

**FACTORS MITILATING AGAINST THE EFFECTIVE TEACHING OF
ENGLISH IN SELECTED SECONDARY SCHOOLS IN OREDO LOCAL
GOVERNMENT AREA OF EDO STATE**

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BENIN CITY**

MARCH, 2025

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**PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We, the undersigned, certify that this research work was carried out by **ANI NNENNA JENNIFER** with Matriculation Number **EDU2005433** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria, and that it is adequate in scope and quality in partial fulfillment for the award of the Degree of Bachelor of Arts Education [B A. (Ed)] in English and Literature.

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Date

DEDICATION

This project is dedicated to God Almighty for his infinite wisdom and guidance through my journey here, as well as to my family.

ACKNOWLEDGEMENT

The researcher is immensely grateful for the mercies the Lord has shown her and continue to. She is filled with joy and grateful for the successful completion of her project.

Her earnest thankfulness goes to her supervisor, Dr S. I Uyi--Osaretin, without whom she wouldn't have understood the need for integrity in one's work, for her patience, discipline, meticulous attention to detail and love of a mother the researcher expresses her heartfelt gratitude.

She wishes to express her deepest gratitude to her mother, Mrs Victoria Ani, for her relentless support, guidance and unwavering belief in her. Her encouragement and sacrifices, her wisdom, patience, and unconditional love have been a source of strength and motivation for her throughout her academic journey. In celebration of this achievement she expresses her unreserved gratitude to her.

To her siblings Ifeanyichukwu Patrick (her big 001 supporter); for his dedication, attentiveness and love, Anthony Onochie(her alibi); for his presence and care, Amaka Victory(her sage); for her efforts and wisdom, for their support and encouragement that are priceless to her.

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ABSTRACT

This study examines the challenges that hinder the effective teaching and learning of English language in Senior Secondary Schools within Oredo Local Government Area, Edo State, Nigeria. Despite the widespread recognition of English as a crucial subject in the Nigerian education system, students' performance in English has been consistently poor, as highlighted in the West African Examinations Council (WAEC) reports from 2016 to 2021. This research aims to explore various factors such as administrative challenges, curriculum content, and teacher-related issues that contribute to this problem. The study also investigates the extent to which instructional materials are utilized in the teaching process.

The research utilizes a questionnaire distributed to English language teachers in public secondary schools in Oredo Local Government Area to gather data on the challenges faced by teachers, the impact of their qualifications and teaching attitudes, and the use of available instructional materials. The study identifies key barriers such as large class sizes, inadequate teacher training, and limited access to teaching resources. Teacher-related factors, including negative attitudes towards the subject and ineffective teaching methods, also play a significant role in hindering students' interest and performance in English.

Based on the findings, the study proposes strategies to improve English language teaching in the region. These include enhancing teacher training programs, improving access to instructional materials, and integrating technology into the classroom to foster a more engaging learning environment. The research aims to provide evidence-based recommendations that can inform educational policies, school administration practices, and teaching methodologies, ultimately improving students' performance and attitude towards English language education in Oredo Local Government Area.

CHAPTER ONE

INTRODUCTION

Background to the Study

The history of English in Nigeria is rooted in British colonial rule, with English introduced as the language of administration, education, and trade. Post-independence, English retained its significance, becoming the official language. English language has been commonly accepted as an active universal language in the world. The English language occupies a very significant role in the formation of national values and integration of the Nigerian nation. Notable Nigerian authors contributed to a rich literary tradition in English. People who study English language consider it as their personal proficiency.

In Edo state just like other states in Nigeria, the teaching and learning of English Language is seemingly undergoing significant changes especially in terms of content, methodology and modernization of the course in order to meet world standard while solving the immediate problems of the state. The perceived inability to integrate these changes has really affected the structure of English Language as a course not only in educational context but for public consumption. Its course matter and instructional materials has also undergone changes making it more simplified and easy for teaching according to the stipulations and guidance of Nigerian Educational and Research Development Council (NERDC).

According to Ajayi (2018), it is now very clear that the process of teaching and learning English Language has become more committing with a possibility for a greater input. This is because English Language education is based on a rich legacy (Alabi, 2020). However teaching and learning of English Language among secondary schools in Edo state is yet to conquer the factors militating against commitment of English Language students in learning of English Language in the state. This is in response to the re-introduction of the course back into the education system, modern instructional materials and teaching methodologies.

A number of factors have been identified to affect the teaching of English Language in Nigerian Senior Secondary Schools and hence, impede its learning. Teachers face numerous problems in the course of English Language instructional delivery. Core among them are the perceived lack of suitable textbooks and overloaded syllabus. Sears (2018) opined that the teaching of English Language is being hindered by several factors such as insufficient qualified English Language teachers, large class size, insufficient instructional time, inadequate administrative support for the subject, lack of/insufficient instructional time, inadequate administrative support for subject, lack of/insufficient teachers' incentives, unavailability and inadequacy of instructional aids/materials among others. This points to the fact that all seems not to be well with the teaching of English Language as the conditions and structures required for the effective teaching of the subject which could eventually leads to significant levels of

underperformance in the subject. Therefore, the English Language teacher seems to struggle to help learners achieve the expected proficiency. It is only when this attitude is changed that substantial learning could take place (Anjaneyulu, 2018).

Many researchers acknowledge the fact that the English Language curriculum is seemingly overloaded making it a major hurdle for effective classrooms practice. Although the curriculum is designed to be covered in a year, teachers' appears to be under pressure from the district education officers to complete it by the month of May so as to embark on revision. This implies that the learners are basically out of luck because teachers have to use a fast pace to meet the predetermined curricula schedules which could eventually impede effective classroom practices.

The problem of handling large classes seems to compound the acute shortage of teachers and put a strain on the teachers' ability to provide quality of English Language teachers to the learners because the teacher-learner ratio is not proportional. Moreover, the policy demands of inclusive learning seems to pose a challenge in the already swollen classrooms since it compromises individual attention because of the diverse needs of the learners vis-à-vis teachers workload (Noakes, Dole & Hacker, 2018). There seems to be limited access to resources attributed to the large enrollment, key among them are textbooks. The researcher acknowledged that the student/textbook ratio is a significant measure of effective teaching because students seems to rely heavily on textbooks.

Therefore, in a constrained textbook environment, it seems to be difficult for a English Language teacher to implement English Language curriculum effectively.

It has been observed that the perceived difficulties of topics in English Language could be traceable to the inadequacy of effective teachers. It is for this reason that he asserted that for effective learning to occur, teachers should first identify students' prior ideas, make students aware of them and in the light of this ideas, help students construct their own understanding. Also, provide opportunities for students to apply their newly acquired knowledge to different situations. However, in Nigeria, it has been observed that we not only lack the requisite number of qualified English Language personnel for our educational system but also the observed effectiveness of those in service is suspect.

Unqualified and non-specialist teachers, recruited in our secondary schools to teach English Language is seemingly a major and serious impediment to effective teaching and learning. This has seemingly hindered the subject as Adetola, (2014), states that the quality of education falls because some teachers who are not qualified to teach a particular subject are recruited into our schools today. It is observed that one cannot give what he or she does not have. Those who understand the social and educational significance of a subject teach with greater success than those who teach it because it appears on the syllables and timetable.

A method is a way of doing things. Gallilus, (2017), states that a teacher must assume the role of resource brokers. The implication of this is that teachers should

become familiar with a variety of instructional delivery methods, rather than rely on one best way. The observation in this study run contrary to the above assertions as the English Language teachers in public secondary school seem to depend heavily on the traditional method in English Lessons while the intensive use of prescribed textbook and the use of lecture method in delivery lessons appears to be prevalent, the debate and group methods of teaching seems to be occasionally used.

Researchers have generally shown that teacher's influence affect students' attitude towards subjects. It will be observed that the behaviour of most English teachers deviate from the expected normal behaviour of teachers. They tend to exhibit very "queenish" characteristics which scares students away from English Language. Some English teachers create the impression to the students that English Language is difficult and not meant for everybody to study except for those with exceptional endowment like themselves who teach the subject. Some of them behave in such ways that the students may not like to imitate. They make people around them to be conscious of words coming out from their mouth lest they make grammatical errors. They exhibit extreme neurotic behaviour either in the class or outside the classroom. Some see English teachers as "wannabes", those who over dress as in order to imitate the white men's culture, they are seen as people who speak too much grammar. Their English teachers who are guilty of these accusations, can be seen to be unnecessarily very fast while teaching and do not involve their students in regular classes.

Some do not seem to give adequate corrections to English assignments, others do not seem to have the patience or time to work out problems in different ways or methods so that students can adapt to a convenient method, while others do not seem to mark exercises or assignments given to students, if they do, they are not marked in good time for students to correct their mistakes. It is a well known fact that modelling is a way of learning. If students do not like their teacher's behaviours and consequently do not feel like modelling such behaviours they develop a negative attitude to the teacher and his subject.

A mounting widens for the potency of early environment is shaping latter cognitive abilities. It has been investigated largely through the studies of intellectual growth in twins raised in type by adoption and the efforts of parents' early deprivation of their children. In a related development, Ibrahim, (2018) stated that the home environment can be a handicap for a child in the school; in life or it may be a source of special advantages. According to him, poverty through malnutrition can exit influence on students' performance. poor living condition can also influence the health of the child and directly or indirectly affect the ability to learn English Language . Many schools especially those in urban centers, are located in area where there is a busy movement and activities of many people. It was observed that many people use the school premises as short cut to their destination.

Students perform poorly due to lack of adequate preparation, inability to understand question that demand a high level of thinking, flagrant breach of rubrics, thus answering more question than required due to poor command of English. Students often seem to feel that English Language does not require continuous and serious attention like other subjects such as mathematics, physics and chemistry. They often seem to put up a nonchalant/liaises-fair attitude towards the subject. Others believe it is an “A” subject. As a result, the students make little preparation before entering for English Language examination. They appears to be more interested in whatever short cut that is available to obtain the certificate and go their ways.

Statement of the Problem

Evidence abounds of the low performance of Senior Secondary students in English language, the 2016-2021 report of the Chief examiner, West African Examinations Council reveals that candidates’ performance in the examinations between those periods was always poor. The report clearly shows that there was no improvement in the performance of candidates who sat for English language in Senior Secondary School Certificate Examination (SSCE) in some states of the country including Edo State. The report further indicates that students, who registered for English language, judging by their performance, were not well prepared for the examinations. Their performance fell below standard. These failures, according to the report, were more pronounced among candidates in Edo State. Therefore, the inclusion of Edo State in the list of states

with candidates whose performances were woeful in the Senior Secondary School Certificate Examination, (SSCE) by West African Examinations Council's Report, paints a clear picture of lack of adequate knowledge of the language among Senior Secondary School students in Oredo Local Government Area. Perhaps, myriads of factors may have combined to account for this ugly state of affairs, which possibly could include motivational and curricula issues, among others as they relate to the teachers in the study area. Again, it is not certain whether the teachers employ proper methods in the teaching of the English language in Senior Secondary Schools in the local government area.

Modern approaches for the improvement of the teaching of English language as a second language call for language audit or systematic evaluation of the teacher factor and the learning environment as major variables in the language teaching process. To maintain the quality of education, the Federal Ministry of Education (FRN: 2016) has suggested that program evaluation should be conducted at least once in five years. The essence of this evaluation is to look at the demographic characteristics of English language teachers, the quality of English language teachers, the methods of English language teaching, the use of instructional materials and the adequacy of the classroom environment for the teaching of the English language. At the moment, no study known to the present researcher has shown the status of teachers of English and the state of English language teaching in terms of the prevailing teacher- classroom practices, learning environment, etc in the Senior Secondary Schools in Oredo Local Government Area.

This study has therefore positioned itself to evaluate the factors militating against the effective teaching and learning of English language in Senior Secondary Schools in Oredo Local Government Area in order to fill a knowledge gap in ELT pedagogy in the local government area.

Research Questions

The study was guided by the following research questions:

1. What are the major challenges faced by English Language teachers in public secondary schools in Oredo Local government area?
2. How do teacher-related factors (e.g., teaching methods, qualifications, and attitude) influence students' performance and attitude towards English Language in public secondary schools?
3. To what extent are available instructional materials utilized for teaching English Language.
4. What strategies can be employed by English Language teachers to improve students' achievement in English Language.

Purpose of the Study

1. To identify the major challenges faced by English Language teachers in public secondary schools in Edo State, Nigeria, with a view to providing recommendations for addressing these challenges.

2. To examine the impact of teacher-related factors on students' performance and attitude towards English Language, and to identify best practices for teaching English Language in public secondary schools.
3. To ascertain the extent of the utilization of the available instructional materials in teaching the English language in Oredo local government area.
4. To develop evidence-based recommendations for improving the teaching and learning of English Language in public secondary schools, with a focus on enhancing students' performance, interest, and overall attitude towards the subject.

Significance of the Study

This study is significant in both theoretical and practical perspectives. Theoretically, the study will help in judging the worth, usefulness, effectiveness or value of educational programme, curriculum development and students performance in Oredo Local Government Area. The study will equally ensure that educational personnel, especially those teaching English language, are well trained and are carrying out the functions that they are best suited to carry. Programme improvement is the most important function or purpose of programme evaluation. Vast sums of money are being spent by government on education. This money should produce good educational programme. Therefore, the study will guide government on how to produce good educational programme for students; programmes that would serve the needs of the country and bring about whatever changes are expected in overall life of the students.

The study will aid the planning of a new English language teaching and learning programmes and in making decision as to whether to expand, modify or discontinue with existing method of teaching English language in schools in Oredo Local Government Area. In decision making, the study will be necessary. Decision must be made with regard to all aspects of education at all stages in provision of education. While decisions can be made without reliable data, it is necessary for the effective operation of educational institutions that decisions can be made on the basis of authentic data collected as a result of evaluation process. This study will serve as a basis on which best decision on teaching and learning of English language in Oredo Local Government Area can be taken. Finally, this study will theoretically help government in choosing between alternative lines of action and in doing so they will do so on the basis of an evaluation of the information provided in this research.

Practically, the findings of the study will be significant to policy makers, school administrators, English language teachers, students and general public, other subject teachers, future researchers and the Oredo Local Government Area Government.

This empirical information, when provided to such major stakeholders as Ministries of Education, Education Boards etc, will be useful to the commissions at national, state and local levels, especially when updating general educational document that touches on different levels of education right from primary to tertiary institutions. Instructors and educationists can benefit by the effort made in this work. One way of

making this a reality is by government organizing seminars, workshops and conferences for teachers of English language basing such conferences and workshops on the findings of this research. The qualification of teaching personnel is an important issue in achieving the needed success in the teaching of English language. This research work, having been made a basis for improving the quality of teachers of English language, can be of immense value in selection of personnel for the programme.

Also, the study generated data on the course content of the English language, methods of teaching, and availability of instructional materials and how the variables are used for the teaching of English language. This information revealed the amount of instructional facilities available and how these facilities can be used for the teaching of English language.

Policy makers will benefit from the findings of the study in the following ways: It will guide them on how to formulate concrete educational policies to fill the gap occasioned by the inadequacies of English language teachers, teaching materials, and physical facilities necessary to teach English language in schools. This way the teaching of the subjects in the state will be enhanced. The finding could also help the policy makers in making necessary adjustments and provision about the programme to ensure its effective implementation and consequently, attainment of goals. It could also provide information for better planning and rational decision-making.

The school administrators will also benefit from the findings of the study as it will showcase the situations of available infrastructural and human resources and the extent of their utilization in teaching English language. This will also guide school administrators to produce the needed resources to enhance English language teaching in Oredo Local Government Area senior secondary schools, as what the senior secondary schools in the state are lacking in terms of teaching and learning of English language will now be obvious.

English language teachers will also benefit from the findings of the study by improving on their method of teaching English language, as the study will present areas of weaknesses and strengths of teaching of English language in schools. By so doing the standard of education will be raised.

Utility values of English language to students and the general public needs not be over emphasized. Every citizen of Nigeria needs to be proficient in the use of the language for effective communication within and outside Nigeria. Mastery of English language is mastery of every other sector of the socioeconomic formation. This is because almost all the courses in Nigerian tertiary institutions are taught in English language. The students will also benefit from the findings of this study. If students at the Senior Secondary School level have a good command of English language, it will help them to excel at the tertiary level in their chosen course of study. Moreover, Senior Secondary schools and Universities produce students who will eventual fit in, in every

sector of the economy. Other subject teachers can also find the results of the study useful and thus, apply the recommendations in teaching related subjects. It will help teachers of other subjects in communicating skill. Teachers will also be guided by the findings of the study on their roles and choices of instructional technique(s), which will best assist in the achievement of educational goals. The obvious implication is that our educational system and society will benefit from well-trained students in our schools, as there is direct relationship between the quality of teachers and students achievement.

The research finding of the study will be important reference materials for future researchers in a similar field of study who will also find the results of this study very interesting and useful. The study will provide data on some aspects of English language teaching as well as problems that hinder efficient implementation of the English language curriculum at the secondary schools. The data will guide future researchers in evaluating other subjects or the same subject at different levels and locations.

Very importantly, government will realize that they have a major role to play in the inspectoral service. The government will not expect school inspectors to perform miracles when they are not provided with facilities and equipment, finance and personnel with which to carry out their duties. It will also be of immense value to government who must make time to visit schools regularly to watch teachers teach and the students. They should encourage harmony among staff and treat staff problems promptly. Also,

government will be in a better position to have access to data useful for being aware of the lapses including how to maximize their use.

Finally, the data generated in this study will serve as reference materials and basis for further studies in the English language.

Scope and Delimitation of the Study

This study covered the factors militating against the effective teaching and learning of English language in secondary schools in Oredo Local Government Area Local Government. The study would focus on the determination of the qualification and pedagogical skills of teachers currently teaching English language in secondary schools in Oredo Local Government Area.

However, the study is delimited to English language teachers in Public Secondary Schools in Oredo Local Government Area Local Government of Edo State.

Definition of Terms

The following operational definitions of terms are explained for the study:

Teachers' characteristics: These are some of the teachers' variables such as qualification, work experience, gender.

Academic performance: This refers to achievement of students' scores obtained by students in English language test administered to students in schools.

Work experience: This express the length to time a English language teacher has been on the number of years a teacher has been teaching

Teachers' Method: This is concerned with an individual's ways of applying the various pedagogical strategies in teaching English language.

Teachers' qualification: This refers to fitness for purpose through fulfillment of necessary conditions such as completion of required schooling or training or acquisition of a degree or diploma.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed some related literature under the following subheadings; conceptual framework, theoretical framework, empirical studies and summary of reviewed literature.

- English Language in Nigeria
- Concept of Teaching
- Factors affecting teaching and learning

Teacher factor

Environmental factor

Student factor

- Summary of Reviewed Literature

English Language in Nigeria

The ascendancy of English language in Nigeria, according to Babatunde (2018) was gradual. The proportion of English language in Nigeria was enhanced in 1882 when it became the medium for training the much needed manpower to entrench colonial domination quoted in Babatunde (2018) connote that: English became a sine qua non. In quick succession, the education ordinance and codes of 1882, 1896, 1918 and 1926 were enacted with a view of promoting the new language for general internal use. According to him, section 10, subsection of the education ordinance of 1882 reads: that the objects of

teaching shall be the reading and writing of English language. The grammar of English language may be taught as class subjects.

The amended education ordinance of 1882 provided for capital grants as incentives to teachers for the number of pupils who passed an inspect of school administered 'examination in reading and writing as the English language. English language was prolonged in Nigeria when the colonial authority demanded fluency and consistency in English language as a major requirement to secure white collar jobs. The British colonial administration then and the British council presently aimed at the survival of English language in Nigeria. According to Bowers in Babatunde (2019) the council has the central goal of promoting the language. Presently, the British council does this through many programs such as opening up 'of libraries, English language teaching centers and communication skills project for promoting English language in common wealth countries. The provision of national policy on education, 1981 and the federal constitution of 1979 with that of 1994 perpetuated the use of English language remains a part of the school curriculum both as a school subject and as the sole medium of instruction.

According to Adekunle, (1985) it is now a modern Nigerians artifact, Wardhaugh (1986) observes: English serves today as a lingua franca in many parts of the world: for some speakers, it is a native language, for others a second language. The English language in Nigeria has gone through the process of acculturation to become what is

called Nigeria English. David (2018) sees Nigerian English as something real and identifiable and the Nigerianization of English.

Thus, in Nigeria, English language is the official language. It is the language of administration, judiciary and of formal education. Allen (1965) states that when English is taught as a second language, it is often more fundamental to the life and functioning of the country. Nigeria is represented at the United Nations and other world organizations by the use of English language. International bilateral agreements and international relations are in English language. The constitution of the Federal Republic of Nigeria (2018) section 55 stipulates that: the business of the National Assembly shall be conducted in English and the National Policy of Education, section 3 sub section 15, paragraph 4 provides that English language shall be the medium of instruction as from primary four secondary school up to the tertiary level of education in Nigeria.

The English language is one vital requirement to secure admission into any reputable tertiary institution in Nigeria and a credit in English language at the ordinary level certificate is considered necessary to secure a worthwhile job appointment in Nigeria. Failure in English at public examination is considered failure in education while the ability to speak and use English language well confers on some socio-economic advantage.

For inter-ethnic communication among the Nigerian elite, English language comes first. English language serves as the official language through which

administrative services are rendered. It is the language of nation-wide mass communication and the language of journalism. In the entertainment industry, English language function along side with many indigenous languages at formal and sometimes informal public gatherings. The English language serves as the language of formal education from the period of British colonial administration till date, English language seives as the language which brings the different geopolitical entities, to form the federal republic of Nigeria for administrative convenience.

The Concept of Teaching

Teaching is an abstract art. As a teacher one must enter the mind of one's student with the intent to engage. A teacher must engage one's student in the process of absorbing, understanding, applying, and then retaining new knowledge. It is said that it takes the average human 21 days to create a new, repetitive behavior. It takes 30 days to make the habit part of one's everyday life (Adelman, 2019).

In games of physical sports the mind and the body must come together to take the knowledge given by a teacher to a new level. Not only does the basketball student have to incorporate their cerebral cortex but also their body in the learning of new concepts to master the game. The athlete must transcend the mind to bring to the court physical performance (Staff, 2012). In regular classroom settings, students learn concepts and facts that they may never use in their day to day living. Special techniques are required to teach and impact into students the knowledge required to excel academically.

According to Adelman (2019: 60-65), when creating lesson plan on how to teach students in the classroom, these basic concepts should be kept in mind.

- Begin teaching by using clear language. Make sure that you explain basic concepts of subject. Do not assume that all students have pre-knowledge of whatever you want to teach. Teach what you want to be known in your classroom.
- Break concepts down into basic components. Do not teach many topics in the same day. Separate your concepts. Create a curriculum where you build on knowledge day by day. Use only words and visual aides to explain the concepts. Do not bring the physical side of the concept into the lecture.
- Allow for your students to ask questions and to take notes. Sometimes students are not taught to incorporate things like literature and note taking only in their bid to pass exams, but it is important for their development. Students are intelligent and should view themselves as using their brains while learning. Reading books on your topics and concepts is also a good idea for the development of your students.
- Watch videos of examples of the concepts that you are teaching.
- Encourage students to read their books daily.
- There are many ways to introduce new topics to your students. If you make interaction part of your teaching, it will encourage the students to not only eloquent, but also make them develop interest in your teaching. This will enhance their academic performance.

- Give constructive criticism in a kind, gentle way. Entertain relevant questions in the classroom and encourage your students to study harder.

Teaching has developed from an all comer's vocation over the years and has become a reputable profession for the bright brain. There is no education, in the real sense of it, without teaching. Brown (2017) cites Nathan 1964:269) as espousing this view in the assertion that "to satisfy the practical demands of education, theories of learning must "be stood on their head" so as to yield theories of teaching. This view of the inter-relationship between learning and teaching led Brown (2017:7) to define teaching as "...guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning." Teaching involves the transfer of knowledge, skills, competencies, worthwhile habit/behavior from a person skilled in these or trained for such purposes to person(s) interested in such outcomes.

Factors Affecting Teaching and Learning

Teacher Factor

Under this we have the following sub-headings

- a. Availability of qualified teacher
- b. Methods of teaching
- c. Availability of instructional materials
- d. Negative attitude of teachers and students towards English Language.

a. **Availability of Qualified Teachers**

Studies on the qualified teacher and teacher experience on student learning have found a positive relationship between teachers' effectiveness and their years of experience, but the relationship observed is not always a significant or an entirely linear one (Klitgaard & Hall, 1974; Murnane & Phillips, 1981). The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience level off after a few years (Rivkin, Hanushek, & Kain, 2020). The relationship between teacher experience and student achievement is difficult to interpret because this variable is highly affected by market conditions and/or motivation of women teachers to work during the child-rearing period.

Harris and Sass (2017) point to a selection bias that can affect the validity of conclusions concerning the effect of teachers' years of experience: if less effective teachers are more likely to leave the profession, this may give the mistaken appearance that experience raises teacher effectiveness. Selection bias could, however, work in the opposite direction if the more able teachers with better opportunities to earn are those teachers most likely to leave the profession. It is almost common to see teachers who specialize in other fields, for example communication etc, teaching English Language at the Senior Secondary level. Unqualified and non-specialist teachers, recruited in our secondary schools to teach English Language is a major and serious impediment to effective teaching and learning. This has seriously hindered the subject as Adetola,

(2014), states that the quality of education falls because some teachers who are not qualified to teach a particular subject are recruited into our schools today. It is observed that one cannot give what he or she does not have. Those who understand the social and educational significance of a subject, teach with greater success than those who teach it because it appears on the syllables and timetable.

b. Method of Teaching

A method is a way of doing things. Gallilus, (2017), states that a teacher must assume the role of resource brokers. The implication of this is that teachers should become familiar with a variety of instructional delivery methods, rather than rely on one best way. The finding in this study run contrary to the above assertions as the English Language teachers in public secondary school depend heavily on the traditional method in English Lessons while the intensive use of prescribed textbook and the use of lecture method in delivery lessons are prevalent, the debate and group methods of teaching are occasionally used.

d. Negative Attitude of Teachers and Students towards English Language

Researcher have generally shown that teacher`s influence affect students` attitude towards subjects. It will be observed that the behaviour of most English teachers deviate from the expected normal behaviour of teachers. They tend to exhibit very “queenish” characteristics which scares students away from English Language. Some English teachers create the impression to the students that English Language is difficult and not

meant for everybody to study except for those with exceptional endowment like themselves who teach the subject. Some of them behave in such ways that the students may not like to imitate. They make people around them to be conscious of words coming out from their mouth lest they make grammatical errors. They exhibit extreme neurotic behaviour either in the class or outside the classroom. Some see English teachers as bad people, those who over dress as in order to imitate the white men culture, they are seen as people who speak too much grammar. Their English teacher who are guilty of these accusations. They seem to be unnecessary very fast while teaching and do not involve their students in regular classes. Some do not give adequate corrections to English assignment, others do not have the patience or time to work out problems in different ways or methods so that students can adapt to a convenient method, while others do not mark exercises or assignments given to students if they do, they are not marked in good time for students to correct their mistakes. It is a well known fact that modelling is a way of learning. If students do not like their teacher`s behaviours and consequently do not feel like modelling such behaviours they develop negative attitude to the teacher and his subject.

Sperling, (2018) buttressed the fact by indicating that the credibility of the communicator (that is the teacher) or changes in the attitude of another person is important.

The teacher's prestige is likely to influence whether or not students accept his communication or teaching. He pointed out to concomitant component of credibility: The first is the teacher's expertness (for example, the teacher's education, position or age) to increase students believe in him and the validity of what he say. The second is the trustworthiness, for instance what does the students stand to gain if they alter their attitude as a result of what the teacher says?

Environmental Factor

A mounting widens for the potency of early environment is shaping letter cognitive abilities. It has been investigated largely through the studies of intellectual growth in twins reared in type by adoption and the efforts of parents' early deprivation of their children Bloom, (2018). In a related development, Ibrahim, (2018) stated that the home environment can be a handicap for a child in the school; in life or it may be a source of special advantages. According to him, poverty through malnutrition can exit influence on students' performance. poor living condition can also influence the health of the child and directly or indirectly affect their ability to learn English Language . Many schools especially those in urban centers, are located in area where there is a busy movement and activities of many people. It was observed that many people use the school premises as short cut to their destination.

Student Factor

Students perform poorly due to lack of adequate preparation, inability to understand question that demand a high level of thinking, flagrant breach of rubrics, thus answering more question than required due to poor command of English. Students often feel that English Language does not require continuous and serious attention like other subjects such as mathematics, physics and chemistry. They often put up a nonchalant/liaises-fair attitude towards the subject. Others believe it is an “A” subject. As a result, the students make little preparation before entering for English Language examination. They are rather more interested in whatever short cut that is available to obtain the certificate and go their ways.

Summary of Review of Related Literature

The literature review was considered under the sub variable of independent variables. Each variable was discussed with empirical data. Teachers’ characteristics and academic performance of English Language students in secondary schools in Ovia North East Local Government Area Local Government Area of Edo State. The results of all the relevant literature reviewed such as Teachers’ qualification, Teachers’ years of teaching experience and Teachers’ attitude showed that, almost all the researchers came up with different report about the aforementioned variables. Although the majority of the research surrounding teacher experience and degree level and their impact on student achievement is inconclusive, there are trends to be considered. Much of the research regarding teacher

experience indicates that teaching experience has a positive impact on student achievement, at least until year 5, when the impact levels off. Furthermore, some research indicates teacher impact on student achievement becomes negative in the later years of teaching

Although the research regarding the impact of teacher degree level on student achievement is inconclusive, the trend thus far shows that a teacher's degree level has no significant impact on student achievement unless the graduate degree is in the teacher's content area, and then only if the content area is math or science. Because obtaining a master's degree in other education fields has become popular, user-friendly, and monetarily rewarding, teachers tend to shy away from working on a master's degree in their content area. Instead, they opt for other degree options such as administration, curriculum and instruction, technology, or counseling. These degrees prepare a teacher for a job other than teaching in the classroom, which could be why the mere possession of a master's degree does not necessarily equate to an effective teacher. While criteria such as experience and degree level are arguable in determining what makes a quality teacher, the importance of a quality teacher in a classroom is not arguable. No parent wants to put his/her child in a classroom with an ineffective teacher for even one year, much less multiple years, as many studies have found to be the case, especially in high-poverty and high-minority schools.

In summary, this chapter enumerated the depth and quality of literature on teachers' experience and students' academic performance are not as robust as that of teachers' qualification; however, the literature that exist on the relationship between teachers' experience and students' academic performance are much more consisted and positive in this relationship than are the findings on the relationship between teachers' attitude and students' achievements. In view of the review of the assertion postulation and findings of related literature from researchers, authors and scholars, it is believed that teachers' qualification, teachers' years of teaching experience and teachers' attitude on the area of teachers' characteristics are the key factors for students' academic achievement in English Language.

Finally, although literature reviewed above were related to the present study in one way or the other, no known study so far is on evaluation of the teaching of English language in senior secondary schools in Oredo Local Government Area. This gap necessitated the present research study, hence the need for evaluation of the teaching of English language in senior secondary schools in Oredo Local Government Area.

CHAPTER THREE

METHODOLOGY

This chapter presented the procedure for conducting the research and was organized under the following subheadings:

- Research design
- Population of the research
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research employed the descriptive survey research design to elicit information from individuals concerning their views about the factors militating against effective learning of English language in Oredo Local Government Area.

Population of the Research

The total population of all English Language teachers in the 13 public secondary schools in Oredo Local Government Area.

Sample and Sampling Technique

The simple random sampling technique was used to select poor schools out of the 13 secondary school in Oredo Local Government Area. All English Language teachers in both Junior and Senior schools were purposively selected for the study.

Research Instrument

The instrument for data collection was the questionnaire. The questionnaire is intended to elicit responses from English Language teachers. The questionnaire items were broken down into five sections:

Section A: Sought information for identification and classification purposes, Section B, focused on teacher related factors militating against effective teaching of English Language. Section C, dealt with the administrative factors militating against effective teaching of English Language and Section D, aimed at identifying students related factors militating against effective teaching of English Language Section, Section E Strategies for Improving Student Performance.

The instrument design used a 4 Likert scale:

Validation of the Instrument

The instrument was validated by the research's supervisor and two other lecturers in the department of Educational Foundations. The experts scrutinized the instrument in

terms of relevance, suitability, appropriateness of the content, clarity of language, and satisfactory representation of the items.

Reliability of the Instrument

To ensure the internal consistency of the instrument, 19 copies were administered to a set of respondents who were not part of the sample but part of the population. It was analyzed using Cronbach Alpha and a reliability coefficient of 0.70 was established

Method of data collection

The questionnaire were administered personally by the researcher to the respondents and collected immediately they were completed to ensure higher rate of return.

Method of data analysis

The data collected was analyzed using simple percentage (S), mean and standard deviation

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents, interprets and discusses the finding from the analysis of data collected for this study.

Table 1: The Percentile Responses on the Major Challenges faced by English language Teachers

S/n	Question	No C %	Mi C %	Ma C %	Ex C %	Total
1	Lack of teaching materials and resources	40%	60%			100%
2	Large class sizes		30%	30%	40%	100%
3	Inadequate teacher training and support	20%	60%	20%		100%
4	Poor student motivation and interest	60%	40%			100%
5	Limited availability of instructional technology	70%	30%			100%

In item 1: 40% of the teachers finds lack of teaching materials not challenging to their teaching of English language, 60% of the of the teachers finds lack of teaching materials as a minor challenging to their teaching of English language. 0% was indecisive; However, 0% of the teachers finds lack of teaching materials extremely challenging to their teaching of English language.

In item 2: 30% of the teachers finds large class sizes as a minor challenge to their teaching of English language while another 30% finds it as a major challenge. Nonetheless, 40% finds it as an extreme challenge to their teaching of English language.

In items 3: 20% of the teachers feels Inadequate teacher training and support is not a challenge to their teaching of English; 60% feels it a minor challenge. 20% feels it a major challenge to their teaching of English Language.

In items 4: 60% of the teachers feels Poor student motivation and interest is not a challenge to their teaching of English; 40% feels it a minor challenge. 0% was indecisive about it being a major challenge. Nevertheless, 0% of the them still also feel it an extreme challenge to their teaching if English Language.

In Item 5: 70% of the teachers finds Limited availability of instructional technology not a challenge to their teaching if English while 30% finds it as a minor challenge. However 0% was indecisive about being a major and extreme challenge to their teaching of English Language.

Research Question 2:

How do teacher- related factors (eg teaching methods, qualifications, and attitude) influence students' performance and attitude towards English language in public secondary schools?

Items Table 2: Mean and Standard Deviation on Teacher-Related Factors

S/N	Teacher-Related Factors	N	Mean	SD	Remark
1	<i>Use a variety of teaching method to engage students</i>	40	3.04	0.63	Agree
2	My teaching qualifications and experience have prepared me to teach English Language effectively	40	3.22	0.59	Agree
3	I have a positive attitude towards teaching English Language	40	3.29	0.57	Agree
4	I provide regular feedback to students on their performance.	40	3.12	0.66 0.57	Agree
5	I use technology to support my teaching.	40	3.30		Agree
	Overall Usage Score	40	3.17	0.61	Agree

Many English Language teachers agrees that they use variety of teaching methods to engage the student while teaching, as reflected in an overall usage mean of 3.17 (SD = 0.61). And also Some teachers feels their teaching qualifications and experience have prepared them to teach English Language effectively as reflected with (M = 3.22, SD = 0.59), while some feels they have a positive attitude towards teaching of English Language as reflected with (M = 3.29, SD = 0.57). However the teachers do provide

regular feedback to students on their performance as reflected with (M = 3.04, SD = 0.63).
 Meanwhile only few of the teachers uses technology to support their teaching as reflected with (M = 3.12, SD = 0.66).

Research Question 3: To what extent are available instructional materials utilized for the teaching of English language?

Items Table 3: The percentile responses on the extent to which available instructional materials are utilized for the teaching of English language.

S/n	Question	N %	R %	F %	A %	Total
1	I use textbooks in my English Language classes.	40%	60%			100%
2	I use digital resources (e.g., online videos, educational apps) in my English Language classes		30%	30%	40%	100%
3	I use multimedia resources (e.g., audio recordings, images) in my English Language classes	20%	60%	20%		100%
4	I use realia (e.g., newspapers, magazines) in my English Language classes	60%	40%			100%
5	I use other instructional materials.	30%	20%	50%		100%

From the table above it is seen that:

In item 1: 40% of the teachers never uses textbooks in their English Language classes while 60% of them rarely use textbook in teaching. However 0% was indecisive on frequent use of the textbook for teaching.

In item 2: None of the respondent never make use of digital resources in their teaching of English while 30% of the respondent rarely uses digital resource in their teaching of English. However 30% of them frequently uses these digital resources for teaching while 40% of them always use the digital resource for to aid their teaching of English Language in Classes.

In item 3: 20% of the teachers does not make use of multimedia resource in teaching of English in Class while 60% of them rarely uses the multimedia resource. However 20% of the teachers do frequently make use of these multimedia resource for teaching while None were indecisive on the always usage of these multimedia resources.

In item 4: 60% of the teachers does not makes use of realia in their teaching of English while 40% of them rarely uses it for teaching. However 0% of them were indecisive on the frequent use of these realia resources for their teaching of English Language.

In item 5: 30% of the teachers does not use other instructional materials in their teaching of English Language while 20% of them rarely uses other instructional materials in their teaching. However 50% of the teachers frequently uses other instructional materials while 0% were indecisive on the usage of other instructional materials.

Research Question 4: What strategies can be employed by English language teachers to improve students' achievement in English language?

Items Table 4: The percentile responses on strategies that can be employed by English language teachers to improve students' achievement in English language.

S/n	Question	N E %	F E %	E %	V E %	Total	
1	Providing extra support for struggling students	40%	60%			100%	
2	Using technology to enhance teaching and learning	20%	60%	20%		100%	
3	Encouraging student participation and engagement	70%	30%	0%		100%	
4	Providing feedback and assessment		40%	60%	0%		100%

From the table above it is seen that:

In item 1: 40% of the teachers feels Providing extra support for struggling students isnt an effective way of helping in English class while 60% feels providing extra support is fairly effective, 0% of the teachers were Neutral on the effectiveness of providing extra support for the student and one of them feels it very effective.

In item 2: 20% of the teachers finds Use of technology in enhance their teaching and learning of English Language not effective while 60% finds it fairly effective. However

20% of the teachers find the use of technology effective in their teaching of English Language while 0% were indecisive on if it very effective.

In item 3: 70% of the teachers feels Encouraging student participation and engagement isnt effective in their teaching of English while 30% of them feels it fairly effective. However 0% were indecisive on the effectiveness of encouraging student participation in their teaching of English Language in Class.

In item 4: 40% of the teachers finds Providing feedback and assessment not effective to thier teaching of English while 60% of them finds it fairly effective. However 0% were Neutral on the effectiveness of providing feedback.

Discussion of Findings

Research Question 1:

What are the major challenges faced by English language teachers in public secondary schools in Oredo local government area.

In response to the first research table, it was found that on the optimum, the teachers finds lack of teaching materials not challenging to their teaching of English language while of the teachers finds large class sizes as a minor challenge to their teaching of English language and few of the teachers feels Inadequate teacher training and support is not a challenge to their teaching of English; however the teachers feels Poor student motivation and interest is not a challenge to their teaching of English; the teachers finds Limited availability of instructional technology not a challenge to their

teaching of English. This finding aligns with the study by Ekenechi (2020) which found out that there is encouraging and high level of Standardized quality instructional materials which in turn improves academic performance on teaching of English Language.

Research Question 2:

How do teacher- related factors (eg teaching methods, qualifications, and attitude) influence students' performance and attitude towards English language in public secondary schools?

The study revealed that many English Language teachers agrees that they use variety of teaching methods to engage the student while teaching and also some teachers feels their teaching qualifications and experience have prepared them to teach English Language effectively while some feels they have a positive attitude towards teaching of English Language. However the teachers do provide regular feedback to students on their performance meanwhile only few of the teachers uses technology to support their teaching. In support of the findings, Chukwuka (2002) found out that there is high level of relationship between the use of instructional materials and the academic performance of Nigeria Secondary School Students studying English Language.

Research Question 3: To what extent are available instructional materials utilized for the teaching of English language?

To answer the third research table many of the teachers never uses textbooks in their English Language classes, none of the respondent never make use of digital resources in their teaching of English while some of the teachers does not make use of multimedia resource in teaching of English in Class while 60% of them rarely uses the multimedia resource. However some of the teachers does not makes use of realia in their teaching of English while few of the teachers does not use other instructional materials in their teaching of English Language. This assertion is in according to Oni finding in his 2014 research on the Usefulness of Instructional Materials on the teaching of English Language.

Research Question 4:What strategies can be employed by English language teachers to improve students' achievement in English language?

In response to the fourth research table, some of the respondents feels Providing extra support for struggling students isn't an effective way of helping in English class while some of the teachers finds Use of technology in enhance their teaching and learning of English Language not effective. However some of the teachers feels Encouraging student participation and engagement isn't effective in their teaching of English while some of the teachers finds Providing feedback and assessment not effective to their teaching of English Language. This findings is in agreement with Tend Tus Quo (2010) who opined that different types technology helps to improve student academic performance in English Language.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

The chapter is concisely built on the summary of the study, conclusion, recommendations.

Summary

The main purpose of this study was to establish the Factors militating against the effective teaching and learning of English Language in secondary schools in Oredo Local Government Area of Edo State. In an attempt to focus the study, three research questions were posited to guide the study. Some published and unpublished works of earlier researchers were consulted. To obtain answers to the questions a nineteen (19) item questionnaire was formulated based on the research questions and was administered to forty (40) respondents upon whose responses data was collected and analyzed. The outcome of the analysis based on the responses of the respondents to the questionnaire items revealed that:

There are student related factors that causes difficulty in teaching English Language. There are school-related factors that cause difficulty in teaching of English Language in secondary schools. Proffer corrective strategies for improving the teaching of English Language in secondary schools in Oredo. Therefore, it was concluded that it was concluded that there are some basic strategies that could be adopted in other to improve the teaching of English Language in secondary schools.

Findings

The major findings of this work are as follows:

1. The extent of the use of available instructional materials in teaching English was moderate. While some English teachers resources to teach English language occasionally, but there some English language teachers they do not utilize it on a regular basis
2. Some instructional materials used for the teaching of English language in secondary schools in the state are available, while many of them are not available.
3. Some available instructional materials for English language teaching in the state are utilized to a great extent, while many of them are utilized to a less extent.
4. Teachers were hindered by numerous blockades in the teaching of the subject. These problems range from large classes, inadequate teacher training and support, limited availability of instructional technology
5. The use of learner centred pedagogical techniques by teachers in the teaching of the subject was proven as one of the veritable tool for enhancing students' academic performance in English language

Conclusion

The study concludes that there are some basic strategies that could be adopted in order to improve the teaching of English Language in secondary schools. The study is of

the view that English Language should provide sound basis for further training in English Language at the tertiary level of education thus should be relied upon to enable students acquire the basic skills and knowledge needed to either secure a job and earn a living or to pursue further studies in the area English and information science.

Evidence from the study also revealed that funding strategies for English Language could be used in improving the teaching of English Language in secondary schools. It is also found that strategies for improving the availability and supply of instructional facilities as well as teaching methodologies strategies could be used to enhance the teaching of English Language in secondary schools. It is evident in the study that when students are adequately trained under an improved learning environment where instructional facilities are provided and qualified teachers engaged for the services of teaching and learning applying by proper teaching techniques there is no doubt that the performance of students in English Language will improve considerably, and as such they are bound to develop a remarkable interest in English Language and develop the necessary skills required to secure and succeed in the workplace.

Recommendations

Based on the findings of the study, the researcher hereby makes the following recommendations:

1. Teachers should improve teaching methods and adopt innovative and effective ones to engage students and enhance their learning experience.

2. Teachers should foster a positive attitude towards teaching and learning English language to motivate students and enhance their academic performance.
3. School administrators should ensure that English teachers are sponsored on retraining programmes at least twice a year through workshops, seminars and conferences to enable them learn the modern technological skills in their chosen field of endeavour.
4. School administrators should provide in-service training, offering regular training and professional development opportunities for teachers to enhance their skills and knowledge.
5. School administrators should employ only teachers with the necessary qualifications, experience and training to teach English language effectively.
6. The PTA and other major stakeholders of our education should assist our secondary schools by donating the necessary resources and materials to encourage and support students academic endeavors.
7. Policy makers should allocate sufficient funds to public secondary schools to address the challenges of large classes, inadequate teacher training, and limited instructional technology.

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APPENDIX I

RESEARCH INSTRUMENT

Teachers' Questionnaire

Section A: Demographic Information

Sex: _____

Section B: Challenges Faced by English Language Teachers

Please rate the following challenges using the scale:

1 = Not a challenge, 2 = Minor challenge, 3 = Major challenge, 4 = Extreme challenge

S/N	ITEMS	Not a challenge	Minor challenge	Major Challenge	Extreme challenge
1	Lack of teaching materials and resources				
2	Large class sizes				
3	Inadequate teacher training and support				
4	Poor student motivation and interest				
5	Limited availability of instructional technology				

6. Other (please specify): _____

Section C: Teacher-Related Factors

Please rate the following statements using the scale:

1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1	I use a variety of teaching methods to engage students.				
2	My teaching qualifications and experience have prepared me to teach English Language effectively.				
3	I have a positive attitude towards teaching English Language.				
4	I provide regular feedback to students on their performance.				
5	I use technology to support my teaching.				

Section D: Utilization of Instructional Materials

Please rate the following statements using the scale:

1 = Never, 2 = Rarely, 3 = Frequently, 4 = Always

S/N	ITEMS	N	R	F	A
1	I use textbooks in my English Language classes.				
2	I use digital resources (e.g., online videos, educational apps) in my English Language classes.				
3	I use multimedia resources (e.g., audio recordings, images) in my English Language classes.				
4	I use realia (e.g., newspapers, magazines) in my English Language classes.				
5	I use other instructional materials (please specify):				

Section E: Strategies for Improving Student Performance

Please rate the following strategies using the scale:

1 = Not Effective, 2 = Fairly Effective, 3 = Effective, 4 = Very Effective

S/N	ITEMS	not Effective	Fairly Effective	Effective	Very Effective
5p1	Providing extra support for struggling students				
2	Using technology to enhance teaching and learning				
3	Encouraging student participation and engagement				
4	Providing feedback and assessment				

5. Other (please specify): _____

APPENDIX II

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	83.3
	Excluded ^a	4	16.7
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.702	19

APPENDIX III

LETTER OF VALIDITY

Department of Educational
Foundation
University of Benin,
Benin-City
March 17th, 2025.

Sir/ Madam

REQUEST TO CARRY OUT VALIDATION OF ENGLISH LANGUAGE TEACHING (ELT)

I am a post graduate student carrying out research on **factors militating against effective teaching and learning of English Language in Senior Secondary Schools in Oredo Local Government Area**. Attached are formulated questions from English Language Teaching on teachers qualification, the English language teachers' areas of specialization, English Language teachers teaching experience, Teaching Methods, Availability of Instructional Materials for teaching English, Utilization of Available teaching Materials and problem encountered in teaching English Language.

Kindly critique and validate the instrument with particular respect to:

- i. Review items with focus on the research questions
- ii. Review in terms of their clarity
- iii. Determine the appropriateness of language
- iv. Determine the appropriateness of the items options
- v. Any other comment.

Further suggestion on how to improve this instrument will be appreciated.

Thanks for your anticipated co-operation.

Yours truly,
Nnenna Jennifer Ani