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ENGLISH LANGUAGE TEACHING TODAY

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Volume 12

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Communication Skills**

**Volume 12
October, 2015**

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Aims

ELTT is a bi annual journal devoted to the publication of articles ,research reports and reviews on English Language Teaching for those involved in the teaching of English as a second Language .It aims to :

- 1 .Provide a forum of exchange of ideas and experiences for teachers of English .
- 2 .Encourage teachers and researchers ,publishers and writers to work together to develop teaching procedure ,ideas and materials for the advancement of ELTT .
- 3 .Promote and support research in the areas of English for Academic ,Special Purposes .

Although ELTT welcomes contributions in all areas of English Language and Literature research ,greater emphasis will be given to papers with strong practical classroom experience and application .Such areas may cover Needs Analysis ,Course Design ,Methodology ,Testing ,Materials Development ,Programme Management ,Literary studies and criticism ,Teacher Training and Evaluation .

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If you wish to make a submission to ELTT please note the following :

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- 3 .Your article should be preceded by an abstract of not more than 200 words .On the first page ,detachable from the manuscript ,please type the title of the paper ,your name and mailing address .
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- 6 .Publication fees will be stipulated in the letter of acceptance after review .
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EDITORIAL

ELTT Volume 12 focuses on pedagogical innovations in the teaching and learning of the English language in Nigerian classrooms. The selections of articles in this volume are garnered from discourses and contributions at the annual conference of the National Association of Teachers and Researchers of English as a Second Language (NATRESL) held in Benson Idahosa University (BIU) Benin-City, Nigeria from October 6-9, 2015 with the theme: "Innovations in English Language Teaching and Learning."

This volume has sustained the eclectic approach to style and spelling format to preserve the contributors' originality and to conform to emerging philosophy in research and codification. Drawing from this background, we hope to continue to serve teachers, researchers and policy makers by communicating current ideas and significant contributions to knowledge to boost its commitment to giant stride in the field.

The 13th Annual Conference of NATRESL has been scheduled to hold in the Federal University of Agriculture, Abeokuta, Nigeria. Watch out!

Editorial Collective

CONTRASTIVE ANALYSIS OF ENGLISH SOUNDS AND SOME NIGERIAN LANGUAGES: IMPLICATIONS FOR LANGUAGE TEACHING

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Abstract

This paper argues that teaching the sounds of English in a second language setting like Nigeria will be more effective if teachers identify the English sounds with which learners are familiar, especially those similar to the learners' mother tongues and those which are unfamiliar (the sounds which are lacking in the learners' mother tongues). This is with a view to leveraging on the former and strengthening their enunciation ability in the latter. Apart from this, the similar English sounds may be realized differently in the learners' native languages or mispronounced outright. Teachers can also leverage on this and help learners to produce the sounds correctly. The sound corpora used for analysis in this paper are drawn from five Nigerian languages (Hausa, Igbo, Yoruba, Idoma and Berom) and the RP accent of English.

Introduction

Speech is considered a primary medium of communication among different social and linguistic groups. Many cultures in the world had oral forms of communication long before the invention of writing. Thus, some linguists believe that speech is more important than writing. Consequently, it is argued that we all speak our languages before we write; that all languages existed as spoken languages before their written forms developed and that most people spend more time talking than writing. According to Adetugbo, “writing is a later development than speech in human history”. He further observes that while many civilizations and language groups have had no writing systems till date, “it is unimaginable that there would be a community, however primitive, without speech”. Similarly, Ballard observes that “Speech is important not only because it provides us with a versatile and instant means of communication but also because human language materializes first and foremost as speech” (188).

Given this relative importance of speech to writing and ultimately the other language skills, it is imperative to identify important variables that would help learners of a second language to attain some level of proficiency in the articulation of the sounds of such language. This paper is, therefore,

situated within two linguistic theories: the social constructivist theory of learning developed by Lev Vygotsky in which the instructor is a mediator or 'moderator' in the learning process and contrastive linguistics which is historically traced to Robert Lado. Here, the learner is not considered an 'empty vessel', 'container' or 'receptacle' of knowledge based on the instructivist behaviourist theory in which the instructor is a 'teacher' or a 'sage on stage' who transmits knowledge or 'fills' the 'containers' with knowledge. In this regard, Yule (1966) states that the "most fundamental change in the area of L2 learning in recent years has been a shift from concern with the teacher, the textbook and the method to an interest in the learner and the acquisition process." This in his view constitutes a focus on the learner.

Contrastive Analysis (CA), is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Contrasting the sound systems of two languages, according to Ellis and Tomlinson:

involves a detailed description of the phonemes of both languages, of how these phonemes are distributed (i.e. what position they can have in word) and how they combine together in connected speech. (100)

Contrastive Analysis was used extensively in the field of Second Language Acquisition (SLA) in the 1960s and early 1970s, as a method of explaining why some features of a target language were more difficult to acquire than others. The theoretical foundations for what became known as the Contrastive Analysis Hypothesis (CAH) were formulated in Robert Lado's *Linguistics Across Cultures* (1957). In this book, Lado claimed that:

Individuals tend to transfer the forms and meanings, and the distribution of forms and meaning of their language and culture to the foreign language and culture both productively and receptively when attempting to grasp and understand the language and culture as practiced by the natives. (in Ogundepo, 3)

While this was not a novel view, Lado was the first to provide a comprehensive theoretical treatment and to suggest a systematic set of technical procedures for the contrastive study of languages which involved describing the languages (using structuralist linguistics), comparing them

and predicting learning difficulties

(https://en.wikipedia.org/wiki/Contrastive_analysis).

Thus, combining the social constructivist theory with contrastive analysis provides a platform to concentrate the teacher's focus on the learner especially their linguistic background. The primary aim of this paper is to demonstrate how these theoretical inclinations could enhance the effective teaching and learning of English as a second language in Nigeria through the identification of the sounds of Nigerian languages. It is however instructive to state that this investigation is not narrowed to *one* Nigerian language which would have resulted in a detailed description of its phonemes and those of English as suggested by Ellis and Tomlinson (100).

Second language learning versus second language acquisition

Yule presents a distinction between learning in a 'foreign language' setting and learning in a 'second language' setting. The former involves the learning of a language that is not generally spoken in the surrounding community while the latter has to do with the learning of a language that is spoken in the surrounding community. He buttresses this distinction with an example: Japanese students in an English class in Japan are learning English as a foreign language (EFL) but if those same students were in an English class in the USA, they would be learning English as a second language (ESL). He however notes that since both situations apply to the learning of another language, the expression 'second language learning' is used to describe them (162-163). Thus, we can deduce that learning English in Nigeria is learning it as a second language from both its official position and its wide use across the country.

The terms 'acquisition' and 'learning' are often used in the context of second language. Yule (163) highlights a distinction between them thus:

The term **acquisition** is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language. The term **learning**, however, applies to a more conscious process of accumulating knowledge of the features, such as vocabulary and grammar, of a language, typically in an institutional setting. (Mathematics, for example, is learned, not acquired.)

While it is true that many people in Nigeria 'acquire' the use of English as a second language, this paper focuses on its teaching and learning in a former

institutional context (schools and colleges). The paper is also intended to assess what the learner of English in Nigeria has already 'acquired' from communicative situations in addition to his first language idiosyncrasies. More specifically, we will assess the sounds of English with which the learner is already familiar through acquisition or occurrence in their native languages and those which are unfamiliar. This is in keeping with recent trends in the area of L2 as identified by Yule in shifting focus from the teacher, textbook and methodology to a focus on the learner and the learning process (166).

Teaching and learning of English sounds in Nigeria

Learning to communicate through speech in a second language implies learning to correctly articulate the meaningful sounds of such language and using them appropriately in the structuring of information in larger linguistic units (utterances). This is usually mediated in a formal setting through the linguistic aspects of phonetics and phonology. Phonetics is concerned with the description and classification of the meaningful or significant sounds of a given language. According to Yule, phonetics is “the general study of the characteristics of speech sounds” (30). The aspect of phonetics which is relevant to this paper is articulatory phonetics “which is the study of how speech sounds are made or 'articulated'” (Yule, 30) or “the actual production of speech sounds” (Ballard, 187). Phonology on the other hand generally has to do with the description of the systems and patterns of speech sounds. Phonology is concerned with how phonemes combine to form syllables and words or strings of words as well as other features of sounds like stress and intonation.

There are different varieties of English used across the world. In fact, “All speakers of English have a dialect, be it Standard English or some other variety” (Ballard, 188). Consequently, there are different accents (pronunciations) of English. *Accents* are linguistic variations or differences at the level of pronunciation. These differ from *dialects* which are linguistic varieties at the levels of vocabulary, grammar and word order (Roach, 4). The accent which has been traditionally used as representative accent for the teaching and learning of Standard British English is the **Received Pronunciation** (RP). According to Roach, this accent is “used by most announcers and newsreaders on serious national and international BBC broadcasting channels” (45-46). And Ballard further points out that the RP:

is the accent taught to many foreigners and it is the pronunciation given in dictionaries. Although it has the disadvantage of sometimes being associated with social privilege, it also has the advantage of not being associated with any specific geographical region. (189)

Teaching the RP accent as a model for learners of English as a second language is undoubtedly challenging. Among other things are the problems of mother tongue interference, incongruence between letters and sounds and lack of instructional materials (Embugushiki, 87-89). We will focus on the problem of interference.

Cross linguistic influence

When an individual who is proficient in a first language or mother tongue attempts to learn a second language, there is a strong tendency to transfer the linguistic features or patterns of the former to the latter. This linguistic transfer which is technically referred to as 'crosslinguistic influence' (Yule, 1967) involves the use of sounds, expressions, or structures from the L1 when performing in the L2. According to Yule, linguistic transfer could be positive or negative. While positive transfer is beneficial to the learner because it involves the transfer of similar features from L1 to L2, negative transfer or interference is inhibitory since the learner transfers L1 features which are different from the L2 thus constituting intelligibility problems in the L2. Yule further posits that interference is more prevalent in the early stages of L2 learning and often decreases as the learner develops more familiarity with the L2 (1967).

Mother tongue interference at the phonetic level is a consequence of failure to correctly articulate unfamiliar sounds in the L2. That is, if a learner encounters an unfamiliar sound in the target language, he/she is usually faced with the challenge of either attempting to produce it or replacing it completely with a familiar sound from his/her L1. This is what characterizes negative transfer (Yule, 1967) or retroactive interference (Opara and Dauda in Embugushiki, 87). According to Opara and Dauda, retroactive interference retards the process of learning the second language since the phonemic features are completely different (in Embugushiki, 87). They further identify a proactive interference which helps the learner in the realization of similar linguistic features in the L2. In this paper, we posit that the language instructor's task is to identify the sounds that are similar in English (which is the L2 in this context) and the learner's L1 (the selected Nigerian languages). This helps the instructor to leverage on the similar sounds and focus on the unfamiliar sounds in order to strengthen the learner's ability in those sounds. This is the teaching/learning hypothesis which this paper seeks to establish.

The sound systems of English and five selected Nigerian languages

Sounds which distinguish one word from another are known as 'meaningful' sounds or phonemes. Every language has a fixed number of phonemes which may differ from or similar to those of other languages. According to Ellis and Tomlinson, "It is common to find that a sound which exists meaningfully in one language does not another" (97).

The RP accent of English enjoys the prestige as a model for teaching in many L2 environments. This is assumed to be the case in Nigeria institutions. In this paper, we compare the meaningful sounds of RP English with those of Hausa, Igbo, Yoruba, Idoma and Berom languages with a view to identifying similar and dissimilar sounds.

Comparing and/or contrasting the sounds of two or more languages involve a detailed description of the phonemes of the languages; how the phonemes are distributed and how they combine together in connected speech. This helps the teacher to predict the pronunciation difficulties of his learners (Ellis & Tomlinson, 100). Learners may experience difficulty in learning the sounds of a second language in three possible areas according to Ellis and Tomlinson:

1. With sounds which do not occur in their mother tongue. In this case, they will tend to substitute a similar sound from their mother tongue (a sound articulated in a similar but different way).
2. With sounds which have a different distribution to those in their mother tongue.
3. Making the necessary modification in the articulation of sounds as they occur in connected speech (100-101).

Our focus in this paper is on the pronunciation difficulty of learners with regards to sounds which do not occur in their mother tongue as well as identifying those who are similar. That is, we focus on the identification of the unfamiliar and familiar sounds through a non-descriptive or linear presentation of all the phonemes of RP English and the selected Nigerian languages.

English

The RP which is the representative English accent adopted for analysis in this paper traditionally has 24 consonants and 20 vowels in addition to 5 vowel glides known as triphthongs. The following are the consonants and vowels in RP English:

Consonants: /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/.

Vowels

Monophthongs – the tongue is held in a single position for the duration of these sounds /i:/, /ɪ/, /e/, /æ/, /ɜ:/, /ʊ/, /u:/, /ɔ:/, /ɑ:/.

Diphthongs – the tongue moves from one position in the mouth to a second, producing a glide:

/eɪ/, /aɪ/, /ɔɪ/, /ɪə/, /eə/, /ʊə/.

Triphthongs – these are considered the most complex English sounds of the vowel type which can be rather difficult to pronounce and very difficult to recognize. A triphthong is a glide from one vowel to another and then to a third which are all produced rapidly without interruption (Roach, 22). They are:

eɪ + ɪ = eɪɪ
 aɪ + ɪ = aɪɪ
 ʊɪ + ɪ = ʊɪɪ
 ʊɪ + ɪ = ʊɪɪ
 aɪ + ɪ = aɪɪ

From this presentation, it would be seen that a total of twenty-five (25) vowel phonemes occur in RP English. This number is considered greater than in most African languages “which is one reason why African speakers of English often fail to make the correct vowel discriminations in their pronunciation of English” (Ellis & Tomlinson, 99).

Hausa

Consonants: /b/, /tʃ/, /m/, /f/, /t/, /d/, /tʃ/, /s/, /n/, /r/, /l/, /tʃ/, /tʃ/, /tʃ /, /j/, /k/, /g/, /tʃ/, /w/, /tʃ/, /h/, /z/.

Vowels: /i:/, /tʃ/, /e:/, /e/, /tʃ/, /ɑ/, /u:/, /tʃ/, /o:/, /o/, /aɪ/, /aɪ/.

/tʃ/, /tʃ/ and /tʃ/ are identical to /b/, /d/ and /k/ except that they are produced when breathing in instead of breathing out (Ellis & Tomlinson, 101).

The consonants /p/, /v/, /θ/, /ð/ and /tʃ/ which occur in English do not occur in Hausa. Consequently, approximate Hausa consonants are likely to be substituted with those of English thus:

/f/ for /p/
 /b/ for /v/
 /t/ or /s/ for /θ/
 /d/ or /z/ for /ð/
 /tʃ / for /tʃ/ (Ellis & Tomlinson, 101)

Also, the English consonant /ŋ/ does not occur in Hausa. The consonants /b/, /m/, /f/, /t/, /d/, /s/, /n/, /r/, /l/, /tʃ/, /tʃ /, /j/, /k/, /g/ /w/, and /h/ are common to both English and Hausa although their qualities may slightly differ in the two languages.

Hausa has only two diphthongs compared to English with eight. Also, Hausa has no triphthongs. Thus, Hausa speakers of English may experience difficulty with the following diphthongs of English: /tʃtʃ/, /eɪtʃ/, /tʃtʃ/, /eɪtʃ/, /tʃtʃ/ and /tʃtʃ/ (Ellis & Tomlinson, 102).

Igbo

Consonants: /p/, /b/, /t/, /d/, /k/, /g/, /kp/, /gb/, /kw/, /gw/, /n/, /m/, /ŋ/, / ɲ /, /w/, /tʃ/, /tʃ /, /f/, /v/, /s/, /z/, /tʃ/, /h/, /j/, /gh/, /l/, /r/.

Vowels: /i/, /ɪ/, /e/, /a/, /u/, /ʊ/, /o/, /ʊ/ (Igboanusi, 47, 48).

Igbo lacks the English consonants /θ/, /ð/ and /tʃ/ in addition to the English long vowels /i:/, /u:/, /ɪ:/ and /a:/. Also, the English central vowels /ɜ:/, /ɝ/, and /ʊ/ do not occur in Igbo in addition to all the English diphthongs.

Yoruba

Consonants: /b/, /t/, /d/, /k/, /g/, /kp/, /gb/, /m/, /f/, /s/, /tʃ/, /h/, /tʃ /, /r/, /l/, /n/, /j/, /w/.

Vowels:

Oral: /a/, /e/, /ɪ/, /i/, /o/, /ʊ/, /u/.

Nasal: /ã/, /ẽ/, /ĩ/, /ẽ/, /u/ (www.omniglot.com/writing/yoruba.htm).

Yoruba does not have the following English consonants: /tʃ/, /v/, /ʒ/, /θ/, /ð/ and / ɲ /.

Similarly, Yoruba does not have any diphthongs or triphthongs which are present in English. Also, the central English vowels /ɜ:/, /ɝ/ and /ʊ/ do not occur in Yoruba in addition to all the long vowels /i:/, /u:/, /ɪ:/ and /a:/.

Idoma

The central Otukpo dialect of Idoma which is usually taught in schools has the following phonemes:

Consonants: /b/, /gb/, /d/, /f/, /g/, /h/, /tʃ /, /k/, /l/, /m/, /n/, / ɲ /, /p/, /kp/, /r/, /s/, /t/, /w/, /j/, /tʃ/, /gw/, /kw/, / ɲw/, /ny/, /nm/.

Vowels: /a/, /e/, /ɪ/, /ɪ/, /o/, /ʊ/, /u/ (Omale, 31).

The following English consonants do not occur in Idoma: /tʃ/, /ð/, /θ/, /z/ and /tʃ/. Likely replacements are: /s/ for /tʃ/, /z/; /d/ for /ð/; /t/ for /θ/ and /tʃ / for /tʃ/ respectively.

Idoma has only seven simple vowels (there are no diphthongs or triphthongs). Thus, the non-occurring English vowels would constitute articulatory problem for an Idoma learner of English. These include all the English diphthongs, triphthongs and the following simple vowels: / ɔ /, /i:/, /ɜ:/, /ɝ/, /tʃ/ and /u:/.

The Idoma vowel /tʃ/ is close in quality to the English /eɪ/ except that it is realized as a single sound in Idoma. This could be said of /o/ and /tʃ/ respectively.

Berom

Consonants: /p/, /b/, /t/, /d/, /j/, /k/, /g/, /kp/, /gb/, /m/, /n/, /tʃ/, /ŋ/, /f/, /v/, /s/, /z/, /tʃ/, /h/, /l/, /y/, /tʃ/, /w/.

Vowels: /i/, /e/, /tʃ/, /a/, /tʃ/, /o/, /u/ (Blench & Dendo, 3).

From the above presentation of the phoneme systems of RP English, Hausa, Igbo, Yoruba, Idoma and Berom, the following general observations can be made:

- The vowel phonemes of English are more in number than those of the respective Nigerian languages. In fact, Hausa is the only Nigerian language among the five that has two diphthongs /aɪ/ and /aʊ/; none of the other languages has any diphthong. English on the other hand has eight diphthongs and five additional triphthongs.
- None of the Nigerian languages has the following English consonants: /θ/, /ð/ while only Berom is indicated to have /tʃ/. Also, none of the Nigerian languages has the central RP vowel phonemes namely /ɜ:/, /ʊ/ and /ɪ/. It could be concluded therefore that these sounds in addition to the specific ones which do not occur in the various languages constitute the greatest challenge to the articulation of RP English sounds for the respective Hausa, Igbo, Yoruba, Idoma and Berom learners of English. Thus, English language instructors whose pupils or students come from these linguistic backgrounds can focus on these sounds for effective teaching and learning.

Between identification of learner need and number: the Nigerian school situation

It would be an oversimplification to assume that if the learner challenge with English sound is identified, then it could be tackled outright. This is far from the Nigerian linguistic reality where it has been projected that over four hundred distinct languages are spoken. According to Olaoye(2):

Language educators at both the secondary and tertiary institutions and, indeed, at the primary school level are often confronted with pedagogical problems in the teaching of English. To many of the language teachers these problems defy solution. Their knowledge of theoretical linguistics is never brought to bear on language teaching and learning. The teacher has to teach English to students from diverse socio-linguistic backgrounds.

Given this linguistic complexity of Nigeria as a typical ESL environment, it becomes a huge task for the language instructor to identify the peculiar language sounds of the mix of students or pupils in any given institution. The question then is, how can the instructor identify each of the individual student's linguistic peculiarity for effective teaching and learning?

To address this challenge, Olaoye (2) suggests that a language teacher “needs to carry out comparative/contrastive studies of English and the native languages of his students”, highlighting the importance of Contrastive Analysis and a social constructivist approach to teaching. After this, the language instructor(s) could then do a 'focus group teaching'. This means that the students could be grouped into various linguistic groups based on their mother tongues or first languages like Igbo group, Hausa group, Yoruba group, Berom group, Bini group, Tiv group, etc. This linguistic grouping may vary from one region of the country to another depending on the dominant existing languages. Focus group teaching could aid the teacher in applying the identified phonetic challenges of a given number of speakers of a native language instead of either focusing on individual learners or using a general approach to teach all students or pupils together. Since these native languages also have dialectal variations, instructors or facilitators should identify the standard varieties which have a wider use among the speakers and use such as model for the focus group teaching.

Conclusion and Recommendations

It has been argued in this paper that when language instructors identify the similar and dissimilar sounds of English and learner languages in a second language setting like Nigeria, both teaching and learning would be better facilitated. This is so because the instructor would concentrate on the unfamiliar sounds to strengthen the learner ability in those instead of a general instruction on all the sounds which is often time and energy consuming. The learner on the other hand would have less to do as he or she would focus on learning the unfamiliar sounds. This position or teaching/learning hypothesis is situated within an assessment of the similar and dissimilar sounds of RP English and five selected Nigerian languages namely, Hausa, Igbo, Yoruba, Idoma and Berom. Based on this assessment, the following recommendations are made:

- English language instructors at whatever level of education should adopt a constructivist approach in teaching. They should be aware that English language learners have a linguistic history which they compulsorily bring to the 'table' of second language learning. This linguistic history can be utilized to the instructor (s)' and learner (s)'

advantage, whether it is a positive/ proactive influence or a negative/retroactive one. This is a deviation from the traditional instructivist teaching approach in which the 'teacher is a sage on stage'.

- English language instructors could adopt a focus group teaching by grouping their pupils or students into linguistic groups based on their native languages for more efficient teaching and learning after identifying the similar and dissimilar sounds of English and the learners' native languages.
- A more specific and detailed comparative/contrastive study of English sounds and any given Nigerian language like Hausa, Igbo or Yoruba could be done to highlight in details areas of phonetic and phonological difficulties of speakers of such languages since this paper adopted a general and non-detailed approach.

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ENGLISH LANGUAGE TEACHING AND LEARNER LANGUAGE

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Abstract

English language teaching and learning, which have since had a long history of practice, still pose a nightmare to learners. To overcome this predicament, some basic methods such as the interactive strategies could be used. Collaborative reading should form its core application. The collaborative method enables group of students to be formed. The students are encouraged and their encouragement helps a teacher to work collaboratively with readers of various abilities. In the end, the readers are able to use the target language more effectively than they would have achieved if they were abandoned to traditional classroom management.

Keywords

Overcome nightmare, predicament, interactive strategies, collaborative reading, readers of various abilities, traditional classroom management.

Introduction

Language is vital in every lesson and activity teachers teach in the classroom. Students must understand directions, be knowledgeable about appropriate verbal responses, and receive support as they begin to produce words, phrases, sentences, and questions in their new language. Ellis (2002) makes a case for the importance of meaningful language in support of second-language learners. He agrees with Van Lier (1996) that the importance of interaction in acquiring language cannot be overemphasized. For this reason, language development activities must be bolstered to include students' involvement at their level of development through rigorous support and constant interaction, to help them move forward.

Attitude towards Language Learning

Language attitude is believed to be the factor that makes differences between underachievement and accomplishment. Spolsky (2000) states that the attitudes towards the language hint at the learners' fears, feelings,

or prejudice about the learning of English as a second language. Generally, it is believed that learners' attitudes, skills and strategies dictate whether or not they will be able to absorb the intricacies of language (Oxford, 1990)(sic); Nunan, (2000), Ajzen (2005) believes that attitude, like personality trait, is a hypothetical construct that is inaccessible to direct observation and must be inferred from measureable responses. These responses must reflect positive or negative evaluations of the attitude object. He states that an attitude is a disposition to respond favourably or unfavourably to the object, person, institution, or event.

Starks and Patridge, (1996) assert that learning a language is closely related to the attitude towards language. Karahan (2007) states that “positive language attitude let learner have positive orientation towards learning English”. As such, attitude may play a very crucial role in language learning(sic) as they can influence students' success or failure in their learning. On the other hand, Gardner (1980) explains that different social contexts(sic) may influence the outcomes of studies which are related to attitudes towards language learning. In his view, the effects of attitude might be much stronger in a context, where there is much more of an opportunity for contact between learners and target language speakers than in a foreign language context, where learners are not in a close contact with the target cultures and beliefs.

A group of researchers (Latif, Fadzil, Bahroom, Mohammed, San, 2011) conducted a study to determine the relationship between various socio-psychological variables like attitude, motivation, anxiety and instrumental orientation on performance in English as a second language. Personalitytrait in the study is a hypothetical construct that is inaccessible to direct observation and must be inferred from measurable responses. The results indicated that all of the four variables were significantly correlated with learners' performance in the English course conducted at Open University of Malaysia. Moreover, the regression analysis showed that all the variables except for personal motivation exerted significant impacts on performance with anxiety having a negative impact, while attitude and instrumental orientation had positive impacts.

Chalak and Kassaian (2010) investigated motivation and attitude of Iranian undergraduate EFL students towards learning English. The research focused on the motivation orientations of the students and their attitudes towards the target language and its community. A group of 108 students majoring in English Translation in Isfahan, Iran was surveyed using Attitude, Motivation Test Battery (AMTB). The results revealed that these Iranian non-native speakers of English learned the language for both “instrumental” and “integrative” reasons and their attitudes towards

the target language community and its members were generally found to be highly positive.

In a second language context, there is the need for activities that will make the learners practise the target language in the class in order to use it effectively in their socio-cultural setting. There is no doubt that learning is usually motivated if apt materials, activities and tasks are designed. It is for this reason of the language learning that Dornyei (2003) suggests the use of interactive strategies, encourages collaborative work, as they reduce the anxiety which learners face when they learn in isolation. Rather, learners exhibit increased self-confidence and motivation to learn and all these make the classroom climate conducive for learners to use the target language in interaction.

Learning strategies are the thoughts and actions we engage in consciously or unconsciously as we learn new information which facilitate bottom-top comprehension. Wendon and Rubin (1987) define strategies as any set of operations, steps, plans, routine used by the learner to facilitate the obtaining, storage, retrieval, and use of information. Similarly, Richards and Platt (1992) posit that learning strategies are intentional behaviour and thoughts used by learners during learning that adequately help them to understand, learn or remember new information. It thus, implies that interactive strategies are those activities designed by the teacher in order to enhance learner's participation and negotiation in the learning process. The strategies are also useful in clarifying issues and the result is that learners' communication skills are sharpened.

In a second language situation, learners' communication skills cannot improve without engaging the learners in activities, especially those that make them work in small groups. This frees them from all inhibitions that would have arisen if asked to speak to a whole group. Working in small groups/pair activities provide safe environment for learners to use the language to negotiate, interact, argue and communicate without fear.

How frustrating it is to be in a group whose members seem to be acting in opposition, whose energy is scattered, and whose purposes are uncertain! But what is it that makes some groups succeed, while others fail? The reason is that once meaningful speech had been discovered, it must have proved its worth as a unifying possession of the whole community. Everyone who could use these symbols would be a member of the group; those who could not, or whose speech-symbols were different, were outsiders. Thus language in the abstract becomes concrete, and we can speak of a language, or the English language, as the possession of a certain "speech community" (Baugh, 1935).

Sociologists who have studied the functioning of groups have

identified a number of factors that are critical to the successful operation of task-oriented groups. All of these factors arise out of one underlying: the type of language interaction which must have arisen out of a social necessity- the need for communication between man and man. As soon as human creatures began to live in interdependent groups this need must have been a very powerful stimulus (Emerson 1894), or communication that is established by group members working together.

Theory of learning

The constructivist theory is an off-shoot of the cognitive theory of learning and this conception of learning is traced to Jean Piaget and John Dewey whose theories of childhood development gave birth to constructivism. Their ideas were further developed by Vygotsky, while Ausubel and Brunner added new perspectives to constructivist learning theory and practice.

Whereas Piaget is seen as a cognitive constructivist, Brunner is a social constructivist who highlights the importance of social environment in learning. Brunner built on the ideas initiated by Vygotsky and asserts that learning is an active, social processes in which students construct new ideas based on their current knowledge. In other words, learning is best if learners work in groups to share their perspectives, and in sharing they bring their prior knowledge to bear on the task. Constructivist theorists posit that learning is more effective when students collaboratively and actively engage in the learning process instead of working in isolation. It is through interaction with people, environment and relating concept taught to what they already know that learners experience things, reflect on their experiences and by so doing they construct knowledge. This is why the constructivists assert that knowledge is not given but gained through real experiences that have purpose and meaning to the learner. In using the constructivists' strategies, a lot of emphasis is placed on group interaction; collaboration and scaffolding which can be in form of coaching, mentoring and modelling. This is contrary to the traditional classroom in which students work in isolation and learning is achieved through repetition and drill with the teacher adhering strictly to the course outline and the textbook. As a matter of fact, strategies, techniques and materials are tied to methods; that is why when a teacher uses the mechanical exercise, we refer to such strategies as emanating from the behaviourist approach that produced the audio lingua method. In contrast, the cognitive code that emanated from the cognitive approach encourages the learner to use his/her innate ability to organise and recognise the content, impose a structure and meaning to what is being learnt.

Added to the interactive strategies is collaborative reading which

helps to enhance the language teaching and language reader. This happens because collaborative reading provides a method for all students – regardless of reading ability to participate in a group research activity (Tompkins, 2009). Students' activity may follow this pattern of group activities captioned A, B, C, D, E, F, G, H, and I listed and treated below:

(A) Group Activities:

- i) Skills-grouping: The intuitions of Krasham (1985) has absolutely come to coincide with that given by Gibbons (1995) who describe skills grouping as the act of arranging students in groups based on their need for instruction in a specific skill. That, skills grouping are done for a short period of time, usually for only a few lessons, and are effective only when the groups are based on the teacher's knowledge of the language and skill level of the students. The criterion so based on the teacher's observation of a specific instructional need, at a level of digestion, greatly enhances the delivery of comprehensible input because the lessons are planned in a structure easy for digestion and at the student's present level of assimilation. Skills group tend to be heterogeneous as far as reading levels and overall academic functioning are concerned.
- ii) Partner work (Meyers, 1993) is a form of cooperative learning that is particularly effective with English language learners because of the opportunities for verbal interaction and support it provides (Diaz-Rico & Weed, 2002). In partner work, the teacher pairs two students to accomplish a learning task. They are given specific instructions and are expected to accomplish a process or product to share with the group or with other pairs.
- iii) Peer tutoring (Thonis, 1994) is a strategy in which a student who has already achieved certain skills with a classmate to help him/her acquire the skills. It differs from partner work because partners work together, sharing the responsibilities. Peer tutoring is effective with English language learners for many reasons. A peer who has mastered a higher level of proficiency in academic skills and English usage can often support learning by explaining the assignment in the student's first language or modelling what is expected. The peer tutoring situation often lowers anxiety for the learner because questions can be answered more readily on a one-to-one basis and the students are less likely to be inhibited.
- iv) Visual scaffolding is an approach in which the language used in

instruction is made more understandable by the display of drawings or photographs that allow students to hear English words and connect them to the visual images being displayed. To use this strategy, the teacher builds a file of visuals, such as photographs or drawings that can easily be accessed for teaching.

(B) Prediction: This is an interactive activity which enables learners learn to think as they learn. It teaches reflective thinking, critical and creative thinking. For instance, in teaching reading comprehension, the title of the passage can be used for this activity. The teacher can also read the introductory sentences and ask the learners to make a prediction on what will happen next. It does not really matter how exact their predictions are. The important thing is that the learners are given the opportunity to communicate in the target language. The teacher can also use probing questions to make them reflect, share and think deeper.

(C) Modelled talk (Herrell, 1999): Modelled talk is the use of gestures, visuals and demonstrations as explanations are made. Gestures are modelling, providing examples for learners to follow and lower learners' anxiety since they know exactly what to do because they have seen the directions or content modelled. It serves another important function when the teacher uses it consistently. English speaking students often learn how to model talk and use it when explaining procedures and concepts to English language learners in the classroom. Students' use of a modelled talk to other students increases the opportunities for English Language. It enables learners to interact successfully with their peers and it builds feelings of community within the classroom.

(D) Repetition and Active Involvement: are vital if new vocabulary is to be retained (Nation, 2005).

(E) Brainstorming: Brainstorming can start as an individual or a pair-task, and then the pair is collapsed and merged with another pair to form groups of four. It can be used at the beginning, middle or the end of the lesson. Some of the benefits of brainstorming include:

- It helps the learners to think deeply about the concept by relating it to their prior knowledge and background.
- As they brainstorm, each learner in the group brings to the task his/her experience and this enriches their knowledge and what it generated.
- It makes them learn how to learn, learn to think critically and

reflectively.

- The learners develop team spirit as they learn to work in groups.

(F) Story Map: Story map is also an interactive strategy that can be used to teach comprehension in English or literature. It is a graphic representation of ideas. More importantly, story map ensures the following:

- It takes care of different learning styles
- Makes the class interactive
- Enables the learner to generate/construct knowledge himself
- Think deep about the lesson
- Facilitates retention

(G) Levelled Questions: This is the act of adjusting Questioning strategies to the language levels of students. Indeed, levelled questions are used when teachers adapt the way they ask questions so that students can respond to them according to their language acquisition stage (Krashen & Terrall, 1983, Haley and Austin, 2004). To level questions, a teacher must observe students and note how they interact in English. Once the teacher knows the level at which a student interacts in English, the questions the teacher poses to the student can be adjusted to ensure the student's success in answering. This may involve the teacher using gestures or visuals, or slowing his or her speech slightly while asking the question. The teacher asks the question in a way that encourages the student to answer by pointing to a visual, giving a one-word response or a complete sentence or explanation depending on the student's level of language acquisition. To use the strategy effectively, the teacher must know the student's level of English acquisition and provide enough contexts in the question so that the student can respond, either verbally or nonverbally, with understanding and confidence.

(H) Theory of Practice Connection

By acting out words and situations, students are provided with active experiences involving new vocabulary. These experiences, provide an opportunity for understanding and internalization of the text (Jordan & Herrell, 2002)

(I) Vocabulary Role Play

This provides the link between learning a new word and using the word in context, or multiple contexts. Role play enables students to create experiences with which to link the new vocabulary. The study of words, their multiple meanings, and origins can also be effective with the use of

vocabulary role play. Students can brief videos to illustrate word meaning, create animated computer dictionaries, publish vocabulary books, and illustrate word posters – all of which increase their interactions with and understanding of English vocabulary and multiple meanings(Echevarria, Vogt & Short, 2010).

Recommendations

- **Take the mystery away:** The first and perhaps most important strategy is to teach students about the components of language, common language challenges and language strategies, and to help students understand their own language strengths and challenges. This process is sometimes called demystification, take the mystery away (Celce-Murcia, 1991)
- **Sit close:** A student may want to sit close to the teacher so that he can watch the facial expression of the teachers, when she /he is talking. This may also help to diminish interference from other auditory distractions.
- **Teach summarizing and paraphrasing:** Reading comprehension is often enhanced by summarizing and paraphrasing. This helps students to identify the main idea and supporting details. It may be helpful to provide key words such as who, what, when, where and why to orient attention to the appropriate details.
- **Encourage renewed investment of energy in older students:** Older students who have experienced reading failure from an early age must become convinced that a renewed investment of energy will be worthwhile. According to the UK International Conference (2009), an expert in the field of reading, older students who are very poor readers must have their phonological skills strengthened because the inability to identify speech sounds erodes spellings, word recognition, and vocabulary development, phonological awareness, spelling, decoding, grammar and other language skill can be taught as a linguistic course in which instructors use more adult terminology(sic), such as phoneme deletion and morphemic structure. Phonemic drills may include games such as reverse a word (say teach, then say it with the sounds backwards, e.g. cheat).
- **Provide individual evaluation and intervention:** Many students with language challenges benefit from individual evaluation and remediation by highly qualified professionals. It is crucial to use the

assessment tools designed to pinpoint specific skill deficits and to provide individual or small group remediation/intervention using explicit, evidence–based strategies and methods that directly address each student's individual needs (sic) (Popham, 2011).

- Vocabulary teaching: pictures, examples, simple sentences etc. are used to teach vocabulary. Use of L_1 is not allowed. There is a direct relation between form and meanings.

Other techniques:

- Dialogue memorization
- Minimal pairs (for teaching pronunciation)
- Grammar games
- Mechanical drills:
 - i. Repetition drill
 - ii. Chain drill
 - iii. Single-slot substitution drill (teachers gives one cue to be substituted)
 - iv. multiple-slot substitution drill (teachers gives more than one cue to be substituted)
- Skills: listening and speaking are emphasized. There is a natural order of skills.
(a) Listening (b) Speaking (c) Reading (d) Writing
- Culture: culture is an inseparable part of language. As language reflects culture, every life, art, literature, etc, should be learnt.
- Students' role: students should make use of what they already know. They are expected to be responsible for their own learning. They should actively take part in exploring the language. The teacher works with the students and the students work on the language. Student-student interaction is important. Students can learn from each other.

Conclusion

Obanya (2002), Omojuwa (2009) and Udosen (2010), all teachers agree that the traditional teaching method which is teacher-centred adversely affect learner's performance. This is so because the methodology allows the teacher who is seen as a fountain of knowledge to dominate the class while the learners are mere passive recipients. In contrast, the interactive strategies methodology which is traced back to the constructivist theory of learning is learner centred. The general principle of the constructivist theory is that learners come into class with ideas from different backgrounds and they are able to 'construct' knowledge when they

collaborate and perform task in a classroom context. In such environments where learners work in small groups, they use language to express themselves while performing their tasks and knowledge gained in such situations is internalized. The teacher facilitates learning and learners are active participants in the learning process. Holec (1979) argues that this process produces autonomous learners who are self-directed. Research reports, including Okebukola (1991) and Danmole (2011), confirm the advantage of the interactive strategies in enhancing learning. Briefly, if education is to be revamped, the process must begin with strategies that will ensure fluency and competence in English.

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IMPACT OF VISUAL MEDIA TECHNOLOGY AS INSTRUCTIONAL AID ON LEARNING AT TERTIARY LEVEL

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Abstract

The increasingly consistent abysmal performances and growing lack of interest of students in English language and other courses in humanities in secondary and tertiary institutions have been alarming seeking robust and revolutionized methodologies among others in teaching and learning. The primary aim of this development is tied to effective communication which essentially focuses on the end users- the learners, especially in the Use-of-English and Writing and Literary Appreciation classes. The problems that warranted this study include: the declining morale of students in reading texts and literature, the negative attitude displayed towards compulsory university courses, waning scores and uneven performance of students in English language- based examinations, coupled with the growing class population. The research is a survey research conducted among undergraduates of a Federal University in South West-Nigeria. It followed from an earlier pilot test conducted on first degree students in the same university on the impact of the Video Media Technology (VMT) in their teaching and learning output. From 924 number of students using a systematic random of $1/7^{\text{th}}$, 132 questionnaire was conducted on 84 males, 48 females and 0 transgender (Mx) students on their view on VMT in teaching History. This was re-tested through a focus group chosen randomly from same set of students. It shows that 116 were aware of the use of ICTs, 6 were not aware of the use of ICTs before gaining admission. It was also revealed that 122 understood better with the use of VMT, 5 were negative and 5 were indifferent. It concluded that new methodologies should be tried to enhance students' performance in English language, literary and other courses in the Humanities since the undergraduates are mostly of the digital natives. The paper recommended that institutions, stakeholders and government should provide the enabling environment for teachers and instructors in English language and other Humanities' Courses especially for the smooth delivery of ICTs-constant power supply, training and re-training as well as internet connectivity should be provided.

Introduction

The world of Information Communication Technologies (ICTs) offers unlimited opportunities for classroom interaction between teachers and students. Its influence has continued to impact on educational activities in different contexts. In the 21st century classroom, higher education delivery should incorporate ICT and digital tools to facilitate the needed change from the traditional method of teaching and learning to a contemporary method which hinges on the ICT. The tools will also facilitate an integration of media with model instruction or structured- learning for both teachers and students. Akeredolu-Ale *et al* (2014:230) observed that the major impact of ICT is “its consistent experiences of change in the manner of communication in education, work, business, and entertainment...” Boothe and Clark (2015) also believed that a culture of innovation in ICT can enhance the active engagement of students and the viable application of digital devices to effectively define the learning concept as well as to enhance effective teaching and learning.

This innovation essentially combines visual and audio media to facilitate classroom interaction. Sherman (2003) suggested that video materials can assist learners to develop their intellectual capabilities, improve concentration through a combination of sound and imagery to easerecall. A Forrester Research expert believed very strongly that "a minute of video is worth 1.1 million words" (McQuivey, 2014). In a recent report, the You Tube is said to receive over a billion viewers and users every month rating higher than any other channel/media apart from Face book. It was further indicated that one in three Britons view at least one online video a week from an audience of more than 20 million people in the United Kingdom (theguardian. com). In spite of this popularity, there is a need for effective adoption of the medium in the classroom. Effective use of video media should therefore embrace the following:

- Consider the audience and relevance of the video media.
- Make the video accessible for users and creates opportunity for them to share/interact among themselves.
- Use creativity to boost the image of the video media and the campaign for education and learning activities.

Dunn (2000) argued that video lectures are detailed step-by-step explanation of materials used in classroom for students to assimilate in their own learning pace since it meets their individual learning needs. Though Sarker and Nicholson (2005) adjured that for video lectures to be effective, it must be acceptable and enjoyable or at least satisfactory to students. Fatunmbi (2005) opined that the use of the video improvesthe teaching-

learning process and that it can be used to provide real experiences in almost all fields of learning. Isiaka (2007) in his assessment of the effectiveness of video as a teaching tool observed that video group performed better than group without instructional media and that the video group did significantly better than the chart group. He concluded that video was an effective medium for teaching/learning in schools. This view was again corroborated by Akerele and Afolabi (2012) who observed that attitudes of learners towards a particular course were altered based on the teaching method they were exposed to and that when video is used in teaching, it enhances learners' positive attitude towards the course and it affects their performance positively.

Problem Statement and Objectives of Study

The declining morale or lack of students' interest in reading texts and literature as a result of the use of teaching aids, the waning scores and uneven performance of students in English language-based examinations and the growing class population informs this study. The West African Secondary School Certificate Examination (WASSCE) results from 2013 to date showed that in the November/December result of 2013, a total of 298,971 students took the examination while those who passed English language, Mathematics and two other subjects were only 86,612 (29.17% pass;). In the 2014 November/December result, a total of 241,161 students took the examination while 75,522 passed English language and Mathematics with any other two subjects signifying 29.27% pass and in May/June 2015 result, 1,593,442 candidates sat for the examination, only 616,370 candidates passed English and Mathematics and any other two subjects which signify 38.68% pass (NAN, 2014; Sun News, 25 August, 2015). What this shows is that there is a disaster yet to explode in the nation's education sector but which also can be salvaged by a revolutionized teaching and delivery methodologies.

The objectives of the study include:

- i. To understand students' knowledge of the use of ICTs;
- ii. To ascertain the extent to which the use of media tool can boost students' interests, improve their understanding and make them to learn better;
- iii. To assess students' preference for video media tool for in and out-of-classroom learning experiences; and
- iv. To identify peculiar problems associated with the use of video media as a tool for teaching and learning.

The Digital Natives and Knowledge Thirst

According to Prensky (2001), *digital natives* are learners born into the new technological world. They have access to assorted tools necessary to navigate and integrate into their everyday life. With this background, he attenuates the rethinking of educators in this era of technology to restructure their manner of teaching coupled with the way their students acquire knowledge to utilize opportunities of the digitalized and interconnected world. The ICTs are fast becoming quick means for students or individuals to satisfy their legitimate information needs. That is, the desire to acquire knowledge through the entertainment medium. Since the origin of education, its methodology and delivery have always been a major concern not only to the educator, and administrators but also learners. This problem is not only worrisome for pupils at the kindergarten and primary levels but also with students of tertiary institutions. Hence, the challenges of methodology and delivery are now general phenomenon. There is no doubt that courses in Humanities – English language, History (Olukoju, 2001), Philosophy, Religion among others, are experiencing low attraction in the university undergraduate studies as most parents prefer their wards to study Sciences, Technology, Engineering, Mathematics and Social Science courses for some reasons such as: lucrateness, prestige, interest and lucrative ventures.

This trend is a clear indication that there is a problem either on the part of teachers, society, methodologies employed, or attitudes of learners to learning. This factor was corroborated by Falola (2015) who reiterated that in spite of the introduction of different strategies and technologies from tradition to the modern ones such as slates, chalkboards, interactive boards to projectors, the problem seems to persist. Teachers can introduce media technology into the classroom through visuals, sounds, smells and taste since the brain rely heavily on stimulus from outside of the learning context for learning to take place and for learners to grasp what is seen and felt faster than what is only read or taught. There is no doubt that visual technology has changed the roles of teachers (Alawad, 2012) and this is crucial in education delivery, setting of curriculum objectives and identifying students/learners' needs (Strommen and Lincoln, 1992; Alawad, 2012). Across Africa, the tensions experienced by students and teachers after administering English Language examinations in external examinations is exasperating and Nigeria is not exempted from this peculiarity.

The Visual/Video Technology: Definition and Usage

Video Media Technology (VMT) has been assigned various terminologies- Streaming Media (SM)/Window Media Video (WMV), and Machinima to mention a few. It is an online multi-media technique which combines sound and pictorial representations in a continuous stream of data transmitted on

the internet. As a video and audio content form, VMT/ WMV is a compressed internet package played immediately to obtain information or to undertake pictorial representations through the use of visuals, pictures and video clips. Teaching and learning in higher education in recent times has become revolutionized with the emergence of information communication and media technology. Research shows that the e-generation learners are interested in visual technology while they are simply disinterested in textual learning. The adoption of video technology for language learning has been popularised in recent times (Schneider, 2014). The need to adopt media technology combined with traditional pedagogy as a new and modern means of knowledge acquisition has become a priority that have prompted teachers of various subjects and disciplines to fashion out new and various ways to achieve this feat. The major reason for this development is because the methodology of teaching and learning in the 21st century is changing fast.

The rapidly changing pace of the global context imposes greater expectation on education generally and specifically language education to utilize the opportunities created by ICT to effectively integrate creativity and interaction in the 21st century classroom. This functionality according to Bothe and Clark (2015: 350) will enable students “possess the ability to succeed in the identification of information, analysing information, transforming it by demonstrating effective interaction and relationship with others.” Jones and Flannigan (2006) opined that the conceptions and dimensions of education in the 21st century is largely due to the influence of technology. They both believe that digital and visual literacy will provide the next level of communication that will “impart, create, manipulate, design and self-actualize individuals.” Today's literacy experience requires the ability to use “digital technology, communication tools and (or) networks to access, manage, integrate, evaluate, and create information in order to function in the knowledge society” (International ICT Literacy Panel, 2).

Human learning in the 21st century requires a development of visual literacy skills which combine sight and integrally sensory experiences (Jones and Flannigan, 2006). Furthermore, the use of video media can promote new, creative, innovative learning in motivating and engaging ways to teach and learn in or outside the language and literature classrooms. This is so because video - images and sound can facilitate learning and impart different learners at the same time. In fact, the vast majority of teachers in the U.S. according to a 2002 survey use video and television programming with students at least sometimes during the year making the media more popular than most other instructional technologies including the Internet (Grunwald, 2002).

Challenges associated with the use of Visual Technology

Generally, the use of multimedia technology in the classroom can be described as a two-way strand. When used effectively, technology can boost learners' participation, motivate them to learn and promote understanding of difficult concepts. However, the challenge with inappropriate usage is that it can disrupt the teaching and learning processes and eventually lead to confusion and frustration (Centre for Learning, 1999). Some of the problems are highlighted below:

- Lack of digital or visual literacy is tantamount to handicap particularly in the field of education. (Jones and Flannigan, 2006).
- A creation of negated professional development and training of faculty members to actively integrate technology into the curriculum and obtain required computer skills may be the norm.
- Use of technology to embrace teaching and learning in all disciplines require change that must not be limited by lack of vision or practical experience; lack of specific goals and adequate incentives to embrace individual and corporate digital and visual literacy.
- The need to move from traditional milieu of analysis, synthesis, and evaluation to digital literacy requires technical and creative thinking.
- The digital world is multi-dimensional in nature and it is continuously linked to each other while at the same time, it is changing and its appropriate use becomes very significant.

Despite some of the challenges associated with the use of the ICTs as identified above notwithstanding, the Centre for Excellence in Teaching (CET) identifies three basic tips to proffer solutions to some problems which sometimes arise from the use of media technology in the classroom. These include:

- The choice of media should be carefully made to achieve instructional objectives and results.
- The careful adoption of varieties of instructional /information tools should keep learners' interest and respond significantly to individual needs, while at the same time should provide immediate assessment to classroom activities for both teachers and learners and

- Necessary preparation is required for the use and adoption of media technology to ensure that media tools are tested and their relevance determined before they are put to use in the classroom.

Observations from Teaching with the VMT

To help students thrive in an interconnected world, educators also hope to impart values such as civic responsibility, cultural understanding, and global awareness. Television can play an important role in supporting these instructional goals (CCT, 2004). Thus, it is important to choose what is displayed. Though when teaching via the internet videos, it is important for the teacher to view, sieve and streamline what is displayed because some videos may have been compromised or adulterated. The teacher must discern what is morally sound and correct as well. Another factor to consider is the amount of video used. Extraneous information, especially when introduced at the beginning of the lesson, can impede learning. This extra content can activate the wrong schema and make it difficult for students to interpret the meaning and apply it to the lesson (Collett & O'Neil, 2006). To make the media more meaningful, selection of video clips should focus on the specific contents as it relates to the lesson. In other words, videos should be used to complement not to reiterate the lectures.



Figure 1: Video shot depicting topic in Slavery in Africa in GNS102 Class

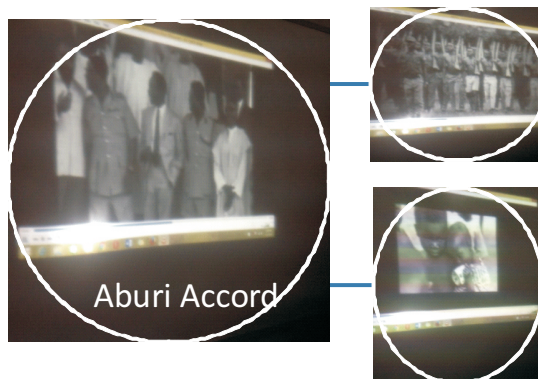


Figure 2: Video shot depicting the Aburi Accord and Biafra soldiers and children

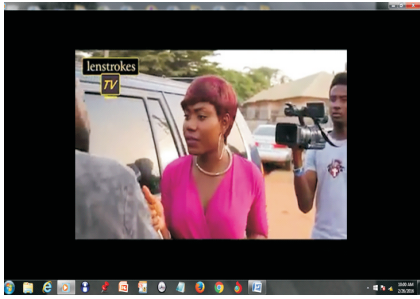


Fig 3: <http://peacebenwilliams.com/look-what-fashola-and-his-electricity-tariff-has-done-to-this-man-watch-video/>

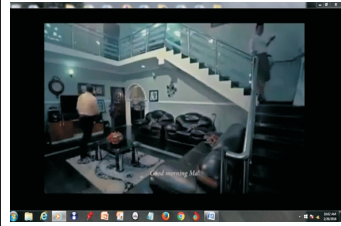


Fig 4: https://www.youtube.com/watch?v=2GFi3_osT70



Fig 5: STUDENTS DRAMATIZING *PURPLE HIBISCUS*

Note: Figure 3 is an example of Malapropism while Figures 4 and 5 were used to teach Grammar-Lexis and Structure in English Language and Writing and Literary Appreciation Classes.

Results and Discussions

The study was carried out using a convenient methodology. From a total number of 924 students offering Introduction to Nigerian History, a sample of 1/7th of the students was taken to arrive at 132 set of questionnaire which was distributed. The students on whom the questionnaire were administered comprised of core Agricultural-related courses from the College of Plant Science and Crop Production (COPLANT), College of Animal Science (COLANIM) and College of Agricultural Administration and Rural Development (COLAMRUD). The Tables are divided into two phyla, bio-data and the research question itself.

Table 1: Bio-Data

Age range	No	%		Sex	No	%
14-20	83	62.9		Male	84	63.6
21-25	48	36.4		Female	48	36.4
26-30	1	0.7		Mx.	0	0
Total	132	100%		Total	132	100%

Field Survey, 2015

In the analysis, it was revealed that from a total number of 132 students on whom the questionnaire was administered, the age ranges 14-20 were 83, representing 62.9%; 21-25 were 48, representing 36.4% and 26-30 was 1 representing 0.7%; while the sex represents 84 males that is 63.6%, female 48 which is 36.4%. The Mx. signify the number of trans-gender students which were not available in the class. The significance of these is that the participants are teenagers and of course, this age ranges fall under the computer age or digital natives.

Table 2 (Research Questions)

s/n	Questions	Yes	No	Indifferent	Total
1	Were you exposed to the use of video media before coming to FUNAAB?	116	16	0	132
2	Were you exposed to the use of power point before coming to FUNAAB?	100	30	2	132
3	Do you face any challenges presently in History class relating to the video media?	51	76	5	132
4	Do you enjoy the power point presentation?	110	18	4	132
5	Would you like the power point to be taught with explanation?	127	5	0	132
6	Would you like other courses to be taught with the video media?	120	10	2	132
7	Do you understand better with the aid of the video media?	122	5	5	132
8	Would you recommend video media to friends and mates?	121	7	4	132

Field Survey, 2015

From the questionnaire, question on whether students were exposed to the use of video media before gaining admission into the university, it was observed that 116 (87.9%) were affirmative, 16(12.1%) were negative and 0 (0%) indifferent; a sign that truly the students, according to their age grades are of the computer age. On the second question, if the students were exposed to the use of PowerPoint before gaining admission, 100 (75.8%) answered affirmatively, 30 (22.7%) negative and 2 (1.5%) indifferent. On the third question, 51(38.6%) says they face challenges in the class, 76 (57.6%) says they do not face any challenges and 5 (3.5%) were indifferent. In order to identify reasons for and the type of challenges, a focus group discussion method was used to complement the use of questionnaire. Some of the interviewed students pointed out that the interruption of power supply during lectures; technical hitches affected some of the pictures displayed during presentation because of the projector used; inconsistency in the computer and video media usage, time allocated for the lecture which is insufficient to view the videos and slides are some of the challenges they face in the lecture rooms where the VMT is used. The History lecturer on his part, corroborated the problem of inconsistency in taking the laptop to the class due to the non-portability/ non-handiness of the laptop. On the fourth question, 110 (83.3%) were affirmative, 18(13.6%) negative, while 4 (3.0%) were indifferent. Though some of the students interviewed said they enjoyed the power point presentation but they do not think it will be suitable for Mathematics and Science-based courses. However, this is not true as it can be used to explain geometrical subjects.

On the fifth question, 127 (87.9%) believe that teaching should be synergized with explanation, 5 (3.8%) believe otherwise, while 0 (0%) were indifferent. On the sixth question, 120 (90.9%) believe that the tool should be extended to other courses, 10 (7.6%) believe otherwise while 2 (1.5%) were indifferent. In another interview to establish the reasons for their answers, some of the students were of the view that it depends on the lecturer handling the course and his/her mastery of the technology. It is suggested that this can be aided if training and re-training of staff is encouraged. Regarding the seventh question, 122 (92.4%) were affirmative, 5 (3.8%) negative and 5 (3.8%) indifferent. Some of the answers given by the students in corollary with the above were of the view that it also depends on the lecturer using the medium. Lastly, when asked if they could recommend it to fellow students, 121(91.7%) were affirmative, 7 (5.3%) negative and 4 (3.0%) were indifferent.

Conclusion and Recommendations

The paper, a survey test has shown that the use of media tool can be used to resuscitate the declining interest of students in Humanities (especially the Use of English) and the Social Sciences. It beckons on stakeholders in the Education sector to consider versatile and integrative teaching and learning techniques and methodologies to proffer solutions to salvage this situation. Since teachers of English language and other instructors face these problems, management could organize constant training and retraining of teachers in the use of contemporary teaching aid to assist and improve their teaching and extend such training to teachers and instructors at the primary and secondary schools through symposia, seminars and workshops. They should provide constant supply of electricity, effective projectors, internet facilities, adequate security and others to ameliorate some of challenges.

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LANGUAGE LEARNING IN LARGE CLASSES IN TERTIARY INSTITUTIONS IN ABEOKUTA: STUDENTS' PERSPECTIVE

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Abstract

The task of learning a second language such as English among Nigerian students is an important task as the language is the medium of learning from senior primary to the tertiary level. The increase in students' enrolment has been observed to have an overwhelming effect on the available facilities whereby large classes are now a common feature in Nigeria's educational institutions. Three hundred students were sampled from the three public tertiary institutions in Abeokuta. Questionnaire was the main research instrument. Responses were analyzed using simple percentage. Results reveal that Use of English Language classes are large whereby Lecture Method is often used for knowledge dissemination. Students' perception, assessment, sitting arrangement and conducive environment for language learning in large classes were negative (65.4), difficult (75%), not comfortable (50.3%) and not conducive (56.4%) respectively. Public address system and multi-media were used for knowledge dissemination. Participatory approach with functioning multi-media or small large classes as alternative mode of teaching and learning was suggested.

Keywords:

language learning, large class, public tertiary institutions

Introduction

Language is an important aspect of human life. It is used to express inner thoughts and emotions, make sense of complex and abstract thought, learn and communicate with others, fulfill wants and needs as well as establish rules and maintain culture. Behaviorists often define language as a learned behavior involving a stimulus and a response (Ormrod, 1995). Often times, according to Pierce and Eplim (1999), language is referred to as verbal behavior that includes gestures and body movements as well as spoken word. Most of the time, definitions of language are careful not to exclude symbols, gestures or motions having in mind that such definitions will deny the language of the deaf community.

In Nigeria, where English is a second language to most of the students, it is discovered that proficiency, among students and fresh graduates, is to a greater extent low (Bodunde, 1996). The use of English language pervades all spheres of Nigerian life in various domains-education, civil service, religion, social, economic and family life (Bodunde and Sotiloye (2012). The importance of English as a second Language in Nigeria is buttressed in the fact that it is not only the medium of learning from primary to the university level in Nigerian Educational institutions; it is a compulsory subject in the West African Examination Council as well as a compulsory course ('use of English or General English) at the tertiary level (Bodunde, 2005). The inclusion of Use of English to the curriculum of tertiary institutions was due to the observation that those who are admitted to tertiary institutions are generally poorly prepared from secondary schools (Olaofe, 1993) hence they find it difficult to cope with the enormous demand of the use of the language for academic work. However, while the motivation to learn English language is high, the learning environment is seen as not being conducive due to various reasons, including overcrowded classes (Coleman, 2010; Aborisade, 2004), ungrounded teachers, lack of learning materials (Bodunde and Sotiloye (2012) and poor motivation on the parts of teachers and students among other factors (Akeredolu-Ale, 2012).

For this study to be meaningful, the essence of second language learning in the education system needs to be justified. Second language learning focuses on developing the ability of students to communicate (oral and written) in a target language. The essence of learning a second language among the students, aside the intellectual development, includes job effectiveness, a means of communication at work, travel and for secret communication in some cases (Omniglot, 2014).

However, language learning in the classroom should be stress free and be in a relaxed environment. It is necessary to note that learners need to participate in language learning class. This engagement of student makes language learning natural and easier to acquire and comprehend. Blatchford, Anthony, Russell, Bassett, Brown and Martin(2002) however explain that in language classes some systematic observations are made by the teacher. The study of Blatchford *et al.* (2002) came out with clear evidence that in small classes, students were more likely to interact with their teacher on one-on-one basis, allowing the students to focus their attention on the teacher. This shows that in a large class, it is more likely that students spend less time actively interacting with the teacher in terms of responding or initiating learning process.

It is difficult to give a definition of what large class is, as it varies from one environment to another. While in secondary schools, a class of 30 students may not be a large class and would not be considered problematic; in

tertiary institutions a teacher may not see a class of 50 students as large. For the purpose of this study, large class in tertiary institution has hundreds of students from different academic departments of the institution offering the core course; thereby the class has a minimum of 300 and could be up to 3000 students in a class. Abioye (2009) described as large, a class where the individual student is buried in a group. Using one or the same instructional technique, the teacher tries to interact with students of different ages who have varying degrees of background knowledge, different concepts of learning, motivation, interests, ability and prejudice. It must be noted that the students learning in a large class have varying language learning skills, different level of competence and different level of learning speed. UNESCO (2000) argued that the ratio of students to a teacher in one classroom should not exceed 1:30, while the Nigeria government (FGN, 2006) put the students/teacher ratio at 1:35. Charleston (1976) said a large class is that whose numerical strength does not permit the teacher to cope effectively with the demands of the individual students. It is this factor that Olumide (1987) stated is responsible for a depressed achievement, negative attitude to work and raising the anxiety level of students.

Large classes are common at all the levels of education in Nigeria. In public primary and secondary schools, it is not unusual to have a minimum of 65 pupils and 75 students respectively. In tertiary institutions, especially in general courses, such as English and Communication Skills the situation is a serious one. The problem of large classes is serious as teachers have to contend with a crowd of students who all rely on the teacher to meet their different learning needs. Bodunde and Sotiloye (2012) show a class size of between 151 and 300 as typical of EAP classrooms of polytechnics, and 450 to 1500 in most public universities and colleges of education.

There is no doubt that a large class has negative impact on the self esteem, moral and motivation of the teacher thereby affecting the students (Wosyanju, 2005). Fabunmi (2007) asserts that class congestion adversely affects the students' learning input, teacher productivity and ultimately academic performance. Suffice to say in a large class, the student is left to his or her fate to invariably fly or fall as there is no basis for participation. The concern of this work is to look at possible alternatives to large class challenges to assist in finding solution to the inevitable problem in the Nigeria tertiary education system. A result from completed end of the year students-teachers relationship questionnaire provides a more qualitative version of connections between class size and teaching. The components suggested that class size affected the amount of individual attention, the immediacy and responsiveness of teachers to students, the sustained and purposeful nature of the interaction between the teachers and students. Class size affected the depth and quality of teaching and sustenance of students'

attention in their classes. Adeyemi (2014) opined that in a large class, assessment might not be effective if it were to be the teacher alone doing the marking and grading.

In the same vein, educationists, examination bodies, schools, parents and students are concerned over the high rate of failure in English language examination. For instance, the May/June 2014 West Africa Senior School Certificate Examination, is a good example of mass failure as 529, 425 students were able to make the required credit in English Language and Mathematics and other three subjects, representing 31.28% of the 1,692,435 students that sat for the examination. The result shows a marginal decline from the 38.81 percent and the 36.57 percent recorded in 2012 and 2013 respectively (WAEC, 2013). With the language classes in public tertiary institutions usually characterized with large class size in general courses that are compulsory, there is ineffective teaching, leading to inadequate learning (Bodunde and Sotiloye, 2012). Aborisade (2012) also observes that large class size affects students' performance and classroom management. All these prompted the need to know the impact of large class on understanding of lessons. It is also necessary to test the comprehension of the language lessons taken in large classes by students and to examine the method adopted by students to get the best from a large class. According to Bodunde (2005), it is pertinent to seek the opinion of the learners in order to know the appropriate strategies for handling large classes. This paper, therefore, sought students' perspective of learning in large classes as most of the previous studies were from lecturers' point of view.

Objectives

The objectives of the study are to

- i) determine the class size of the Use of English language(UEL) in the tertiary institutions in Abeokuta metropolis
- ii) examine the method adopted in teaching students in the UEL large classes
- iii) ascertain the facilities used in teaching of (UEL) large classes
- iv) assess students' perception and ease of learning in the UEL large classes
- v) determine students' perception of teacher-students' interaction in UEL large classes
- vi) establish students' class size preference for learning in UEL large classes
- vii) suggest ways of handling teaching and learning in UEL large class

Research Questions

- i) What is the class size of the Use of English language(UEL) in the tertiary institutions in Abeokuta metropolis?

- ii) What is the method adopted in teaching students in the UEL large classes?
- iii) What are the facilities used in teaching the UEL large classes?
- iv) What is the students' perception and ease of learning in the UEL large classes?
- v) What is the students' perception of teacher-students' interaction in UEL large classes?
- vi) What is the students' class size preference for learning in UEL large classes?
- vii) What are students' suggestions on handling teaching and learning in UEL large class?

The Study Sample

Three hundred students were sampled from the three public tertiary institutions in Abeokuta metropolis. The breakdown was one hundred students sampled each from two federal Government tertiary institutions: Federal University of Agriculture and Federal College of Education Osiele; and one from Ogun State Government owned polytechnic: Moshood Abiola Polytechnic, Abeokuta. The three public tertiary institutions were sampled because of the preference of average middle class choices of the public schools due to their affordability, availability of manpower and long time records of the institutions. Government owned institutions are the worst hit on the issue of large class. This is said to be the outcome of the unregulated admission strategy and poor infrastructural development programme. Private universities, though very many within the short time of their existence, presently use school fees and other international regulations to check the population of the students. The exorbitant fee of the private institutions has not made their classes full yet to make them qualified for this study. Most of the students surveyed have concluded their examinations having learnt the UEL in a large class during both or the first and second semesters in 2014 and 2015 academic session.

Research Instrument

Questionnaire was the main instrument for data collection because of the survey nature of the study. The instrument was divided into two parts: part one sought demographic information, while part two sought information on student's view of large class. The items of the questionnaire were developed to measure students' perception of language learning in large classes in the three tertiary public institutions in Abeokuta. The questions measured the students-lecturer relationship, availability of facilities in the classrooms to attenuate the impact of class largeness on learning, functionality of the language teaching equipments for easy language learning.

Data Collection Procedure

The questionnaire was administered to the sampled students in the three institutions: Federal University of Agriculture, Abeokuta, Moshood Abiola Polytechnic Ojere, Abeokuta and Federal College of Education Osiele, Abeokuta. A period of two weeks was used for data collection. The response rate at the three institutions for the survey conducted was 100 percent.

Results and Discussion

The results of the study are presented in tables and figures. **Table 1** shows age grades representation of the respondents in the three institutions. Majority of the respondents falls between ages 15 and 19. However in MAPOLY and FCE, the modal class is 20-24 while 20-29 has the lowest number of respondents.

Table 1: Respondents' Bio-data

Ages in Years	Institutions				
	FUNAAB	MAPOLY	FCE	TOTAL	%
15-19	47	34	49	130	43.3
20-24	32	35	51	118	39.3
20-29	21	31	-	52	17.4
Total	100	100	100	300	100

Class Size in the Public Tertiary Institutions in Abeokuta Metropolis

Figure 1 shows the nature of the class size during the Use of English language lectures in the institutions under consideration. Majority of the respondents learned English language in large classes. Majority of the respondents (93/300) learn under a class size of between 1000 and 2000. Responses from FUNAAB show that UEL class size is large. This is because the course is a university wide one and that the students who offer language courses are in one and two hundred levels and are usually many.

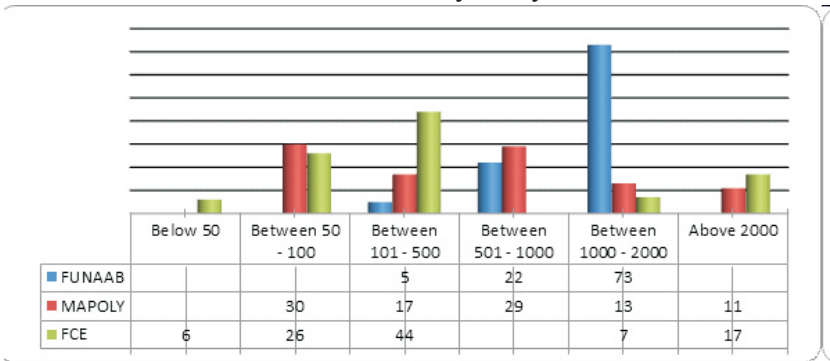


Figure 1: Class Size

Most English classes in FUNAAB are between 1000 and 2000 while MAPOLY classes are between 50-100 and 501-1000 and FCE has classes are mostly between 101-500. Only six out of three hundred respondents had language class size of below 50 while FUNAAB does not have any language class below 100 and above 2000. The other two institutions have a class size of above 2000. It is evident from this result that UEL class is large. Going by Charlton's (1976) definition, it is challenging having to teach and learn in such a situation. It is therefore, appropriate to understand the students' perception of learning in a large class.

Teaching Method Used in Large Classes

Generally, lecture method is mostly used in large classes in two of the institutions (polytechnic and college of education). This is revealed in Table 2 where the teaching methods used in knowledge dissemination in the sampled institutions' large classes are shown. However, Participatory Approach is mostly used in the university (FUNNAB).

Table 2: Teaching Methods Adopted in the Institutions

Teaching methods	FUNAAB	MAPOL	FCE	TOTAL	%
Participatory/interactive	53	32	34	119	39.7
Lecture	35	56	41	132	44
Note dictation	-	5	11	16	5.3
Teaching	12	7	12	31	10.3
Others	—	—	2	2	0.7
	100	100	100	300	100

Students in FUNAAB worked in groups to prepare and make presentations on a given topic whereby questions were asked by students and lecturers. Other institutions introduced the Course outline and the topics to be studied through Lecture Method. It shows that one-on-one interaction between lecturers and students is minimal. It is observed that the use of Note Dictation method is sparingly utilized.

Facilities for Knowledge Dissemination in Large Classes

Table 3 provides information on available facilities for teaching students in large classes showing that Public Address System (PAS) is mostly used in lecture delivery. It further reveals that considerable number of the students agreed that the institutions provided Public Address Systems (PAS), to make

the lecturers audible to all the students in large classes. This could make a difference hence the need to know if the halls are equipped with PAS. A total of 68.7% indicated the availability of PAS for lecture delivery. In one of the institutions, all the students responded positively to its availability in all the large classrooms. Responses from all the three institutions show that where the PAS are available, 92.2% of them are functional.

Table 3: Teaching facilities used in large classes

Availability of Public Address System	FUNAAB	MAPOLY	FCE	TOTAL	PERCENTAGE
Yes	100	65	41	206	68.7
No	-	35	59	94	31.3
Total	100	100	100	300	100
Functionality of Public Address System					
Functioning	89	64	37	190	92.2
Not Functioning	11	1	4	16	7.8
Total	100	65	41	206	100
Availability of Multi-Media					
Yes	100	47	43	190	63.3
No	-	53	57	110	36.7
	100	100	100	300	100
Functionality of the Media					
Yes	69	30	25	124	65.3%
No	31	17	18	66	34.7%

As regards availability and functionality of multimedia, the table shows that students learn under large classes with the teachers adopting lecturing method using electronic facilities such as multimedia. About 63.3% of the students from the sampled institutions indicated availability of multimedia but out of which 65.3% is functional. All the students from FUNAAB acknowledged the availability of the facility in all its classrooms. However, 31% of the students believed that the facilities are not functional. It is believed that if such facilities are put into use, it would improve language learning as Voxy (2012) says visual content capabilities of a video enhance language learning better than static text books. The use of multi-media encourages when language learners are given more opportunities to interact with their peers in class, the learners will improve proficiency dramatically.

Table 4 reveals the power source to the lecture halls thereby providing information on lecturers' use of facilities at any point in time. A major problem to the use of the PAS and multimedia is electricity. Public, central school and separate hall generating sets are the sources of energy. Responses

on sources of electricity vary from one institution to another. Two of the institutions source energy more from the institutions' central generating systems. Generally, central generating system is mostly used to provide electricity. Fueling the generating set may be a serious challenge in some situations thereby preventing effective knowledge dissemination. Energy sourced from dedicated hall generating set is the least used. This is to further confirm that the PAS may not always be available because of power.

Table 4 Sources of Energy for the Use of PAS and Multimedia

SOURCES OF ENERGY	FUNAAB	MAPOLY	FCE	TOTAL	%
Public	38	57	34	129	43
Central school generator	58	30	56	144	48
Separate hall generator	4	13	10	27	9
	100	100	100	300	100

Students' Perception and Assessment in Large Classes

Many of the students have negative perception (69.4%) of learning in a large class (Table 5). Two out of the three institutions show negative (89% and 90%) perception while many of the students (71%) from the third institution have positive perception. Students' responses on assessment of learning in a large class show that learning was difficult and stressful in all the institutions (75%) with very high percentages from the Polytechnic (87%) and the College of Education (84%). The reason is not far-fetched as the students will have to contend with getting to class early to sit in vantage positions as the seats available may not be enough for them. This is evident in the students' responses on the un-conduciveness of the learning in such a class. A higher number of students (56.7%) believed that the class under which they learn is not conducive. There is the tendency for many of the students to be distracted during classes. The table also reveals that the ease in the sitting arrangement of students in classroom varies from one institution to another. About 89% of the respondents at the university (FUNAAB) believe they were comfortable with the sitting arrangement in their institution, while MAPOLY and FCE students described the sitting arrangement as uncomfortable. Awkward sitting arrangement in the classroom may have negative impact on teaching and learning as both students and teachers are not comfortable. This corroborates the views of Ekpe (2005) that large class

size affects teaching, students' performance and classroom management as cited in Bodunde and Sotiloye (2012). Students will be un-attentive thereby hindering knowledge dissemination.

Table 5: Students' perception and assessment of large classes

Students' Perception of Large Classes	FUNAAB	MAPOLY	FCE	Total	Percentage
Negative	29	89	90	208	69.4
Positive	71	11	10	92	30.6
Total	100	100	100	300	100
Students' Assessment of Learning in a Large Class					
Difficult and strenuous	54	87	84	225	75
Not Difficult	46	13	16	75	25
	100	100	100	300	100
Conduciveness of Learning in a Large class					
Not conducive	31	69	70	170	56.7
Conducive	69	31	30	130	43.3
Total	100	100	100	300	100
Comfortability of Sitting Arrangement					
Comfortable	89	21	29	149	49.7
Not comfortable	11	69	71	151	50.3
Total	100	100	100	300	100

Students' Perception of Teachers/Student Interaction

Table 6 shows the level of interaction between lecturers and students and the effectiveness of teaching in large language classes. Students were asked if they had opportunity to ask questions during and after the lecture as this enhances language learning. Due to the large number of students, teachers give instructions to students with little effort to know if they follow the teaching or the given instructions. About 58.7% of the students surveyed believed they were given the opportunity to ask questions. However, one of the institutions (FUNAAB), where Participatory Method of teaching is used, shows a high positive response to the item on interaction. Students from the other two institutions had just average positive response due to the Lecture Method used in the institutions.

Table 6: Student Interaction level and perception of lecturer

	FUNAAB	MAPOLY	FCE	TOTAL	PERCENTAGE
Do you interactwith your lecturer					
Yes	72	51	53	176	58.7
No	28	49	47	124	41.3
Total	100	100	100	300	100
Students' perception	100	125	70	105	100
Positive	74	57	51	182	60.7
Negative	26	43	9	118	39.3
Total	100	100	100	300	100

Students' perception of lecturer-students interaction was positive despite the fact that they had an average interaction. This is because the students considered the willingness of the lecturers to disseminate knowledge under a very difficult situation as genuine and commendable. The students' responses on perception followed the same trend as that of interaction in three institutions as FUNAAB showed a higher level of response which is also related to the method of knowledge dissemination in language courses.

Mode of Opportunity for Language Learning Outside the Classroom

Figure 2 indicates the levels of opportunities students have to interact with the lecturers outside the classroom. Contacts with the students and lecturers are not limited to the classrooms alone. Contacts between lecturers and students occurred in the former's offices, internet and on phones. About 55% of the entire sample had contact with their lecturers in the offices for further discussion and clarifications on issues on academic matters. Majority of students from MAPOLY and FCE used this opportunity more than those in FUNAAB. The use of email was most prevalent in FUNAAB as the students sent their presentations through this medium before delivery in the classroom. MAPOLY had the greater number of students contacting their teachers on mobile phones while FCE student used the medium of sending hard copy of written letters (others). This is the least patronized option as FUNAAB and MAPOLY did not use it at all. Provision of opportunities by lecturers for further interaction with students shows their unflinching efforts to language learning. This means that language lecturers are doing the needful to impact the students.

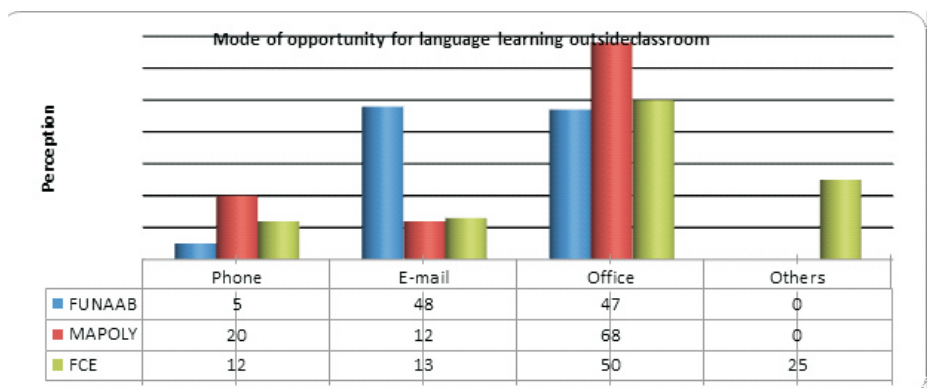


Figure 2: **Mode of opportunity for language learning outside classroom**

Class Size Preference

Figure 3 reflects the preferred number of students in language learning classes for a better understanding. The preference was between below 50 to 400 students per class. A class of below 50 students was preferred by students from all the three institutions (48.3%), and those who preferred class of hundred are just 25.3% of the respondents. It is however noticeable that 26.4% would prefer to be in class of 200 and 400.

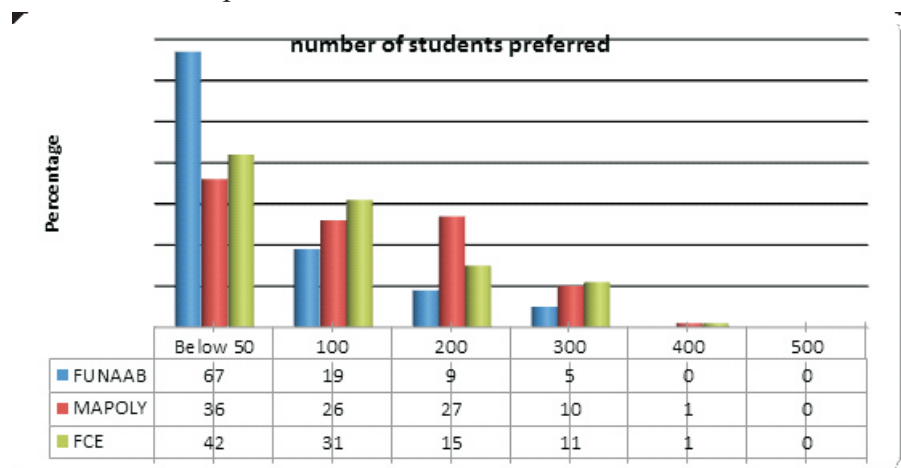


Figure 3 Class Size Preference

Suggestions for Handling Teaching in UEL Large Classes

Suggestions	Number of Students
1. Use small class size	145
2. Use another mode of teaching that will make students to participate	138
3. More facilities should be provided	130
4. Source of electricity should be made better available	128
5. Employ more Lecturers to teach smaller groups	97
6. Lecturers should give more written work for assessment	97

Some of these suggestions: interactive approach and reduced class size corroborate William (1990), Bodunde (2005) and Bodunde *et al.* (2012) that they are the best for language teaching and learning as adjudged by students.

Conclusion and Recommendations

The study found that learning in large class has significant impact on language learning process thereby hindering performance and classroom management. The lecturers are also noticed to give students attention outside the classroom for more interaction with the aim of improving learning and students' performance. The institutions also provide the needed facilities to further improve the learning environment beneficial to the lecturers and the students. However, they are not adequate for effective teaching. Having examined the largeness of class in learning language in tertiary institutions in Abeokuta, the following recommendations are made:

1. Language teachers should decentralize the teaching of language in public tertiary institutions in Abeokuta to improve the student/teacher interaction for better learning and teaching.
2. The decentralization would lead to engaging more language teachers in the tertiary institutions due to the importance of the course to the academic institutions and the society as a whole.
3. Institutions should improve their acquisition of technology that would aid and improve teaching and learning of languages in the schools.
4. Institutions need to improve on power generation to energize the equipments acquired for the use and benefit of the students and lecturers

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ENGLISH LANGUAGE TEACHERS' MOTIVATION FOR CAREER ADVANCEMENT IN NIGERIA: THE PLACE OF DESIRE FOR ACQUISITION OF INNOVATIVE SKILLS

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Abstract

Career advancement should normally include desire for increased job efficiency. Many English Language teachers go for further studies yearly in form of in-service programmes. So, it should be expected that such teachers' teaching expertise would be upgraded and updated through participation in staff development programmes. But the perennial mass failure of Nigerian students' performance in major examinations does not portray the innovativeness and pedagogic efficiency expected of the English Language teachers that have gone for further education. This survey was thus carried out on two hundred English Language teachers in their final academic session of in-service courses to determine the place of desire to learn new techniques in their motivation for enrollment in such a major career development scheme. Frequency counts, percentages and bar charts were employed in analyzing data collected through copies of a self-constructed and validated seventeen-item questionnaire. These were used in answering two research questions: What is the degree of the quest for acquisition of innovative pedagogic skills in English Language teachers' motivation for in-service training? Do the in-service English Language teachers believe that their students can benefit from innovative language teaching strategies? The findings reveal that quest for acquisition of innovative skills ranks low in the teachers' reasons for enrolling in in-service education programmes and their attitude to innovative practices in language teaching is generally poor because they doubt that their students' performance in the subject could respond positively to any innovative language teaching strategies.

Background to the Study

The Paradox of Large Scale Enrolment of English Language Teachers in In-service Education Programmes and their Students' Endemic Failure in the Subject

It has been severally stressed that teaching is not, and cannot be, an all-comers' affair. A father does not become a teacher just by showing his son how to farm. A mother is not qualified to be referred to as a teacher simply by

telling her daughter how to sit decently in a lady-like manner in public or how to prepare a delicacy. A person must possess and manifest certain distinguishing qualities and qualifications before bearing the title “teacher” (Dada, 1999). Among the expected qualities are a considerable mastery of the learning content knowledge in the subject of specialty and adequate pedagogic skills. Kolawole (2013) describes subject-matter mastery as the “what” and pedagogic skills as the “how” of teaching. Since the goal of teaching is to facilitate a relatively permanent behaviour change in learners, a persons' subject mastery (no matter how amazing) cannot qualify the possessor to be called a teacher if the person lacks the knowledge of appropriate methods that can get the goal successfully actualized (Adeyinka and Koloi, 2007).

It is in recognition of the significance of a teacher in the education enterprise that the Nigerian government has continually amended the stipulations regulating teacher education, recruitment, retraining, promotion, and so on. The minimum qualification for entry into teaching has been raised from Standard Six certificate to secondary school leaving certificate, to Teachers Grade Three certificate, to Teachers Grade Two certificate and now Nigeria Certificate in Education (NCE) successively. Also, those that smuggled themselves into the teaching service because of non-availability of their desired jobs for which they obtained degree certificates were encouraged to go for the required professional training by 1996 or get laid off (Araromi and Adeyoju, 1996; Faniran and Olatunji, 2011).

Those with required teacher education certificates, too, can be seen going for further studies. Holders of the Nigerian Certificate in Education (NCE) register for sandwich degree programmes while those with the first degree go for postgraduate degrees. All these programmes are duly regulated by appropriate government agencies for quality assurance. For example, the National Commission of for Colleges of Education and the National Universities Commission oversee colleges of education and universities respectively.

Teachers of English Language are not exempted from the in-service education programmes. Therefore, it is not uncommon to see English Language teachers that possess NCE, B.A.Ed. and M.Ed. teaching English Language in Nigerian secondary schools. One could, therefore, reasonably expect better output resulting from greater efficiency and effectiveness acquired from learning at the higher level of professional education. It is noteworthy that the universities that offer the sandwich education at the degree level are traditionally reputed to be centres for research, training and time-relevant public service (Obanya, 2004; Adeoti and Adeoti, 2009) and research is a very great driver of innovation in any field of endeavour.

A Plausible Explanation for the Discrepancy between English Language Teachers' Certificate Upgrades and Students' Downward Performance in the Subject

Candidates' woeful performance in English Language has paradoxically remained unreflective of the better certified teachers of English handling the subject in Nigerian secondary schools. The students' performance in the subject at all levels of education can be described as an endemic of failure. A situation in which the analysis of candidates performance over a period of thirteen years in English shows that less than 35% of the candidates had the grade of passed (credit level) required for admission to tertiary institutions (English Language **Chief Examiner's Reports 2000 - 2013**) is antithetical to the fact that several NCE holders teaching the subject have undergone further education or are on it in universities while those that entered the teaching profession with the first degree have upgraded to the masters degree level and those without initial teacher education have been exposed to postgraduate diploma degree programmes in education.

Taking cognizance of the facts that the institutions that provide in-service education to English Language teachers are under government monitoring, it could be assumed that the programmes are not grossly far from being adequate, all other things being equal. Even with Kolawole's (2013) dissatisfaction with the quality of the sandwich programmes, one would still expect some modest degree of knowledge and skill upgrade resulting from the in-service teachers' exposure to a four-year programme for first degree programmes and two years for postgraduate degree courses in such institutions. It should not be outrageous to anticipate, at worst, maintenance of modest standards of performance, if much positive difference cannot be observed in the general performance of the students being taught by such teachers.

There are many factors that can be blamed for the constantly nose-diving performance of students in English Language in contrast to their teachers' accumulation of higher certificates. The students themselves may be the problem (Osuji, 1996). Government may be to blame for non-availability or gross inadequacy of teaching and learning materials (Obanya, 2004). Parents may share significantly in the blame for failure to give children enough cooperation time at home for private studies. The list can go on and on.

But because of the central role that teachers play in determining students' academic performance, this study is throwing its searchlight on the teachers. The best way to find the most appropriate answer to the degree of a teacher's effectiveness is to ask his or her students (Ojelabi, 2009). This can be extended to mean not only asking for the students' opinions but also

assessing the students' mastery levels of the topics taught.

It is deemed profitable to investigate the mindset with which most English Language teachers enroll in in-service programme that prevents them from coming out with the innovative ideas necessary to arrest and sustain the interest and enthusiasm of the 21st Century students of English Language, and thereby make better performers of them in the subject. Thus, Balogun (2005) identifies update/upgrade (extension of competences/skills) and initiating the capability for adaptation to new changes in their fields as the two basic functions of in-service education for teachers. It can be noted that the first has to do with the maintenance or sharpening of already mastered skills and competences while the second can be simply denoted with the word “innovation”.

A teacher needs to be computer literate, for example, to make a meaningful and positive impact on the 21st Century students that have been described as “Digital Natives” who wake up listening to radios, text friends before getting out of bed, play computer games on the way to and from school, blog, tweet, e-mail, design websites (Guinan, 2011:1). Being merely computer literate is even not enough, a teacher needs to be able to deploy computer and other digital equipment for pedagogic use with a great deal of personal innovative strategies in order to have students excited in the language class in this age (Jayachandran, 2007; Hennessy, Harrison, and Wamakote, 2010).

The language teacher should be able to creatively weave language learning topics around some of the seemingly non-educational activities that give students thrills. Such strategies as giving the language learners opportunities to interact with unsuspecting business tycoons, executives of parastatals like personnel managers, registrars of educational institutions, etc email through correspondences or telephone conversations can produce such high impact results in boosting the learners' confidence in future application of what is learnt. For instance, Lai (2004), after teaching a class some linguistic requirements for writing a good email, gave each student the assignment of initiating an email correspondence with one official of a college outside or the other, asking for information about admission requirements into one course of study or the other from a university registrar.

The students were most excited because of the real and authentic situation characteristics of the practice occasioned by the fact that the officers at the other ends thought they were interacting with real prospective customer, admission seeker, and so on. The contents of each student's initiation in relation to the response elicited served as useful materials for deliberation, correction and reinforcement. This type of innovation perfectly eliminates the deficiency of what Paulo Freire (1970 and 2005:81) refers to as banking education in which “anesthetizes and inhibits creative power” in

students because they do not get to practice most of what they learn in school until years after they must have forgotten it. The students' learning is most effectively and efficiently reinforced because they are learning by doing in authentic situations.

It has been reported that most students spend much more time on home video viewing and internet surfing than they do reading (Olatunji, 2008). They remember words they hear in music more easily and longer than they do with their school learning contents. An innovative language teacher would think of the best way to adapt these resources to the teaching-learning endeavours and thereby achieve excellent results in the students' learning content mastery. Several studies have, however, indicted language teachers of adopting uninteresting and unproductive teaching methods that make the learning of the various aspect of language studies tortuous to students (Ohia and Adeosun, 2002; Fawwas and Mahmoud, 2010). Salau (2006) too reports quite a number of cases in which the educational television was employed successfully in literacy education both in conventional classrooms as well as adult literacy programmes. But one may rightly ask how many teachers of English Language in Nigeria have developed the ability to leverage students' interest in the television, using it as a teaching and learning facility.

One could reasonably expect that the desire to learn new strategies to make English Language teachers' endeavours more successful would be paramount among the factors that propel the teachers to enroll in sandwich education programmes. Of course, it would be wicked of anyone to expect this to be the sole reason. But with academics that are not only teachers but also researchers handling the sandwich classes, it can be expected that the in-service teachers being taught should gain some state-of-the-art strategies from the former and have these reflected in their own students' performance. This would be in line with Balogun's (2005) observation that it is necessary to investigate how our teacher education subsystem has been responding to the demands of the changing world. The question that is resonating in the present study is, "Are the English Language teachers that go for in-service education ever motivated by the desire to learn innovative strategies in doing so?"

There are many factors responsible for Nigerian secondary school students' perennial failure in English Language, which is a reflection of their poor mastery of the subject. But one of the plausible factors which this study is investigating is their teachers' lack of interest in acquiring twenty-first-Century-compliant innovative pedagogic skills. The study also posits that this lack of drive for innovation may be reflected in their reasons for enrolling in sandwich programmes. This, however, shall remain a speculation until proved either valid or otherwise with empirical evidence.

A study of teachers' attitude or disposition to innovation is necessary because no matter the volume of innovative strategies included in a teacher

preparation or skill upgrade programme, all efforts at inculcating such in the in-service teachers would prove futile if the supposed recipients are not favourably disposed to innovation. Ojelabi (2005:24) also identifies, from a review of extant literature, “commitment” and “drive”, also referred to as “relentlessness” as imperatives for aspiration to improvement or innovation in a teacher of any subject.

A teacher well motivated for attaining mastery of innovative practices in pedagogic deliveries would be enthusiastic, energetic, approachable, open, imaginative, and possess a good sense of humour – will be a master of subject-matters, be organised and emphasize important concepts, clarifying ideas in such manners that the students, too, would be motivated (Ojelabi, 2005). Balogun (2005) also includes attitude as one of the components of a teacher's competence and informs that researches and analyses carried out in the United States show that skills, motives, habits, and knowledge are paramount in that order to attainment of success at keeping abreast of latest developments and new challenges in the teaching profession. This, in other words, means motives is second only to skills while it is weightier than habits and knowledge.

It is, therefore, important to investigate English Language teachers' attitude or disposition to acquisition of innovative pedagogic strategies. If this is not ascertained as positive, all efforts of lecturers in the sandwich programmes to update the concerned teachers' teaching skills may produce too little or no observable positive results. The students being taught by such teachers could then not be expected to exhibit much improved enthusiasm or academic performance in the subject.

Materials and Method

This descriptive survey of the ex post facto type was carried out on a total of two hundred randomly sampled in-service English Language teachers currently in 500 Level (final session) of sandwich degree programmes in four institutions in Oyo State of Nigeria, fifty from each institution. The instrument used is a self-constructed and validated eighteen-item questionnaire that yielded 91.13 cronbach alpha. The instrument tagged **Motivation for Sandwich Programme Enrollment Questionnaire** is divided into sections A, B, and C. Section A has three items requiring indication of each respondent's age, gender, and occupational tenure. Section B comprises twelve items probing the respondents' reasons for enrolling in the programme. The first six items express reasons that have nothing to do with desire for innovation. The next six are expressions reflecting desire for innovation and skill update. The respondents were asked to tick the response that agreed with their reasons for taking part in the sandwich programme in the four likert scale responses: Very Weak; Weak; Strong; and Very Strong.

Section C comprises two Yes-or-No items investigating the respondents' opinion as to the potential of innovative strategies to help their students turn around the story of mass failure in English for the better.

Copies of the instrument were personally administered to the respondents in their respective institutions of study and were collected immediately to forestall loss or other influences that could reduce the authenticity of their responses. Each response that indicated a motive that is very weak in relation to desire for innovation was scored 1. Each indicating weak relationship with desire for innovation was scored 2. Each response that is strongly related to desire for innovative strategies was scored 3 while each that was very strong in reflecting desire for skill update was scored 4. For each of the two items in Section C, a negative response was scored 1 while a positive response was scored 2. So the total obtainable score in the section is 4. The nearer the score to 4, the more the responses are to positive attitude and vice versa. The statistical tools of frequency counts and percentages were used in analyzing the obtained data to answer two research questions.

Analysis of Data and Discussion of Findings

Research Question 1: *What is the degree of quest for acquisition of innovative pedagogic skills in English Language teachers' motivation for in-service education?*

Table. 1: Presentation of General Strength of Quest for Acquisition of Innovative Pedagogic Skills in the English Language Motivation for Sandwich Programmes

Category of Motives	Weighted Frequency
Motives with very little connection with desire for innovative teaching skills scored	146 (73%)
Motives with medium level relationship with desire for innovative and pedagogic mastery improvement	38 (19%)
Motives with significant content of desire for innovative pedagogic skills	16 (8%)

Table. 1 shows that the overall motivations for the NCE holder English Language teachers' enrolment in the in-service programmes have very low contents of aspiration for acquisition of latest innovative pedagogic skills. The responses indicating very little connection with desire for innovative teaching skills scored 146 (73%) among the motives declared by the respondents for enrolling in the certificate upgrading in-service education. The responses with medium level relationship with desire for innovative and pedagogic mastery improvement score 38 (19%) while those indicating for

greater degree of masterly lesson handling scored only 16 (8%). The answer to Research Question 1 is thus that quest for acquisition of innovative pedagogic skills in English Language teachers' motivation for in-service education is very low.

The factors that most strongly motivate them to go for in-service education programmes are desire to increase their promotion prospects on the job, catch up with colleagues that have surpassed them, do what their colleagues that have also enrolled are doing, prevent being retrenched, and other motivations that have little or nothing to do with pedagogic skill development. This means it will be gross self-deception to expect most of the concerned teachers to do anything differently from how they had been doing it before being exposed to the further education. It then means no better results than their students currently get can be expected in the nearest future. Their teachers approach their teaching endeavours with the “business as usual” and “nothing changes” attitude in spite of new exposures in the universities. This is a pathetic fallout from the solely-certificate-oriented nature of the criteria for promotion in the Nigerian society. The teachers go away with certificate upgrade but no skill update and that suffices for their much needed promotion.

Research Question 2: Do the in-service English Language teachers believe that their students can benefit from innovative language teaching strategies?

It is also necessary to investigate the teachers' general disposition to innovation in language teaching. Do they have the conviction that implementing innovative language teaching strategies that have produced recorded good results with language learners in other countries can also help their Nigerian students?

Table 2: Representation of the In-service English Language Teacher Education Programmes' Beneficiaries' Belief in their Students' Ability to Benefit from Innovative language Teaching Strategies

Degree of the Teachers' Belief in their Students' Readiness to Derive Maximal Benefits from Innovative Language Pedagogy	Weighted Frequency
Responses depicting absolute disbelief in the students' capacity to benefit from innovative language pedagogy	93 (46.5%)
Responses depicting indicating modest disbelief in the students' capacity to benefit from innovative language pedagogy	72 (36.0%)
Responses depicting indicating mere doubt of the students' capacity to benefit from innovative language pedagogy	28 (14.0%)
Responses depicting indicating neither positive nor negative belief in the students' capacity to benefit from innovative language pedagogy	7 (3.5%)

Table. 2 shows that the responses depicting **absolute** disbelief of the English Language teachers taking part in the sandwich degree programmes in their students' capacity to benefit from innovative language pedagogy are in the majority (93 or 46.5%), followed by those indicating mere disbelief (72 or 36.0%), then those indicating probability or uncertainty (28 or 14.0%) and lastly the non-indication of any positive or negative belief (7 or 3.5%). This means the totality of the teachers that do not believe their students' academic performance in English Language can be positively improved with innovative language teaching strategies is overwhelming with a total of 165 (82.5%) negative response scores while only a total of 28 (14.0%) responses indicate hope. The remaining 7 (3.5%) that were silent can be rightly categorized in the region of hopelessness, thus increasing the volume of disbelief in the capacity of the in-service teachers in their students' capacity to leverage innovative teaching strategies for better mastery of topics taught.

This further presents a bleak future for the stakeholders in the Nigerian education system that hope that the tide of the endemic abysmal failure of our students in English Language can be stemmed soon. If the teachers that handle the subject go for further studies merely for certificate upgrade and jamboree and do not have any faith in the prospect of their students being improved with state-of-the-art instructional strategies, then there is still a very long way to go before a lasting solution can be found to the perennial problem of mass failure in English Language. Several studies have emphasised the utmost importance of teachers' disposition to their profession, their subjects as well as the students they are employed to teach in successful discharge of their professional duties (Faniran and Olatunji, 2011). The success of the English Language teachers studied is to be measured with the success of their students in examinations. Unfortunately, the teachers' disposition to innovative language pedagogy and disbelief in the students' ability to benefit from innovative pedagogy reeks of gross discouragement. If the teachers are so disinterested, one can be realistic in expecting the students to be infected with the teachers' hopelessness. Improved academic performance in English Language examinations would thus be a perpetual mirage.

Conclusion

English Language teachers are expected to deploy latest and innovative skills in instructional material development and pedagogy in remedying the problem of perennial failure recorded by their students in the subject. In-service education programmes constitute one of the major avenues for teachers to acquire, practise and master such innovative skills. But this study has revealed that most English Language teachers that are holders of the National Certificate in Education that enroll in in-service

sandwich degree programmes for reasons other than acquisition of innovative language teaching skills. This shows that most of them still teach the ways they were taught decades ago and are, therefore, not millennial-compliant enough to meet the learning needs of the present age. Thus, all stakeholders can only wait for the worse in terms of the poor results recorded every year by students in the subject except drastic measures are taken to re-orientate the teachers themselves.

Recommendations

Consequent upon the findings from this study, the following recommendations are made:

1. Government should do all that is possible in elevating the status of the teaching profession. This would rev up English Language teachers' enthusiasm concerning their field.
2. Bodies regulating teacher education programmes in universities should put measures in place to ensure that research into the latest discoveries in language teaching and learning are accessible to the teacher educators and they in turn concentrate on these in teaching the in-service teachers under their tutelage.
3. The providers of English Language sandwich teacher education programmes should de-emphasise mere theoretical knowledge acquisition and restructure their curricula to include more of practice-oriented contents.
4. Government should equip all schools with state-of-the-art language learning equipment for the use of teachers and students so that innovative language teaching and learning may become demystified.
5. English Language teachers, upon completion of sandwich education programmes, should be further assessed by a professional body to be inaugurated for opportunity to demonstrate new strategies learnt in the course of the programme. Having been satisfied with the teachers' demonstration of practical improvement, the successful completers should be promoted without any delay.
6. Mass promotion of teachers should be stopped. Only language teachers, and indeed teachers of any subject, that prove worthy of promotion based on clearly stated terms should be promoted. Thus, the general lackadaisical attitude reported of most teachers would be significantly reduced.

7. Endowment funds should be established to assist any language teacher who wishes to perform an experiment with a new teaching idea. This will engender the spirit of constant innovativeness.
8. English Language teachers with proven outstanding innovativeness and results should be identified through unambiguous procedures and handsomely rewarded to serve as an incentive to all.

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LITERARY STUDIES AS TOOLS FOR THE TEACHING OF ENGLISH LANGUAGE IN NIGERIA'S UPPER BASIC EDUCATION

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Abstract

This paper is a research into the use of literature in English for the effective teaching of and learning of English Language in Upper Basic Education in Nigeria. It further reveals the relationship between literary studies and English Language Learning in Schools. Literature no doubt is a veritable innovative instrument for the teaching and learning of English Language if creatively employed by both the creative literary artist and the teacher of English Language. The researchers selected a few excerpts, otherwise called texts of the works from the novel genre of both African and non-African authors for analysis. Using the formalist approach, it was discovered that the authors' use of language in a flowery and scientific way has the potential to increase not only the vocabulary of the learner but his ability to control the language in a way that adds value to his expression. It was also discovered that a learner exposed to highly elevated use of language through the creative works of good authors has the tendency to write like the author(s) he/she has read. The paper therefore suggested that curriculum developers should make literature compulsory as a school subject at this level and not taught as appendage of the English Language.

Keywords

Literature, Teaching, Skills, Foreign, Innovative, Creative, Formalist, Flowery, Scientific, Curriculum, etc.

Introduction

Literary study is a tool for effective teaching and learning of the English language, (Jegede, 2008). Literature in its different genre expresses thoughts and ideas in the most refined manner so much so that it becomes a veritable ground for language-testing and usage. The relationship between literature and language is symbiotic. This probably explains why over the years, it has

been found out that students' use of language tend to improve significantly through their interactions with literature. Thematic concerns and the moral values, potentials of literature, it must be said, are inadequate without accessing its potentials to improve learners' use of the language in written and spoken forms through the interaction between books and the readers. This interaction is a form of communication which involves transmission of information from the sender to the receiver and the receiver back to the sender. Such a conscious effort by writers engenders competence in the skill of writing and speaking.

It is an understatement to say that the use of English (written and spoken forms) in Nigeria today calls for urgent attention by all stakeholders and at all levels of education. Advertisers on the radio, television presenters and news casters all demonstrate several lists of incompetence and fair disposition to learning appropriate use of English Language, Fakoya (2002). According to him, newscasters and reporters do not display an ingenuity to cause any listener to desire their skill at the language (especially as they equally perform woefully with their sentence construction like most teachers of English Language too).

Lecturers also get the feedback of the decadent use of the English language by their students as they go through their essays and examination scripts, since they are not required to write any external examination to graduate. At the upper basic level in secondary school, mass failure in WASCE has almost become a yearly ritual. This is a pointer to the fact that all hands must be on deck to remedy the situation especially at the upper basic education level in Nigeria. Here is where the use of literary studies can be of tremendous help in enhancing competence in the use of the English Language at this level of education. In other words, competence in the use of the language must be pursued aggressively through the cross – fertilization of ideas between literature and English Language. This will no doubt enhance functional literacy, which is the ability to acquire the necessary skills in reading and writing.

The role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has become today's accepted tradition. The debate is how, when, where, and why literature should be incorporated in the language curriculum and subsequently used to teach the basics of English Language. Discussions on how literature and English Language instruction can work together and interact for the benefit of students and teachers has led to the emerging interesting ideas, learning, and improved instruction for all in an environment where wrong users of the English Language is on the increase in our schools today. Teachers are also culprits according to Quorro (2005 cited in Brock-Utne B. & Skattum I., 2009), who contend that "the teacher is not capable of correcting student's bad English since his/her own English is just as bad."

It is an understatement to say that the study of English language has dwindled considerably owing partly to the stereotyped ideologies surrounding the accepted methodologies for passing information to the learners of the language arts in the classroom. This, as a matter of fact, has engendered researchers' interest in the possibility of using literature to solve the problems associated with learning of English Language especially at the upper basic level of education in Nigeria. For emphasis, the Upper Basic Education here concerns students from Basic 7 to Basic 9 of the Nigerian 9-3-4 education system.

The Relevance of Literature to the Learning of English Language

The use of literature in enhancing competence in English cannot be overestimated given the creative use of figurative expressions, construction of different forms of sentences and the ability to employ literary techniques to pass information across and sustain readers' interest in any creative work. Sage (1987:1) opines that many teachers consider the use of literature in language teaching as an interesting and worthy venture. This paper reveals why an English language teacher should use literary texts in the classroom, the kind of literature language teachers should use with language learners and the teaching of language skills. With the use of excerpts from some classics, it becomes easy to see the synergy between literature and language in language teaching and learning at any level of education.

Collie and Slater (1990:3) identified four reasons that can attract the language teacher to the use of literature in the dissemination of language skills and information to students in the classroom. These are:

- i. Valuable authenticity of provided materials
- ii. Culture-inclined nature of literature
- iii. Diversification of language use and
- iv. Personal involvement of the learner

All of these, according to them, will help to eradicate the challenges posed by 'ambiguity' especially that which is always associated with the teaching and learning of English Language.

The Meeting Point Between Language Learning and Literary Studies

Since language learning can be done through study of literature, it is expedient to look into the relationship between language and the different aspects (genres) of literature. For instance, poetry as a genre of literature, can pave the way for the learning and teaching of basic language skill such as reading. As a result of the technicalities Sage involved in the construction of poetic verses and stanzas, students are unavoidably acquiring good language skills in the area of punctuation, tone and stress marking. Sage (1987:12-13)

is of the opinion that students become familiar with the supra-segmental aspects of the target language, such as stress, pitch, intonation by studying poetry. Drama in a language classroom is also a good means of teaching language as learners can become familiar with grammatical structures in contexts and also acquire the use of language to express, control and inform. It stimulates the imagination, promotes creative thinking, develops critical thinking skills, promotes language development, heightens effective listening skills, strengthens comprehension and learning retention and fosters peer respect and group cooperation if well orchestrated. In other words, the use of drama is an effective technique in today's communication-based and student-centered English language class room. Drama is unique in this aspect because of it is a form of language that exhibits a 'grammatical structure' and a natural flow of speech rather than a rhythmic structure peculiar with the poetry genre. Its simplicity and loosely defined structure has led to its adoption for use in the majority of spoken and written dialogues, factual discourse and both topical and fictional writings. It makes the students' reading task easier owing to its simplicity when compared with the other literary genres.

However, prose enlarges the upper basic readers' worldviews about different cultures and different groups of people. This is because it uses more expressions to convey an idea unlike poetry that employs economy of words. It allows students to use their creative and critical thinking skills and ultimately facilitates the teaching of a foreign culture, especially as a valuable instrument in attaining cultural knowledge of the selected community. In the same vein, students coming from various backgrounds can also communicate with each other effectively considering the fact that English is not just a language of trade but a universal language that acts as a perfect vehicle to help students understand each other's positions by transferring this gained knowledge to their own world (Arıoğlu 2001:11-18).

Sampled Texts and Stylistics Approaches in selected Writers' Literary Creations

Since creative artists rely on the use of language in their creative engagement, it is imperative here to draw examples from the way they employ language to ensure understanding and sustain interest in their creative outputs. If the creative artist's use of language will serve as a good model for the English learner, then the artist must be a good user of the language. The language teacher has a fountain to draw from to mentor the English learner, if he/she chooses a literary artist that is not just versed in the cultural aspect of the target language but who also has a good understanding of the structure and mechanics of the language. The author's strength as a mentor/model lies in his or her capacity to manipulate the structure of the English language both at the segmental and supra-segmental levels. The following textual analysis will show the capacity of the artists' creative

venture to impart positively on the learners' use of the English language both in and outside the classroom. In fashioning his use of language after the artists', the learner no doubt develops competence in the two critical skills of the English language---written and spoken skills. Consider the following:

Text 1

Kigali (in peace time) is a very calm (Kigali).
Night falls. The darkness is (dense). (Dots of light
decorate the hills like candles on a Christmas tree).
(Car headlights pierce the darkness) in the distance.
Everything is in slow motion, calmed by the ending of
the day. The street lamps throw off a dull glare. The air
is cool, the ground warm...
(We have to remember that time of endless night,
return to that time of great terror, the time when
humans, face to face with their destiny, had not yet
discovered their humanity...)
(**The shadow of Imana**__by Veronique Tadjö.p9)

Veronique Tadjö employs the use of a number of simple sentences - a deliberate attempt for beginners, readers and writers alike, to emulate her simplicity of language use. For instance, *Night falls* in the context in which Tadjö employs it, is to express an intricate issue such as genocide and the fear engendered by night falls in simple language. And there is no better way of doing this than to use a simple sentence such as *night falls*. It provides an opportunity for the English teacher to explain linguistic status and structure of that expression. For instance, on the syntagmatic level, *night falls* is first, a phrase on the linguistic rank scale because there are two words (a noun and a verb) and second, a simple sentence because it contains a finite verb, 'falls.' Two things happen concurrently in the class: pleasure from the entertaining potentials of the story and learning of the requisite language skills of speaking and reading.

Single individual words contextualized also enrich and build up students' vocabularies. For instance, the use of words and phrases such as '*dense*' '*dots*' '*headlights*' '*pierce*' '*slow down*' '*dull glare*' '*endless nights*' etc are representative samples showing the conscious efforts made to develop the lexicon of learners consequently improving upper basic learners' spoken and written skills in the English Language. Consider also the following expressions as employed creatively by the literary artist to emphasize time from the perspective of atmosphere - 'in peace time'

In this context, peace time signifies a time devoid of the kind of trouble that characterizes war situation in the society. The English teacher is presented with a graphic example of an adverbial phrase of time better

understood from the point of view of Kigali, a theatre of war. Again, words such as 'dense, endless, calm, slow, cool, warm etc'- are adjectival in the way they describe situations and circumstances in the war-ridden Rwanda.

Associations are made in language expression to connect the reader with his/her previous knowledge, past experiences or what the reader can easily connect with in his/her immediate environment. Such words come in either direct comparison found in the use of metaphor or the use of 'as' or 'like' expressed in simile. For example, 'dots of light decorate the hills like candles on a Christmas tree.'

Again, the author could use what learners can relate with in order to educate and impart knowledge. For instance, Tadjó's use of personification in these examples is impressive:

- i) car headlights pierce the darkness...
- ii) the street lamps throw off a dull glare'

Personification in this context helps the reader/learner to ascribe deeper meaning to an action he/she is also capable of performing. Therefore, figure of speech such as personification as used by Tadjó in the excerpt above helps the language teacher to explain the relationship between animate and inanimate objects as regards the choice of verb both on the pragmatic and syntagmatic axis.

It can be said that Tadjó's deliberate use of literary techniques and sentential constructions in the text above is for the purpose of situating events in their proper perspective which for the language teacher, a veritable tool to educate

Text 2

After playing lady's maid to the new comer, and putting my cakes in the oven, and making the house and kitchen cheerful with great fires, befitting christmas eve, I prepared to sit down and amuse myself by singing carols all alone; regardless of Joseph's affirmations that he considered the merry tunes I chose as next door to songs. (p48)- (unappreciated song)

I should mention that Isabella sent to her brother, some six weeks from her departure, a short note, announcing her marriage with Heathcliff. It appeared dry and cold; but at the bottom was dotted in with pencil an obscure apology, and an entreaty for kind remembrance and reconciliation, if her proceeding had offended him: asserting that she could not help it then, and being done, she had no power to repeal it. (p124)

I could not scarcely refrain from smiling at this antipathy to the poor fellow; who was a well made, athletic youth, good looking in features, and stout and healthy, but attired in garments befitting his daily occupations of working on the farm, and lounging among the moors after rabbits and game...(p180)

Emily Bronte employed the use of a range of sentence types but the compound complex form of sentence is evident as shown by the excerpts above. More so, 'some six weeks from her departure' (p124) reveals the use of the adverbial phrase of time which shows the period when the announcement of marriage to Heathcliff took place. It must also be noted that the mobile nature of adverbials is deliberately put forth by Emily Bronte to reveal the movements of the adverbs in English structure. The use of words such as 'dotted,' 'obscure,' 'entreaty,' 'remembrance,' 'reconciliation,' 'refrain,' 'antipathy' etc has been employed to grow the lexicon of readers thereby improving their vocabulary development. More so, learner's interpretation of situations as depicted through the use of words also improves due to their exposure to the vocabularies of the Language. It simply implies that the deed was already done and that nothing could be done to undo what has been done.

Another example is 'I could scarcely refrain from smiling,' is a better expression than "I could not refrain from smiling." For the language teacher, it is an opportunity to express the thought in different ways in order to expose the learner to different ways of expressing a thought or an idea in a language. This skill, off course, is germane to the teaching of summary skill in English language. Again, 'the poor fellow; who was a well made, athletic youth, good looking in features, and stout and healthy, but attired in garments...' also reveals the author's deliberate use of imagery to picture the exact nature of the character through appropriate adjectives for qualification thereby showing the relationship between literary studies and English Language learning.

Text 3

Second Fel: *O he takes after his own father for that. To be sure old Squire Lumpkin was the finest gentleman I ever set my eyes on. For winding the straight horn, or beating the thickets for the hare, or a wench, he never had his fellow. It was a saying in the place, that he kept the best horses, dogs and girls in the whole country.*
(She Stoops To Conquer by Oliver Goldsmith p)

Oliver Goldsmith's use of language denotes modern language usage. It affords a learner of the English art an opportunity to develop his or her skills

at the Language as it foster on selected use of words which drive home the writer's thematic concern. For example, phrasal verb such as 'takes after,' which means to 'look like' in the context in which it was used can be a little confusing in a second language learning situation. For a second language learner of the English Language, the English teacher has a golden opportunity to provide some explanation as to why the expression is not "he resembles his father" but "he takes after his father" as expressed in the excerpt above. Adjectival phrase such as 'finest gentleman' which means a man of good manners complimented by "he kept the best horses, dogs and girls in the whole country" will help the teacher to explain some cultural issues in the language. For instance, whereas it is uncomplimentary in some culture to keep "the best horses, dogs and girls," in the English culture, it is a mark of nobility. Since language is also a definition of the people's culture, the language teacher has the responsibility to expose the learner to some cultural issues unique to the English language as he/she learns the language. This is made possible when literature becomes a learning tool in the hands of the English teacher.

Text 4

'Ugwu went into the living room and his hands worked mechanically, serving kola nuts and alligator pepper, uncorking bottles, shoveling ice, laying out steaming bowls of pepper soup. Afterwards, he sat down in the kitchen and pulled at his toenails and imagined what was going on in the bedroom. He could hear Master's raised voice from the living room.

Half of a Yellow Sun by Chimamanda Ngozi Adichie (p117)

The excerpt above reveals Adichie's use of language which revolves around the predominant use of ing-participle verbs for the purpose of giving immediate meaning to specific actions in the expressions. Consider the following:

- i. serving kola nuts and alligator pepper,
- ii. uncorking bottles
- iii. shoveling ice
- iv. laying out steaming bowls of pepper soup
- v. pulled at his toenails

The above examples in English expose the learner to some skill in the appropriate use of certain verbal elements. For instance, the English teacher has an opportunity to explain to the learner the fact that kolanut and alligator

pepper are 'served' and not 'given' as his/her indigenous language would suggest. Again, not only beer or liquor is served, kolanut is also served. Note also the word 'uncorking'. In the choice of verb for an action that requires removing the lead on a bottle, the right word in that context is "uncorking the bottle" not "opening the bottle" as his/her language will suggest. The literal use of words such as "shoveling ice", "laying out," "pulled at," suggest the potential of literature in putting the English language into action, in what can be referred to as "language on parade". This brings out the best out of the learner of the language.

These words and phrases are deliberately employed by the creative artist in a way that suggests her mastery of the language and a source of inspiration to the learner of the English Language.

Findings, Conclusion and Recommendations

From the analyses above, it must be stated that the relationship between literary studies and English Language is symbiotic because literature gives to the English Language what it creates from it. Although the relationship is not limited to the areas identified in this paper, it was discovered that in all ramifications, literature remains a strong tool for the English teacher to develop in the English learner both reading and writing skills in English Language. It was also discovered that the literary artist is a model to the learner of the English language because of the clever and creative way the artist employs the language. It is safe to say that the learner's competence in the written and spoken forms of the English Language is accelerated by the students' exposure to the style of writing of the creative writer. The study also shows that the study of literature in a language class, majorly associated with reading and writing, can enhance both speaking and listening skills of the language learner. Language teachers can make reading comprehension and pronunciation session very interesting for the Upper Basic class by playing a recording or video of a literary work, or reading a text of literary work aloud with a view to identifying certain linguistic features targeted at enhancing students' language skills and development. Having students read literature aloud contributes not only to developing their spoken skill, but also their listening ability. The study has shown that if effectively and professionally employed, literature has the potential to make the students' reading task and the teacher's effort a worthwhile venture in the class. Again, because the literary artist engages all aspects of language in his/her literary creation, literature therefore becomes a veritable tool for the English teacher to enhance learners' competence in grammar, composition, sound system, lexis and structure, etc. If well orchestrated by the Language teacher, drama develops in the learner confidence to make public speech and use language creatively like the characters created by the playwright. The language teacher should also encourage learners to do a pastiche of literary works in order to put to test how much of mentoring they have got from a

recommended literary artist.

Also, stakeholders need to make literature compulsory at the upper basic level while also recommending authors with the best use of Language skills for both literature and English Language learners. Literary artists are encouraged to employ language of common place, ordinary speech and words to avoid ambiguity which naturally scares students from reading such texts.

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MEDIUM OF INSTRUCTION IN NIGERIAN PRIMARY SCHOOLS: IMPLICATIONS FOR A VIABLE LANGUAGE POLICY

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Abstract

This study which examined the medium of instruction used in Nigerian primary schools was carried out in Enugu, South East, Nigeria. It employed the descriptive survey research method. 540 respondents were used for the study. 300 teachers from urban schools were selected through simple random sampling while 240 teachers from rural schools were selected through purposive sampling technique. A researcher-made questionnaire was used to collect the required information. The data were analyzed using percentages and χ^2 statistic. The findings of the study showed that majority of teachers mainly used the biliterate bilingual (code-mixing/code-switching) medium for instruction in primary schools. It also showed that there was a significant difference in the medium of instruction used by teachers in urban and rural schools, and those in public and private schools in Nigeria. It was concluded that the existing language policy in Nigeria was far from being implemented and that the different media of instruction being used in schools should be harmonized to produce a more viable policy based on the principles of language function and acceptability. An in-depth and proper review of the policy to enhance education access is thus recommended.

Keywords

Medium of Instruction, Language policy, Bilingual, Mother tongue, Code-switching

Introduction

The medium of instruction to be used in the teaching and learning process has been the concern of many countries of the world. Access to education more or less seems to depend on the medium used by the teacher for classroom instruction. Such a medium of instruction can be the official language or mother-tongue of a country. Medium of instruction therefore is a vehicle through which the teacher transfers information/knowledge to the learners. It is more or less like a conduit pipe that transfers experiences and activities which accord the learner easy and smooth access to education. Proper

understanding of notions, concepts, topics or contents of the subjects of the curriculum depends on the use of appropriate medium or language for instruction. Little wonder there has been a sharp divide over the choice of language or medium of instruction to be used in the educational sector.

Some Sociolinguists, language planners and policy makers tend to tilt towards the use of mother-tongue for instructional purposes. To them mother-tongue seems to be the best for teaching and learning. According to Fafunwa in Ojetunde (2012) the use of mother-tongue in education accords the child the opportunity to explore his natural environment, develop reasoning ability and engender self confidence. Akindele and Adegbite (2005) also corroborate this in their earlier assertion that the government in permitting the use of indigenous language as medium of instruction at certain stages of the child's life, expect every pupil to become familiar with the world around him. This will also enable the child to appreciate the inherent values and attitudes recorded in the indigenous languages. In effect, the use of mother-tongue as a medium of instruction will help the child to develop his potentials, create a world view conducive for effective learning, and adapt to his immediate environment. This idea does not really have a wholesome acceptability. Some scholars view the use of mother tongue medium of instruction in modern education as one of the problems militating against qualitative teaching and learning of the English language (Kolawole and Dele, in Olagbaju and Akinsowon, 2014). The controversy over the use of indigenous or official language as medium of instruction has led many countries into taking a legislative position as it concerns the language policy of their educational system.

Language policy is a source of government plan or statement on the perceived functions of particular languages in different spheres of the society. Some countries are known to have succeeded in implementing their language policy while some are still battling with proper implementation. Scholars record that such countries as China, India, Kenya, Tanzania, Malaysia and Japan have succeeded in implementing the mother tongue policy in their educational system (Fafunwa, 1989, Walu, 2009, Amadi, 2012). Walu (2009) has also reported that Germany is one of the countries that have made great achievement in the promotion of intercultural bilingual education through the use of mother tongue medium in achieving the aims and objectives of her universal basic education scheme.

However, some countries are still facing stiff opposition in the implementation of their language policy. Zeng (2007) reports that Hong-Kong government's language policy of Chinese-medium of instruction in secondary schools was greeted with extensive resistance and resentment from parents who were worried that their children would not achieve a high-enough English proficiency level to be competitive in the labour market for a

promising job. The business sector in Hong Kong also feared that the decrease of exposure to English will lead to a further decline in Hong Kong students' average English language proficiency and in effect compromise her competitiveness and status as an international city (Lai and Byram 2003). The opposition of the Chinese-medium by parents and the public at large influenced the Hong Kong government into leaving the choice of medium of instruction to school principals.

A similar situation was also reported in South Africa. Lafon (2009) reports that South African mother tongue policy in primary schools was challenged by parents and even proprietors of schools. According to him African parents insist on English medium of instruction. They successfully challenged school policies which resulted in many schools becoming dual medium schools. Like the Hong Kong case, what is operative in South African primary schools is the code-switching medium. According to Murray in Lafon (2009), numerous studies indicate that code-switching is a feature of multilingual societies. Lafon thus reports that code-switching has always occurred in South African classrooms, with teachers and learners moving between the official medium of instruction (English/Afrikaans) and another language they are familiar with. This situation may be because code-switching seems to facilitate understanding and enhance students' active participation in the classroom.

As a multilingual society, Nigeria has also been in the battle and controversy over the medium of instruction to be used in the educational system particularly primary education. The Nigerian government in her recognition of the importance of language in teaching and learning made a provision for language use in her National Policy on Education (NPE). The policy states that:

The medium of instruction shall be the language of the immediate environment for the first three years. During this period, English shall be taught as a subject. From the fourth year, English shall progressively be used as a medium of instruction and the language of immediate environment and French/Arabic shall be taught as subjects (FRN, 2007:16).

The policy recognizes three media of instruction which include the mother tongue medium, the English language medium and the transitional bilingual medium. The policy recommends the use of the transitional bilingual medium in primary education. This involves the use of the mother tongue medium during the first three years of primary education and the subsequent use of English language medium as from the child's fourth year in school.

Amadi (2012) observes that the policy was silent on the use of biliterate bilingual medium which involves a simultaneous translation from mother tongue to a second language and vice versa during instruction. According to Olaoye (2007) the model deals with developing all the four language skills in both the mother tongue and the second language and using them simultaneously during instructional process. In other words, the teacher engages in code-switching or code-mixing during his teaching. Bodunde (2009) refers to it as maintenance, bilingual medium. According to her the simultaneous use of language of immediate community and English language makes communication easier and allows a child that learns by it opportunity to interact formally and informally.

The medium of instruction stated in the Nigerian National policy on Education has generated a lot of researches regarding its implementation as well as societal preferences and opinions on its use. Research findings indicate that the mother tongue policy is far from being implemented in some parts of the country (Bodunde, 2009, Akinola 2010, Ene, 2008, Muriana and Jibril, 2011, Amadi 2012). Muriana and Jibril (2011), report that parents vehemently opted for the English medium of instruction. This was corroborated by Amadi (2012). Other studies also indicate that teachers particularly those in private schools use the English language medium (Muslimi 1999, Bodunde, 2009). These research findings seem to be predicated on societal attitude towards the use and function of English language. Parents, teachers, students and the society at large view proficiency in English as a benchmark of being literate and educated. Parents thus prefer to communicate with their children in English language even at home (Olagbaju and Akinsowon, 2014). This negative attitude that greeted the mother tongue policy in Nigerian primary schools seems to be an indicator that if Nigeria does not look inward, it may not have a binding language policy like other countries.

To evolve a more effective and definitive pedagogical approach to medium of instruction in Nigerian primary schools, there is need to assess the functional use of languages involved, their demand, scope and acceptability. Nigeria needs to know the media of instruction accepted by teachers, their suitability for education access and the hope they hold for a viable language policy. Hence, this is the focus of this study which will examine the medium of instruction used in Nigerian primary schools and its possible implication for a viable language policy in Nigeria. The paper will also examine whether there are differences in the use of medium of instruction in urban and rural schools as well as public and private primary schools.

Statement of Problem

The controversy over the acceptability and implementation of the transitional bilingual policy recommended in the NPE has left Nigerian language policy to being a mere paper document. Hence, there is need to assess the medium of instruction used in Nigerian primary schools so as to evolve a more functional language policy which will be more acceptable and capable of bringing about easy education access.

Research Questions

The study will give answer to the following research questions.

1. What medium of instruction do primary school teachers use?
2. What is the most frequently used medium of instruction by primary school teachers?
3. What medium of instruction do teachers in urban and rural schools use?
4. What medium of instruction do teachers in private and public primary schools use?

Research Hypothesis

To guide the study the following hypotheses were raised.

- Ho₁ There is no significant difference in the medium of instruction used by teachers in urban and rural schools
- Ho₂ There is no significant difference in the medium of instruction used by teachers in public and private primary schools.

Methodology

The study adopted the descriptive survey method. A total of 540 teachers were selected from each of the three local government areas that made-up Enugu education zone. 300 teachers were selected through simple random sampling technique from 20 schools located in urban area while 240 teachers were selected from 15 rural schools through purpose sampling technique due to the paucity of teachers in rural schools. The 300 sample consisted of 170 teachers from public schools and 130 teachers from private schools while the 240 sample consisted of 140 teachers from public schools and 80 teachers from private schools. A research-constructed questionnaire titled “Teachers' Medium of Instruction Questionnaire (TMIQ)” was administered to obtain the required data. Observation technique was also employed to confirm the information gathered. The validity of the instrument was ascertained through face validity approach while the reliability was tested using the test-retest

approach. A reliability index of 0.75 was obtained. The collected data were analyzed using percentages and chi-square (χ^2) statistic.

Results

The answers to the raised research questions are presented in the tables below.

1. What medium of instruction do primary school teachers use?

Table 1: Information on medium of instruction used by primary school teachers

Medium of instruction	Teachers (No = 540)	%
Mother Tongue Medium (MTM)	65	12.04
English Language Medium (ELM)	175	32.41
Transitional Bilingual Medium (TBM)	65	12.04
Biliterate Bilingual (code -mixing/code-switching) Medium (BBM)	235	43.51

Table 1 shows that 12.04% of teachers used mother tongue medium during classroom instruction. 32.41% of them used English language medium, 12.04% used transitional bilingual while 43.51% used biliterate bilingual (code-mixing/code-switching) medium. In effect, majority of the teachers code-mixed/code-switched during instruction.

2. What is the most frequently used medium of instruction among primary school teachers?

Table 2: Information on the most frequently used medium of instruction among primary school teachers

Medium of instruction	Teachers (no = 540)							
	Always		Occasionally		Seldom		Never	
	n	%	n	%	n	%	n	%
Mother Tongue Medium (MTM)	40	7.40	25	4.63	-	-	-	-
English Language Medium (ELM)	140	25.93	35	6.48	-	-	-	-
Transitional Bilingual Medium (TBM)	25	4.63	40	7.40	-	-	-	-
Biliterate Bilingual (code -mixing/code-switching) Medium (BBM)	175	32.41	60	11.11	-	-	-	-

Table 2 indicates that biliterate bilingual (code-mixing/code-switching) medium is the most frequently used medium of instruction with 43.52% (32.41% + 11.11%). This is followed by the English language medium which yielded 32.41% (25.93% + 6.48%) and the mother tongue medium and transitional bilingual medium respectively. Both yielded 12.03% (7.40% + 4.63) (4.63 + 7.40) respectively. Thus, teachers frequently use biliterate bilingual medium during instruction.

3. What medium of instruction do teachers in urban and rural school use?

Table 3: Information on urban and rural school teachers' medium of instruction

Medium of instruction	Teachers (no = 540)			
	Urban (no = 300)		Rural (n = 240)	
	no	percentage	no	percentage
Mother Tongue Medium (MTM)	20	6.67	45	18.75
English Language Medium (ELM)	120	40	55	22.92
Transitional Bilingual Medium (TBM)	20	6.67	45	18.75
Biliterate Bilingual (code -mixing/code-switching) Medium (BBM)	140	46.66	95	39.58

Table 3 shows that 46.66% of teachers in urban schools used biliterate bilingual (code mixing/code-switching) medium. 40% used English language medium, 6.67% used mother tongue and transitional bilingual media respectively. The table also indicates that 39.58% of teachers in rural schools used biliterate bilingual (code-mixing/code-switching) medium. 22.92% of them used English language medium while 18.75% of them used mother tongue medium and transitional bilingual medium respectively. In other words, majority of teachers in urban and rural schools majorly used the biliterate bilingual (code-mixing/code-switching) medium followed by the English language medium.

4. What medium of instruction do teachers in public and private primary schools use?

Table 4: Information on public and private school teachers' medium of instruction

Medium of instruction	Teachers			
	Public (no = 330)		Private (n = 210)	
	no	percentage	no	percentage
Mother Tongue Medium (MTM)	60	18.18	5	2.38
English Language Medium (ELM)	35	10.61	140	66.67
Transitional Bilingual Medium (TBM)	60	18.18	5	2.38
Biliterate Bilingual (code -mixing/code-switching) Medium (BBM)	175	53.03	60	28.57

Table 4 indicates that 53.03% of teachers in public schools used biliterate bilingual (code-mixing/code-switching) medium of instruction. 18.18% of them used mother tongue medium and transitional bilingual medium respectively while 10.61% made use of English language medium. The table further shows that 66.67% of teachers in private schools used

English language medium of instruction. 28.57% of them used biliterate bilingual medium while 2.38% used mother tongue and transitional bilingual mediums respectively. This means that majority of teachers in private primary schools mainly used the English language medium for their classroom instruction while those in public schools mainly used the biliterate bilingual medium.

Hypotheses Testing

H₀₁ There is no significant difference in the medium of instruction used by teachers in urban and rural primary schools.

Table 5: X² Analysis of urban and rural school teachers' medium of instruction

Medium of instruction								
Variables	MTM	ELM	TBM	BBM	Total	df	X ² cal.	X ² tab-Val
Urban	20(36)	120(97)	20(36)	140(131)	300	3	45.31	7.82
Rural	45(29)	55(78)	45(29)	95(104)	240			

P > 0.05

Table 5 shows that x² calculated value 45.31 is greater than the x² table value 7.82. Therefore, the null hypothesis is rejected. Hence, it is concluded that there is a significant difference in the medium of instruction used by teachers in urban and rural primary schools.

H₀₂ There is no significant difference in the medium of instruction used by teachers in public and private primary schools.

Table 6: X² Analysis of public and private primary school teachers' medium of instruction.

Medium of instruction								
Variables	MTM	ELM	TBM	BBM	Total	df	X ² cal.	X ² tab-Val
Urban	60(40)	35(107)	60(40)	175(144)	330	3	198.72	7.82
Rural	5(25)	140(68)	5(25)	60(99)	210			

P > 0.05

Table 6 indicates that x² calculated 198.72 is greater than the x² table value 7.82. Hence the null hypothesis is rejected. It is therefore concluded that there is a significant difference in the medium of instruction used by teachers in public and private primary schools.

Discussion

The results of the study revealed that most of the teachers engaged in code-mixing or code-switching during instruction. This means that the most frequently used medium of instruction is biliterate bilingual medium, a situation in which teachers teach in English language and subsequently translate same in the mother tongue. This corroborates Zeng's (2007) report that code-switching medium of instruction was accepted among teachers in Hong Kong and Lafon's (2009) report that code-switching had always occurred in South African classrooms. This result seems to be a reflection of what is in operation in other multilingual societies like Nigeria. The result also seems to agree with Amadi's (2012) findings that Nigerian primary teachers preferred the biliterate bilingual (code-mixing) medium of instruction. The use of the biliterate bilingual medium may be predicated on teachers' belief that the learners may conceptualise and understand better when taught simultaneously in the first and second languages. This belief tends to agree with Lafon's opinion that code switching to local Language facilitates understanding, allows students to express themselves more freely and participate actively in class. The teachers' use of the medium also seems to suggest their intention of exposing the children to a dual medium that is capable of transforming them into co-ordinate and balanced bilinguals. Hence, the children may neither be disadvantaged in their mother tongue nor the English language which is perceived as the benchmark of being literate and educated. This may be why Bodunde (2009) refers to it as maintenance bilingual medium.

The findings also showed that a greater percentage of teachers in urban and rural primary schools majorly used the biliterate bilingual medium (code-mixing/code-switching). This is suggestive of the non-acceptability of the transitional bilingual policy specified in the National Policy on Education. It also seems to portray teachers' desire to bridge the gap between learners from low and high educational background through their early exposure to the first and second languages. The findings further indicated that majority of teachers in public primary schools mainly used the biliterate bilingual medium. This seems to negate Muriana and Jibrils' (2011) findings that majority of public primary school teachers opted for transitional bilingual education. This seems to expose the disparity in the implementation of the Nigerian language policy in different parts of the country. It is also suggestive of the disharmony in the medium of instruction used in Nigerian primary education system.

The results as well showed that majority of the teachers in private schools majorly used the English language medium of instruction. This tends to agree with Muslimi's (1999) and Bodunde's (2009) findings that teachers in private schools used English medium of instruction. This finding is

suggestive of the perceived societal attitude towards the use and function of English language. The proprietors of these schools and the parents may probably be the ones who dictate the medium of instruction their pupils /children should be exposed. This attitude may be based on the belief that English enjoys wider acceptability than the mother tongue which is ethnic bound in a multilingual setting like Nigeria. Hence, the parents and the school proprietors who are stakeholders in education may be considering the obvious functions and roles of English language in preparing the child for future educational attainment and the world of work. Further still, the use of a total English language medium by private primary school teachers right from the child's early days in school shows total non-compliance to the Nigerian language policy and a widening gap in its implementation.

The results also showed that there is a significant difference in the medium of instruction used by teachers in urban and rural schools. Most teachers in the urban schools used the biliterate bilingual and English language media while those teachers in the rural schools mainly used biliterate bilingual medium. This seems to suggest a deviation from the transitional bilingual medium stated in National policy on Education. By implication it tends to point to the non-acceptability of the policy leading to its non-implementation by teachers. The results also revealed that there is a significant difference in the medium of instruction used in public and private schools. While teachers in public schools majorly used the biliterate bilingual medium, those in private schools mainly used the English language medium. Teachers in public schools may have resorted to code-switching to reduce the perceived negative effect of using only the mother tongue for instructional purposes at the early stages of the child's primary education. It may also be a way of getting out of the antagonism of parents who may not want their children to be taught through the mother tongue medium. Better still, it may be a way of balancing the two languages since it is assumed that a dual medium may enhance better understanding and effective communication.

Conclusion

From the discussion, it can be observed that there is a total non-compliance to, and non acceptability of the transitional bilingual medium specified in Nigerian National Policy on Education. This has brought about disparity in its implementation. Majority of teachers used the biliterate bilingual medium while some used the English language medium. These media of instruction need to be assessed based on language function and acceptability and the hope they hold for easy education access which is the ultimate goal of any language of instruction. By implication, there is need for a harmonization of the medium of instruction used in Nigerian primary schools with the hope of

achieving a more viable language policy capable of resolving the issues of language development and language of education in a multilingual society like Nigeria. A redefinition of the language policy may proffer a solution to the problem of diverse practices in policy implementation, and place Nigeria at par with other multilingual societies that have achieved a workable language policy.

Recommendations

The following recommendations were made based on the findings of the study:

1. Government and policy makers should carry out an in-depth review of the current Nigerian language policy.
2. Government and language planners should assess the various media of instruction used in Nigerian primary schools based on language function and acceptability.
3. Government should organize interactive sessions with such stakeholders as parents, proprietors of schools and teachers on the issues of appropriate language of instruction for primary education with the hope of developing a viable policy based on their submissions.

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PERCEPTIONS OF PARENTS ON USE OF ENGLISH OR MOTHER TONGUE BY YORUBA-ENGLISH BILINGUAL CHILDREN

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Abstract

This study investigated the perceptions of parents on the use of English or mother tongue of Yoruba-English bilingual children. The sample used for this study consisted of one hundred (100) literate and one hundred (100) illiterate parents. A simple self-developed questionnaire was used to get information from the respondents regarding their perceptions on the use of English or mother tongue by Yoruba-English bilingual children. The research hypotheses were tested at 0.05 level of significance during the study. The findings show that there is a significant difference between (i) the perceptions of literate and illiterate parents on the use of mother tongue of their children in favour of illiterate parents and (ii) the use of English and mother tongue by Yoruba-English bilingual children, and (iii) that the Nigerian elites prefer English learning and usage for their children. Based on the findings of this study, it has been observed that some parents consider the use of mother tongue by their children as uncivilised, unacceptable and they often term it 'vernacular'. Thus, the study recommends that parents should not discourage their children from speaking their mother tongue, even as they learn and use the English language.

Introduction

Historically speaking, education in the mother tongue was jettisoned for English language during the colonial era because English language was the language of commerce and even education then. Obadare (2014) asserts that since the colonial period, the development of English as an official language has been given a prime and vintage position in Nigeria. English language is the official language in Nigeria. It is the language of government, commerce, trade, education, industry, finance, law and international relation (Dada, 2010; Ihejirika, 2013). The use of English language in Nigeria has brought solutions to the problems created by the issue of choosing an indigenous language that will promote mutual interactions and national unity among the diverse linguistic and cultural groups in the country (Deji-Afuye & Ayeni 2015). It is a core subject in the upper primary and post primary schools as

well as a general course in the university. It is to be added that English language is the medium of instruction all through these levels of education. Similarly, Adegbija (1994) asserts that English language in Nigeria is a second language which makes it the official language and a key to education advancement and worthwhile employment. He emphatically submits that admission into the post primary and tertiary institutions of learning depends on one's performance in the English language. The functions that have been bestowed on the language include its use for effective communication both at the national and international levels. In order to communicate effectively with the international world, Nigerians must effectively use English to ensure international intelligibility.

Mother tongue is the language of the parents of the child. According to Obadare (2014), the issue of mother tongue education in Nigeria is not a recent phenomenon even though it was given a prominent place in language education when Fafunwa, Macauley and Sokoya (1989) ordered that the basic education in Nigeria school system be given in the child's mother tongue. This position was also corroborated by works of scholars like Emenanjo (1990) and Bamgbose (1991).

Perception of Parents to the use of Mother Tongue

It is observed that most Nigerian parents are eager to see their children attain proficiency in the English language early in life. Oyetade (2001), talking on the attitudes of parents in some Yoruba speech communities towards the use of indigenous language in the early stages of the children education, states that only the minority supported the use of the mother tongue, both at home and school. This finding has also been noted by scholars such as Emenyonu (1997), Lawal (2005), and Olaolorun, Ikonta, & Adeosun (2013). The fact also remains that most of the parents and even the general Nigeria populace have consciously or unconsciously, accepted the use of English as a mark of prestige. According to Adegbite (2011), as far as parents are concerned, their children need to have an early access to English, policy or no policy. Similarly, he further asserts that in the recent times, it is increasingly becoming noticeable for some parents to forbid their children from speaking Yoruba and instead encourage them to speak English all or most of the time. Some overzealous parents even do all they can to prevent their children from playing with Yoruba-speaking children in the environment, except those who can speak English to them.

In the modern time, it is a status symbol to have one's children speak English. It is this, plus the desperation to attain proficiency in the target language, that informs parents to be forcing their children to speak in English while they, themselves, sometimes commit errors.

Statement of the Problem

Language is a part and parcel of one's identity. When language is lost, people are culturally displaced. There is no doubt about the fact that English is widely accepted as a language of many functions and impact worldwide. Nevertheless, in any second language situation like Nigeria, English exists alongside indigenous languages which are supposed to be the languages in which the bilinguals are more proficient and have more intuitive knowledge. It is very clear nowadays that many Nigerian parents are beginning to see English as the 'language of the children'. The use of mother tongue by the children has met with strong resistance by a significant percentage of the Nigeria populace. This paper, therefore, examines parents' perceptions on the language (English or mother tongue) they want their children to learn and use in a Yoruba speech community.

Research Questions

This study attempted to find answers to the following research questions:

1. Is there any significant difference between the perceptions of literate and illiterate parents on the use of English or mother tongue by their school children?
2. Is there any significant difference between the use of mother tongue and English by English-Yoruba bilingual children?
3. What is the Nigerian parents' preference between the English language and the mother tongue for their children to learn or use?

Hypotheses

1. There is no significant difference between the perceptions of literate and illiterate parents on the use of mother tongue by their school children.
2. There is no significant difference between the use of mother tongue and English by English-Yoruba bilingual children.

Methodology

This study is a descriptive research design of the survey type. All parents in Ikere Local Government Area having children in primary schools constituted the target population for the study. From this target population, a sampled population of 200 parents was purposively selected comprising 100 literate parents and 100 illiterate parents. A 20-item questionnaire was designed for data collection. Split-half method was used to determine the reliability of the

instrument and the reliability coefficient value was 0.97 which implied that the instrument was highly reliable for the study. The number of respondents who picked the same type of responses was counted and the result of each group was computed using percentages for the research questions. The mean value for each question was also computed in order to be able to take decisions. The mean value greater than 2.5 was considered “agreed” otherwise “disagreed”. The t-test statistic was used to analyse the three hypotheses at 0.05 level of significance. The results of all of this are presented in the next subsection of the paper.

Presentation of the Results

Question 1: What is the perception of literate and illiterate parents on the use of English or mother tongue by school children?

Table 1: Perception of literate and illiterate parents on the use of English or mother tongue by school children

S/N	Items	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean	Decision
1.	My children live among people who speak their mother tongue.	119 (59.5%)	41 (20.5%)	21 (10.5%)	19 (9.5%)	3.30	Agreed
2.	My children are raised in the Yoruba Land.	77 (38.5%)	104 (52%)	19 (9.5%)	0 (0)	3.29	Agreed
3.	My children learn the English language straight from birth.	72 (36%)	113 (56.5%)	10 (5%)	5 (2.5%)	3.26	Agreed
4.	I consider mother tongue as a local language or vernacular.	92 (46%)	86 (43%)	22 (11%)	0(0)	3.35	Agreed
5.	I consider it prestigious when my children speak English language better than their mother tongue.	121 (60.5%)	57 (8.5%)	22 (11%)	0 (0)	3.49	Agreed
6.	I speak my mother tongue to my children.	88 (44%)	102 (51%)	10 (5%)	0 (0)	3.39	Agreed
7.	I Speak English alone to my children.	-	19 (9.5%)	76 (38%)	105 (52.5%)	1.57	Disagreed
8.	I prefer my children to use and learn mother tongue only.	21 (10.5%)	25 (12.5%)	103 (51.5%)	51 (25.5%)	2.08	Disagreed
9.	I prefer my children to use and learn English only.	103 (51.5%)	51 (25.5%)	21 (10.5%)	25 (12.5%)	3.16	Agreed
10.	Speaking mother tongue to my children affect their English used negatively.	39 (19.5%)	136 (68%)	22 (11%)	3 (1.5%)	3.05	Agreed
11.	I encourage speaking English alone to my children.	100 (50%)	64 (32%)	15 (7.5%)	21 (10.5%)	3.21	Agreed

12.	I rebuke my children for communicating in mother tongue.	50 (25%)	134 (67%)	10 (5%)	6(3%)	3.14	Agreed
13.	Speaking English alone to my children will make them more proficient in English.	34 (17%)	138 (69%)	15 (7.5%)	13 (6.5%)	2.97	Agreed
14.	I encourage my children to speak only English language.	76 (38%)	108 (54%)	5 (2.5%)	11 (5.5%)	3.25	Agreed
15.	I encourage my children to speak their mother tongue.	16 (8%)	15 (7.5%)	53 (26.5%)	116 (58%)	1.65	Disagreed
16.	It is better to learn English than the mother tongue.	56 (28%)	100 (50%)	44 (22%)	0 (0)	3.06	Agreed
17.	English language play s more important role in the society than the mother tongue.	62 (31%)	68 (34%)	52 (26%)	18 (9%)	2.87	Agreed
18	I feel ashamed when my children speak my mother tongue.	5 (2.5%)	16 (8%)	113 (56.5%)	66 (33%)	1.43	Disagreed
19	The environment of a child has effect on their language.	70 (35%)	94 (47%)	36 (18%)	0 (0)	3.17	Agreed
20	The use of the English Language is mostly encouraged among literate parents.	62 (31%)	68 (34%)	52 (26%)	18 (9%)	2.87	Agreed

Source: The Present Study

The result presented in table 1 shows that most of the respondents indicated that their children were raised in the Yoruba land (90.5%) and living among people who speak their mother tongue (80%). The respondents also indicated that most of their children learn English language straight from birth (92.5%). The respondents (89%) considered mother tongue as a local language or vernacular. They considered it prestigious when their children speak English language better than their mother tongue (69%). In the table, it is revealed that most of the parents speak their mother tongue to their children (95%) and not English language alone (90.5%). Though, most of the parents prefer speaking English to their children to speaking the indigenous language (77%). The speaking of mother tongue was identified by the respondents to have negative effect on the use of English by school children (87.5%). The table also reveals that most of the parents usually rebuke their children when communicating in their mother tongue (92%) rather they encourage them to speak English always (92%). It is deduced from the table that parents believed that it is better to learn English than the mother tongue (78%) perhaps because they felt English plays more important roles in the society (65%). Furthermore, the respondents agreed that the environment of a child has effect on his/her language acquisition (82%). Lastly, the

respondents agreed that the use of the English language is mostly encouraged among literate parents (65%).

Table 2: Nigerian Parents' Preference between the English Language and Mother Tongue for their Children to Learn and use

S/N	Items	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean	Decision
1.	I prefer my children to learn and use mother tongue only.	21 (10.5%)	25 (12.5%)	103 (51.5%)	51 (25.5%)	2.08	Disagreed
2.	I prefer my children learn and use English only.	103 (51.5%)	51 (25.5%)	21 (10.5%)	25 (12.5%)	3.16	Agreed

Source: The Present Study

Table 3: Percentage of Literate and Illiterate Parents' Preference for English and Mother Tongue

English Language			Mother Tongue		
N	Literate Parents	Illiterate Parents	N	Literate Parents	Illiterate Parents
154 (77%)	126 (81.8%)	28 (18.1%)	46 (23%)	6 (13%)	40 (87%)

Source: The Present Study

The result presented in table 2 reveals that most (77%) of the respondents indicated that they prefer their children to learn and use English Language while 23% indicated that they prefer mother tongue. In table 3, the result presented shows that 81.8% of the literate parents prefer English while 18.1% of the illiterate prefer English. It is also deduced from the table that 13% of the literate parents and 87% of the illiterate parents have preference for the mother tongue. This implies that most the parents in this study prefer their children to learn and use the English language

Test of Hypotheses

H₀₁: There is no significant difference between the perceptions of literate and illiterate parents on the use of mother tongue by their school children.

Table 4: t-test Statistics for Literate and Illiterate Parents on the use of Mother Tongue

Variables	N	X	SD	Df	t-cal	t-tab
Literate Parents	100	2.04	0.78	198	3.75	1.96
Illiterate Parents	100	3.65	1.06			

p<0.05

Source: The Present Study

The result presented in table 4 shows that the t-calculated (3.75) was greater than the t-table (1.96) at 0.05 level of significance. This makes the null hypothesis one to be rejected. This means that there is a significant difference between the perceptions of literate and illiterate parents on the use of mother tongue by their school children. The mean value of illiterate parents' responses on the use of mother tongue (3.65) was greater than the mean value of literate parents (2.04). This shows that the use of mother tongue is, perhaps, understandably, more common among school children from the illiterate parents than the literate ones.

H₀₂: There is no significant difference between the use of mother tongue and English by English-Yoruba bilingual children.

Table 5: t-test Statistics for use of Mother Tongue and English by Yoruba-English Bilingual Children

Variables	N	X	SD	Df	t-cal	t-tab
Mother Tongue	200	1.43	0.78	198	2.87	1.96
English Language		2.89	1.06			

$P < 0.05$

Source: The Present Study

The result presented in table 5 shows that the t-calculated (2.87) was greater than the t-table (1.96) at 0.05 level of significance. This makes the null hypothesis two to be rejected. This means that there is significant difference between the use of the mother tongue and English by Yoruba-English bilingual children. The Yoruba-English bilingual children in the study area use the English language more often than the mother tongue. This was evident as the mean value of those who speak their English Language (2.89) was greater than the mean value of those who speak their mother tongue (1.43).

H₀₃: There is no significant difference between the environment of the children who speak English and those who speak their mother tongue.

Discussion

The findings of this study reveal that there is a significant difference between the perceptions of literate and illiterate parents on the use of mother tongue by their school children. Most educated parents are not that enthusiastic about the use of the mother tongue or the language of the immediate environment despite the aim and effort of the government to promote indigenous languages (Essien, 2006; Egbe, 2014). Arguments on language

preferences, policies and programmes continue to incline towards English as the language of choice of most Nigerians especially the educated. Despite the sentiments and argument in favour of mother tongue education, English remains the language of choice for most Nigerians. English language has become more prominent in both the official and the private spheres. Thus, fewer and fewer people are able to achieve fluency in their mother tongue. The situation seems to be that some parents encourage their children to use their mother tongue while most of them have preference for the use of English.

In this study, it was revealed that there was a significant difference between the use of mother tongue and English by English-Yoruba bilingual children. The English-Yoruba bilingual children from educated parents make more use of English than their mother tongue. This finding corroborates the opinion of Ademuwagun (2014) that the trend today is that many believe that it is prestigious to be able to speak English; that is why virtually all parents especially the educated ones want their children to learn the English language early. This might be considered the reason behind some parents sending their children to private schools where English language only is used as medium of instruction.

As rightly pointed out by Ademuwagun (2014), nowadays, hardly can you find an average Nigerian speak the mother tongue without the interference of English. Thus, language of the environment in which a child develops determines what language the child picks up. Our environment has been dominated by the use of English. More people prefer to communicate in English instead of their indigenous language. Those who are not that proficient in the use of English even struggle to put some English words in their statements while speaking their mother tongue in order to prove they too can use the English language. It is quite sadden to note that, majority of the children in our study area that are exposed to English are not that proficient in it; neither are they proficient in their mother tongue. The indigenous languages have not only been endangered, most important elements of the languages like proverbs are becoming strange to our children.

Conclusion

From the findings of this study, it can be concluded that there is a strong indication that some Yoruba-English bilingual parents have preference for English and they have stopped talking to their children and wards in their mother tongue. They believe that English is more civilised and prestigious than their native languages. There is no doubt that, as long as these children live in the environment where both languages are used, they are all exposed to the languages whether they are allowed to use one more than the other or not. This issue has generated a problem because the children are

characterised by less-than-native-like skills in the two languages they are exposed to and this is not without its negative effect on their academic, social and cultural experiences. Many of them have developed smaller vocabularies in each of the languages and so they find it very difficult to express themselves adequately well. Among the young people too, inability to understand or speak their mother tongue is considered prestigious and status-enhancing in relation to their peers who often speak their mother tongue or other indigenous languages. This trend should not continue. Therefore, this study recommends the following:

1. Nigerians should be made to understand the importance and relevance of the indigenous languages in preserving ones identity. Every individual should accept the potentials of the indigenous languages. Nigerians should cease to have negative attitudes towards the indigenous languages.
2. Parents should speak their languages to their children. They should not see the indigenous languages as local, vernacular or uncivilized.
3. Government should make conscious effort to develop the indigenous languages by engaging linguists and language experts to work towards their standardisation and modernisation. This will enable the languages to be viable and as well have the capacity to function at various levels of national, personal, cultural, and social development and in turn encourage their use.
4. Higher roles should be assigned to mother tongue in Nigeria. Therefore, the policy makers should find a way of engaging the indigenous languages in issues that are of interest to national development.
5. Most importantly, government should ensure that the policy on education is fully implemented, because this will guarantee the reinforcement and promotion of indigenous languages in Nigeria.

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PHONOLINGUISTIC INTERFERENCE AMONG IZON SPEAKERS OF ENGLISH: IMPLICATIONS AND PEDAGOGICAL INNOVATIONS

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Abstract

Linguistic interference is an endemic sociolinguistic problem among bilinguals. When an individual language user has two separate languages or varieties of a language in his repertoire or at his disposal, the L1 tends to interfere with the L2. The English language is a vestige or legacy of British colonialism in Nigeria. It is our second and official language. As a general sociolinguistic problem, the Izon speakers of English are also prone to the problem of linguistic interference. Interference ensues most glaringly in pronunciation as certain phonemes of the L1 are not in the L2, so they are substituted or approximated. Phonolinguistic interference causes communication breach. Human language is systematic, structured and rule-governed. It is not a hotch-potch of randomly distributed elements. Every language has its sound system, orthography, rules of grammar, word formation and meaning. So, the order of linguistic elements that may seem “natural” to the speakers of one language may not correspond at all to what seems natural to the speakers of another language. This paper is aimed at addressing the problem of phonolinguistic interference among the Izon speakers of English and to bring innovations for the teaching and learning of English as a second language. The authors who are native speakers of the Izon language employed both the primary and secondary methods of sourcing for data and used the contrastive and error analysis model to identify the similarities and dissimilarities of phonemes in Izon and English to curb or eradicate phonolinguistic interference by the Izon speakers of English.

Keywords

Phonolinguistics, Interference, Second Language, Izon Language, Implication, Pedagogy and Innovation.

Introduction

English is an Indo-European language, precisely Germanic. It is the major exoglossic language in Nigeria. It is an Intranational and international language. It is the native language of the United Kingdom of Great Britain, USA, Canada, Australia, New Zealand and parts of South Africa. English is

also the second language of all the former British Colonies: Jamaica, Nigeria, Ghana, India, Gambia, Sierra Leone, and so on. It is a global language used in almost every country and continent of the world. It is the most widely spread, most widely used and most prestigious language of the world. English ranks first among the over six thousand languages of the world, having one-third of the world population as its speakers (Odeh, 2015).

Human Language is susceptible to changes. It grows, changes in form and function and even dies off. The English language has spread from the British Isles to other regions and has produced various varieties of the language. So, the English language is no longer monolithic but heterogeneous. According to Akmajian et al (2001), “there is no such thing as a single English language, rather there are many English languages (dialects and idiolects) depending on who is using the language and what the context of use is”. Every language is a continuum of languages. Akmajian *et al.* further state:

No human language is fixed, uniform, or unvarying; all languages show internal variation. Actual usage varies from group to group, and speaker to speaker, in terms of pronunciation of a language, the choice of words and the meanings of those words, and even the use of syntactic constructions.... When groups of speakers differ noticeably in their language, they are often said to speak different dialects of the language. (259)

Language is a mark or an index of identity. According to Algeo (2010), “whatever language we speak... helps to define us personally and identify the community we belong to”. As the world's lingua franca, the English language is spoken in different countries and continents and has undergone a process of naturalization, nativisation, domestication or acculturation. In fact, L2 speakers of English give the English language some local colour and local identity, forcing it to play unaccustomed roles. L2 speakers of English domesticate the English language to suit themselves and to reflect the totality of their cultures, mores, philosophies, customs and experiences. Language is an integral part of culture (Kramsch, 1998). Bilingualism or polyglottism brings about “New Englishes”. But all the different varieties of the language are termed “English” because of a common core running through them (Longe, 1995). In other words, all the varieties have the same linguistic features of English.

The Concepts of Phonolinguistics

“Phonolinguistics” is a portmanteau word in that it is a blend of phonology and linguistics. “Linguistics” is “the scientific study of human natural language” (Akmajian, et al, 5). Language is the material and object of study in linguistics. Hence, “linguistics” is also called the science of

language. On the other hand, phonology is “the subfield of linguistics that studies the structure and systematic patterning of sounds in human language” (Akmajian, *et al*, 99). So, phonolinguistics is the speech aspect of language study. Phonetics/phonology is a subfield of linguistics which is concerned with the human speech sounds. Phonetics is the study of the production, transmission and reception of sounds (Eyisi, 2007). It is language universal and studies every sound that comes out of the buccal cavity or mouth. In other words, it has to do with the physical properties of sounds and how they are produced. But phonology deals with the systematic patterning of sounds in a particular language. It is language specific (Ken-Maduako, 2004).

The Concept of Interference

“Interference” is “a term used in sociolinguistics and foreign language learning to refer to the errors a speaker introduces into one language as a result of contact with another language; also called negative transfer” (Crystal, 2008). It is a feature or manifestation of bilingualism and multilingualism. Bilingual speakers, in most cases, have a native-like command of two languages and in every communication, the mother-tongue or first language, which is the language naturally or subconsciously acquired at childhood from the child's immediate environment, and which he is competent in, interferes with the second language. Linguistic interference results in deviant realization of the linguistic patterns and system of the target language and it invariably has a negative effect on the academic performance of students in that language.

Mother-tongue interference cuts across all levels of linguistics. But it is more glaring in phonetics/phonology. Every language has its own sound system – the segmental and suprasegmental features which every L2 learner of the language must master for effective and successful communication to take place. No two languages have exactly the same sound system. Interference ensues because of the absence of certain L1 phonemes in the L2 and vice versa. Another cause of interference is accentual differences in the two languages the bilingual is exposed to.

Language is for communication and mutual intelligibility is expected for effective and successful communication. Phonolinguistic interference breaches mutual intelligibility and hampers effective communication. For instance, a bad pronunciation of a word can cause it to be mistaken for another and this can lead to a bad grammar and wrong meaning as in curse/cause, lice/rice, pray/play, broad/blood, bird/bed, fanta/panther, wordy/worthy, cup/cop, court/cut, lime/rime, vice/fice, and so on. Quoting Confucius, an Eastern Sage, Eyisi (2002:vii) states: “if the language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what ought to be done remains undone”. English is the approved language of education in Nigeria and its acquisition bestows an

“educated” status on someone. According to Eyisi (2006):

a profound knowledge of English... is, particularly in Nigeria, the barometer with which we measure the quality and quantity of education possessed by the speaker/writer; a veritable passport for educational advancement and prestigious employment.

Failure in English implies a total failure in formal education (Eyisi, 2007). Mother-tongue interference is undoubtedly a major source of problem in second language teaching and learning. English is a global language, therefore, and therefore, every of its learner is expected to master it for global comprehensibility and acceptability. English is taught at all levels of the educational system so that learners can become proficient in it. Pit S. Corder (1973), as cited in Baldeh (1990), lends credence to this fact thus:

We do not teach language for its own sweet sake...We teach language so that our pupils can communicate and be communicated with, so that they may convey meaning and understand meaning, so that they may enter into satisfactory mutual relations with native speakers or writers of the language.

The effects of mother-tongue interference on L2 or target language teaching and learning are both positive and negative although the negative outweighs the positive. According to Lado (1957), as cited in Baldeh (1990):

we assume that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be easier for him, and those elements that are different will be difficult.

Second Language

As its name implies, a second language (L2) is the language someone acquires, especially a bilingual and which is not from childhood and not native to his community but learnt at school because it has an established role in the community (Matthews, 1997). The second language is acquired at adulthood and used side by side with the L1. It is often acquired through a conscious learning activity.

The second language may or may not be the chronological or sequential second language of a bilingual or multilingual. It may even be the third language acquired by a multilingual. But it is the language in which many people of the speech community have the kind of linguistic competence that is rated or ranked “second” to the first language (Onuigbo

and Eyisi, 2009). According to these scholars, the term “second” in language acquisition or learning is just a technical representation of the functional position of the language and not the position of chronological or sequential order of the acquisition of the language.

A second language is “functionally more than any language one learns in addition to that learned as a child” (Onuigbo and Eyisi, 34). It is an important medium of communication in a multilingual situation. English is a general language and language of pedagogy in Nigeria. Because it is an L2, its learners may not be free from consulting books for correct usage in the language, may not make a reliable value judgment on the language and may not be free from the endemic second or foreign language teaching and learning problem of mother-tongue interference at the phonological, syntactic, morphological, semantic and lexical levels. This is also applicable to the Izon speakers of English.

The Izon Language and People

“Izon” anglicized as “Ijaw” belongs to the Niger-Congo family of languages in Nigeria whose speakers inhabit the coastal areas of the oil rich Niger Delta region. It is among the major minor languages of Nigeria. Izon is the fourth largest ethnic group in Nigeria with a population of eighteen million people (Evilewuru, 2007). Its speakers are found in Bayelsa, Rivers, Delta, Edo, Ondo and Akwa-Ibom states of Nigeria (Evilewuru, 2007) - all belong to the Ijoid branch of the Niger-Congo family tree.

Izon means “truth”. So, members of this ethnic group were known for their truth, consistency, decorum, decency, hospitality, honesty, peace-loving, industry, accommodating and general moral rectitude. But oil exploration, exploitation and marginalization have made the people hostile. The IZONS have the Urhobos, Itsekiris, Isokos, Edos, and so on as their neighbours. The Izon ethnic group consists of fifty loosely affiliated clans. They engage in fishing, hunting, farming, logging, canoe-carving, raphia palm tapping, distillation of local gin, trading, thatch-making, among others.

The IZONS are believed to have migrated from Israel. IZON, or its various forms: Ijaw, Ijo, Ijoh, Ijon, Ezon or Ujon was a tribe of Israel that fled from Israel because of war (Evilewuru, 20). The Izon ethnic extraction has its rich cultural heritage: traditional sports such as wrestling and swimming, traditional dance called Awigiri or Owigiri which is a captivating waist-wriggling dance, religion (Christianity and African Traditional Religion), dressing, festivals, and music, among others.

The Concept of Implication

The Oxford Advanced Learner's Dictionary of Current English defines “implication” “as a possible effect or result of an action or a decision; or something that is suggested or indirectly stated”. Phonolinguistic interference results in bad pronunciation, deviant realization of phonemes in

English, communication breach, unintelligibility and poor performance in phonetics/phonology or oral English. So innovations should be made for the teaching and learning of English as a second language to overcome phonolinguistic interference.

The Concept of Pedagogy

Singh (2010) defines “pedagogy” as “the art and science of how children learn”. *The Oxford Dictionary* defines it as “the study of teaching methods”, while *The Chambers Dictionary* sees it as “the science of teaching; instruction, training”. From this array of definitions, one can deduce that “pedagogy” is all about the impartation and acquisition of knowledge and skill and everything needed in the teaching and learning activity, including the principles and methods of instruction. Every teaching/learning activity involves the teacher or resource person who is the organizer of the teaching/learning environment and who imparts knowledge and skill, and the learner who is the centre of all learning activities and who acquires the knowledge being imparted by the teacher. The teacher teaches while the student or pupil learns (Igwebuike and Ekwejunor-Etchie, 1993). So, many factors account for the success or failure of any teaching/learning activity. They are: the teacher (his competence or incompetence), the learner – his will to learn, the teaching method, environmental factor, linguistic, psychological, and so on (Baldeh, 90-91).

The Concept of Innovation

The Oxford Dictionary defines “innovation” as “the introduction of new things, ideas or ways of doing something”. Innovation in the context of this paper is the introduction of new methods, ideas and ways into the teaching and learning of English as a second language. Various instructional materials or teaching aids are available for effective and successful teaching and learning of English: textbooks, workbooks, chalkboard, pens, wall charts, supplementary readers, cine-films, wall pictures, tape recorders, tapes, slides, television, libraries, record players, filmstrips, radio, video recorders, closed circuit televisions, flannel boards, exercise books, among others.

A teacher should know and apply different strategies and methods of teaching and learning. He must keep abreast of today's science of education and make the learners understand the native speakers of English, exposing them to different accents (Baldeh, 125). For effective teaching and learning of spoken English, the ESL teacher/learner compulsorily needs resources like the television, computer, video, radio and language laboratory. Visual and aural aids cannot be avoided in the teaching and learning of English as a second language for proficiency in pronunciation. Instrumental phonetics which is a branch of phonetics dealing with the use of physical objects or machines such as platograms, for detecting the point of contact between the

tongue and the roof of the mouth, spectrograms for analyzing sound waves, and so on should be employed for teaching phonetics/phonology in our schools and colleges (Eyisi, 2007; Crystal, 2008).

According to Obrecht (1971), as it is cited in Baldeh (92), “no single theory from any field is yet adequate to account for the daily use of language, much less such special problems as its acquisition and its variety.” But the audio-lingual method, instrumental phonetics and the use of the ICT will facilitate the teaching/learning of English as a second language in Nigeria. Visual and aural aids can help an ESL teacher/learner in learning the rules of pronunciation in the L2, practice oral drills, listen to native speakers as listening is the best way to learn correct pronunciation in any language, become exposed to different accents of the L2 or foreign language, improve teachers/learners' own articulation and intonation of the L2, imitating native speakers, and so on. These will enable L2 speakers of English speak internationally intelligible English.

Theoretical Framework

The theoretical framework or linguistic theory adopted for this work is the contrastive and error analysis. This theory is considered more appropriate than other linguistic theories because the paper dwells on phonolinguistic errors – errors committed by Izon speakers and other L2 speakers of English due to mother tongue interference as well as the enigmatic, mysterious and unpredictable nature of spelling and pronunciation in English.

“Error” refers to “mistakes in spontaneous speaking or writing” (Crystal, 173). Or it is a deviant structure which is, therefore, a misrepresentation of acceptable linguistic forms (Onuigbo and Eyisi, 83). So “error analysis” is “the analysis... of errors made by students learning another language” (Matthews, 117). In other words it is “a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language” (Crystal, 173). Errors committed by L2 learners are intralingual and interlingual. Phonolinguistic interference is an interlingual error because it is a superimposition of the L1 on the L2.

Contrastive analysis, on the other hand, deals with the “investigation in which the structures of two languages are compared” (Matthews, 74). The two languages are compared to point out or identify structural differences which are then “studied as areas of potential difficulty (interference or negative transfer) in foreign language learning” (Crystal, 112). The comparison in this paper is between the Standard British English and the Izon variety of English – all in a bid to correct the errors for proficiency in the English language for international intelligibility and acceptability as English is a global language.

According to Okolo and Ezikeojiaku (1999) “ language use varies from person to person, area to area, and situation to situation”. As

bilinguals, the Izon speakers of English superimpose their L1 on the English Language. Apart from phonological interference, the Izon variety of English is characterized by code-mixing, code-switching, transliteration, lexical borrowing, and so on. Most Izon speakers have peculiar problems in the pronunciation of certain vowels and consonants in English. For instance, the Izon language does not have the dental fricatives /θ/ and /ð/. So, this /ðis/, death /deθ/ and so on are pronounced as /dis/ and /det/ respectively.

Also, the Izon speakers of English pronounce the long vowels of English as short ones. For instance, cart /ka:t/ as /kʰt/, peel /pi:l/ as /pil/, law /lʰ:/ as /lʰ/, food /fu:d/ as /fud/ and so on. The Izon language does not have vowels like /ɜ:/, /ʌ/, /ʊ/ among others. So, girl /gɜ:l/ is pronounced as /gel/, beat /bi:t/ as /bit/, cork /k ʰk/, as /kʰk/, cut /kʰt/ as /kʰt/, pat /pʰt/ as /pat/ etc. Besides vowels, some consonants of English pose a problem to the Izon speakers of English. They are /tʃ/, /ʃ/, /tʃ /, /tʃ/ and /ŋ /. These consonantal phonemes are not in Izon and are substituted with /s/, /z/ and /n/ respectively. So, Jane /dʒein/ is /zen/, judge /dʒʌdʒ/ is /zʃz /, fish /fɪʃ/ is pronounced as /fis/, check /tʃek/ as /sek/, bank /bʰ ŋ k / as /bank/, shoe /ʃu:/ as /su/ etc. This implies that /tʃ/ and /ʃ/ are substituted as /s/, /dʒ/ and /tʃ/ as /z/ and /ʃ/ as /n/ respectively. The difficulty in pronouncing these phonemes is mostly found among the rural dwellers. But phonemes like /b/, /e/, /f/, /g/, /i/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /tʃ/, among others are pronounced the same in Izon and English.

Dropping of “h” is another characteristic feature of the Izon speakers of English. So, words like 'house', 'home' are pronounced without aspiration. They are usually realized as “ouse”, “ome” (Dadzie, 2009). Monothongization of diphthongs and bisyllabification of triphthongs are also prominent features of the Izon speakers of English. For example, date /deɪt/ is realized as /det/ by most Izon speakers of English, go /gʊtʃ/ as /gʃ/, tire /taɪtʃ/ as /taya/, trial /traɪtʃl/ as /trayal/, fire /faɪtʃ/ as /faya/, and so on

In addition to this is the insertion of the epenthetic or intrusive vowels [u] and [I] into syllables. The Izon language has the consonant-vowel structure. So most Izon speakers of English often insert an intrusive vowel into English to realize the CV structure in their local language. Thus, people /pi:pl/ is pronounced as /pipul/, button /bʌtn/ - /botin/ and so on.

Apart from the identifiable phonolinguistic interference at the segmental level, the Izon speakers of English also have interference at the suprasegmental level. In the first place, Izon language is a tonal and syllable-timed language which gives pitch prominence to every syllable of a word. This is contrary to English which is a stress-timed language and does not give equal prominence to every syllable but only to stressed syllables. So, the Izon speakers of English transfer the accent of the L1 into the L2. The effect of this accentual transfer is that their English speech lacks quality, becomes localized, unintelligible and can cause a communication breach.

Intonations are used in different languages to indicate intended meanings and emphases to utterances. So, every L2 speaker of a language should master and accurately use the stress, intonation and rhythmic patterns of the language for effective communication. O'Connor (1980) categorically states:

English intonation is English: it is not the same as the intonation of any other language. Some people imagine that intonation is the same for all languages, but this is not true. You must learn the shapes of the English tunes, and these may be quite different from the normal tunes of your own language; and you must learn the meanings of the English tunes, too because they are important....

According to Ogum (2000) as it is cited in Ken-Maduako (2004), “whatever we say is as important as how we say it. Except we say what we intend to say in the correct form, we run the risk of improper communication”. Stress misplacement is another endemic phonological problem among the Izon speakers of English.

It causes a bad pronunciation, bad grammar, and wrong meaning as the shifting of the stress automatically changes the word class and meaning of the word, making it contextually inappropriate (O'Connor, 90-91). Stress shifting is illustrated with the following words:

British English	Izon English
1. CHIna	SIna
2. COlleague	coLLEAGUE
3. CHAlledge	saLLENZE
4. sucCESS	SUCcess
5. PLAZa	plaZA
6. SALad	saLAD
7. JUDGEment	ZOZment
8. Money	moNEY
9. MArY	maRY
10. CHAMPion	SAMpion

Conclusion

Linguistic interference is an endemic sociolinguistic problem among L2 and Foreign Language (FL) speakers of a language and the IZONS are not an exception. It is a product of bilingualism. Phonological interference is the most glaring interference among L2 and FL speakers of a language and it has an adverse effect on communication in the target language. Phonological interference ensues because of the differences in the sound systems of the two languages in the linguistic repertoire of a bilingual.

It is hereby suggested that the instrumental or laboratory phonetics

which is the use of machines such as spectrograms, platograms, tape recorders, among others that will expose the L2 learners of English to native speakers and the audio-lingual teaching method which is the use of such audio-visual aids for language teaching and learning should be employed for effective teaching and learning. English is not a just a subject in itself but an integral part of everyday life, of every branch of knowledge. So, a poor performance in English leads to a general fall of our educational standard.

It is also recommended that both teachers and students should take English seriously as it is the barometer to measure the quality and quantity of education one attains. The government should build and equip language laboratories and libraries in schools and colleges, provide conducive teaching/learning environments, introduce the ICT in the school curriculum as well as integrating it with teaching and learning, training and retraining of teachers as no nation can rise above the knowledge of its teachers and promptly paying salaries of teachers and lecturers as well as giving grants for language research. Finally teachers should be innovative – constantly aiming at self-improvement in their profession.

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CONTEXT AND STYLE IN PROVERBS: AN INSTANCE OF SYMBOLS IN BABATUNDE'S POETRY

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Abstract

This paper examines the relevance of symbols as a form of stylistic elements employed in the codification of the selected proverbs in Babatunde's *The Valley of Vision*. This is motivated by the paucity of scholarly studies on symbols in proverbs in Yoruba culture. Data for the study comprises of thirty five symbols selected randomly in the thirty selected proverbs used in the text. These were sampled and analysed, using insight from Systemic Functional Linguistics (SFL) and concept of symbolism. The paper reveals that symbols in the proverbs in *The Valley of Vision* are of three types: primary, secondary, and tertiary types of meaning. These are characterized by literary function, contextual usage and interpretation tightly stricture within the text. Each of the symbols is psycho-social actions which express features such as inference, shared cultural knowledge and shared situation knowledge among human beings and other ecological elements. It is observed that the selected entries show that the relationship that occurs between human beings and other ecological elements is interdependent. It concludes that the functional and aesthetic aspects of proverbs found in *The Valley of Vision* shed more light into the hidden interpretations of some vital Yoruba proverbs.

Keywords: context, style, symbols, proverbs, meaning

Introduction

Context and style in proverbs have been used to instantiate meaning in poetry. Proverbs are open to contextual interpretations especially when they appear in discourses, they are ornaments of discourses which are meant to inform, summarize, accentuate, garnish, and embellish expressions whether in oral or written genre. The use of proverbs in discourse has been examined in relation to political, economic, literary, religious and social discourse. However, little attention has been given to the use of symbols in proverbs in poetry. The paucity of data in relation to this informed the scholarly effort of this paper which seeks to examine the concepts of style and context as symbolic codes in Babatunde's poetry; *The Valley of Vision*. Symbolic representations as described by Wales (1989:445) show that symbol is a sign whether visual or verbal, which stands for something else within a speech community. It is identified by a speech community within social and cultural contexts. It demonstrates the collective knowledge of given culture and the structural contexts of the environment. Thirty five symbols were selected,

these are analyzed through Systemic Functional Linguistics as a form of stylistic theory and the concept of symbolic interpretation.

Systemic Functional Linguistics is a linguistic theory developed by Halliday (e.g. Halliday, 1966, 1967-68; Halliday & Hassan, 1976; Halliday & Matthiessen, 2004). This theory has its central idea in the Prague School of Linguists. SFL has two theoretical concepts which are system network and three metafunctions of language. A System network is the interconnection between paradigmatic and syntagmatic relationships. System specifically refers to a set of linguistic items which stand in opposition to another in a way that they offer choices. And the three metafunctions of language are for ideational, interpersonal and textual. The choice of these symbolic words is the combination of both paradigmatic and syntagmatic relation.

The Valley of Vision: A brief bio-data sketch of the author

The author of *The Valley of Vision*, S. T. Babatunde, falls within the group of Modern Nigerian poets whose creative sensibilities have been shaped and sharpened by the socio-political realities that the country is grappling with at the moment. The author is an intellectual of the Yoruba extraction. Due to his endowed sensitive mind, most of his poems in *The Valley of Vision* arose from specific socio-political situations of his environment, Nigeria. Babatunde believes that creativity which is the root of intellectualism is the best solution to human problems. Babatunde is now a professor of English at the Department of English in the University of Ilorin. His book *The Valley of Vision* is his first collection of poems, published in 1999. The poetry is divided into five sections which are; Dawn Chant, Meditations, Departures, Misted Call, and Populous Solitude. The thematic foci of his poetry centre on the socio-political reality of Nigeria, and Africa at large. His thematic concerns can, therefore, be viewed from the perspective of reaction of pre-1999 political events. For instance, Babatunde displays in his poetry the symbol of cockerel as the announcer of democratic government shortly after military rule in Nigeria. It thematises the relationship between human being and other ecological elements. Such thematic contexts only depict the socio-political events in the political history of Nigeria. However, there will be no demarcation of these subdivisions in our analysis. The symbols were picked randomly from the proverbs used in the poems found in the five sub segments.

Proverbs and Symbolism

When proverb is not symbolic then it is not a proverb. Wales (1989:445) defines symbol as a sign whether visual or verbal, which stands for something else within a speech community. Every Yoruba proverb has its own literal interpretation from which an obligatory extension of meaning is inferred. This is the essence of symbolism in proverbs. A symbolic interpretation is a level of meaning analysis which most of the time is culture specific. Proverbs have been critically examined and explained by different scholars, such as

Finnegan (1970), Finnegan (1994), Alabi (2000), Adedimeji (2003), Yusuf and Methangwane (2003), Odebunmi (2006).

Finnegan (1970) discusses the significance and concept of the proverb, form and style, content, occasions and functions; she specifically made reference to Jabo, Zulu and Azande proverbs which she explored as an aspect of "Oral literature". Yusuf (1998) approaches proverb from a sociological view point, he sees proverb as a short repeated witty statement or set of statements of wisdom and experience which is used to further ends. Here, 'further ends' means contextualization of proverbs as discourse strategy. This discourse strategy is what Alabi (2000:215-230) observed in the five plays of Olu Obafemi, she highlights the forms and functions of proverbs found in the plays. Alabi identifies three groups of proverbs which are: proverbs that echo existing Yoruba proverbs; which aim at freshness, reducing the boredom of encountering everyday proverbs, the second set of proverbs are those that are garnished by rhetorical elements such as unusual collocates, parallel structures, anastrophe, L_1 lexeme, ellipsis, and parenthesis, the third one comprises proverbs that sparkle in translation "with vivid imagery of L_1 and its culture. All the stylistic features Alabi (2000) discovers in the five plays of Olu Obafemi are also present in the *The Valley of Vision* but our focus is on how symbols reinforce meanings in proverbs. This is done through random selection of thirty five symbols in thirty selected proverbs in the poems – *The Valley of Vision*. Details of this will be showcased in our methodology.

Similar to Alabi (2000), Adedimeji (2003) analyses proverbs from the perspective of semantics and pragmatics. He uses these two theories to examine how proverbs are employed in reinforcing meaning. In his work he uses two classical and prominent literary texts which are Achebe's *Things Fall Apart* and Ola Rotimi's *The Gods are not to Blame*. Ours is to use symbols to reinforce meaning as forms of stylistic device. Yusuf and Methangwane (2003:408) define proverbs as 'relatively short expressions, which are usually associated with wisdom and are used to perform a variety of social functions'. Yusuf and Methangwane (2003:408) do not list the social function of proverbs in their definition of proverbs, however, Finnegan (1994:36) explains and lists the functions of proverbs within the context of African domain. As Finnegan offers, proverbs do 'occur on all occasions when language is used for communication either as art or as tool [...] Proverbs are used in oratory, counselling, judging, embellishing speeches and enriching conversations. Odebunmi (2006) explores the influential power of proverbs. This study is to project the symbols in Yoruba proverbs and explain the layers of meanings in such proverbial symbols within the ambiance of literary stylistics as the theory underpinning the work.

Methodology

Thirty five symbols have been selected from *The Valley of Vision* for the present study. The symbols were randomly selected from thirty proverbs, and all the thirty five symbols are analysed syntagmatically (structurally) and paradigmatically. All the symbols are nominal. From the syntagmatic relation, these nominal words are grouped into subjects, objects and objects of the preposition. The analysis is based on the selected symbols with reference to some verbal elements. The symbols are analysed with insight from, Halliday's Systemic Functional Grammar, Hyponymy, and Wales' definition of Symbolism. The symbols are given both surface and deep structural analysis, and the meanings observed in each of the thirty five symbols are grouped into three: primary meanings, secondary meanings and tertiary meanings. These symbols spread across animals, the parts of human beings, forest and forest resources, abstract concepts, geographical elements, objects and birds. Yoruba translations of the proverbs are in the appendix.

Analysis and Discussion of Data

All the symbols found in *The Valley of Vision* are open class words. Open class words are those which carry the majority of meaning in a language as opposed to closed (grammatical) words like determiners and preposition, however the closed class words serve as gum that link together open class words which give the meanings in the proverbs logical arrangement and directions. The only distributions of word class of open class found in the symbols are nominal. These symbols spread across animals, the parts of human beings, forest and forest resources, abstract concepts, geographical elements, objects and birds.

Syntagmatic Analysis

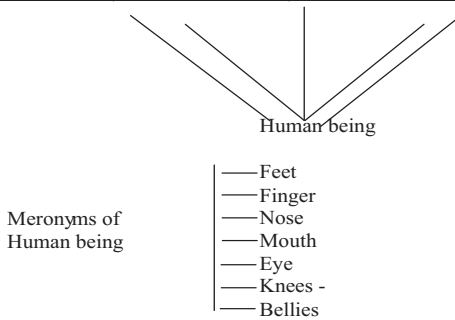
From the thirty five nominal symbols, it is found that nine animate nouns are at the subject position in the structure of the proverbs: [*Akalamagbo* (3), *Ologini* (4), *mouse* (6), *cockerel* (7), *owl* (8), *Agbe* (9), *wood cock* (10), *shark* (11), *kneel* (30)].

While only four inanimate nouns are found at the subjective position [*Iroko* (18), *bitter leaf* (20), *sweet potato* (21), *the balding plate* (31). From the above, it is discovered that *Iroko*, *bitter leaf*, *sweet potato*, and *the balding plate* have man-made qualification and action verb usage. These are demonstrated in the following: /*robust Iroko* (18), the bitter leaf scarcely sees/ *sweet potatoes/...lost* (21), *balding plate bears* (31). The foregrounding of unusual collocations of noun-verb agreement enliven and animate the data, this equally brings about the concept of personification, which in turn produce metaphor from which the concept of symbols emerges.

The above applies to all the data under study. This enlivenment positioned *Iroko*, *sweet potato*, *bitter leaf* and *balding plate* as AGENTS in the clausal structures in the proverbs.

Hyponymy Web

Geography	Forest	Birds	Animal	Objects
Dawn	Banana tree	Cockerel	Chameleon	Calabash
Darkness	Calabash	Owl	Elephant	Plate
Storm	Reed	Akalamagbo	Ologini	Black carems
		Agbe	Scavengers	
	Palm tree		Mouse	
			Goat	Mountain
	Iroko			Agidigbo
	Bitter leaf			Gbedu
Sea	Sweet potato			
Rain	Forest			
Sun				



From the above, an anthropocentric nature of human being is vividly portrayed through hyponymy and meronymy. Man uses his surroundings for what he likes, how he likes, where he likes, and when he likes. The poet uses all these lexemes to portray many concepts that are of importance and value to Africans.

Hyponymy brings to our knowledge the relation that holds between man and other ecological elements both biotic and abiotic which is that of interdependence. Babatunde teaches us that nothing stands alone through the use of hyponymy in his poems.

Meronym of human is portrayed here because naturally, human beings have no kind or types. The poet considers every human being to be equal in nature. Babatunde uses hyponymy and meronyms to decry and debunk the issues of tribalism and racism. All the thirty proverbs have no tribalistic undertone. Each of the parts in the meronyms above signifies human beings and their actions

L₁ Lexemes

3 Akalamagbo, 4 Ologini, 9 Akalamagbo 10 Agbe, 11 Aluko, 14 Gbedu, 19 Iroko,

L₁ lexemes are the words that are not translated to the second language. Here, they are not translated not because they are not translatable but to project originality, freshness and local colours in the Yoruba linguistic structures, the sum- total of these lexemes for analysis are seven. These words have been translated under the analysis below.

Variation of Meanings in Symbols

Wales (1989:445) defines symbol as a sign, whether visual or verbal, which stands for something else within a speech community, here we want to show and explain how symbols work in the Yoruba speech community, the explanation of symbols is predicated upon Wales' definition. The symbols below are motivated by the social-cultural contexts. They demonstrate collective knowledge of Yoruba culture and perception, that organize Yoruba group beliefs, some of these symbols can be realized in the structural context of their environment with other words while some are realized independently for example *cockerel*

in the Yoruba cultural milieu is a time keeper a chronometric function has no pragmatic import unless it is used textually, the sense in *cockerel* in sample 7 is determined by the sentence uttered, the identity of cockerel and its socio-cultural function in the real world of Yoruba is not for meat consumption alone *cockerel* is a symbol of time while *chameleon* has independent pragmatic import. Conventionally a person with inconsistent character could be called a *chameleon*. This emerged from the reflection on the way chameleon does change its colour according to the dictate of its environment. The proverbs realized here are the ones that were created from the existing ones. The poet restructures and contextualizes Yoruba proverbs for creative effect in this work. This is similar to what Alabi (2000:215-230) observed in the five plays of Olu Obafemi.

1. Terrestrial Animals

1. /I am the **chameleon**/ That walks the earth so gingerly/
And pleases them all with its colour/

Chameleon

Primary Meaning: A lizard that can change its colour to match the colours around it.
Secondary Meaning: The chameleon is looked upon from the viewpoint of its ability to change its colour. Colour change here appeals to being

deceptive.

Third Meaning: The poet lets us realize that political hypocrisy is undemocratic and a hypocrite is equal to the chameleon.

2. /I am the **elephant**/ The grass that falls under my feet/Shall feel the weight of the forest mountain/

Elephant

Primary Meaning: A very large grey animal with four legs, two tusks and a trunk.

Secondary Meaning: The largeness of elephant is stressed here to connote power and freedom.

Third Meaning: The slogan "the giant of Africa" which Nigeria is called is used here". That is democracy is giant in Nigeria as Nigeria is giant in Africa.

3. **Akalamagbo** does not fail/ To mark the passage of seasons/

Akalamagbo (Horn Bill)

Primary Meaning: A tropical bird with a very large beak.

Secondary Meaning: It means any periodic event that always marks the beginning or end of a historic period in a year.

Third Meaning: Akalamagbo, which is a seasonal bird, is compared to the people at the shrine of Oya, who come yearly to give their offers in Oya.

4. /And **Ologini** in his careful strides/ Always returns with tales/ Of joyful sojourn on its endearing tails/

Ologini

Primary Meaning: A small animal with four legs, it is often kept as a pet or used for catching mice.

Secondary Meaning: Anything or anybody that is sharp, skillful and perfect at something could be likened to a cat.

Third Meaning: The ritual offers compare themselves to Ologini the cat who normally returns with hunted mouse. What this means is that they too would return with good news from Oya shrine.

5. /The bitter-leaf scarcely sees/ The defacing mandibles of insects/ But the sweet potato/ Must always host **scavengers**/

Scavengers

Primary Meaning: These are the animals that eat anything they can find.

Secondary Meaning: This is related to anything or anybody who does not give issues

Third Meaning: second thoughts before embarking on them.
Both scavengers and insects as they are used in the text are synonymous to bad human beings.

6. /When death comes knocking/In hawk's murderous swoops/ The
mouse scrams to its little hole/

Mouse

Primary Meaning: A small funny animal with a long tail that lives in people's houses or no fields, and that looks like a small rat.

Secondary Meaning: The brave and oppressed ones who normally escape from the dangers of the oppressors by being quick and vigilant.

Third Meaning: This could be related to the riot scene where some always escape to their home.

2. **Birds**

7. /The **cockerel** bows to the day/With its chants of dawns/

Cockerel

Primary Meaning: A young male chicken

Secondary Meaning: Cockerel is used here as an announcer of the democratic dispensation. Cockerel: (young male chicken) is used here because then, in 1999 democracy was young in Nigeria.

Third Meaning: Cockerel here is synonymous with the social critics and the journalists who tell or inform people of power change.

8. /The **owl** hears the herald of the day/ And scurries into the black caverns/With its ominous dark deeds/

Owl

Primary Meaning: A bird with large eyes that hunts at night.

Secondary Meaning: This means those who hide in darkness or use that to do evil.

Third Meaning: Owl here mean the military men.

9. /**Agbe** forsake its camwood as it laments seasons passage/

Agbe (Blue Touraco/Musophagidae)

Primary Meaning: A common tits with a distinct blue crest on a black and white head.

Secondary Meaning: Agbe is a bird that is attached to blue colour and its colour is indetachable.

Third Meaning: Man forgets his beloved things at the expense of necessity and problem.

10. /But the **woodcock** does not forsake camwood/

Woodcock (Aluko)

Primary Meaning: Any game bird of the genus scolopat.

Secondary Meaning: It means what you cannot desist from, come what may.

Third Meaning: It is a way of commemorating the deceased about their inevitable situation.

3. **Aquatic Animals**

11. /The **Shark** does not yield/ To the flow of the sea/

Shark

Primary Meaning: A large fish with several rows of very sharp teeth that are sometimes considered to be dangerous to humans.

Secondary Meaning: Shark here connotes rigidity and agility.

Third Meaning: The shark connotes the poet's courage to live in the strange land.

12. /On the ocean/dread of **whales**/begets careful treading/

Whales

Primary Meaning:	A very large animal that lives in the sea and looks like a fish but it is actually a mammal.
Secondary Meaning:	Whales are all the people that destroy things because of their self-interest.
Third Meaning:	Whales here are the enemies of self-governance in Nigeria. We get to know this because Whales do a lot of havoc to boats on sea. Boat as used here means democracy.

4. Plants

13. /I am the **gbedu** tree/I can defy the blows of your storm/

Gbedu (African teak)

Primary Meaning:	An extremely durable timber highly valued for shipbuilding and other purposes, yielded by <i>Tectona grandis</i> (and <i>Tectona</i> spp.).
Secondary Meaning:	Gbedu can be used to connote anything that can stand in the position of resisting its enemy. Gbedu is resistant in nature.
Third Meaning:	Gbedu is used here to connote democracy that has become strong to both internal and external oppressions.

14. /I am the **banana** tree/ I can parade my fresh plumpness/ In front of your desperate carver/

Banana

Primary Meaning:	The tree of a long curved tropical fruit with a yellow skin.
Secondary Meaning:	Banana can be used to connote anything that can stand in the position of resisting its enemy.
Third Meaning:	Banana is used here to connote democracy that has become strong to both internal and external oppressions.

15. /I am the **calabash**/I won't pay homage at the bed of your sea/

Calabash

Primary Meaning:	A large tropical fruit with a shell that can be dried and used as a bowl.
Secondary Meaning:	Calabash can be used to connote anything that can stand in the position of resisting its enemy.
Third Meaning:	Calabash is used here to connote democracy that has become strong to both internal and external oppressions.

16. /I am not the **reed**/ Tossed by the whims of your tide/

Reed

Primary Meaning:	This is the type of tall plant like grass and it grows in wet places.
Secondary Meaning:	Reed here is used to refer to a powerless person or that thing that is not capable of resisting something or somebody.
Third Meaning:	This simply means the powerless force that is not capable of resisting the strong forces of democracy.

17. /I am the **palm tree**/I grow steadily to caress the clouds/To defy your terrestrial dwarfing roof/

Palm tree

Primary Meaning:	A tropical tree, which typically grows near beaches or in deserts, with a long straight trunk and large pointed leaves at the top.
Secondary Meaning:	The palm tree is a symbol of strength, development and growth as well as independence.
Third Meaning:	The palm tree is used here to connote democracy. The poet uses palm tree to philosophise the level of development that will come to stay in Nigerian democratic dispensation.

18. /The straight and robust **iroko**/ Seldom ages in the forest/

Iroko; (African Teak/Cholopora Excela)

Primary Meaning:	The fresh sapwood is often yellow. The heartwood varies from greenish to nut-brown, becoming dark-chocolate or red-brown
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- at time. It is hard and durable and thus, ant proof. It is mostly used for making furniture.
- Secondary Meaning:** Iroko can be used to stand for anything that is strong and we can also use the Iroko to refer to a highly principled and critical mind.
- Third Meaning:** The poet relates the usefulness of the departed souls to the Iroko and also equates them in such a way that good things and people never last.
19. /The straight and robust iroko/ Seldom ages in the **forest**/
Forest
 A large area of land that is thickly covered with trees.
Primary Meaning: Forest as it is used can be compared to any human society that is densely populated.
Secondary Meaning: Forest here means the habitat of human beings while Iroko as in above symbolises the gems who died untimely at their prime ages.
Third Meaning:
20. /The **bitter-leaf** scarcely sees/ The defacing mandibles of insects/ But sweet potato/Must always host scavengers/
Bitter Leaf
 It is a plant that has a strong taste like that of black coffee without sugar.
Primary Meaning: Bitter leaf means the bad people, those that are not relevant in life.
Secondary Meaning: That is tragic not always happen to the bad ones.
Third Meaning:
21. /The bitter- leaf scarcely sees/ The defacing mandibles of insects/But **sweet potato**/ Must always host scavengers/
Sweet Potato
 A tuber plant that looks like red potato, it is yellow inside and tastes sweet.
Primary Meaning: Here, sweet potato refers to any man that is good and kind.
Secondary Meaning: Sweet potato in this context means good and kind people. Both are regarded to have something in common that is beneficial to human kind
Third Meaning:
5. **Weather**
22. / The cockerel bows to the day/With its chants of **dawns**/
Dawn
 The time as the beginning of the day.
Primary Meaning: Dawn is used here to connote the early period of democracy which is the time this work of poetry was published (1999).
Secondary Meaning: Dawn here is related to the new crop of politicians as well as democracy itself.
Third Meaning:
23. /From the blinding cover of **darkness**/It is dawning/
Darkness
 This denotes a place or time when there is no light.
Primary Meaning: Darkness here is related to evil and the evil doers.
Secondary Meaning: This connotes the military men and the military periods.
Third Meaning:
24. /in **storm**/unborn possibilities/sustain sailing/
Storm
 A period of very bad weather when there is a lot of rain, strong winds and of lighting.
Primary Meaning:

Secondary Meaning:	These are the enemies of progress.
Third Meaning:	These are the enemies of democracy.
	25. /The shark does not yield/To the flow of the sea / Sea
Primary Meaning:	The large area of salty water that covers much of the earth's surface.
Secondary Meaning:	An authority that cannot control or be controlled.
Third Meaning:	In spite of the fact that the poet is in the midst of powerful people in a far away land, yet he does not yield to their commands.
	26. When provoked by rain and sun/ The naked mountain remains unruffled/ Rain
Primary Meaning:	Water that fall in small drops from clouds in the sky.
Secondary Meaning:	An authority that cannot control or be controlled.
Third Meaning:	In spite of the fact that the poet is in the midst of powerful people in a far away land, he does not yield to their commands.
	27. /When provoked by rain and sun /The naked mountain remains unruffled/ Sun
Primary Meaning:	The large bright thing in the sky that gives us light and heat, and around which the earth moves.
Secondary Meaning:	An authority that cannot control or be controlled.
Third Meaning:	In spite of the fact that the poet is in the midst of powerful people in a far away land, he does not yield to their commands.
6. Human Beings	
	28. /When the wrong finger becomes /The pacifier for an itching nose Wrong finger
Primary Meaning:	The bad one among five long thin parts on your hand, not including your thumb.
Secondary Meaning:	The wrong finger signifies the wrong choice of a thing or person.
Third Meaning:	When something or somebody that is fit for a post or thing is not chosen, the person or thing that is chosen or selected is a wrong finger.
	29. / When the wrong finger becomes /The pacifier for an itching nose / Itching Nose
Primary Meaning:	The nose that feels irritation is an itching nose.
Secondary Meaning:	It means an affected area.
Third Meaning:	Itching nose in the proverb signifies the affected people or place.
	30. /The kneel is adorned with a brodered cap/While the balding plate bears a load of salubata/ Kneel
Primary Meaning:	A joint made of two pieces hinged together.
Secondary Meaning:	Knee here means those who don't always know how to make use of their resources.
Third Meaning:	It is synonymous with the secondary meaning. Symbol (28) I highly contextual that your need to make reference to the Datum (21) at the appendix.
	31. /The kneel is adorned with a brodered cap/While the balding plate bears a load of salubata/ Balding plate

Primary Meaning: The plate that is bald.
Secondary Meaning: Having little or no hair on your head.
Third Meaning: The contextual meaning is that people are normally given the wrong choice.

32. /When **bony craniums**/Swollen bellies tell tales of hunger/
Bony Craniums

Primary Meaning: Part of the body that is very thin.
Secondary Meaning: Bony craniums simply mean the poor.
Third Meaning: It is similar to the secondary meaning.

33. /When bony craniums/**Swollen bellies** tell tales of hunger/
Swollen Bellies

Primary Meaning: A belly that is full because of disease.
Secondary Meaning: It simply means the rich.
Third Meaning: It has the same meaning with secondary meaning.

7. Things, Place and Events

34. /The owl hears the herald of day/And scurries into the **Black Caverns**/With its ominous dark deeds
Black Caverns

Primary Meaning: Black Caverns are large dark caves.
Secondary Meaning: Black Caverns may mean the cult shrines.
Third Meaning: It means the military barracks.

35. /and the optimism/of perseverance/inspired the welcome
feast/

Feast

Primary Meaning: A large meal for a lot of people to celebrate a special occasion.
Secondary Meaning: This stands for ceremonial gatherings. It helps to cement communal harmony among people.
Third Meaning: These are all sorts of activities that go with democracy.

Conclusion

The study investigated the process by which symbols in *The Valley of Vision* reinforced meaning through proverbs by examining their contexts and styles. These symbols spread across animals, the parts of human beings, forest and forest resources, abstract concepts, geographical elements, objects and birds. The poet characterized the concepts of nature to enliven them as representation of human beings and their activities. The work showcased human beings as anthropocentric that make use of ecosystem for their purposes. At the surface level, the symbols stand for non-human beings but at the deep level of meaning they represent human beings and their actions in various forms and different levels. This is possible as a result of relationship of resemblance or equivalence between human beings and surface structures of the proverbs from which explanations and extrapolation of layers of meanings are deduced. All the symbols refer to human being as a superstructure

The primary meanings in all the symbols are context free; they are dictionary meanings which are semantic in nature, while the secondary and tertiary meanings are pragmatic implied. The difference between secondary and tertiary meanings is that secondary meanings of symbols are within the context of proverbs as independent tools while the tertiary meanings of symbols are stricture intra-textually that is within the poems. Following the trend of opinion Black (2006:134) has about symbolism in her concluding section, symbolism like irony and some other pragmatic strategies, presents difficult interpretative problems. Symbol relies to a large extent on the encyclopedic knowledge of readers approaching the texts. There is also the need for the reader to decide that something

in the text has been over encoded and thereby drawing attention to itself in such a way as to trigger a possible interpretation. Symbols are used to arrive at a richer meaning than we could attain without them. Symbols are the functional and aesthetic aspects of proverbs as found in *The Valley of Vision* that help to shed more light or meaning of the hidden interpretations of some vital Yoruba proverbs.

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Appendix

Translation of Yoruba Proverbs in the Data

The type of translation here are borne out of the creativity of the existing ones; they are not word for word translation

1. /I am the **chameleon**/That walks the earth so gingerly/ And pleases them all with its colour/Aso alaso loga dabora
2. /I am the **elephant**/ The grass that falls under my feet/Shall feel the weight of the forest mountain/ Itakun to ni ki erin ma wodo toun terin niwon jonlo
3. /**Akalamagbo** does not fail/ To mark the passage of seasons/ Akalamagbo kii podun je
4. /And **Ologini** in his careful strides/ Always returns with tales/ Of joyful sojourn on its endearing tails/ Ologini tajode ekute ile epara
5. /The bitter-leaf scarcely sees/ The defacing mandibles of insects/ But the sweet potato/ Must always host **scavengers**/ Owo epo lomo araye bani n la won kii bani lawo eje
6. /When death comes knocking/In hawk's murderous swoops/The **mouse** scrams to its little hole/ Tati were ni tekute ile
7. /The **cockerel** bows to the day/With its chants of dawns/ Bi akuko ba gbon pa iye e ala
8. /The **owl** hears the herald of the day/ And scurries into the black caverns/With its ominous dark deeds/ Osika tan tese monrin
9. /**Agbe** forsake its camwood as it laments seasons passage/ Iran Agbe lolaro
10. /But the **woodcock** does not forsake camwood/ Iran Aluko lo ni osun
11. /The **Shark** does not yield /To the flow of the sea/ Iran eja loni ibu
12. /On the ocean/dread of **whales**/begets careful treading/ Agbami laye
13. /I am the **gbedu** tree/I can defy the blows of your storm/ kosi nkan ti ategun fefi igi gedu se
14. /I am the **banana** tree/ I can parade my fresh plumpness/ In front of your desperate carver/ kini gbedo gbedo fefi igi ogede gbe
15. /I am the **calabash**/I won't pay homage at the bed of your sea/ Igba nil eke omi
16. /I am not the **reed**/ Tossed by the whims of your tide/ Efufu lele ni dari igbe solonga solonga
17. /I am the **palm tree**/I grow steadily to caress the clouds/To defy your terrestrial dwarfing roof/ Opekete n dagba inu adamo un baje
18. /The straight and robust **iroko**/ Seldom ages in the forest/ Igi toto o pe n gbo
19. /The straight and robust iroko/ Seldom ages in the **forest**/ Igi toto o pe n gbo
20. /The **bitter- leaf** scarcely sees/The defacing mandibles of insects/But sweet potato/Must always host scavengers/ Owo epo lomo araye bani n laa won kii bani la te je
21. /The bitter- leaf scarcely sees/The defacing mandibles of insects/But **sweet potato**/Must always host scavengers/Owo epo lomo araye bani n laa won kii bani la te je
22. /The cockerel bows to the day/With its chants of **dawns**/ Bi akuko ba ko iye ala
23. /From the blinding cover of **darkness**/It is dawning/ Ninu ikoko dudu leko funfun ti n jade wa
24. /in **storm**/unborn possibilities/sustain sailing/ Agbami aye lawa
25. /The shark does not yield/To the flow of the **sea**/ Iran eja loni ibu
26. /When provoked by **rain** and sun/The naked mountain remains unruffled/ Oke gboin gboin, gboin gboin lo ke
27. /When provoked by rain and **sun**/The naked mountain remains unruffled/ Oke gboin gboin, gboin gboin lo ke
28. /When the **wrong finger** becomes /The pacifier for an itching nose / Ika to to simu lafin remu

29. /When the wrong finger becomes /The pacifier for an **itching nose** / Ika to to simu lafin remu
30. /The **kneel** is adorned with a brodered cap/While the balding plate bears a load of salubata/ Eni to lori ko ni fila eni to ni fila ko lori
31. /The kneel is adorned with a brodered cap/While the **balding plate** bears a load of salubata/ Eni to lori ko ni fila eni to ni fila ko lori
32. /When **bony craniums**/Swollen bellies tell tales of hunger/ Boti wa labata lowa ni gbanja
33. /When bony craniums/**Swollen bellies** tell tales of hunger/ Boti wa labata lowa ni gbanja
34. /The owl hears the herald of day/And scurries into the **Black Caverns**/With its ominous dark deeds/ Osika tan tese morin
35. /and the optimism/of perseverance/inspired the welcome **feast**/ Ajoje ni du

STUDENTS' PERCEPTION OF LEARNING ENGLISH LANGUAGE THROUGH LITERATURE: A CASE STUDY OF HND 1 STUDENTS, ABIA STATE POLYTECHNIC, ABA

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Abstract

In the polytechnic education in Nigeria, literature is embedded in the Use of English and Business Communication curricula. Literary texts are used in teaching English grammar and Communication in English courses. While this approach appears suitable to lecturers, most of whom are experts in both Use of English and Literature, the students, especially those in the polytechnic seem not to see the need of embedding literature in the Use of English or Communication skill curriculum. This paper, therefore, x-rays students' perception of the learning of English language via Literature at Abia State Polytechnic, Aba. The aim is to determine to what extent students benefit in language proficiency through literature; the genre of literature that most enhances their individual proficiency; what problems they encounter and their implications for English language skills acquisition. This study used a questionnaire that sought responses from the respondents. 400 students of the 2013/2014 HND 1 students of Abia State Polytechnic, Aba formed population of the study. The analysis of data collected was carried out through simple percentage followed by discussion of the findings, and recommendations.

Introduction

The acquisition of English language skills through interaction with literary texts is fast becoming more of the rule than the exception. The behaviourists believe that success or otherwise in acquiring a target language depends largely on the behaviour of the learners, that is, on their readiness to copy the speech habits of native speakers of the target language. They make up the proponents of the audio-lingual method of language acquisition that held sway in the period spanning the 50's and 60's. This pattern practice offers the learner of a second language the most effective strategy to attain a high level of proficiency (Hutchinson and Waters, 1987). To the cognitive theorists, language skills acquisition is contingent upon natural mental endowments of

the individual language learner. This means that it is the person's ingenuity, creativity and other in-born traits that enhance their ability to learn a language, and not necessarily environmental and social factors (Chomsky, 1980).

The sociolinguistic theorists are of the view that person-to-person communication that exists among people while they work, play or spend time together is the most important factor that determines proficiency in a particular language. To achieve this, new and different ways and strategies of ensuring that the learner understands and speaks the target language must be applied. This is where language skill acquisition through literature or literary texts comes in. This is because sociolinguists encourage the principle of immersion. This means that for every second language learner to become proficient, they have to become part and parcel of the culture of the target language. Literature which demonstrates language in action is one of the means the language learner is exposed to sufficient data.

The learner of English language through literature is immersed in the social interactions involving the characters they read about in poetry, prose and drama. In order to be properly guided by the sociolinguistic principles that aid the understanding of and the speaking of a second language, the learners must be exposed to sufficient data through social interaction with other speakers of the target language and other mediums of language use such as novels, drama, music, etc. It has been observed that insufficient data in the learner's lexicon resulting from poverty of stimulus is among the challenges the second language acquirer faces (Cook and Newson, 2007). Therefore, interaction with others through characters, dialogues, conversations and other communication exchanges in the second language being learned doubles the chances of success.

Nnolim (2008:68) asks: "What has literature done for Nigeria, for instance? Why does it deserve a place in the scheme of things in our educational system?" In answering the above questions, he extols the achievements of Nigerian literary giants and concludes by saying that "They have done this by bending, twisting, and proverbialising the English language or revealing the innate wealth of our vernacular languages"(69). These twisted or bent English language expressions have been referred to variously. Agbada (1998:160) says:

By 'Nigerianisms' one is referring to those expressions that have developed in Nigeria owing to the failure or inability of the English language to adequately represent certain Nigerian peculiarities, at least, as neatly as Nigerian speaker of English would have wished.

According to Williams (1999:5):

The learner's mastery of the sound system can be enhanced...in poetry, and with dialogue in drama. His use of vocabulary, idioms, and syntactic structure can be improved through exposure to the best models of contemporary prose fiction and non-fiction. Literature has a definite place in second language teaching [and learning].

The above is true considering the fact that in the course of using literature to teach or learn, both speaking and listening skills are developed in addition to reading. It encourages the practice of one skill reinforcing the other simultaneously. Therefore, learning English language through literature offers the learner the opportunity not only to acquire the Standard English skills, but also to make up for their deficiency in accommodating local peculiarities.

It has been established that sociolinguistic theory prescribes that better second language skills acquisition is best attained through social interaction. For literate language users, literature is one of the mediums to engage in social interaction with other language users hence this paper aims to determine to what extent students benefit from literature as regards language proficiency; the genres of literature that best enhances their individual proficiency, what problems they encounter, and their implications for English language skills acquisition. This paper uses as its sample population the 2013/2014 HND 1 students, Abia State Polytechnic, Aba, Abia State. To this end, responses to the under-listed items in the questionnaire were sought:

1. Which indigenous language do the respondents use?
2. Which genre(s) of literature do they prefer to study?
3. What informs their choice of a particular genre or branch of literature?
4. What kind of authors, playwrights and poets do the respondents prefer?
5. What bottlenecks do the HND1 students, Abiapoly encounter as they learn English language through literature?

Research Method

Sampled Population

A total of 400 respondents were selected for this study by random sampling out of 600 volunteers.

Instrumentation and Technique

Data for this study were collected through a five-item questionnaire, face-to-face conversation and observation. After assembling and collating the data, the respondents' responses were quantified using simple percentage formula.

Validity and Reliability of Instrument

The development and validation of the questionnaire was with strict adherence to language and literature experts' guidance. A total of 600 copies of the questionnaire were administered to only volunteers. In the end, a total of 400 were recovered.

Results and Discussion

Table 1: Showing Respondent's Indigenous Language

<i>Language</i>	<i>Number of Respondents</i>	<i>Percentage of Respondents</i>
Igbo	200	50%
Efik/Ibibio	40	10%
Ikwerre	40	10%
Ijaw	30	7.5%
Hausa	20	5.0%
Yoruba	20	5.0%
Itshekiri	15	3.75%
Edo	15	3.75%
Igala	7	1.75%
Nupe	7	1.75%
Ffulde	6	1.5%
Total	400	100%

Table 1 shows that the three ethnic languages of Efik/Ibibio, Ikwerre and Ijaw sharing borders with Igbo (the host ethnic language) have the highest number of respondents. These are followed by respondents belonging to the other two major ethnic languages in Nigeria (Hausa and Yoruba) with 5.0% apiece. The rest are those belonging to the Itshekiri, Edo, Igala, Nupe, and Ffulde with 3.75%, 3.75%, 1.75%, 1.75%, and 1.5% respectively. It should be noted that the location of Abia State Polytechnic in Aba, arguably the commercial nerve centre of the Igbo-speaking Nigerians, accounts for the very high percentage of 50 for the indigenous Igbo-speaking respondents. The high number of respondents from the Efik/Ibibio, Ikwerre, and Ijaw ethnic languages could be attributed to the proximity of the states of Cross-River, Akwa Ibom, and Rivers, in which these languages are spoken,

to Abia State where Abiapoly is located. The considerable 20% for Hausa and Yoruba-speaking respondents and the others which are distant from Abia State could be because of the presence of federal parastatals and giant private sector establishments. The conclusion is that proximity plays a big role in students' choice of institutions for higher learning and the universality of English as lingua franca in Nigeria ensures equal learning opportunity. It becomes very expedient to find out what genres of literature the respondents prefer to study as part of the Use of English courses.

Table 2: Showing which Genres of Literature most often preferred for Study

<i>Genre of Literature</i>	<i>Number of Respondents</i>	<i>Percentage of Respondents</i>
Prose	220	56%
Drama	145	36.25%
Poetry	35	8.75%
Total	400	100%

Table 2 indicates that 56% of the respondents accepted preferring prose to other genres of literature. 36.25% indicated they preferred drama thereby leaving the remaining 8.75% for the respondents that preferred poetry. The unexpected part of this result is that majority of the respondents indicated preference for prose which is considered to be more voluminous, time and energy-consuming. The result also indicated that only a paltry 8.75% indicated their choice for poetry. This result is significant in view of the fact that, as second-language learners, they preferred the relatively more straightforward language of prose (novels) to the flowery, ornate and ambiguous diction and imagery of poetry.

Table 3: Respondents' Reasons for Preferring Prose

<i>S/N</i>	<i>Reasons</i>	<i>Number of Respondents</i>	<i>Percentage of Respondents</i>
1	It builds vocabulary.	100	45.45%
2	It teaches syntax.	80	36.36%
3	It offers variety.	20	9.09%
4	It makes for easy reading.	20	9.09%
Total		220	99.99%

Table 3 shows the numbers and percentages of the respondents that shared a specific reason. Those students who said they preferred prose because it helps to build and improve their personal vocabulary and that it teaches syntax topped the table with 45.45% and 36.36% respectively. In a descending order, the other responses are: it offers variety (9.09%); and it makes for easy reading (9.09%). The result in the table above shows that the subjects are more interested in vocabulary development and in improving on their sentence constructions.

Table 4: Respondents' Reasons for Preferring Drama

<i>S/N</i>	<i>Reasons</i>	<i>Number of Respondents</i>	<i>Percentage of Respondents</i>
1	It improves dialogue skills.	62	42.75%
2	It aids quick reasoning.	43	29.6%
3	It teaches interjection.	26	17.93%
4	It teaches the use of short sentences.	13	8.96%
Total		145	99.24%

Table 4 shows that those who prefer drama because it improves dialogue or conversational skills constitute 42.75% closely followed by 29.6% for those whose reason is that it aids quick reasoning. 17.93% and 8.96% represent those whose reasons are that drama teaches interjection and that it teaches the use of short sentences respectively. The various reasons given for choosing drama point to an obvious fact that drama enhances speaking and listening skills or the interpersonal communication skills with its automatic feed-back system.

Table 5: Respondents' Reasons for Preferring Poetry

<i>S/N</i>	<i>Reasons</i>	<i>Number of Respondents</i>	<i>Percentage of Respondents</i>
1	Enhances mastery of the sound system.	15	42.8%
2	It improves summary/ word economy skills.	10	28.5%
3	It teaches the use of adjectives for description.	8	22.8%
4	It is melodious.	2	5.7%
Total		35	99.8%

42.8% said poetry enhances their mastery of the English language sound system followed by 28.5% who indicated it improved their summary/word economy skills. While 22.8% said poetry teaches them description through the appropriate use of adjectives, 5.7% said it is melodious. The implication here is that such elements of poetry as assonance, end rhyme, alliteration, and so on still stimulates students' interest which might result from their vital role of enhancing teaching and learning of phonetics/oral English. While studying poetry could enhance one's ability to write précis/summary exercises, the knowledge gained from the imagery, symbolism and other mental pictures can be transferred to descriptive essay skills in English language.

Table 6: Respondents' Author Preference

<i>Brand of Literature</i>	<i>Number of Respondents</i>	<i>Percentage of Respondents</i>
African-authored works set in Africa	158	39.5%
Foreign-authored words with local setting	142	35.3%
Foreign-authored words with foreign setting	70	17.5%
Onitsha Market literature	30	7.5%
Total	220	100%

Table 6 indicates that 39.5% accepted preferring African-authored literary works set in Africa. 35.5% indicated their preference for foreign or non-African-authored works that are set in Africa while 17.5% chose foreign or non-African-authored literary works that are set in Europe or outside Africa. Only 7.5% indicated interest in Onitsha Market literature. It should be noted that the gap between the number of respondents that prefer African-authored literary works that are set in Africa and those that chose Foreign-authored works with local setting is not very significant. It could be attributed to the fact that literature is mimetic. Therefore, members of any given society would always prefer to read about events or issues that are familiar and more understandable than alien ones.

This result also shows that 17.5% of the respondents accepted preferring foreign-authored works with foreign setting. This surprising result could be owed to the hard to wane impact of colonialism on Africans, and also, the tendency in man to explore the unfamiliar out of curiosity. Only 7.5% chose Onitsha Market literature. This could be on account of the fact that this brand of literature appeals mostly to the semi-literate audience. So, not many Nigerian pupils and students are exposed to it. This result is significant because irrespective of the fact that the setting for this kind of

literature is in Nigeria, it enjoys limited patronage among the respondents perhaps, because, as has been said before, most students buy and read mostly those books that aid them only to pass their examinations.

Hurdles Standing in the Way of Respondents in Learning English Language Skills through Literature

In face-to-face interaction with some of the respondents the researchers elicited the following information as being among the hurdles they face in the acquisition of English as a second language.

A. Psychological Factors

1. Most students accepted having inherited the poor reading culture bedeviling the Nigerian society.
2. Most of the students admitted having low self-concept in their ability to understand.
3. Some of the respondents admitted their inability to relate the lectures on literature to the acquisition of English language skills.
4. The respondents accepted having the wrong notion of literature as mere story telling.
5. Others accepted they had developed a phobia for the 'hard' language of poetry and Shakespearean works.

B. Logistic Factors

The factors below are based on the researchers' observation as teachers of English and literature.

1. There is dearth of experts in the field of literature.
2. There is scarcity of quality books and other relevant teaching aids.
3. Most libraries are ill-equipped.
4. There is also the problem of high cost of literary books.
5. The pirating of literary books is not helping matters.
6. Some of the respondents indicated the stealing of books as a major problem.

The above problems were spotted by 95.25% of the sampled population of 400 respondents. The respondents were at liberty to identify as many problems as possible covering areas such as the psychological and the logistic.

Conclusion and Recommendations

This study looked at students' perception of learning English language through literature. It was a case study of 2013/2014 HND1 students of Abia State Polytechnic, Aba, Abia State. It was carried out using a five-item questionnaire copies which were administered on 400 students. The findings in this study revealed the multi-lingual nature of the Nigerian society as proved by the different language groups of the respondents on table 1. The findings also show that while a paltry 8.75% indicated preference for the genre of poetry, a whopping 36.25% and 56% preferred drama and prose respectively. This finding puts a very big question mark on the quality of teaching, teachers and instructional aids in the area of poetry. This is because, in spite of the problem of poor reading culture and the phobia for written volumes as proved by item A(1) of the questionnaire, the respondents still preferred the 'voluminous' prose and drama to poetry. This further means that since the quality of teaching and learning carried out in Literature has an effect on the learning of English language skills, such areas as mastery of summary skills, the phonetics sound system of English language, and the power of imagination and description would continue to suffer a set-back. (See table 5).

Another finding in this study is that 39.5% and 35.5% indicated their preference for African-authored works set in Africa, and foreign-authored works with local setting. This shows that the two groups of respondents are similarly motivated by the issue of setting for the literary works or novels. This underscores the mimetic function of literature. Respondents (students) prefer the literature that reflects their society. In this way, it creates opportunities for the growth of Nigerianisms, that is, those expressions such as 'market women', 'motor park', that make up for the deficiency of English language. It also emphasizes the definition of African literature as that which authentically reflects the African setting and themes irrespective of the origin of the author, playwright or poet. Little wonder that only 17.5% preferred non-African authors with works set outside Africa. This implies that the colonial mentality has not totally been erased. The 7.5% for Onitsha Market literature points to two facts: that most respondents read literary works for examination purposes, and that this brand of literature does not feature in their curriculum. This implies that the quality of English language skills to be learnt plays a major role in the selection of set books for students (See table 6).

In conclusion, it is indeed very difficult to attain proficiency in second language learning without enriched lexicon and exposure to sufficient data. A situation in which students still shy away from the genre of poetry, which would help them experience words in their diverse meanings, because of linguistic considerations spells doom. The problem of poor

reading culture and preference for T.V. and internet browsing is not helping matters and puts a big question mark on parental orientation for their young children. However, the respondents' preference for literary works with African setting is a plus though. This is irrespective of the poor state of most libraries and the pirating of books of literature.

The following are, therefore, recommended:

1. The standard of English language teachers and instruction materials should be improved.
2. Subsidies for the purchase of literary books for students should be made available by Federal and State governments.
3. Reading should be made one of the compulsory subjects/courses.
4. The hurdles in the quest for the acquisition of English language skills through literature should form grounds for further research.
5. Other researchers should carry out similar researches for more specific recommendations.

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FACTORS INHIBITING THE USE OF ICT IN ELT IN SECONDARY SCHOOLS IN AGUATA EDUCATIONAL ZONE OF ANAMBRA STATE

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Abstract

The study investigated the factors that inhibit the teachers' pedagogical use of ICT in English language teaching in secondary school in Aguata educational zone of Anambra State. The study employed survey design. Questionnaire was used for data collection. Three research questions and two null hypotheses guided the study. The population consisted of 75 teachers of English in secondary schools in the zone. Purposive sampling was used. The research questions were analyzed using mean and standard deviation while the hypotheses were tested using t-test at 0.05 level of significance. The findings revealed among, other things, that most teachers of English possess basic knowledge in ICT and that most of the required ICT resources for English language teaching were lacking. It was concluded, among other things, that teachers of English do not utilize their knowledge of ICT in teaching due to lack of ICT facilities. The researcher, therefore, recommended that teachers should be provided with the resources.

Introduction

Pedagogy can be referred to as the teacher's strategy or style of instruction. It is the interactive process by which student's learning is mediated by teachers using a wide range of tools, (Nwosu and Azih, 2011). The tools according to the scholars include language, conceptual frameworks and artifacts such as books and computers which are continually developing and changing. Wertsch (1998) noted that it can empower them to do things beyond their capabilities. Cogill (2008) opined that pedagogy is a joint activity in which the learner has an active role. Thus, pedagogy can be viewed as the method used by a teacher in order to make teaching practical and efficient.

The emergence of ICT has brought the world closer and ICT has been the hub of globalization. The educational sector has benefitted immensely from ICT (Babalola and Tamiyu, 2012). Thus, ICT is a key resource for teaching students. Advancement in technology has affected the way things are done in various fields of study, including the English language teaching. Teachers of English are required to be computer literate. ICT and the internet

in particular provide language learners with the opportunity to use the language being learnt meaningfully. The introduction of ICT brought a new approach to language teaching and learning using Computer Assisted Learning (CAL). Quality CAL software provides yet another medium for language learning. At the moment, there are varieties of computer applications available on vocabulary, grammar, and pronunciation. Many ICT programmes have been developed for students' practice in English listening, speaking, writing and reading skills. Teaching and learning strategies according to Mahesh and Ritesh (2009) should move away from procedural tasks and memorizing professional standards to more conceptual and analytical teaching and learning.

Most of the researches on teachers' use of information and communication technology (ICT) in their teaching described low level of usage and minimal pedagogical change. A review of the factors affecting teachers' use of ICT by Mumtaz (2000) listed a number of inhibitors to teachers' use of ICT in ELT which includes: lack of experience with ICT, on-site support, lack of ICT specialist teachers, time access and financial support. Furthermore, Margret, Christina and Kate (1999), noted that the factors that motivate teachers to use ICT in teaching are perceived ability, level of resources available, their satisfaction - whether ICT in teaching is considered interesting and enjoyable, while the major negative factor identified as hindering them was difficulties experienced in using it.

Reporting the problems that hinder teachers in using ICT in classroom, Babalola and Tiamiyu (2012), noted that problems of quality and lack of resources hinder effectiveness of ICT in teaching English. Furthermore, teacher's lack of knowledge of ICT, scheduling computer time, insufficient copies of software, insufficient teaching time and lack of technical assistance contribute to lack of ICT usage by secondary school teachers.

According to Schiller (2003), personal characteristics such as educational level, age, educational experience, teaching experience and gender influence the use of ICT in teaching and learning activities. Most research showed that teaching experience can influence the successful use of ICT in classrooms (Wong and Li, 2005; Glordano, 2007, Hernandez - Ramos, 2005). Furthermore, Gorder (2005) noted that teachers' experience is significantly connected with their use of technology. However, Nieherhauser and Stoddart (2001) were of the opinion that teachers' experience in teaching does not influence their use of ICT in teaching. Thus, Back, Tong & Kin (2008) reported that experienced teachers are less ready to integrate ICT in their teaching than less experienced teachers.

The use of ICT by teachers can be said to be gender based. Voman and Van Eck (2001) noted that female teachers have low levels of computer

usage than their male counterparts due to their limited technology access, skill and interest. Hence, studies have revealed that male teachers use ICT more in their teaching and learning processes than the female teachers. (Kay, 2006). Kay further noted that male teachers had relatively higher level of computer attitude and ability before computer implementation but there was no difference between males and females with regards to computer attitude and ability after the implementation of the technology. Kay claimed that quality preparation on technology can help to lessen gender inequalities.

Children today are fundamentally different in the way they think, access, absorb, interpret, process and use information and in the way they view, interact, communicate in the modern world because of their experience with digital technologies. This holds profound implications for all teachers, especially the teachers of the English language in secondary schools. Teachers are to take advantage of students' digital preferences by modifying what they teach and how they teach it.

So far, there is no report on the pedagogical use of ICT in the teaching of the English language in secondary schools in Aguata educational zone of Anambra State. Therefore, the study sought to look into the factors that inhibit the teachers' pedagogical adoption of ICT in the teaching of the English language in secondary schools in the zone.

Purpose of the Study

The main purpose of this study was to determine the factors that inhibit the teachers' use of ICT in the teaching of the English language in secondary schools in Aguata educational zone of Anambra State. Specifically, the study sought to determine:

1. The basic knowledge of teachers of English in the use of ICT in Aguata educational zone of Anambra State
2. The ICT resources available for ELT in the schools
3. The problems that hinder the use of ICT resources in teaching English in the schools.

Research Questions

The following research questions guided the study:

1. What basic knowledge do teachers of English in Aguata educational zone of Anambra State have in the use of ICT?
2. What ICT resources are available for teaching English in the schools?

3. What problems inhibit the use of ICT resources for teaching English in the schools?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant difference in the mean ratings of male and female teachers of English in the schools in Aguata educational zone of Anambra State on the basic ICT knowledge they possess.

H₀₂: There is no significant difference in the mean ratings of experienced and non - experienced teachers on the use of ICT resources available in the schools

Methodology

A survey research design was used for the study. A four- point response item questionnaire was used to collect the data. The questionnaire options were Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The instrument was a thirty-item questionnaire which was made up of part A and B. Part A was on personal data of the respondents while part B contained the research questions.

The study was carried out in all secondary schools in the Aguata Educational Zone of Anambra State. The population of the study consisted of the 75 teachers that teach the English language in those schools. There was no sampling hence the whole population was used. 75 copies of the instrument were distributed but only 60 copies were retrieved and used for the study.

The research questions were analyzed using mean ($\bar{x}$) statistics with standard deviation (SD), while the hypotheses were tested using t-test at 0.05 level of significance. The mean score for decision making was 2.5. Items with a mean of 2.5 and above were accepted while items below 2.5 were rejected.

Results

Research Question I: What basic knowledge do teachers of English in Aguata educational zone have in the use of ICT?

Table 1: Basic ICT knowledge possessed by teachers of English in Aguata educational zone of Anambra State.

S/N	Basic competence in the use of ICT	N	$\bar{x}$	SD	DEC
1.	Type information on the computer	60	3.817	.3902	Accepted
2.	Assess information on the saved document	60	3.583	.4972	Accepted
3.	Ability to save and assign file names to documents	60	3.600	.558	Accepted
4.	Ability to delete and correct spellings in the computer	60	3.550	.6993	Accepted
5.	Ability to print the correct document	60	3.517	.6507	Accepted
6.	Storing and retrieving of document	60	3.483	.8335	Accepted
7.	Adjusting margins and centering texts	60	3.083	.6496	Accepted
8.	Creating document from stored paragraph	60	3.183	.9112	Accepted
9.	Ability to assess and use document from the internet	60	3.550	.6993	Accepted
10.	Ability to shutdown the computer	60	3.462	.4798	Accepted

Table I showed that the teachers of English in the schools possessed the basic ICT knowledge as listed in the table. This is because all the means derived from each response item was above 2.5.

Research Question 2: What ICT resources are available for use in the schools?

Table 2: ICT resources available for use in the schools

S/N	ICT resources available for use in schools	N	$\bar{x}$	SD	DEC
1.	Desktops	60	3.117	.8653	Accepted
2.	Laptops	60	2.417	.9618	Rejected
3.	Power point projector	60	2.350	.0222	Rejected
4.	Visualizes	60	2.200	.9880	Rejected
5.	Printers	60	3.200	.8982	Accepted
6.	Internet facilities	60	2.283	.9583	Rejected
7.	CDs containing English lessons	60	2.350	.10386	Rejected
8.	Web Cams	60	2.116	.9998	Rejected
9.	Digital cameras	60	2.000	1.1304	Rejected
10.	Interactive whiteboards	60	2.367	8.726	Rejected

The results in table 2 showed that desktops and printers were the ICT resources available for use to teachers of English in the secondary schools. They yielded means of 3.1 and 3.2 with standard deviations of .8653 and .8982 respectively. The other items like laptops, power point projectors, visualizes, internet facilities, CDs containing English lessons, webcams, digital cameras and interactive whiteboards were not available for use to teachers of English in the secondary schools.

Research Question 3: What are the problems that inhibit the use of ICT resources by teachers in the schools?

Table 3: Factors that inhibit the use of ICT resources by teachers in the schools

S/N	Factors that hinder the use of ICT	N	$\bar{x}$	SD	DEC
1.	Lack of ICT resources	60	3.700	.6189	Accepted
2.	Lack of teachers' digital literacy	60	3.500	.8335	Accepted
3.	Power fluctuations	60	3.133	.0328	Accepted
4.	Lack of confidence in using ICT equipment	60	2.559	1.0474	Accepted
5.	Lack of technical support	60	2.550	1.1850	Accepted
6.	Perceived usefulness of ICT resources	60	3.083	.9818	Accepted
7.	Time constraints	60	2.800	1.1169	Accepted
8.	Classroom culture	60	2.516	1.122	Accepted
9.	Enthusiasm	60	2.550	1.1850	Accepted
10.	Lack of ICT equipment accessibility	60	2.616	1.945	Accepted

The results in table 3 showed that the respondents agreed that all the problems listed in the table hinder the use of ICT in the teaching of the English language in the secondary schools. All the means were 2.5 and above.

H_{01} : There is no significant difference in the mean ratings of male and female teachers of English in the secondary schools on the basic ICT knowledge they possess.

Table 4: The mean ratings of male and female teachers of English in the schools on the basic ICT knowledge they possess

Variable	N	$\bar{x}$	SD	t-cal value	DF	t-tab value	Dec
Basic computer Knowledge							
Male	39	3.43	0.49				
				0.733	58	1.960	NS
Female	21	3.52	0.47				

The results in table 4 showed that t-tab which was 1.96 was greater than t-cal which was 0.733, hence there is no significant difference in the mean ratings of male and female teachers of English in the secondary schools on the basic ICT knowledge they possessed. The null hypothesis was therefore upheld.

H_{02} : There is no significant difference in the mean ratings of experienced and non-experienced teachers on the use of ICT resources available for use in the

. Table 5: The mean rating of experience and non-experienced teachers schools on the use of ICT resources available in the schools

Variable	N	$\bar{x}$	SD	t-cal value	DF	t-tab value	Dec
ICT resources for use							
Experienced	27	2.86	0.58				
				0.907	58	1.960	NS
Non-experienced	33	2.73	0.56				

The results in table 5 showed that t-tab value of 1.960 was greater than t-cal value of 0.907, thus the null hypothesis was upheld.

Discussion

ICT as a delivery tool can change teaching and learning profoundly and that explains why teachers are encouraged to integrate ICT in their instructional delivery. The results in the table 1 revealed that the teachers of English in the secondary schools surveyed possessed the basic knowledge, which can help them integrate ICT in teaching of the English language. Since the teachers of English possessed the basic ICT knowledge, it then means that those skills are supposed to motivate them to use ICT facilities in their teaching (Margret, Christiana and Kate, 1999). The finding was however, contrary to Pegrum (2001) and Mumtaz (2000) who noted that one of the inhibitors of ICT integration in teaching was lack of ICT knowledge on the part of the teachers.

It is important to note that without the availability of ICT resources, it will be difficult for teachers of English to integrate ICT in their teaching. Thus, the results in table 2 revealed that only desktop and printers were available for use to the teachers of English, while other important ICT gadgets like laptops, power point projectors, visualizes, internet facilities, web cams among others were lacking. It then means that the teachers of English in the schools will be unable to use ICT in their teaching as noted by Babalola and Timiyu (2012) and Pelgrum (2001). Their studies showed that lack of ICT resources can hinder effective teaching and learning of the English language.

Table 3 found out that lack of ICT resources, lack of teachers' digital literacy, power fluctuations, lack of confidence on the part of the teachers of English among other things were some of the factors that hinder the use of ICT in teaching of the English language in the secondary schools. The various studies carried out by Babalola and Timiyu (2012), Maumtaz (2000) and Margret, Christiana and Kate (1999) reported that the above mentioned problems can hinder the effective use of ICT in teaching. If the teachers of English, for instance lack the confidence to use ICT in their teaching, even

when the ICT facilities abound, they cannot use them to improve their classroom English instruction.

Results in table 4 showed that there was no significant difference in the mean ratings of male and female teachers on the basic computer knowledge they possessed. This means that the knowledge as well as the utilization of ICT is not gender based as reported by Kay (2006), and Volman and Van Eck (2001) who noted that female teachers have low level of computer use than their male counterparts due to limited technology access.

Finally, results in table 5 showed that there was no significant difference in the mean ratings of experienced and non-experienced teachers on the use of ICT resources available in the schools. But the studies by Wong and Li (2008), Gordano (2007), Hemandez-Ramos (2005) Schiller (2003) reported that teachers' experience is significantly correlated with the use of technology. In fact, Back and Kim (2008) reported that experienced teachers are less ready to integrate ICT in their teaching than less experienced teachers. Nitherhauser and Stoddert (2001), however, reported that teachers experienced in teaching do not influence the use of ICT in their teaching. Thus, the current investigation has revealed that experience has no influence on the English teachers' pedagogical adoption of ICT in their teaching. However, the current low level of ICT adoption is as a result of unavailability of ICT facilities.

Conclusion

Based on the findings, the following conclusions were made:

1. In spite of the basic computer knowledge possessed by teachers of English in the secondary schools in Aguata education zone of Anambra State, the results showed that they were yet to integrate ICT in English language teaching. Limited ICT resources remain the greatest challenge for most secondary schools in encouraging the teachers of English to use ICT in their teaching.
2. The schools require ICT facilities for effective English language teaching.

Recommendations

The following recommendations were made to aid the use of ICT in ELT:

1. The secondary school curriculum developers should develop the English language curriculum that makes it mandatory for teachers of English to use ICT in their teaching.

2. Teachers of English should be trained on how to use the basic computer knowledge they possess to integrate ICT in the teaching of the English language.
3. Government and other stakeholders should provide the necessary ICT resources needed for the use of ICT in teaching of the English language.

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