

Integrated Approach in Teaching and Learning English Language for Better Comprehension: The Case of Ogbah and English

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Abstract

This research investigated a means of enhancing comprehension of English language lessons by the use of English and Ogbah as the channel of the lesson delivery. This is based on the sustained lack of comprehension of English language lessons by learners. Two hundred students each for junior secondary and primary school levels were adopted as the research population. Group A was taught some sets of grammar topics; using Ogbah alongside English as the means of interaction; while group B was taught the same sets of grammar topics using only English for instruction. The examination scores were collated as the respondents' data; using the descriptive research method, and percentage-based ratio scale to measure comprehension levels of the different groups. The results showed that group A (English and Ogbah) had a mean score of 71.19; and group B (only English) had a mean score of 53.38. The standard deviation for group A was 6.91; group B standard deviation was 7.68; indicating lower comprehension; against the high comprehension level of group A. Conclusively, the study proved that the corporate use of the mother-tongue and English for teaching the English language enhanced lesson comprehension.

Keywords

Acquisition, bilingualism comprehension, integrated-approach, mother-tongue.