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**STRUGGLES OF TEACHING AND LEARNING ENGLISH
LANGUAGE IN FOUR SENIOR SECONDARY SCHOOLS IN
MAKENI TOWN - BOMBALI DISTRICT**

CASE STUDY: MAKENI CITY

BY

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ABSTRACT

This study is designed to examine the struggles of teaching and learning of English language in some selected senior secondary schools in Makeni Town; which was conducted in four secondary schools.

However, teachers were interviewed through the use of questionnaires, relating to the topic of English Language teaching and learning struggles.

Data collection was analyzed by using simple percentage wherein I discovered that most teachers in these selected secondary schools are having limited experiences in the area of teaching and learning of English language - as they are not qualify to even teach the subject.

Though there are few who are trained and qualified and also had the teaching and learning experience; yet they are faced with numerous problems in teaching and learning English

Language in their schools. For instance, lack of teaching aids in the in-service training facilities, the rampant use of vernacular by teachers and pupils in school, and lack of textbooks.

Therefore, to surmount the above problems, the following are some of the suggestions that were made:

1. There should be an extension in the time apportioned for the teaching of English language.
2. The employment for the teaching of English language should be based on training and qualification.
3. Teaching aids in the schools should be used by teachers to teach the subject.
4. The teachers of English language should be exposed to in-service training.
5. Also, teachers should strive in order to speak English to the pupils, especially in school.
6. There should be an increment in the salaries of teachers which should be paid in time; this will serve as a motivating factor and give them joy in doing the teaching job well.

INTRODUCTION

The only way to understand English Language is by studying its historical background, since it has a long family history roots in many lands and tongues. So, by studying its background, one will see how English Language progressively changes since its beginning; more than fifteen hundred years ago. English Language belonging to the Germanic branch of the Indo-European family; may be said to have come into existence with the coming of the Anglo-Saxon in England in the 15th Century A.D. Over 1,500 years of its development, it transformed from an inflected language with grammatical gender to a language with very few inflections and employing a sex-correlated gender system (he, she, and it). The blending of numerous foreign, technical, and slang words massively expanded the vocabulary of English. It is the mother tongue of over 300 million people and a Second Language for hundreds of millions worldwide.

However, when the country was discovered as a settlement for free slaves, English Language came to Sierra Leone during the 18th century. This discovery witnessed the access of missionaries who came to institute their religion/belief. These missionaries established schools for the teaching of the Christian religion, and English was introduced as a medium of instruction. At the initial level of instruction the three Rs (Arithmetic, Reading and Writing) were the main

concern areas of instructions. Seeing that more schools were established, and the number of pupils and teachers started to increase; there was then need for the teaching of English to be upgraded by the use of better method skills and techniques.

In spite of these, the teachers faced several problems in the teaching and learning of English Language such as lack of language materials, pupil's textbooks, qualified teachers, in- service training facilities for teachers, bridging the gap between children's first language and second language which is English. These problems were manifested in the poor examination results in English in primary and secondary schools respectively.

Within a small country of almost 4.5 million people made up of various ethnic groups (tribes), it may at first seem strange that English, which is the foreign tongue of her colonial masters or rulers, should have the dominance and scope that it commands in the national education policy and in the day-to-day lives of Sierra Leoneans. This situation is partly the legacy of colonial history and partly the effect of post-country's rate in economic and social development.

Advanced English began to develop as about 1,500 A.D. from the 11th century to the 15th century. These languages were at the same time in England - English, French and Latin and English was nevertheless accepted as the universal or common language. The renaissance phase added an extensive junk of Greek and Italian words to the English Language.

Hence, we can detect that English today has fewer native or inherited words from old English, than borrowed words from other languages, but no one sees them as foreign words to any further extent. English has persistently been transformed and rich in new style and vocabulary, which is a result of development in Science electronics, Computers and Engineering and in other fields as education, anthropology and sociology.

In accordance with other writers, English arrived in Sierra Leone as far back to 1700's during the discovery of the colony by Pedro-da Centra which led to the arrival of different European Nationals for a variety of reasons. The colonial period saw Sierra Leone coming under British reign and the language of the colonial administration was English. The language became the Official Language to present day, as its holds a central position in the curriculum of our educational system, as well as being the medium of instruction, and the prime requirement from one level to another.

Therefore, this research was mainly focused on English Language; it is part of the core subjects, because of its essential role within the Basic Education component of the 6-3-3-4 system of education in Sierra Leone.

OBJECTIVES OF STUDY

There are so many reasons in mind for undertaking this study. All of them put together in summary forms to show the main aims and objectives of the study. The following are the aims and objectives which are pertinent to this study:

1. To identify the struggles encounter in the teaching and learning of English Language in Senior Secondary Schools (SSS) classes, especially at the Saint Francis Senior Secondary School, Saint Joseph's Senior Secondary School, Benevolent Islamic Senior Secondary School, and Sierra Leone Muslim Brotherhood Senior Secondary School; that serves as a case study in Makeni Town, Bombali District – Shebora Chiefdom.
2. To dealt into the struggles encountered by teachers in some Secondary Schools in Makeni Town, while teaching the subject.
3. To carefully and precisely bring out some of these struggles encountered by pupils in the selected secondary schools in Makeni Town as a case study, in the teaching and learning of English Language, for the attention of teachers and other educators within and outside Sierra Leone.
4. To discuss means of improving in the general teaching methodology of learning in foreign language (English) for both the teachers and the learner.

RESEARCH QUESTION

The questionnaire for the students has in total 20 multiple-choice type questions and 20 multiple-choice type questions for teachers. The students have simply and honestly tick the numbers of the options they have chosen. They have been assured that the identities of theirs must remain quite confidential. In addition, they have been suggested to request the researcher to clarify the question(s) if need be. They have also been instructed to answer all the questions within 35 minutes with effect from the time of them receiving the questionnaires.

The researcher made use of the teaching and learners of English Language in selected secondary schools during the 2019/2020 academic year by giving out questionnaires to teachers and pupils. The researcher arranges the questions in a systematic way for the purpose of collecting

information on the struggles of teaching and learning of English Language. The teachers questionnaires were given to three teachers from each school as thus: one per SSS class; that's form SSS 1-3. A copy of the questionnaires is attached as an Appendix at the end of the work.

RESEARCH METHODOLOGY

This deals with a series of investigation done to discover the truth about the struggles of teaching and learning of English Language, in selected secondary schools in Makeni Town.

In this aspect, the data which could be accumulated from the field research have carefully been analyzed. All the pieces of information have been gathered, using the questionnaire for the selected number of pupils (84 pupils out of 400 population size using 20% of its sample that is 20 pupils per school of which 7 pupils were selected in SSS 1, 6 pupils from SSS 2, and 7 pupils from SSS 3 respectively) and formal discussion with the 12 English teachers, interview, and observation. The supposed questionnaire, discussion, interview, and observation have below been sequentially analysed.

Therefore, the methods employed by the researcher in collecting and carrying out some of this useful and relevant information, relating to this research writing were as follows:

The interview was a face-to-face conversation, in which the researcher asked questions to get some information about the struggles of teaching and learners of English Language from a number of learners of English Language in the secondary schools; to which they responded. For matter-of-factness, the researcher interviewed 84 pupils out of 400 population size using 20% of its sample that is 20 pupils per school of which 7 pupils were selected in SSS 1, 6 pupils from SSS 2, and 7 pupils from SSS 3 who where representatives in the study.

The researcher discussed with other teachers on the struggles of teaching and learning English Language, which helped the researcher to collect series of information on the problems connected with the subject under research.

At various times, the researcher observed the teachers teaching the subject. Sometimes, the observation was informal; that is, the researcher goes and observes the teachers without the

teacher's consent. Such method helps the researcher to know the problems encountered in the teaching and learning of English Language by the teachers of the subject.

ANALYSIS OF DATA

The field-work comprised in this research work needs, have contained a sample of the population - 400, having in total 80 pupils selected randomly - that's 20% of its population sample, who were the respondents to the questionnaire. These 80 pupils comprised both male and female students. The total number of the male pupils was 42 that is 11 male pupils from each of the 4 select schools; except for Saint Francis Senior Secondary School where 20 boys are selected because it's a boys school; and the total number of the female pupils was also 38 that is 9 female pupils from each of the schools selected; except for Saint Joseph's Senior Secondary School also, where 20 girls are selected since it's a girls school.

*This sample has as follows been in detail shown in **Table No. 1.***

No.	School Names	Form/Level (SSS)	Number of the Questionnaire Respondents		Total
			Male	Female	
1	Saint Francis Senior Secondary School	1-3	20	-	20
2	Saint Joseph's Senior Secondary School	1-3	-	20	20
3	Benevolent Islamic Senior Secondary School	1-3	11	9	20
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	11	9	20
	Total		42	38	80

The randomly selected 80 pupils in total from SSS 1-3 of each school in the 4 selected schools are the respondents. Out of them, 42 are boys, while the rest are girls. From each of the schools

(Saint Francis Senior Secondary School - Makeni, Saint Joseph's Senior Secondary School - Makeni, Benevolent Islamic Senior Secondary School - Makeni, and Sierra Leone Muslim Brotherhood Senior Secondary School – Makeni); 80 students (42 male and 38 female) have become the respondents.

*The questionnaire-respondents sample has in **Table No. 2** as follows, been delineated:*

NO	Schools Names	Form/Level (SSS)	Number of the Questionnaire Respondents		Total
			Male	Female	
1	Saint Francis Senior Secondary School	1-3	20	-	20
2	Saint Joseph's Senior Secondary School	1-3	-	20	20
3	Benevolent Islamic Senior Secondary School	1-3	11	9	20
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	11	9	20
	TOTAL		42	38	80

Now, all the questions consisted in the questionnaire have one by one been **analysed and also a very brief comment (i.e., generalisation) after each of the analyses has been provided as follows:**

Table 3

No	Schools Names	Form/Level (SSS)	Number of the Questionnaire Respondents	What is your mother tongue?				
				Temne	English	Mende	Limba	Others
1	Saint Francis Senior Secondary School	1-3	20	17	-	-	-	3
2	Saint Joseph's Senior Secondary School	1-3	20	18	2	-	-	-
3	Benevolent Islamic Senior Secondary School	1-3	20	15	-	3	-	2
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	20	-	-	-	-
	Total		80	70	2	3	-	5

Table 3 has asked the pupils what their mother tongues are. It has been found out that, out of the 80 respondents, 70 have said that their mother tongue is Temne, 2 have English as their mother tongue, Mende is used as the mother tongue by 3 respondents and 5 respondents' mother tongue(s) does/do not fall under any of the names of the given mother tongues. It suggests that the classrooms are multilingual. Thus, this question has attempted to find out whether the classrooms where the researcher has administered the questionnaire have pupils speaking in different languages. This is because multilingualism in the classroom puts a great influence on the teaching and learning of English language. The more the similarities between the learner's mother tongue and the target language will be, the more ease the learner will feel in learning the latter. But the vice-versa greatly hampers it, especially, pronunciation, syntax, etc.

Table 4

No.	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Are you interested in learning English?	
				Yes	No
1	Saint Francis Senior Secondary School	1-3	20	20	-
2	Saint Joseph's Senior Secondary School	1-3	20	18	2
3	Benevolent Islamic Senior Secondary School	1-3	20	15	5
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	18	2
	Total		80	71	9

Table 4 has asked the pupils whether English interests them. Out of the 80 respondents, 71 have positively answered, while 9 have negatively. It implies that the English language is liked by most learners and also indicates their internal motivation to learn English as a second language. This question has thereby attempted to find out whether they have any interest in learning it. Because learners' interest, which comes under the radar of internal motivation necessary for learning a language as foreign or second language, is very much needed in learning English

language. The more the learner will be interested in learning, the more sounds the output will be.

Table 5

No	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Do you use English at home?				
				Yes	No	Often	Sometimes	Always
1	Saint Francis Senior Secondary School	1-3	20	5	3	3	9	-
2	Saint Joseph's Senior Secondary School	1-3	20	6	3	2	9	-
3	Benevolent Islamic Senior Secondary School	1-3	20	3	8	-	8	1
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	1	17	-	2	-
	Total		80	15	31	5	28	1

Table 5 has asked the pupils whether, at home, English is used by them. It has been found out that out of the 80 respondents, 31 have negatively replied, while 49 ('yes' + 'often' + 'sometimes' + 'always') have positively. It indicates that, in their practical life, most of the learners do not use the target language. Thus, this question has attempted to find out whether the pupils utilise this language in their daily activities in an attempt to gain the perfection in the same. Because using the language being learnt as a second language in day-to-day activities has a pivotal role in learning the same. The more the learner will use the target language, the more

his/her learning will be successful and thereby, he/she will be perfect in the Targeted Language (TL).

Table 6

No.	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	According to you, is English important to you?	
				Yes	No
1	Saint Francis Senior Secondary School	1-3	20	20	-
2	Saint Joseph's Senior Secondary School	1-3	20	19	1
3	Benevolent Islamic Senior Secondary School	1-3	20	18	2
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	20	-
	Total		80	77	3

Table 6 has attempted to find out whether the learners consider the learning of the English language important. It has been found out that, out of the 80 respondents, 77 have positively answered and 3 have negatively responded. It suggests that the majority of the learners foster a positive approach toward the English language they are learning. Unless and until the learner has a positive approach towards the language being learnt and considers its learning important,

it is almost next to quite impossible on his/her part to have a reasonable mastery over the language. Positive approach very highly motivates the learner to learn the TL.

Table 7

No.	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Do you fear English Language?	
				Yes	No
1	Saint Francis Senior Secondary School	1-3	20	12	8
2	Saint Joseph's Senior Secondary School	1-3	20	18	2
3	Benevolent Islamic Senior Secondary School	1-3	20	18	2
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	12	8
	Total		80	60	20

Table 7 has attempted to find out whether the pupils are afraid of English Language. It has been found out that, out of the total 80 respondents, 60 have positively answered and 20 negatively responded; thus it has been clearly suggested that, the majority of the pupils learning English faces the struggles created by the fear for it in learning the language. The fear of the language the learner is learning has a very negative role in the learning. It does, to a great extent refrain the learner from successfully learning; as he/she will not want to be involved in learning it.

Table 8

No.	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Do you think that English is difficult to learn?	
				Yes	No
1	Saint Francis Senior Secondary School	1-3	20	13	7
2	Saint Joseph's Senior Secondary School	1-3	20	17	3
3	Benevolent Islamic Senior Secondary School	1-3	20	18	2
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	13	7
	Total		80	61	19

Table 8 has attempted to find out whether the pupils bear the notion that English is difficult to learn. It has been found out that, out of the 80 respondents, 61 have positively answered and 19 negatively responded. It indicates that most of the pupils have the unnecessary notion of difficulty as regards the English language and it checks them from learning the language reasonably well, because if the learners learning English carries de-motivating factors like this, they cannot achieve success in learning the same.

Table 9

No	Schools Names	Form/ Level (SSS)	No of the Questionnaire Respondents	What problem (s) do you face in learning English?			
				Poor Teachers	Poor Books	No Internet	No Essay
				1	Saint Francis Senior Secondary School	1-3	20
2	Saint Joseph's Senior Secondary School	1-3	20	17	1	2	-
3	Benevolent Islamic Senior Secondary School	1-3	20	11	3	3	3
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	20	-	-	-
	Total		80	58	5	10	7

Table 7 has attempted to find out what the major problem(s) is (are) which affects/affect the pupils' learning of English. It has been found out that, out of the 80 respondents, 58 have considered the poor teaching the major problem, 5 have regarded poor books as the main problem, 10 have considered having no interest to be the principal problem, while the rest 7 have regarded their finding English uneasy as the major problem. It clearly suggests that the majority of the pupils have blamed the teachers' poor teaching for making them face the problem in learning the language. If the teacher is poor in teaching, the taught is constrained to extensively suffer while learning. Other problems, such as poor quality books, not finding English easy and not being interested in the language, are also no less to blame for hampering the learner's learning.

Table 10

No	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Can you understand the English of your text books without any guidebooks?				
				Yes	No	Often	Sometime s	Alway s
				1	Saint Francis Senior Secondary School	1-3	20	5
2	Saint Joseph's Senior Secondary School	1-3	20	1	16	-	3	-
3	Benevolent Islamic Senior Secondary School	1-3	20	2	14	1	2	1
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	-	18	-	2	-
	Total		80	8	60	2	9	1

Table 10 has attempted to find out whether the learners are able to grab their English -textbook without the help of any guidebooks. It has been found out that, out of the 80 respondents, 60 have answered that they cannot and 20 ('yes' + 'often' + 'sometimes' + 'always') have answered that they can. It indicates that most of the learners are unable to understand English on their own. When the learner always fails to make out English on his/her own, it hampers a lot their attempt to learn the language.

Table 11

No	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Can you depend upon any private tutors to learn English?				
				Yes	No	Often	Sometime s	Alway s
1	Saint Francis Senior Secondary School	1-3	20	15	4	-	1	-
2	Saint Joseph's Senior Secondary School	1-3	20	3	16	-	1	-
3	Benevolent Islamic Senior Secondary School	1-3	20	9	-	1	4	6
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	16	4	-	-	-
	Total		80	43	24	1	6	6

Table 11 has attempted to find out whether the learners can independently learn English. It has been found out that, out of the 80 respondents, 56 ('yes' + 'often' + 'sometimes' + 'always') have answered that they are dependent on others, i.e., private tutors to learn English, while 24 have answered that they are not so. It suggests that, the majority of the learners fail to utilise their own faculties to learn English. Rather, there is all the probability for the learners to learn by rote the notes dictated to them by their teachers. It is very corrosive since if the learners learned by rote English language, his/her learning of the language can hardly be successful as a result of dependency.

Table 12

No.	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Can you correctly write answers in your own words in English Examination?	
				Yes	No
1	Saint Francis Senior Secondary School	1-3	20	9	11
2	Saint Joseph's Senior Secondary School	1-3	20	3	17
3	Benevolent Islamic Senior Secondary School	1-3	20	3	17
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	6	14
	Total		80	21	59

Table 12 has attempted to find out whether the learners have the capacity to correctly construct sentences. It has been found out that, out of the 80 respondents, only 21 have positively answered, while 59 negatively responded. It indicates that most of the learners learning the English language, lack in the knowledge of the syntax of the same. Lacking in the knowledge of the syntax of English affects both speaking, and writing in English more or less.

Table 13

No	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Do/does your teachers/teacher in English - communicates with you in English in the classroom?				
				Yes	No	Often	Sometimes	Always
1	Saint Francis Senior Secondary School	1-3	20	6	12	-	2	-
2	Saint Joseph's Senior Secondary School	1-3	20	3	16	1	-	-
3	Benevolent Islamic Senior Secondary School	1-3	20	-	20	-	-	-
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	5	15	-	-	-
	Total		80	14	63	1	2	-

Table 13 has attempted to find out whether during the English class, the English teachers/teacher communicate/communicates with the pupils in English. It has been found out that, out of the 80 respondents, 63 have negatively answered and 17 ('yes' + 'often' + 'sometimes') have positively answered. It suggests that the majority of the pupils are not exposed to the target language, even for a very short span of time, i.e., during the class. If the learner is not properly exposed to the target language, his/her learning of the language is tremendously disturbed.

Table 14

No	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Do you enjoy learning English in the classroom?				
				Yes	No	Often	Sometimes	Always
1	Saint Francis Senior Secondary School	1-3	20	15	4	-	2	1
2	Saint Joseph's Senior Secondary School	1-3	20	4	16	-	-	-
3	Benevolent Islamic Senior Secondary School	1-3	20	2	12	-	-	6
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	7	13	-	-	-
	Total		80	28	45	-	2	7

Question 14 has attempted to find out whether the pupils enjoy the learning of the English language inside the classroom. It has been found out that, out of the 80 respondents, 45 have negatively answered and 35 ('yes' + 'sometimes') have positively answered. It indicates that most of the pupils do not relish learning English within the classroom. When the learner does not enjoy learning, this phenomenon checks him/her from learning aptly; because enjoyment while learning is a very crucial factor in a successful learning, as this factor too does motivate one to appropriately learn.

Table15

No.	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Are you taught all the Language skills: Listening, Speaking, Writing and Talking?	
				Yes	No
1	Saint Francis Senior Secondary School	1-3	20	5	15
2	Saint Joseph's Senior Secondary School	1-3	20	1	19
3	Benevolent Islamic Senior Secondary School	1-3	20	-	20
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	2	18
	Total		80	8	72

Table 15 has attempted to find out whether all four skills needed to learn in order to learn English as a whole are taught to the pupils. It has been found out that, out of the 80 respondents, 72 have negatively responded, while 8 have positively answered. It suggests that the majority of the pupils are deprived of all of the four skills which are quite necessary for learning English holistically. If the learner is not systematically taught these four skills, he/she cannot be expected to learn the language as expected.

Table 16

No.	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Can you speak English effectively well?	
				Yes	No
1	Saint Francis Senior Secondary School	1-3	20	1	19
2	Saint Joseph's Senior Secondary School	1-3	20	-	20
3	Benevolent Islamic Senior Secondary School	1-3	20	4	16
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	8	12
	Total		80	13	67

Table 16 has attempted to find out whether the pupils are able to communicate in English well enough. It has been found out that, out of the 80 respondents, 67 have negatively answered and 13 have positively. It suggests that the majority of the pupils cannot speak in English, which indicates that, they are not appropriately learning the target language; because the proper learning of the language must include speaking in the same reasonably well, which is lacking in this very case.

Table 17

No	Schools Names	Form/Level (SSS)	No of the Questionnaire Respondents	Does your school organise any activity in which you practice and use only the English language?				
				Yes	No	Often	Sometime s	Alway s
1	Saint Francis Senior Secondary School	1-3	20	-	19	-		-
2	Saint Joseph’s Senior Secondary School	1-3	20	-	18	-	2	-
3	Benevolent Islamic Senior Secondary School	1-3	20	1	19	-	-	-
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1-3	20	-	15	-	-	5
	Total		80	1	71	-	3	5

Table 17 has attempted to find out whether the schools where the field work has been conducted/organise programmes where the pupil-participants must use English only. It has been found out that, out of the 80 respondents, 71 have negatively answered, while 9 (‘yes’ + ‘sometimes’ + ‘always’) have positively. It indicates that the said schools do not arrange for any activities in which the pupils must use only the target language. Secondary schools should, from time to time, arrange activities that will get the pupils affluently use the target language before the audience. It thus gradually gives the learner of the target language the confidence in the case of using the target language in any real life situation and also makes him/her a good English public speaker as his/her learning improves.

Table 18

No	Schools Names	Number of the Questionnaire Respondents	Are all the teachers of English Language in the school trained and qualify to teach the subject?		
			Trained and qualified teachers	Trained and unqualified teachers	Untrained and unqualified teachers
1	Saint Francis Senior Secondary School	3	6	3	-
2	Saint Joseph's Senior Secondary School	3	2	4	1
3	Benevolent Islamic Senior Secondary School	3	3	5	-
4	Sierra Leone Muslim Brotherhood Senior Secondary School	3	3	4	2
	Total	12	14	16	3

Table 18 reveals that, there are few specialists trained and qualify English Language teachers in the schools, which lead to poor teaching and learning of the subject. It has been found out that, out of the 12 respondents, 14 have negatively answered, while 19 ('Trained and unqualified teachers' + 'Untrained and unqualified teachers') have positively answered. It indicates that, the selected schools do not have sufficient teachers who are graduates in the subject (English Language) area, that is those who read and majored in English Language to teach the subject. It will be helpful if those who read and majored in English Language in the universities be the ones to teach the subject, because they know the methodology and techniques to apply in teaching the subject.

Table 19

No	Schools Names	Form/ Level (SSS)	Number of the Question- naire Respondents	How many times your English teachers/teacher do/does taught you English and how many minutes is allocated per period?			
				Entire No. Of Periods Per Day	Time Mins/Hr (s).	Entire No. Of Periods Per Week	Time Mins/Hr (s).
1	Saint Francis Senior Secondary School	1	7	2	40	6	120Mins/ 2Hr
		2	6	2	40	6	120Mins/ 2Hr
		3	7	2	40	6	120Mins/ 2Hr
		Total	20	6	120Mins/ 2Hr	18	360Mins/ 6Hr
2	Saint Joseph's Senior Secondary School	1	7	2	40	6	120Mins/ 2Hr
		2	6	2	40	6	120Mins/ 2Hr
		3	7	2	40	6	120Mins/ 2Hr
		Total	20	6	120Mins/ 2Hr	18	360Mins/ 6Hr

3	Benevolent Islamic Senior Secondary School	1	7	2	40	6	120Mins/ 2Hr
		2	6	2	40	6	120Mins/ 2Hr
		3	7	2	40	6	120Mins/ 2Hr
		Total	20	6	120Mins/ 2Hr	18	360Mins/ 6Hr
4	Sierra Leone Muslim Brotherhood Senior Secondary School	1	7	2	40	6	120Mins/ 2Hr
		2	6	2	40	6	120Mins/ 2Hr
		3	7	2	40	6	120Mins/ 2Hr
		Total	20	6	120Mins/ 2Hr	18	360Mins/ 6Hr
	Total	80	24	480Mins/ 8Hr	72	1440Mins/ 24Hr	

Table 19 reveals the total number of periods taught in each class of the four schools selected per day and week; which appear on the time table. Among the four schools in which my research was done, the total number of periods per day and week ranges from 6 periods to 18 periods respectively per school. This further shows that, the teaching and learning of English Language is not done throughout the week as it's only done three times per week across the schools selected, and also the time apportioned to it is not sufficient; which will result to the teacher not completing the lesson properly.

Table 20

No	Schools Names	Number of the Questionnaire Respondents	How often your English teachers/teacher do/does assess you?			
			Daily	Weekly	Monthly	Terminally
1	Saint Francis Senior Secondary School	3	-	1	3	6
2	Saint Joseph's Senior Secondary School	3	-	2	2	6
3	Benevolent Islamic Senior Secondary School	3	-	2	2	6
4	Sierra Leone Muslim Brotherhood Senior Secondary School	3	-	1	2	6
	Total	12	-	6	9	24

Table 20 has attempted to find out whether during the English class, the English teachers/teacher assesses/assess the pupils - either by assignments, class work, tests, exams, class presentation, and so on; and the number of times they assess them. It is observed from the table that no teacher among the twelve (12) teachers so far interviewed conducts daily tests in English for the pupils. Also, the table clearly indicated that all the teachers really move on terminally test for assessment, which results to a poor performance or proficiency in the English Language.

Table 21

No	Schools Names	Number of the Questionnaire Respondents	What time of the day do you have English Lessons?		
			Morning	Mid-day	Afternoon
1	Saint Francis Senior Secondary School	20		2	4
2	Saint Joseph's Senior Secondary School	20	6	-	-
3	Benevolent Islamic Senior Secondary School	20		2	4
4	Sierra Leone Muslim Brotherhood Senior Secondary School	20	-	-	6
	Total	80	6	4	14

Table 21 reveals the number of times English Language appeared/taught in the four schools selected per week in the timetable. Among the four schools selected in which my research was conducted, it shows that, the teaching and learning of English Language is done most times in the afternoon hours; which will result to the pupils not coping with the lesson properly as a result of brain fatigue and them been exhausted. Teaching English Language in the morning hours has a positive impact in the teaching and learning process, which will enable learners to cope effectively well. chnique of gathering information was carried out in four selected schools in Makeni city.

CONCLUSION AND RECOMMENDATIONS

English Language is a foreign language in Sierra Leone. This language was brought by explorers who came to Sierra Leone in the second half of the 15 century. At the end of slave trade in the 19th century, schools were established by early missionaries who came to Sierra Leone. They used English as the language of instruction in primary and secondary schools. Teachers use it as the medium of instruction in Sierra Leone, but the teaching of this subject has a lot of struggles as revealed from the researcher.

As observed, there are few English teachers to effectively teach this subject in our schools.

Furthermore, there are hardly good teaching aids available in our schools to help teachers in the delivery methods of teaching English Language; but this is lacking in the teaching of this subject in secondary schools in Makeni. From the responses in the interviews conducted with some children, they only efficiently learn English when student teachers are sent on Teaching Practice (TP). At this time, teaching materials are used, but after this time abstract teaching takes place.

More so, the time allocated on the timetable creates another struggle. The limited time does not allow teachers to cover greater part of the teaching syllabus. They would like to give their best to their pupils in class, but because of the limited time, they are forced to conclude their lesson without proper understanding on the part of pupils. There are no standard textbooks available in schools and teachers are not allowed to recommend books for the teaching of English.

It is Government's Ministry of Education who recommends textbooks. Even the prescribed textbooks are scarcely available and parents are not in the routine of buying textbooks because many of them cannot afford the cost.

There has been a sharp enrolment in the schools; this has created overcrowding in schools. Before, classrooms meant to accommodate 30-35 students, but they are now forced to accommodate 70-75 students, so pupils are now cramped in classrooms with few benches and desks. These problems for teachers in an English class, who should love to go round to see the pupils reading.

Lack of incentives/motivation is another problem; teachers are not paid in time. The absence of appropriate and relevant teaching materials and poor working conditions in Makeni and the country at large make the teachers lose interest in teaching of English Language; unless something is done to amend these problems; the situation will continue to exist.

CONCLUSION

With the elaborate research made by researchers, it was discovered that, there are a lot of struggles encountered by the teachers and learners on the teaching and learning of English Language in the Senior Secondary Schools in Makeni; and apparently, even all over the country.

These struggles so far, which have been highlighted early in this dissertation are all visible problems which teachers and learners are faced with today in the teaching of English Language in Senior Secondary School in Makeni Town and those may likely be the same in other secondary schools in the country as a whole.

RECOMMENDATIONS

To foster the development of teaching and learning of English Language in Sierra Leone, the foundations or the base must be laid from our Primary to our Junior Secondary Schools. The improvement needs only to be give emphasis in the secondary and tertiary institutions. With these struggles thus far, found in the field of this research and in the collection of data. The researcher recommends that: -

1. More teachers must be trained and be encouraged to attend workshops and seminars in order to become specialist in the teaching of English Language in schools.
2. Pupils must be encouraged to develop reading habit as it is the foundation for both written and spoken English.
3. The teachers of the (Subject) English Language should be allowed to recommend standard textbooks which they feel will be available and can suit the classroom condition, rather than the Government prescribing books that are not appropriate.
4. Incentives/Motivation should be given to teachers of English Language to motivate them to teach the subject effectively and efficiently. This would help them to concentrate and love the subject.
5. Ministry of Education should involve teachers in the designing of appropriate reading materials for the pupils at all levels. This can be achieved through workshop and seminars at different levels and areas.
6. The time allocated for the teaching of English Language should be extended from 30-40 minutes or an hour as the teaching involves a lot of practice and exercises on the side of the teacher and the learners in particular.
7. School authorities should encourage speaking of English Language in Junior Secondary Schools among pupils rather than speaking Krio which will retard the use of the appropriate grammar among pupils. The use of the mother tongue in the Junior forms should also be discouraged and could if ever used geared at explaining some difficult words, but a very quick revert to English again will be better.
8. Teachers should encouraged activities in classrooms which will arouse interest in pupils in the learning situation instead of abstract teaching.
9. Government should encourage the importation of standard and suitable teaching materials in both primary and secondary schools in Sierra Leone. Local materials can also be improved on to assist in this same direction. Experts at teaching aids designing should be encouraged to run seminars and workshops for teachers regularly.

- 10.** Teacher should be also be encouraged to attend seminars and workshops in order to abreast with the new changes in the methodology of teaching English Language.
- 11.** More buildings should be put up in schools compound to accommodate the rising enrolment to ease over-crowding. Furniture should also be provided so that students will have well spaced sitting accommodation and teachers will control the pupils. This would give time to teachers to concentrate on fewer pupils under his/her control.
- 12.** The Government should provide meals for the pupils in schools, to feed them so that they can be well fed during school hours, so that effective learning will take place, as most pupils are observed being hungry during school hours.

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