

**TEACHING ENGLISH COMPREHENSION IN JUNIOR  
SECONDARY SCHOOLS, IN EGOR LOCAL GOVERNMENT  
AREA, BENIN CITY, EDO STATE, NIGERIA**

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BENIN CITY,  
NIGERIA.**

**DECEMBER, 2014.**

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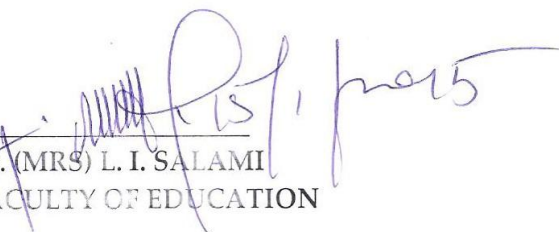
**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT  
OF EDUCATIONAL STUDIES AND MANAGEMENT, FACULTY  
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**IN PARTIAL FULFILMENT OF THE REEQUIREMENT FOR THE  
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LITERATURE.**

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## CERTIFICATION

We certify that this work was carried out by Osaghae, Osatohanmwun Mercy in the Department of Educational Studies and Management, University of Benin, Benin City, Nigeria. In Partial Fulfillment of the award of B.A (Ed) English and literature.

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## **DEDICATION**

This work is dedicated to Almighty God for His goodness and mercies, faithfulness, love and strength and grace without which I would not have been able to complete my studies. He was there for me in the rain, sunshine, goodtime, hard times, days and nights and will be there for me forever. This project is also dedicated to my lovely mother and siblings whose support and encouragement are deeply cherish. And also to my late dad Mr. Osaghae Peter (R.I.P) who wanted the best for me and see me a graduate.

## ACKNOWLEDGEMENT

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To my mother, Mrs. Mabel Osaghae, the seed you sown is grown and you will live long to eat from eat. The financial contribution of my uncles; fidelis, Edwin, Patrick, will never be forgotten. Thanks to my step brother, Osarobo, my sister; Evelyn, My Brothers; Mike, Osafanmwun, Destiny Owen and Nelson, for making my dreams come through. Thanks to my cousin; Vivian for her wonderful support towards my success.

To my amiable course mates; flora, Oreva, Tina, Uyiosa, Nelly, I will never forget the good moment we shared while we were in school. You are all wonderful people, I love you all. I also appreciate the support and encouragement of Pastor (Mr. & Mrs.) Otasowie Lucky and Efosa.

## **ABSTRACT**

This study is designed to examine the problems of teaching English comprehension in junior secondary school in Egor Local Government Area, Edo State. Ten schools were selected in the local government and some research questions were formulated, distributed and answered by the respondents from these schools. The research instrument used for the collection of data was questionnaire. The first questionnaire was collected the same day it was administered and after two days interval, the second questionnaire was collected. And on the analysis of the data collected, the following findings were arrived at: the major problems of teaching English comprehension in junior secondary schools are: non- availability of library facilities and possession of textbooks by the school, most public schools have overcrowded classroom. The five public schools in the study are largely overcrowded with a population of 50-90 students in a classroom. This can cause adverse effect to learning/ reading of English comprehension. The conclusion is that, these problems hinder the effective teaching of English comprehension in junior secondary schools.

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## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

English is not only used as a means of human communication but also as a subject learned at schools in Nigeria.

In 1927, the British Government Advisory Committee for Education in Africa formulated a comprehensive policy statement on language teaching in Africa. A more intensive search into the origins of English would immediately reveal that the colonial government was interested in the provision of the English Language primarily because of its pre-occupation to train a core of clerks, accounting assistants, copyists, messengers, interpreters and telegraph probationers to assist the colonial administration.

In this process, the study of English Language became indispensable and was accordingly emphasized in formal schools.

For the realization of the same objectives, the Educational Ordinance and Code of 1882, 1896, 1916 and 1926 were enacted by the colonial government.

According to Bamgbose (1971), "This is now the Language of government, business and commerce, education, the mass media, literature and much internal as well as external communication".

One can now say that English Language, from the above assertion, is the live wire of a heterogeneous society like Nigeria.

The objectives of English Language teaching are contained in the National Policy on Education. Because of the high value placed on English Language, various constitutions of the Federal Republic of Nigeria pronounced it, the official language of the country, and the Nigeria policy on Education (1977) also enshrined it as official language of Education. By this, it implies that English Language is the medium of instruction in our educational institutions right

from the primary through Secondary to tertiary levels except in some areas where the local language are mandated to serve the purpose of instruction at the Primary level and maybe at lower Secondary level.

English as a subject matter in school covers the four basic language skills: reading, speaking, writing and listening. In every subject, students learning activities involves reading. Reading is one of the complex ways of learning English. It is a kind of activity to comprehend the writer's idea or the way the writer communicates with the readers by way of written or printed words. Reading is important for everybody in order to cope with new knowledge in changing words of a technological age.

Comprehension is the understanding and interpretation of what is read. The comprehension skill does not consist of a single ability as most people think. It includes recognizing individual words,

grouping words units' thoughts, units and relating the thought units into a meaningful sentence, paragraph, chapter or book. One big part of comprehension is having a sufficient vocabulary or knowing the meaning of enough words.

Teaching reading comprehension skills is a relatively new aspect in the process of teaching children to read. When learners comprehend, they interpret, integrate, critique, infer, analyze, connect and evaluate ideas in text. They negotiate multiple meanings not only in their heads but in the minds of others. When comprehending, learners strive to process text beyond word level to get the big picture. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of a text.

Comprehension takes the learner to a new level of active understanding and insight. It enhances language and vocabulary knowledge.

Students who do not have a strong foundation in basic decoding and comprehension skills are the strategies a reader uses to construct meaning and retrieve information from a text. They are cognitive processes which can be broken into steps and taught explicitly.

Learners who struggle with comprehension possess insufficient strategies and use them inflexibly. They are usually unaware of what good comprehending does and need to be shown how and when to apply a small repertoire of comprehension strategies.

To increase students' ability to create meaning which text independently is best done by explicit teaching in the use of comprehension skills. Not all students acquire these skills

naturally. Providing students with explicit instruction in comprehension strategies can be effective way to help them overcome difficulties in understanding texts (Graham and Bellert, 2004) thus the importance of effective teaching of comprehension.

The ability to read is one determinant of student's success or failure. They must form the habit of reading to perform well in all subjects. It gives a good reader better opportunity for greater achievement.

The skill acquired in reading can promote the acquisition of language skills like listening, speaking and writing.

Furthermore, the capability of being able to comprehend what has been read is a requirement for success in all aspects of learning including beyond the educational years. Thus, in order to reach a qualified identity in their fields, students should learn to build English Language.

Students in Junior Secondary School level are taught a lot of subjects in English. They also have to read in English since most of the sources are written in that language. Just because of this, students

However, students seem to often meet difficulties in comprehending given texts. It is in line with Fitrawati (2009) who states that many learners face difficulty in understanding textbooks in English. It indicates that their reading comprehension needs to be improved. Dealing with that statement, it can be said that it is significant to make Junior Secondary School students accustomed to reading English texts.

It is therefore necessary for the teacher to choose the appropriate method(s) that can be use for teaching English at junior secondary schools in order to improve students reading comprehension ability. But teachers are faced with some problems that hinder effective teaching of English Comprehension.

## **Statement of Problem**

Some English teachers are lagging behind in their approach to teaching reading comprehension. The effect is poor performance in English comprehension among students. These teachers lack methods of imparting reading skills to pupils. The condition is so bad that some pupils find it so difficult to read and understand /comprehend a simple sentence. Amutheazi (2000) notes that there is an urgent need to investigate into the causes of poor reading comprehension among our students/pupils with a view to finding a lasting solution to the problem.

## **Research Questions**

1. Does lack of adequate facilities affect the teaching of English Comprehension?

2. Do teachers play a major role in learning/reading comprehension in Junior Secondary Schools?
3. Does the teacher's qualification promote reading ability of pupils in Junior Secondary Schools?
4. Does the socio-economic background of students have adverse effects on reading of English Comprehension?

### **Purpose of Study**

1. To determine the problems of teaching comprehension in Junior Secondary Schools.
2. To determine the role of teaching in promoting reading skills
3. To offer suggestions for improvement in teaching to promote reading comprehension.
4. To determine whether government and parents have a role in promoting reading culture in Nigeria.

## **Significance of Study**

The significance of study will probably form basis for reviewing the method of teaching English Comprehension in Junior Secondary School in the area.

It may also be useful to colleagues who are teaching English Language but are not yet conversant with the problems identified in the study.

The findings of this research study will be of great value to educational planners, curricular designers as well as educational administrators who will now proffer solutions to the problems identified.

The Non-Professional teachers of English may find the recommendations useful in the teaching task.

Above all, it is hoped that this study will be useful to the Faculty in developing techniques that prospective English teachers might

use to combat the problems they are likely to encounter in teaching English Comprehension.

### **Delimitation of the Study**

The sample of this has been limited to English Language teachers in Egor Local Government Area, Benin City; of which ten schools were selected.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter deals with the review of the various writers concerning the topic or related. It comprises the following sub-heading: The concept of Comprehension, importance of reading Comprehension, the role of teachers in teaching Comprehension and the problems of teaching English Comprehension.

#### **The Concept of Comprehension**

“Comprehension” is a noun derived from the verb Comprehend, which means ‘to understand’ the content of a text being read. Reading is a key to Comprehending a passage. Reading creates an avenue for a reader to know the feelings and thoughts of a writer. The aim of teaching reading Comprehension is basically to teach correct pronunciation of the component words as well as to understand what they mean and possibly imply.

Balogun (2005:110) identified features of Comprehension text. He says that these characteristics need to be known by a reader to be able to decode meanings of a passage. These include the following:

- i. Facts, fable and opinion
- ii. Specific, general points
- iii. Main and subsidiary ideas
- iv. Familiar and unfamiliar words
- v. Different types of expression e.g. literal, figurative, idiomatic expressions, etc.

The Comprehension skill does not consist of a single ability as most people think. It includes:

- i. Recognizing individual words
- ii. Grouping words into thought unit

- iii. And relating the thought units into a meaningful sentence, paragraph, chapter or book (Gbenedion, 1996).

Many children in Secondary Schools have not developed this skill to a suitable level which will allow them to grasp the total meaning of a body of related words. The meaning derived from a reading material will depend on the reader's purpose, his physical condition and the difficulty of the reading material (Gbenedion, 1996).

The level on which Comprehension takes place is classified in a variety of ways. One classification recognizes that Comprehension may be on the:

- a. Factual level: Reading on the factual level refers to the understanding what is actually written on the page.

- b. Interpretation level: Reading on the interpretation level designates reading in which the reader Comprehensions the meaning that is not expressed, but implied or inferred
- c. Evaluation reading (reading beyond the lines).

### **The Importance of Reading Comprehension**

Reading is a life activity.

Oyetude (2003) observe that skill in reading will not only assist pupils in organizing their thoughts and jotting down important facts while reading, but also equip them to comprehend entire texts.

Adewole (2001) asserts that the aim of any reading programme is to lay a strong foundation that can benefit pupils throughout their lives in academic pursuits.

Reading is a crucial form of communication through which we get most of the information required in teaching and learning situations and in everyday life.

Lawal (1996) asserts that readers use the symbols to guide the recovery of information from their repertoires and subsequently use this information to construct interpretation of the message.

Adewole (2001) describes 'crucial reading skill' which students need to read, explore, and appreciate a literary text effectively. The ability to read is a crucial skill for information retrieval (Dike, 2006).

However, teachers encounter problems in the effective teaching of reading Comprehension.

Oyetunde and Unoh(1986), list impediments to positive reading habits and attitude as lack of materials, poor preparation of

teachers, lack of interest, poor libraries or none at all, home background.

### **The Role of Teachers in Teaching Comprehension**

In recent times, particularly in developing countries such as Nigeria, there has been a continuous increase in Secondary School enrolment (of mostly inadequately prepared primary school leavers) due to the expanded primary school programme. This phenomenon, no doubt, puts great demands on schools. While there is yet debate on the role of schools and schooling in learning, there is greater debate on the place of teacher in the learning process. However, there seems to be greater evidence suggesting that schools can make a great difference on student's achievement and substantial part of this difference can be traced to teachers. (Anderson, 2004; Darling-Hammond et al 2005, Daris, 2009, Wenglinsky, 2000). Overall, teacher is Central to what teachers do.

Teaching comes under the range of professional duties performed by teachers. It is also important to note that though teacher effectiveness is usually measured in relation to the quality of learning, the teacher's performance and the quality of teaching are important considerations in teaching assessment. Educators realise that what a learner learns is not always within the teacher's control.

For there to be effective learning, there is a shared responsibility between the teacher and the learner. Sometimes, learners are able to learn inspite of the teacher's effort, while others fail to learn despite the skilled efforts of the teacher.

According to Bloom (1972), what teachers are, influences what they do; what they do, in turn, influence what, and how much, students learn.

In order therefore to further understand the role of Nigerian teachers in influencing reading in school, particularly at the Junior Secondary School where a lot of reading is done, teachers are expected to attribute very largely to its development, it is important to examine their reading attitude and reading habit.

Teachers have been known to avail themselves of the opportunity reading affords. Teacher's negative reading habit has been an issue of concern for many decades. Fisher (1958) explains that back in the 1880s and 1890s due to the prevalence of poor reading habits, teachers were urged to raise their professional standards through professional reading among other activities.

Rudland and Kemp (2004) observed that teachers have been found to engage in relatively little professional reading especially when compared to the reading habits of other professions. While they further state that the reading undertaken by teachers is principally

from periodicals that are largely pragmatic in nature, Hill and Beers (1993) observe that few teachers read journals and review on a regular basis.

According to Etik (2002), reading/learning environment in the school is made up of factors like time given to learners whereby they can learn to read, quality of reading institution, the level of motivation given to learners plus their natural abilities to understand instructions given them.

Several authors such as Etim (1982), Omojuwa (2005), Ikonta (2004), Maduabuchi (2006), focus on the deplorable state of teaching reading Comprehension in Nigeria.

Onukaogu (2001), explains that “those assigned to teach reading in (Nigerian) nursery and elementary schools were never taught reading and are not aware that reading is a sophisticated discipline that cannot be handled by those who are not aware of

what it is". In the same vein, Omojuwa (2005) observes that the quality of some teachers is not impressive as they are either untrained or poorly trained for teaching instruction, they exhibit deficiencies in essential knowledge, abilities and skills required for reading comprehension efficiency in a bilingual/multilingual context.

Much of the literature on reading by teachers has focused on the need for good reading habits by practicing and prospective teachers. It is believed that by virtue of the teachers' position, they should help develop a reading culture in those they teach.

Unfortunately, Nigerian Secondary School teachers do not appear to be doing this. There is a need to examine the reading habits of teachers and their teaching effectiveness. Consequently, the study investigated specific variables relating to teachers' reading habits such as number of hours devoted weekly to reading for pleasure,

types of materials read, number of books brought in recent times and time devoted to pleasure reading.

## **The Problems of Teaching English Comprehension in Junior Secondary School**

Various Scholars, Researchers and Educators have expressed their mind with regard to the factors affecting students' performance in English Comprehension which includes;

1. Students attitude, interest and motivation
2. Availability of teaching/instructional materials
3. Class size
4. Teachers' qualification and method of teaching

## **Students Attitude, Interest and Motivation**

Student's interest, attitude and motivation can pose a problem to teachers in teaching English Comprehension in Junior Secondary School.

Harvey et al (1966) found that with teachers who are flexible in their ideas, perceptive of the Children's needs and warm in their relations with them, the children were significantly more interested, active and higher in achievement than with teachers who were relatively rigid, authoritarian and intolerant. The benchmark here is that teachers must be well trained and have access to periodic re-training programme to keep abreast of latest techniques, methods, strategies and new concepts in their specialties. Additional ways of stimulating interest are through provision of attractive books, magazines and subsidizing games for instance of word matching.

Morris (1966) also found that the selection and supplying of books and other reading materials were most inadequate in Junior Secondary classes in which there were many backward readers.

Interest is one of the factors that contribute to lack of understanding.

When children start to realize they are having difficulty in reading, they start to think they are stupid. But the point is that, they don't want other people to think they are stupid, so they begin to do anything they can to hide their reading difficulty and to avoid reading. When these particular students are asked to read in class, they act-out or misbehave- they would much rather make people feel or think they are 'stubborn' or 'obstinate' or 'difficult' anything but "stupid". They would rather be punished, sent to the principal, put in the corner of the classroom.

## **Availability of Teaching/instructional Materials**

Teachers need teaching facilities such as teaching aids and materials to improve and enhance their teaching, while students need them to understand and appreciate what they are being taught.

According to Okoroma L. (1986:30), “second problem affecting the standard of education is the availability of teaching aids such as text books.

Teaching aids in this context, mean both the use of concrete and physical materials such as adequate textbooks, libraries, etc and the use of paralinguistic devices such as gesture, dramatization, explanation and so on.

On this issue of the importance of teaching aids, Eruba (1985:5), says that ‘our Secondary Schools are ill equipped. Most of our

Junior Secondary Schools have no libraries and other modern facilities such as teaching aids”.

Also commenting on it, Kundari Ndoli is of the opinion that where textbooks are available, the materials inside them are poorly arranged and topics are not always grouped together on the basis of their relatedness.

Emphasizing the usefulness of these teaching aids, Hilton (1973:29), noted that language aid, create an atmosphere for individualized and structured learning. According to him, they serve as stimulants for free composition in the association of meaning with mechanical drills and in making meaning appear fresh in time of revision.

Teachers of English Language should make use of teaching aids such as blackboard ,and picture, projectors because they motivate

the students to learn and contribute to the easy understanding of English Comprehension.

French (1963: 66-88), highlighted the blackboard as one of the visual aids that have been subjected to improper ineffective use by most Junior Secondary School teachers. He argued that certain words which are badly spelt and pronounced by pupils ought to be written up on the board and necessary corrections made while answering a Comprehension passage. But in some cases, this is not done. This is regarded as one of the causes of the poor performance in schools especially in English Comprehension.

May (1974: 13), hold the view that the school Library is an indispensable complement in the successful learning of English Comprehension. A school with library may not be regarded as a school since the value of schools library is that it trains the

students to find out things for themselves and the following up interest which library may arouse.

Cohen and Garner (1971) has this to say on 'the necessity of textbook to enhance effective/learning even to a student teacher on teaching practice'. These are necessary to prepare the work adequately according to the scheme of work provided. They further stated that the students should obtain one copy of even set he will use..." This is in a bid to make teaching more meaningful to the learner because non-availability of recommended text for the students, will affect the teacher in teaching a language course.

Commenting on this, Olagoke (1979) states "many parents inspite of the free UPE scheme, cannot afford to provide their children with the required textbooks used in school".

Again, commenting on the importance of the use of textbook, Bode et al (1968) also emphasis on the use of textbook in

teaching/learning process. They state 'that the absence of good and standard textbooks especially for learning will account to knowledge taught without substance. Textbooks act as base for practice and verification of acquired knowledge in class.

In addition, lack of standard library for teachers and students to improve upon knowledge was emphasized by some researchers.

According to Osuola (1982) 'the library is a store house of knowledge and wisdom which have been accumulated since the beginning of time'. It therefore means that library is an important factor that will help both teachers and students to improve upon knowledge previously gained, acquire new one, clear doubts surrounding existing ones at a particular point in time.

### **Class Size**

The classroom condition is at times not quite favorable for learning of English Comprehension to take place. The result is that

students feel uncomfortable, become inattentive and easily irritated.

Kennedy E.C (1974), observed that “in some classrooms, lighting, ventilation, sitting arrangements and the placement of materials are not conducive to learning”.

Generally, studies that have been conducted support the view that small classes are preferable to large ones because they result in higher level of students’ academic performance (Gray and Rosevear 1991: HOU 1994). Gibbs (1996) investigated the effect of class size on the performance of students in a University within a period of ten years. It was observed that students’ performance was inversely proportional to class size.

This study agrees with those of earlier researcher who post that small class result in higher level of academic performance due to high degree of student teacher interaction and flexibility in

teaching and learning activities (Garry and Rosevear, 1981, Frautish et al 1991, HOU 1994), significant reduction in class size have been found to be very effective in increasing the high achievement of students and it has been found to be beneficial to children in high poverty school ( Achilles, Fiun and Bain 1997-97). Otugburuagu and Enusike (1998) in their study observed that performance in English is poor as a result of large classes.

### **Teacher's Qualification and Method of Teaching**

The teaching of English Language is regarded by some administrators as that which any teacher irrespective of his professional qualification can handle. The teaching of English Language is so complex that, it is only those who are skilled in language teaching techniques that can handle it effectively. So for students to have proficiency in the English language, any teacher

who is allowed to teach the subject in the Junior Secondary School must not only be certified as having a good command of the language, but also be certified as a professional who recognizes the needs of the students.

According to Haycraft (1978:6) “the most important thing in the learning of English is that a teacher should be a master of the subject and be committed to the problems of the learners.

One of the most important factors in the teaching/learning process is the teacher, for he determines to a large extent the achievement of his students.

Commenting on the same issue, Mosugu (1983:6) say ‘unqualified teachers compound the problem of students because they only understand (comprehend) their subjects but may not know that they are expected to impact to their students’.

Similarly, Sam Nnari (1987:4) asserts that 'due to lack of qualified English Language teachers in schools, pupils have very poor background in the command of English Language Comprehension as a result, there exist an impediment of free understanding and expression.

It is now obvious that if students are to do well in English Language, unqualified teachers must be stopped from teaching it. However, any unqualified teacher who wishes to continue to teach English language should try his/her possible best to obtain the required qualification.

Halliday et al (1972) emphasize the need to have a qualified English language teacher. They strongly believe that the main problem in English language teaching is that most principals of schools feel that any English speaking person or teacher can teach English language. They thereafter, suggested that only qualified

teachers of English be employed to enhance better performance in English Comprehension.

In the view of the above comments what an unqualified teacher need most is a course in English so that he can teach his pupils the right approach of answering a comprehension passage.

Language according to Fowler Roger (1969:78) "is an intrinsic aspect of our human inheritance".

Generally, it is accepted that the teachers' method of teaching enhance or hinders learning.

Burton and Green describe teaching as the strategic or techniques adopted by the teacher as the most efficient means of achieving his/her learning goals. Some teachers, especially those unqualified English teachers do not know the correct method which might not suit the students. As a result of this, it becomes difficult to develop the language competence of students. The teacher therefore has to

be adequately prepared before presenting his/her lesson. This will ensure uniformity and consistency in approach.

Derrick June (1960) attributes the problems of English teaching to inabilities of the teachers to know where to start in teaching students. Most teachers do not know their students inabilities and area that the students have covered and those ones to be covered. This result in the teacher teaching the students area that are not sequentially related to what they have learnt. Derrick recommends that a kind of a diagnostic test be administered to the students both oral/written forms of a language to ascertain abilities, he suggest substitution table. Systemic drills should be utilized to bring into practice structural and lexical feature deficient in the students.

Finally, it is not enough to acquire competence impartation the basic language skills (Reading, Writing, Speaking, and Listening)

to the students teachers of English language must also master appropriate methods of evaluation. The evaluation methods used should not be that, that encourage more recall of facts, more guess work. Many of the work done in the past, especially in the areas of motivation inadequately of teacher large class audio visual aids the importance of library facilities in the bid to track down the problem of effective teaching of English language have been reviewed so as to serve a spring board for further studies.

### **The Socio-Economic Background of The Students**

A child's environment interferes with the learning of English language and it can also aid poor performance in English Comprehension. A part from school, the child is faced with various languages and dialects quite different from English language.

There is the believe that the socio-economic states of the parents can affect students learning or performance in any language. In most cases, people who belong to the high socio-economic status provide their children with good model English and gave them the necessary encouragement to continue to learn the language in school. Their parents have a good educational background and they are provided sound model of English at home, this make children to imitate their parents.

Olegbon (1974) examined the relationship between socio-economic factor and academic performance of Secondary School students and concludes from his finding that:

1. There is a strong relationship between a student's academic performance and parental values and interest.
2. There is a relationship between what a student achieve academically and influence of parents on the student.

Ezewu (1983) supported the view that socio educational status affect pupils academic performance. He pointed out the individuals as well as families in society are differentiated and that the determining factors of such differentiation are educational level and occupational income of the family. He further stated that people of high status are more likely to posses the financial means and show willingness to provide their children with books and necessary school materials. They encourage their children at home or employ part-time teachers for them.

Ajayi (1977) also maintained that poor educational qualification of parents contribute largely to students low performance in English Language. According to him “children from homes without good parental education always feel alien to the English language because they lack the initial exposure to the use of the language within the family. He said that this poor background is

what the child carries to the Secondary school; hence he finds it difficult to fit into system.

Dubey and others (1982) felt that “children from higher economic background tend to have command of Standard English unlike their counterparts who uses pidgin and vernacular to communicate”.

Ubahakwe is also in support of this fact that background affects student’s performance. According to him, family and social background have effect on the pupils performance as regards sentence, structure, speech fluency level of ideas and precision in meaning and expression.

## **Conclusion**

At J.S.S level, there are several obstacles that make reading instruction more challenging. First of all ,most teachers at the secondary school level do not consider themselves to be reading

teachers, some have never received instruction. Secondly, it is hard for any teacher to teach a student for 50 minutes a day or less. And third, students who are still struggling with reading in secondary schools are not usually very motivated to learn to read. Infact, they will often do almost anything to avoid reading instruction.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Research Design**

The survey research design was adopted for this study. This design is appropriate because data was collected and analyzed from a few people considered to be representative of the entire group.

#### **Population of Study**

The population of this study consists of 20 English Language Teachers in Junior Secondary Schools in Egor Local Government Area, Edo State.

## **Sample and Sampling Technique**

The sample of this study consist of 20 English Language Teachers in Junior Secondary Schools in Egor Local Government Area, Edo State. The selected schools are:

1. Government Science and Technical College, Uselu, Benin City.
2. Iyoba Girls College, Uselu, Benin City
3. Evbareke Secondary School, Evbareke, Benin City.
4. Uselu Secondary School, Uselu, Benin City.
5. Edo Boys High School, Adolor Road, Benin City.
6. Eagle Educational Centre, Uselu, Benin City.
7. Uyi Group of School, Uselu, Benin City.
8. Classic Group of School, Uselu, Benin City.
9. Alpha Secondary School, Uselu, Benin City.
10. Spring Field School, Benin City

The ten (10) selected schools which were picked randomly comprise 5 (1-5) public schools and five private schools (6-10) listed above.

Purposive Sampling would be used in collecting the above sample.

### **Instrumentation**

Structural questionnaire was used in data collection. The questionnaire consists of two sections.

Section A, of the questionnaire is to get teachers demographic data.

Section B, contains questions to get teachers opinion on factors affecting the teaching of English Comprehension in Junior Secondary School.

The questionnaire requires the teachers of English Language to provide their personal data such as sex, qualification, and teaching experience.

It also centres on the different factors which impose problems on the teaching of English Comprehension in Junior Secondary Schools.

The questionnaire is specifically directed to the teachers of English Language.

The questionnaire for teachers includes:

- a) The sex, the professional and academic qualification.
- b) The availability of the recommended textbook.
- c) The class size
- d) The use of instructional materials, the availability and relevance to the study
- e) Methodology
- f) The major problems that hinders the teaching of English Comprehension and suggestion on how to improve the teaching of English Language in various schools.

## **Validity and Reliability**

To determine the reliability of the structured PTEC using the questionnaire, it was subjected to Pearsons (r) formula. The coefficient was 0.87 thereby providing the high reliability of the instrument.

## **Method of Analysis Data**

The statistical analysis of data is through the use of percentages. Data collected for the study were tabulated and grouped according to the sub-questions of the problems under investigation, with the hope that this method would clearly indicate the different in the opinions of the respondents.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF RESULTS

This chapter summarizes and discusses the problems of teaching English Comprehension in Junior Secondary Schools. Through the data collected, percentage analysis was used by the investigator for the interpretation of data for easy understanding.

Table 1

#### A summary of junior secondary school visited

S/N	Name of schools	No. of Teachers
1.	Uselu Secondary School ,Benin City	2
2.	Edo Boys High School, Benin City	2
3.	Government Science and Technical College, Benin City.	2
4.	Iyoba Girls College, Benin City.	1
5.	Evbareke Secondary School, Benin City	2

6.	Spring Field School, Benin City	2
7.	Alpha Secondary School, Benin City	1
8.	Classic Group of School, Benin City	2
9.	Eagles Educational Centre, Benin City	2
10.	Uyi Group of School, Benin City	1
	Total	17

The table 1 shows the number of schools visited and the numbers of English teachers in Junior Secondary School who responded to the questionnaire administered. The data collected from these schools were used to answer the research questions formulated in chapter one.

### **Research question one**

Does lack of adequate facilities affect the teaching of English comprehension?

**Table 1**

Respondents response to items 12 & 22 of the questionnaire is used.

The use of instructional Materials.

S/N		Ye s	%	N o	%	No. Response	%
12.	The use of instructional materials facilities teaching of English Comprehension	16	94 %			1	6%
22.	Instructional materials motivates the students to learn.	17	100 %				

A total number of 17 English teachers responded to the question administered. From the teachers response shown in the table above, 94% of the teachers use instructional materials and 6% of the teachers did not respond to the question asked.

100% of the teachers agreed that instructional materials motivate the students to learn.

**Table 3.**

**Types of instructional materials available in Egor Local Government Area**

Respondent's response to items 6 & 7 questionnaire was used.

S/N	Schools	Instructional materials
1.	Uselu Secondary School, B/C	Textbook, Literature books, Chart
2.	Evbareke Secondary School, B/C	Chalkboard, textbook, dictionary, literature book.
3.	Edo Boys High School, B/C	Text book (intensive reader) Mark board, Lesson note
4.	Government Science and Technical College, B/C	Text book (Oxford English Reader) Chalkboard, Chart, Lesson note.
5.	Iyoba Girls College, B/C	Textbook (reader).

6.	Spring Field School, B/C	Textbook, Lesson note.
7.	Alpha Secondary School, B/C	Text book (intensive Reader), Dictionary, Lesson note.
8.	Classic Group of school ,B/C	Textbook (reader)
9.	Eagles Educational centre, B/C	Textbook (intensive Reader), Lesson note.
10.	Uyi Group of School,B/C.	Textbook

The table 3 shows the types of instructional materials used by teachers in teaching of English Comprehension in Junior Secondary Schools.

The study indentified textbooks as the most commonly used in the teaching of English Comprehension in Junior Secondary Schools. All the teachers in Egor Local Government Area use textbook as instructional materials which indicate hundred percent (100%) in this study.

Other instructional materials used are; dictionary, literature books, chart, marker board are not commonly used as stated in the

table. It is only in two schools; Evbereke Secondary School and Alpha Group of School that English teacher's used dictionary as instructional materials.

The table also shows that some English teachers do not use other instructional materials for teaching English Comprehension apart from textbook. Some of the schools identified are; Iyoba Girls College, Classic Group of School and Uyi Group of school.

Table 4

Availability of library Facilities and Possession of Textbooks

Respondents response to items 10, 13,14, 16, of the questionnaire were used to analyze the table below.

S/N	Questions	No. of Yes.	%	Number .of No.	%	Undeci ded	%
10.	My school has a functioning Library	7	41%	10	59%		
13.	Lack of library facilities negatively affect teaching of English.	15	88%	1	6%	11	65%
14.	The possession of textbook by student influences teaching English	15	88%	1	6%	1	6%

16.	There are adequate textbooks available in your school in teaching English.	12	71%	5	29%		

The table above shows the facilities available for the teaching of English comprehension in Junior Secondary School in this study.

In response to the availability of functioning library facilities, seven(7) teachers which represent 41% (percent) of the sample, agreed that their schools has a functioning library.

Ten (10) English teachers which represent 59% out of 17 teachers sampled admit that their schools do not have functioning library facilities.

Fifteen (15) teachers (88%) out of the seventeen English teachers agree that lack of library facilities negatively affects effective teaching of English Comprehension.

One (6%) English teacher do not believe that the possession of textbooks by students can influence the teaching of English Comprehension.

On the other hand, one of the English teacher refuse to comment or respond to the question; as whether, or not the possession of textbooks by students can influence the teaching of English Comprehension.

Lastly, 12 (71%) of English Teachers in the Sample out of 17 admit that there are adequate textbooks in their schools.

Five (5) English teachers which represent 29% in the table above disagree with the question raised. They admit that, these are no adequate textbooks in their schools.

## **Research Questions Two**

Do teachers play a major role in learning/reading comprehension in Junior Secondary Schools?

**Table 5**

**The Role of Teachers In Learning / Reading Comprehension**

Response to item 24 of the questionnaire administered

Total No. teachers	No. of Yes	%	Number. of No	%	Undecided	%
17	14	82%	3	18%	Nil	

A total number of 14 (82%) of English Teachers agreed that teachers play a major role in learning /reading comprehension in junior secondary school.

While, 3 (18%) of English teachers in the sample above disagreed that teachers play a major role in learning/reading comprehension.

**Research Question 3**

Does the teacher's qualification promote reading ability of pupils in Junior Secondary Schools?

The data gathered from respondents were used to answer this question. They are items 2,3 and 18.

Table 6 show the analysis of data collected in question III

**Table 6**

**Educational Qualification of Teachers**

S/N	SCHOOLS	NO. OF TEACHERS	NCE	B.A (Ed)	B.A + DIP(Ed)	M.A (Ed)
1.	Uselu Secondary School, B/C	2				2
2.	Edo Boys High School, B/C	2	1		1	
3.	Government Science / Technical College, B/C.	2		1	1	
4.	Iyoba Girls College, B/C	1		1		
5.	Evbareke Secondary School, B/C	2		1		1
6.	Spring Field School, B/ C.	2				2
7.	Alpha Secondary School, B/C	1		1		

8.	Classic Group of School, B/C.	2	1			1
9.	Eagles Educational Centre, B/C.	2	1		1	
10.	Uyi Group of School, B/C	1			1	
	TOTAL	17	3	4	4	6

**Table 7**

**Percentage Analysis of Qualified Teachers**

Qualification	Numbers of Teachers	Percentage
N.C.E	3	18%
B.A (Ed)	4	24%
B.A + DIP (Ed)	4	24%
M.A (Ed)	6	35%

From table 6 and 7 above, 18% of the English teachers had N.C.E qualification. 24% of the teachers had B.A (Ed) qualification, 24% of

teachers had B.A + Dip (Ed) qualification, 35% of the teachers had M.A (Ed) qualification.

#### **Research Question 4**

Does the socio-economic background of students have adverse effects on reading of English Comprehension.

The teachers questionnaire item is 15 made provision for the data analysis to the question asked above. The result of the analysis is shown in the table below.

**Table 8**

Socio-economic background of students

Total Response	Yes	Percentage	No.	Percentage
17	16	94%	2	12%

From the Teachers response shown in the table above, 94% of the teacher agreed that the socio-economic background of student have adverse effects on the reading of English Comprehension.12% of the teachers disagreed that the socio-economic background of the students have adverse effects on the reading of English Comprehension.

### **Discussion of Findings**

In this chapter, four research questions were asked.

Finding from the analysis indicated in table one (1) which treated research question one (1), in table 2,majority of the teachers use instructional materials and 100% of the teachers agreed that the use of instructional materials motivates the students to learn. This may be so because according to Hilton, (1973:29) instructional materials serve as stimulants for free composition in the

association of meaning with mechanical drills and in making meaning appear fresh in time of revision.

From table3, it shows that most Junior Secondary School Teachers make use of instructional materials such as textbooks which is the most commonly used by all the Junior Secondary Schools in Egor. This may be so, because according to Cohen and Garner (1971), he emphasizes on the use of textbook which is necessary to prepare the work adequately according to the scheme to work provided.

Table 4, also treats the availability of library facilities and possession of textbooks. It can be seen from the table that a majority of the schools in Egor Local Government do not have functioning libraries which support Eruba (1985.5) point of view when he says that, 'Our Secondary Schools are ill equipped'. Most of our secondary schools do not have library. But 41% of the teachers agreed that their schools have functioning library.

From the table, it can also be noted that 71% of the teachers agreed that there are adequate textbooks in their school. 29% disagreed.

Table 5 (five) which investigated research question 2, 100% of English teachers agreed that teachers play a major role in learning/reading comprehension in junior secondary school. This may be so because, for there to be effective learning, there is a shared responsibility between the teacher and the learner. Bloom (1972), believes that what teachers are, influences what they do, what they do, in turn, influences what and how much, student learn.

Table 6 (six) and 7 (seven) which answer research question 3, all the English teachers are qualified to teach English comprehension.

Table 8 (eight) which answers research question 4, which shows that 94% of the teachers agreed that the socio-economic background of students have adverse effect on reading of English

comprehension. 12% (minority) disagreed that the socio-economic background of student have adverse effect on reading of English comprehension. This is supported by Ezewu (1983) view when he says that, 'people of high status are more likely to posses the financial means and show willingness to provide their children with books and necessary school materials.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter briefly summarizes the entire research work under the following headings:

- Summary
- Conclusion
- Recommendation

#### **Summary**

The purpose of this study is to find out the problems of teaching English comprehension in junior secondary schools in Egor Local Government Area of Edo State.

The study was designed to seek information from teachers of English language. The view of the teachers were critically looked into and discussed extensively.

Ten secondary schools were randomly selected from the local Government Area (Egor) for the purpose of the study. The major instrument used for the collection of data was questionnaire. The questionnaire was responded to by 17 teachers. The following questions were investigated for this study:

1. Does lack of adequate facilities affect the teaching of English comprehension?
2. Do teachers play a major role in learning/reading comprehension in junior secondary schools?
3. Does the teacher's qualification promote reading ability of pupils in junior secondary schools?
4. Does the socio-economic background of students have adverse effects on reading of English comprehension?

The findings from the research work are as follows:

1. Lack of adequate facilities affect the teaching of English Comprehension.
2. Teachers play a major role in learning/reading comprehension in Junior Secondary Schools.
3. Teacher's qualification promotes reading ability of pupils in Junior Secondary Schools.
4. The socio-economic backgrounds of students have adverse effects on the teaching of English Comprehension.

## **Conclusion**

In view of the finding, the following conclusion was made: Lack of school library may hinder the effective learning reading of English comprehension, appropriate textbooks will greatly enhance the effective teaching of English comprehension, over-crowded classroom may prevent effective instructional activities in English language classes.

## **Recommendation**

Consequently, the findings of this study, indicate that the following measures should be taken to ensure the effective teaching of English Comprehension in Junior Secondary Schools.

The government and private proprietors should provide a good and functioning library that will be well equipped with the recommended textbooks.

The government and private school proprietors should ensure that the necessary instructional materials are available in schools, to ensure the effective teaching of English Comprehension.

Regular training should be organized for English Language teachers by the government and private school operators to expose them to current issues in the subjects. The teachers should also be encouraged to seek qualification so as to improve on their teaching.

Regulatory bodies in the educational sectors at the local, state and federal government levels should make sure policies guiding the teaching of English language are adhered to and the right environment for teaching and learning is created in the schools. This will only be possible by carrying out regular inspection and punishing erring schools to serve as a deterrent to others.

On over-crowded classrooms common in public schools under investigation, the government should expand the existing schools physically through direct appeal to the public or joint effort with the Parents Teachers Association to build more classrooms. Education tax from companies could be used for this purpose.

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## APPENDIX

### A QUESTIONNAIRE ON PROBLEMS OF TEACHING ENGLISH COMPREHENSION IN JUNIOR SECONDARY SCHOOL

The questionnaire is purely meant for research purpose hence all response will be treated with utmost confidentiality. Kindly answer the questions below as correctly and sincere as possible.

Please tick [ ] your response against the boxes provided please and fills the blank spaces provided where appropriate.

#### SECTION A

1. Name of school:
2. Highest Qualification: SSCE [ ], N.C.E [ ], B.A [ ], B.A + Dip.  
Ed. [ ]. Other specify
3. Area of Qualification:
4. Teaching years of experience: 0-5 years [ ], 6-10 [ ], over 10  
years [ ]

5. Class taught:

## SECTION B

6. Do you use instructional materials in your teaching? Yes [ ]

No [ ]

7. If yes, list your instructional materials

a)

b)

c)

8. If No, give reasons below

a)

b)

9. How many students do you have in a class?

a). 30-50 [ ] b) 50-90 [ ] c) 90 and above [ ]

## SECTION C

The scale of measurement is represented thus:

SA: Strongly agree; A: Agree; SD: Strongly Disagree; D: Disagree.

S/N		SA	A	SD	D
10	My school has a functional library				
11	Large class size make teaching difficult				
12	The use of instructional materials facilitate teaching of Comprehension				
13	Lack of library facilities negatively affects effective teaching of English Comprehension				

14	The possession of textbooks by students influences teaching of English Comprehension				
15	Students home-background influences the effective teaching of English Comprehension				
16	There are adequate textbooks available in your school for teaching English Comprehension				
17	The level of teacher's qualification affects the way he/she handles the subject				
18	Any pre-service teacher/undergraduate can teach				

	English Comprehension effectively				
19	I enjoy teaching English Comprehension				
20	The general attitude of my students towards English Comprehension is good				
21	The learning environment is conducive enough for learning and teaching English Comprehension				
22	Instructional materials motivates the students to learn				
23	Teaching English Comprehension				

	has promoted reading ability of the students				
<b>24</b>	Teachers play a major role in learning/reading comprehension in junior secondary school				