



INVESTIGATING THE FACTORS AFFECTING THE TEACHING AND LEARNING OF ENGLISH LANGUAGE IN TECHNICAL AND VOCATIONAL INSTITUTIONS IN SIERRA LEONE. CASE STUDY: KENEMA CITY.

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The purpose of this study is to evaluate the factors affecting the teaching and learning of English language in Technical Vocational institutes with a case study of four Technical and Vocational institutes in Kenema city. The incorporation of English Language into the curriculum of technical and vocational institutions is considered a frantic move to ensuring that learners acquire literacy skills in English Language since the language is being used as the official medium of communication in Sierra Leone. However, the teaching of English at technical and vocational institution is yet to meet this dream. The study will be of relevance to teachers of English in the technical and vocational institutes, learners, curriculum planners, education stakeholders, government and non-governmental organizations. This study will help them to identify some of the factors that affect the teaching and learning of English at technical and vocational institutions and therefore help them to plan and implement appropriate measures that will help to remedy the situation. Some related objectives were developed in order to guide the study. They include the assessment of the teaching methodology, an investigation of the time allocated to the teaching of English, an evaluation of the learning resources of the institution, an examination of learners' attitude towards the learning of English, the extent to which learners and teachers speak English and the professional qualification of the teachers of English. Therefore, the data for the research were gathered from the administration of structured questionnaires, to selected respondents of the targeted institutes, informal interviews with staff and student respondents, focus group discussions and the researcher's personal experience and observation. A total of forty (40) students of the technical and vocational institutions and twelve (12) teachers of English were selected for the study. The results of the findings were presented in tabular form using simple arithmetic. The result of the research revealed that the number of periods for English per week is inadequate; that students seldom or very seldom speak English; that students have negative attitude towards the learning of English; that the methodology used to teach English is appalling; and that the institutions do not have libraries to

compliment the learning process. English Language is used as the official medium of instruction and transaction in Sierra Leone. Therefore, its study remains a compulsory course in all academic institutions in Sierra Leone.

The official aim of such curriculum design is to enable every Sierra Leonean school going child to acquire some literacy skills in the English Language that will enable him or her to communicate well in all formal situations. In order to achieve this aim, the teaching and learning of the English Language emphasizes the acquisition of the four (4) language skills of listening, speaking, reading and writing. Consequently, the teaching has been incorporated into the curriculum of Technical and Vocational Institutions in Sierra Leone. The overall aim of this incorporation is to capacitate every learner in these institutions with the ability to communicate well in the English Language in both written and spoken forms. It is therefore a compulsory course for all students throughout their study in these institutions. It is an intensive course of study due to the fact that most learners at these institutions are secondary school dropouts and some did not even complete primary schools. In the Technical and Vocational Institutions, general communication skills are the main aspect of the English Language studies that is being taught. The pedagogical approach incorporates the four (4) language skills of listening, speaking, reading and writing in order to achieve the aims and objectives of the teaching syllabus so that satisfactory outcomes will be realized.

The syllabus design emphasizes the following aspects:

- Basic grammar and usage
- Oral English
- Reading and Comprehensive
- Continuous writing (letter, reports, composition, minutes of meetings and memorandum)

As stated earlier in the introduction and background of this study, the incorporation of English Language in the teaching curriculum of Technical and Vocational Institutions is to enable learners to be literate in the English Language. As a result, they are expected to communicate well in the English Language in all formal situations that will require them to do so. Unfortunately, this is yet to be achieved as evident in their unsatisfactory performance at internal and external examinations as well as their places of work after graduation and their interpersonal conversations in English. Owing to this appalling outcome, no one seems to be accepting the share of the blame. This blame shifting game has given rise to the research into the factors affecting the performance of learners in English Language at Technical and Vocational Institutions. This study is therefore concerned primarily with investigating the factors affecting the teaching and learning of English Language in Technical and Vocational Institutions.

AIMS AND OBJECTIVES:

Aim:

The ultimate aim of this research is to investigate the factors affecting the teaching and learning of English Language in Technical and Vocational Institutions with a case study of four (4) institutions in the Kenema City.

Objectives:

The specific objectives of this study include the following:

- i. To investigate the factors affecting the teaching and learning of English Language in technical vocational institutions.
- ii. To assess the teaching and learning materials used in teaching English Language.
- iii. To examine the attitude of learners towards the learning of English.
- iv. To examine the pedagogical capabilities of the selected institutions in relation to their teaching methodology, personnel and teaching/learning resources.
- v. To investigate the extent to which English is being used by learners and teachers.
- vi. To probe into the time given to the teaching and learning of English.
- vii. To give background information of the selected institutions.
- viii. To make relevant recommendation based on the findings from the research.

SIGNIFICANCE OF THE STUDY

This research when carried out will be of great relevance as a result of the following:

It will be of immense importance to teachers of English at Technical and Vocational Institutions as. It will unearth the factors affecting the teaching of English. They will therefore, improve on their teaching strategies or implement better ones. Moreover, learners of English will identify their problems or faults. They will therefore try to change or improve on the abilities and attitudes towards the learning of English.

Furthermore, this study will provide the problems of teaching English. Therefore, it will guide authorities of such institutions to provide appropriate and adequate human and material resources that will facilitate and improve on the teaching and learning of English. Also, this research will be use as literature material for other researchers who will be interested in carrying out similar research This chapter is concerned with the review of related literature for the study. The following

Literature has proved very relevant: Crystal (1987) asserts that, the most obvious way of reducing some of the language barrier, is to promote the teaching and learning of foreign languages in a variety of child and adult educational settings. According to him, this widely practiced approach is undoubtedly proving to be successful as can be judged by the millions who succeed in mastering a foreign language. Crystal also explained that, there is also a great deal of educational failure and lack of achievement in the language-learning field. Although many have tried to learn a foreign language, (like English), they have made little progress in it. As he puts it “it is therefore important to study the factors that govern success or failure in this field” (Crystal 1987:3681). Crystal also highlights some of the factors that govern success or failure in the teaching and learning of English as a foreign or second language. This he said includes:

- The soundness of the teaching method
- The attitude and motivation of the learner
- The availability of the time and opportunities to learn
- The adequacy of resources
- The chance to put the language to active use

He further emphasizes the existence of individual differences among learners especially in personality and motivation which he concludes that, they influence teaching outcome. It is worthy to note from Crystal that individual difference in learning is common with adult learning. This is not unconnected with individual learner’s attitude towards learning. Some show more interest and zeal than others could. Even though a teacher might teach well, the outcome is also contingent upon the learner. As he puts it “research is now directed not only at the way teachers teach, but also at the way learners learn (Crystal 1987:368). Phillipson (1992) in his treatment of English Language teaching and learning propounds five tenets. He asserts in his first tenet that, ‘English is best taught monolingually’. According to him, the monolingual tent holds that the teaching of English as a foreign or second language should be done entirely through the medium of English. This he further explains that, the only language permitted in the English classroom is English. Phillipson’s view of his first tenet is being shared by most scholars and educational planners on the note that, the use of English exclusively will help maximize the learning of the Language in spite of the learner’s varying first languages. If this view is followed, the approach will help learners and teachers of English to improve on their spoken and written English. To an extent every learner will have the opportunity of speaking or writing English each time they are in class. Also, the regular use of the English Language will uncover learner’s deficiencies in usage and also open room for possible corrections where necessary. Little by little, progress will take place in the learning

situation. The implications of this view in that, most of English use the learners' mother-tongue and/or the lingua Franca in the English lessons. This is evident in teacher – learners inter personal conversation in class and on campus. This situation has contribution negatively to the performance of students in English Language. Brumfit C.J (1981) believes that, the mode of language teaching methodology includes:

- i. Goals to enable learners to use the target language they have acquired for any purposes they wish and to be able to extended it as far as they wish.
- ii. Means of specification of:
 - a. A substantive content is an answer to the question. What should an English speaking member of these community known in order to function most effectively that is what does it means to be an English speaking member of that community.
 - b. A linguistic content to initiate presentation and systematic remedial, work to be developed by trial and error and the basis of part expensive of teaching similar groups.
 - c. A fundamental recognition of the distinction between accuracy and fluency work.
 - d. Variation between the processes classified reinforcement accuracy work and influence activities controlled only by the specification made. Increasing emphasis on integration, practices in which the content will be specified. And the classroom organization using more and more from the communicative needs of students within the framework of the protect constrained however by the general availability of materials and the administrative frame work of school. Brumfit J.C (1980) identifies the following factors as the problems of teaching Grammar in Technical and Vocational Institutions:

National Variables: These will directly affect the teaching situation, and they will be major indirect influence on the personal characteristics of both teachers and students;

- a. National Educational aims (general)
- b. National Educational aims for language teaching
- c. The nature of the social situation, where causes particular languages to be taught.

These general factors will significantly affect local situation variables:

- a. Through official policy decision or lack of decision in relation to:
 - e. Size of class
 - f. Degree of compulsion exercised over pupils' choice of subject.

Quantity and intensity of instruction, allowed amount of administrative support offered to the teachers (in the form of syllabus,

Booklet etc)

g. Physical resources available. General (Classroom, space, desks etc) and (pedagogical visual aid, textbooks etc).

b. Through the unofficial climate of opinion in relation to:

g. Control, class relationship and discipline

h. Degree of interference tolerated (classes suddenly cancelled)

electrical, drilling allowed in classroom during lesson).

a. Attitude for language

b. Attitude for teachers

c. Motivation

d. Age

e. Mature of previous experience and of language learning

i. Teachers variables includes:

a. Aptitude

b. Attitude

c. Motivation

d. Age

e. Previous experience

f. Training

Hinst Paul (1973) observes that curriculum is a plan of activities and at achieving objectives, it is a plan involving two other elements a content to be usual and method to be employed to bring about teaching/learning. By method he means the types of activities pursued by teachers and pupils together in classrooms, groups and so on. English language is one of the main subject in schools. It is taught to ensure that learners develop good communication skills in reading, writing, speaking. English is taught along with literature. Literature helps children to develop creativity, and understanding of their own culture and other cultures. In teaching grammar, three areas have to be considered: grammar as rules; grammar as form; and grammar as resource. For many 12 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. Teachers often believe that this will provide the generative bases on which learners are build their knowledge and will be able to use the language eventually. For them, prescribed rules give a kind of security. International Journal of Instruction, July 2011. Vol. 4, Non. 2.

Widdowson H.G et al (1981) insist that Grammar syllabus design must be subjected to the mere fundamental kinds of questioning and that process of classroom activities. Syllabuses themselves while important inevitably result in fragmentation in so far as they are specific and must be seen as servants of integrated goals and basis for integration. Selinker (1972) that 'error' plays a central role in the cognitive approach to second language (L2) learning. He said that error is likely to emerge when learners make the wrong deduction about the nature of the L2, such that a pattern is general, when in fact there are exceptions. He further suggests that errors provide. Positive evidence about the nature of the learning process as the learner gradually works out what the second language system is. Selinker emphasizes that inter language transfer is one of major sources of second languages pronunciation 'error'. According to him, pronunciation error has long been thought to be caused by the transfer of phonological aspects from the first language (L1) to the second language (L2). "Properties of L1 are thought to exercise an influence on the course of L2 learning: learners 'transfer' sounds, structures, and usages from one language to another (Crystal, 1987:368). This is evident in the Sierra Leonean situation (like in the case of English and Krio or English and some Sierra Leonean Languages). In such situations, dissociation is often necessary because two languages may contain sounds which might seem to be the same; but are produced by differing articulator motions. Prominent amidst this inter languages error transfer is the one between the Sierra Leone Krio and English.

Tucker (2006) in her studies on the impact of Krio on the learning of English reveals that, the teaching and learning of English is greatly affected by the Krio background of the learners. This linguistics transfer according to her is evident in learner's spoken and written English. In her view learners performance in English is being hindered by four forms of error as a result of the interference of Krio. They include spelling errors, vocabulary errors, grammatical errors (structure, tense, and syntax and sentence pattern) and speech errors. The inter language transfer error view have been shared by most scholar and teachers of English. It has been clear that the excessive use of Krio as against English contributes to Krio pronunciations, spellings, and sentenced construction during learners' attempt to speak or write English.

According to Morelli (2003), students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction. Elkilic and Akia (2008) reported generally positive attitudes of students studying grammar. In particular, however, a little over 50% of other subjects claim to enjoy grammar very much and only about 10% reported finding some difficulty in learning and remembering grammar students expectations traditional explicit grammar teaching have been confirmed by many teachers. Burgess and Etherington

(2002:440-441) also conclude that teachers believe that explicit teaching of grammar is favoured by their students because of expectations and feelings of insecurity. Since, the 1970s attention has shifted from ways of teaching grammar to ways of getting learners to communicate, but grammar has been seen to be a powerful undermining and demotivating force among L2 learners. In terms of motivation and learners success with language. English has been seen to be problem and to stand in the way of helping learners to communicate fluently. The hard fact that most teachers face is that learners often find it difficult to make flexible use of the rules of grammar taught in the classroom. They may know the rules perfectly, but are incapable of applying them in their own use of the language. Teachers' recognition of this process of transferring declarative knowledge about grammar into procedural knowledge is a problem for many of other students. Bright (1995) reveals that, considerations have to be made as to the kind of English to which learners are normally exposed and what they have the opportunity to learn. He maintains that exposure need not, of course, be limited to classroom situation, but what happens outside may be important. Bright explains that exposure to textbooks is very key in language learning and that through reading of texts nearly all new learning will take place while the student is reading. He concludes that, the field in which he or she reads will determine the language he or she learns. Textbooks according to Ornstein (1992) provide a common resource for all students. Most text books, he added include pictures and illustration that facilitate learning and that, the reading levels and knowledge base of most textbooks match the developmental level of the student.

There is much implication here, wherein most students are not exposed to reading materials. They rather rely absolutely on what the teacher gives thereby exempting from further reference of what is being learnt.

Chomsky N. (1957) considers language to be a set (finite or infinite) of sentences, each finite in length and constructed out of justify two fundamental distinctive occurring act of language. Language competence (The speaker, bearers knowledge of his language) and performance (The actual use of language in concrete situation).Chomsky's initial concern was with the native language of the speaker, but has significant impact on second language learning. In his theory of competence and performance, he made a distinction between competence (the speaker- hearer's knowledge of his or her language) and performance (the actual use of language in concrete situation). He considers performance of greater importance on the note that, it helps the teacher to determine the following:

- j. The aspect(s) in a language that the learner finds difficult to grasp.
- k. The knowledge level of the learner.
- l. The remedial pedagogical steps to be taken by the teacher to help the learner

improve on his or her performance. It is worthy to not from Chomsky's theory that, performance of learners determines the outcome of teaching.

RESEARCH METHODOLOGY

This study is mainly descriptive and aims at investigating the problems of teaching English in Technical and Vocational institutions in Kenema City. In this light, a quantitative approach will be adopted in order to provide the required description in this research. The researcher however conducted field verification in order to collect data followed by some discussions on the topic.

STUDY AREA:

Data will be collected by researcher from a number of Technical and Vocational Institutions within Kenema City which is the study area. The research instrument to be used will include random sampling to get the accurate and required responses. The study is Carried out in four (4) Technical and Vocational Institutions in Kenema. They are:

- The Kakajama technical and Vocational Institute
- M and F Vocational Institute
- Catholic technical and Vocational Institute
- Zenith technical and Vocational Institute

Though been a provincial regional head quarter town, the city of Kenema is not endowed with many TECH-VOC. Institutions this is because of the presence of the Eastern Polytechnic at also caters for some causes of the middle level man power that the Tech-Voc. Institutions are suppose to offer.

SAMPLE POPULATION:

A total of twelve (12) facilitators three each from the selected institutions and forty (40) learners ten from each selected institution which comprises of five females and five males have been targeted as first hand resource persons for this research. The identified respondents will be carefully selected so that the researcher could access the required data. And this is going to be done during conversational interactions on the topic using English Language as the medium of communication.

RESEARCH INSTRUMENT:

In this study several instruments are expected to be used to collect the information needed from the Resource persons. The main instruments be used are as follows;

i. **Personal Experiences:**

The researcher will use the facilitators and learners of Tech – VOC. Institutions in collecting, analyzing and collecting the information gathered. In the process, the researcher will guide the learners as well of facilitators to make corrections where necessary on the methodology based on personal experience.

ii. **Informal Interviews:**

In this area, the learners, facilitators as well as the proprietors/heads will be interviewed. A number of visits were made to be made to the selected TECH - VOC

Institutions in order to go deeper to find out the methodology used to teach English in the institutions by teachers of English Students respondents were also interview.

iii. **Classroom Observation:**

This will be carried out to ascertain the impact of learner centered approach in the teaching of English Language in the institutes. This is to see the facilitators teach, the learners participate, the aids used to teach the topic, the level of the learners understanding to grasp the concept, the learning environment. A host of other relevant facts will be used to detect any faulty presentation of the teaching approach to the learners in the teaching and learning of English Language in the Tech. VOC. Institutions.

iv. **Focus Groups Discussions:**

A total of 12 facilities respondents, four per institution were identified for the focus group discussion and 40 learners ten per institutions comprising five males and five females. Individual views were expressed in relation to the factors that affect he teaching and learning of English in their respective institutions. They also gave some recommendations that will remedy the appalling existing situations.

v. **Questionnaire:**

The principal data collection expected to be used will be the questionnaire, which will be given to learners of Tech. VOC. Institutions and their facilitators to fill and return forty well structured questionnaires will be typed and served to each of the four selected institutions, ten questionnaire per institution, for learners and five for facilitators. The questionnaire will be mainly focused on teaching methods, approaches, techniques, strategies and resources (aids) used in teaching English that particular institute.

Data Collection Procedure:

Researcher will frequently visit the four selected institution to collect, collate and interpreted the information that will be gathered.

Documentation Data:

Some document will be used to extract data for this research. Documents such as text books, learner centered approach modals, pamphlets journals and the internet will be contacted for more data and clarification.

DATA PRESENTATION AND ANALYSIS

This chapter carefully presents results from the study. It focuses on the following issues;

- a. Information about the institutions
- b. Characteristic of facilitators
- c. Information about teaching and learning available and resources available in those institutions
- d. The responses learners to teaching methodologies used by the English tutors.
- e. Problems associate with the learners central teaching and learning of English in Technical and vocational institutions

DATA PRESENTATION: The data collected are presented as follows

TABLE 1 CHARACTERSTICS OF THE INSTITUTION

NO	NAME OF INSTITUTION	TYPE	AGENCY
1	Catholic Technical and Vocational Institute	Coeducation	Catholic mission (Government Assisted)
2	M and F Technical and Vocational Institute	coeducation	(Government Assist)
3	Kakajama Technical and Vocational Institute	coeducation	(Government Assisted)
4	Zenith Technical and Vocational Institute	coeducation	(Government Assisted)

Table 1: this table shows the characteristics of four (4) technical and vocational institutes in Kenema city. The institute, are

1. Catholic Technical and Vocational Institute
2. M and F Technical Vocational Institute
3. Zenith Community Technical Institute
4. Kakajama Technical and Vocational Institute.

All four technical vocational institutions are community based institutions and therefore are co-educational catering for both men and women. Among the four institutions, the Catholic Technical and vocational institute is the only one owned by the catholic mission. All the other three are government assisted and do not belong to any religious denomination.

TABLE 2 ROLL OF STUDENTS PER INSTITUTION

NO	NAME OF INSTITUTION			TOTAL
		FEMALE	MALE	
1	Catholic Technical and Vocational Institute	42	28	70
2	M and F Technical and Vocational Institute	35	23	58
3	Kakajama Technical and Vocational Institute	40	20	60
4	Zenith Technical and Vocational Institute	37	18	55
GRAND TOTAL		154	89	243

Table 2: This table presents data on the enrollment of learners in the selected technical Vocational institutions. The figure indicates both male and female students. The number of learners per program and level is not enough to overcrowd a classroom. Teaching and learning with suitable methodology and focused facilitator can be very effective in those institutions. This number of learners in those programs does not limit a facilitator from providing adequate techniques in English teaching and learning such as group work, assignment class exercises and the checking of learner's handwriting and even counseling for learners that find it difficult to grasp certain ideas in English.

TABLE 3: PROFILE OF STAFF RESPONDENTS

QUALIFICATION							
INSTITUTIONS		HTC (P)	TC	B.Ed	BA	Untrained	Total
Catholic Technical and Vocational Institute	-	-	-	01	01	-	02
M and F Technical and Vocational Institute	-	-	02	01	-	-	03
Kakajama Technical and Vocational Institute	-	-	02	01	-	-	03
Zenith Technical and Vocational Institute	-	-	02	01	-	-	04
GRAND TOTAL		01	06	04	01	-	12

That unwilling responded to interviews and discussions held with them. The table shows that the number of trained and qualified English Language facilitators at the various Tech-vocational institutions is not equivalent to the needs of the English language learners in the various levels per program. According to the finding it is obvious that there is shortage of teachers of English across and there is an urgent need for the employment of trained and qualified teachers of English for effective and efficient teaching and learning of English.

TABLE 4: TEACHING , LEARNING RESOURCES AND FACILITIES.

Teaching and learning facilities and the resources	Catholic technical vocational	M and F vocational institution	Zenith community technical vocational	Kakajama community technical institute
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Equipped library	Yes	No	Yes	No	Yes	No	Yes	No
		√	-	√	√	-	-	√
Computer room	√	-	-	√	-	√	-	√
Video and television set	√	-	-	Yes	-	yes	-	√
Reading room	√	-	-	Yes	-	yes	-	yes

Table 4: This table provides information about the various teaching and learning resources and facilities the institutes are suppose to have. It shows the available resources in each of the selected institutes. The table indicates that all four institutes lack one facility and resources or the other. It is therefore perceived that the availability of the above resources and facilities will facilitate the effective and efficiency learning of English as a second language to learners of the selected institution.

It will also provide effective and efficiency means for both learners and teachers.

The availability of this resource will ensure language learning learner center which is prudent in the learning of English language.

The lack of this facility in the selected technical and vocational institutes will affect the learners when in their various field of engagement after graduation.

It is also observe by the researchers that the lack of such facilities will result into making language teaching and learning teacher center. This is not in all ways or totality advisable or appropriate for English language learning to learners.

TABLE 5: TEACHNING STRATEGIES USED BY TEACHERS OF ENGLISH

No	Teaching strategies used by teachers	Catholic technical and vocational institute	M and F Technical and vocational institute	Zenith community technical and vocational institute	Kakajama community technical vocational institute

1	Working in groups	03	02	03	03
2	Working in pairs	02	03	02	03
3	Working with the whole class	03	02	03	02
4	Using games	02	03	02	02
	TOTAL	10	10	10	10

Table 5 gives information about learners views on the teaching strategies employed by the facilitators in the selected institutes. The data indicate that most English teachers in the selected institute worked with the whole class. This strategic opposed to traditional approach to teaching which teacher center is approach places the teacher in charge and in the center of the learning process in the class thereby only imparting knowledge to the learners without giving them opportunity to also activity partake in the learning process. Therefore the general methodology and approach used by English Language teaches in the selected technical and vocational institutes were investigated by this researcher to ascertain who far their amines and objectives of teaching English as a second language were in line those highlight in the literature review.

TABLE 6: LEARNER’S VIEWS ON THE METHOD AND APPROACHES USED BY ENGLISH LANGUAGE TEACHERS IN THE SELECTED INSTITUTES.

Teaching methods used by English teacher	Catholic technical vocational		M and F vocational institution		Zenith community technical vocational		Kakajama community technical institute	
	Yes	No	Yes	No	Yes	No	Yes	No
Teachers explains new topic to learners and give note to learners	√		√		√		√	
Teachers gives oral exercise to learners		√		√		√		√
Teachers discusses topic with learners but controlled by teachers		√		√		√		√

Table 6: table six present the views of learners on the methods and approaches used by English teachers in the selected institute. The data presented shows that English languages in catholic technical institutes used the methods starting that the teacher explained new concept and gives prepared noted to learners this method is the same in all four institutes. Teachers neglected other methods which made language teaching learners centered. Some teachers failed to give oral exercise to learners and did not reading and written assignment to learners.

TABLE 7: HOW OFTEN DO YOU SPEAK ENGLISH?

	Very often	Often	Seldom	Very seldom
Catholic Technical and Vocational Institute	-	01	03	06
Kakajama Technical and Vocational Institute	-	-	01	09
M & F Technical and Vocational Institute	-	-	06	04
Zenith Technical and Vocational Institute	-	01	05	04

Table 7 explains how often students speak English. Although they are expected to on improve on their use of English, they hardly speak English. The table shows that at the Catholic Tec-Voc 01 students speak English often, 03 speak English seldom, while 06 speak English very seldom. Also, at the Kakajama Tech-Voc, 01 student speaks English seldom and 09 speak English very seldom. Moreover, at the M&F, 06 students speak English seldom while 04 speak English very seldom. And finally, at the Zenith Tec-Voc, 01 student speaks English often, 05 speaks seldom and 04 speaks very seldom. The data reveal that a greater number of students in the four selected institutions either speak English seldom or very seldom. This could be a factor affecting the teaching and learning of English at these Tec-Voc institutions.

TABLE8: TEACHERS TEACH THROUGH OUT USING ENGLISH

Institution	Strongly agree	Agree	Disagree	Strongly Disagree

Catholic Technical and Vocational Institute	-	02	05	03
Kakajama Technical and Vocational Institute	-	-	06	04
M & F Technical and Vocational Institute	-	01	07	02
Zenith Technical and Vocational Institute	-	02	03	05

Table 8 indicates that whether teachers teach throughout using English. The table shows that at the catholic tech-voc 02 student respondents agreed that teachers teach throughout using English while 05 disagreed and 03 strongly disagreed. Also, at the Kakajama tech-voc. 06 students respondents disagreed and 04 strongly disagreed that their teachers use English throughout when teaching. Moreover, at the M & F, 01 student respondent agreed that their teachers teach through out using English, while 07 disagreed and 02 strongly disagreed. The data shows that teachers do not teach throughout using English although a few agreed. Which shows that students are not opportune to hearing the language been spoken by their tutors as that will help them know that spoken errors in pronunciation and other usages.

Table 9 : HOW MANY PERIODS OF ENGLISH LANGUAGE DO YOU HAVE ON YOUR TEACHING TIME TABLE

	1 Period	2 Period	3 Period	4 Period
Catholic Technical and Vocational Institute	02	02	-	-
Kakajama Technical and Vocational Institute	-	-	-	-
M & F Technical and Vocational Institute	-	02	-	-
Zenith Technical and Vocational Institute	-	00	-	-

Table 9 shows the number teaching periods allocated to the teaching of English Language. According to the table, 03 periods is on the Catholic tech-voc time table, 02 periods each at Kakajama, M & F

and Zenith. The data further proves that there are insufficient English Language teaching periods on the institution time table.

Table 10 STUDENTS ATTEND ENGLISH LANGUAGE CLASSES REGULARLY

Institution	Strongly agree	Agree	Disagree	Strongly disagree
Catholic Technical and Vocational Institute		02		
Kakajama Technical and Vocational Institute		01	02	
M & F Technical and Vocational Institute		01	03	
Zenith Technical and Vocational Institute		1	03	1

Table 10 shows teachers' respondents' data on whether students attend English lessons regularly. According to the table most students do not attend English Language lessons regularly. Their regularity is a contributing factor that hinders their performance in the lesson. For example in the Catholic tech-voc 02 agree, at the M & F 01 agrees and 02 disagreed, at the Zenith 03 disagreed and 01 strongly disagreed. The data reveal that students are irregular for English lessons.

TABLE 11: MOST STUDENTS HAVE NEGATIVE ATTITUDES TOWARD THE LEARNING OF ENGLISH

Institution	Strongly Agree	Agree	Disagree	Strongly Disagree
Catholic Technical and Vocational Institute	-	02	-	-
Kakajama Technical and Vocational Institute	01	02	-	-
M & F Technical and Vocational Institute	0	03		

Zenith Technical and Vocational Institute		03	01	
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The table above shows staff respondents on learners' negative attitude towards the learning of English. The data collected proved that most learners exhibit negative attitudes in learning the subject. According to the interview with students and teachers, most students are with the opinion that they need English only for their stay in the institutions and that the Language may not be.

FINDINGS AND DISCUSSIONS OF THE STUDY

This part of the research is concerned primarily with the discussions of the findings of data already presented and analyzed. These discussions are also related to some of the works mentioned in the literature review. Firstly, the findings of this study reveal that students in the technical and vocational institutions speak English very seldom (reference table 7i) which is related to the fact that their teachers too do not speak English to them. This affects students learning English. Learners are expected to be exposed to the language they are learning as a way of practice of the language.

Moreover, the study reveals that students are not regular in English lessons. (Reference table 11).this irregularity therefore proves their nonchalant attitude towards the learning of the subject. As a result, their irregularity affects their performance at examinations. Furthermore, the findings revealed that inadequate teaching periods are allocated to the teaching of English language(reference table 5). This insufficient teaching time do not make provision for the coverage of the syllabus. This will affect their learning greatly. According to the findings, none of the institutions has a library (reference table 4).The fact remains that libraries are important facilities in any learning institution. Therefore, in the absence of such facilities, learning will be affected greatly; since reference is not made to any material to compliment what has been learnt. The result of the finding also proves that learners exhibit some negative attitudes towards the learning of the subject.(reference table 11). The teacher respondents lamented on these negative attitudes of their learners. According to them, learners normally say that they need English on in their institutions and for them to pass their examinations. Some even say that they will not be using English in their places of work after graduation. According to the teacher respondents, this negative perception of their learners affects their learning of the subject and hence some even fail tests and examinations. Again, they also find it extremely difficult to fit in the job market after graduation because most of them will be employed by the catering services and hotels across the country, whose clients are mostly foreigners. This research revealed is one of the contributing factors of the high rate of youth unemployment in the country. In addition, students' negative attitude towards the learning of English serves as a hinder to

even their personal life, as English is the official language in Sierra Leone and a lot of opportunities will be lost by these students because of their negative attitude towards the learning of English while in their technical and vocational institutions.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The result of the finding on the factors affecting the teaching and learning of English language reveal the following based on the data obtained:

- That student speaks English seldom or very seldom. This is realized in their homes, in class and on campus.
- The number of teaching periods given to the teaching of English language is relatively inadequate in order to ensure complete coverage of the English language syllabus.
- Also, the technical and vocational institutions do not have library. The existence of library in any learning institution facilitates teaching and learning. This facility is used as a research or resource center.
- Again, students' interest in English classes is vague compared to their vocational subjects.
- Those teachers of English also capitalize on the fact that vocational students are not formal educationist but rather trade men and women.

CONCLUSION

Learner – centered teaching emphasized on the person who is doing the learning (Weimer, 2002). However, it focuses on the process of learning because it appeals to how learners are able to identify their critical role of learning in the classroom. Learner-centered learning is used by instructors where consider the approach consumer focus and seems to encourage learners to be more empowered in a way that it moves the teacher away from his role as a teacher centered – teacher. From the responses received from various respondents completed with the data, the from conclusion can be drawn. To start with, 36% of the English teachers in Zenith community Technical and Vocational Institute are HTC holders who are not qualified and equipped enough to teach in these institutes. Even those that are graduates cannot apply the requisite teaching methodologies and techniques appropriate to send home the message. Some deliberately neglect the teaching techniques of usages rules partly because they assume the learners are not training for white collar jobs and therefore do not English in their fields. Secondly, lack of adequate teaching and learning materials in almost all

the selected institute is an alarming problem. Almost all the selected institutes lack equipped libraries, reaching rooms, etc. As a result, the only source of knowledge is their instructors, who do not apply the right teaching methods that involves the learners. Learners are not exposed to learning facilities that will make English Language teaching and learning interactive and interesting. Furthermore, since English Language is a care subject all programs in these institutes offer it which makes it the problem as the teachers are not enough and therefore do not engage learner into activity that are learner – centered. Finally, there is the problem of second language pedagogy including in affective teaching and learning approaches and methodologies used by English Language teachers, which is still mainly the teacher – centered approach. The English teachers explain new concepts and give prepared notes to learners without involving them into their own learning process. They neglect approaches that actively involve learners into their own learning process simply because they are craftsmen and women who are not training to work in offices.

RECOMMENDATIONS

Based on the conclusions drawn so far, the following recommendations are key and are typically given:

A. The Ministry of Education and Curriculum Planners.

- m. There should be in-service trainings regularly conducted for the English tutors of those training institutes.
- n. Government should also give scholarship to these Technical and Vocational tutors to go for higher education.
- o. Tutors in those Technical, Vocational should be encouraged to teach the learners not as adults but as learners learning a language which is not their language but are learning it as a second language.
- p. Curriculum planners should include Tech-Voc language policy makers to design policies in the teaching and learning of English Language for effective communication by learners in the institute.
- q. The Ministry of Education should provide necessary teaching and learning facilities and resources which will enhance effective teaching and learning of English Language.

B. To administrators of Tech-Voc. Institutions:

- r. The administration should make provision for facilities and resources that will help English learners get access to learning materials and facilities.
- s. Administrators should make efforts in ensuring English teachers use the appropriate English Language teaching methods and also encourage and support tutors to always go for refresher trainings in order to be conversation with new English teaching techniques and methods.
- t. Administrators should also encourage English tutors to do away with the idea that they are teaching adults and that they do not need English in their field here they are craftsmen and women.
- u. English teachers should adopt the use of teaching strategies that are learner focused.

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