UTILIZATION OF COLLABORATIVE LEARNING AND LANGUAGE ACTIVITIES IN THE TEACHING AND LEARNING OF ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN IMO STATE.

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Abstract
The purpose of the study is to identify the teachers' barriers in implementing collaborative learning in English Language classrooms. The study was conducted at Alvan Ikoku Federal College of Education, Owerri with twenty teachers as the participants. The study employed a qualitative research method by using an in-depth interview to obtain the data. The findings of the study showed that it is difficult to assess students in collaborative work activities besides organizing the doings in the approach. To solve the problems, teachers should pay more attention to students' group performance, the social interaction, and mutual support of each member of the group rather than focus on group productivity and individual performance in assessing the students' achievement.

Keywords: Collaborative Learning, Language Activities, Teaching, Learning, English Language, Socio-cultural Theory.

Introduction

The nature of language learning and its relevance is a complex process of discovery, collaboration, and examination which is facilitated through language. It is made up of interrelated and rule-governed symbol systems. It is a social and uniquely human means of representing, exploring, and communicating meaning. Language is the primary basis of all communication and the primary instrument of thought. The relevance of language learning cannot be underestimated. Language is at the heart of every human activity as it touches virtually everything done such as communication, learning and sharing of feelings and thoughts. Nwala (2015) defined language as the ability to acquire and use complex systems of communication. Nwala added that language is the method of human communication either spoken or written, consisting of the use of words in a structured way. Ngonebu (2018) defined language as purely human and non-intimating method of communicating ideas, emotions and desires by means of voluntarily produced symbol of unity, medium of instruction, style of speech and writing among other things. The desire to share feelings, ideas and thoughts in a multilingual nation such as Nigeria makes English language essential as a language for inter-cultural communication.

The English language is a language of intra-cultural communication. The multilingual nature of the Nigeria made the Nigerian government to adopt English language for learning in schools. Akabogu (2006) notes that English language has become a medium of instruction in Nigerian schools. The role of the English language in education is important and there is greater emphasis on repositioning the language as a medium

of instruction by the National Policy on Education (FRN, 2004). The English language is used in assessing students on graduation in primary school for First School Leaving Certificate (FSLC), Junior Secondary Certificate Examination (JSSC), Senior Secondary School Certificate (SSSC), and as a compulsory subject in the Unified Tertiary Matriculation Examinations and other professional Examinations.

The subject is taught and learnt in Nigerian schools. Obiezu (2013) maintains that English language involves instruction in the four basic language skills; listening, speaking, reading and writing. The context where learning takes place plays vital role in successful learning of language, and it is a true situation of language learning. According to Pickard (2016), the role of language in classroom activities is often stated by researchers, but to explore it for developing language learning is not given the right attention. English language in Nigeria context plays a significant role in the education system in Nigeria, especially at both post primary and tertiary levels. It acts as the medium of instruction and treated as a compulsory subject offered to all.

English language is the prime subject to all other subjects taught in schools. Tremendous efforts have been made to ensure its effective teaching and learning in schools in Nigeria. Unfortunately, these efforts have not yielded much result as most students still fail in their West Africa Examination Council (WAEC) and National Examination Council (NECO) examinations.
Activities in English language classroom provide a chance to develop basic language skills in an enjoyable manner. Activities are educationally valuable learning tool. According to Lee (2019), games give a chance to escape from unusual routines, but they are very important in terms of motivation and challenges. Activities give encouragement to interact and communicate successfully with others. Activities assist the effort of learning and create a context to use the language meaningfully, decrease anxiety, and allow learners to study in a relaxed and enjoyable atmosphere.

This research is going to discuss how activities help junior secondary school students in learning English language. According to Hadfield (2010), a game is an activity with rules, a goal and an element of fun. Games should be regarded as an integral part of the language syllabus. This definition highly evaluates the importance of games in teaching. It shows that games serve not only as an 'amusing activity', but also as a technique to carry out many educational tasks. The activities like conversation, dialogues, role-play, news reporting, announcements, and debate create a chance for students to improve their language skill. Lee (2019) classified games into ten categories: structure games which provide experience of the use of particular patterns of syntax in communication; vocabulary games in which the learners' attention is focused mainly on words; spelling, pronunciation games; number games; listen-and-do games; games and writing; miming and role play; discussion games.

Classroom activities help in improving the performance of students. They make learners responsive and competent in the English language as a result of constant practice. Receptive and efficient students will be familiarized with the sociolinguistic rules that will help them function within and outside the Nigerian cultural context, and they will be proficient in the four basic language skills, such as listening, speaking, reading and writing. Crystal (2010) asserts that language belongs to everyone. Several studies by scholars like Akindele and Adegbite (2009); Banjo (2016) have carried out study on English language in Nigeria, little attention has been accorded to using activities in teaching and learning English language in Nigeria. It is on this premise that the present study attempts to examine utilization of language activities in the teaching and learning of English language in junior secondary in Imo State. The question of this research is whether involvement of classroom activities has significant impact on the teaching and learning of students' English language.

Statement of the problem
There has been dismay at the students' linguistic and communicative incompetence. This has generated the seemingly fallen standard in the educational system which is attributable to the linguistic failure. The two important factors that affect the development of English in Nigeria are the linguistic environments and the quality of teaching. The first factor is derived from the interference from the mother tongue languages. Problem arising from this is inter-lingual. The second problem is directed to the teacher factor on the teaching and learning process. Notwithstanding if the problem is inter-language or intra-language problem, great responsibility revolves around the teachers of English language in Nigeria

Objective of the study
The objectives of the study are;
1. To ascertain the challenges of utilizing language activities in the teaching and learning of English language in junior secondary in Imo State.
2. To ascertain factors that affects the utilization of language activities in the teaching and learning of English language in junior secondary in Imo State.
3. To determine the extent of utilization of language activities affect teaching and learning of English language in junior secondary in Imo State.
4. To investigate if the utilization of language activity strategies engage students in active participation and exposure to more opportunities to teaching and learning of English language in junior secondary in Imo State.

Research Questions
1. To what extent is utilizing language activities a challenge in the teaching and learning of English language in junior secondary in Imo State.
2. To what extent does the utilization of language activities affect the teaching and learning of English language in junior secondary in Imo State?
3. Do factors of utilization of language activities affect teaching and learning of English language in junior secondary in Imo State?
4. Does utilization of language activities approach engage teachers and learners in active language learning and exposure to more opportunities?

Significance of the study
The study will be very significant to students, teachers and policy makers. The study will give a clear insight on the utilization of language activities in the teaching and learning of English language in secondary school in Imo State. The study will also serve as reference to other researcher that will embark on the related topic

Literature Review
Collaborative Language Teaching and Learning
The utilization of approach as a set of corrective assumption about the nature of language and language learning does not only involve procedure or provide any details about how such assumptions but should translate into the classroom setting. Collaborative learning according to Smith and McGregor (2012) is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task or create a product. It is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers by engaging individuals in interdependent learning activities. More specifically, collaborative learning is based on the model that knowledge can be created within a population, where members actively interact by sharing experiences and take on asymmetric roles. As a strategy, it permits students and teachers to make good use of communicative forms. Oxford (2014) notes that collaborative approach brings together philosophical perspectives and research traditions like: humanistic education, experiential learning and system-functional linguistic and psycho-linguistically motivated classroom.

The above perspective points to how instruction happens in the classroom. An effective teacher needs to embed these assumptions into planning and implementation of instructions. This teaching approach enhances maturity, experience and social communication in an academic environment while discouraging repetition, passivity and individuality. In their own assertion, Marcela and Castro (2017) explain that collaborative learning has interested practitioners of communicative language teaching because it offers tested classroom procedures such as face to face interaction between and among students, positive interdependence and development of social skills. It is on this note that they remark that interdependence and mutual respect between the components of collaborative learning actively is essential to obtaining a coherent proposal. Students and teachers should become a coherent group that dialogues and negotiates in dynamic class.

Collaborative language learning is based on the premise that cooperation is more effective for positive learning outcomes.

Collaborative learning in the English language class has some advantages. Firstly, it enables students to have more language practice opportunities. Novita, Dian (2020) supports the idea by claiming that one leading cause of low achievement of learners in studying a foreign language is the insufficient time of their language practice. Therefore, collaborative learning can be one of the alternatives to solve the problem. By dividing the class into small groups, there will be more time can be allotted, and more chances of conversation can be performed. Secondly, collaborative learning can improve the quality of learners' talk. Novita, Dian (2020) further states that collaborative learning can be implemented to produce a social setting that imitates real-life in the way language is used. Here, it will promote students to construct not only the quantity but also the quality of speech through requesting, clarifying, and negotiating dialogue during collaborative learning activities. As a result, students produce speech more precisely and use proper language.

Third, collaborative learning benefits to create a positive learning atmosphere. This makes students apprehensive of making mistakes. This unsupportive environment drives students to feel anxious and stressful. Conversely, collaborative learning is suggested to be implemented to make students have a more comfortable feeling and positive affective climate. Another advantage of collaborative learning is promoting social interaction among learners. Brown (1994) cited by Novita Dian (2020) claims that "the best way to learn to interact is through interaction itself." It implies that collaborative learning psychologically facilitates students to communicate with their partners in a relaxed and safe atmosphere. Finally, Novita Dian (2020) assertS that collaborative learning is essential to allow students to have more critical thinking. It is called so because in collaborative learning, there is a problem-solving process that trains students to express their critical thinking on a certain difficulty. Therefore, students in a group can bring innovative ideas creatively to solve the problem given.

The implementation of collaborative learning has been challenged to be investigated. Novita Dian (2020) states that there are abundant studies investigate students' problems in collaborative practices. Nevertheless, there has been little attempt to study about the teachers' difficulties in conducting collaborative learning. The study exposed potential precursors that might support defining the identified barrier. It is essential to identify the possible reasons for unsuccessful implementation of collaborative learning, and this will aid teachers in encouraging more productive and pleasant collaborative learning experiences.

Although social aspects of a student's life do not directly affect their academic achievement, they do affect the overall performance of the students. Learning is not only achieved through reading books, but also can be learnt from peers through classroom activities. Students learn how to compromise and work in a group and interact with people who are not within their close group. Press club in school helps to improve the level of interaction among students; it also develops the skills of writing and preserves the norms and values of the school. It improves the intellectual activities by promoting learning environment. Press club creates an exciting, entertaining and creative environment in school, thereby improving writing and speaking abilities for proficiency and efficiency in the use of English language.

Activities
Activities can be defined in a number of ways. In a broad sense, it could be defined as an umbrella term covering a wide range of elements of creativity. In this case, it includes activities, such as improvisation, role-play, simulation, and mime. Activity involves people in a social context. It requires the oral communication and other forms of communication, such as use of gesture, body movement and intonation. Activity occurs where students portray themselves in an imaginary situation. Some of the reasons for introducing English language learners to activity are listed below:
  ➢ Activity is an ideal way to encourage learners to communicate for real-life purposes.
  ➢ To make language learning an active motivating experience.
  ➢ To help learners gain the confidence and self esteem needed to use the language spontaneously.
  ➢ To bring the real world into the classroom.

➢ To make language learning memorable through direct experience.
➢ To stimulate learner' intellect, imagination, and creativity.
➢ To develop students' ability to empathize with others and thus become better communicators.

Role of Activities in English Language Teaching
Activities in English language classroom enhance basic language skills. Activities are educationally valuable learning tool. According to Lee (2019), games give a chance to escape from unusual routines, but they are very important in terms of motivation and challenges. Activities give encouragement to interact and communicate successfully with others. Activities persist the effort of learning and create a context to use the language meaningfully, decrease anxiety, and allow learners to study in a relaxed and enjoyable atmosphere.

Activities will thus play a huge role in classroom language learning. Games and activities will motivate learners, promote interaction among learners and boost the acquisition of pupils. As a consequence, games can increase the achievement of learners, which ensures student test results, communication ability, vocabulary knowledge, or other language skills may boost. Children can take advantage of the playtime. Activities offer a friendly, relaxed atmosphere in practice using the language skills and express themselves freely and improve their own abilities of learning. Participation of activities is an effective way to develop communication and language skills.

Activities help make students feel socially comfortable and can be a means to build friendships. Activities improve learners' achievement. Instead of traditional teacher-centred methods, the unconventional teaching strategies like Activity based methods to be put into practice in the EFL classroom to grab the attention of the students which makes the students desire to learn and higher test scores. Activities encourage learners' interaction. Interaction brings positive attitude, collaboration, team spirit among the students. Pair or group work is one of the most important ways to step up teamwork. Many activities can be played in pairs or in small groups, which create an opportunity to develop their negotiation skills such as the ability to respectfully disagree or the ability to ask for assistance. The learners will definitely be taking part in the activities in the classroom. Therefore, they are ready to share ideas in groups or in pairs, communicate and discuss topics with their peers, and think creatively about how to use foreign language to achieve their goals. The activities give students a great opportunity to work together and interact effectively with each other.

Activities improve learners' language acquisition ability of Students. They can obtain information quickly and more productively than other ways due to the inspiration and engagement provided by the games. Activities will inspire and motivate students to take part in the activity, because they obviously want to finish it. In addition to having fun, the learners are studying. The students try to use a new language and begin to understand that if they want others to hear what they're doing they must use the expression. Students learn things faster and better in the easy, enjoyable atmosphere that is generated through the use of activities. The sense of the language students listening, reading, speaking and writing in will be understood more clearly in an activity. Activities are raising the accomplishment of the learners.

Types of Activities
As mentioned above, there are many practices in the language classroom that can promote learning and instruction in order to reach the learners ' targets as well as teaching in English as a second language classroom. They are:
● Individual activities
● Pair activities
● Group activities
The activities enable the students to be active class members, talk about themselves, resulting in long - term memory retention. The performance, interest, courage, enthusiasm, and freedom of expression is assisted by activities. In order to fit all these items into a language learning classroom, activities are preferred and useful to include second language learning.
Here are some examples of activities used in language teaching and learning that creates fun:

Word activities:
Expand word play using the children's language. Activities can be used to enhance students' active and passive vocabulary. Find your partner, fill in the gaps, spin wheel, matching pictures with words, word ladder etc activities promote the development of vocabulary and communication skills.

Translation activities:
 Translation activities involving bilingual translation between English and the students' mother tongue. Students feel completely at home as long as they have the mother tongue to fall back on while having to communicate in the class. Mother tongue supports to promote the target language to learn a language and get mastery over the target language. Mother tongue gives confidence to them by recollecting their previous linguistic experiences. Paragraph writing, Notice writing, Poster making, Invitation card Script for speech, Slogans, Messages, all these translation activities enhance the linguistic knowledge of the second language

Riddles and Jokes:
 Jokes and Riddles are fun ways of using vocabulary and of drawing pictures of scenes or scenarios. Telling jokes or asking riddles aloud to each other and explaining them creates a lot of opportunities to learn language.

 Rhymes:
The repeated singing, reading, writing or listening to rhymes, apart from learning voice, encourages good listening skills and memory retention. You can also use rhyming words to narrate what you do at school, or let your students tell you their favourite things using rhyming words.

Storytelling:
Although storybooks offer enough fun, stories give students a good time to connect although helping them develop their communication skills. Exchange tales of everyday happenings. Broaden students' minds with fantastic stories and inspire their ingenuity to thrive as they create stories about everything and anything around them.

Songs:
Songs even help students learn new vocabulary. Lyrics have a sense of rhythm and melody and their singing along will be simple and enjoyable. On top of that, simply playing a melody on an activity can be fun to students.

Tongue twisters:
Tongue twisters are a great and enjoyable way to teach children to pronounce and enunciate words correctly. It's a nice way to teach utter words in an appropriate way. We can begin this activity with simple ones, and then complex one.

Conversations, Skits, Role-plays:
These activities can be used to improve fluency and give confidence and also increase their public speaking ability. They promote collaboration among students. These activities create context in which the language is useful and meaningful. The students get a positive attitude towards language learning.

Benefits of Activities in Language Learning.
Let's explain that we should be using activities to teach vocabulary. Activities are a welcome break from the daily traditional class routine; learning a language calls for a lot of effort. Activities help students allow and support learning efforts and ignites the initial sparks to motivate students and provoke discussion and also stretches the students 'productive abilities in basic language skills, i.e. listening, speaking, reading and writing, and many abilities are often used in the same activity; Activities can be a very valuable element of the teaching. A good activity is specifically relevant to the content, it is suitable for all class members, and therefore the learners ' enjoyment is increased through it.

Activities give motivation and the students get involved in their learning process and spontaneous use of language is encouraged then promotes four basic language skills. A lot of fun can be created by the activities. The activities based on stories, songs make students more enthusiastic. Taking these factors into consideration, teachers may be encouraged to use activities in the classroom to help learn vocabulary. Indeed, activities can instruct, and they bring genuine pleasure in learning a language. Using activities in a language course provides active, stimulating, and creative environment in which students can develop their language learning potentials. The use of drama enables students to explore their imagination and creativity as well as

express themselves through English Language and other forms of communicative activities, such as actions, movement, dance, etc. Activities help students to improve themselves in the following aspects:

➢ Positive motivation and self confidence. Participation in language activities fosters self awareness and awareness of others. It enhances one self-esteem and confidence which in-turn boosts motivation.

➢ Oral and communication skills. Activities integrate language skills in a natural may. It involves careful listening and spontaneous verbal expression. Some of them required reading and writing.

➢ Authentic language use. Through its use, students engage in authentic language use. It becomes a means of practicing real-life language in the classroom. Activities put language into context and give the students experience in real life situations.

➢ Proper pronunciation. Drama is particularly effective for pronunciation teaching, because various components of communicative competence can be practiced in an integrated way. Some of these components are discourse, intonation, pragmatic awareness, non verbal communication, etc.

➢ Multisensory and whole-personality learning. Multisensory and whole personality learning: Activities provide opportunities for students to involve their whole personality and use all their senses, (sight, hearing, feeling, etc.). It also involves the whole personality and not only the mental process.

➢ Learner-centered approach to hearing. Activities make it possible for students to take charge of their own learning. It enables for students to test out various situations, registers and vocabularies.

Role of Teacher While Doing Activities

Teacher's role may not seem very much there, but a lot of work is done behind the activities. Teacher acts as an Instructor and a facilitator. Start inspiring students to participate well by building an enjoyable learning environment where they can enhance their imagination and develop their language skills. Teacher give proper guidance to them on how to properly convey their thoughts, feelings and ideas by using words as this leads to improving their communication skills.

Activities help the teachers build situations where the vocabulary is meaningful and useful. Even though activities are often synonymous with fun, teachers should be aware of the pedagogical value, especially in teaching the foreign language. Teachers are effective as they develop confidence, lower the pressure of the students and offer the chance for real contact to language learners.

Teachers help the students by creating contexts through the activities to make language learning useful and meaningful. The students want to take part in the activities in order to understand what others are saying or have written, and they must speak or write in order to express their own ideas to share with others with the help of the teacher.

Theoretical Framework

The use of activities in language teaching has its theoretical basis on the socio-cultural theory proposed by Vygosky (1896-1934). Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. His theory (also called Vygotsky's Sociocultural theory) states that learning is a crucially social process as opposed to an independent journey of discovery. Vygosky believes that children construct their own knowledge. One of his assumptions is that cognitive skills are mediated by words, language, and forms of discourse which serve as tools for facilitating and transforming mental activities. In his view, children's cognitive skills are ignited and stimulated by social interaction and are embedded in a socio-cultural background. Vygosky argued that a child's language is a tool that helps him/her plan activities and solve problems. He explained that a child's development is inseparable from social and cultural activities. He believes that language is vital to the development of a child's memory and reasoning. Vygotsky termed this as collaborative dialogue, as the learner seeks knowledge, internalises the information provided by the more knowledgeable other, then uses that information to guide their own actions. More knowledgeable others allow the learner to operate within the Zone of Proximal Development. To gain an understanding of Vygotsky's theories on cognitive development, one must understand two of the main principles of Vygotsky's work: the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD).

In Vygosky's view, knowledge is situated and collaborative. By this, he means that knowledge is distributed among people and the environment which include: objects, artifacts, tools, books and the community in which people live. As a result, knowledge can be facilitated through interaction with other people in cooperative and collaborative activities. Vygosky articulated some unique ideas about learning and development some of his concepts are zone of proximal development (ZPD).

In relation to the use of activities in language teaching, Vygosky proposed that play which as a form of activity is important in a child's cognitive development and that through the process of internalization, social activities become mental activities. He believes that children's' play is based on their unrealized needs; when their needs are not met, they enter into an imaginary world through play (in which the unrealizable desires can be realized). So, the field of play is a mediator between situations in thought and situations in reality. Therefore, social meaningful activities, such as drama serve as a generator of thought and thought generates speech.

In relation to language teaching, Vygosky provided the theoretical foundation for teaching language through activities. He emphasized collaboration between the teacher and the students and among the students themselves. He also emphasized the kind of learning that occurs authentically, within a collaborative environment. This means that the learning environment should be such that enables students to play active roles. The teacher and the students should collaborate with one another in order to create meaningful learning.

The implications of Vygotsky's theory to the study is that from a Vygotskian perspective, the teacher's role is mediating the child's learning activity as they share knowledge through social interaction. Vygotsky views interaction with peers as an effective way of developing skills and strategies. Vygotsky's theory has been used to inspire a focus on interactive and collaborative organisations of teaching and learning that encourage students to learn from social interactions with peers and with the teacher.

Empirical Review

 Adelabu (2013) carried out a research on constraints of English language teaching and learning in Benue State secondary schools. The study specifically aimed to investigate the actual constraints of teaching and learning of English in secondary schools in order to proffer solutions. Survey research design was adopted for this work.

The study involved one hundred and ten (110) teachers of English who attended a re-training of secondary school teachers' workshop in Benue State. The teachers were among other teachers who participated in the workshop from the three political zones of Benue State. They were asked to write at least five (5) problems of teaching and learning of English they have encountered in the course of teaching the subject. More than thirty responses were selected and these were grouped into two:

  (i)   Teachers and school related problems and

  (ii)   Students related problems.

They were also asked to suggest five solutions to problems. It was found out that ignorance or/ineffective method of teaching, lack of instructional material, .too much work-load, lack of experience teachers and large class, imposition of text books on teachers and students, unplanned time-table, constant change of syllabus, lack of facilities, teachers' low morale, among other student-related problems are the constraints to English Language teaching and learning in Benue State. Oribabor (2014) conducted a study on Factors Militating against High Academic Performance of Students in English Language in Some Secondary Schools in Ife Central Local Government.

 The objective of the study was to determine the role of parents, education stake holders and students toward the poor attitude of students in this language. The study which adopted the qualitative research method used content analysis for analysing its data. It was found out those students who fail English Language experiences

academic disturbances. It was also found out that incompetency in English language undoubtedly affect the expressions of students in this official language in their endeavours.

Methodology
This study adopted a survey research design. The area used by the researchers for the study is Imo State. A structured questionnaire was used for data collection. Quantitative method is a method that uses measurable variables and statistical procedures can be used to analyse the numbered data in instruments [19]. Hence, quantitative method fits this study the most as it aids the study with clear and understandable data. The population of the study was Senior Secondary School students in Imo State for 2019/2020 academic year. The researchers adopted random sampling in this study. Random sampling is where participants are chosen correspondingly by choosing the samples from the whole population of the secondary schools in Imo State. In this study, the main aims are to analyse the effectiveness of language learning activities in improving learners' English speaking and to identify the learners' motivation level in speaking English language as the target language.

Data Presentation, Analysis and Interpretation
The data collected for the study were presented and analysed in this chapter. The data were presented in tables containing information on the responses to the research questions

Research question 1: To what extent is utilizing language activities a challenge in the teaching and learning of English language in junior secondary in Imo State.
    The analysis here focuses on Research Question 1. Table 1 summarises the extent is utilizing language activities a challenge in the teaching and learning of English language in senior secondary in Imo State.. The question in the questionnaire used to capture the relevant data was: **To what extent is utilizing language activities a challenge in the teaching and learning of English language in junior secondary in Imo State**.

Table 1. Utilizing Language Activities a Challenge in the Teaching and Learning of English Language in Senior Secondary in Imo State.

S/N	Items	SA(4)	A(3)	D(2)	SD(1)	X	N	REMARK
1	Language activities increase confidence in the use English language	50 (200)	68 (204)	34 (68)	28 (28)	2.8	180	Accept
2	Language activities encourage the sharing of ideas during the learning activities	68 (272)	52 (156)	26 (52)	34 (34)	2.9	180	Accept
3	Language activities enable the use of new vocabulary during the learning activities	65 (260)	47 (141)	46 (92)	22 (22)	2.8	180	Accept
4	Language activities provide a positive environment to speak English language	34 (136)	45 (135)	50 (100)	51 (51)	2.4	180	Reject
5	Language activities allow active participation in the learning activities	47 (188)	36 (108)	66 (132)	31 (31)	2.6	180	Accept
	Grand Mean		2.7	Accept				

The researchers analysed the language activities used by teachers when teaching English Language in Senior Secondary in Imo State. As shown in Table 1, Language activities increase confidence in the use English language, Language activities encourage the sharing of ideas during the learning activities, Language activities enable the use of new vocabulary during the learning activities; Language activities provide a positive environment to speak English language, were ranked by students as the most important activities. Language activities allow active participation in the learning activities. The mean difference across the various Language activities was significant.

Research question 2: To what extent does the utilization of language activities affect the teaching and learning of English language in junior secondary in Imo State?
The analysis here is in relation to Research Question 2. Taking the lead from previous research, Language activities were ranked by students. The respective groups of respondents were asked: **To what extent does the utilization of language activities affect the teaching and learning of English language in junior secondary in Imo State?**

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Table 2. Utilization of Language Activities Affect the Teaching and Learning of English Language

S/N	Items	SA	A	D	SD	X	N	Remark
12	Insufficient Time for Communicative Activities	68 (272)	56 (168)	43 (86)	13 (13)	2.8	180	Accept
13	Unreasonable Time-Management	68 (272)	51 (153)	42 (84)	19 (19)	2.9	180	Accept
14	Unclear Instructions	55 (220)	56 (168)	49 (98)	20 (20)	2.8	180	Accept
15	Teachers' Limited Ability in Classroom	54 (216)	55 (165)	40 (80)	31 (31)	2.7	180	Accept
16	Large Class Sizes	**56 (224)**						Accept
	Grand Mean	**2.8**						**Accept**

The researchers analysed the effect of language activities used by teachers when teaching English Language in Senior Secondary in Imo State. As shown in Table 2, insufficient time for communicative activities affect language activities which have impact on increase confidence in the use English language, unreasonable time-management discourage the sharing of ideas during the learning activities, unclear instructions impinges on English language during the learning activities; teachers' limited ability in classroom does not provide a positive environment to speak English language, were ranked by students as affecting activities. Large class sizes do not allow active participation in the learning activities. The mean difference across the various language activities was significant

Research question 3: Do factors of utilization of language activities affect teaching and learning of English language in senior secondary in Imo State?
The analysis here is in relation to Research Question 3. From researchers' observation, research on language activities were ranked by students based on factors of utilization of language activities. The respective groups of respondents were asked: **Factors of utilization of language activities as they affect teaching and learning of English language in senior secondary in Imo State?**

Table 3. Factors of Utilization of Language Activities Affect Teaching and Learning of English Language

S/N	Items	SA	A	D	SD	X	N	Remark
16	Level of Aspiration	68 (272)	58 (174)	41 (82)	13 (13)	3.0	180	Accept
17	Physical and Emotional Health	61 (224)	51 (153)	27 (54)	41 (41)	2.7	180	Accept
18	Sense of Belonging	60 (240)	55 (165)	36 (72)	29 (29)	2.8	180	Accept
19	Emotional Competence for Students	59 (236)	60 (180)	39 (78)	22 (22)	2.9	180	Accept
20	Academic Challenge and Engagement	62 (248)	53 (159)	36 (7 2)	29 (29)	2.8	180	Accept
	Grand Mean	**2.8**						**Accept**

Factors of utilization of language activities, the results are given in Table 3. Respondents rated level of aspiration physical and emotional health, sense of belonging; emotional competence for students and academic challenge and engagement to be the most five developed language activities that are lacking. However, the mean scores were still falling within the 'Accept' point on the 4-point Likert scale. When the researchers examine the mean scores for all the Factors lacking in utilization of language activities, they can observe that none fell below 2.5 mean score range, which represented 'strongly agree' on the Likert scale. This suggests that respondents saw room for improvement in the level of utilization of language activities.

Research question 4: Does utilization of language activities approach engage teachers and learners in active language learning and exposure to more opportunities?
The analysis here is in relation to Research Question 4. From researchers' examination, research on language activities were ranked by students based on utilization of language activities approach engage teachers and learners in active language learning and exposure to more opportunities. The respective group of respondents was asked: **Does utilization of language activities approach engage teachers and learners in active language learning and exposure to more opportunities?**

Table 4. Utilization of Language Activities Approach Engage Teachers and Learners in Active Language Learning and Exposure to More Opportunities

S/N	Items	SA	A	D	SD	X	N	Remark
27.	Give a prompt or pose a question for individual response	59 (236)	54 (162)	44 (88)	23 (23)	2.8	180	Accept
28.	Query students' knowledge or opinions	55 (220)	57 (171)	44 (88)	24 (24)	2.8	180	Accept
29.	Have students construct their understanding of a topic	60 (240)	52 (156)	33 (66)	35 (35)	2.8	180	Accept
30.	Use intentional mistakes to promote learning,.	58 (232)	49 (147)	38 (76)	35 (35)	2.7	180	Accept
	Grand Mean	**2.8**						**Accept**

In Table 4, the researchers examine the extent to which utilization of language activities approach engage teachers and learners in active language learning and exposure to more opportunities. The respondents accepted that giving a prompt or pose a question for individual response, querying students' knowledge or opinions, having students construct their understanding of a topic, and using intentional

mistakes to promote learning, were the four fully developed in language activities. According to respondents, giving a prompt or pose a question for individual response and querying students' knowledge or opinions where appropriate. This suggests that respondents saw room for improvement in the extent of utilization of language activities. The ranking of the various language activities was statistically different across the different activities. This means that respondents ranked the relative importance of at least two activities differently.

Summary of Findings
i. The teacher gives the learners tasks and shared the roles each will play in preparation and presentation.
ii. The teacher does not engage the learners in brainstorming session and to share ideas in groups.
iii. The teacher does not allow peer and group feedback during English lesson.
iv. The teachers' talking time is more in class than the learners' talking time during English lesson.
i.   Interactive strategies such as reading races, game-based learning, and gallery walk, running dictation, and others are not utilized.
ii.   Most of the students are pleased with activities of collaborative learning since they agreed that they expose them to more opportunities.

Discussion
In the study, awareness towards language learning activities in improving English language, and thus answering four specific research questions, quantitative method is applied. A survey was conducted to analyse the mean of the questionnaire answered by the respondents. Based on the findings, there is a significant result that assists the improvement of English language learning and teaching. In improving English collaborative learning and educational approach to teaching and learning students work together to solve a problem, complete a task or create a product. As for answering the first research question, to what extent is utilizing language activities a challenge in the teaching and learning of English language in junior secondary in Imo State, the respondents came to accepting certain questions based on the questionnaire which was resulted in the findings. The answers were shown in the mean that language learning activities increased confidence in the use English language activities. It was because language learning activities provide learners a positive situation to use English language. This particular result corresponds to the previous study of Marzuki, Prayogo and Wahyudi, (2016) which stating that the learners' performance improved as they participate in language learning.

In addition, the respondents accept that language learning activities encouraged the sharing of ideas during learning activities. It enables the use new vocabulary during the learning activities. Based on this, it could be said that by sharing ideas, they naturally enhance vocabulary usage during implementation of language activities. This finding is also in line with the study conducted by Marzuki, Prayogo and Wahyudi. Consequently, having sufficient vocabulary during the activities helps the learners to actively participate in the learning activities. Learners were also seen to be able to engage with the learning activities in various ways which lead to the improvement of their English language. Zourou (2012) notes that with the activities focus on learners' engagement with course content and learner-learner interactivity, learning would be optimized. Zahorik (2006) states that one of the most valuable benefits of language learning activities is the principle of collaboration which features the components of positive accountability Moreover, the participants agreed that language learning activities is the best way to improve their English language.
The findings show that language learning activities may not be motivating if the learners' opinions were being neglected. The findings have discussed collaborative activities used in teaching and learning English language in senior secondary schools in Imo State, Nigeria. It has noted the current practice in relation to a number of collaborative activities that engage learners in active learning. A lot of poor results and linguistic incompetence have been recorded in the past years as a result of low proficiency in English. The findings advocate for activities that will expose students to more avenues and opportunities to use the English language through a process of cooperation, joint effort and sharing between students and teachers.

Conclusion

This paper discussed language learning through activities. They enhance creativity and spontaneous use of language. They also promote communicative competence, fun and reinforce language learning. They maintain and broaden learning. Activities are extremely learner centred; the teacher only acts as facilitator. Activities are utilized to overcome language learning difficulties. Activities assist students to create and sustain effort in learning. They make available practice on the basic language skills – listening, speaking, reading and writing. They encourage interaction, communication and inspire features like collaboration and cooperation among learners.

Recommendations

As a result of the findings, the following recommendations are made:

i. Teachers of English should utilize collaborative activities that will actually engage learners in active learning.

ii. Teachers of English should have knowledge of the collaborative activities in order to improve their teaching competences.

iii. Learners should be encouraged to process information and share experience so that they will be in control of their learning and use language in varied life situations.

iv. Learners should be motivated and active when they work together. Therefore, teachers should organize activities that will enable learners to co-operate and have higher level thinking skills.

v. The result of this study should inspire curriculum planners, textbook writers and instructional material designers to include interactive activities in students' guides.

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