

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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