

**SCHOOL FACTORS AFFECTING TEACHING AND LEARNING  
ENGLISH LANGUAGE AT PRIMARY AT PRIMARY LEVEL  
(A CASE STUDY OF MALUMFASHI LOCAL GOVERNMENT OF  
KATSINA STATE)**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL FOUNDATION, FACULTY OF EDUCATION AND  
EXTENSION SERVICES**

**USMANU DANFODIYO UNIVERSITY, SOKOTO**

**P.M.B 2346, SOKOTO, SOKOTO STATE**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE  
AWARD OF DEGREE**

**IN BACHELOR OF ART EDUCATION (ENGLISH)**

**SEPTEMBER, 2015.**

## **APPROVAL PAGE**

This project has been supervised, and read and approved as meeting part of the requirements for the award of Bachelor of Art Degree in Education (B.A Ed) in the Department of Educational Foundation, Faculty of Education and extension services, Usmanu Danfodiyo University, Sokoto.

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## **DEDICATION**

This work is dedicated to our loving parents, teachers, lecturers, friends, blood brothers and sisters.

## **ACKNOWLEDGEMENT**

All praise and gratitude goes to Almighty ALLAH, most gracious, most merciful. May the peace and blessings of Allah be upon Prophet Muhammad (P.B.U.H).

The research remain grateful to Mal. B.M. Sa'id, who was the supervisor of this research work. Our thanks also go to all those who made helpful suggestion and advice during this work particularly, Mal. I. J Ishaq and others who's their names do not appear right here. Sincere grateful also go to our loving parents/guardians for their maximum support and sponsorship throughout the study.

## **ABSTRACT**

The aim of this research is to investigate and find out the school factors that affect teaching and learning English language at primary level. The research also try to explore the factors that constitute for the students' success or failure in studying English. The research also attempted to know those things which students lack in school which caused them to have poor performance in English as well as how good and modern techniques of teaching contribute to the success of the students.

The research is design by using questionnaires and observation. However, 27 questionnaires were distributed in three different primary schools and were successfully returned. The first section revealed the information about the learner's age, sex and tribe etc.; while the secondsection, contain pupils responses based on their teachers' activities and their environmental experience.

Finally, the research also present recommendations and suggestions about the factors that affect teaching and learning English at primary level such as the use of instructional materials/aid, use of modern techniques/methodology of teaching and learning environment.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND TO THE STUDY**

English language was introduced in Nigeria in the earlier, 19<sup>th</sup> century by British colonial masters. English language as a second language in Nigeria has played a role in Nigeria which could be seen in an education, government, business, commerce, media and most of internal and external communication. Above all, English language has played the role of the language of political unity.

In recent research by Aduwa-Ogiegbaen(2006), English has rated as the world most popular language which is characterized by active communication from one continent to another, especially by indigenous owners of the language. Today, formal education in Nigeria has been taking place through the use of English language as a medium of instruction, despite the importance of English language; there are many factors that affect teaching and learning English language over the years, particularly northern Nigeria. As result, many researches have been done by researchers on those factors which affect teaching and learning English language at primary level. It is very important to emphasize here that the use of teaching materials/aid and use of instructional techniques/methods as well as

the teaching and learning environment. Those factors have greatly affect teaching and learning English language to the pupils of primary level.

## **1.2 PURPOSE OF THE STUDY**

English as a subject at primary level keeps moving with some important factors such as the use of instructional techniques/methods, use of instructional materials/aid and the teaching and learning environment as well.

## **1.3 OBJECTIVES OF THE STUDY**

The aims of this research is to investigate the school factors that affect teaching and learning English language at primary level in some selected primary schools in Malumfashi Local Government Area, Katsina state. The study will specifically, look at the following factors:

1. Use of instructional techniques/methods on teaching and learning English language;
2. Use of instructional materials/aid on teaching and learning English language;

3. The teaching and learning environment on teaching and learning English language.

#### **1.4 RESEARCH QUESTIONS**

The following research questions have been formulated to guide the study:

- (a) To what extent does the use of instructional techniques/methods affect Teaching and learning English language;
- (b) To what extent does the use of instructional materials/aid affect teaching and learning English language;
- (c) To what extent does the teaching and learning environment affect teaching and learning English language?

#### **1.5 HYPOTHESES**

School factors are very crucial in affecting teaching and learning English language at primary level.

#### **1.6 SIGNIFICANCE OF THE STUDY**

The most significant of this research work is to identify school factors affecting teaching and learning English at primary level within Malumfashi local government, Katsina state. However, the

research is also constituted valuable elements that when taken into consideration will help to raise the pupils' performance in English as well as other related subjects in which English is the medium of instruction. Moreover, this research is designed in order to highlight factors that increase the quality of education for the benefit of curriculum designers, so that sound and good results in English and other related subjects will be achieved.

### **1.7 SCOPE AND DELIMITATIONS**

This research has its focus on Malumfashi Local Government Area of Katsina State. The study is aimed at finding out the school factors affecting teaching and learning English language in the area of the local government.

### **1.8 DEFINITION OF TERMS**

**Performance:** The act of performing; carrying into execution or action.  
That which is performed or accomplished.

**Teach:** The professional of teaching.

**Teaching:** Show how to do something.

**Learning:** An Act which something is learned.

**Crowd:** A group of people congregated or collected into a close body without order. Several things collected or closely pressed together.

**School:** An educational institution. A group of artists, philosophers etc. Sharing similar ideas.

Unity: A state of being united.

Communication: Means of sending information.

Factor:                   Circumstance contributing to a result.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

This chapter tries to show that, the primary level students in Malumfashi Local Government do not learn English language in environment conducive to effective learning. The students in their schools are overcrowded, that the furniture is not comfortable for proper sitting and that classrooms are without proper lighting and ventilation. The schools have also no well stocked libraries, adequate chairs, and tables, and adequate classrooms.

#### **2.2 USE OF INSTRUCTIONAL MATERIALS/AIDS**

This study has revealed the dominance of textbooks, dictionaries, chalkboards, workbooks and posters in the teaching of English language in primary levels in Malumfashi local government area. These findings agree with those of Kolawole (1998) who found that the teaching of English language is bedeviled with many problems such as inadequate period of teaching, method of teaching, and lack of adequate and useful aids. Traditionally, teachers have depended on textbooks and the chalkboards as aid for disseminating knowledge in the classroom. With the current practice by English

teachers in primary level in Malumfashi local government, their pupils are greatly deprived without access to modern instructional aid such as audio and video tapes, language laboratories, programmed texts, flash cards, computers, magazines and newspapers. With application of modern technology in the classroom instruction can be more pupils-centered and individualized.

### **2.3 USE OF INSTRUCTIONAL TECHNIQUES/METHODS**

Gallihier et al (1995) states that teachers must assume the role of “resource brokers.” The implication of this that, teachers should become familiar with a variety of instructional delivery methods, rather than rely on one “best way.” The findings in this study run contrary to the above assertion as the English language teachers in Malumfashi L. G. A at primary level still depend heavily on the traditional method in English lessons. However, the use of a good teaching method will surely improve the pupils to desire to learn, and good teaching techniques add to the quality of teacher. In this research exercise, we discovered that most of the teachers in the local government are using translation method and role playing method. We also noticed that the teachers usually come into the classroom and teach the pupils by direct translating lexical items to

Hausa language, and also those pupils who do not understand English are asked to play various roles, in vernacular languages. Thus, they are not encouraged to speak English language. These methods are found to be ineffective and unattractive.

In addition to the use of lecture method, Cleve (1992), and Oluikpe (1979) advocated the use of method such as free writing techniques in essay writing. The goal of this method is to instill in the learner the facilities needed to produce clear piece of composition free from all grammatical errors. The technique advocated here include presenting teachers model essays, reading other materials such as journals, novels and magazines, and allowing pupils free expression so that their language experience can be enriched.

#### **2.4 THE TEACHING AND LEARNING ENVIRONMENT**

The primary schools in Malumfashi local government area, revealed the following environmental deficiencies:

(a) Many primary schools are located in areas where there is a busy movement and activities of many people. It was observed that many people used the school's premises as short cut to their destinations. Many people often move through the paths and across the playing fields in many of the schools;



- (b) Many schools has dilapidated buildings with leaking roofs and cracked walls. Many of thesedilapidated buildings are still being used for teaching/learning;
- (c)The research observed that most of the schools, especially those in main town are overcrowded with pupils as many as 70 to 100 pupils, that the teacher had little or no room to move around to give individual attention to students;
- (d) Lack of electricity in majority of the schools;
- (e) Research also observed that most of the schools have no adequate staffrooms and offices;
- (f) The researchers also observed that, most of the schools have no libraries, and where there are available there was scarcity of books in the shelves.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter discusses the Research Methodology used in carrying out the study. These are discussed under the following headings:

#### **3.2 RESEARCH DESIGN**

This is essentially a descriptive survey design research similar to what was suggested by Leedy(1980). The design was adopted because it is capable of revealing required information through various means such as questionnaires, observations, interviews, etc.

#### **3.3 POPULATION OF THE STUDY**

The main instrument used for this study is a questionnaire and observation schedules. The researchers designed the questionnaire by generating a list of items, which solicited students' responses on teaching strategies, instructional materials/aids used by the teachers and the teaching/learning environment. The specific for each of the two data collection instruments used in the study are as follows:

(a) Questionnaire: This instrument had four sections dealing with

demographic items such as school type and location; instructional materials/aids used by the teachers frequently and methods/techniques of teaching adopted for teaching and learning English language, and the school environment.

- (b) Observation: Research assistants were trained to observe each classroom and some classroom proceedings during administration of the questionnaire noting the features or characteristics of the learning environment.

### **3.4 SAMPLE AND SAMPLING TECHNIQUES**

The population of this study is the primary school students in public schools in twelve (12) wards of the Malumfashi local government Education Authority.

There are about eighty-four primary schools in the local government area. Participants were drawn from primary school students in public schools through a stratified random sampling technique. The Local Government Education Authority was stratified into three political zones: Malumfashi East; Malumfashi Central; and Malumfashi West. However, three primary schools were randomly selected from each zone, thus, making a total number of 9 primary schools. From those 9 schools, 27 primary school pupils were randomly selected for the study.

### **3.5 INSTRUMENTATION**

For the purpose of carrying out a successful research works. This research is going to be carried out in three different primary schools across the Local Government Education Authority, namely:

- (1)Na'alma Primary School (NPS), Malumfashi;
- (2)Tunau Model Primary School (TMPS), Malumfashi;
- (3)Bello Primary School (BPS) Dayi, Malumfashi.

This work is intended to find out the factors that affect teaching and learning English in the above schools.

#### **3.5.1 VALIDITY OF THE INSTRUMENT**

The instruments designed to collect data for this study were submitted to the supervisor and to other experts to examine in the field of education whether they would elicit the desired information relevant to the study. Their edition, critique and suggestions were carefully taken into consideration and corrections are in corporation validation of the instrument was ensured.

### **3.5.2 RELIABILITY OF THE INSTRUMENT**

The reliability of the instrument were ensured using the test and re-test method. This was done by administering twenty-seven (27) copies of the questionnaire to twenty seven (27) students form three different primary schools which include:

- (1) Na Alma Primary School (NPS), Malumfashi;
- (2) Tunau Model primary School (TMPS), Malumfashi;
- (3) Bello Primary School (BPS) DayiMalumfashi;

After two weeks interval, another (27) copies of the questionnaire were re-administered to the same set of students, the reliability index stands at 0.70 which was considered moderately good for use.

### **3.6 ADMINISTRATION AND COLLECTION OF DATA**

All the 27 students randomly selected for the study were given the questionnaire to examine their responses with the teaching and learning English language as well as conduciveness of their school environment to effective learning. All 27 copies of the Questionnaire were returned and properly filled, thus, representing 100% return rate. In addition to questionnaire was also used as instrument for data collection. This was done to

authenticate the veracity of answers given by students in the questionnaire. According to Babbie (1979:216), “The largest advantage of the field research method is the presence of an observing, thinking researcher on the scene of action.”

### **3.7 METHOD OF DATA ANALYSIS**

In order to analyze the data collected, techniques of descriptive statistics were used. The techniques include frequency count simple percentages and tables. The frequency count was used to sort out the number of responses on each item of the instrument of data collection. Simple percentages were used to describe the magnitude of a particular response to an item of the questionnaire. In doing this, tables were used to show the frequencies and percentages.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 INTRODUCTION

This chapter presents the analysis and discussion of the result obtained from the questionnaire. The school factors affecting teaching and learning English language at primary level have been investigated. 27 questionnaires distributed were all returned.

#### 4.2 BODY OF DATA PRESENTATION, ANALYSIS AND DISCUSSION

The data collected were analyzed by using percentages, and the results are presented in the tables below:

##### SECTION A (PERSONAL DATA)

TABLE 4.0.1 Distribution of Respondents by sex

SEX	FREQUENCY	PERCENTAGE
Male	17	62.96%
Female	10	37.04%
TOTAL	27	100%

From the table above, among the students who respondents to the questionnaires, the male sex took the highest population which is 62.96%, while female sex took the lower population which is 37.04%. This is because; the three of the sampled schools were all mix schools, i.e. male and female.

TABLE 4.0.2 Distribution of Respondents by age

AGE	FREQUENCY	PERCENTAGE
4-12	20	74.07%
Above	07	25.93%
TOTAL	27	100%

The above table shows that, among the students that responded to the questionnaire, those whose age is between 4-12 took the highest population accounting for 74.07%, while above are just few, accounting for 25.93% of the population.

TABLE 4.0.3 Distributions of Respondents by Class

CLASS	FREQUENCY	PERCENTAGE
Lower primary	09	33.34%
Upper primary	18	66.66%
	27	100%

The table above shows, that the lower primary school took the lower population which is accounted for 33.34%, while upper primary took the highest population which is accounted for 66.66%.

TABLE 4.0.4 Distributions of Respondents by Ethnicity

ETHNICITY	FREQUENCY	PERCENTAGE
Hausa	17	62.96%
Yoruba	07	25.93%
Others	03	11.11%
TOTAL	27	100%



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Based on the table above shows that, 17 respondents were Hausa tribe accounted for 62.96%, 7 respondents were Yorubasaccounted 25.93% and others were 3 accounted for 11.11%.In addition, the population of Hausa tribe is higher than the rest, this is because they own the state.

### **SECTION B**

#### Distribution of student’s responses

Question 1: Does your school have language laboratory?

TABLE:1

RESPONSES	FREQUENCY	PERCENTAGE
Yes	00	00%
No	27	100%
TOTAL	27	100%

Source: Questionnaire Administered, 2014

The table shows that, all the sampled schools do not have a language laboratory, accounting for 0% percent. And this has greatly affects teaching and learning English.

Question 2: Does your teachers use modern teaching aids/materials?

TABLE: 2

RESPONSES	FREQUENCY	PERCENTAGE
Yes	03	11.12%
No	24	88.88%
TOTAL	27	100%

Source: Questionnaire Administered, 2014

This shows that in all the sampled schools teachers do not used modern teaching aids/materials, this is because the table shows those who responded YES account for 11.12% percent and those who responded NO account for 88.88%, which makes teaching and learning English difficult.

Question 3: Do your school organize inter-classes debates?

TABLE:3

RESPONSES	FREQUENCY	FREQUENCY
Yes	04	14.82%
No	23	85.15%
TOTAL	27	100%

Source: Questionnaire Administered, 2014

The table shows that, the sampled schools do not organize inter-classes debates on a regular basis, because those who responded YES account for 14.82%, while those who responded NO account for 85.15%.

Question 4: Is your learning environment conducive and adequate?

TABLE: 4.

RESPONSES	FREQUENCY	PERCENTAGE
Yes	05	18.52%
No	22	81.48%
TOTAL	27	100%

Source: Questionnaire Administered, 2014

The table above also shows that, the sampled schools do not have adequate and conducive environment. This is because those who responded YES took the lower population which account for 18.52%, while those who responded NO took the highest population which account for 81.48%.

Question 5: DO your teachers use modern techniques/method of teaching?

TABLE:5

RESPONSES	FREQUENCY	PERCENTAGE
Yes	03	11.12%
No	24	88.88%
TOTAL	27	100%

Source: Questionnaire Administered, 2014

The responses show that 11.12% of teachers do not use modern techniques/methodology of teaching. This because only 88.88% do used modern techniques/methodology of teaching.

Question 6: Do you want government to fence your school to stop outsiders from crossing?

TABLE:6

RESPONSES	FREQUENCY	PERCENTAGE
Yes	27	100%
No	00	00%
TOTAL	27	100%

Source: Questionnaire Administered, 2014

The table shows that, all of the sampled students do want government to fence their schools to prevent outsiders. This because all the respondents account for 100% of the population, while none of them respond negatively this account for 0% of the population.

Question 7: Do you want government to supply adequate facilities for teaching and learning English?

TABLE: 7

RESPONSES	FREQUENCY	PERCENTAGE
Yes	27	100%
No	00	00%
TOTAL	27	100%

Source: Questionnaire Administered, 2014

The table above also shows that, all the responses want government to supply adequate facilities for effective teaching and learning English. This because 100% of the population responded positively, while negative response account for 0% of the population.

Question 8: Is congestion and unconduciveness of your classes disturbing your concentration?

TABLE: 8

RESPONSES	FREQUENCY	PERCENTAGE
Yes	23	85.18%
No	04	14.82%
TOTAL	27	100%

Source: Questionnaire Administered, 2014

The responses show that 85.18% of sampled students found over crowdedness and unconduciveness of their classes affect their concentration, while only 14.82% account for No.

### 4.3 SUMMARY OF MAJOR FINDINGS

Based on the information we gathered from the people (respondents), the following are the factors that affect teaching and learning English at primary level that we observed and discovered:

Firstly, there is an unconduciveness of teaching and learning environment in students' schools. Once an environment is not conducive enough for learning, thus there is greatly learning difficulties if not impossible.

Secondly, the quality of teachers is yet another factor in teaching and learning English, as we observed most of the teachers are not adequately qualified and fully trained to teach English language with applicable and different teaching methods. In some cases non-English teachers are given English classes to handle just because he/she studied English-related subjects.

Lastly, adequate and modern teaching material/aid are not yet provided in most of the schools, however, insufficient of such facilities do greatly hamper teaching and learning English.

#### **4.4 DISCUSSION**

English language in Nigeria serves as a subject of study and a medium of instruction in schools. However, if English is taught well, students will be competent to speak fluently wherever they find themselves. According to Oke (1970) "for the learners a high level of proficiency in oral English is the key to success in life" this will equip learners to participate meaningfully in the government and in the development of the country. It is also observed that most of the students do not have all the necessary textbooks and even the libraries do not have enough textbooks on English which students are to be used after school hours. Another reason that might be the cause of poor performance of the students in sampled schools is the lack of language laboratory which is very important and essential in effective and efficient teaching and learning English. From the data collected, almost all sampled schools do not have such a laboratory. Kilder (1959) sees "those teaching aids a teacher uses should involve language laboratory in the process of teaching and learning language." The provision of these necessary facilities

would encourage students in their learning. The discussion also observed that the students can easily understand and perform excellently if the teacher uses suitable and appropriate methods of teaching. Adeyanju (1979) asserts that “teacher’s method and materials are very crucial factors in determining how successfully pupils learn.”

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 INTRODUCTION**

This chapter discusses the recommendations and conclusion(s) of the findings of the research project. The details are presented below:

#### **5.2 SUMMARY**

Chapter one of this works was the introduction that dealt with the background to the study, research questions, objectives of the study, Basic circumstances/hypothesis, significance of the study, scope and limitation of the study and definition of terms. Chapter was reviewed literature related to the study. It consists of the descriptions of the school features that affects teaching and learning English.

Chapter three dealt with the methodology by which the study was carried out. It included research design employed for the study, population, sample and sampling technique, instrumentation, method of data collection and administration used in analyzing the data. Chapter four dealt with data presentation, analysis and discussion. The final part of work consisted of the summary of all the chapters of



the study which gave a brief highlight on all the chapters of the study, followed by conclusions and recommendations.

### **5.3 CONCLUSION**

The public primary schools in Nigeria are far behind in offering multiple pathways to the teaching and learning English as a second language. Little wonder that the system has beenwitnessing steady decline with the percentage of students who failed English language examinations fluctuating between 55% and 75% in the past ten years (Olaboopo, 1998). The effect of this is that primary school leavers who find their way into the secondary school are already at a disadvantage due to poor background and preparation in language education.

Therefore, public primary school in Malumfashi local government should be provided with adequate and a variety of instructional material/aid. If teachers in public primary school in this area are to assume new roles and use new technology-supported instructional tools, they should become familiar with a variety of instructional delivery methods, rather than relying on textbooks, chalkboard and lecture method. Technologies such as audio and video recordings, language laboratories and computer can be more effective teaching tools for English language lessons as they offer authentic learning experience when interwoven with existence curriculum.

We are convinced that the high potential for enhanced learning through the provision of conducive-learning environment can be attained in public schools in Malumfashi local government, it is

strongly concluded that the learning environment in public primary schools in Malumfashi local government should be given priority attention by state and federal governments so that children can learn well.

## **5.2 RECOMMENDATIONS**

Majority of the students who are admitted into the university in Nigeria have no ample to study English language any more, except those who are admitted to study English and related subjects such as linguistics and literature in English. Though, all students admitted in universities in Nigeria are encouraged to take few courses in the use of English, the content of these English courses are grossly inadequate for the students to acquire requisite skills in effective use of language for communication and for the give and take of social experience. In order to study English as a second language and be successful in it, the student must be helped by the teacher to acquire skills in four language arts skills; namely: speaking, reading, listening, and writing.

Language is the vehicle of social interaction and we need effective language to function properly in the work place, social interaction, and indeed, for functional literacy. It must be emphasized that “a person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage in all those activities in which literacy is normally assumed in his cultural group.” (Gray, 1969:24).

A rich and stimulating language environment during the early years and beyond is essential to the development of verbal and intellectual skills necessary for language learning. Malinowski

(1991), asserted that composition writing is a difficult skill to acquire, and recommended therefore, the teachers must be use a variety of methods for teaching English language. Ellis and Tomlison, (1980) recommended some basic skills to be taught to learners so that they can write essays proficiently. Such skills included spelling, punctuation, linguistic skills, and convention of style. Reyner et al (2001:57) ascertained that “many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely base their instruction on a given method.” There are odds against the Nigerian students in learning English. Trifonovitch (1981), indicated that a student is automatically placed at a disadvantage when he already has a language of his own and he is asked to learn another language. Majority of primary school students in Nigeria already have various mother tongues before they are admitted into schools. Nigeria is reputed to have over 250 languages.

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