
Thoughts And Reflections In The Teaching Of English Language: A Case Study Of Some Selected Nursery And Primary Schools In Shomolu Local Government Area Of Lagos State

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ABSTRACT

This study is carried out to investigate the problems and proffer possible solutions to the teaching and learning of English language in nursery and primary schools in Shomolu Local Government area of Lagos State. The teachers were drawn randomly from selected nursery and primary schools in Shomolu Local Government area of Lagos State. These subjects (teachers) responded to a questionnaire containing twenty-five (25) items. It was discovered that there are possible solutions to the problems of teaching and learning of English language in nursery and primary schools if the parties involved are ready to cooperate and work.

INTRODUCTION

English language is a world language so it is being retained because of its international functions. It serves as a link between people of multi-linguistic societies of Africa and the outside world. It is the language of the international politics, trade and sport. For example, at the United Nations (UN) and commonwealth, Nigeria has no other language for taking part in deliberation.

Problems Faced In the English Language Teaching

The problems facing English language are lack of textbooks, shortage of qualified teachers, lack of enthusiasm on part of the students, the limited number of the period allotted to English language, environment of the students, students' emotion and the problems of English language itself.

Home

The home is the place where the family lives. It is at home that all the early values, skills, norms, ideas, rituals, and so on are taught. Within the family the child is also taught various rules and regulations which guide the behavior of the members of the family. There is no link between the home and the school.

Shortage of Qualified Teachers

The government does not employ English specialists to teach in the primary schools. Most of the private schools do not employ qualified English teachers to teach in nursery and the primary schools. They believe that anybody that can speak and write English is qualified to teach any pupil either in nursery or primary schools.

They do not think there is need for qualified teachers to teach, especially English language teacher. Most of the teachers employed are SSCE holders. And this is the stage/age where proper foundation for English language needs to be laid. Whatever they learn at this stage, will affect how and what they learn later in the future.

Limited Number of Periods Allotted To English Language

English language comprises of different segments. Each segment is supposed to be handled by specialists at different periods so as to build a solid foundation to fall on later in future. But the opposite is the case it is only a teacher (an unqualified) that is handling all the different segments of the language.

RESEARCH DESIGN

This study adopts a simple survey to obtain facts and data on the problems and prospects of teaching children in nursery and primary schools in Shomolu area of Lagos State.

Study Population

The study population consists of 60 teachers in four nursery and primary schools in Shomolu area of Lagos State:

- 1: Shomolu primary school,
- 2: Oriade community school, and

Research Instrument

In pursuing the task of getting information from these schools, a survey method was used through questionnaire. The instrument was designed mainly for the teachers. It was designed in a way that would be possible to get information from teachers about pupils' attitude, behavior and reaction/response when in English language class.

The questionnaire was made of twenty-five (25) items which requires the teachers to tick yes/no and also open ended questions where necessary.

In considering the importance of this study sixty (60) questionnaires were produced fifteen (15) for each school so as to get the necessary information and data needed for the essay through the distribution of the questionnaire to the teacher for information on the children.

Conclusion

The study concluded that most of the English teachers have more than eight (8) years of experience and are concerned about the attitude and emotion of their pupils.

The language laboratory is not available in most schools and where it is available the teachers lack the ability to operate it. There should be link between the home and the school. Over 90 percent of the students do not have recommended textbooks.

Recommendation

It is imperative to have qualified teachers to teach English language and Government should equip libraries and build well equipped laboratories.

Finally, teachers should be attending regular in-service training to update their knowledge.

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