**INFLUENCE OF CLASS-SIZE ON TEACHING AND LEARNING OF ENGLISH LANGUAGE IN SENIOR SECONDARY SCHOOLS IN ENUGU EDUCATIONAL ZONE**

**BY**

**UFODIAMA, PRECIOUS ADAEZE**

**U14/EDU/EIS/019**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION, FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY UGWU-OMU NIKE, ENUGU STATE**

**JULY, 2018**

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**A PROJECT REPORT SUBMITTED TO THE**

**DEPARTMENT OF THE ARTS AND SOCIAL SCIENCES EDUCATION,**

**FACULTY OF EDUCATION,**

**GODFREY OKOYE UNIVERSITY, UGWUOMU-NIKE**

**ENUGU STATE.**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS B.A. (ED) DEGREE IN ENGLISH/LITERARY STUDIES EDUCATION.**

**SUPERVISOR: DR. F.N ENE**

**JULY, 2018.**

# APPROVAL PAGE

# The project has been approved for the Department of Arts and Social Sciences Education Godfrey Okoye University Ugwuomu-Nike Enugu.

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**Dr. F.N Ene Date**

**(**Project Supervisor)

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**Dr. F.N Ene Date**

(Head of Department)

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**Prof. Aaron Eze Date**

(Dean Faculty of Education)

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**External Examiner Date**

**CERTIFICATION**

I, Ufodiama, Precious Adaeze an undergraduate of the Department of Arts and Social Sciences Education, Godfrey Okoye University with Registration number U14/EDU/ELS/019 hereby affirm that the work embodied in this project (Influence of class-size on teaching and learning of English Language in Senior Secondary Schools in Enugu Educational Zone) is original and has not been submitted in part or full for any other diploma or degree of this or any other university.

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**UFODIAMA, PRECIOUS ADAEZE DATE**

**DEDICATION**

This project is dedicated to God Almighty, for His guidance, protections, favours and for seeing me throughout these years of my academic pursuit and for giving me the grace, motivation and patience to carry out this study.

To my lovely parents, Mr. &Mrs. Dennis Chuks Ufodiama and finally to my enduring sister who supported me to achieve perfection of this research work.

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**ABSTRACT**

This research work was designed to assess the influence of class-size on teaching and learning of English Language in Senior Secondary Schools in Enugu Education Zone. Four corresponding purposes of the study and research questions guided the study. The researcher adopted the descriptive survey design in the research work. The study was conducted in Enugu Education zone of Enugu State. Enugu education zone comprises schools in Enugu North L.G.A, Enugu East L.G.A, and Isi-Uzo L.G.A. The population comprised thirty one (31) secondary schools spread along the three (3) local government area that made up Enugu Education Zone. The sample was one hundred (100) senior secondary school teachers drawn from ten schools from the population using the random sampling technique. The researcher selected ten teachers from each school. The instrument used for the collection of data was structured questionnaire and it was administered to the teachers face to face. The data collected were analyzed in tables side by side with research questions in chapter four. Mean statistics was used for the data analysis. Findings showed that large class size affected both the teaching and learning habit of teachers and students respectively. It has negative effects on the morale of teachers, it did not permit effective assessment of the student’s performance and finally it affected the use of instructional materials in teaching and learning of English Language in Senior Secondary School in Enugu Education Zone. Measures to be adopted for effective teaching and learning of English Language in Enugu Education zone are to decrease the number of students in the classroom, engage students in challenging activities where individuals or groups compete with one another. Workshops and seminars should be organized for teachers of English language periodically to enhance and improve their classroom efficiencies and government should make provision for more language instructional materials such as language laboratory, conducive and serene learning environment for the purpose of optimizing the teachers and students output in English Language.

**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

With the abolition of slave trade in Nigeria at the beginning of the 19th century, British Colonial interest shifted to agricultural production from exportation to Europe. During this period, precisely in 1842 and 1846 {2009 Britannica encyclopedia} the first missionary stations were established in Badagry (near Lagos in the South West) and Calabar (in the South-East) respectively. Then evangelism grew sporadically to produce the first generation of students who were made up of mainly children of slaves whom the village communities thought they would not miss much. As the British Colonial government felt the needs of African who were literate in English language, who would serve both trade and colonial interests, the missionary therefore in 1880s was officially ordered to teach English language in their schools. As time goes on English language became a language of concentration for reasons such as: it was financially rewarding to study English language more than any of the indigenous languages; certification became conditional upon passing English before any recognition or consideration is given. However, this development and the need to learn English as a Second Language {ESL} necessitated the establishment of the first state school in Nigeria in 1899. It is undoubtedly obvious that English language in Nigeria has an enormous importance so much that for over a century now, it has continued to enjoy the pride of place in all spheres of the nations endeavor – educational, business, communication to mention a few (Ogbonna, 2008).

English language today has gained constitutional recognition to have served as an official language and even gaining the advantage of being the First Language {L1} over the Mother Tongue {MT}. Despite all the importance and position of English language in the country’seducational system, English language still suffers set back in its output. This has been ascertained and established by various examination bodies, government, education planners and individuals. It is highly pathetic and embarrassing that a secondary school graduate could not write an error- free sentence. Some of these students are eloquent but their reading and writing are nothing to talk about (Opeola, 2007), some of this issues that can cause this set back are teachers teaching method, poor study habit of students and large class size.

Badures(2006) opined that class size is the number of students or individual in a particular classroom.He also opined that number of the students required in particular class should be below 40.Any class that has a total of 40 and above students is large class. The effectiveness of class size on students’ achievement and motivation, and its synchronous relation to teaching process and teachers' workload, attitudes and motivation, is probably the most written about but however a least explored topic in the educational field. Yet, there is no consensus definition in literature to what constitutes a large class as material developers, teachers and students in different parts of world have various perceptions of what frames large, small or ideal classes. According to Hayes (2007) there is no numerical determination of what shape a large class as teachers’ perceptions of large classes differs from one context to another.

Badures (2006) believed that regardless of the number of students in a class, it is a teachers' perceptions towards the class size in a certain context with particular tools and facilities which are provided that make classes either small or large. Hence, we can say that large classes are those with a specific number of students that teachers cannot handle and resources are not enough to facilitate the teaching and learning process and can pose insurmountable problems for both teachers and students. Mulryan-Kyne (2010) also shares that view and points to a large class as "a class that is too large for effective teaching to occur". Brown (2001), on the other hand, believed that an ideal class should not exceed 12 students. In another word, a class should be big enough to offer variation and allow interaction and small enough to provide students with opportunities for participating and receiving individual attention.

Finn(2003) revealed that class size has great effects on students' social and academic involvement in the class and on the teachers’ personality as well. That is to say that students in small classes, on contrary to their peers in large ones, are always under pressure to participate in class activities as “they are on the frying line”, by being more visible to the teacher and may be called upon at any time to answer questions or to participate in a class activity" (page. 346). On a similar view, Resnick (2003) claimed that smaller classes elevate students' achievement as teachers in such context pay greater attention to each and every student, leaving students with no time to either be destructive or distracted by any means. Consequently, students in small classes encounter continuous pressure to engage in various activities and become active class. On a similar view, Normore and Ilon (2006) conclude that classes of a small size positively influence the teaching process as they encourage students and teacher engagement, allow students to be more cognitively engaged, offer ample time for teachers to cover the whole materials and provide safe school environment with fewer misbehaved students.

Al- Jarf's (2006) opined that some teachers hold negative views against large classes as they believe having many students in one class can cause some problems that affect them and their students. Some commonly comments heard by teachers are: there is no communication, the class is out of control, lack of individual attention and difficult to set effective group activities. Other teachers always emphasize that it is impossible to concentrate on all students and therefore not enough reinforcement will be made to encourage all to participate in different activities. Participants in Al- Jarf's (2006) study commented that "due to the size of the class they do not have enough time to pay attention to each student or give every student a chance to speak and participate" (Kennedy, 2006). In words, such context makes some students, especially the shy or weak ones to be neglected or left behind. Kennedy & Kennedy (2006) shared similar view as they believed it is difficult to overcome all of what occur in class when the number of students exceeds a certain limit.

On the contrary, teachers in small classes are able to pay great attention to their students and the benefit from the presented activities is considered to be high. From that, we can say that it is abundantly evident that English teachers encounter great challenges when teaching large classes as they encounter difficulties in knowing all students in the class, having time for all individuals or presenting effective activities and therefore many students, especially the weak ones, tend to lose concentration. Another problem which is borne out in the words of the teachers, and hinders the learning process in large classes is identifying and controlling students who tend to distract their classmates from concentrating on the lesson.

Lazear (2003) assumed that if a student misbehaves and begins disturbing the class, the teacher has to attend the disturbance and control the noise. Such action from one student or more in a large class will block the learning of that moment and demolish the capability of others to learn. Pedder (2003) confirms: in larger classes, more time is needed for non-academic activities related to administrative and organizational procedures and to the management and control of discipline. Reductions in the quantity of learning opportunities constrain teachers from achieving the necessary pace, depth and breadth of curriculum coverage as class size increases (Pedder, 2007). Noise level of some students is also considered to be a problematic issue as it will produce disturbance and prevent their classmates from learning. AL-Jarf (2006) recorded that "large class sizes inhibit small group activities and individualized instruction, because of the noise level and lack of space in the classroom). Admittedly, some researchers have found that classroom noise is a result of students' boredom, vague instructions of activities presented in class and teachers' low voice (Harmer, 2000; Lacastro, 2001 and Zhang, 2008).

**Statement of the problem**

Despite the importance of English language in our society, it still suffers set-back in all our institutions of learning, the secondary school is not left out of this language trauma. It has been discovered that most complaints by students and teachers of English language is the alarming rate which the class-size increases. The truth of the matter is that the first curriculum priority is language. Therefore, English language as far as Nigeria is concerned provides a connecting tissue by which all other subjects are pursued. It is as a result of this that the researcher needs to throw a search light on this subject matter to ascertain the fact if truly class-size affects teaching and learning of English language. More so, it shall be known at the end of this research, the ways by which teachers of English language can teach their subject effectively in an over-crowded class.

Nevertheless, a strong willingness to investigate the influence of large classes on English language teaching according to teachers' perceptions made the researcher undertake this study where the main theme of this study is to list the problems Nigeria secondary teachers/students encounter when learning English in large classes. Therefore, it is the researcher intention to draw on a selection of studies from different research to, firstly, examine the study main goal which is the influence of class size on English teaching and learning, secondly, provide personal examples culled from actual experience, thirdly, recognize the issues of concern to English teachers facing these large classes and finally, furnish some recommendations to facilitate the teaching and learning process. This is because Observations have revealed that most of our classes in secondary schools have not less than fifty students; this is an indication that for each of the classes, there would be the challenges of the classroom management, classroom control, classroom maintenance and deviance for the teacher.

**Purpose of the Study**

The main objective of this study is to find out the influence of class-size on teaching and learning of English Language in Senior Secondary Schools in Educational Zone.

The following research purpose have been outlined for the study

1. To find out ways class size affects teaching and learning of English

Language in senior secondary schools in Enugu Education zone

2. To examine the effectiveness of policy guiding teacher-student ratio in teaching English language in senior secondary school

3. To examine how effective is the use of instructional materials in an overcrowded classroom environment.

4. To determine the measures to be adopted for effective teaching and learning of English Language.

**Significance of the Study**

The study when completed would enable the teacher to know the dangers associated with over-crowded classroom. It would assist the government and education planners on recruitment and supervision of teachers bearing in mind the expected teacher-learner ratio. The study will assist in providing a guide in the realization of one of the core objectives of Nigeria education which is to make Nigeria one of the technological advanced countries in the world.

**Scope of the Study**

This research work focuses on the influence of class size in effective teaching and learning of English Language in Senior Secondary Schools located in Enugu Educational Zone. This research work has been limited to identifying the influence of class size in effective teaching and learning of English language in senior secondary schools. The study discloses the relationship between class size and instructional materials used in teaching and learning English Language in Senior Secondary School in Enugu Educational Zone. This means that class size affect the use of instructional materials in teaching and learning English Language in Senior Secondary Schools. Also in this study the importance of cognitive field leaning theory and system theory in teaching and learning process cannot over emphasized.

**Research Questions**

1. In what ways does class size influence teaching and learning of English Language in Enugu Education zone?

2. How effective is the policy guiding teacher-student ratio in teaching English language in senior secondary school in Enugu Education zone?

3. How does class size affect the use of instructional materials in teaching English language in senior secondary school in Enugu Education zone?

4. What are the measures to be adopted for effective teaching and learning of English Language in Enugu Education zone?

**CHAPTER TWO**

**REVIEW OF LITERATURE**

The review of literature for this study will be based on the following sub-headings:

i. Conceptual Framework

ii. Theoretical Framework

iii. Empirical Review

iv. Summary of the Literature Review

**Conceptual Framework**

Under these sub-headings, the following concepts shall be analyzed

* Concept of Class size
* Concept of English language
* Concept of Instructional Materials
* Concept of teaching and learning
* Influence of teaching and Learning of English Language in a Small Class-Size
* Methods of teaching English in large class size
* Basic Effective Teaching Methods for Language Teaching

**Concept of Class size**

**Class size:** Class size could be defined as the number of learners that can be effectively and efficiently handled by a teacher or instructor in a classroom setting. Thus, in a particular learning environment, the teacher should be in a position to monitor what each and every learner is doing, how he or she is adapting to the expected change in behavior.

Atanda (2009) notes that class size means category of pupils or students that are grouped together because they have similar characteristics which can be the age range, levels of intelligence and so on. The essence of putting people or even things generally in their respective categories is not only to ensure proper monitoring but also for easy identification. Students in the class are not less an exception without adequate size that would enable the teacher control the class, learning and teaching would be difficult in this regard therefore, Agasi and Okorie (2008) assert that for positive transformation to take place in the students and pupils, certain elements must interplay. Such element according to them include class six, thestandard structural stipulation for every classroom ratio is between 30-40 students per teacher.

According to Ogbonna (2008) the task of effective teaching is based on effective classroom control and this cannot be achieved unless the number of students per teacher is such that would enable the teacher have access to understanding each of the students.

Opeola (2007) writing on the characteristics of a large class size affirms that under such conditions, pupils and or students are allowed to choose their of position. He further notes that a certain distribution occur in the front row may be there is a mix-up of over dependent and perhaps with extremely zealous students. In the back row are persons in rebellion against the authority and ultimately against the further image of the teacher this indeed suggests the make up of a class. In a situation where the class is beyond expected student-teacher ratio, such unpleasant and rowdy environment distorts learning and by extension the teaching process.

The concept of class- size has been given series of definitions in different context by educationists. Hoffman (2008) defined class-size as the number of students per teacher in a class. He also sees it as a tool that can be used to measure education system. In relation to class-size. Stepaniuk(2013) argued that there are approved norms of class-size, 40 pupils per class for the grade 1 to 8. This is in line with the National policy on Education under section 5 sub-section 27 which states that the ratio of teacher and students in the class for secondary school should be 1:40; meaning that as far as Nigeria is concerned, the approved number of students in a class should be 40 students per teacher. Class-size based on students population is therefore divided into two. These categories are small class-size and large class-size.

**Large Class-Size:** What is considered small in one country, (e.g. Pakistan, China and some other developed nations) may be seen as large class in another country such as North-America. Even within the same country, perception and experience of class-size varies according to different factors such as students age and level. However, generally 41 and above is considered large (43rd IATEFL Conference 2009).

Therefore, a large class-size is one in which “the possibility of individual relationship between professor (teacher) and students is precluded, in which not every student who want to speak in class can be called on, and in which grading essay exams can take up every evening and weekend of the course (Weimer, 2007). International Association of Teachers of English as a Foreign Language (43rd Conference 2009) also opined that a large class is the one which “teachers face problems in teaching, managing and evaluating”. It is also defined as a class in “which there are many challenges and opportunities for the teachers as well as for the learners in terms of managing resources, time and space”. The above definitions depict that a large class-size is any class where there are challenges for teachers and students in having a free teaching and learning processes, which at the end makes evaluation more time consuming than normal.

**Small Class-Size:** A small class-size is a class where there is increase in teacher-students contact and interaction among students to help them understand one another, and increase their desire to assist one another. Blatchford P. (2007) is of the opinion that small class-size is a class in which there is less or no concentration on class control and management of students delinquencies and deviances.

A small class-size is a class with the population of students ranging from 1 to 40. Lots of arguments have been generated by teachers, students and even educational planners within and outside Nigeria as to if there is any effect of class-size on the teaching and learning of English Language. The results of researchers on this subject varied from country to country. Glass and Smith (2001) conducted a research on this subject and concluded that “the average size when class-sizes were reduced from 25 to 15 was 0.9, but more importantly, there was a non-linear effect”. He at the end argued that what matters is the quality of instruction, teachers attitude, school climate and interpersonal regard.

(Hattie 2005) after researching on the subject matter in almost all countries of the world, finalized that “…it has been difficult to find studies identifying differential effects of achievement relating to class-size”. Dean (2013) compared class-size in some countries and found that Turkey, Norway and Netherland had the class-sizes of 20 or more; the UK, USA, Japan, Canada and Ireland had sizes between 15 and 20. However in Nigeria, educational planners like Nwadiani (2010) argued that the higher the class-size, the lower the cost of education. He contented however, that most classrooms are overcrowded, spreading resources thinly and thereby affecting the quality of education. Ajayi (2008) supported the viewpoints and argued that in order to control rising capital cost of education, the average class-size could be increased. Toth *et al*. (2005) reported that the increase in enrolment in many institutions which has become major concerns of students could definitely lead to an increase in class-size. In contrary to Ajayi, Nwadiani and others, Commeyras (2004) is of the opinion that “effective teaching seems impractical for teacher educators having large class-size of 50, 75, 100 or more”. To this end, the concept of class-size is generally acceptable as a toll to achieving educational goal and objectives with the population of 40 students as basic standard. Despite this, there has not been unanimous agreement on the influence of class-size on the students outcome in the teaching of English language; yet teachers and students complaints especially in this area of study is the class-size being too large, which causes deviance and delinquencies on the part of the students and loose of concentration and inability to meet the objectives of the lesson on the part of the teachers.

**Concept of English Language**

English language as a lingua franca is a global means of communication in numerous dialects and also the movement towards an international standard for the language. It is also referred to as global English, world English or continental English. Sometimes, “international English and the related terms above refer to a desired standardization i.e. standard English.

Akachukwu (2007) maintained that there is no consensus on the part of achievement of the goals in English more accessible to people from different nationalities. Moreover, Iheke (2009) added that there has been a proposal of English as a Lingua Franca (ELF). It is also been argued that international English is held back by its traditional spelling. There has been slow progress in adopting alternate spellings.

Samuel (2008) Observed that modern concept of English language does not exist in isolation but is the product of centuries of development of the English language. The English language evolved in England from a set of West Germanic dialects spoken by the Anglos and Saxons, who aimed from continental Europe in the 5th century. These dialects came to be known as English literally. The concept of a universal language is more significant in the era of mass communication.

Carlos (2011) says that English language is without a doubt the actual universal language. He maintained that it is the world second largest native language, the official language in 70 countries. English speaking countries are responsible for about 40% of world’s total gross net population (GNP). English is understood everywhere among scholars and educated people, as it is the world media language and the language of cinema, TV, pop music and the computer world. All over the planet, people know many English words, the pronunciation and meaning. The causes of this universality are very well known and understandable. English first began to spread during the 16th century with British Empire and was strongly reinforced in 20th by USA world domination in economic, political and military aspects and by the huge influence of America movies.

The concept of a universal language is more significant only now, in the era of world mass communication. Before this era Greek, Latin, French were to some extent universal language, though mainly in Europe.

Iheanyichukwu (2007) opined by English language is the easiest natural language in the world. He added that English is an easy language to learn, understand and speak. A complex language such as Hungarian would be a very unlikely candidate for universal language.

The fact that English language is the most important subject in the secondary school curriculum is incontestable. To understand the entire subject effectively, a secondary school student needs a firm grasp of the English language because the subject is referred to as the key to all other subject.

Iheke (2006) says that, for a secondary school student to be eligible for admission to universities and other higher institutions of learning, he or she must pass English language at credit or distinction level. He further observed that English is the sole medium of communication in university communities. Given the importance of English language as a subject, common sense demands that students perform well in it. The statistics of result performance from WAEC however reveal that only a fraction of candidates that sit for the exam pass at credit or distinction level annually. This is a shameful and painful revelation that calls for attention.

In our secondary schools today, many teachers are not academically qualified to teach English language; because they are not specialist in the field of the study. They are mere graduates of other disciplines like History, Philosophy, Religion etc who took to teaching English language because they could not find teaching appointments in their respective discipline and they wrongly believe that their ability to use high sounding word or expressions make them good English language teachers. This set of “English language teachers” seems to have forgotten that they are not scientist to the language. They are mostly found in substandard private schools.

Isaac (2006) says that some students are responsible for their poor performance in English language. Many students do not even practice the habit of speaking simple and correct English always. Students are fond of speaking Pidgin English, even when they ask their English language teachers questions about their lessons. Many teachers do not have recommended English language textbooks for their students and some who buy theirs do not make effective use of them. Many parents and teachers of other subjects who are seen as role models by students often discuss with them in wrong English. There are cases of teachers who commit unpardonable grammatical errors when teaching. some parents who are even university graduates make such mistakes as “stop making noise”, “off the light”, “so therefore”, “superior than”, “more stronger”, etc. when interacting with their children. Students generally take such wrong expressions for correct ones and this phenomenon goes a long way in affecting their performance in English language examinations.

**Concept of Instructional Materials**

Aramide and Bolarinwa (2010) opined that instructional materials have the potential for enhancing students’ learning. Its role in teaching and learning is one of the most important and widely discussed issues in contemporary education policy. Education in this age has become widespread and as such, exclusively oral teaching cannot be the key to successful pedagogy. To make teaching and learning interesting the teacher has to use instructional materials.

Instructional materials are materials or resources employed by the teachers to make teaching and learning effective and productive. They are at times called teaching aids. Also instructional materials are those materials that improve the quality and the range of instructions as well as applied to the sense of sight. If our educational objectives are being achieved, the place of instructional materials in promoting teaching and learning cannot be over emphasized (Nzewi, 2011). The proper use of instructional materials is a measure of teachers’ effectiveness. Instructional materials provide the direct interaction of the learners with the realities of the social and physical environment. They do not only aware zero desires and interest but also provide motivation and stimulation (Aqunwa in Olinya 2005). Instructional materials if properly used do result in effective learning of factual information and skill acquisition more than learning without such aids.

Nzewi (2011), sited that instructional materials keep the pupil busy and active there by measuring their participation in the lesson. It is also those teaching materials that aid teaching and also carrying out lesson in an understanding and explicit manner. Whereby making the learners become more interested and active in a learning situation, contributing very much in effecting a change in a learner’s behavior. Instructional materials bridge the communication gap between teacher and learner during instructions. Instructional materials includes; projector, camera, radio, television, charts, picture, textbooks, chalkboard, board rule, radiograph, models, slide, drawings, mock-ups, cartoon, comics, duster etc. These equipments/materials can be used for teaching. According to Onyia (2010), teaching materials would be taken to represent all the physical material, object, products, construction aids, gadgets and the like, which teachers utilize to reinforce the impact of verbal expression in the teaching- learning process.

Onwuka (2009) have pointed out that properly used resource material and devices can accomplish seven objectives thus:

1. Instruction material has a high degree of interest for students.
2. They develop continuity of thought; especially through motion pictures.
3. They make learning more permanent which stimulates self-activity on the part of

students.

1. They supply a concrete basis for conceptual thinking and reduce meaningless word

responses of students.

1. They provide experiences not easily obtained through other materials and contribute to

the efficiency, depth and variety of learning.

1. They contribute to growth of learning and hence to vocabulary development of the

students.

1. They help the overall development of the individuals.

Offorah (2010) defined instructional materials as those things that are manipulated, seen, heard, read or talked about plus instruments which facilitate such activity. She went on and said instructional materials are those vital tools in the hand of a good teacher for effective teaching and learning. These materials appeals to the senses and for effective learning to take place, the senses (sight, aural, smell, taste and touch) must be sensitized. The more of these senses that are involved during teaching and learning, the better the students learn and retain what they learn.

The use of available resource materials results in more effective learning of actual information and skills in less time than the use of other methods. A tremendous change taking place in the development of science and technology requires that good teachers should apply this technology in every teaching situation. These are because the interest of the learner will be aroused when they see things in their natural settings or by the use of a close substitute.

Instructional materials according to Nwachukwu (2009), are some of the most important device both teacher and learners can use to enhance the quality of instruction. They are good sources of acquiring factual information and help to make learning more effective and permanent. The lists of instructional materials are inexhaustible. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina-obu, 2005).

**Concept of teaching and learning**

Teaching involves a high interpersonal relationship between the teacher and the learner. It must deal with the learner’s emotional and psychological development because the child tend to react emotionally to teacher and teaching (Opeola 2007). This affirmation suggests that teaching involves not only impacting the desired knowledge to the learner, it also requires the management and control of the emotions arising from the learners experience on one hand and that of teacher on the other hand. Thus, teaching involves the management of both the brilliant and less brilliant students in the same classroom environment. In a class where there are more than the expected number of learners per class, the teacher finds it rather difficult in managing situations that may arise in the course of teaching. Adeoti(2009) notes that teachers have important role to play if effective teaching is to be felt by not only the learner but the public who stands to benefit from the outcome of the learning process. By this, effective teaching implies the desired knowledge on the learners whose character needs to change positively by the teaching process. Discussing the relevance of teaching as an indispensable factor in education, Okeke (2011) affirms that of all the different factors that influence the quality of education and its contribution to National development, the quality, competence and character of a teacher and teaching technique are paramount.

This suggests that without teaching and learning, education as an institution in the society would not exist.

**Influence of teaching and Learning of English Language in a Small Class-Size**

Some researchers have investigated and concluded that the class-size has nothing to do in the students achievements, while lots of them are of the opinion that effectiveness of teaching is high when there is reduction in class-size. National Council of Teachers of English (NCTE) (2014) has identified the following encouraging results from small class-size and improving instructional methods:

**I.** Smaller classes result in increased teacher-students contact.

**II.** More leaning activities take place in small class-sizes.

**III.** Students in smaller classes show more appreciation for one another and more desire to participle in classroom activities.

**IV.** Smaller class-sizes allow for potential disciplinary problems to be identifies and resolved more quickly.

**V.** Smaller classes result in higher teacher morale and reduced stress.

**VI.** Less retention, fewer referrals to special education, and fewer dropouts are the ultimate rewards of class-size reduction. (43rd Conference 2014) argued that in smaller classes teachers move from group to individual instruction; time spent on procedural activities is reduced; time on review increases.

In support of small class-size, Blatchford *et. al.* (2007) commented that in small classes, there exist individualization of teaching and less time spent in management or procedural activities, hence more teaching overall. To contradict the positive influence of Teaching and Learning English Language in Small Class-Size, Ogbonna (2011) affirmed that smaller classes were correlated with smaller number of teacher-students interactions and less questions from students. He added that there would be less lecturing from the teacher and more prying and waiting for responses when teachers asked questions. Nigeria being a developing nation with limited resources seems to denounce the reign of small class- size. Chibuzor (2008) portrayed this by saying that average class-size influences the cost of education while capital cost could be reduced by increasing the average class-size in schools.

Support giving to large class-size is majorly warranted especially in Nigerian schools as a result of economic factors. Researches have therefore shown that the negativity attached to English Language Teaching and Learning in Large Class-Size out weigh that of small class- size. While small classes focus on more time to identify problems and provide feedback on more time to identify problems and provide feedback, large class teachers experiences more stress along with issues of control, marking e.t.c.

In Blatchford (2007) research, he concludes that “…while small class-size will not make a bad teacher better, they can allow teachers to be more effective. Earnest Boyer (2012) also concludes that “the central qualities that make for successful teaching can be simple stated thus: command of the material to be taught, a contagious enthusiasm for the play of ideas, optimism about human potential, the involvement of ones students. When these combinations are present in the classroom, the impact of a teacher can be powerful and enduring.

**Methods of Teaching English Language in a Large Class-Size**

It has been proved beyond reasonable doubt that large class-size unlike small class-size has negative influences on the Teaching and Learning of English Language in our schools. The issue at hand is therefore not the discussion of the demerits of large class-size, rather it is a matter of the challenge on how to find ways of following the principles of “good practice” for teaching English in the specific context of a large class in difficult circumstance. Generally in any teaching and learning, it is of great importance to select and utilize the right instructional strategies.

Onasanya (2007) said that: “The effective teacher is one that uses instructional strategies in communicating with the learners and guiding him / her to the desired performances of understanding as specified in the lesson objective(s)” Onasanya however highlighted some learning facilitating strategies that characterizes effective teaching. These strategies include:

a. Beginning a lesson by stating its objectives and outlining its structure;

b. Demonstrating effective delivery skills built in clarity, gestures and direct rye contact with learners;

c. Presenting clear, precise guidelines and routines that make the classroom run smoothly;

d. Involving the learners actively in the learning tasks;

e. Scanning the classroom frequently and drawing the learners back to the lesson when attention wanders;

f. Moving round to supervise and offer help as needed when students work at their desks;

g. Getting down to student’s interest level, listening sensitively, and accepting meaningful learner responses that differ from the teachers view;

h. Commencing and stopping lesson on time;

i. Treating the learners with trust and respects;

j. Creating room for reviews and repetitions especially where difficult tasks are involved;

According to IATEFL (2009) 43rd Conference, the strategies for teaching English Language in large class-size involve:

**a. Managing Large Classes:** This involves the grouping of students into different categories. This would ensure the management of limited resources and also give room for easy identification and assessment of those that refuse to be involved.

**b. Teaching Writing:** it is of the opinion that when this is done, students are totally involved in the activities of the class.

**c**. **Assessing Speaking / Writing**: This approach emphasizes the learner-centered method of teaching, whereby teacher only supervises the students and let the main activities to be carried out by the learners.

**d. Dealing with Limited Resources**: After the grouping of students, this ensures the identification of the inadequacy or non-availability of resources and thereby making provision for such. Teaching and learning a language like English is a scientific process that has been studied and researched a great deal over 50 years (http://eslflow.com). There are good and bad ways to teach a language and part of the responsibility instructor / teacher is to update their skills as often as possible to reflect current ways of teaching and to have the most positive impact possible especially on students in large classes.

Some of the ways / approaches of tackling the large class-size problem is the understanding the variety of teaching methods and how those methods have changed through history. This will help teachers tailor their lessons to the needs of the class. The English as a Second language website (http://eslflow.com)

**Basic Effective Teaching Methods for Language Teaching**

These methods are**:**

**1. Audiovisual education** or **multimedia-based education** (**MBE**): In this method, a particular attention is paid to the audio and visual presentation of the material with the goal of improving comprehension and retention. Audiovisual technology gradually developed in sophistication and its use became more widespread in educational establishments such as schools, colleges, universities, museums and galleries, as well as at tourist destinations.

Children learn best by observing and copying the behaviors of adults. It is therefore evident that learning is more effective when sensory experiences are stimulated. These include pictures, slides, radios, videos and other audiovisual tools. According to the Webster dictionary, audio-visual aids is defined as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections or the likes".

There are various types of audiovisual materials ranging from filmstrips, microforms, slides, projected opaque materials, tape recording and flashcards. In the current digital world, audiovisual aids have grown exponentially with several multimedia such as educational DVDs, PowerPoint, television educational series, YouTube, and other online materials. The goal of audio-visual aids is to enhance teacher's ability to present the lesson in simple, effective and easy to understand for the students. Audiovisual material make learning more permanent since students use more than one sense. It is important to create awareness for the state and federal ministry of education as policy makers in secondary schools of the need to inculcate audiovisual resource as main teaching pedagogy in curricula. The outcome is to promote the audiovisual material in secondary schools because they lack the resource to produce them. The visual instruction makes abstract ideas more concrete to the learners. This is to provide a basis for schools to understand the important roles in encouraging and supporting the use of audiovisual resource. In addition, studies have shown that there is significant difference between the use and non-use of audiovisual material in teaching and learning(Ode, Elijah Ojowu (2014).

**2. Lecture Method:** It is a process whereby the teacher delivers orally a body of knowledge according preplanned scheme of work to the students. It is a one way communication in which the teacher presents ideas or concepts develop and evaluates and summarizes the main points. The students are passive listeners students only listen and take down notes and are not encourages to ask questions.

Lecture Method is most widely used in higher institutions or senior secondary schools. Lecture method can be used for large crowd or classes through the use of medial radio or micro-phone.

**3. Discussion Method:**It involves the sharing of ideas or argument between members of a target group of about 3 or more individuals who have a common problem or purpose. The students take active part and their view points are sought in the subject matter and review. The aim of the discussion is to come up with a solution with the group. The role of the teacher is that of a moderator/facilitator or a resource person, providing expert advice as need arise. This method implies the participation of students in the process of learning by evaluating points of views, raising issues of their own and seeking solutions based upon issue at stake.

**Theoretical Framework**

The following theories have been reviewed for the purposes of this study.

**Cognitive-Field Learning Theory**

The theory was developed by Donald Snugg and Maunice Hunt, it draws heavily from Pioneer field Psychological Kurt Lewin (1890-1947). However, it should not be considered merely a restatement of Lewin’s position. He was primarily interested in a study of human motivation. Lewin’s basis for comprehensive concept was life space which has become the basic model for realistic psychological thinking. The theory is of the view that each person in keeping with his attained level of development and understanding the best that he/she knows how for whatever he thinks he is. In this process, they engage in behaviours which lead to the most violent goals.

**System Theory**

This is often referred to as functionalist theory. The theory was propounded by a French Shelist Emile Durkhem. Durkhem opines that every structure in a system is made in order to maintain the whole .He took his theory from the basic understanding of the relationship that exists between social institution and the other. He conceives such relationship using a biological organism for his illustration which he said that these are a web of relationship. For Durkehim, if one part is affected, other parts will be affected too. Thus, all the parts should work in harmony to maintain the whole.

**Empirical Studies**

Eke (2012) carried out research on the effect of class size in effective teaching of English Language. The researcher sampled 10 secondary schools using stratified proportionate random sampling technique. WASSCE results from the schools served as instrument. Chi-square was used for data analysis. The researcher found out that class size does not affect students achievement, but variables such as the quality of teacher, economic background of parents, school equipment, access to libraries, location of schools, supervision by inspectors of education to name but a few do affect students‟ achievement. However, Eke could not stipulate the aspect of the English Language on which his research was carried out, thereby prompting the present researcher to investigate the effect of class size on teaching and learning of English Language in Secondary School.

Woessmann & West (2002) conducted a study spanning 18 countries on the effect of class size on students‟ achievement. They considered each nation separately. The authors found that in six of 18 countries including Canada, a minimal relationship between class size and test scores in the middle grades could be ruled out. In additional five school systems, they could rule out large class size effects, but not necessarily small ones. It was only in Greece and Ireland that smaller classes did appear to show superior student performance. In Canada’s case, these results conform to the descriptive statistics, in that class size has no noticeable impact on students‟ performance in high school. The research work relates to the present work, hence, both of them center on effect of class size on performance. However, the present researcher intends to find the effect of class size on essay writing. More so, Wessmann et al carried out theirs overseas, while the present work shall be conducted in Enugu Education Zone of Enugu State, Nigeria. Ding & Lehrer (2004) measured the differences in students‟ scores on tests in mathematics, reading, and writing, in small or regular classes in kindergarten. The students were randomly placed in small and large classes. The researchers confirm that students benefited in all subject areas while attending a smaller class in either kindergarten or grade one, but by the time students finished grades two and three, those benefits had finished, that is, whether students had been in small or regular classes since kindergarten made no noticeable difference in their performance or standardized tests at the end of grades two and three. The research work relates to the present researchers work since both of them are investigating effect of class sizes on performance, but differed in the instrument and population.

Hanushek (2009) in his review of the evidence on the studies that look into later Primary (three to six) and secondary grades first points out that over the past quarter century, there has been a steady decline in pupil/teacher ratios in U.S., without a corresponding increase in measures of students achievement. Turning to the international evidence, he observes that the wide discrepancies in pupil teacher ratios across countries and time show little relationship to achievement. In science and math tests, for example, such countries as South Korea with very large class sizes, routinely out-perform richer countries, such as the U.S. and Canada where classes are much smaller. This study was designed to examine experimentally the differences between four class sizes ranging from 16 to 37 pupils by randomly assigning students and teachers to a particular class size (16,23,30, or 37). Sixty-two classes of students in the fourth and fifth grades from 11 schools in Metropolitan Toronto participated. This study relates with the researcher’s work, hence, both center on class size, although the current research work shall be carried out in Enugu, Nigeria.

Besides, the Hywel Coleman (2000) Leads Language Learning in Large Classes, a research project based in the United Kingdom ignited much more interest in the investigation of language learning and teaching in large classes. In Coleman’s Project Report (No.6) on language learning in large classes in Nigeria, which was published in 2000, he noted that English language classes in Nigeria Universities and polytechnics were the largest when compared with those in the other parts of the world, which the project covered. Otagbururagu and Enuesike (2006) replicated the research methodology using more respondents. The co-authors upheld the findings of Coleman about ELT class size in Nigeria Universities. It was founded out that the class size in the Use of English language classes range from 200 to 600 in Nigerian Universities. The point of interest for the researcher is that the research work under study was on class size in which the present researcher’s work anchors on. Gender as a factor in academic performance has generated a lot of concern for education at different levels. This concern arose from emerging data on differential gender performance (achievement) in all the subjects offered in schools (SS level).

**Summary of the Literature Review**

To critically analyze the subject matter, it has been generally accepted that class-size is a vital educational tool that determines the learning outcome in any educational system. The unanimous agreement of researchers on the subject matter of discourse is that class-size could be large or small. Significantly, the large class-size tends to make teachers being over-worked with added weight of extra students, having strain on resources, students with disabilities are at disadvantage because they may not get the individualized attention, and teachers are tend to experience discomfort, problems of controlling and evaluation; lack of individual attention and as a whole bad learning outcome. The small class-size on the other hand, though being condemned for economic purpose, has many advantages such as more interaction with teachers, identification of individual differences, sense of concentration and helping hand being rendered by peers and many more. As a result of the negative influence of the large class-size on teaching, the need to overcome the problem is then necessitated to facilitate proper teaching of English Language. It is discovered that for effective teaching of English, teacher needs to select and utilize appropriate instructional strategies. Furthermore, the Problem-Solution Approach needs to be adopted by English teacher for effective teaching and learning coupled with the adoption of good method and techniques of teaching and mastery of the language.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter discusses the method used in carrying out the study. The methods are as follows: Research design, Area of study, Population of the study, the Sample and sampling technique, Instrument for Data collection, Validation of instrument, Method of Data collection, and Method of Data analysis.

**Research Design**

The researchers adopted the descriptive survey design so as to obtain information that will be relevant to the research. Descriptive survey research design is a scientific method which involves observing and describing the behavior of a subject without it influencing it in any way. Shuttleworth (2008) pointed out that descriptive survey design is used to obtain a general over view of the subject, the subject is being observed in a completely and unchanged natural environment.

**Area of the study**

The study was conducted in Enugu Education zone of Enugu State. Enugu education zone comprises schools in Enugu North L.G.A, Enugu East L.G.A, and Isi-Uzo L.G.A.

**Population of the study**

The population comprises thirty one (31) secondary schools spread along the three (3) local government area that made up Enugu Educational Zone.

The distribution of the school is:

Nine (9) schools in Enugu North L.G.A

Ten (10) schools in Enugu- East L.G.A

Twelve (12) schools in Isi Uzo L.G.A

The population of teachers in Enugu Education Zone comprises of: Enugu North Local Government Area. Seven hundred and two (702), Enugu East Local Government Area Eight hundred and ninety five (895), Isi Uzo Local Government Area one hundred and eight nine making a grand total of one thousand seven hundred and eight six (1,786) (Source: PPSMB Zonal Office Enugu, 2017 & 2018).

**Sample and Sampling Techniques**

The sample constitutes one hundred (100) senior secondary school teachers drawn from ten schools from the population. The researchers selected ten teachers from ten schools in Enugu education zone. Therefore, the total sample is one hundred (100) respondents. This number of respondents was drawn by using simple random sampling techniques. Simple random sampling technique is a procedure in which environment unit of the universe is given an equal chance of being included in the sample.

Investopedia (2011) stated that simple random sampling technique is a subset of statistical population in which each member of the subset has an equal probability of being chosen and also, it is an unbiased representative of a group.

**Instrument for Data Collection**

The instrument used for the collection of data was structured questionnaire. The questionnaire was designed based on the purpose of the study, using the Likert four point rating scale, the scale include:

Strongly Agree (SA) rated as four (4) points

Agree (A) rated as three (3) points

Disagree (D) rated as two (2) points

Strongly Disagree (SD) rated as one (1) points

The questionnaire was used to obtain information from teachers and students who were directly concerned.

**Validation of the Instrument**

The instrument was validated by the researcher’s supervisor and other research experts. The items were criticized and corrections were done in accordance to the stipulations of the supervisor and the experts.

**Reliability of the Instrument**

To ensure the reliability of the instrument, a re-test method was applied using an equivalent group of teachers and students of SS1 and SS11 in Enugu Education Zone. After an interval of two weeks, the instrument was re-administered to the same group. Two sets of scores obtained were correlated using the Pearson Product Moment correlation co-efficient. The degree of reliability of the test obtained was r = 0.86, this shows that the test is highly correlative.

**Method of Data Collection**

The researchers visited the schools and administered face to face to the respondents. At the end, the researchers collected filled questionnaire which indicates the responses of the respondents.

**Method of Data Analysis**

The data collected were analyzed by weighing each of the response option by using the Likert four point rating scale of 4,3,2, and 1 for SA, A, D, SD, Respectively.

The four point scales used are:

Strongly Agreed (SA) 4

Agreed (A) 3

Disagreed (D) 2

Strongly Disagreed (SD) 1

The data collected from the respondents were carefully analyzed by the researcher. The responses to each question were summed up and the mean (x) obtained.

**Decision rule**

Total responses weighing 4+3+2+1 = 10

Total responses options = (SA,A,D,SD) = 4

Mean responses (x) = 10/4 = 2.50.

The total responses in each option were multiplied by weighing number after which the mean (x) of the respondents was collected. Any result whose mean (x) is 2.50 and above shows agreement and the extent of the agreement, while any result below or whose mean is below 2.50 shows disagreement and the extent of disagreement.

**CHAPTER FOUR**

**PRESENTATION OF RESULTS**

This chapter is devoted to the analysis and interpretation of data collected in the process of this study. In this section also the researcher analyzed her data by calculating the answers gotten from her research questions using descriptive statistics for the items. For each research questions, the researcher calculated the cluster mean (Grand mean).

**Research Question 1**

In what ways does class size affect teaching and learning of English Language in Enugu Zone?

**Table 1:** Mean responses on the influence of class size on teaching and learning of English Language in Enugu Zone.

***N = 100***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statements** | **SA** | **A** | **D** | **SD** | **FX** | **Mean** | **Remark** |
| 1 | Teachers would be in a better position to teach effectively when they would manage the number of the students in the class. | 40 | 30 | 20 | 10 | 300 | 3.0 | Agreed |
| 2 | Large class size affects both the teaching and learning habit of teachers and students respectively. | 30 | 35 | 15 | 20 | 275 | 2.8 | Agreed |
| 3 | Large class size has negative effects on the morale of teachers. | 31 | 34 | 19 | 16 | 280 | 2.8 | Agreed |
| 4 | Large class size does not permit effective assessment of the student performance. | 26 | 32 | 18 | 24 | 260 | 2.6 | Agreed |
| 5 | Students interact more when the class size is relatively small. | 42 | 28 | 22 | 8 | 304 | 3.4 | Agreed |
| 6 | Students prefer large class size than the relatively small class size. | 26 | 18 | 24 | 32 | 238 | 2.4 | Disagreed |

On table 1, the respondents agreed on items 1-5 which is above 2.5 cut-off points and it shows that; Teachers would be in a better position to teach effectively when they would manage the number of the students in the class, Large class size affects both the teaching and learning habit of teachers and students respectively, large class size has negative effects on the morale of teachers, large class size does not permit effective assessment of the student performance and Students interact more when the class size is relatively small and it disagreed on item 6 which is below 2.5 cut-off points andit shows that students don’t prefer large class size than small class size.

**Research Question Two**

How effective is the policy guiding teacher-student ratio in teaching English Language in the senior secondary schools in Enugu Educational Zone?

**Table 2:** Mean responses on how effective is the policy guiding teacher-student ratio in teaching English Language in senior secondary school in Enugu Educational Zone.

***N = 100***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Items Statements** | **SA** | **A** | **D** | **SD** | **FX** | **Mean** | **Remark** |
| 7 | Non-compliance to teacher-student ratio has significant effect on teaching-learning of senior secondary students. | 35 | 28 | 22 | 15 | 283 | 2.8 | Agreed |
| 8 | Authorities of senior secondary schools consider it important to employ more teachers when the students increase. | 14 | 13 | 37 | 36 | 205 | 2.1 | disagreed |
| 9 | Sanctions are imposed on schools that do not adhere to the student-teacher ratio. | 12 | I6 | 29 | 43 | 197 | 2.0 | disagreed |

Based on table 2 the respondents agreed on items 7which is above 2.5 cut-off points. Its states; non-compliance to teacher-student ratio has significant effect on teaching-learning of senior secondary students.The respondents disagreedon item 8 and 9 which state that Authoritiesof senior secondary schools consider it important to employ more teachers when the students increase and sanctions are imposed on schools that do not adhere to the student-teacher ratio.

**Research Question Three**

How does class size affect the use of instructional materials in teaching English Language in Senior Secondary School in Enugu Education Zone?

**Table 3:** Mean responses on the how does class size affect the use of instructional materials in teaching English Language in Senior Secondary School in Enugu Education Zone.

***N = 100***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statements** | **SA** | **A** | **D** | **SD** | **FX** | **Mean** | **Remark** |
| 10 | Large class size affects the effective use of the instructional material in senior secondary school class in Enugu Educational Zone | 30 | 35 | 15 | 20 | 275 | 2.8 | Agreed |
| 11 | The number of students are not often considered when school authority procure instructional material for the teaching-learning of senior secondary school class in Enugu Education Zone. | 31 | 34 | 19 | 16 | 280 | 2.8 | Agreed |
| 12 | Large class size does not permit teachers to access students’ ability to understand the instructional materials. | 26 | 32 | 18 | 24 | 260 | 2.6 | Agreed |

On table 3, the respondents agreed on items 10-12 which is above 2.5 cut-off points. It indicated that large class size affects the effective use of the instructional material in senior secondary school class in Enugu Education Zone, large class size affects the effective use of the instructional material in senior secondary school class in Enugu Education Zone and large class size does not permit the teachers to access students ability to understand the instructional materials.

**Research Question 4**

What are the measures to be adopted for effective teaching and learning of English Language in Enugu Education zone?

**Table 4;** Mean responses on the measures to be adopted for effective teaching and learning of English Language in Enugu Education zone.

***N = 100***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SN** | **ITEMS** | **SA** | **A** | **D** | **SD** | **FX** | **Mean** | **Remark** |
| 13 | Decreasing the number of students in the class. | 30 | 35 | 15 | 20 | 275 | 2.8 | Agreed |
| 14 | Engaging students in challenging activities where individuals or groups compete with one another would bring positive effects to large numbers in classes. | 31 | 34 | 19 | 16 | 280 | 2.8 | Agreed |
| 15 | Allow students to play active roles in class and involve them in all decision making about the classroom life, Setting rules and punishment among groups or individuals. | 26 | 32 | 18 | 24 | 260 | 2.6 | Agreed |
| 16 | Employing a professional English teacher who will be able to organize and manage the class | 42 | 28 | 22 | 8 | 304 | 3.4 | Agreed |

Based table 4, the respondents all agreed in the above items. which is above 2.5 cut-off points which showed; decreasing the number of students in the class, Engaging students in challenging activities where individuals or groups compete with one another would bring positive effects of large number in classes, Allow students to play, an active role in class and involve them in all decision making about the classroom life, Setting rules and punishment among groups or individuals and employing a professional English teacher who will be able to organize and manage the class.

**CHAPTER FIVE**

**SUMMARYOF FINDINGS, CONCLUSION AND RECOMMENDATION**

**Introduction**

This chapter is aimed at summing up the findings of this study as well as to draw the conclusion from the research study. And finally, the researcher gives recommendations based on the findings of the study.

**Summary of Findings**

From this research, it has been observed that large class size affect teaching and learning of English language in Enugu Educational Zone and large class size affect the use of instructional material in teaching English language. The researcher has also discovered that the policy guiding teacher - student ratio in teaching English language is not effective in senior secondary schools in Enugu Educational zone.

Based on Research question 1and table 1; in what ways does class size affect teaching and learning of English Language in Enugu Zone. The respondents agreed on items 1-5 which shows that; Teachers would be in a better position to teach effectively when they would manage the number of the students in the class, large class size affects both the teaching and learning habit of teachers and students respectively, Large class size has negative effects on the morale of teachers, large class size does not permit effective assessment of the student performance and Students interact more when the class size is relatively small and disagreed on item 6 which state that students prefer large class size than the relatively small class size.

Research question 2 table 2; how effective is the policy guiding teacher-student ratio in teaching English Language in senior secondary school in Enugu Educational Zone. The respondents agreed on items 7 which states that; non-compliance to teacher-student ratio has significant effect on teaching-learning of senior secondary schools. The respondents disagreed on item 8and 9 which state that; Authorities of senior secondary schools consider it important to employ more teachers when the students increase and sanctions are imposed on schools that do not adhere to the student-teacher ratio.

Research question 3 table 3; how does class size affect the use of instructional materials in teaching English Language in Senior Secondary School in Enugu Education Zone. The respondents agreed on items 10-12 which indicated that large class size affects the effective use of the instructional material in senior secondary school class in Enugu Education Zone, large class size affects the effective use of the instructional material in senior secondary school class in Enugu Education Zone and large class size does not permit teachers to access students ability to understand the instructional materials.

Finally based on research question 4 table 4; Measures to be adopted for effective teaching and learning of English Language in Enugu Education zone. The respondents all agreed in the above items which indicate; decreasing the number of students in the class, Engaging students in challenging activities where individuals or groups compete with one another would bring positive effects of large number in classes, Allow students to play, an active role in class and involve them in all decision making about the classroom life, Setting rules and punishment among groups or individuals and employing a professional English teacher who will be able to organize and manage the class.

**Conclusion**

Based on the following findings above the researcher conclude that the ways class size affect teaching and learning of English Language in Enugu Zone is that large class size affects both the teaching and learning habit of teachers and students respectively, large class size has negative effects on the morale of teachers, large class size does not permit effective assessment of the student performance and Students interact more when the class size is relatively small, effectiveness policy guiding teacher-student ratio in teaching English Language in senior secondary school shows that non-compliance to teacher-student ratio has significant effect on teaching-learning of senior secondary school, authority of senior secondary schools consider it important to employ more teachers when the students increase and sanctions are imposed on schools that do not adhere to the student-teacher ratio. Class size affect the use of instructional materials in teaching English Language in Senior Secondary School in Enugu Education Zone and measures to be adopted for effective teaching and learning of English Language in Enugu Education zone are to decreasing the number of students in the class, Engaging students in challenging activities where individuals or groups compete with one another would bring positive effects of large number in classes, Allow students to play, an active role in class and involve them in all decision making about the classroom life, Setting rules and punishment among groups or individuals and employing a professional English teacher.

**Recommendations**

Having discovered the aforementioned from the study, the following recommendations are therefore postulated to solve the challenges in the teaching and learning of English Language in large class-sizes:

1. Workshops and seminars should be organized for teachers of English Language periodically to enhance and improve their classroom efficiencies.
2. Government should make provision for more language instructional materials such as language lab, conducive and serene learning environment for the purpose of optimizing the teachers‟ and students‟ output in English Language.
3. There is need to effect the teacher-students ratio policy stated in the National Policy on Education so as to reduce the congestion in our classes.
4. Each school administrator should also see to it that classes exceeding forty students should be broken into arms and liaise with appropriate authority to make provision for infrastructural and other necessary facilities.
5. In cases where large classes could not be broken down as a result of factors beyond the administrators and teachers control, the English teachers should embark on grouping the students. This will give room for efficiency, monitoring the students‟ participation in the class, identifying the deviant students, identifying students‟ individual differences and also make the available instructional materials to circulate.

English teachers should not be keen about one particular teaching method. Inter-changing the styles of teaching will arouse different students for if a method is admired b a student, it might be otherwise to another student.

**Limitation of the study**

The researcher is bound to encounter problems and naturally this made it difficult to some extent to arrive at a conclusion and make more suggestions for further research. The generalization of this study was limited by certain factors among which are as follows:

1. The researcher met some students and teachers who were uncooperative and unwilling to respond to the questionnaire administered to them but after vivid explanation of the reasons and the benefits of the research, they complied and the difficulty was overcome.

2. There were also limitations in the study such as lack of time because the researcher had to carry it out with tedious final year academic works. Also, due to time management, the researcher need to cut down the scope of the study to ten schools (10); four (4) from Enugu East local government, three (3) from Isi-Uzo local government and three (3) from Enugu North local government, whereas (31) schools should have been used.

3. The researcher suffered financially in the area of producing questionnaire and typing of work which is voluminous. Also the local governments are far from each other thereby consuming the researchers’ time and money.

**Suggestions for further studies**

While considering the result of this study, the researcher feels that there is still need for further investigation on influence of class size on teaching and learning of the English Language. Similar studies should be conducted in other Zones of Enugu State so as to improve the academic performance of students by applying the teacher-student ratio of class room arrangement. Other suggestions include;

1. Subsequent research might be able to determine with certainty the influence class size has made on students both in secondary and tertiary institutions (both negative and positive) on their English language application and other rudiments needed for effective English usage.

2. There is also need for qualitative study design to be conducted in all the secondary schools for the possibility of new discoveries.

3. A research of this sort should be giving at least a minimum of one (1) year so as to get an adept result and solutions at last.

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**APPENDIX**

**RESEARCH SURVEY QUESTIONNAIRE**

Department of Arts and Social Science Education

Godfrey Okoye University,

Thinkers Corner Emene Enugu.

18/06/2018.

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Dear respondent,

**Research Question on the Influence of class size in effective teaching and learning of English Language in senior secondary school government senior secondary schools located in Enugu Education Zone.**

I, Ufodiama, Precious Adaeze a student of the department of Arts and Social Science Education, Godfrey Okoye University Thinker’s Corner Emene Enugu is carrying out a research on the topic stated above. In this regard, I sincerely need your maximum cooperation in providing responses to these questions by ticking ( in the appropriate column of the questions as regard to your school. You are not required to write your name as your response shall be treated in strict confidence.

Thanks for your cooperation.

Yours Faithfully,

**Ufodiama, Precious Adaeze**

**U14/EDU/EIS/019**

**Researcher**

**SECTION A**

Instruction: please tick √ or fill in where necessary.

1. Sex: Male Female

Other specify

1. Marital status: Single Married Divorce Separated

Widow Widower

1. Age: 18-35 36-50 51-60
2. Qualification: FLSC WAEC/NECO ND/NCE

BA/B.Sc M.sc/MA/MBA/MED Ph.D

**Questionnaire**

***Instruction:*** please tick in the space provide in accordance to the order of agreement or disagreement;

Strongly Agree (SA), Agree (A), Undecided (UD), Strongly Disagree (SD) and Disagree (D).

Tick 🗹 where application to indicate your opinion

**Research Question 1**

In what ways does class size affect teaching and learning of English Language in Enugu Zone?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statements** | **SA** | **A** | **D** | **SD** |
| 1 | Teachers would be in a better position to teach effectively when they would manage the number of the students in the class. |  |  |  |  |
| 2 | Large class size affects both the teaching and learning habit of teachers and students respectively. |  |  |  |  |
| 3 | Large class size has negative effects on the morale of teachers. |  |  |  |  |
| 4 | Large class size does not permit effective assessment of the student performance. |  |  |  |  |
| 5 | Students interact more when the class size is relatively small. |  |  |  |  |
| 6 | Students prefer large class size than the relatively small class size. |  |  |  |  |

**Research Question Two**

How effective is the policy guiding teacher-student ratio in teaching English Language in Senior Secondary Schools in Enugu Educational Zone?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Items Statements** | **SA** | **A** | **D** | **SD** |
| 7 | Non-compliance to teacher-student ratio has significant effect on teaching-learning of Senior Secondary Students. |  |  |  |  |
| 8 | Authorities of Senior Secondary Schools consider it important to employ more teachers when the students increase. |  |  |  |  |
| 9 | Sanctions are imposed on schools that do not adhere to the student-teacher ratio. |  |  |  |  |

**Research Question Three**

How does class size affect the use of instructional materials in teaching English Language in Senior Secondary School in Enugu Educational Zone?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statements** | **SA** | **A** | **D** | **SD** |
| 10 | Large class size affects the effective use of the instructional material in Senior Secondary School class in Enugu Educational Zone. |  |  |  |  |
| 11 | The number of students are not often considered when school authority procure instructional material for the teaching-learning of Senior Secondary School class in Enugu Educational Zone. |  |  |  |  |
| 12 | Large class size does not permit the teacher to access the students’ ability to understand the instructional materials. |  |  |  |  |

**Research Question 4**

What are the measures to be adopted for effective teaching and learning of English Language in Enugu Educational Zone?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SN** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 13 | Decreasing the number of students in the class. |  |  |  |  |
| 14 | Engaging students in challenging activities where individuals or groups compete with one another would bring positive effects of large number in classes. |  |  |  |  |
| 15 | Allow students to play active role in class and involve them in all decision making about the classroom life, setting rules and punishment among groups or individuals. |  |  |  |  |
| 16 | Employing a professional English teacher who will be able o organize and manage the class. |  |  |  |  |

Hywel Coleman Lancaste