefore recommended that, government should endeavour to employ specialist teachers for the teaching of English language in secondary schools and government should try and conduct oral interview on teachers before employing them.

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

Introduction

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 Nigerian citizen to learn 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 others. The problem is that all sorts of



things are bundled 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 language that every citizen can understand when spoken has actually heightened 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 this 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, Reverend 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 endeavour. 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 the 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 students 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 Nigerian teacher and scholar, emphasising the importance of the English Language states as follow:

"...of all the heritage left behind in Nigeria by the British at the end of the colonial administration, probably non is more important than 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 an impediment to attainment of the nation's educational goals. If the nation will progress along the lines 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, especially in the post-primary schools, unlike in the yester-years when a standard six pupil was able to speak and write good English. Many studies have shown that despite the emphasis placed on 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, and 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 languages first before proceeding to learn English Language. Furthermore, the fact that there is a shortage of specialist teachers in educational system cannot be over-emphasized. 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 Ankpa Education Zone of Kogi State.

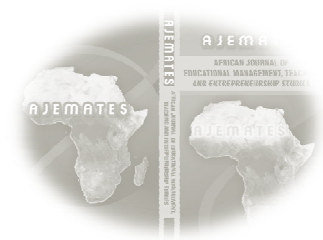
Research Questions

Based on the statement of research problem and the objectives of the study, this research will seek answer to the following questions:

- (1) To what extent does teaching strategies adopted by teachers militate against the study of English Language among secondary school students in Ankpa Local Government Area of Kogi State?

Review of Related Literature 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 practice). 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. Oforjebe (2018) said that teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so. Teaching is a system of actions intended to produce learning. Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person. Teaching is a system of actions 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, etc.) and those that he can modify (way of asking questions about instruction and ways of structuring information or ideas gleaned). Teaching is defined as an interactive process, primarily involving classroom talk which takes place between teachers and pupils and occurs during certain definable activities.

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 speakers in an English-speaking environment (it is also known as English for speakers of other languages.) That environment may be a country in which English is the mother tongue (e.g., Australia, the U.S.) or one in which English has an established role (e.g., India, Nigeria). English as a Second Language also refers to specialized approaches to language teaching

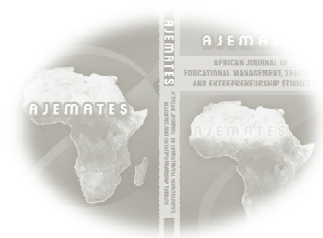
designed for those whose primary language is not English (Malu 2018).

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, behaviors, skills, values, or preferences.^[1] The ability to learn is possessed 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 (e.g. being burned by a hot stove), 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 material 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, neuropsychology, experimental psychology, and pedagogy. Research in such fields has led to the identification of various sorts of learning. For example, learning may occur as a result of habituation, or classical conditioning, operant conditioning or as a result of more complex activities such as play, seen only in relatively intelligent animals (Gagliano, 2014). Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped may result in a



condition called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development (Gagliano, 2014).

English Language in Nigeria

As earlier stated 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, students meet language in its most varied and powerful forms, and learn to examine a writer's use of it in the context of all the linguistic recourses available to him. At the different aspects of literature or genres of literature-drama, poetry, fictional prose narrative- literature demonstrates language at work and helps the students to use language. Presenting a clearer picture of how literature 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, syntactic 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 readers to develop the ability to discover specific facts, infer meaning of unknown words from the contexts, 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. Akwanya (2006), states that:

It is through literary work that we see dialogue or even the language of conversation as well as the one governed by rhythm, rhyme and measure, we see transparent and anonymous language that distinguishes narration by contrast to the ones governed by the norms of thematic prose as in speech.

Basic Skills for Learning Language (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, translating 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 habit will be formed (Adejimola and Ojuolape, 2013).

(1) **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, thoughts and feelings”. Speaking entails pronunciation, social variation with language, grammar, etc. 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 these concepts. Minimal pair is also a useful concept in teaching communicative skills very well (Adejimola and Ojuolape, 2013).

Reading: Leedy (2014) defined Reading as “a matter of searching for the thought that was in the mind of the author and which now lies in the meaning of the words 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 authors 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

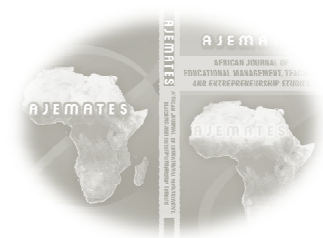
processes in Literature will go a long way to enhance performance in the English Language since Literature-in-English paves way for more extensive reading. It is true that extensive reading facilitates students’ interest in developing their reading skills to increase their vocabulary

Writing: This is another skill required in teaching and learning process of English Language. It is a combination of all three skills described above. The listening skills, speaking skills and reading skills all manifest their ways into the writing skill.

English Language as a Subject in Secondary Schools

The role assigned English in Nigerian 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, Shoaga and Lawal, 2015).

English language is the language of education, the only major medium of instruction in Nigerian schools, from



elementary to the University level. Apart from being a subject itself, it is used to teach other subjects. As Adekola, Shoaga and Lawal (2015) puts it “the good command of the language is needed to master other subjects taught such as History, Geography, Economics, and so on”. Moreover, English is the language of communication in examinations.

Failure in English language automatically invalidates grades obtained in other subjects no matter how high the grades may be. The general attitude towards the English language is hostile. Consequently, the poor performance in English language in Nigerian schools is a matter of great interest to researchers, and great concern to teachers and educational administrators. Many researchers have been able to come out with a number of factors which could behold responsible for the downward trend in proficiency in English language by students in Nigerian schools. These include:

- i. Lack of qualified and dedicated teachers;
- ii. Poor method of teaching;
- iii. Lack of interest, zeal and zeal on the part of the students due to a very low motivation given to them by their parents and teachers and so on.

Summarily, in the Nigerian educational system, English Language is taught from pre-nursery to nursery, primary school (lower basic school), junior secondary (upper basic school), to senior secondary school. It is a mandatory subject in all these levels of education. It is a must pass subject if any student aspires to go into the tertiary institution of learning in Nigeria.

English as a Second Language of Study

English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca. Named after the Angles, one of the Germanic tribes that migrated to England, it ultimately derives its name from the Anglia (Angeln) peninsula in the Baltic Sea. It is closely related to the Frisian languages, but its vocabulary has been significantly influenced by other Germanic languages, particularly Norse (a North Germanic language), as well as by Latin and Romance languages, especially French (Hammarström, Forkel, and Haspelmath, 2017).

English has developed over the course of more than 1,400 years. The earliest forms of English, a set of Anglo-Frisian dialects brought to Great Britain by Anglo-Saxon settlers in the 5th century, are called Old English. Middle English began in the late 11th century with the Norman conquest of England, and was a period in which the language was influenced by French. Early Modern English began in the late 15th century with the introduction of the printing press to London, the printing of the King James Bible, and the start of the Great Vowel Shift (Crystal, 2006).

Through the worldwide influence of the British Empire, modern English spread around the world from the 17th to mid-20th centuries. Through all types of printed and electronic media, and spurred by the emergence of the United States as a global superpower, English has become the leading language of international discourse and the lingua franca in many regions and in professional contexts such as



science, navigation and law (Wikipedia, 2018).

Shortage of Specialist English Teachers

The wealth of any nation depends on what its people can produce economically, politically, educationally. In any organization man is the most important element in the job-manpower needs. The new system of education in Nigeria (6-3-3-4 system) today requires high demand for manpower and well qualified teachers in great numbers.

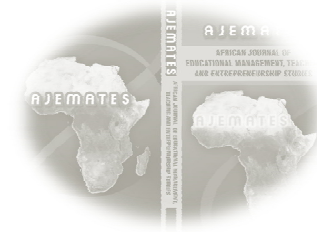
In fact, one of the major problems of the effective study of English Language lies with the issue of manpower (Teachers recruitment, their education and training). The 3:3 system of education aims at providing opportunities for the child to develop manipulative skills to enable him or her to function effectively in the society within the limit of his ability, To achieve this objective, however, the new system has been facing a lot of problems arising from lack of manpower, According to Nwankwo (2015), "a big challenge of the new programme is the recruitment, selection and retention of the right calibre and quantity of teachers needed for the operation of the system. He further assert that this is even more serious with specialist teachers for specific subjects (in this case, English Language)

In Nigeria today, there is scarcity of well qualified teachers in subjects like English Language, Introductory Technology, Creative Arts, Home Economics, Agriculture just to mention a few in most of our secondary schools as expressed by the National Policy on Education (2013). According to Ode (2008), it is in recognition

of this need for increased number of quality of staff that the National Policy on Education, recommended among other things that:

- (a) Teachers at all levels of the educational system should be professionally trained; and all necessary arrangement should commence in making teaching a profession in line with the spirit of the National Policy on Education, Section 9(79).
- (b) In-service training programme for teachers already in practice should be regular; orientation courses should be given in preparation for the introduction of any new system.
- (c) Governments should provide more incentives to attract and retain teachers in the system. Not only monetary but job satisfaction by providing schools with adequate facilities, in-service training, etc., to make teachers progress professionally.
- (d) A permanent training centre (fashioned along the line of ASCON) for teachers to up-date their knowledge should be established as part of the National Teachers Institute (N.T.I.), Kaduna.
- (e) Employment of more qualified teachers should be made to reduce large classes.

Describing the nature of the problem of unqualified teachers, Ofojebe and Obiakor (2019) posit that some schools in the rural areas only have the headmaster as government employee while the rest may be secondary school drop outs who are PTA staff. What miracle can these staff perform? Malu and Obiakor (2018) observed that only 23% out of the then 400,000 primary



schools in Nigeria have grade II teacher certificate even when NCE is the minimum qualification for teachers at primary and Junior Secondary schools.

Omofonmwan (2007) argue intensely that acute shortage of teachers can result in poor outcome in teaching and learning. They also called for a revitalisation of the education programmes in Nigeria through research, manpower training and development. Staffing is seen by many researchers as a vital part of the functioning of any organization, including a school. Nel (2012) posits that staffing is a technique used by an organisation to place the right person in the right position. According Ikegbusi (2014) the success of secondary school administration depends on the availability of teachers. This implies that for proper running of a secondary school, quality and efficiency of staff determine to a great extent the successful achievement of its educational objectives.

Theoretical Framework

The theoretical framework of this research hinges on learning theory

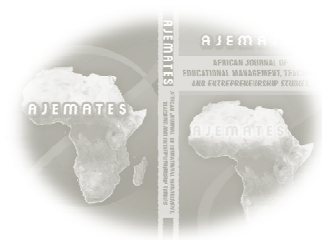
Learning Theory

This theory was propounded by Kolb (2008). Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential 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 becomes the best single indication of his intelligence. Sensory motor ability is the basis of intelligence and other ingredients are ability to perceive situations accurately, to see relations, to remember, to use good judgement and to persist in solving 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 materials 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 concept formation at the 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 transductive. 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 transductive. The study here is of the fact that 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).

Empirical Review

Adelabu (2013) carried out a research on constraints of English language teaching and learning in Benue State secondary schools. The study 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 Benue State. The teachers were among other teachers who participated in the workshop from the three political zones of Benue 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: (i) Teachers and school related problems and (ii) students related problems. They were also asked to suggest five solutions to problems. It was found out 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 Benue State.

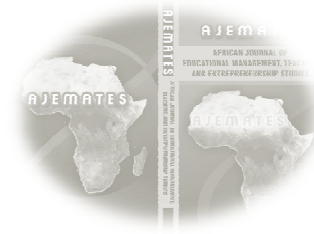
Oribabor (2014) conducted a study on Factors Militating against High Academic Performance of Students in English

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 for analysing its data. It was found out that students who fail English Language experiences academic disturbances. It was also found out that incompetency in English language undoubtedly affect the expressions of students in this official language in their endeavours.

Research Method

Research Design

This study adopted a survey research design. The area used by the researchers for the study is Ankpa Education Zone. It is located in Kogi State and has a common boundary with Benue state to the east, Omala Local Government Area to the North, Olamaboro local government area to the south and Okene and Ofu Local government areas to the west. The people are predominantly farmers and civil servants. The study consists of teachers and students, from 10 Public Secondary Schools in Ankpa Local Government Areas of Kogi State. The total population is 980. The researcher used random sampling technique to obtain sample of 98 made up of 10% of the total population. Therefore the sample size is 98. A structured questionnaire was used for data collection.



Analysis

The data collected for the study were presented and analysed in this chapter. The

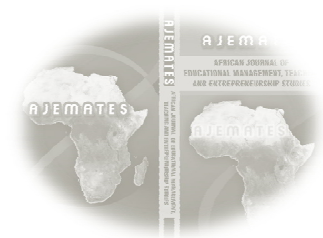
data were presented in tables containing information on the responses to the research questions

Research Question 1

To what extent does shortage of specialist English teachers militate against the study of English Language among secondary school students in Anka Local Government Area of Kogi State?

Table 1: Responses on the extent to which shortage of specialist English teachers militating against the study of English Language among secondary school students in Anka Local Government Area

S/N	Questionnaire Items	VGE 4	GE 3	LE 2	VLE 1	N	Σfx	\bar{X}	Decision
1	Shortage of specialist English teachers leads to unqualified teachers teaching English Language	30	27	20	21	98	262	2.67	Great Extent
2	Shortage of specialist English language teachers makes the learning of English Language uninteresting to students	31	26	17	24	98	260	2.65	Great Extent
3	Teachers lack the classroom management skills	18	35	20	25	98	242	2.50	Great Extent
4	English teachers cannot make their classes interactive to carry students along	21	32	21	24	98	246	2.51	Great Extent
5	Lack of specialist English Language teachers causes poor students preparedness for oral English examinations	30	27	20	21	98	262	2.67	Great Extent
6	Lack of specialist teachers reduces students confidence in written English	18	35	20	25	98	242	2.50	Great Extent
7	English teachers do not teach according to approved curriculum hence student become unfamiliar with exam questions	17	17	36	18	98	209	2.13	Little Extent
8	Qualified teachers review past external examination questions for improved student exposure	21	32	21	24	98	246	2.51	Great Extent
9	Without specialist English teachers, students excellent performance in WAEC and NECO cannot be ensured	22	22	18	15	98	199	2.58	Great Extent
Grand mean								2.51	Great



Extent

From table 1, all items, except item 7, have mean scores above cut off point of 2.50. This implies that all items are to great extent. Furthermore, the grand mean is also above the mean cut off point of 2.51. This implies that shortage of specialist English Language teachers is a problem that militate against the study of English Language to a great extent among secondary school students in Ankpa Local Government Area of Kogi State

Discussion of Findings

Research question one, sought the extent to which shortage of specialist English Language teachers militate against the study of English Language among students of secondary schools in Ankpa Education Zone. It was found that the shortage of specialist English Language teachers militate against the study of English Language to a great extent among secondary school students in Ankpa Education zone. Precisely, it was found out that to a great extent, shortage of specialist English teachers leads to unqualified teachers teaching English Language; Shortage of specialist English language teachers makes the learning of English Language uninteresting to students; unqualified teachers lack the classroom management skills; unqualified English teachers cannot make their classes interactive to carry students along; lack of specialist English Language teachers causes poor students preparedness for oral English examinations; lack of specialist teachers reduces students confidence in written English; unqualified English teachers do not teach according to approved curriculum hence student become unfamiliar with exam questions; and that to a great extent, qualified English teachers review past external examination questions for improved student questions. This finding is

in line with those of Fakeye (2012) and Aina and Olanipekun (2015). Aina and Olanipekun (2015) noted that lack of qualified teachers is one of the major problems bedevilling the education system in Nigeria

Conclusion

Sequel to the findings the study concludes that shortage of specialist English Language teachers, lack of instructional materials, teaching strategies of teachers, student mother tongues, and poor school environment are the problems affecting the teaching of English Language in secondary school in Ankpa Local Government Area.

Recommendations

Sequel to the findings, the following recommendations 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 prioritised
- (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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