

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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