

## **Pedagogical Approach for Effective Teaching of English Language in Nigerian Secondary Schools**

Yemi Oparinde<sup>1</sup>, Ogechi Emmanuel<sup>2</sup>, Ogundele Michael Olarewaju<sup>3</sup>

<sup>1</sup>Federal College of Education, Pankshin, Nigeria

<sup>2</sup>National Teachers Institute, Kaduna, Pplateau State office, Jos, Nigeria

<sup>3</sup>Faculty of Education, University of Jos, Nigeria

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### **Abstract**

This paper examined the pedagogical approaches to the teacher learning of English language in Nigerian secondary schools. However, the paper identified the concepts and types of pedagogical approaches. The factors affecting pedagogical approach for effective teaching and learning of English language. It was therefore concluded that the most effective pedagogical approach for the teaching-learning process of English language is the use of child centredness approach, activity oriented programme it was therefore recommended that teachers should be curriculum. It was noted that effective use of pedagogical approach enhances effective teaching learning of English language especially in Nigerian secondary schools.

**Keywords:** Pedagogical Approach, Effective Teaching, Secondary Schools

### **Introduction**

English language is regarded as the second language in a diverse ethnic groups that Nigeria as a nation comprise of 360 ethnic groups with the highest speaking groups are Yoruba, Igbo and Hausa. For effective communication of each of this ethnic group. English language therefore become the lingual Franka: that needs to be spoken by every group. However for effective teachers learning processes for the school system the federal. English language is regarded as the second language in a diverse ethnic groups that Nigeria as a nation comprise of 360 ethnic groups with the highest speaking groups are Yoruba, Igbo and Hausa. For effective communication of each of this ethnic group. English language therefore become the lingual Franka: that need to be spoken by every group. However for effective teachers learning processes for the school system the federal republic of Nigeria (2013) had made the teaching compulsory for all the English language had become a prerequisite for the entrance with tertiary institutions in Nigeria.

However, mass failure in English language in Nigeria context was at alarming rate in the failure were attributed to many factors such as cultural factors, uncondusive environment teaching qualification, inadequate interest on the subject and poor reading culture, integration of new contents into the English Language like oral English, literature and the students study habits. Above all poor methodological or pedagogical approach adopted by the teacher for the teaching of English language and capability, parental background, non-availability of instructional facilities and ethnicity intonations age of the learners Ogundele (2002) however noted that effectiveness in the teaching of English language depends on the teachers ability to handle the

method effectively, it should therefore be observed that the teachers' pedagogical approach in the Nigerian Secondary school depend on all the situation that whereby a teachers meet during the teaching learning process in the school system.

Pedagogical approach according to Talabi (2010) can be defined as the suitable strategies and methodologies that teachers make use during the teaching-learning of English language in order to improve students effectiveness in the subjects. The author identified the pedagogical approach commonly used by the teacher as follows traditional approach like lecture method, indoctrination child centeredness approach like questioning method, group method, assignment, programme instruction. It should be noted the National Teachers' Institute (2004) advocated that the teachers should always avoid the use of traditional approach during teaching-learning processes because traditional pedagogical approach encourage passiveness in the students. The teachers can be take care of individual differences and it is more of the teachers' centredness approach. However, for effectiveness and efficiency in the teaching-learning of English language in Nigerian secondary schools the teachers should be more of child centredness approach.

### **Consideration factors for the choices of pedagogical approach for English language.**

Many factors could be considered for effective choice of pedagogical approach for better understanding of English language in Nigerian secondary schools. Prominent according to Ogundele (2002) are students interest environmental factors, teachers level of training, teachers ability and capability parental background the available instructional facilities and ethnicity intolations age of the learners. Ogundele (2002) however noted that effectiveness in the teaching of English language depends on the teachers' ability to handle the method effectively. It should therefore be observed that the teachers pedagogical language in Nigerian secondary schools depends on all the situation whereby a teachers meet during the teaching learning process in the school system.

### **Pedagogical approaches and teaching effectiveness of En advocated that the teachers English language in Nigerian Secondary Schools**

For effectiveness and efficiency in the teaching-learning process and for effective secondary school students' academic performance in English language the following pedagogical approaches are identified.

#### ***Lecture method***

This is teachers centred method it is commonly used for the students' in the institution of higher learning it is used to teach in the classroom with high population explosion and the overcrowded classrooms, the approach allows the teachers to read the prepared note from the beginning of the lesson to the end usually between 1 – 2 hours. The teachers will not involve the students, the students only listen to the teachers when talking it is regarded as one-way communication channel. The method does not give room for the teachers-students interpersonal relationship. The method does not give take care of individual difference in learners. The high students population does not give room for quality assessment. The teachers may not known the students. However it is not advisable for the teachers to use the method for the teaching-learning of English Language in secondary schools. This is because teaching-learning process of English Language in Secondary Schools demand activeness and actively orientation. The none usage of practical and activity oriented method however negate the use lecture method for the teaching of English language.

### ***Child centredness approach***

This approach enables the teachers to allow the students to dominate the lesson during the teachers-learning process. The students take active role<sup>4</sup> in the lesson Anyebe (2017) identifies those methods that are very useful for enhancing child centredness approach as follows questioning discussion, demonstration, dramatization group and educational trips. However the methods are very relevant in the teaching effectiveness of English Language in the secondary schools. In questioning method, the teacher pose question and the students are allow to answer the questions posed. The teachers therefore correct the students in the areas of discrepancies. Aje (2006) stated that the questioning method is very useful in the teaching of oral English literature in English, pronunciation. The author however describe the method as an effective child centredness approach other methods are demonstrative concepts dramatization and group methods. These methods according to the author are relevant for effective teaching of Drama, Syntax, Composition Prose and Pronunciation in the oral English. It should however be noted that child centredness approach is accepted for effective teaching of English language in Nigerian Secondary Schools. The methods therefore develop mind concept and mapping in students,

### ***Process Approach***

The approach, according to Langan (2015) and Bitrus (2015) enable the students to write comprehensive, logical and a coherent compositions. The process approach allows the teacher to programme the lesson and after discussing the programme and the processes that are involved, the factors therefore allows the students to follow the same directive. It is commonly used in the language laboratory to teach the students different aspects or the lesson.

## **Problems Affecting Pedagogical Approach in English Language Teaching**

### ***Environmental Factor***

The learning environment here refers to the within and outside in the schools environment supposed to have a positive influence on children. But, in Nigerian context, nowadays, the learning environment doesn't assist the learners in English learning. Outside-the-classrooms, students make no effort to speak good English; this is because the environment doesn't encourage them to do so. Many people prefer speaking in there mother tongue or at most speak in broken English. The environmental problem, of course, reduces student's ability to learn English in its right manner despite its global importance environmental factors made the use of pedagogical approaches difficult in the school Christopher (2008).

### ***Poor Self Esteem in Learning of English Language***

Many English language learners have poor self-esteem which affects their learning and using of the language. Mostly in Nigerian public schools, students see themselves as incapable of speaking English well; thus, they feel shy in both learning and communicating in the language. Jowitt (2008).

### ***Overcrowded Class Size***

It is well known i<sup>9</sup>n Nigerian schools by educationalist like: Asaju (2014) that Nigerian children are congested in their classrooms and they find it difficult to learn English language properly. Takwate (2009) reports that private school students do better at examinations than the public school students. This is because the public schools have poor infrastructure and their students are

highly congested in their classrooms. Federal Republic of Nigeria (2013) provides that for effective teaching and learning in class at primary and junior secondary school level teacher-learner ratio should be 1:35 while at senior secondary school level, it should be 1:40 but it is mostly found that averagely teacher-learner ratio is 1:60 and 1:100 in the primary and secondary schools respectively even during English lessons. This ugly congestion deprives the learners from learning the language accurately and does not allow the teachers to employ appropriate method in teaching the learners. (Ijaiya, 2007).

### ***Insufficient Infrastructure***

The learning facilities in Nigerian school such as buildings, furniture workshops and other important things like electricity, internet service etc. that can enhance the learning of the language in the classrooms are mostly not available or even if they are, but they may not be sufficient across the schools. Asaju (2014) opines that such facilities mentioned above “are either dilapidated or almost non-existent” in most of the Nigerian secondary school. In some classrooms are not properly roofed, thus water on the students during the rainy season. The shortage and power supply made the use of electrical gadgets in the language laboratory disfunctioning. The problem however affects the pedagogical approach to be used for English language students’ towards learning of English language.

### ***Students Attitude Towards Learning of English language***

Teachers often show how much worries about the enthusiasm of Nigerian learners in English language. Deficiency of Nigerian children of English is caused by their poor attitude they exhibit towards learning and using the language. A lot of learners don’t pay due attention to the rules that govern the language usage in both written and spoken aspects. It is also observed that students don’t study English personally as they study other subjects. They don’t practice English pronunciation and essay writing mostly. Many students’ attitudes are influenced by their cultural factor. The traditional pronunciations are influenced by their ethnic intonations. The use of various pedagogical approaches therefore affected (Ogundele, Ajayi and Tafuja 2016).

### ***Low Availability of Language Laboratory***

One can hardly see any language laboratory in Nigerian primary or secondary schools. English language laboratory can help learners to know the English speech sounds correctly and it can help them to practicalise what they learn with regard to the sound system of the language. Since Nigerians learners live in a second language learning environment, they are supposed to have language laboratory in their schools so that they can have or be exposed to a native-like or first language learning environment. This can help them to develop some communicative skills which could be intelligible at the national and international levels during communication in the language. (Mustapha, 2016).

### ***Poor Teachers Capacity Building***

Inadequate teachers capacity building that will make them compatible with the contemporary changes in the pedagogical approach in the teaching learning processes of English language in Nigerian secondary schools.

## **Variety of English language content to be learnt**

There are a number of varieties of this modern English language used by different people across the continents and countries. These include British English, American English, Australian English, Philippine English, Sri-Lankan English, Indian English, Ghanaian and Nigerian English, among others (Alabi 2007) each of these Englishes is considered to be *standard English* especially in its own domain. Though the British and American varieties are considered to be more standardized Englishes globally, each of them is called standard English (British Standard English and American Standard English respectively).

Looking at these, Nigerian students' has three different varieties of Standard English to learn and use, which are to some extent confusing to the child. This is because; Nigeria has adopted the use of British English in the country. However, the American expansion and influence in the global politics, economy, science and technology influence the Nigerian students to also learn and use American variety of English. Still, the same has to learn and use even formally, the Nigerian Variety of English, which is called Nigerian English. Across these three varieties, there are numerous linguistic points, which are variants phonetically, grammatically, lexically, semantically and culturally. These varieties of the contents and symbols affect the pedagogical approaches to be used (Madubi 2007)

## **Conclusion**

Since the use of English language in Nigerian context had become a Lingua Franca i.e. Second language. It is a dynamic language that is commonly used as a medium of communication. The teaching and learning of English Language however become difficult due to various factors militating against the teaching of language in Nigerian Secondary School. It is now suggested that for teaching effectiveness of English language in Nigeria, child-centredness approach process approaches should be adopted. That the traditional be avoided in order to enhance teaching effectiveness of English language in Nigerian Secondary Schools.

The English language teachers, who are not trained professionally, should be trained through designed schemes such as workshops, seminars or symposiums to equip them with the basic pedagogical skills in teaching the language in the modern global methods. It should be noted that students, who are taught by trained or qualified teachers perform better in academics than those taught by non-trained or unqualified teacher. There should be an amicable and appropriate arrangement to properly expose the Nigerian in learning the three varieties of English in the schools. The reason is the child hardly learns and uses the British English language in the world today without having some influences of his Nigerian mother tongue (first language) and the modern social media language, which is more of American English being spread through technological advancement. Adequate infrastructure and facilities should be provided to cater for class overcrowding. Classrooms should be convenient to both the English teacher and the learners. Government should ensure that schools have constant electricity supply and internet service networks. These can go a long way in assisting learners to learn English language diligently. There is also need for provision of sufficient seats in the schools. The learning environment should be friendly and conducive to English language learners. It should be structured and designed to encourage them in their learning and practice. Parents and teachers should encourage children to develop positive self-esteem about themselves. This can help them to develop confidence and competence in learning and communicating in English at national and global level. In order to face the realities and the challenge of the modern and changing world by the

Nigerian child, the child should endeavour to have appropriate and acquaint himself with skills to use computer and access information on internet. The child should be visiting functional e-libraries and have access to e-books and other e-information.

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