



## **English Language Teaching and Learning (ELT) in Senior Secondary Schools in Gashaka Local Government Taraba State, Nigeria**

**Yakubu Ishaku Ma'aji**

*General Studies Department, Federal Polytechnic, Bali. Taraba State.*

### ***Abstract***

*This work was conducted to find the problems of teaching and studying the English language as affecting the performance of students academically in Gashaka local government of Taraba State in Nigeria. The participants for the study consisted of hundred (100) respondents. Thirty (30) were teachers, and seventy (70) were students. All selected from three (3) different secondary schools that were used for this study. Some factors such as insufficient English language teachers, instructional facilities, ICT tools, lack of classroom rapport between the teachers and the students among other things were examined to know their effects on the students academic performance of senior secondary school in English language teaching and learning. Questionnaires were developed for both teachers and students. A simple percentage method was employed to analyse the variables. Based on the findings, it was discovered that insufficient English language teachers, lack of instructional facilities, lack of ICT tools for teaching and learning of English language, lack of specialised English language teachers, problem of funding and lack of classroom rapport negatively affects students' academic performance in English language in some selected senior secondary schools in the study area. Recommendations were made to address these issues. The research recommends that instructors in senior secondary schools need to be regarded as an issue which needs national*

*attention of both the Federal and the Taraba State Governments. A most important solution is, therefore, employing more qualified English language teachers, providing instructional facilities that will aid teaching and learning of English language and providing a programme for teacher training in the study area.*

**Keywords:** *Teacher, Student, School, ICT, Instructional facilities, Teacher Training*

## **Introduction**

In many years ago, there was little or no adequate research dealing with the instructing and studying of the English language as a foreign and second language especially in Nigeria that is the primary focus for the researcher (McKay, 2002). Based on this background, the present study intends to investigate some of the problems of learners' performance among some selected Senior Secondary Schools in Gashaka Local Government of Taraba State in Nigeria. The participants involved in the study are teachers and students of the English Language Teaching (ELT). The instrument for data collection was a questionnaire, and the simple percentage was used for the analysis of the results.

The early history of the English in Nigeria was closely associated with the improvement of western education at the region. If not recently in the hands of many missionaries' societies,

education was existing. However, beginning from 1880 the colony's government of Lagos provided financial support with the aim of improving their programmes of education. Also, they form an educational body and inspectorate which was not in existence until 1989 which was the first and only public school was established in Lagos (Brosnahan, 1958 p.97).

## **Statement Of Problem**

There are different views on the poor academic performance of students in the English language by different people from various disciplines. Some have different perspectives while others have related opinion on the issue of poor academic performance of students in the English language. Some of the views included but not limited to an inadequate number of English teachers, lack of modern English textbooks, overloaded period

on English language teachers, overpopulation of students in the class, lack of instructional facilities like teaching aids among other things. This study aims at revealing some of the factors responsible for poor performance of students in the English language in the selected secondary schools in the study area.

### **Objectives Of The Study**

This research dwells on Teaching and Learning of English language in the selected secondary schools, which are Government Senior Secondary School Serti, Government day Secondary School Jamtari and Government Day Secondary School Mayo-Selbe, all in Gashaka Local Government Area of Taraba State. To achieve the above aim, some specific objectives of this study are formulated. The objectives of the research are:

- To examine the impact ‘of lack of ICT on the students’ performance.
- To evaluate the kinds of facilities improve students' performance in English in senior secondary schools.
- To examine the effects that the mother tongue has on the performance of student we in English language in senior secondary schools.

### **Literature Review**

#### **The role of ELT teacher in the Nigerian context**

The importance of instructors and their functions in the education process cannot be over-looked particularly in Nigeria where teachers undoubtedly remain the managers of knowledge; indeed, the Nigerian policy about education (2000) asserted that the educational system cannot be higher than the standard of an instructor preparation, which may include the four main areas:

- (a) General studies
- (b) Professional studies such as philosophy, sociology in relation to teaching, comparative studies, administrating schools and the method of instruction the various courses and technology for education.
- (c) Courses that relate to the students intended field of instructing and
- (d) Teaching practice

The significant courses believe in the words of Balogun (1988) who portrayed as a universal way for teaching academic programs intended to produce “An excellent teacher”. In Nigeria the minimum standard for training the National Certificate in Education teacher (2000) made provision for high academic entry

into the national qualification as three credits or five passes at a sitting. The minimum standards for teacher education in Nigerian College of education that is responsible for the award of NCE were purposely to train professionally qualified and competent teachers. But the disturbing issue is the lack of any style that will be used to assess the personality for the learners and their intention in the teaching and learning English as a field of study. Ukeje (1991) who has successfully place, 'the retention and recruitment of competence teachers into the profession is a bit problem and challenge in the whole world'. Nevertheless, the issue of Nigeria is vehemently serious. At the moment, many people assume that teaching or instructing is just becoming the job or profession for the people who have no better job to do. This ideology has to be changed to move in new social order. At this end, instructors productivity should be in accordance with the sound ideology and such relations which should chance the acquisition of an essential knowledge component and some professional skills that can allow them effectively. This expectation of a teacher cannot be overemphasised according to Fafunwa (2004), the teacher is a counsellor, instructor an elevator, a facilitator, an instructional manager curriculum designer, an academic adviser, and a disciplinarian more especially in ELT. These multiple responsibilities will be carried out with expectations that the instructor should engage in several professional roles often simultaneously. According to Nwigwe (2008), the teacher is expected to give assignment personally, and involve the student in self-assessment (in the case of language class) with care. The teacher should involve criteria for evaluation and be selecting suitable textbooks for the student. It is quite significant according to the assertion made by Taiwo (1974) that "most textbooks are lacking sound ideas and the authors have not yet produced the English language program that can adequately meet the present need in schools". They should be dynamic in their approaches to the lesson and be ready to supplement the content of student textbooks and reduce their over-dependence on any books for their teaching or avoid turning the textbooks into masters by following the manual religiously. ELT teachers need to update their knowledge of the subject by attending professional seminars, conference, and workshops where current research findings are shared, and new books on methods of teaching the language are exhibited. The English language teacher will be exposed to new ideas, which can be adopted for trails in the classroom, to motivate the student to participate in school activities like debating, press club, quiz competition and others. It can

help to eliminate most of the problems of teaching and learning process of English language in our schools.

The teachers should motivate the students to have an interest in the language to be learned, and many learners fear the English Language as a subject. Due to that, they find it difficult to understand the word. The researcher from experience has noted that even that assist in creating fear by making such remarks, as “The English language Examination is complicated to pass”.

Teachers should be good models for students in learning the English language as their second language (L2). Besides, language teachers do not always encourage the timid, support the anxious and the creative from rigid adherence to a pattern. Instead, the teachers make friends with the students who are from the wealthy homes of good background in the English language, they need to mix up freely with the low performing students and expose their errors, by which means they can learn appropriate from others quickly.

### **The student in ELT**

The students are the primary focus of the entire educational process in ELT. According to Onuku, an educationist at research and publication unit of the Institute of Education, University of Ibadan is fruitful. In a paper presented at a seminar organised by the West African Senior Secondary Schools Certificate (WASSCE) recently, stated that students “play a triple role in the education system as the input, output and participants in the processing system” should uphold a high moral standard to achieve success in all endeavours. Success means attainment of goals which student involvement in activities that could distract them from adherence to good morals leads to poor performance Ruth (2013). Laziness is a strong factor, which can affect the performance of the student in the English language in WASSCE and NECO. Most of the student in other schools today is towards assignment such as letter writing, grammar, essay, and reading culture. This situation is made worse by environmental factors non-provision of reading materials and parents’ failure to supervise their children education activities. Adebayo (2010) in the punch newspaper blame “students’ malpractice on a lousy company in the English Language”. Most of the Nigerian students grow up in a home of illiterate parents where English is hardly spoken in such homes; there is hardly any reading material too. All these add to the disadvantage of the students of the English language, and this affects their performance in the English language.

### **The ELT School in the Nigerian context**

For harness opportunities presented by globalisation, Nigeria must improve its investment in education sector training, research, and development of schools. Schools should set in education and attainment, not only concerning continuous assessment, goals but also in line with West African Senior Secondary School Certificate Examination Council. Charles, Nigerians representatives of United Nations Organization scientific and cultural organisation (UNESCO), asserted, “Nigerians presented Educational profile relative to that of other countries revealed that much is needed to be done regarding providing quality education services to the citizens. Most schools especially Polytechnics in the north east (Yob, Bauchi and Mubi) are unable to achieve their primary objectives due to insufficient investment preparation and all captions of funds, and this reflects at all level of the classroom. According to West African Senior Secondary School Certificate Examination (WASSSCE), schools should commence preparing students for examination by focusing on developing them for higher education; the student should be allowed to attend vacation classes in schools and be encouraged to attain competence in as many skills as they could before leaving school. Most of the Secondary schools lack adequate infrastructures given the fact that most of the classrooms are highly congested especially during English language lesson, instructional materials are hardly available. Learning cannot take place effectively because the environment is not conducive. The school timetable nowadays do not encourage reading, there is no adequate provision for students to be promoted to read and cultivate the habits of reading novels and other materials.

### **ICT in connection to Education in ELT**

Birkeholz, (1999) defines learning as “development in behaviour”that is a demonstration by persons implementing ideas, skills,knowledge or practices generated from a field of study. The above definition views learning as a continuing process which adds to the existing or modifies the wisdom of someone over a period. Having seen what knowledge is, let’s see what ICT means. Information technology is an Omnibus term that combines computers and Telecommunication Technology (ICT). It is concerned with the technology used in handling, acquiring, processing, storing and disseminating information (Aina, 2004). According to UNECO (2002), information and Communication Technology (ICT) may be regarded as the combination of information

technology with other related technology. The above definition focused on the general application of ICT tools in almost all shares of human life. However, the study intends to bring a clarity that deals with ICT with education. Thus, according to Daniels (2002) ICT have become within a short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the essential skill and concepts of ICT as part of the core education, alongside reading, writing and numeracy. It shows that there is no way one can talk about culture or education without reference to ICT.

### **Uses of ICT Tools to Education in ELT**

Information and communication technology has uncountable benefit to teachers, student's researches, mentors etc. In the field of education without which students' poor performance is necessary. The context of education has been affected by ICTs which have undoubtedly affected teaching, learning and research. A numerous deal of research has proven the benefits to the quality of education (Al-Ansari, 2002). Computers help Learners to learn the correct pronunciation of a word, how to spell the word and also the way it should be used in a sentence. In a good sense, it was considered that computer would "take over" the teachers' job Collis, (1989) refers this "rather grim image" whereas small child sits alone with a computer. ICTs help in improving students' performance. It aids in the planning of learning by development cognitive ways, thinking skills critically, information source, evaluation and abilities to put in structure (Castro, 2003). There are consequences of Lack of Instructional Learning Facilities on Students poor performance in the English Language.

### **Uses of instructional facilities in ELT**

Many scholars see instructional learning facilities and teaching aids as the backbone of any successful education of any nation. It is to say that learning facilities pay a vital role in achieving a sound knowledge. This view emphasises that lack of instructional facilities is the sole factor for students' poor performance in the English Language. Also, Jaiyeoba and Atanda (2003) posited that inadequate learning facilities are the major challenge of teaching and learning of English Language. To them, learning facilities are things which enable a skilful teacher to achieve a level of instructional effectiveness that exceed what is possible when they are not provided. From the above, one can infer from what the authors posit that without learning facilities there is no way



a student can perform well in academics especially in ELT. Although, other scholars may have different views from those mentioned above. For instance, Ezema (2006) pointed out that the major challenges in teaching a foreign language (like the English Language is mother tongue interference. To him, mother tongue interference is the major problem which leads to students' poor performance especially in the phonological field of English Language.

Moreover, Halliday (2006) has been the problem of students' poor performance in the English Language from a different point of view. Halliday (2006) pointed out that the issue of qualified teachers is one of the concern areas which has a lot to do with the performance of students in English Language examination.

### **The teacher training programmes in ELT**

The teacher training programmes have little or no attention in the context of ELT nowadays that is why this study sees the needs to review the plans. It entirely corresponds to some research by language luminaries like Ellis, (1986, P. 91) who claims that in the last few years, most English language teachers as a second or foreign language have been using manuals. Adding that the 'manuals' differ regarding their intended learners and their approaches in different ways information about the theory and practice of English language teaching is provided by all of them. The variation of the information includes activities for teacher trainee. Instances of lesson plans and materials for teaching and expositions of general procedures and principles for carrying out numerous lessons in different ways. Then the manuals have played a dual function because they account for the trainer's activities while taking decisions about what and how to teach English and also provide us with information about the practice of English foreign or second language. According to him, the teacher training practices are subdivided into two; experimentation and raising awareness. The recent focus on trainee in real teaching, this could occur in teaching practice where there is a need for the trainee to perform the act of teaching in a real classroom for the actual learners. For example, the trainee may engage in teaching their peers. The latter is made to improve and develop the trainees' conscious efforts to focus on the procedure which underline instructing English as an added or foreign language which could be referred to various kind of lesson. (Ellis 1986, P. 92). In a similar, this study regards textbooks evaluation as another essential programme for the teacher training in which most of the ELT practitioners depend, the aim is to enable them to select suitable course



books for their teaching purpose that depends on a different lesson. Sheldon, (1988, P. 237) claims that course books account for some problem and challenges in the context of ELT which amounted to failure educationally. It is quite contradicted to the view of some researchers (e.g. Hutchinson and Waters, 1987, p. 97) who argues that textbooks assessing is a straightforward issue which does not need much attention as it is an honest and matching process. He further stresses that course books are the lifeblood and heart of many ELT programmes for students, teachers, and even educational administration. Furthermore, the selection of core materials, a crucial educational decision which may include; profession, finance, and even an investment politically. According to him, to have a certain way like criteria which can be used for evaluating and assessing course books is very useful for teacher training programmes. The ELT textbooks, especially course text, indicate many responses, but as for the teachers they are regarded as a child of necessity for effective teaching and learning of English language either as second or foreign require the need for careful selection of course books that will give value to education. In Nigeria, there is a need for qualified teachers who have gained experience before as this is believed that instructor education is as a way of providing the instructors with the appropriate knowledge or skills that are necessary and they needed to perform their professional duties which are the teaching job effectively (Osunde & Omonuyi, 2004, pp. 405 – 409). Therefore, this study recommends that the ELT teacher training programme should incorporate evaluation and selection of course books in the training.

### **Mother tongue influence in L2 learning**

According to Richards & Renandya (2002) who claim that there is always connectivity between a language and a culture. Whenever a language is taught, a complex system of cultural norms such as feeling, thinking, customs, value and different ways of reasoning equally take place. Moreover, the mother tongue of English language learners as L2 has a significant effect that enables the learner to depend on the prediction of English as a target language principle or system. Even though, the mother tongue system will perform the act of facilitating and possibly interfering, i.e. positive and negative transfer which affects the production and probably comprehension of the target language like the English. Added to that learning L2 such as English, a second language learner is needed to go through some process systematically for the

development of the complete competence in the target language. Therefore, the success of interlanguage improvement and development could be a partial factor that will use feedback from others. The practitioners in language classrooms can give a room for such feedback. Above all, it can help learners to improve and generate their feedback which may be outside the classroom situation. (Richards et al. 2002). Cook, (2003) argues that L2 equally has an effect which is claimed is as a result of “multi-competence”. He emphasised that the “multi-competence was as a convenience. “Interlanguage” is the term that is widely known for the speakers’ knowledge in the second language. According to him, there is no justification of a single term that combines the second language and the mother tongue knowledge. The aim of introducing “multi-competence is to mean the knowledge of both or more languages in the mind of the L2 learner (Cook, 1991). The student is formed with different ethnic background with different mother tongues or language. It affects when they learn the English language in schools. The students are faced with a problem in the school of managing the consonants vowels, syllable structures, and stress of English with that of their mother tongue; this situation does not allow them to pronounce some sound properly. Jibrin (1982) pointed out that the problem Hausa have is pronouncing /p/ instead of /f/ sounds. Thus the word pow is pronounced as fowfow, pool as fool etc. by the Hausa, Yoruba also have a problem of sound between /z/ and /s/ sound in a word like prize and price are not distinguished as well as hairs and head which that they have difficulty in pronouncing some sounds. In the case of Igbo language, they have harmony vowels as follows /a/, /e/, /i/, /o/, /u/, /v/. In vowel harmony, all the vowel in a word must come from one set, for instance, a word like ‘vacant’ and ‘available’ the Igbo speakers select the vowel from a set so that we hear (vacant) and (available) to maintain the harmony.

### **Method Of The Study**

This portrays the process involved in the research design, population, sample and sampling technique, instruments used for data, the method of data collection and data analysis. It also covers another subheading like study area and mode of administering the instrument used for data collection.

### **Participants of the study**

The participants of this study constituted teachers and students of the senior secondary schools in Gashaka Local Government Area of Taraba State, Nigeria. The sample of the population of this study is constituted by one Hundred (100) respondents in which thirty were teachers, and seventy were students. They were all from the study area namely: Government Secondary school Serti, Government Day Secondary School Jamtari and Government Day Secondary School Mayo- Selbe. The teachers were altogether thirty in number (30) in all the three schools. Twenty (20) of them are teaching in the afternoon because the junior section uses the morning time. But in one of the schools, the teachers are teaching in the morning rather than afternoon because the school has enough space for the total number of the students. Ten (10) teachers are from each school. Out of this, twenty-five of them hold a public certificate of education (NCE) and teach the English language as L2 to the students while five of them hold degree and also teach the English language. There were seventy (70) students who participated in this study. All of them have a primary school education. Even though, Hausa was mostly used as a language for instruction. English is rarely used during school hours even by most of the teachers, and so the students were not encouraged to speak English in school not to talk of at home. The students' age range from fourteen to sixteen years. The period of the English lesson used to be early in the morning which is normally around eight o'clock (8:00 am). But for the other schools who used to go during afternoon session the English language class used to take place around one o'clock as the first period or sometimes in the second period which is around one thirty (1:30 pm). The duration used to last for thirty minutes only for each lesson every day

### **Sample and Sampling Techniques**

The study adopted a purposive sampling technique in selecting the respondents. Purposive sampling was used because it is more convenient for the researcher. It can help in satisfying the researchers' specific need in evaluating the effects of students' poor academic performance on English Language Teaching and Learning in Senior Secondary Schools in Gashaka Local Government Area of Taraba State.

### **Questionnaire design/Instrumentation**

Some set of questionnaires were designed for teachers and students of Senior Secondary School in Gashaka Local Government who were purposely selected. A questionnaire is defined as a standard form that is possibly made for data collection or eliciting information from the participants in the study. Therefore, the questionnaire includes a specific question presented to respondents in particular research in which the answers serve as primary data to the researcher (Shodhganga 2011 pp. 85 – 86). The questionnaires contained ten (10) questions for each teacher and student. The questionnaires were specially designed to find out the problems of students poor performance in the English Language Teaching and Learning in Senior Secondary School. The researcher did the gathering of data via emailed questionnaires. Mahboob et al. (2014) questionnaires were adopted but modified in some important ways to suit the present study for collection of it primary data from the participants involved in the research. One of the ways is to reflect the nature of problems of the students on the English Language Teaching and Learning in the study area. The researcher asked a question one to ten for both the teachers and the students to enable him to get accurate information as data for this study. The teachers' questions were all in the English Language while the students' questions were all in a local language (Hausa) which is L1 of the learners and used it for wider communication as a dominant language in north-eastern Nigeria. The reason behind this is that the students' English competence and proficiency are poor so the researcher was afraid to ask them questions in the English language instead he used their local language in which he believes they will understand better.

### **Method of Data Collection**

In this research, the researcher used questionnaires as an instrument for data collection. To ensure that the questionnaires are filled correctly by respondents, the researcher administered the questionnaires. It is done to ensure that the information collected is accurate, reliable and dependable. The same questionnaire is used during the research which is the structural type. According to McMillan, and Schumacher (1989) a structural type of questionnaire is a written survey which is used in collecting precise information probably from a large subject. They further stress that purposive questionnaire is for collecting information about peoples' beliefs, attitudes, values etc. which present study believes that it can help to elicit information from the participants that are

involved in the study. The Total number of questionnaires were hundred (100). They were produced and distributed to the participants in the study area. The questionnaires were filled and retrieved for statistical analysis. Some were instantly retrieved while others had to be reminded all through email. The questionnaires of the teachers and the students were collected and analysed separately. Each had a different table for the analysis of its results in this study (Miao, 2006)

### **Method of Data Analysis**

The data collected will be organised, analysed and calculated in tabular form using a simple percentage. A simple rate is achieved by dividing the numbers of respondents by the total number multiply by one hundred. Mathematically, The simple percentage is quite useful in most of the English Language Teaching Journal for instance (Borg, 2009, p. 364) used the simple interest for the analysis in his result. Therefore, the present research vehemently considers it useful in the study of data in this research. The discussion of the findings is analysed in chapter four below.

### **Discussion Of Results:**

The research indicated that there is a problem of an inadequate English Teachers in the study area. From the presentation of data in the table one (1) of the teachers' showed that 25 of the respondents which constituted (83.33%) revealed that there is a problem of an inadequate English teachers. This result is quite significant. In a similar vein, the table (1) of students' questionnaire revealed that 50 participants who constituted (71.43%) proved that the problem of an inadequate English Teachers exists in the study area. These agree with the result of Gist (2013), who conducted a research in which he discovered that the ratio of the English teachers to the students in senior secondary schools in one of the neighbouring states (Enugu state) stood at 1:55. It proved the number of the English teachers as of that time was found to be deficient. Hence, the poor performance of students in the English Language. The study also found that there is a problem of qualified teachers in the study area from the presentation and analysis of data in table (2), of the teachers' questionnaire in which 15 (50%) pointed out that there is only one (1) English teacher that read English as a course in their school. 6 of the respondents (20%) revealed that there are four (4) English teachers that read the English in their school while 9 (30%) stated

that there is no English Language teacher that read the English as a course in their school. Similarly, the table 2 of the students' questionnaire pointed out that 45 respondents which represent (64.29%) revealed that absence of the specialised English language teachers is among the problems in the study area which is equally a significant finding. It showed that there is a shortage of a qualified English teachers in the study area. It agrees with Adedokun, (2011) who viewed that poorly trained English and untrained teachers of the English were put in place to teach and train senior secondary school students for the certificate examinations in the English Language. This situation gave immense contribution to the senior secondary school's students.

Therefore, this means that an insufficient qualified teachers in senior secondary schools led to the low performance of students in the English Language. Furthermore, Quist, (2000) opines that in a successful instructing and quality of students studying is closely connected to the teachers' idea and comprehending of the subject. It means that an English Language teacher who lacks the basic foundation of the English Language has immensely contributed to the students' poor performance in the subject (English Language).

This study further discovered that there is a problem if the instructional facilities that will aid the teaching of English Language in the study area are not used at all since they remain the most critical part of teaching the Language in the study area. From the presentation and analysis of the data collected in table (3), of the teachers' questionnaire 20 of the respondents which constituted (66.67%) posit that instructional facilities aid teaching of English Language; very high while only 10 (3.33%) of the respondents stated that it aids teaching of English language high. It revealed that instructional facilities aid the teaching of English Language very well in senior secondary schools. It portrays that instructional facilities aid teaching of English Language in senior secondary schools. Also in table 3, of the students' questionnaire that 45 participants with (64.29%) admitted that instructional facilities aid teaching and learning English language but it was discovered not to be available in the study area. Not in a small way, it goes in line with Roger, (1981) who cited in Sa'ad and Usman, (2014) that instructional materials and facilities are an essential part of the process of learning as they provide practice and feedback in learning track. Nowadays, post-primary schools students, especially the ones belonging to government learners, are mostly found seated in their classrooms on the floor and windows during lessons.

In some cases, students are living under trees or living in the old classroom. In addition to that even where there are enough classes, they are overcrowded, and language laboratories are lacking. All these cannot allow for proper learning of English Language and other subjects hence leading to poor performance of students of English Language in senior secondary schools.

In addition to the points mentioned above Kapoli, (2001) cited in Nyamubi, (2003) noted that real materials help the learners to discover the language that is used in day to day transactions and which linked to their interests and needs. In the same vein, UNESCO (2000) posited that the providing of teaching and learning materials such as textbooks is an active way of developing results in senior secondary schools. Therefore, if the instructional facilities that will aid the teaching of English Language are not available, it will result in the poor performance of students in English in Senior Secondary Schools. The study found that ICT tools affect the student performance in the English Language as it remains one of the primary means that improve their performance. From the data collected in the table (4) of the teachers' questionnaire, 30 respondents who constituted (100%) stated that ICT tools improve students' performance in English in a rapid manner. It is also found to be similar finding in the students' questionnaire which revealed that 70 respondents admitted ICT affects students' performance once it's available. This tallies with Kapoli, (2001) who noted that authentic material such as ICT tools enable learners to discover and explore the language used in day to day life which tailored to their need and interests. From the presentation and analysis of data in the table (5) shows that 30 of the respondents who constitute (100%) from the teachers' questionnaire pointed out that there is a problem of funding in their schools. It agrees with the opinion of Aghenta (2011), Udoh (2002), Ramalan (2002) and Fanfuwa (2004) cited in Korade (2015) who pinpointed inadequate funding as one of the major problems in Secondary Schools Administration in Nigeria. However, the table 5 of the students' questionnaire showed that 50 (71.49%) participants out of 70 do not use a computer at all in their schools. It indicated that there is the existence of computer problems in the study area.

The study found that there are insufficient instructional facilities in the study area. Based on the evidence from the data in table (6) in which 25 (83.33%) stated that there are insufficient instructional facilities for teaching the English Language in the study area. This tallies with (Nyambi, 2003), who opined that teaching materials are essential in the process of teaching and learning more



pleasant to the learners due to their offer of a real experience which improves soft-activities and imagination on the part of the learners. In the students' questionnaire from table (6), it was discovered that 65 (92.87%) respondents posit that the school environment does not help to the learning of English language which is a problem. The finding is found useful in (Glassman, 1994) who emphasised that environment helps to contribute to secondary school students' performance in English. The study also found that there are no ICT tools for teaching the English Language in the study area. From the data in the table (7) 20 of the respondents who constituted (66.67 %) pointed out that there are no ICT tools, hence the problem of poor performance of the students in the English Language.

Similarly, in the table (7) of the student's questionnaire 50 (71.43%) participants admitted that there are no ICT tools for teaching English in the study area. From the presentation of data in table (8), 15 of the respondents constituting (50%) revealed that the primary problem, of students poor performance in English Language is as a result of inadequate funding, this is followed by 5 (16.67%) of the respondents who pointed out that the significant problem of students poor performance in English Language in Senior Secondary School is inadequate English teachers in schools. Other see the major problem as lack of instructional facilities which are 5 (16.67 %) and lack of ICT tools as pointed by 5 of the respondents (16.67%). It agrees with Obe, (2009) and Korode, (2014) who stated that without an adequate funding, the standard of education at any level is tantamount to collapse that is "building a castle in the air". From the table 8 of the students' questionnaire, 55 (78.57%) participants revealed that lack of classroom rapport between teacher and student affects the teaching of English language in the study area which is quite significant.

In both tables 9 and 10 above, the two findings revealed that the factors that have effect on learning of English language has changed over the past five years as the 60% of the students passed the English language and 57.12% understood their teachers method of teaching. Hence these two factors are not significant findings as justified by the criterion of this study which pointed out that any result below (40%) is to be considered insignificant. The following is the presentation, analysis and discussion of findings from the students' questionnaire which were constructed in a local language (Hausa) for them to fully understand the questions. The questions are almost all the same as teachers'

except where students have not been involved for example 'funding'. The participants selected in this set of the questionnaire are 70 since they are the target of learning the English language in the study areas. Table 9 of the students' questionnaire showed that 40 (57.14%) of the respondents understand the method used for teaching the English language while in table 10 of the students' questionnaire indicates that 42 (60%) of the participants admitted passing their examination in the study area. It noted that both of the results are insignificant because they showed no problem in the study area. The summary, conclusion and recommendations of this study is presented in chapter five as follows.

### **Conclusion**

According to these findings, the following results were made: - That the genesis of the low or poor performance in English Language Teaching and Learning among Senior Secondary School Students in Gashaka Local Government Area of Taraba State. Include insufficient numbers of English Language teachers in the selected Secondary Schools. An inadequate amount of qualified English Language teachers. Lack of instructional facilities which aid the teaching of English Language very high. Lack of information communication technology (ICT) tools which improved the students' performance in the English Language. Insufficient funding in the respective schools. Insufficient instructional material for teaching the English Language, shortage of information communication technology (ICT), and so all findings mentioned above in the study area contributed to students' poor performance in the English Language Teaching and Learning among the selected Senior Secondary Schools in Gashaka Local Government Area. However, two of the results (from table 9 and 10) in table 9, 26 participants admitted that they have no idea on any other factor or issues that have an essential effect on learning the English language. It showed that the result is insignificant considering the criterion of this study which states that any result below (40%) is not significant. Likewise in table 10, the 25 respondents admitted that they have no idea about what has changed in the past five years which could affect the learning of English. It, therefore, proved that the result is not a significant finding as agrees by the criterion of this study. The two results are proved to be significant as the findings indicated that there are the problems of teaching and learning the English language in the study area. On the students' questionnaires, the following results were found to be

significant: The 50 of the respondents showed that there is an insufficient number of English teachers in the study area. 45 participants pointed out that there is only one (1) English teacher that read the English as a course in their school in table 2. From table 3, 45 of the respondents posited that instructional facilities aid the teaching of English Language very high but not available in their school. In table 4, 70 respondents stated that Information communication Technology tools affect students' performance in the English Language. 50 respondents pointed out that there is a problem with using a computer in their respective schools in table 5. From table 6, 65 participants showed that the school environment is part of the problem of teaching and learning the English Language in Senior Secondary Schools in the study area. 50 respondents revealed that there is no ICT tool for teaching the English language in their schools in table 7. 55 respondents from table 8, admitted that lack of classroom rapport between the English language teachers and students is a problem that affects the teaching and learning of English language in the study area. Based on the criterion form in this research, the findings are significant for the fact that the results are more than (40%). Contrary to that, the results of table 9, show that 40 respondents understand the process of teaching English language used by their teachers in the study area. Similarly, in table 10, 42 participants stated that they use to pass an English language examination set by their teachers in the study area. The two results show that there is no problem concerning teaching and learning of English language. Therefore, they are insignificant. It showed that the provision and sufficient use of the instructional material. Provision of the adequate and qualified teachers in the English Language, provision of the adequate funding of schools, provision of Information Communication Technology (ICT) tools that will aid learning of the English Language, listening to the English language programmes, organizing essay writing competitions and engaging students in debating activity can improve the performance of Senior Secondary School students in Gashaka Local Government Area.

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