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STRATEGIES FOR ENHANCING THE TEACHING OF ENGLISH LANGUAGE IN SENIOR SECONDARY SCHOOLS IN ONUEKE EDUCATION ZONE OF EBONYI STATE

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ABSTRACT

The main objective of the study was to determine the strategies for enhancing the teaching of English language in Senior Secondary Schools in Onueke Education Zone of Ebonyi State. The study was carried out using a descriptive survey research design, five research questions and five null hypotheses guided the study. The population for the study was 114 English Language teachers in Onueke Education zone of Ebonyi State. There was no sampling because the population was manageable. The instrument used for data collection was a 63-item structured questionnaire developed by the researcher. The instrument was structured using a four (4) point rating scale for data collection and was face validated by three experts in Arts and Social Science Department of Ebonyi State University (EBSU) Abakaliki. Cronbach Alpha was used to determine the reliability coefficient of the five sections of the instrument which gave a value of 0.96. Mean and standard deviation was used to answer the research questions and t-test was used to test the hypotheses at 0.05 level of significance at the appropriate degree of freedom. The result of the findings revealed that all the items under the teaching methods, instructional materials, in-service training, supervisory strategies and motivational strategies were accepted as the strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone. The null hypotheses tested showed no significant difference in the mean response of male and female English language teachers. Based on these findings, some implications were deduced and it was recommended among others that teachers should select the appropriate teaching method that would suit a particular topic or concept, adequate supervision of teachers should be carried out in different areas and the necessary instructional materials that would impart the required knowledge should be provided as well as used by the teachers while teaching. Teachers equally should be motivated by the provision of incentives.

Keywords: Strategies, Teaching English Language, Enhancing**.**

Introduction

The crucial role of secondary education for both personal and national development informed the introduction of various educational programs aimed at enhancing man-power knowledge and skills in Nigeria and other parts of the world. Secondary education is an important level of education in Nigeria. It is a form of education which children receive after primary education before tertiary stage (Federal Republic of Nigeria, FRN 2013). In Nigeria, secondary education last for six years; this is divided into 3 years of upper basic education and 3 years of senior secondary or post basic education (FRN, 2013). At secondary school level, many

subjects are offered and English language is one of the subjects, and it is taught both at the basic level and senior secondary level.

English language, therefore, is an important secondary school subject which prepares the students for life career after school. This is because it broadens students' minds, develops their emotional skills, improve the quality of life by providing job opportunities. English language is the most commonly spoken language in the world. And it has hitherto become the language of science, aviation, computers, diplomacy and tourism, education and commerce, communication, politics and so on.

At basic and senior secondary school levels, English language attempt to inculcate values, attitudes and knowledge in learners needed for which prepares learners for life. English language education is the type of education that enables learners to understand and appreciate the language, and to use it competently and confidently in a variety of situations for communication, personal satisfaction and learning.

The Federal Republic of Nigeria (FRN, 2013) outlined the objectives of English language at secondary school level to include;

> To enable the students to attend the working knowledge of English from utilitarian point of view; to develop the capacity of learners to express themselves in English freely, correctly and with proper pronunciation in takes or conversation on ordinary topics;to enable learners to express their ideas of non-technical nature in simple correct English; to generate in the students a love for the English language and a desire to cultivate it at leisure for pleasure and profit; to teach English language as an auxiliary language to communicate with other parts of Nigeria and outside and to enable learners to acquire knowledge of fundamental concepts of English grammar.

However, these objectives are not being fully realized. This, according to Muchiri Odilla, Kathuri and Kirungi (2013) may be attributed to numerous factors such as inadequate teaching materials, students' laxity, use of inappropriate teaching techniques, poor supervision of the teachers by the principals and school supervisors, and use of unqualified teachers with obsolete ideas. All these militating factors mitigate the use of the appropriate teaching strategy so that the above outlined objectives of teaching English language at secondary school level can be achieved.

Strategy according to Hornby (2006), is a plan of action intended to accomplish a specific goal. Strategy in teaching English language involves the teaching method adopted, instructional materials, motivation and supervision and monitoring of teacher. The achievement of the objective of teaching English language is dependent on the strategies adopted in the teaching learning pedagogy in effectively imparting the basic skills to the students.

A teacher is one that is trained academically to impart knowledge, skills and values to learners. Therefore, an English language teacher is a professional who is trained to teach English language students to enable them acquire knowledge, skills in grammar, phonetics, morphology, syntax and lexis in English language. English language teachers are the implementers of curriculum and can determine the success of the teaching-learning process. Egwin (2002) reported that 'whatever innovations to be made in the education of any nation, should be

implemented by teachers. Thus, as pivot for the teaching and learning of English language, the inability of the teachers to impart the required skills and knowledge to the students would lead to the failure of the objectives of English language in secondary schools. In order that these objectives are met, English language teachers (male/female) should be well trained, motivated, provided with adequate teaching materials and well supervised.

Since Nigeria independence in 1960, the methodology and curriculum of education at all levels have continued to experience tremendous changes (Fafunwa 2000). Unfortunately, the general perception has been that the quality of education is on the decrease. It therefore, calls for designing as means for enhancing the teaching and learning. The quality of English language education in Nigeria especially at the secondary school level can be enhanced by training of teachers and exposing them to seminar, workshops and encouraging in-service training to improve on their obsolete knowledge and ideas.

Enhancement denotes improvement from a lower level to a higher and acceptable level. Improvement is a means of changing a situation for better (Ifeanyieze in Aneke 2014) whilst enhancement involves activity undertaken based on meeting the targeted objectives and satisfaction from lower achievement (Galsebury 2007). Enhancement involves areas s motivation, proper supervision, in-service training, good teaching methods and materials used in the teaching learning pedagogy in schools (Wanjoi, 2006). Making teaching and learning facilities available and accessible would enhance the teachers' effectiveness and promote positive impartation of the knowledge, and skills needed by students. Equally, teachers using the right teaching method and instructional materials enable students to learn and perform competently in the society.

Statement of the Problem

English language which has hitherto become the language of communication, education, politics, commerce, government and so on has become a life wire onto which one taps into the main source of livelihood both nationally and internationally. Therefore, teaching the subject to impart positively the basic knowledge and skills is very important. It is the responsibility of English language teachers to establish and maintain a positive learning environment for their teaching to be effective. English language is one of the core subjects offered from the junior through upper basic and senior secondary schools in Nigeria education system and efforts must be geared towards achieving its laudable objectives at these levels.

Most English language teachers are still teaching students in abstract without concrete materials. Equally, there is stack absence of functional language laboratory in most schools. This inefficient pedagogy has manifested in poor performance of the students in internal and external examinations and has hitherto thwarted the development of various abilities among the students i.e. understanding what is heard, understanding what is read, expressing ideas in speech correctly and expressing them in writing as well. If this is to continue, it will jeopardize the achievement of the laudable objectives of teaching English language in secondary schools.

The problem of the study posed as a question is; what are the strategies for enhancing the teaching of English language in

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secondary schools in Onueke Education Zone of Ebonyi State.

Purpose of Study

The central purpose of the study is to determine the strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State. Specifically, the study seeks to:

1. determine the teaching methods needed to enhance the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.
2. determine the instructional materials needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.
3. determine the motivational strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.
4. determine the supervisory strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.
5. determine the in-service training program for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

The study was delimited to state owned secondary schools in the education zone, since they operate under the same conditions. The study was also delimited to the areas of teaching methods, instructional materials, motivational strategies, supervisory strategies and in-service training programs needed for enhancing the teaching of English language secondary schools in the education zone.

Research Questions

The following research questions guided the study:

1. What are the teaching methods needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State?
2. What are the instructional materials needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State?
3. What are motivational strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State?
4. What are the supervisory strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State?
5. What are the in-service training programmes for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance

Ho_1: There is no significance difference between the mean ratings of male and female English language teachers on the teaching methods needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Ho_2: There is no significance difference between the mean ratings of male and female English language teachers on the instructional materials needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

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Ho_3: There is no significance difference between the mean ratings of male and female English language teachers on the motivational strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Ho_4: There is no significance difference between the mean ratings of male and female English language teachers on the supervisory strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Ho_5: There is no significance difference between the mean ratings of male and female English language teachers on the in-service training needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Conceptualization

The conceptual framework of this study discusses the following: concept of teaching methods need for enhancing the teaching of English language, instructional materials needed for enhancing the teaching of English language, the supervisory strategies needed for enhancing the teaching of English language, the motivational strategies needed for enhancing the teaching of English language and the concept of in-service training programs for enhancing the teaching of English language in secondary schools.

Teaching method needed for enhancing the teaching English language in secondary schools

According to Asher and James (1982), methods are the combination of techniques that are used and plasticized by the teachers in the classrooms to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching.

A teacher of English language is the pivot of the success of English language pedagogy i.e. in imparting skills, competency and fluency to the learners on the school. He guides the learner in the pedagogy of morphology, grammar, syntax, lexis, phonology and so on and to do it effectively, he/she must adopt the right teaching methods. The methods however available to the English language teacher include but not limited to: direct method, grammar translation method (GTM), the use structural approach, lexical approach, communicative language teaching (CLT) approach the silent method, etc.

To Okafor (2009), there are varieties of teaching methods needed for enhancing effective teaching and learning in the class. He further stated that certain teaching methods are required to motivate the learner's interest and it is the duty of the teacher to select the right method for a particular topic. The Grammar Translation Method otherwise called the classical method helps the students to learn all grammar rules, so they are able to translate a number of sentences, likewise the Total Physical Response (TPR) which follows the idea of learning by doing. Learners (Beginners) learn English through a series of repetitive actions such as "stand up", "open your book", "close the door", "walk to the window and open it". With TPR most important skill is aural comprehension and other things will follow naturally later (Intesol Teach Abroad 2023).

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Instructional materials needed for enhancing the teaching of English language in secondary schools

Instructional materials can be said to be any teaching aid which assists the teacher in their learning / teaching pedagogy. Ibe-Bassey (2008) reported that instructional materials clarify complex events situation during teaching. Okey (2000) saw instructional materials as those teaching aids that create deeper impression and thus make learning to be permanent.

Instructional materials are tangible materials that are used to help in transferring information, skills and attitudes to others. They are used in teaching. Instructional materials include print and non-print media as well as electronic resources. According Obiora (2009), instructional materials are expected to be available and adequate for effective teaching and learning. The emphasis of Obiora is that facilities should not only be available but must be adequate for utilization in the classroom by the teachers. Lending his voice, Onuekwusi (2005) reported that instructional materials are important for the achievement of educational objectives, but lamented that in many schools, (institution), their provision are inadequate. The lacks of functional instructional materials in the teaching of English language in most secondary schools have been hindering the achievement of English language objectives. English language instructional materials such as radio, television, charts and diagram, textbooks, dictionaries, posters, pictures, computers, flash cards, video, tapes and recorders, microphone and podcast, projectors, multimedia etc are in lack in most secondary schools which invariably has hindered the actualization of the objectives of teaching English language in secondary schools. This Okereke (2006) explained that when instructional materials are insufficiently available pose a great threat to the progress of teaching and learning in the classroom. He further stressed that no educational institution will succeed in teaching and learning in the classroom without adequate provision of instructional materials. Obaji (2001) noted that instructional materials make the job of the teacher simple, original, less time consuming and rewarding and make learning interesting to the students. Students enjoy the lesson when they are taught with the appropriate instructional materials. This is because students can see, touch, classroom, and thus making the learners to acquire the knowledge presented easily. Nwelor, (2004) exported that it is difficult for effective teaching learning to take place without relevant and adequate instructional materials to impart the right skills to learners. He further explained the when instructional materials are available and adequate, it inspires the students to be more serious in learning, it serves as a sources of finding answers to questions, it simplifies concepts, makes learning real to the students and makes the teacher to talk less and conserve energy.

Motivational strategies needed for enhancing the teaching of English language in secondary school

Motivation is the internal and external factors that stimulate desire and energy in people to be continually interested and committed to job, role or subject or to make an effort to attain a goal (wikipaedia, 2015). Motivation results from the interaction of both the conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal and expectations of the individual and of his or her peers.

Motivation can be conceived as a cycle in which thought influence behaviors, drives performance, impacts thoughts and the cycle begins again. Each cycle is composed of many dimensions including attitudes beliefs, intentions, efforts and withdrawal which can all affect the motivation that an individual experience. Teacher's motivation can be influenced through incentives, better condition of service, etc. When a worker is energized to satisfy some need or desire, that worker will engage in, or be attracted towards activities that have the potential to meet the need or desire which tend toward self-efficiency whilst satisfying the humanistic needs and achieving self-actualization (Norman, 2014). To him, some motivational strategies in teaching are: teachers should use motivational introductory comments on the learners; use appropriate reward for any positive achievement; develop an atmosphere of curiosity; create an inspiring learning atmosphere; utilize the local environmental resources.

A harmonious interpersonal relationship therefore is advocated between teachers and students so that the attainment of the educational goals of teaching English language is not mitigated. Teachers therefore should be motivated so that they seek a genuine love and concern, positive and acceptable deposition between and among the students. This can be done through the provision of incentives free medical services, hazards / special allowances, payment of salary bonus, housing grant, payment of pension and gratuity, etc.

According to Nixon (2000), incentives arouse feeling, incite to action, creates an exciting cause or motive, etc. Incentive for English language teachers therefore are conditions which will inspire or spur teachers to greater productivity resulting in the attainment of the objectives of teaching English language. Good salaries and monetary provision are all incentives which attract and retain qualified teachers' opportunities of advancement, job security are also incentives (Jones, 1990).

According to Olaitan (2001), teachers are ready to work where there are reliable pension and gratuity scheme. People enter into certain work because reliable pension and gratuity scheme, for workers are hopeful that at old age, proper pension and gratuity scheme must be in place in such an organization. Equally, provision of decent accommodation, transport allowance and professional hazards allowances act as good incentives to workers. Ezeocha (1990), opined that every worker like to put in his/her best when the basic amenities of life are provided for them. On the other hand, workers cannot put in their best when they are subjected to uncomfortable working conditions. Ugwu (2000) reported that certain profession is associated with peculiar hazards, in such profession; he opined that hazard allowances need to be provided for the workers so that they will not be discouraged. The provision of hazard allowances motivates the worker and spurs him/her to put more effort / be more productive in executing his/her work.

Many teachers are not discharging their duties in classroom due to inadequate motivational packages (Enaigbe 2009) because they are not properly motivated. Therefore, if they are motivated with available work materials as instructional materials, better work environment, improved salary scale, job security, reliable pension and gratuity, social prestige and recognition, awards and promotion, job growth and special grant etc, the morals of the teachers could be

boasted thereby affecting their productivity positively.

Supervisory strategies for enhancing the teaching of English language in secondary schools

Teachers as educators hold the key to the successful attainment of national educational goals. Effective supervision of teachers will ensure improved efficiency in their performance. According to Igwe (2001), to supervise means to direct, oversee, guide or to make sure that expected standards are met. Supervision in a school implies the process of ensuring the principles, rules, regulation and methods are prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. Enaigbe (2009), noted that supervision involves the use to expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools. Supervision of teachers is aimed at controlling and examining what is taught, who receives the lesson and the impact of what is taught in the learner.

Ibukun (2007) reported that the main focus of supervision is to guide the teacher, correct him and encourage him to carryout effective class instruction. Supervision also is an assistance rendered for the classroom teacher so that the teacher will understand and accept themselves, their abilities, their patterns and emotional make-up as well as background preparations for effective classroom instruction.

Nwankwo (2009) explained that supervision is an important aspect of the school system which focuses specifically on improving teaching and learning in the schools. He further asserted that supervision which is an integral part of the school system is always aimed at improving the professional development of the teachers. The assertion of Nwankwo implies that supervision is one of the major activities in an education system aimed at developing the teachers professionally, morally and intellectually. The development of English language teachers professionally enhances their performances in the classroom and also impact positively to the learner.

Lending his voice, Igwe (2001), noted that supervision involves evaluation, monitoring and quality control for the purpose of curriculum and infrastructural development and improvement. Supervision provides a platform to examine officially on visit, to make sure that rules and standards are being observed. This implies that supervision is aimed at recognizing the true teachers; facilities, techniques and potentials of all in educational system in order to achieve education goals.

Going further, Igwe (2000) observed that effective supervision is directed towards maintaining and improving the teaching and learning processes in the school. It ensures that each individual teacher does the right thing in the classroom. In his comment, Uzochukwu (1999) reported that one of the objectives of effective supervision is to direct, correct, encourage and stimulate the teacher on the right thing to be done in the classroom so that teachers will not be cheating the learner instead of teaching them. To Burk (2002), effective supervision of teachers is not of the attractive strategies which is to direct, guide and encourage teachers so that the learners will not be cheated as a result of non-performance of the teachers in their professional duties.

The duty of a teacher apart from teaching include; directing and counseling the learners, evaluating the learners, setting

examinations, marking of scripts, recording of students' scores, assessing the students' affective domain and other matters relating to the learners. Utilization of supervisory skills by teachers enables them to enhance teaching. The teacher needs assistance; this assistance can be in form of supervision which is aimed at helping the teacher to effectively carryout the numerous activities in the classroom. (Molefhe and Oladele 2012). The supervisory skill includes pedagogical skills, evaluation skills, disciplinary skills, motivational skills, reportorial skills, managerial skills, interactive skills and so on. These skills enable teachers to effectively evaluate his instruction before the external supervisor. Also, Molefhe et al (2012) further reported that effective supervision of teachers involves criticisms, verification of facts, justification and correlation of errors and provision of suggestion for improvement. When teachers are effectively supervised, they will realize their mistakes and improve in their performance. This implies that supervision of the teachers enhances teaching in their classroom pedagogical activities which lead to the achievement of the laudable objectives of the English language education.

In-service training program needed for enhancing the teaching of English language in secondary schools

Training is referred to learning activities directed towards acquisition of specific knowledge and skills for the purpose of an occupational task. The occupational task is concern with training people for them to function adequately. Retraining on the other hand according to Wild (2010) involves providing additional training to people especially professionals who are already trained, in order to further enhance their ability in terms of competence to handle contemporary challenges in their professional areas. He further explained that retraining is the training given to an individual as a result of difference between the skills he performs and what he cannot perform.

Also, Collins (1994) reported that training is the act of increasing the knowledge and skills of an employee for performing the job assigned to him. It is always a short time process of developing an individual for acquisition of knowledge, skill and competencies as a result of vocational or practical skills and knowledge that relates to specific useful competencies (Wikipaedia 2023). The purpose of training is to achieve a positive change in the behavior of those trained. Kazmi, Pervez and Mumtaz (2011) stated that in-service training enables the teachers to be more systematic and logical in their teaching styles.

Training works as a catalyst which provokes a significant change in a teacher's behavior, redefines roles, broadens vision and enhance the attribute of the teacher. They further stated that training and retraining makes the teacher to contribute meaningfully in the development of their students and the society at large through providing solution to problems in schools. According to Obikoya (2006) re-training makes the writer to be more current on the latest technology in place and the current working ethics and norms. Samupwa (2008) maintained that training and re-training makes teachers to be modern instead of development on the obsolete ways of doing things.

Similarly, Akuma and Okorie (2007), posited that training of teachers prepare them for the improvement of the educational quality, pedagogical techniques and school management. They further explained that retraining of teachers otherwise referred to as

"refreshers program" or "post training" or "in-service training" empowers the employee to be more productive, effective and reliable.

Briggs (2000) reported that in-service training could be in the form of conferences, seminar, workshop and symposium or higher degree, which help to make teachers current in the latest pedagogical techniques and approaches. It means that a teacher who is intellectually sand and current will automatically be effective and utilize available strategies to impart into the learners. Such a teacher will be abreast of the modern and innovative teaching methods and techniques in lesson delivery.

The theoretical framework of this study was based on **Incentive theory of motivation** [also called the reward motivation theory]. It was propounded by a psychologist, Clark Hull in the 1940s and 1950. The theory suggests that a behavior is motivated because of enforcement or incentives. Incentives are elements introduced in a relationship to induce a particular response. It is a way to stimulate a desired behavior and also the **Social system theory of Getzels and Guba (1957)** which states that every organization such as educational organization is made up of many sub-systems, such as school, education board and so on. The subsystem of an organization has functions to perform and these various subsystems of teaching learning processes need to interact i.e., the school, the members of the society, the students, the government so that every single learner in the school succeeds in his/her academic performance.

Empirical studies related to the present study abound. For example:

Onuoha (2021), carried out a study on teachers' motivation as a correlate to secondary school students' achievement in English language in Nsukka Education zone of Enugu State, Nigeria. The main purposes of the study were to determine the extent of correlation between teachers' motivation and students' academic achievement in secondary schools in Nsukka Education zone, Enugu Nigeria. The researcher adopted a correlational survey design and structured questionnaire was used as instrument for data collection. Also, student's achievement was gotten through the administration of test / examination based on the English language syllabus for the selected class (SS II). For research questions and four hypotheses guided the study size of the study was 122 male and female English language teachers in the education zone. Data were analysed using correlation coefficient and correlation of determination (r^2) for all the research questions while t-cal and t-cri (sign.) were used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that teachers' condition of service, provision of incentives on teachers, provision of adequate instructional materials for teaching and school leadership all had a very high relationship / correlation with students' academic achievement in English language and there were no significant relationship between teachers' condition of service, provision of incentives to teachers, provision of adequate instructional materials for teaching and school leadership and students' academic achievement in English language.

Ahmed (2013), wrote on the importance of training on organizational efficiency: A focus on Human capital development. The research adopted descriptive survey design as the method of data collection. He observed in his recommendation that it is clear that staff that goes for further training were always best fit and they perform better than others. The

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efficiency levels of such individuals are also high.

Research Method

The study adopted a descriptive survey research design. According to Ali (2005) and Nworgu (2015), descriptive survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group or the entire population if it is manageable. This research design was suitable for the study because instrument was used for data collection.

The area of the study was Ebonyi state of Nigeria. Ebonyi State is one of the five states in South-East geopolitical zone of Nigeria. The population for the study was 114 (comprised of male and female) English language teachers in 68 public secondary schools in Onueke Education zone of Ebonyi State. This is made up of 58 male and 56 female English language teachers (source: secondary education board (SEB 2021). The entire population was studied as the number was manageable; hence, there was no sampling. A structured questionnaire containing a total of 22 items was the instrument for data collection. The questionnaire was grouped into two parts. Part I contained the personal data of the respondents and part II contained 65 items grouped into five sections according to the research questions that guided the study. The items in the instrument were structured in four points rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4,3,2 and 1 respectively. The instrument was validated by three experts, two from Arts and social science Education Department and one from measurement and Evaluation in the Department of Computer science Education all from Ebonyi State University Abakaliki. The reliability of the instrument was determined by administering 20 copies of the questionnaire to 20 (twenty) English language teachers in five school Enugu State (20 males and 10 females). The data collected were analyzed using Crobach Alpha and the reliability coefficient yielded 0.96. This is in line with Uzoagulu (2011) who noted that reliability coefficient above 0.6 indicates that the instrument was reliable. Out of 114 copies of the questionnaire distributed, all were properly filled and returned representing 100% return rate. Data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance, Decisions were made using the real limits of number on four-point rating scale as follows:

Strongly Agree (SA)	-	3.50 – 4.00
Agree (A)	-	2.50 – 3.49
Disagree (D)	-	1.50 – 2.49
Strongly Disagree (SD)	-	1.00 – 1.49

The standard deviation was used to determine the homogeneity or otherwise of the opinions of the respondents. For the t-test, the t-test result was compared with the significant value at 0.05 level of significance and at appropriate degree of freedom. The null hypotheses were significant where the probability value was less than the 0.05 significant level at appropriate degree of freedom, otherwise the null hypotheses was not significant.

Data Presentation

The result of the study is presented according to the research questions and hypothesis that guided the study.

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Research question I: What are the teaching methods needed for enhancing the teaching of English language in secondary school in Onueke Education Zone of Ebonyi State?

Table I: Mean rating and Standard Deviation of male and female teachers' responses on the teaching methods needed to enhance the teaching of English language in secondary schools in Onueke Education Zone of Ebonyi State.

S/No	Teaching methods needed to enhance the Teaching of English Language	Male N= 58		Female N-56		Overall		Decision
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	Agree
1.	Use of direct / natural method	3.03	0.95	3.38	0.49	3.21	0.72	✓
2.	Use of Grammar Translation Method (GTM)	0.33	3.87	3.54	0.79	3.44	0.83	✓
3.	Use of Audio-Lingual Method	3.00	1.09	3.20	0.52	3.10	0.81	✓
4.	use of the Structural Approach	3.34	0.74	3.21	0.65	3.28	0.70	✓
5.	Use of Lexical Approach	3.43	0.70	3.21	0.68	3.32	0.69	✓
6.	Use of Communicative Language Teaching (CLT)	3.71	0.50	3.80	0.40	3.76	0.45	✓
7.	Use of Silent way	3.28	0.62	3.30	0.66	3.29	0.64	✓
8.	Use of Task Based Language Learning (TBLT)	3.47	0.60	3.32	0.47	3.40	0.54	✓
9.	Use of Total Physical Response (TPR)	3.21	9.67	3.30	0.93	3.26	0.80	✓
10.	Use of Oral Approach/ Situational Language Teaching	3.59	0.82	3.32	1.11	3.46	0.97	✓
11.	Use of Suggestopedia Approach	3.26	0.52	3.54	0.50	3.40	0.51	✓
12.	Use of Cooperative Language Learning (CLL)	3.57	0.50	3.36	0.82	3.47	0.66	✓
13.	Use of the Content and Language Integrated Learning (CLIL)	3.59	0.59	3.11	0.53	3.35	0.56	✓
	Grand (Mean) $\overline{(X)}$	3.37	0.71	3.35	0.66	3.36	0.69	✓

Table 1 show that the mean rating of the respondents on the teaching methods needed to enhance the teaching of English language in Onueke Education zone ranged from 3.10 to 3.76. Items 6 and 12 were rated highest, whereas item 3 had the lowest rating. However, all the items were rated above the cutoff point of 2.50. This show that all the 13 teaching methods were considered appropriate as teaching methods for the enhancement of English language teaching in secondary schools in Onueke education zone. The Standard Deviation (SD) of the items ranged from 0.45 – 0.97 explaining that the respondents were two close in their ratings. This further strengthens the fact that the respondents are clustered in their opinion that the stated itemized teaching methods are appropriate for enhancing the teaching of English language.

Hypothesis I: There is no significance difference between the mean ratings of male and female English language teachers on the teaching methods needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Table 2

T-test analysis of mean rating of male and female English language teachers on the teaching methods

Gender	X	SD	N	Df	T-cal	t-tab	Decision
Male	3.37	0.71	56	114	0.129	1.98	Do not reject
Female	3.35	0.66	58				

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The calculated t-value is 0.129 and the table value is 1.98 showing that the t-cal value is less than the t-table value, hence the hypotheses is not rejected. The result of this test suggests that there is no significant different in the mean ratings of male and female English language teachers on the teaching methods needed for enhancing the teaching of English language in secondary schools in Onueke Education Zone of Ebonyi State.

Research question 2: What are the instructional materials needed for enhancing the teaching of English language in secondary school in Onueke Education zone of Ebonyi State?

Table 3: Means ratings of male and female on the instructional materials needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State

S/No	Instructional materials needed to enhance the teaching of English language	Male N= 58		Female N-56		Overall		Decision
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	Agree
1.	Charts / diagrams	3.40	0.56	3.48	0.79	3.44	0.68	✓
2.	Posters / pictures	3.36	0.74	3.29	0.80	3.33	0.77	✓
3.	Flash cards	3.59	0.59	3.41	0.76	3.50	0.66	✓
4.	Computers	3.45	0.68	3.36	0.72	3.41	0.70	✓
5.	Printed materials – dictionaries, textbooks, storybook	3.22	0.88	3.14	0.54	3.18	0.86	✓
6.	Film striped and slide projectors	3.10	1.04	3.68	0.47	3.39	0.76	✓
7.	Television	3.00	0.88	3.20	0.59	3.10	0.74	✓
8.	Radio / tapes / recorders	3.64	0.48	3.36	0.32	3.50	0.65	✓
9.	Microphone / podcast	3.34	0.37	3.59	0.76	3.47	0.82	✓
10.	Video / film strips	3.74	0.44	3.43	0.63	3.59	0.54	✓
11.	Multimedia	3.28	0.49	3.54	0.74	3.41	0.62	✓
	Grand (Mean) (X)	3.37	0.69	3.41	0.72	3.39	0.71	✓

Result presented in Table 3 shows that the mean scores of the respondents ranged from 3.10 to 3.59. The result is an indication that all the II items were rated above the cut-off point of 2.50 as the instructional materials needed in enhancing the teaching of English language in Onueke Education zone of Ebonyi State. The standard Deviation (SD) of the items ranged from 0.62 to 0.86. The grand mean of 3.39 and low grand standard deviation of 0.71 suggests that the respondents have homogenous opinion in their responses.

Hypothesis 2: There is no significance difference between the mean ratings of male and female English language teachers on the instructional materials needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Table 4: T-test analysis of mean rating of male and female English language teachers on instructional materials needed for enhancing the teaching of English language

Gender	X	SD	N	Df	T-cal	t-tab	P	Decision
Male	3.37	0.691	58	114	−0.255	0.98	0.05	Do not reject
Female	3.41	0.72	56					

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Table 4 presented the t-test analysis of the response of male and female English language teachers on the instructional materials needed for enhancing the teaching of English language in secondary school. From the analysis, it can be observed that the t-cal value of -0.255 is less than the t-tab value of 1.98 at 0.05 level of significance. As a result, the hypothesis of no significant difference was upheld. There is no statistical difference in the mean rating of female and male English language teachers on the instructional materials needed for enhancing the teaching of English language in Onueke Education zone of Ebonyi State.

Research question 3: What are the motivational strategies for enhancing the teaching of English language in secondary school in Onueke Education zone of Ebonyi State?

Table 5: Means ratings of male and female English language teachers on the motivational strategies needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State

S/No	Motivational strategies to English language teachers include:	Male N= 58		Female N-56		Overall		Decision
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	Agree
1.	Provision of free medical services	3.64	0.48	3.63	0.49	3.64	0.49	✓
2.	Provision of special allowances i.e. hazard, etc	3.19	0.66	3.41	0.56	3.30	0.61	✓
3.	Recognition through award giving	3.38	0.81	3.34	0.77	3.36	0.79	✓
4.	provision of free accommodation	3.40	0.56	3.16	0.63	3.28	0.60	✓
5.	Provision of salary bonus	3.21	0.52	3.43	0.50	3.32	0.51	✓
6.	Provision special grant	3.31	0.63	3.55	0.69	3.43	0.66	✓
7.	Provision of short term loans	3.52	0.63	3.48	0.57	3.50	0.60	✓
8.	Provision of car loans	3.45	0.50	3.57	0.63	3.51	0.57	✓
9.	Provision of special salary payment system	3.34	0.61	3.46	0.76	3.40	0.69	✓
10.	Granting housing loan	3.38	0.70	3.30	0.54	3.34	0.62	✓
11.	Payment of leave allowances	3.33	0.69	3.64	0.55	3.49	0.62	✓
12.	Regular payment of pension and gratuity	3.45	0.68	3.68	0.66	3.57	0.67	✓
13.	Provision of special grant for tour to countries of nature speakers of English language	3.57	0.62	3.68	0.54	3.63	0.58	✓
	Grand (Mean) (X)	3.40	0.62	3.49	0.61	3.44	0.62	✓

The result from the analysis of the data in table 5 shows that the means ratings of the respondents ranged from 3.28 to 3.64 showing that the itemized motivational strategies are needed for enhancing the teaching of English language in secondary schools in Onueke education zone. An overall grand mean of 3.44 standard deviation of 0.62 was obtained in all the items showing that the itemized motivational strategies are needed for enhancing the teaching of English language in secondary schools in Onueke Education zone.

Hypothesis 3: There is no significance difference between the mean ratings of male and female English language teachers on the motivational strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

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Table 6: T-test analysis of mean ratings of male and female English language teachers on the motivational strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Gender	X	SD	N	Df	t-cal	t-tab	P	Decision
Male	3.40	0.62	58	114	0.05	-0.612	0.198	Do not reject
Female	3.49	0.61	56					

Table 6 above shows that the calculated t-value at 0.05 level of significance and 114 degree of freedom for the 13 items is -0.612 while the critical table value is 1.98 since the initial t-value is more than the t-calculated, the hypothesis was not rejected. This means that no significance difference exists between the mean ratings of male and female English language teachers on the motivational strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Research question 3: What are the supervisory strategies for enhancing the teaching of English language in secondary school in Onueke Education zone of Ebonyi State?

Table 7: Means ratings with standard deviation of male and female English language teachers on the supervisory strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State

S/No	Supervisory strategies for teachers	Male N= 58		Female N-56		Overall		Decision
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	Agree
1.	Supervision during classroom teaching	3.52	0.63	3.00	0.57	0.50	0.60	✓
2.	Supervision on the use of teaching aids	3.64	0.48	3.63	0.49	3.64	0.49	✓
3.	Supervision on the use of appropriate teaching methods	3.38	0.81	3.34	0.77	3.36	0.79	✓
4.	Supervision on classroom management	3.24	0.66	3.64	0.65	3.44	0.66	✓
5.	Inspection of lesson notes / plans	3.17	0.92	3.23	0.63	3.20	0.78	✓
6.	Supervision on proper record keeping	3.19	0.66	3.41	0.56	3.50	0.61	✓
7.	Supervision on administration of continuous assessment	3.10	0.77	3.16	0.50	3.13	0.64	✓
8.	Supervision on the provision of marking guide for C/A and Examination	3.40	0.56	3.16	0.63	3.28	0.60	✓
9.	Laboratory resources / equipment	3.60	0.49	3.32	0.58	3.46	0.54	✓
10.	Supervision on the coverage of scheme of work	3.31	0.63	3.55	0.69	3.43	0.66	✓
11.	Supervision on coverage / response to feedback from student's performance	3.31	0.86	3.25	0.51	3.28	0.69	✓
12.	Supervision on training and direction to improve creativity and self confidence	3.21	0.52	3.43	0.50	3.32	0.51	✓
13.	Supervision on the marking of assignment and workbooks	3.50	0.50	3.63	0.56	3.57	0.53	✓
	Grand (Mean) (X)	3.35	0.65	3.40	0.59	3.38	0.62	✓

Table 7 indicates that the overall rating of the items ranged from 3.13 to 3.64. It is an indication that all the 13 items are accepted by the respondents as the supervisory strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone. The scores are all above the cut-off point of 2.50. The standard deviation

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ranged from 0.49-0.79. This suggests that the respondents have a consensus opinion on statement in the items as the supervisory strategies for enhancing the teaching of English language in secondary schools.

Hypothesis 4: There is no significance difference between the mean ratings of male and female English language teachers on the supervisory strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Table 8: t-test analysis of means ratings of male and female English language teachers on the supervisory strategies for enhancing the teaching of English language in Onueke Education zone of Ebonyi State

Gender	X	SD	N	Df	t-cal	t-tab	P	Decision
Male	3.35	0.65	58	114	-0.340	0.05	1.98	Do not reject
Female	3.40	0.59	56					

The table above presented the t-test analysis of the response of male and female English language teachers on the supervisory strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone. The calculated t-value of 0.340 was less than the t-tab value of 1.98 at 0.05 level of significance. Therefore, the hypothesis of no significant difference was upheld since there is no significant difference in the mean ratings of male and female English language teachers on the supervisory strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Research question 5: What are the in-service training programmes needed to enhance the teaching of English language in secondary school in Onueke Education zone of Ebonyi State?

Table 9: Means ratings of male and female English language teachers on the in-service training program needed to enhance the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State

S/No	In-service training program for English language teachers	Male N= 58		Female N-56		Overall		Decision
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	Agree
1.	Training for the acquisition of higher degree or certificate	3.34	0.61	3.46	0.76	3.40	0.69	✓
2.	Organization of workshops	3.43	0.78	3.55	0.69	3.49	0.71	✓
3.	Organization / attendance of conferences	3.45	0.50	3.57	0.63	3.51	0.57	✓
4.	Retraining for short time courses naturally and internationally	3.24	0.71	3.48	0.69	3.36	0.70	✓
5.	Training on use of power-point in teaching	3.69	0.47	3.32	0.77	3.51	0.62	✓
6.	Training on the use of internet / www to access information	3.57	0.62	3.68	0.54	3.63	0.58	✓
7.	Retraining on ligation on improvement on modern teaching technique knowledge	3.16	0.70	3.66	3.48	3.41	0.59	✓
8.	Retraining on classroom management	3.45	0.62	3.68	3.66	3.57	0.67	✓
9.	Retraining on the utilization of combined teaching methods	3.67	0.47	3.64	0.75	3.66	0.61	✓
10.	Retraining of now to improvise instructional materials	3.48	0.50	3.60	0.92	3.57	0.71	✓
11.	Retraining on the use and operation of computer	3.38	0.70	3.30	0.54	3.34	0.62	✓

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12.	Retraining on teacher parent relationship	3.19	0.51	3.54	0.52	3.37	0.52	✓
13.	Retraining on student – teacher relationship	3.33	0.69	3.64	0.55	3.49	0.62	✓
	Grand (Mean) (X)	3.41	0.61	3.55	0.65	3.49	0.59	✓

The analysis in table 9 shows that the respondents mean scores ranged from 3.34 to 3.66 showing that all the respondents accepted all the 13 items statement as the in-service training program needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State. The overall grand mean of indicates that the itemized in-service training statements are for enhancing the teaching of English language in secondary schools. The low standard deviation shows that the respondents had homogenous view about the statements.

Hypothesis 5: There is no significance difference between the mean ratings of male and female English language teachers on the in-service training needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Table 10: t-test analysis on the mean rating of female and male English language teachers on the in-service training needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Gender	X	SD	N	DF	P	t-cal	t-tab	Decision
Male	3.41	0.61	58	114	0.05	-0.94	1.98	Do not reject
Female	3.55	0.65	56					

Table 10 above presents the t-test analysis of the respondents on the in-service training needed for enhancing the teaching of English language in secondary schools in Ebonyi State. The calculated t-value of 0.94 is less than the t-table value of 1.98 at 0.05 level of significance. It was therefore concluded that the hypothesis of no significant difference is upheld which implies that there is not significant different between the opinion of male and female English language teachers on the in-service training needed for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State.

Discussion of Findings

Teaching methods needed for enhancing the teaching of English language in secondary school.

The findings of the study according to research question 1 on the teaching methods needed on enhance the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State. Some of these teaching methods include the silent method, grammar translation method (GTM), the Audio-Lingual Method, Total Physical Response, Communication Language Teaching (CLT), community language teaching, the lexical approach and so on.

These findings are in agreement with Okafor (2009) that varieties of teaching methods are needed for enhancing effective

teaching and learning in the class. Okafor pointed out that certain teaching methods are required to motivate the learner's interest and it is the duty of the teacher to select the right method for a particular topic. Specifically, Intesol Teach Abroad maintains that the use of the Grammar Translation Method (GTM) helps the learners to master all the grammar rules so they are able to translate a number of sentences. Going further, it equally states that the Total Physical Response (TPR) allows the idea of learning by doing and these are essential for good teaching.

Based on the findings of the study, it is imperative to note that the English language teacher needs to understand and use the various teaching methods based on the topic, class size and the teacher's ability to handles such method. Each method identified has special skills required in order to elicit the appropriate result to the teaching and learning situation.

The null hypothesis one tested on the teaching methods needed to enhance the teaching of English language showed that there was no significant difference between the mean ratings of male and female English language teachers in the teaching methods itemized. The implication of the findings of no significant difference was that general has no influence on the use of teaching methods by teachers in secondary school in the study area. Therefore, the user identification and use of the methods should be varied by teachers of English language while teaching, in order to impart the desired knowledge to the students.

Instructional materials needed for enhancing the teaching of English language in secondary school

In research question two, the study found that all the itemized instructional materials are needed to enhance the teaching of English language in secondary schools in Onueke education zone. Some of the instructional materials identified include; tape recorder, flash cards, television, microphone / podcast, charts / diagram computer, radio and so on.

The findings of the study were in line with Obiora (2009) who noted that these instructional materials should be available and adequate for effective teaching and learning. The finding is also in consonance with Obaji (2001) who noted that instructional materials make the job of the teacher, simple, original less time consuming and rewarding and also make learning interesting to the students.

The null hypothesis two tested on the instructional materials needed to enhance English language teaching showed that there was no significant difference in the mean rating of male and female English language teachers regarding the instructional materials needed or enhance the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State. The implication of the findings of no significant difference was that gender of the respondent had no influence on their responses, which shows that instructional materials are highly needed in enhancing the teaching of English language in secondary schools.

Motivational strategies for enhancing the teaching of English language in secondary school

The result of analysis of research question 3 shows that the items were accepted as the motivation strategies for enhancing the teaching of English language in secondary schools in Onueke Education zone of Ebonyi State. Some of the items identified are free medical services to teachers, special salary

scale for English language teachers, regular promotion of teachers, car loan, reliable pension and gratuity scheme, provision of incentives and so on.

The finding of the study is in-line with the findings of Olaitan (2001), that teachers are ready to work where there are reliable pension and gratuity scheme. The provision of incentives like car loan, salary bonus, special grant and so on are motivational and therefore can enhance the teacher's productive output which according to Nixon (2000), incentives arouse feelings, incites to action, creates an existing cause or motive.

The null hypothesis three tested indicated that there is no significant difference in the mean ratings of male and female English language teachers on the motivational strategies for enhancing the teaching of English language in secondary schools. The hypothesis was not rejected and this showed that there was no significant difference on the response of both male and female respondents. This therefore, indicated that all the itemized motivational strategies are needed to enhance the teaching of English language in secondary schools.

Supervisory strategies for enhancing the teaching of English language in secondary schools

With respect to research question four, the result of the study showed that all the 13 items under supervisory strategies for enhancing the teaching of English language were agreed by the respondents. These strategies as supervision of classroom teaching supervision on the use of teaching aids, classroom management, administration of continuous assessment administration of examination, keeping of school record and so on. The findings are in in-line with the assertion of Igwe (2001) who noted that supervision involves evaluation, monitoring and quality control, a platform to examine the effectiveness of teaching and learning in a classroom setting. Supervision of English language teachers on planning of lesson, utilization of resources and use of teaching methods help to enhance the teaching and learning of the language.

The findings are also in tandem with the views of Ibukun (2007) who maintains that the main focus of supervision is to guide, the teacher, correct him and encourage him to carryout effective classroom instructions.

The null hypothesis four (4) showed that there was no significant difference in the mean ratings of male and female English language teachers on the supervisory strategies for enhancing the teaching of English language in secondary school in Onueke Education zone. The implication of no significant difference is that the gender of male and female respondents did not influence their response. It therefore devotes that; supervisory strategies are needed for enhancing the teaching of English language in secondary school.

In-service training programs needed to enhance the teaching of English language in secondary schools

In research question 5, the findings of the study showed that all the items on in-service training of teachers were accepted as a strategy for enhancing the teaching of English language in secondary school. These in-service training needed were but not limited to training for the acquisition of higher degrees, organization of seminars, workshop and symposiums, training on the use of computer, internet surfing, utilization of combined teaching method and so on.

The finding of the study is in agreement with Akum and Okorie (2007) who posits that training of teachers prepare them for the improvement in educational quality pedagogical techniques and school management. They further assert that retraining of employees empowers the employee to be more productive, effective and reliable.

The result of the study is also in-line with the statement of Samupwa (2008), that training and retraining makes teachers to be modern instead of development on the obsolete ways of doing things. The finding also validates the (2006) who asserts that retraining makes the worker to be more current on the latest technology in place and the current working ethics and norms.

The null hypothesis five (5) tested showed that significant difference did not exist between the opinion of male and female English language teachers regarding the in-service training programs needed to enhance the teaching of English language in secondary schools. The hypothesis was not rejected as it depicts that gender had no influence of the responses of the respondents.

Conclusion

Information has been gathered on the strategies for enhancing the teaching of English language in secondary schools. English language is the livewire of other aspects of the global activities cum economy and serves as a stepping stone to greater heights in life. The result of the study identified the strategies that enhance the teaching of English language in secondary school which include the teaching methods, instructional materials, supervisory strategies, in-service training programs and motivational strategies. The identified strategies could be used to improve basic phonological, syntactic, lexical, morphological and otherwise skills to students in order for them to maximize the available opportunities. The study also showed that the identified strategies could be used to train competent and knowledge learners in English language.

Recommendations

Based on the findings of this study, the following recommendations were made:

a. The English language teachers should be encouraged to adopt the appropriate teaching methods that will suit skills development in English language.
b. The government of Ebonyi State through the ministry of education should provide adequate instructional materials needed for teaching English language in secondary schools.
c. Teachers should be provided with the needed in-service training programs to enable they update their knowledge and skills in teaching.
d. Supervisors of English language teachers should adopt relevant strategies.

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