



NATIONALOPENUNIVERSITYOFNIGERIA AND NATIONAL TEACHERS' INSTITUTE

BACHELOR'S DEGREE PROGRAMME MANUAL

SCHOOL OFARTSANDSOCIALSCIENCES

ENG 151:INTRODUCTIONTOENGLISHASASECOND LANGUAGE

ENG151: INTRODUCTION TO ENGLISHASA SECONDLANGUAGE

1st Edition

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COURSE GUIDE

Introduction

ENG 151: Introduction to English asa Second Language (ESL) is atwo-unit course available in the first semester of first year for BA EnglishandBA (Ed.)Englishprogrammes. The course is to serveasa foundation course and it exposes youto such issues and conceptsas Domainsand Status of Language; the Spread of English World-wide, VarietiesofEnglish inNigeria; Standardsand Deviations inEnglish; Language Nationism andNationalism; Distinctions between ESL, Pidgin and Creole; Aspects of Teaching Englishas aSecond Language, the teaching of Literature in English as wellas the AssessmentofLearner's inESL.

Whatyouwilllearninthiscourse

Thegeneralaimofthis tointroduceyoutothestudyofEnglish courseis asaSecondLanguage. The classification of any language as a second language relates andfunctionofthelanguage tothestatus aswellas the mode, order and age or period of acquisition. In some parts of the world, including Nigeria, English functions as asecondlanguage. This course willexposeyoutothe linguistic contextsofEnglish and sociolinguistic asasecondlanguagewithparticularemphasisontheNigerian situation. Thepolitical, educational, andenvironmentalcontextsofESL inNigeria shallalsobe addressed.

CourseAims

There are twenty study units in the course and each unit has its objectives. You should readtheobjectives of each unit and bearthem inmind asyou gothrough theunit. Inaddition to the objectives of each unit, the overall aims of this course include:

- i. tointroduceyoutothestudyofEnglishas asecondLanguage;
- ii. to familiarizeyouwiththepeculiarcharacteristicsofEnglish as a second language;
- iii. to exposeyou to the need for and the demands of teaching English asasecondlanguage; and
- iv. toprepareyouforfurther studies in English as a second language

CourseObjectives

Basedonthegeneralaimsofthis course, someobjectives for the course as awhole are setout. These are the things you should be able to do by the time you complete the course. If you are able to meet the objectives, you would have achieved the aimsof the course. Therefore, on your successful completion of this course, you should be able to:

- a) describe the origin and development of English as a Second Language(ESL),particularlyinNigeria;
- b) ienttifythefeaturesofEnglishasaSecondLanguage;
- c) account for the spread of Englishasa Second Language;
- d) distinguishbetweenEnglishasaSecondLanguage, Englishas a FirstLanguage andEnglishasaforeignlanguage;
- e) explaintheneedfortheteachingofEnglishas aSecondLanguage;
- f) conductsuccessfullyanylessonsonanyaspectsofEnglishatthe Junior SecondarySchoollevel;
- g) discuss theplaceofLiterature inEnglishas asecondlanguage;
- h) describe approaches tolanguage testing and typesoflanguage tests.

Working through This Course

Youhave to workthroughallthe studyunits inthecourse. There are twentystudyunits inall.

CourseMaterials

Majorcomponentsofthecourse are:

- 1. CourseGuide
- 2.StudyUnits
- 3. Textbooks
- 4. Assignment Files
- 5. Presentation Schedule

StudyUnits

Thebreakdownofthetwentystudyunits areas follows:

Unit1 Definition, Domains

and Status of Language: First Language, Second Language.

Unit2 Domains andStatusofLanguage:ForeignLanguage,

NationalLanguage, OfficialLanguage.

Unit3 TheSpreadofthe EnglishLanguage intheWorld

Unit4 EnglishasaSecondLanguageinNigeria:ItsImplantation.

Unit5 EnglishasaSecondLanguageinNigeria:Its Functions.

Unit6 Distinctions between English as a Second Language (ESL), Pidgin English,

andCreole.

Unit7 Language as anIndexofNationalismandNationism.

Unit8 TheConceptofBilingualism:Definitions, ExtentandTypes.

Unit9 TheConceptofBilingualism:ItsDevelopmentandConsequences.

Unit10ESL and National Language Policy.

Unit11EnglishandIndigenousNigerianLanguages.

Unit12VarietiesofEnglishasaSecondLanguage inNigeria.

Unit13StandardandDeviations inESL.

Unit14TeachingEnglishasaSecondLanguage:ListeningandSpeaking.

Unit15TeachingEnglishasaSecondLanguage:ReadingandWriting.

Unit16 Teaching Englishas a Second

Language: Vocabulary Grammatical Structures.

Unit17Literature inEnglishasaSecondLanguage.

Unit18TeachingLiterature inEnglishas aSecondLanguage.

Unit19Environmentalfactors inLearningEnglishasaSecond Language.

Unit20AssessmentofStudent'sPerformance inESL.

ReferencesandOtherResources

Everyunitcontainsalistofreferences and further reading. Trytogetas manyaspossible of those textbooks and materials listed. The textbooks and materials are meant to deep enyour knowledge of the course.

AssignmentFile

Inthis file, you will find all the details of the work you must submit to your tutor for marking. The mark you obtain from these assignments will count towards the final mark

Further obtain for thiscourse. you informationonassignmentswillbefoundintheAssignmentFileitself andlaterinthis CourseGuideinthesectiononassessment.

PresentationSchedule

The Presentation Schedule included in your course materials give syou the important dates forthe completion of tutor-marked assignments and attending tutorials. Remember, you required submit all assignments by the due date. are to your Youshouldguardagainstfallingbehindin yourwork.

Assessment

YourassessmentwillbebasedonTutor-MarkedAssignments(TMAs) and a final examination which you will write at the end of the course.

TutorMarkedAssignments(TMA)

Everyunitcontainsatleastoneortwoassignments. Youareadvisedto workthroughallthe assignments and submitthemforassessment. Your tutor will assess the assignments andselect fourwhichwillconstitute the 30% of your final grade. The tutor-marked assignments may be presentedtoyouinaseparatefile. Justknowthat for everyunitthere aresome tutor-markedassignments foryou. It is important you do the mand submitforassessment.

FinalExaminationandGrading

the endofthecourse, vouwillwriteafinal examination which will At constitute 70% of your finalgrade.Intheexaminationwhich fortwohours, you will be requested to answer three questions out of at least five questions.

CourseMarkingScheme

This tableshowshowtheactualcoursemarkingisbrokendown.

AssessmentMarks	
Assignments	Fourassignments, bestthreemarks of the four countat 30% of coursemarks
FinalExamination	70%ofoverallcoursemarks
Total	100%ofcoursemarks

HowtoGettheMostfromThisCourse

Indistancelearning, the studyunitsreplacetheuniversitylecture. This is one ofthegreat advantagesofdistancelearning; voucanreadand workthroughspeciallydesignedstudy materialsatyourownpace, andatatime andplacethatsuitsyoubest.

Thinkofitasreadingthelecture insteadoflisteningtothelecturer.

Inthesamewayalecturer mightgiveyou somereadingtodo, thestudyunits tellyouwhento andwhichareyourtextmaterialsor setbooks. Youare provided exercises read. mightgivevouanin-class appropriate points, alecturer iustas exercise. Each of the study units follows a common format.

Thefirst item is an introduction to the subject matter of the unit, and how a particular unit is integrated with the other u andthe courseasawhole.Nexttothis isa set oflearning objectives. Theseobjectivesletyouknowwhat youshould be able todo by the time you have aremeanttoguideyour completed the unit. Theselearningobjectives Themomentaunitis backandcheckwhethervou finished, you must go have achievedtheobjectives. If this is madeahabit, then you will significantly improve our chances of passing the course. TheMAIN CONTENToftheunitguides youthroughthe requiredreadingfromother Thiswillusually beeitherfromyour setbooksor fromareading The following is a practical strategy for working through the course. If your uninto any trouble, telephoneyour tutor.Rememberthatyourtutor's iobis tohelp you. Whenyouneed assistance, do not he sitate to call and askyour tutor to provide it.

- 1. Readthis CourseGuidethoroughly, it is your first assignment.
- 2. Organisea Study Schedule. Designa 'Course Overview' guide youthroughtheCourse.Notethetimeyouareexpectedto spendoneachunit and how assignmentsrelate to the units. Importantinformation, e.g. details of your tutorials, andthedateofthefirstdayof the available the semester is from study centre. You togatheralltheinformationintooneplace.suchasyourdiaryorawall calendar. Whatever methodyouchoose shoulddecideon touse, you andwriteinyourowndates and schedule of work for each unit.
- 3. Onceyouhave createdyourownstudyschedule,doeverythingto stay faithfultoit. Themajorreasonthatstudentsfailis thattheyget behindwiththeircourse work. If you get into difficulties with your schedule, please, let your tutor know before it is too late for help.
- 4. TurntoUnit1, andreadthe introductionandthe objectives forthe unit.
- 5. Assemble the study materials. You will need your setbooks and the unity our are studying at any point in time.
- 6. Workthroughtheunit. Asyouworkthroughtheunit, youwillknow whatsources to consult for further information.
- 7. Keepintouchwithyour studycentre.Up-to-datecourseinformation willbecontinuouslyavailable there.
- 8. Wellbefore therelevantduedates(about4weeksbeforeduedates), keepin mind that youwilllearn a lot by doing the assignment fully. They havebeendesignedtohelpyou meettheobjectivesof the course and, therefore, will help you pass the examination. Submitallassignments not later than the duedate.
- 9. Reviewtheobjectives foreachstudyunitto confirm that youhave achievedthem. If you feel unsure about any of the objectives, review the study materials or consulty our tutor.
- 10. Whenyouare confidentthatyouhaveachievedaunit's objectives, move on to the next unit. Proceed unit by unit through the course and try to keep a steady study pace.
- 11. Whenyouhavesubmittedanassignmenttoyourtutorfor marking, donot waitforitsreturnbeforestartingonthenext unit. Keepto your schedule. When the

- Assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the ordinary assignments.
- 12. After completingthelastunit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).

TutorsandTutorials

Thedates, times andlocationsofthesetutorials willbemade available to you, together with the name, telephone number and the address of your tutor. Each assignment will be markedby your tutor. Pay close attentiontothe comments your tutor might make on your assignments as these will help in your progress. Make sure that assignments reach your tutor on or before the duedate. Your tutorials are important; therefore try notto skipany. It is an an opportunity to meet your tutor and discuss any difficulties encountered on your reading.

Summary

The course introduces you to the study of English as a second language. In Nigeria, English functions as a second language. Its classification as a second language therefore, relates to the status and the function of the language as well as the mode, order and age or period of acquisition. The course describes the linguistic and sociolinguistics context of English as a second language with particular reference TONigeriansituation.

Wewishyousuccesswiththe course.

UNIT1 DEFINITIONS,DOMAINSANDSTATUSOF LANGUAGE:FIRSTLANGUAGE,SECOND LANGUAGE

CONTENTS

- 1.0Introduction
- 2.0Objectives
- 3.0Main Content
- 3.1DefinitionsofLanguage
- 3.2 Domains and Status of Language
- 3.2.1FirstLanguage (L1)
- 3.2.2 Second Language(L2)
- 4.0Conclusion
- 5.0Summary
- 6.0TutorMarkedAssignment
- 7.0References/FurtherReadings

1.0INTRODUCTION

Inthisunit, you will learn about some definitions, domains and status of language. You will readily agree that language is important in any human society-itgivesorder and meaningto society. Canyouimagine a language-less society of human beings? Really, that would be a meaningless society devoid of meaningful existence, a society of disorder, anarchy, hopelessness, helplessness and soon. Such asociety will simply be ananimalsociety. Indeed, languageisoneofthemajor things that distinguishhuman beings fromthelower animals. Withthe possessionanduseoflanguagemanbecomesasocialbeing, capable of reasoning and Because socializing, among other things. importance, of its therefore, the study of language becomes worthwhile.

2.00BJECTIVES

Atthe endofthisunit, you should be ableto:

- i. definelanguagefunctionally;
- ii. describelanguagestatus;
- iii. explaincarefully firstlanguage and secondlanguage; and
- iv. distinguishbetweenfirstlanguage andsecondlanguage.

3.0MAIN CONTENT

3.1Definitions of Language

Manydefinitionshavebeengiventolanguagebylanguagescholars. Alo(1995) cites someof these definitions, which were produce below:

"Language is the primaryandmost highly elaborated formof human symbolic

activity...made up of symbols made by sound sproduced by the vocal apparatus...."(A.A Hill)

"Languageis any setof systemoflinguisticsymbols asusedinamoreorlessuniformfashionbyanumberofpeople who are thus enabled to communicate intelligibly without another" (Random House, Dictionary of the English Language)

"Language is a system of arbitraryvocalsymbolsused for human communication" (Wardhaugh).

"Language is a system of arbitrary vocal symbols which permit allpeople in a given culture or other people who have learnedthesystemofthatculture tocommunicateorinteract".(Finocchiaro).

Although it is difficult to have a universal and generally acceptable definition of language now, Sapir's definition of language as: "a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols" is widely used by many linguists. From thefewdefinitionsoflanguagecitedabove, it should be clear to youthat language is a human's means of communication. Most of the definitions that have been given to language relate it to the process of human communication. Although language is not the only means of human communication, it is the most important and organized' means of human communication. But let us also note that language performs some other functions apart from communication. Asyou proceed in your B.A. Education (English) programme, you will become familiar with the numerous functions of language.

3.2 DomainsandStatusofLanguage

It shouldbe clearto you nowthat language isneededin allareasof humanlife. Whenwetalkaboutthedomainsoflanguage,roughlywe

meanthefieldsorareasofactivities of language use. Thefieldsorarea of activities of language use as well asthe intensity of use- the status accorded the language. Therefore, the status accorded a language isnot inherentlylinguistic. This is to saythat Languagestatus is determined by factors other thanlinguistic. Linguistically, there is no language that is superior to another. Although social, political, historical, economic, demographic etcfactors will spell the status given to alanguage. It will be well to observe also that the age and the manner of acquisition of a language will also define the status of the language.

3.2.1FirstLanguage(L1)

Theterm"firstlanguage"(orL1)isusedto refer to the language which a child 'first acquires after birth. This is also called the Mother tongue(MT). Usually, the first language or mothertongue is 'pickedup' from parents, relatives and other people in the immediate environment. Butletusnotethata child mayacquirea language other than that spoken by his parents as his first language. How do you think this can happen?

One illustrationwillsufficehere.Let's imagineaYoruba childbornin KanowhereHausais thelanguageofthe immediate community. It will then mean that this childwill be surrounded bythe Hausa language; Yoruba, thelanguageofhisparents, may not be spokentohim. Inthis circumstance the childwillacquire Hausaashisfirstlanguage. Simply put, therefore, one's first thelanguageonefirstencounters language afterbirthanditconstitutesone's linguistic toolneeded for the process of socialization or acculturation-thatis, the process through which one becomes a full and active member of his society. Thus, the first language is the language of early education. This iswhy it isoften advocatedthatthe child shouldbetaughtinhis firstlanguage(or mother tongue) in order to ensure effective learning and guarantee theproper development of the child. Therefore, while someone's L₁ is highly dependent on the environment one is born into, one's mother tongue is culturally fixed – you can't change it. In Nigeria, the English language first language.Rather, languagessuchasHausa, Yoruba, Igbo, Efik, Fulfude and soonarefirst languagesormothertonguesorindigenous languages. Butthe English languageis thefirst languageor mothertongueinplaces like Britain, the United States, Australia, many partsofCanada andNewZealand.

SELF-ASSESSMENTEXERCISES

- 1. Statesomebenefitsofteachinga childinhis firstlanguageinhis earlyeducation.
- 2. What do you think will happen to achild who is denied the opportunity of being taught in his first language in his early education?
- 3. Mention five(5) other indigenous Nigerian languages not mentionedinthissection.
- 4. Illustratively distinguish L₁ (first language) from Mother Tongue.

3.2.2 SecondLanguage(L2)

Having understood what First Language is, we shall now proceed to discuss what a Second Language (or L2) means. The term, 'Second Language' is used to refer to a language that learnedand extensively inadditiontothefirstlanguage. is Inotherwords, we use the term second language to describe the language a bilingual or person multilingual acquires and useextensively after the first language. Abilingualperson issomebody speaks twolanguages while amultilingual who personissomebodywho speaks manylanguages. Whatdoyouthinkyouare?(Areyoubilingualor multilingual?)

Toabilingualor multilingualperson, asecondlanguage performs many important functions. Don't forget that a second language is used extensively by a bilingual or multilingual person for the purposes of wider communication, education, commerce and industry, socio-economic mobility and soon.

Today, in many partsofthe world the English language is used as a secondlanguage. This exactlythesituationinNigeria,India,Kenya, Ghana, Singapore, Sierra-Leone, among others. Where Englishis used as a second language, it develops its own peculiar characteristics different from thoseofEnglishasafirstlanguage. Such characteristics manifest in the areas of pronunciation, lexis and semantics, and to some extent, grammar (Syntax). You will learn about some ofthese characteristics, particularly with respect to the Nigerian situation, later in this course. Fornow, letusnote that Englishhas awide, global spread; it is used as either firstor secondor language inmost partsof theworld. Butyou shouldunderstandthatit isnotonlyEnglishthatcan functionasasecondlanguage. Anylanguagethatisacquiredandused widelyapartfromthefirstlanguagequalifiesasasecondlanguage.

SELF-ASSESSMENTEXERCISE

- 1.Identify any country in West Africa in which a different language apartfromEnglishfunctions assecondlanguage.
- 2. Whatbenefits do you think such a language will give its speakers?

4.0 CONCLUSION

Languageis animportantdevice ofhumancommunicationused inthe expression of feelings and emotions, ideas and desires. Many factors can be used to classify human languages. Language classification into firstlanguage and example, relates secondlanguage, for tothedomains ofuse. age and mode of acquisition, as well as language status. These issues are purely non-linguistic. Englishlanguageenjoys partsoftheworldtoday,the thestatusofeithera firstlanguageorasecond language. And still, insome otherpartsofthe world it is used asa foreign language. Many factors which are historical, political, socio- economic, educational, technological etc. contributetotheworld-wide currencyofEnglish.

5.0SUMMARY

Inthisunit, we have dealt with definitions of language and we have also discussedtheconceptsofafirstlanguage andasecondlanguage. While a person's first or mother tongue is his language of first contactwiththe language world, hissecondlanguage is theone thathe acquires after thefirstlanguage andusesforwide-rangingpurposes. Alanguage, which isused as a first language in one community, can be a second language inanother community.

6.0TUTOR-MARKEDASSIGNMENTS

- 1. Whatdoyouunderstandbythetermlanguage?
- 2. Distinguish carefully between 'first language' and 'second language'

7.0REFERENCES/FURTHERREADINGS

Alo, A. (1995). Applied English Linguistics: An Introduction. PortHarcourt: Aeddy Link

Broughton, Getal (1978)

. Teaching English as a Foreign Language. (2nd Edition). London: Routledge & Kegan Paul

UNIT2 DOMAINSANDSTATUSOFLANGUAGE: FOREIGNLANGUAGE,NATIONAL LANGUAGE,OFFICIALLANGUAGE

CONTENTS

- 1.0Introduction
- 2.0Objectives
- 3.0Main Content
- 3.1ForeignLanguage
- 3.2NationalLanguage
- 3.3OfficialLanguage
- 4.0Conclusion
- 5.0Summary
- 6.0Tutor-MarkedAssignment
- 7.0References/FurtherReadings

1.0 INTRODUCTION

In Unit1, youwereintroducedto somedefinitionsoflanguageaswell asthe conceptsof firstlanguage and second language. In In Inthisunit, we shall continue with the domains and status of language focusing on the concepts of foreign language, national language and official language. You will recall that language is very essential to manas it is used to perform many functions. The functions which a language perform, the attitude of the speakers to the language, the origin of the language and the manner of learning or acquisition of the language, among others, determine whether the language will be accorded the status of foreign language, of ficial language ornational language.

2.00BJECTIVES

Bythe endofthisUnit, you should be able to:

- i. explain the terms for eign language, national language and official language;
- ii. distinguishbetweenforeignlanguage andofficiallanguage;
- iii. identifythedistinguishing featuresofanationallanguage;and
- iv. determinewhether or nottheEnglish language is an official language and/or a national language in Nigeria.

3.0MAIN CONTENT

3.1ForeignLanguage

Generally speaking, alanguage that isnotindigenous to aspeaker is as a foreign language. This why Akindele and Adegbite (1999) say that a foreign language "can be defined as the sequentially second language of a bilingual person". They proceed further to say that it could be "the second, third, fourth... language of a multilingual person".

Strictly speaking, however, aforeign language is that which a bilingual or multilingual person uses for restricted purposes and in which he possesses only partial linguistic competence. Inotherwords, the speaker of a foreign language has very limited linguistic facility in the language.

If you compare asecond language with foreign language, you will realise thata foreign language is of less utilitarian importance than a second language. Technically speaking, a foreign language ceases to be foreign when It is used forwide-ranging purposes. Going by this, we shall regard English as a second language in Nigeria and nota foreign language, although the language is not indigenous to Nigeria.

An importantfeatureofa foreignlanguage, therefore, is that itisused forcertain restricted or specialised activities like foreign travels, tourism and contact with foreign cultures (Also, 1995). The fact that the speaker's exposure to a foreign language is minimal accounts for his inadequate linguistic facility in the language. In Nigeria, Frenchmay be used as a foreign language, while English may be used as a foreign language in France, Germany, Japan, Togoetc.

SELF-ASSESSMENTEXERCISE

- 1. Mentiontwoothercountries in West Africa in which English is used as a foreign language.
- 2. InviewofthefactthatNigeriaissurroundedby manyFrenchspeakingcountries,doyouthinkthatFrenchshouldcontinuetobe usedasaforeignlanguage inNigeria?
- 3. Differentiate lucidly between second language and foreign language.

3.2NationalLanguage

Having learnt about whata foreign language is, let us proceedto considerwhat ismeantbyanationallanguage. According to Akindele and Adegbite (1999), anational language "refers to language which has the authority of the government conferred onitas the language of a number of ethnic groups in a given geo-socio-political area". In a multilingual setting like Nigeria, the use of one language may conferon that language the status of a national language. Such a language will become a symbol of nation hood and, of course, unity. However, for a language to be truly a national language it must originate in environment where it will be used a sanational language and it must have a wide spread use in the environment; that is, it must span the whole society in its use.

This is the status of the English language in places like England, Canada and the United States of America.

SELF-ASSESSMENTEXERCISE

1. Now, reflect for a moment on the characteristics of a nationallanguage. Considering the characteristics, willyousay Nigeriahasa national language? If yes, what language it? If no, why do you think Nigeriahas no national language?

Nodoubt, Nigeriais amultilingual country. Indeed, the actual number of the indigenous Nigerian languages is not yet known. But the languageshave variouslybeenputbetween 250and400.Outofthese numerous indigenous languages, Hausa, Igboand Yoruba are politically recognised as major languages (to the displeasure, of course, ofthe speakers of the so-called minority languages). Although Hausa, Igbo and Yoruba are regarded as major language none of them enjoys national acceptability and spread to be takenasanationallanguage. The absenceofa truly nationallanguage in Nigeria therefore creates linguistic vacuum. Itis the Englishlanguage that isserving to fill in the gap. But the nationallanguage English language cannot beregarded a trulv inNigeriabecause(amongother things) itisnotindigenous to theplace.

3.3OfficialLanguage

An official language is the language used by the government for the conductofitsday-to-dayactivities. Anofficiallanguage is thereforethe language of administration, commerce and industry, mass media, educationand soon.

InNigeria, Englishisusedas anofficial language-Itis thelanguage in whichgovernmentaffairs, especially at the state andnationallevels are conducted. Amongotherthings, it is also the language of the judiciary, educationandthemass media.InAfricancountries liketheRepublicof Benin,Cote d'Ivoire,Chad, Cameroon, Frenchisusedas an official language.It hasalsobeen suggested thatFrench shouldbe adoptedas Nigeria's secondofficial language. It is important you also know that despite the global status accorded the English Language in Great Britain it has not been formally declared as the official language.

SELF-ASSESSMENTEXERCISE

- 1. List at least three benefits that Nigeria can derive from adopting Frenchasitssecondofficiallanguage.
- 2. The adoption of the English as an Official Language has some demerits. What are they?

4.0CONCLUSION

In a bilingualor multilingualsociety,peoplemayassigndifferentroles to their different languages. The roles assigned the languages will determine the status of the languages as well as the attitude of the speakers towards them. Similarly,the status accorded a language determines itsroles and domains of use.

Asyouweremadetorealisein unit1, factorsother thanlinguistic come intoplay inthis connection. Most of this factors (if not all) favour the English language in the world today. This makes the language to enjoy the status of a global language, spoken as either first language, second language or foreign language across the globe.

5.0SUMMARY

Our pre-occupation in this unit hasbeenmainly elucidate the to concepts of foreign language, national language andofficiallanguage.If vouhavefollowedthediscussion so far, you should, by now, be ableto accomplish those things which we set out as objectives in 2.0. you should also get the fact straightthatNigeriais amultilingualcountry, and being so thechoice of one indigenous language as a national languageisnotaneasyone. This isbecauselanguageis anessentialpart of culture. Noethnic group will want its language relegated to the background. Thissituationgives English added advantages official languages, as aswellasalanguagefunctioninginplaceofatrulynational language.

6.0TUTOR-MARKEDASSIGNMENT

- 1. As carefullyasyoucan, explainwhatdoyouunderstandby Foreignlanguage,nationallanguageandofficiallanguage;
- 2. Distinguishcarefullybetweenforeign language and official language;
- 3. Whatarethedistinguishing featuresofanationallanguage?
- 4. Willyou regardEnglish as anofficial language inNigeria? Givereasons to supportyouranswer.
- 5. What criteria hinder the selection of any (or some) Nigerian Languages as an official language?

7.0REFERENCES/FURTHERREADINGS

Akindele, F. and Adegbite, W. (1999) The Sociology and Politics of Englishin Nigeria: An Introduction. If e: O.A.U Press Limited.

AloM.(1995). *AppliedEnglishLinguistics: AnIntroduction*. Port Harcourt: AeddyLink.

Crystal, D. (1997). Englishasa Global Language: Cambridge: Cambridge University Press.

UNIT3: THESPREADOFTHEENGLISHLANGUAGE INTHEWORLD

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- 1.0Introduction
- 2.0Objectives
- 3.0Main Content
- 3.1LanguageSpread
- 3.2Spread of English as First Language (LI) or Mother Tongue(MT)
- 3.3SpreadofEnglishasSecondLanguage
- 3.4EffectsoftheWorld-wideSpreadofEnglish
- 4.0Conclusion
- 5.0Summary
- 6.0TutorMarkedAssignment
- 7.0References/FurtherReadings

1.0INTRODUCTION

Thisunitwillintroduceyoutotheworld-wide spreadofEnglish. One ofthefactors thatdeterminethestatus and importanceofalanguageis itsspread. It canalsobe said theotherwayroundthat thestatus and importanceofalanguage isdeterminedor influence by itsspread. Thereisno gainsayingthefactthattodaythe Englishlanguage isglobally spread. It isspokeninalmosteverypartoftheworld. Itisnolonger thelanguage ofonly the Germanic groups of Angle Saxons, but also ofthe whole world. Inotherwords, thefactcannotbedeniedthatEnglishisnowa global language. Manyfactorssuchashistorical, political, economic, cultural, educational,technological and sonocontribute totheworld-wide currencyofthe Englishlanguage.

2.00BJECTIVES

Bytheendofthisunit, you should be able to:

i.accountfor theworld-widespreadofEnglish;

ii.identifyatleast five(5) placeswhere Englishisspokenas first languageor mother tongue;

iii.listatleast, five(5) countries where Englishis used as a second language;

v.determinewhetherornotEnglish shouldberegardedasaglobal language.

3.1LanguageSpread

Simplyput, by languages preadwere ferto the dispersal of language; that is, the geographical coverage of its use. People are scattered all over the surface of the earth and they speak one language or another. All the known languages of the world do not enjoy the same geographical spread. This is not because of the linguistic facilities of the languages. Factors of history, politics, economy, culture, education, and technology, among others, can facilitate or hinder languages pread. All these factors favour the world-wides pread of the English language. According to Broughton, Getal (1978), English is by farthemost widely used of all the living languages. And as Crystal, D (1997) says, English is "the

mostwidelytaught foreignlanguage inover100 countriessuchas China,Russia,Germany,Spain, EgyptandBrazil..."

But the fact that English is the most widely used language does not mean that everybody world speak the language. And doesitmeanthateverycountryoftheworldadopts thelanguageas an official language. The fact is that English is assigned some special role in almost every country of the world. Different people all over the world learn English, at least, for specific purposes (ESP). Inall the places where English is used, we can identify two broad mother groupsofusersofEnglish:usersofEnglishas firstlanguageor tongue andusersofEnglishas a secondlanguage(Thisisnottoforget thosewecan regardasusersof Englishasa foreignlanguage). As mother tongue, according to Broughton, Getal, Englishrankssecond to Chinese. Chinese has six mutually unintelligible dialects spoken outside china. The speakers of Englisharewidelydistributedthroughouttheworld, unlike Chinese.

SELF-ASSESSMENTEXERCISE

- 1. Whatlanguagedoyou speakasyour firstlanguageormother tongue?
- 2.Describe thegeographicalspreadofthelanguagewithinyour localgovernmentarea, state and country.

3.2 SpreadofEnglishasFirstLanguage(L1)orMotherTongue(MT)

Originally, the English Language was the language of three Germanic groups of people: the Angles, the Jutes and the Saxons who invaded Britain in 449 AD. The language was initially part of the West Germanic, which also belonged to the Indo-European group of languages. Some Indo-European languages include: Hellenic (Greek), Indo Iranian (includes Romance), Celtic, Armenian, Albanian, amongst others.

Aswehave repeatedlyemphasizedinthisunit,todayEnglishenjoysa widegeographicalcoverage. LargenumbersofpeoplespeakEnglishas first language or mother tongue in USA, Canada, Britain, Ireland, Australia,and NewZealand,South Africa aswellas many Caribbean countries (Crystal,1997). Initially, the language was the mother tongueofonlythepeople livingintheBritish Isles,numberingbetween 5and7million, as crystal(1997)puts it.

Butthespeechcommunityof Englishas mother tongue expandedrapidlybetweenthe endofthereign of Elizabeth I (Elizabeththefirst), and the beginning of that of Elizabeth I (Elizabeth the second). This was between 1588 and 1952. The expansion which increased the numbers of the speakers of Englishas mother tongue to about 250 millionaround this time, took the language outside the British Isles. The introduction of English to the New World (USA) was aland mark in the history of the language. You may recall

thatthediscoveryoftheAmericabyChristopherColumbusopenedthe way forthe rush into the "new world" by the British who introduced EnglishtotheAmericans.

Whatfollowshereisalistofsomeplaceswhere Englishisusedasfirst language or mothertongue. The list is adopted from Crystal (1997). The places are: American Samoa, Antigua, Australia Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Brunei, Canada, Cayman Islands, Cook Islands, Dominica, Fiji, Grenada, Ireland, New Zealand, Trinidad and Tobago, United Kingdom, and United States

SELF-ASSESSMENTEXERCISE

1. Studythe mapoftheworldandlocateasmanyoftheplaces mentioned above aspossible.

3.3 SpreadofEnglishasaSecondLanguage

Do you remember what a second language is? It is sequentially the second language is used of a bilingual or multilingual person used for wide purposes. The second language is used to 'complement' the first language or mother tongue.

Inmanyplaces intheworld, Englishisusedasasecondlanguage. This is the situationinplaceslikeNigeria,Ghana,India,Singapore,Vanuatu,Bangladesh, Bhutan,Botswana, Cameroon, Gambia, Kenya, Kiribati, Lesotho, Malawi, Marshall Islands, Swaziland, Tanzania, Uganda, Pakistan, Rwandaetc.

Itshouldbenotedthatitispossibleforalanguage toexistbothasafirst Language and a second language in the same place. This is possiblewhenanumberofpeopleinaplacespeakthelanguage as their mother tongue while some other people in the same place speak the languages as a secondlanguage. This is thepositionofEnglishin someparts of the world such as American Samoa, Antigua &Barbuda, Australia,Bahamas,Canada,Dominica,Fiji,Gibraltar,Guyana,Ireland, India,Jamaica, Liberia,Sierra Leone,Singapore,South Africa(among others).Basically,itishistoricalfactors that wereresponsiblefor this development.

SELF-ASSESSMENTEXERCISE

- 1. Takea mapofthe worldand locate as many of theplaces mentioned above as possible:
- 2. Where Englishisusedasasecondlanguage;
- 3. Where Englishexists asboth, firstlanguage and secondlanguage.

3.4EffectsoftheWorld-WideSpreadofEnglish

Expectedly, therearemany implications of the world-wide spread of English. In the first place, we can talk of many world varieties English such as BritishEnglish, AmericanEnglish,CanadianEnglish,AustralianEnglish,IndianEnglish,NigerianEnglish,Gh anaianEnglish, and South AfricanEnglishto mentionjust afew. Thus,

while English remainsonelanguage, it has developed many geographical varieties or dialects.

Language generally issensitive to to take on some other characteristics peculiar to its new environments.

These characteristics reflectmostly invocabulary and pronunciation. Interms of vocabulary, words are borrowed from the indigenous languages e.g. the word "bungalow" taken from the Hindi word "bungali"; the word "Oba" (king) borrowed from the Yoruba language; "canoe", "squash" borrowed from Indian language setc. Another common development is the use of existing English words in a different way. An example is "corn" in American English to mean "maize" (corn in British English refers to wheat, barley, oatsetc). Thus, "maize" entered the British English to refer to what Americans call "corn". In addition, new words and expressions are coined to express new realities. Examples are "chewing stick", "bushmeat", been-tos", "long-leg" etcin Nigerian English.

Intermsofpronunciation, peculiar characteristics can also be observed. For example, in American English there is the retention of final and/or pre-consonantal/r/as in "farmer", "car". Far, Londoner and so on.

InNigerianEnglish,theinfluenceofthemother tongueisnotable inthe aspect of pronunciation,particularly inthetreatment of those vowels whichare absentinindigenousNigerianlanguages.In suchasituation, there is the phenomenon of sound substitution. For example, many Yoruba speakersofEnglishwillrealize"come"/k ^m/as/kom/.Also, variations are notable in prosodic units e.g. stress, rhythm and intonation.

SELF-ASSESSMENTEXERCISE

There are words which are spelled differently in British and American English. Make a tabular presentation of at least 50 of such words, using a good dictionary of the language.

4.0 CONCLUSION

Oneindicationofthepopularityofalanguageis itsgeographicalspread. Languagesdifferintermsoftheirpatternsofgeographical distribution. Many factors, which relate history, politics. religion, economy, education.science to andtechnologycanhinderor facilitate thespreadofa language.In thecase Englishlanguage, the factorshave proved instrumental to the global spread of the language. When a language enjoywide spread, it will definitely manifest many different characteristics that are indications of the peculiarities of the places whereitisused.

5.0SUMMARY

The Englishlanguage as, we have shown in this unit, is widely distributed throughout the world. In some places, it is used as a first language ormother tongue; insomeotherplaces, itserves as a second Language while in some other places still, it is used as a foreign languageIt is also interestingtonote that in some parts of the world, English exists as both a mother tongue and a second language.

Generallyspeaking, developments which relatetowars and conquests, immigration and emigration, colonialism, missionary activities, trades, education and soon have aided the world-wides pread of English.

6.0TUTOR-MARKEDASSIGNMENTS

- 1. What factors can be held responsible for the world-wide spread of English?
- 2. Identify5placeswhere Englishisusedasafirstlanguage and placeswhereitisusedas asecondlanguage.
- 3. Inviewofitsgeographicalspread, willyou regardEnglishas agloballanguage?
- 4. Attempt a contrastive analysis between the English language and any indigenous Nigerian language.

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UNIT4 ENGLISHASASECONDLANGUAGEIN NIGERIA: ITSIMPLANTATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Factors Responsible for the Implantation of the English Language in Nigeria
- 3.2 ImplantationthroughTradeor Commerce
- 3.3 ImplantationthroughReligion
- 3.4 ImplantationthroughEducation
- 3.5 ImplantationthroughColonialism
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/FurtherReadings
- 7.0 Tutor-MarkedAssignment

1.0INTRODUCTION

This unit deals with the introduction of the English language into Nigeria. Nigeriahadmanyofhisownindigenous languagesbeforethe comingofthe Englishlanguage, and it is believed that every language is adequate for users in every culture. How then, you may wonder, did the Englishlanguage come to occupy such avantage position in Nigeria? In this unit, you will learn more about this phenomenon, that is, how the English language was introduced into Nigeria where it is now playing very important roles. But remember, the variety of English we were introduced to during our first contact with its speakers was not the standard variety of the language. We learnt what was called "a fairly communicative grammar."

2.00BJECTIVES

Bythe endofthisunit, you should be ableto:

- i. explainwhatismeantbylanguage implantation;
- ii. identifyandexplain fourfactorsresponsiblefortheimplantationofthe EnglishlanguageinNigeria.

3.0 MAIN CONTENT

3.1 FactorsResponsiblefortheImplantationoftheEnglishLanguageinNigeria

The traditionalhomeofEnglishis Britain, from where the language was transported to the different parts of the world. The transplantation of English to different parts of the world has led to the emergence of many geographical varieties of the language e.g. Nigerian English, South African English, and Caribbean English and soon.

The actualdate the Englishlanguage enteredNigeriaisnotyetknown, butscholarslike Adetugbo (1978), andBanjo(1966) believe thatthe language musthavebeen introduced to the area inthe 16th century. Somefactors canbeheld responsible for the implantation of Englishin Nigeria. These factors include tradeor commerce, religious activities, colonialism and education.

3.2ImplantationthroughTradeorCommerce

The English language wasbroughtto Nigeria bythe traderswhohad establishedactivetrade contactwiththeWestAfricancoastalregionas farback as the16th century. ThetypeofEnglishthatwasintroduced aroundthisperiodwasPidginEnglish.

Inaddition. tradealsoaidedthe the trans-Atlanticslave implantationof EnglishlanguageinNigeria. Thiswas soinatleasttwoways. One during the slave trade formofthelanguage period. slave traders must have used some totransactbusinesswiththe localintermediaries. Two, when the tradewas especially abolished someofthefreeds laves. fromSierra-Leone andLiberia, were said to have found their way back to such places as Badagry, Lagos, Abeokuta and so on, where they helped to spread theknowledge of English which theyhad acquired. Some of these freed slaves functioned as clerks and interpreters to missionaries and colonial administrators.

3.3ImplantationthroughReligion

Theseriesofexplorationactivities intovariouspartsofAfricahelpedtoopen the continent to the outside word. Notable among these exploration activities were thoseofMungo Park, Clapperton and Lander Brothers. Immediately after these explorations, Christian missionary activities began. These missionary activities contributed immenselytothe implantationofEnglishinNigeria. The missionaries hadtotrainsomeNigerians tobecome clerks and interpreters. And indoing this, the people were exposed to some form of English. Missionary activities started in places like Badagry and Abeokuta, where Churcheswereestablishedand schoolsopenedtotrainpeopleas catechists and soon.

3.4ImplantationthroughEducation

With the Christian missionary activities came western education. In fact, the coming of the Christian missionaries can be saidtobe thebeginning of the formal acquisition of the English language in Nigeria with the establishment of schools where English was to be taught and learn tasas ubject on the curriculum.

During the days of the European Christian missionary activities in Nigeria, the type of education that was introduced gave prominence to language related activities like reading and writing. This was to aid the missionaries in their activities.

3.5ImplantationthroughColonialism

Missionaryactivities and colonialism can be said to work hand in hand on the Nigerian soil. It also seems that the missionary efforts prepared the way for colonialism.

TheBritishcametoNigeria tocolonizeitjust as theydidtomanyotherpartsoftheworld. Oneofthemajorlegaciesthat Nigeria inherited from theBritishcolonial government is theEnglishlanguage.

SELF-ASSESSMENTEXERCISES

- 1. Whatdoyouunderstandbylanguageimplantation?
- 2.Statethreefactors that were responsible for the implantation of the Englishlanguage in Nigeria.

4.0 CONCLUSION

Consideringthevarious means throughwhichEnglishwas introducedto Nigeria, it willnot be wrongto saythat the language was brought to Nigeriathroughdiplomacy,rather thanforce. Sinceits inceptiononthe Nigeria soil,thelanguagehasbeenplaying manyvitalroles;its impact is feltinalmostallfacetsoflifeinour society.

5.0 SUMMARY

In this unit, we have discussed brieflythe implantation of English inNigeria. Ithasbeen shown in the unit that factors such as commercial activities, Christian missionary activities, western education and colonialism contributed seriously to the introduction and development of Englishin Nigeria. Today, Englishis so important in Nigeria that its impact is felt in almost every area of life.

6.0 TUTOR-MARKEDASSIGNMENT

- 1. What do you understand by the process of language implantation?
- 2. Identify and explain four factors responsible for the implantation of Englishin Nigeria
- 3. What effects does English implantation have on Nigerian indigenous languages?

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UNIT5 ENGLISHASASECONDLANGUAGEIN NIGERIA: ITSFUNCTIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Englishasa LanguageofEducation
- 3.2 Englishas LanguageofTrade andCommerce
- 3.3 Englishasa LanguageofAdministration
- 3.4 Englishasa LanguageofUnity
- 3.5 Englishasa LanguageofInternationalDiplomacy
- 3.6 EnglishasaMediumofCreativewriting
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/FurtherReadings
- 7.0 Tutor-Markedassignments

1.0 INTRODUCTION

You should recall our earlier discussion that language is important to man and his society. It is an important means of human communication. Indeed, language is a social tool which man uses for very many purposes. Since its inception in Nigeria the Englishlanguage has been performing many vital roles. In fact, the roles which the language performs in Nigeriahaveen hanced its status. In this unit, we shall deal with some of the major functions of Englishin Nigeria. When you see these numerous functions, you will be able to appreciate the advantages which the ability to speak the language can afford a Nigerian.

2.0 OBJECTIVES

Bythe endofthisunit, you should be ableto:

- i. state and explain the major functions which English performs in Nigeria;
- ii. justifythe continueduseofEnglishinNigeria;and
- iii. predictthefutureofEnglishinNigeria.

3.0 MAIN CONTENT

3.1 EnglishasaLanguageofEducation

LetusrecallherethatwesterneducationcametoNigeriawithChristian religionandcolonialactivities. Youwillalso rememberthattheform ofeducationthatwas introducedinNigeria inthewakeofChristianityand colonialismwasthatwhichemphasizedlanguage-relatedactivities suchasreading and writing in addition to a rithmetic. Thiswasbasically inorder missionaries andthe colonial administrators to realize their objectives. Since then, Englishhasbeenan important subject the on curriculumofeverylevelofeducationinNigeria.

Apartfrombeinga major subjectonthe curriculum, Englishis todaya mediumofeducation rightfrom theupperprimary schooltothetertiary level. This means that other subjects, apart from theindigenous and foreign languages like, Yoruba, Hausa, Igbo, French, Arabic etc, are taughtinthe English language right fromupperprimary schooltothe universitylevel.

Itwillnotbe anexaggerationto saythatfailureinEnglishthesedays in Nigeriawillamounttoeducationalfailure. Forone togainadmissionto anytertiaryinstitutioninthe country,a creditpass inEnglishisrequired inmostcases.

SELF-ASSESSMENTEXERCISE

1. Think of some other aspects of our educational system in Nigeria whichdemandtheuseofEnglish.

3.2EnglishasaLanguageofTradeandCommerce

If you will recall, we said that trade was one of the major factorswhich broughtthe Englishlanguage Inthe countrytilltoday. the toNigeria. languagehasremainedalanguageoftrade andcommerce. **Itfacilitates** trade amongpeopleofdifferent linguisticbackgrounds(ethnic groups) in the country. In addition tothe local activities, trading the English languagealsoserves thepurposeofinternationaltrade inNigeria. It is amajor means of communication between Nigeria and its international tradepartners.

3.3 EnglishasaLanguageofAdministration

The English Language came to Nigeria partly through colonial administration. Since then. it has been the language of the political administration, Most.if thelanguageofthecivilserviceinthecountry. notall, government affairs especially at the state and national levels are conducted in English. Important government documents like the constitution are written essentially in English. In fact, it hasbecomeessential for any political aspirant in the country to be able to speakEnglish. Becauseofitsroles inadministration, the Englishlanguageis anofficiallanguageinNigeria; itis the linguafrancaofadministration. A Lingual Franca is a common language use by speakers of different languages. In Nigeria, the status of English as an official language is no longer debatable. In fact, while English enjoys the official status accorded in Nigeria, it is pidgin which widely serves as the country's lingua franca – it bridges the gap between the educated and non-educated persons.

3.3 EnglishasaLanguageofUnity

Therearemanyethnicgroupswith different linguisticbackgrounds in Nigeria. The English language joinsthese different ethnic groups togetherin a way, in the sense that it facilitates inter-ethnic communication. Consideringthis, therefore, it can be said that English is alanguage of unity in Nigeria. But it should be noted that the fact that a group of people

speakthe same language does not necessarily guaranteeunityamongthem. Take for instance the present state of the country where a terrorist group known as Boko Haram which literarily means "Western education is evil' has continued her incessant evil activities of bombing. Whatwe aresayingis that Englishisone of those things which Nigerians can say they have incommonand, since it plays an integrative role by facilitating inter-ethnic communication, it can be said to be the language of unity linguistically, but not politically. In fact, a language which can be used as an effective instrument for national unity can also be used as a weapon for exclusion. The latter trend can destabilize a nation as it sets different linguistic groups against each other in an attempt to fashion out an identity for themselves. This scenario can be found in Nigeria, where language has been the sole factor in group integration and at times disintegration.

Apartfrombeingalanguageofnationalunity,it canalsobesaidthat English achieves forNigeria international unity. Today, Nigeria is a memberoftheworld speechcommunitiesofthe Englishlanguage.

3.5EnglishasaLanguageofInternationalDiplomacy

world-wide **Englishis** thelanguage ofinternationaldiplomacy. today, conductofinternational worldis affairs in most part the carriedout inEnglish.Also,someworldorganisations likeU.N.O,UNESCOand soonuse Englishas their major means of communication. In fact, to be relevant inworld diplomacy today, a countryshouldbe abletouse English.Inthiswise, wecan regardEnglishasagloballanguage.

SELF-ASSESSMENTEXERCISES

- 1.Mentiontwointernationalorganisations apartfrom U.N.O. and UNESCO which use English as a major means of communication.
- 2. Are there Africaninternationalorganisations that also adopt English as their major means of communication? Mentionthem.

3.6 EnglishasaMediumofCreativeWriting

TheuseofEnglishasamediumofcreativewritinginNigeriahasledto the development of literary English in the country. Today, many Nigeriancreativewriters adoptEnglishas themediumoftheirwritings. Nigeria can boast of such creative writers as Wole Soyinka, Chinua Achebe, J.P Clark, Chukwuemeka Ike, Niyi Osundare, and Femi Osofisan and so on. Even though these writers use English as the media for their creative writing, each of them has different linguistic manner. Their works are not devoid of their cultural heritage.

These writers have helped in extending the possibilitiesofthe EnglishlanguageinNigeria, especially through code-switching, code-mixing and transliteration.

SELF-ASSESSMENTEXERCISE

- 1.Mentionany Nigerian creative writer whohas achieved an international famethrough his writings.
- 2.Describe the fame and state when it was achieved.

4.0 CONCLUSION

Considering the various roles which English plays in Nigeria, it becomes incontestable thatthelanguagehascometostayinthe country.The languageoccupiesa prestigiouspositionbecause ofitsnumerous roles.Itis this utilitarianfactorthatessentiallymakes Englishtobeasecondlanguage You inNigeria. willrecallthata second languageisthat which is learnt and used extensively in addition to the mother tongue. When place vis-à-vis theindigenous Nigerian languages, definitely occupied prominent position; verv enjoys prominenceorwhatistechnicallytermeddominanceconfiguration.

5.0 SUMMARY

We have discussed in this unit the major functions which English performs inNigeria. Thelanguageisusedas amediumofinstructioninschools; it is thelanguageof administration; it isthelanguageof commerce and industry; it isthelanguageof national unity; it is the language of international diplomacy; it is also a medium of creative writing. For a long time to come, English will continue play these roles in the country. English is indeed important legacy Nigeria inherited from Britain (its formal colonial master).

6.0 TUTORMARKEDASSIGNMENT

- 1. Whatmajor functiondoes Englishperform in Nigeria?
 - a. DoyouthinkEnglish shouldcontinuetobeusedin Nigeria?
 - b. Whatis thefutureofEnglishinNigeria?

7.0 REFERENCES/FURTHERREADINGS

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UNIT6 DISTINCTIONSBETWEENSTANDARD ENGLISH, PIDGINANDCREOLE

CONTENTS

- 1.0Introduction
- 2.0Objectives
- 3.0Main Content
- 3.1Whatis ESL?
- 3.2DefinitionandCharacteristicsofPidgin
- 3.3 Whatis Creole?
- 4 0Conclusion
- 5.0Summary
- 6.0References/FurtherReadings
- 7.0Tutor-MarkedAssignments

1.0INTRODUCTION

English as used by educated persons is called Standard English. However, there are othervarieties of English which developed as result of the influence of other languages. This gave rise to such varieties of English as Pidginand Creole.

Inthis unit, youwilllearnaboutthe characteristicsofCreoleandPidgin andhowthese differ fromStandardEnglish.

2.00BJECTIVES

Bytheendofthis unit, youshouldbe ableto:

- i. define Englishas a SecondLanguage (ESL);
- ii. state whatyouunderstandbyPidginandCreole;
- iii. distinguishbetweenPidginandCreole.

3.0MAIN CONTENT

3.1WhatisESL?

AccordingtoAfolayan (1999),ESL canbe regardedas botha variety of English and a discipline. As a variety of English, ESL describes the form of English, whichexists wherethe learned ina place language is andusedwidelyinadditiontothefirstlanguage(s)or mothertongues(s). In this situation, Englishexistswithotherlanguage(s). This is thereforea bilingualor multilingual situation. This situation will have some implications forthe form of the English language, since the mothertongue(s)willinfluencethe language one wayoranother. This ofinfluenceistermedmother tongue interference anditcanmanifestinthe areasofphonology, semantics andgrammar. Inotherwords, **ESL** asa varietywillbe expectedtodiffer somewhatfromEMT(thatis, English as Mother Tongue). This is to say, for example, that the Englishlanguage in Nigeria will exhibit some peculiarities in the aspectsof phonology(pronunciation), lexis andsemantics andgrammar.

ThisissobecausethesituationinwhichEnglishisusedinNigeriaisnotthesamewiththatofBritai n oranyotherplacewherethe languageisusedas a firstlanguageor mothertongue.

ESL as a disciplinerelates to a formaleducational programme and will naturally relate to such issues as theories and practices of teaching English as a second language. However, it is in the first sense (that is ESL as a variety) that we are using the term ESL here.

3.2Definition and Characteristics of Pidgin

The term 'pidgin' is thought to have originated from the Chinese pronunciation of the Englishword business'. Pidginisal anguage made upof elements of two or more languages and used for minimal contact, especially tradecontact between the speakers of the languages. Pidgin is not usually the mother tongue of any particular people.

According to Fromkinand Rodman (1978),the "most notable pidgin that exists today is called "Tok Pisin" it was formerly called Melanesian Pidgin English. This form of pidgin is extensively used in Papua New Guinea.

Characteristically, pidgin is a rudimentary form of a language of minimal contact. Itusessimplified vocabulary and grammar. But this is not to say that it is not rule-governed. Grammatical categories like case, tense, mood and voice are generally not present in pidgin.

places, pidginhas tohave negative This many come connotations. mightbebecausemostofthebest-knownpidgins areallassociated with European colonial empires. **TheEncyclopediaBritannica** once describedpidginusingnegativeorunpalatablewords.Pidgin, according to this book, is anunrulybastardiargon, filled with nursery imbecility, vulgarism and corruption. In recent times, however, there has beengreater recognition of the fact that pidgins reflecthuman creative linguistic ability. These creativities, although may vary, are not without forms and structures.

InNigeria,pidginis commonlyusedbythepeopleintheSouthernparts of the country. Itis commonamongtheIbo,Ijaw,Ibibio,Urhoboanda lotofotherethnicgroupsnearthe coast. This is because of the fact that when the traders and missionaries came, they entered the country from the coastal parts and pidgins began to develop so as to ensure that there was a form of communication. Pidgin English is a mixture of English and the indigenous languages.

IntheSouth-South,South-EastandSouth-WestpartsofNigeria,Pidgin English isapopularlanguage. Sometelevision stationscast news in pidgininadditiontolocallanguages andEnglish.

SELF-ASSESSMENTEXERCISES

- 1. WhatpurposesdoyouthinkPidginEnglish serveinNigeria today?
- 2. How would you feel if what the President of the Federal Republic of Nigeria could speak is only pidgin?

3.3WhatisCreole?

The terms "Creole" was used in the 16th Century by Spanish and Portuguese colonials and originally referred to individuals born in colonies who were of Portuguese, Spanish or African descent. The word was later adopted by the French, who used the word to refer to people of African or European descent who had been born in the French colonies of America or the Indian Ocean

Today, the term is most commonly used to refer to two primary groups. The first consist of those people of European descent born in the West Indies or Spanish – Speaking America. A second group comprised of people of the southern United States; especially Louisiana.

In the late 17th Century, the term "Creole" was first used to refer to a specific linguistic group. In a 1685 book authored by a French explorer Michael Jajolet, he used the term to refer to a Portuguese based language he heard spoken in Senegal. Some linguists have expanded the definition of "Creole" to include languages that emerged due to contact between two non-European languages, rather than one European and one non-European language. Some examples are Kinubi – an Arabic language spoken in Uganda and Sudan and Lingala – an African based Bobangi language spoken in Congo.

Creolecanberegardedas anadvancedformofpidgin. Whenapidgin comes tobe usedasamother tongueofagroupofpeople,itbecomesa Creole. Creole is a language that has its origin in an extended contact between two language communities one of which is generally European. The main difference between a pidgin and a Creole is that a Creole has the status of a mother tongue.

Creole may also arise when communities with mutually intelligible languages are kept apart, aswas the case with African Negroes in the Americas (Southand North) who were separated to prevent insurrection (rebellion). In this situation, the communities resort to pidgin as the only viable lingua franca, and this then becomes a Creolee. Jamai can Creole.

Pidgins and Creolesshare certain characteristics. They are syntactically simpler than the language supon which they are based. For example, inflexions are minimal and reduplication is common e.g. quick-quick, small-small. There is also serial verb structure as in "Datchief, him womango start beginte a cham"

Creoles andpidginsbasedonEnglishexist inallthe continentsofthe world and can be divided into two main groups: Atlantic varietiescontain West African features and Pacificvarieties, related to the Englishuse despecially in the late 19 th century and early 20 th century on the China coast. While most of the vocabulary comes from English, it also includes Portuguese words such as "savvy" (sabi) and "piccaninny" (pikin). In Sierra-Leone, Krio (Creole) spoken by about 200,000 people (From kin and Rodman 1978: 270) developed partly from an English-based pidgin.

4.0 CONCLUSION

Therearediversities of languages inthehuman society. Languages can beclassifiedaccordingtotheir functions, mode and order of acquisition, originandstatus. TheconceptofEnglishas asecondlanguage (inthesense of a variety ofEnglish)relates to functionsaswellas Intheirowncase,pidginandCreole orderor modeofacquisition. arerelatedinthe Creoleis anadvancedformofpidgin. sense that Both pidginandCreolearebasedontwoormoreother languagesfromwhichtheydrawtheirvocabularies.

5.0 SUMMARY

In this unit, we have explained the concept of English as a second language (ESL) and described pidginandCreole as well as state their characteristics. You will do well to note that pidginand Creole has some similarities and differences.

6.0 TUTOR-MARKEDASSIGNMENTS

- 1. WhatdoyouunderstandbyEnglishasaSecondlanguage?
- 2. Explain what you understand by pidgin and Creole and distinguishcarefullybetweenthetwo
- 3. In five sentences, one for each, differentiate pidgin and broken English.

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http://www.alsintl.com/languages/creoles

CONTENTS

- 1.0Introduction
- 2.0Objectives
- 3.0Main Content
- 3.1LanguageandNationism
- 4.0Conclusion
- 5.0Summary
- 6.0References/FurtherReadings
- 7.0Tutor-MarkedAssignments

1.0 INTRODUCTION

Language is related to almost every human activity e.g. culture, economy, politics, education and soon. The topic of our concernint his unit relates to language and politics. Whenever the concepts of nationalism and nation is are discussed, language cannot be ignored. So in this unit we shall see how language is related to nationalism and Nationism. Our discussion in this unit will further reinforce the importance of language to man and his society. It will also dwell on some of the language problem facing a developing country like Nigeria.

2.0 OBJCETIVES

Atthe endofthisunit, you should be able to:

- i. definenationalism:
- ii. explainwhatyouunderstandbynationism;and
- iii. statehowlanguageisrelatedtonationalism andnationism.

3.0 MAIN CONTENT

3.1 LanguageandNationism

As you havelearnt, language is a system of humancommunication, which makes use of sounds and symbols. Itisvery much related to human culture-it is part of culture and it also serves as a means of expressing culture. Language is very much related to the political conceptsofnationalism and nationism.

AccordingtoFishman (1968)theterm'nation' shouldbe consideredasapoliticalgeographicalentitywhile 'nationality' mightbe consideredasa sociocultural entity. This means that the term 'nation' refers to a political and geographical entityorunitwhile 'nationality' refers to an entityorunitwhich can be socioculturally defined.

Whatthenis 'nationalism'? According to Akindeleand Adegbite (1999:70), 'nationalism' denotes the feeling of belonging to an ationality. They also explain nationality as a sociological unit. People belonging to a nationality exhibit solidarity or the feeling of one ness as they subscribe to common socio-cultural and linguistic habits. In Nigeria, as Akindele and Adegbite say, nationality: coincides with ethnic group boundaries like Yoruba, Hausa, Igbo, Edo, Itsekiri, Ijaw and soon. They also note that the seethnic group boundaries extend

beyondstate boundaries. Reflectonthis foramoment. Then, mention the Hausa-dominated states in Nigeria. In addition, mention the Yoruba-dominated states in Nigeria as well.

Asatnow, Nigeria cannot besaid to be a single nationality; it is made upof many nationalities. But an ationality England is also an ationality, and being a nationality it is not pre-occupied with the problem of language choice. In otherwords, nationality is not confronted with the problem of language choice. In England, for example, it is definitely the English language. In this sense, the English language defines the England nationality.

LanguageandNationism

As Fishman(1968) says,nationism suggests political integration. According to Akindele and Adegbite (1999), 'nationism' as a conceptdenotes thefeelingofbelonging to anation. Aswe havesaidearlier, the term 'nation' denotes apolitical and geographical entity. In the opinion of Akindele and Adegbite (Ibid), the term 'nation', as a political entity does not necessarily mean asociological unit. They cite U.S.A, Australia, France and West Germanyas examples of nations, which are also, nationalities, while Nigeria, Ghana and Liberia are Africannations that are yet to transform to nationalities.

Unlikea nationality, anation which is yet tobecomea nationalityhastheproblemoflanguagechoicetocontendwith. **Englishis** thenationallanguage in England, but as at now Nigeria has notruly nationallanguage. In Nigeria, there are over200 ethnicgroups, each withitsown language. Thus, Nigeria can be saidto consist of overnationalities. Inthissituation, the choice of which languages hould be regardedasa national languagecannot bea simple one.Certainly,no ethnicgroupwillwantitslanguagetoberelegatedtothebackground. Eventhemerepolitical reco gnitionofHausa,IgboandYoruba as majorindigenous Nigerialanguages does not godown well with the speakers of the socalledminoritylanguages. So, anation like Nigeria cannot yet beregardedasanationalityuntilithas succeededinits choiceofatruly nationallanguage.

Certainly,lackofanationallanguagecanleadtoadivisivetendencyin anation. Inorder tocontainthisproblem, EnglishisusedinNigeriatofill the vacuum created bytheabsence of a truenationallanguage. Englishbecomes medium of communication across ethnic boundaries. Itis inthissense thatwecan regardEnglishasplayinganintegrativerole in the country. The language weds togetherdifferentnationalities thatmakeuptheNigeriannation. Thetransformationinto a nationality remainsthe highest goal of Nigeria as a sociopolitical entityorunit, andthe issueoflanguagechoice isamajordeterminingfactor.

SELF-ASSESSMENTEXERCISES

- 1. Is thereany countryin Africa that can be regarded nowas bothanationandanationality?
- 2. Explain the integrative role of the English language inNigeria.

3.0 CONCLUSION

In anationality,thereisnoproblemoflanguage choiceas the entityisalready linguistically integrated. What is paramount in a nationalityrelates tolanguage maintenance

anddevelopment. Ontheotherhand,language choice isaserious problem confronting anation that is yet transform into anationality. This is the situation in which countries like Nigeria and Ghana are now. In Nigeria, English is being used as anational language. It is the only language that guarantees interethnic communication.

4.0 SUMMARY

Inthisunit, we have explained the two different but related concepts of nationalism and nationism. In addition, we have brought out how language is related to the two concepts.

6.0 TUTOR-MARKEDASSIGNMENTS

- 1. Define the conceptsof nationalism and nationism.
 - (a) Howis languagerelated to nationalism and nationism?
 - (b) Will youregardNigeria as a nationandornationality? Givelinguisticreasons to supportyouranswer.
- 2. Among all the languages in Nigeria which one(s) should be adopted as a National Language? Give the reason for your choice.

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UNIT8 THE CONCEPTOF BILINGUALISM: DEFINITION, TYPES AND EXTENT

CONTENTS

- 1.0Introduction
- 2.0Objectives
- 3.0Main Content
- 3.1DefinitionofBilingualism
- 3.2TypesofBilingualism
- 3.3ExtentofBilingualism
- 3.3.1Coordinate Bilingualism
- 3.3.2CompoundBilingualism
- 3.3.3 IncipientBilingualism
- 4.0Conclusion
- 5.0Summary
- 6.0References/FurtherReadings
- 7.0Tutor-MarkedAssignments

1.0 INTRODUCTION

The conceptofEnglishas aSecondLanguage(ESL)isrelatedtothatof bilingualism inthesense that ES exists in a bilingual situation. In this unit, therefore, you will learn about the conceptofbilingualism, witha focusonits definition, types andextent Today,manypartsoftheworld canbesaidtobebilingualandthishassomeimplications forlanguage policies andlanguage education in such areas. As at now, opinions differentheplace of bilingualism in education, particularly as it relates to the controversy of whether bilingualism should beregarded as an assetor liabilityineducation. Thequestioniswhetherbeingbilingualis an advantage or a disadvantage to one educationally. Really, this controversyisnotour concern at thislevel, but it iswellfor us to be awareofit.

2.0 OBJECTIVES

Atthe endofthisunit, you should be able to:

- i. define the conceptofbilingualism;
- ii. identifyandexplaintypesofbilingualism; and
- iii. distinguishbetweencompound and co-ordinate bilingualismas wellasbetweenindividualand societalbilingualism.

3.0 MAIN CONTENT

3.1 Definition of Bilingualism

Manydefinitionshavebeengiventothetermbilingualism. According toBloomfield (1933),bilingualismrefers to "thenative-like controloftwo languages". Francis (1958) also echoes this idea by taking a bilingual person to be "somebody with a perfect control of twolanguages". In his own case, Haugen (1961) defines bilingualism loosely as "a practice of two languages". Furthermore, Mackey (1968), seesbilingualismas "analternativeuse of two or more languages by the same individual".

These definitions have their merits and demerits. For example, Bloomfield'sdefinitionis inadequatebecauseitonlydescribesonetypeofbilingualism. Thesame thinggoesfor Francis. Haugen's definition of bilingualism is also tooloose. Mackey's definition of bilingualism is morerealistic adequateforourpurposein thisunit. Therefore.we and shallregardbilingualismas theuseoftwolanguagesbyanindividualoracommunity. Thetwolanguages existsidebyside andareusedbythe individualorthe community. Inotherwords, bilingualism isaproduct ofalanguage contactsituationitisaconsequenceoftwolanguages incontact, with the possibility of cross-linguistic influence betweenthetwolanguages. Thismeanssimplythatthereis thepossibilityofthetwo languages influencingeachother.

SELF-ASSESSMENTEXERCISE

1. Howdoyouthinkanalternative use of two languages by the same individual is possible?

3.2TypesofBilingualism

From thedefinitionsofbilingualism thatyouhaveseenin3.1,itshould becomeobvious toyouthatbilingualismisnotofonetype. Twobroadtypes of bilingualism which have been identified are individual bilingualism and societal bilingualism. Individual bilingualism is aphenomenonin which an individual has an alternative use of two languages. He may decide to use language A or language B, depending on the subject of discourse, participants and setting, among other factors. An educated Nigerian, for instance, is a bilingual person in the sense that he or speak his or her indigenous language and English.

Societal bilingualism describes a situation whereby two different languages exist independently within the societyconcerned. When thereisa andfunction functionaldifferentiation between the two languages, thereiswhatis calledbilingualismwithdiglossia. Diglossia thereforedescribesasituationinwhichthetwolanguages thatexistside bysideinasocietyhavetheirseparatedomainsofuse. Forexample, in mostcases inNigeria Englishwillbeusedforofficial,nationalaffairs while the indigenous languages will be used for informal family discussions.

There may also bebilingualism without diglossia. This obtains when thereisnofunctional differentiation between the two languages existing side by side in a community. This means the two languages can be used in all domains.

SELF-ASSESSMENTEXERCISE

- 1. Distinguish betweenindividual bilingualism and societal bilingualism.
- 2. What relationship exists between code switching, code mixing and bilingualism?

3.3ExtentofBilingualism

By extent of bilingualism we refer to the degrees of individual bilingualism. When we talk of the degreesofindividual bilingualism, we canhave coordinate bilingualism, compound bilingualism and incipientbilingualism.

3.3.1CoordinateBilingualism

Coordinate bilingualism is a situation wherea personis ableto speaktwo different languages with equal or partially equal facility. Accordinate bilingual is able to keepthe systemsof his two languages apart. Heunderstands therolesofeachof his languagesperfectlywelland he is able tocommunicate in the two languages effectivelywell. Thus, a coordinate bilingual has "anear native-like competence inhis two languages" (Akindele and Adegbite, 1999). In coordinate bilingualism, one acquires the two languages in different contexts (eg. school and home), so the word of two languages belong to separate and independent systems.

3.3.2CompoundBilingualism

Compoundbilingualismdescribesasituationinwhichapersondoesnot have equal competence in his two languages. A compound bilingual cannot keep the systemof languages his two apart and SO. traces of mother tongue interferencearenoticeableinhisuseoflanguage. Many Nigerian bilinguals are rather of the compoundtype. A compound bilingual learns two languages in the same environment so that she acquires one notion with two verbal expressions.

3.3.3 IncipientBilingualism

Thisdescribesasituationinwhichapersonunderstands and speakswellone of the two languages existing in his community (especially his mother tongue), but understands the second language only partially. Examples are semi-literate speakers of Englishamong the Hausa, Igboand Yoruba and other language groups. This type of bilingualism is also sub-coordinative bilingualism.

4.0 CONCLUSION

Bilingualism is a product oflanguagein contact. Becauselanguage and culture are closely related, bilingualism predisposes biculturalism. In otherwords, abilingual person can besaid to be bicultural. Just as bilingualism exists indegrees, biculturalism too is amatter of degree.

5.0 SUMMARY

Inthisunit, we have discussed the definition of bilingualism, types of bilingualism as well as extent or degree of bilingualism. Just as an individual can be bilingual, a society community or community can also be bilingual. Today, bilingualism is a

common phenomenon in the world.Manypeople in manyplacesallover theworldarebilingual.

6.0 TUTOR-MARKEDASSIGEMENTS

- 1. Whatdoyouunderstandbythetermbilingualism?
- 2. To what extent does bilingualism affects bilinguals' linguistic competence

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UNIT9 BILINGUALISM: ITSDEVELOPMENTAND CONSEQUENCES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 FactorResponsiblefor theDevelopmentofBilingualism
- 3.2 ConsequencesofBilingualism
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/FurtherReadings
- 7.0 Tutor-MarkedAssignments

1.0INTRODUCTION

Youhave justdealtwiththedefinition, types and extent of bilingualism. Youhave noticed that some people have defined the concept in different ways. In addition, you have also seen that bilingualism can be individual or societal and that individual bilingualism varies indegree. In order to conclude our discussion of bilingualism, we shall turn in this unit to its originand effects. Anywhere it develops, bilingualism is brought about by some factors, and having developed, it leads to some consequences.

2.00BJECTIVES

Bytheendofthisunit, you should be ableto:

- i. describe theoriginofbilingualism; and
- ii. stateatleastthreeconsequencesofbilingualism.

3.0MAIN CONTENT

${\bf 3.1} Factors Responsible for the Development of Bilingualism$

Many factors can be responsible for the genesis and development of bilingualism. Amongthese factors are colonialism, conquest, trade and commerce, annexation and borderline areas.

In Africa, colonialismisamajor factor that led to bilingualism. You will recollect that European colonialists came to colonize different parts of Africa theway they did to some other parts of the world. British and French governments came to dominate different parts of Africa. English and French as foreign languages were consequently introduced in Africa. This led to the development of Anglophone and Francophone African countries. Of course, the African countries had (and still have) their own indigenous languages.

The introduction of English andFrench, for example, thenledtothedevelopment of bilingualism where the indigenous languages of Africa existed

sidebyside with English or French.

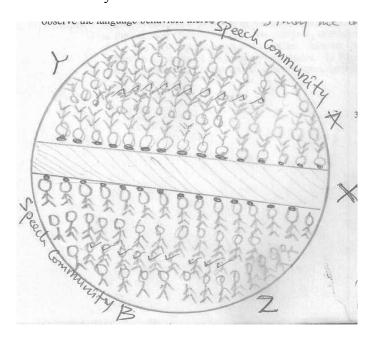
Another factor that canyield bilingualism is conquest. For example, U.S.AwasoriginallydominatedbytheIndians. Butlater theplacewas conqueredandtakenoverbyBritishmigrantswhobroughtthe Englishlanguage and culture to the area. Australia also had a similar experience.

Bilingualismmayalsoariseasaresultofcommercialactivities. Ifyou can recollect, tradewasoneofthefactors that ledtothe implantation of the EnglishlanguageinNigeria. Throughtheactivitiesofthe Europeantraders who had to transact business with the local inhabitants, the vehicularlanguageofpidgindevelopedalongthe coastofWestAfrica.In addition European languages like English, French andPortuguese startedtobeusedintheareas.

People canalsobecome bilinguals intheindigenouslanguages intheir community through trade and commerce. For example, trading activities between Yoruba and Hausa, Hausa and Igbo can lead to bilingualism in Yoruba and Hausa languages, and Hausa and Igbo languages.

Annexationcanalsoleadtobilingualism. Annexationoccurswhenandwhere a community forcefully acquires another community. In this situation, exchange of languages occurs although one language may eventually supersede the other. The language of the stronger community that annexes the weaker community may supersede thelanguage of the annexed community. Reflect on this for a moment. Whydoyouthinkitispossible in suchasituationforonelanguagetosupersede theother? Thinkofanyplace inthe world where thishas happened.

Bilingualism canalsobebrought about by the existence ofborderline areas. Suchis thesituationin IdirokoandBakassiareas. Haveyouever beentoanyoftheseplaces? Youcantakeatriptoanyofthe areas and observethelanguagebehaviors there. Study the diagram below carefully.



The diagram shows how borders or community boundaries make bilingualism possible. The 'X' represents the borderline, while 'Y' and 'Z' represent the two speech communities. If you carefully observe or study this chat, you will discover that those persons with dots on their heads in both 'X' and 'Y' portions will, at one point or the other, have language contact. This contact is because of the speakers' proximity to each other. Thus, these speakers with ticks $(\sqrt{})$ on their heads will find it difficult to be bilinguals.

It is not as if they do not want to be bilingual, rather it is because their position (the distance between where they live and the language they ought to have contact with), as shown in the chat makes it difficult for them to have contacts with other languages. In fact, suffice it to say that in borderline areas, the extent of bilingualism is dependent on the proximity of the speakers of the new dissimilar speech communities.

SELF-ASSESSMENTEXERCISE

- 1. Canreligionleadtothedevelopmentofbilingualism? Relateyourdiscussionto:
 - a. Theimplantation of the English language in Nigeria; and
 - b. ThedevelopmentofIslam inNigeria.

3.2Consequences of Bilingualism

One consequence ofbilingualismwhichyou shouldreadily thinkofis biculturalism. This isbecauselanguageispartofculture, andtheability to speaktwolanguagespredisposesonetobeingbicultural. Learningto speakalanguagedefinitelymeans morethanlearningabouttherulesof syntax, phonology and semantics of the language; it also involveslearningaboutthe cultureofthepeoplewhospeakthelanguage.

Bilingualism canalso lead to the sociolinguistic phenomena of code-switching and code-mixing. Code-switching is a phenomenon of making one utterance in one language and another in a different language within the samediscourse e.g. 'omooya. Letusgo' (code-switching involving Yoruba and English). On the other hand, code-mixingisaphenomenonofmakinguseofelementsoftwolanguages inthesameutterancee.g. 'Awonstudents naaperformwell; (Englishcode-mixedwithYoruba).

Apart from this, bilingualism can also lead to language borrowing. Languages are like Nigeria, for example, the another. human beings. thev borrow fromone In EnglishlanguagehasborrowedsuchwordsasOba,Obi,Emiretcfrom theindigenous Nigerian languages; 'Oba' fromYoruba, 'Obi fromIgbo 'Emir' from Hausa (first from Arabic to Hausa and then to English). The indigenous languages also borrowfromEnglish(mostofthe timewithphonologicalmodifications).

SELF-ASSESSMENTEXERCISE

- 1. Site five words which your indigenous language has borrowed from English
- 2. What are the benefits of bilingualism?

One other effect of bilingualism which we should mention here is mother tongue interference. This is a phenomenon in which the system ofone's firstlanguageor mothertongueintrudes into the system of the second language. Mother tongue interference is pronounced in the area of pronunciation. Mother tongue interference can also benoticed to some extentin syntax and semantics. In Nigeria, most people speak English with Yorubaaccent, Hausaaccent, Igboaccent and soon.

The way people fare with the supra-segmental phonemes or units of stress and intonation often reflects mother tongue interference.

SELF-ASSESSMENTEXERCISE

Cite five examples of mother tongue interference in the pronunciation of English in Nigeria; and five examples of mother tongue interferenceineachofsyntax and semantics.

4.0 CONCLUSION

Bilingualism is a sociolinguistic-phenomenon; it is a product of languagein society. Whenever and whereverlanguages are incontact, bilingualism is bound to develop, and many non-linguistic factors can bring languages into contact. Bilingualism is now a world-wide phenomenon which should be seen as a meritrather than a demerit; it is a sociolinguistic reality of our own period and place in the world to day.

5.0 SUMMARY

This unit has been devoted to the origin and consequences of bilingualism. We should not be that a part from the individual and the societal bilingualism which we observed under types of bilingualism in unit 8, bilingualism an also be stable or transitional. In Canada, Nigeria, Ghana and many other parts of the world where two languages are in perpetual contact, bilingualism is said to be stable, whereas in places like Germany, Turkeyand some other places in the world where to ngue influences diminish, bilingualism is said to be transitional.

6.0TUTOR-MARKEDASSIGNMENT

- 1. Describe theoriginofbilingualism
- 2. Whatarethepossibleconsequencesofbilingualism?
- 3. What factors encourage bilingualism?

7.0 REFERENCES/FURTHERREADINGS

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UNIT10 ESLANDNATIONALLANGUAGEPOLICYIN NIGERIA

CONTENTS

- 1.0Introduction
- 2.0Objectives
- 3.0Main Content
- 3.1Languagein Pre-PrimaryandPrimaryEducation
- 3.2Languagein SecondaryEducation
- 3.2.1Current Policy on Education (2008)
- 4.0Conclusion
- 5.0Summary
- 6.0References/FurtherReadings
- 7.0Tutor-MarkedAssignments

1.0INTRODUCTION

In this context, what is meant by National Language Policy is an official and government policy statement which guided and dictates government action in respect to language issues. InNigeriathereisno separatedocumentthatcanbe calledlanguagepolicy. Whatwe cancalltheNigerianational language policyis contained in the National Policy on Education (1977) (revised 1981). Inthisunit, therefore, weshall examine therelevantlanguageprovisions intheNationalPolicyonEducation. Weshallemphasizethe roles assigned the Englishlanguage in Nigeriaat thevarious levels of education.

2.00BJECTIVES

Itishopedthatthisunitwillprepareyoutobeable to:

- i. describe the language policy in the National Policy on Education;
- ii. state the position of the English language in the overall educational system in Nigeria.

3.0MAIN CONTENT

3.1LanguageinPre-PrimaryandPrimaryEducation

The government of Nigeria appreciatesthe importance of language in the education of its citizens. With specific reference to pre-primary and primary education, the National Policy on Education (1977) states that: "The medium of instruction will be principally the mother-tongue or the immediate community".

Themediumofinstructionis initiallythemother tongueorthelanguage oftheimmediate community, andatalater stage English.

Thefirst clause above is inrespect of pre-primary education while the second clause relates to primary education. In order to realize these objectives, it is the intention of the government to:

- developtheorthographyof manymoreNigerianLanguages, and produce textbooks inNigerianlanguages;
- setupalanguage centre aspartofthe educationalserviceunder the Federal Ministry of Education.

The priority given to the mother-tongueor the languageoftheimmediate community is in realization of the importance of the indigenous languages in the early education of the Nigerian children.

Attheprimaryschool, the policy does not categorically state the stage of the change-over to English. But what is in practice is that the mother-tongue or the language of the immediate community is used as the medium of instruction for the first three years, after which English becomes the medium of instruction.

Thereisnodoubtthatthisprovisionis confronted with someproblems. The governmenthas not actually put any concrete programme on ground in respect of the development of the indigenous languages. Also the shift from the indigenous language to English at the primary school also of tenposes some problems to the learners as they become tongue-tied and passive when the teachers start to use English. This of tenforces the teachers too scillate between an indigenous language and English.

The rolesofthe indigenous languages in the earlyeducation of the children cannot be over-emphasized. In fact, languages cholars such as Bamgbose (1976, 1977), Afolayan (1979) have repeatedly emphasized the rolesofthem other-tongue in the early education of the Nigerian child. Also, the success of the Ife Projectof using Yorubatoteach other subjects (apart from English) at the primary school level reinforces the importance of the indigenous language in early education. However, there has not been a follow-up to the project.

3.2LanguageinSecondaryEducation

The National Policyon Education (1981) states that EnglishandtwoNigerian languages are to be learnt by the Junior Secondary school students. It is suggested that in selecting two Nigerian languages, students should study the language of their own area in addition to any of the three major Nigerian languages. This will be subject to the availability of teachers. Hausa, Igboand Yoruba are recognized as the major Nigerian languages.

For theseniorsecondary school, the policy states that English and one other Nigerian languages hould be studied. The policy is silent on the medium of instruction at these condary level.

3.2.1 Current Policy on Education (2008)

Since the publication of the first edition in 1977, the 2nd and 3rd editions were published in 1981 and 1997, respectively keeping with the dynamics of social change and the demands on education. This 4th edition was necessitated by some policy innovation and changes, and the need to update the 3rd edition (1998) accordingly. These innovations and changes include:

- (i). the lifting of the suspension order on open and distance learning programme by government.
- (ii). revitalization and expansion of the National Mathematical Centre (NMC).
- (i) establishment of the Teachers Registration Council (TRC)
- (ii) introduction of information and Communication Technology (ICT).
- (v). prescription of French Language in the primary and secondary schools curriculum as second official language.
- (vi). prescription of minimum number of subject to be taken by SSCE (Senior School Certificate Examination) Candidates.
- (vii). the integration of basic education in the programme of Quaranic schools, to ensure equal opportunity and effective implementation of UBE (Universal Basic Education).
- (viii). repositioning science, technology and vocational education in the scheme of national education for optimum performance
- (ix). general contextual change to reflect the state of professional practice in education, among others.

Government has set up a National Education Policy Implementation Committee to translate the policy into workable blue prints that would guide the bodies whose duty it would be to implement the policy. The committee was also to develop monitoring system for education plan as it evolved.

SELF-ASSESSMENTEXERCISE

- 1. Whatdoyouthinkare theadvantagesofconductingearly education in the child's mother tongue?
- 2. What is the medium of instruction in Nigerian secondary schools?

4.0CONCLUSION

Languagesplay animportant role in theprocessof educationbecause language is amajor means through which education takes place. Because of the vital role of language in education, therefore, there is the need for a viable and practical language policy, especially in a bi or multilingual setting like Nigeria.

5.0SUMMARY

We haveindicated inthis unit that there is no separate document in Nigeria as at nowwhichcanbe called language policy. Government official statements in respect of language issues in education are contained in the National Policy on Education formulated in 1977 and revised in 1981.

The 1998 and 2008 editions of the policy have made some improvement s compared to the previous ones. But the problem remains the implementation of the content of the policy fromthestatements, itisclearthatgovernmentrealizes the importance of language in education and formaintaining unity. From thestatementsalso, it is clear that the Nigerian governmenth as in mind bilingual education for its citizens. However, most of the statements still remain mere statements of intention as government is yet to put in place concrete measures in realizing its objectives.

6.0TUTOR-MARKEDASSIGNMENTS

- 1.Describe thelanguage provisions in the National Policyon Education.
- 2. Whatdoyouthinkis the position of the Englishlanguage in the over-alleducational system in Nigeria?

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UNIT11ENGLISHANDTHEINDIGENOUSNIGERIAN LANGUAGES

CONTENTS

- 1.0Introduction
- 2.0Objectives
- 3.0Main Content
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1.0 INTRODUCTION

EnglishwasnotthefirstEuropeanlanguagetobespokeninNigeria.In fact, anOba ofBeninwasreputedtohavespokenfluent Portugueseas farback asthe 16thcentury.ButEnglishsoondisplaced Portuguesein Nigeria due to reasonsnotyetobvious. But itcanbeguessedthatthe fact that Portuguese activities were limitedto the royal courts contributedtoitseasydisplacementbythe Englishlanguage.

imposedLatinontheirconqueredterritories, **British** As the Romans the alsoimposedEnglishontheir colonies,includingNigeria.However, the imposition was rather diplomatic. Trading activities, missionary activities, westerneducation etc.,contributed immensely to the introductionofEnglishinthe country.Sinceits introduction, in Nigeria, Englishhasbeenexistingalongside thenumerous indigenouslanguages inadditionto suchlanguagesasArabic andFrench.

In this unit weshall talk about the interaction of English andindigenous languages withemphasisonthe effectsofEnglishontheindigenouslanguagesaswellas theeffectsoftheindigenous languagesonthe Englishlanguage.

2.00BJECTIVES

Atthe endofthisunit, you should be able to:

- i. describe thelanguagesituationinNigeria;
- ii. state some effects of the indigenous languages on English in Nigeria; and
- iii. mentionsomeeffectsofEnglishontheindigenouslanguages in Nigeria

3.0 MAIN CONTENT

3.1 TheLanguageSituationinNigeria

From our previous discussions, It has been established that the linguistics status of Nigeria is no longer shrouded in obscurity. Nigeria is a perfect example of a multilingual country.

Multilingualismisa phenomenonoflinguisticpluralismwithinasingle polity. According to Stewart (1968), national multilingualism refers to the use of more than one language in a single polity. Multilingualism exists invarying degrees in many areas of the world, e.g. Asia, Africa, Latin America etc.

Asat now, the actual number of the indigenous languages in Nigeria cannot be determined, but it has been variously put between 150 and 400. Furthermore, these indigenous languages have dialects, some of which are not even mutually intelligible. Out of these numerous languages, Hausa, Igbo and Yoruba have the political recognition as 'major languages'. The three languages can be regarded as regional lingua francas: Hausais predominant in the North, Igbo in the East and Yoruba in the West.

In addition to the indigenous languages in Nigeria, we have such languages as English, French, Arabic, German, Russian and Pidgin English.French,German,ArabicandRussianaretaughtinour schools andUniversities as foreignlanguages.Withinthe society,theyareused forvery restrictedactivities. ButEnglish enjoys the statusofasecond language;itisusedextensivelyfor the conductofday-to-dayactivities. Arabic isusedmostly onlyin religious contexts while Pidgin English flourishes mainly in commercial contexts, and spoken informal situations.

Definitely, thepicturepaintedaboveis thatof multilingualismandthereis a movementtowardsa diglossic relationship; that is a functional differentiation of the languages. Butinpractical terms, bilingualism is predominant.

3.2 Interaction of English and the Indigenous Nigerian Languages

likehumanbeings.Just likehumanbeings interactwith Languages are oneanother, languages in a multilingual setting also interact with one another. In such a situation, there will be cross linguistics influence. Since the English languages exist indigenous with Languages side side the by Nigeria, it exerts some influence on the languages. In like manner, the indigenous languagesalsoinfluencethe Englishlanguage. So, itisatwo-wayaffair.

3.2.1 Effects of the Indigenous Languages on the EnglishLanguage

The effects of the indigenous languages in Nigeria on the English language can be seen in terms of the colorations that have been given the English language in the country. These reflectat various levels of language description: phonology, grammar, lexis and semantics.

At the phonological level, the influence of the mother tongue is pronounced. This manifests in the treatment of the segmental and suprasegmental units. With the segmental units of vowels and consonants, for example, there is the

phenomenonofsound substitution.Forexample, there are somevowels and consonants which are present in English but absent in Yoruba. Sowhen the Yoruba speakers of Englishen counter these sounds, they substitute them with sounds which are present in Yoruba e.g./\(\lambda\)/ for /O/. So "come" will be rendered as /kom/ instead of /k\(\lambda\)/, "thin" will be realized as /tin/instead of /\(\lambda\)/ Semantically, many English words have been assigned meanings different from that of the native speakers. One of such words is 'dash'. In Nigeria the expression "Dash me book" means to give someone a book usually as a gift. Amongst all the meaning of 'dash' as used by its native speakers, none agrees with the one given in the expression above. Many other examples abound.

Withthesupra-segmentalunitsofstress and into nation there is a similar tendency. Nigerian languages are said to be to nalinnature rather than stress timed. Unlike English in the selanguages, to ne is used for lexical distinction. An average Yoruba speaker of English, for example, is likely to assign equal prominence to every syllable in a bipolysyllabic words (Apolysyllabic word is that which contains many syllables). But this is not so in native English speech, where only one syllable is given the primary stress in a polysyllabic words.

SELF-ASSESSMENTEXERCISE

IfyouareaspeakerofYoruba,describe twomore examplesofeachof thesituations cited above. If you speakanotherindigenous language, statetwoexamples for each of the situations described above. That is, howyour indigenous language affects the treatment of these gmental and the supra-segmental units of English.

Atthegrammaticallevel, the influencesoftheindigenouslanguages are minimal, butthey are nonetheless present. For example, there is the use of the plural pronoun, "they", for a single person among the Yoruba speakers of English. There may also be a translation of Yoruba structure into English e.g. "Iamcoming" saidby somebody taking an excuse to leave.

At the lexical level, some words from the indigenous languages have entered the English language e.g. "Oba" (King), "dodo" (fried plantain), "iroko" (atype of tree) etc from Yoruba; "Obi" (atitle), "Ogbono" (a type of soup) etc from Igbo; "Emir" (a title), "seriki" (a title) etc. from Hausa. These are regarded as loan words from the indigenous languages.

In thearea of semantics(thatis,meaning), the influenceofindigenous languages and culturescan also be noted on the English language, especiallyintheaspectofkinshipterms. Suchkinshiptermsasfather, mother,brother,sisteretc.havebeenbroadenedin meaninginNigerian English. "Father" in Nigerian Englishmeansmore thanone'smale biologicalparent,soalso istheword'mother'.

3.2.2 Effects of English on the Indigenous Nigerian Languages

The Englishlanguage has significant linguisticinfluence on theindigenous languages in Nigeria. According to Bamgbose (1995), one clearlinguistic influence of English on the Nigerian languagesrelates to the presence of a large vocabulary of English in these languages. Suchitems in Yoruba include "titi (street), "diga"(digger), "sibi" (spoon), "buredi" (bread), "redio" (radio) and so on. All these words can be regarded as loan translations with phonological modification. In the Igbo language for instance, the word 'tebulu' was got from the English word 'table'. Through this process, the vocabulary of the Yoruba languageis expanded. The same thinggoes for all the other indigenous languages in Nigeria.

SELF-ASSESSMENTEXERCISES

Ifyourindigenous language is Yoruba, citemore examples of the process described above. If you speak another in digenous Nigerian language, gives ome examples in your language of the process.

Itshouldalsobenotedthatthe interactionofEnglishandthe indigenous languages in Nigeria emergence of Nigerian Pidgin. has led to the NigerianPidgindrawsitsvocabularyfromEnglishand the indigenouslanguages. From the indigenous languages come such items as"wahala", "katakata", "ogogoro", megida "etcinNigerianpidgin.

Thesociolinguisticphenomenaofcodemixingandcode-switchingare also another effect of the interaction of English and the indigenous languages. An educated Nigerian can hardly undertake an extensive discourse inhis mothertongue without code-mixing English itemsor switchingcompletelytoEnglishattheendofa completeutterance

Examples are:

- "That man anwula" (that man is dead)
- "Miorimanyenlana" (code-mixing), meaning "Ididn't see theman yesterday"
- "Opari. Let'sgo" (code-switching) (That'sall, Let'sgo)

SELF-ASSESSMENTEXERCISES

Cite more examples of code-mixing and code-switching involving English and your indigenous language.

4.0CONCLUSION

Languageinteractionis a common feature inbior multilingualsettings. Nigeriaisa multilingualcountry inwhichmany indigenous languages existandsomeforeignlanguages aswell. AlthoughforeigntoNigeria,English has become a second language in the country, which is extensively used in addition to the mother tongues.

Sinceits inception inNigeria, English hasbeenexistingside by side with the indigenous languages andthishasledto some cross-linguisticinfluence.

5.0SUMMARY

ThelanguagesituationinNigeriawhichwehavedescribedinthisunitis thatofmultilingualism. Inthis multilingualsituation, Englishenjoysa great prominence as thelanguage ofgovernment, education, commerce andindustry, international diplomacy and soon. If placedinadiglossic relationship with the indigenous Nigerian languages, there is no doubt that English will be regarded as "H" language (that is, Highlanguage-a language that enjoys dominance over its rivals). Both English on the one hand and the indigenous languages on the English language in our indigenous languages is more pronounced in borrowing, whereas the influence of Nigerian indigenous languages on the English Language gave credence to the recognition of the term "Nigerian English"

6.0TUTOR-MARKEDASSIGNMENTS

- 1. Describe thelanguagesituationinNigeria
- 2. Illustrate clearly the cross-linguisticinfluence between English and the indigenous Nigerian Languages.
- 3. What are the convergence and divergence points of bilingualism and multilingualism?

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UNIT12 VARIETIESOFENGLISHASASECOND LANGUAGEINNIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 The EnglishLanguage inNigeria
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 - 3.2.4 OtherVarieties
- 4.0 Conclusion
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1.0INTRODUCTION

Nigeria isa countrywith manyethnic groups andlanguages. In1914 whenLord FredrickLugard amalgamatedalltheprotectorates into country (Nigeria), he did not amalgamate the indigenouslanguages. The language that was used to link all the tribes together was the English language. The language was implanted into countryandit is aneutrallanguage, whichnobodycanlayclaimto.

Ifyou makea linguisticexcursionintothe country, you will find that no two languages are Because ofour linguistic background totallyalike. andevenculturalbackground, it will be discovered that the English that we are using in Nigeria hasdifferent varieties. We do notspeak the languagealike; wedonot pronounce allwords a like. Differentscholars witheach scholarcomingupwithdifferentvarietieshave examinedthis issue of varieties of Englishin Nigeria from various perspectives. In this unit, we will examine the varieties of Englishthat are identifiable in the country. This will serve as a good launching pad inthestudyof furthervarietiesofthelanguage.

2.00BJECTIVES

Atthe endofthisunit, you should be able to:

- i. explainthe EnglishlanguagesituationinNigeria.
- ii. identifythemajorvarietiesofEnglishinNigeria.
- iii.bring out other varieties of Englishthat areidentifiable in Nigeria.

3.0 MAIN CONTENT

3.1 The English Language in Nigeria

The Englishlanguageisasecondlanguage inNigeriabecauseitisnot our mother tongue orfirst language. Wealreadyhad ourindigenous languagesbefore the adventofEnglish.

The English language came into the country through commerce and trade, missionary activities and colonial masters. This also helped the educational growth of the country since the language is being used as the medium of instruction right from the later part of primary school.

You will observe that the language came into the country from the coastalareas likeCalabar,Abeokuta,PortHarcourt,Lagos,Badagryand other townsalong thecoast. Through tradeand religions, the languagebegantospread into the hinterland andpeople beganto communicatein English.By thattime, thewhites began to govern Nigeria and manyNigerianswho could speak some smatteringofthe language were interested in working for the whites as cooks, messengers,housekeepersetc. WiththeuseofEnglishas thelanguage of government, the language became the official language of the country. Itis thelanguage thatcanuniteusacrosslinguisticboundaries.

However, because of the linguistic background of the individual speakers, some differences are noticeablein ouruse of the language. This is because our indigenous languages have some features which are not the same as those of English, and when we put English into use, the difference can be noticed. This is why we talk of varieties of the language in Nigeriatoday.

SELF-ASSESSMENTEXERCISE

Canyou identify the reason that led to the implantation of English in Nigeria?

3.2VarietiesofEnglishinNigeria

As identified inthe previous section, English in Nigeria can be divided into different varieties. The varieties can be identified using certain criteria asguides. We shall now look at some of the easily identified varieties that we have in Nigeria.

3.2.1GeographicalVarieties

If you look at the geography of the country, you will discover that Nigeria is grouped intofour majorparts i.e., the Western, Eastern, Southernandthe Northernparts. These can be further divided if we use the ethnic boundary as a guide. Also, the three major languages Yoruba, Igbo and Hausa can also serve asguides. The Yorubapeople are in the West, the Ibopeople in the East and the Hausapeople in the North. With these three major languages

asguides, the use of English of a Yorubaperson who is bilingual in English and Yoruba will be slightly different from that of a Hausa/English or Igbo/English bilingual. This is true of other local languages that are not classified as among the major ones.

IfaYoruba/Englishbilingualspeaker andanIgbo/English bilingual speakeruse English,

the effect of their first language—their mother tongue—willbe reflected inhow they speak. That is why we can have Yoruba English, Igbo English, Hausa English, Efik English and soon. All these are varieties of English. The areas where these varieties are as ilynoticeable are those of pronunciation and semantic inferences.

If aYoruba person, Hausaperson, or Igboperson speaks English, one will definitely know through the observation of how languages are articulated. These varieties are guided by the geographical and the ethnic boundaries. For instance, in the Igbo language, words usually (if not always) end with vowels. Thus an Igbo speaker will easily articulate police /polifi/ or /polisi/ different from the English native speaker's pronunciation; one would discover that 'police' is a disyllabic word, but the Igbo speakers are likely to make it tri-syllabic. All these occurrences are possible because of language transfer.

3.2.2 Varieties According to Medium

Bymedium inthis context, we are referring to the means through which someone uses a language. As you know, English can be written and can be spoken just like our indigenous languages.

A predictable form of uniformity exists in the written form of language(s), especially in formal contexts. With formal writing, one cannot know the geographical or the ethnic region of the writer. This is because in formal writings, there are universal rules guiding sentence construction, word usage and sentential meanings. At this level, the writer's language idiosyncrasy is concealed.

Whatcanbeusedtomeasure one's leveloflanguageusage ishis level ofeducation. Thetypeoftextoneiswritingcanalsohelptodetermine thevarietiesofthelanguageoneisusing.

Oralmedium isnotasformalas the writtenmedium. Youknowinthe spoken medium of a language, many things are involved. The articulation of the words and sentences can be noticed. Again, the context of usage and the situation can determine the type of style to be used. The meanings of some lexical items or how an item is referred to can be different inmany areas and this can be easily identified in the spoken medium.

In areaof pronunciation, varieties can be easily noted. Whena HausaspeakerofEnglishpronounces "people" or when an I gbo speaker ofEnglishpronounces"follow", easilyidentified. This the varieties will be canbenotedinthespeechofYoruba/English,Efik/Englishorother bilingualspeakers. So, spokenandwritten forms canhelpusdetermine the varieties of English.

3.2.3 VarietiesAccordingtoEducation

Thelevelofeducationofaspeakercanalsohelpusdetermine another varietyofEnglish.

TheuseofEnglishofaschoolcertificateholderwill bedifferent from thatofagraduate. It is important to state here that Mr. A attending a formal education is never a guarantee that his or her variety of English will be better than that of Mr. B who does not have formal education. If Mr. A depend solely on teachers, and these teachers do not have the mastery of the English language, Mr. A, despite all he has been taught, will be half baked. On the other hand, if Mr. B is employed to work as a cleaner in oxford University were no fewer than 90% of the people he encounters speak good English, in due course, he or she will become linguistically acculturated and probably begin to speak a variety of English more acceptable than Mr. A's who is a graduate in Linguistics from a Nigerian university.

ThetypeofEnglishthatis taught andlearntinschoolis takenas the standard form. Ifawell-educated speaker ofthelanguage handles the language, hisown variety of the language willbeeasily identifiable andtheissue ofstandardNigerian language canthenbe addressed. This isbecause; it has been adelicate issue to select the standardNigerian Englishwhichmustbe appropriate and acceptable to all the users of the language.

3.2.4OtherVarieties

Asyouhavelearntearlier,manyscholarshaveworkedonthelanguage issue in Nigeria andtheyhaveprovidedasmanyvarietiesaspossible. Apart from geographical, spoken, written, educated and uneducated varietiesofNigerian English, wealso have types such as technical Nigerian English, literary Nigerian English and interactional Nigerian English. The technical variety is the type used in teaching,in legal setting, inthemass mediaeitherprintorelectronic. Theproblemwith this type of Englishis the issue ofuniformity inits application. The issueofspeechis anotherproblemherebecauseitissometimesdifficult to comprehend what other people that do not come from the same culturalbackground withyou say.

Theliteraryvarietyis thetypeofusagefoundinliterarytexts. Level ofeducationalso mattershere. Writerswithloweducational background may be more difficult to understand than those of high educational background. Youcancompare the work of Amos Tutuola with that of Soyinka, Achebeandothers. The structural organization of the text and choice of language use can be easily identified in the text so feducated and uneducated writers.

When we talk of interactional NigerianEnglish, we refer to the type employedin day-today conversation. This involvesspokenlanguagebuttheproblem there is thatofacceptabilityandintelligibility.

These thenleadus tothevarietywe cancallstandardNigerianEnglish. Thestandard Nigerian English should be the one that is standard in every respect. The type that has international acceptabilityand intelligibility at all levels of language use will be termed standard variety. The problem is how to arrive at that variety that will be called standard'.

SELF-ASSESSMENTEXERCISES

1. Fromwhatyouhave learntso far,canyoustill thinkofany other

varietyofEnglishinNigeria?

2. Within your owngeographical area, dospeakers have the same variety of English?

4.0 CONCLUSION

It willberecalled fromwhatwehave been toldthatNigeria has many varieties of English. It dependson howthe language isbeing used. However, you should not see this as alapse because in every place where languageisused, there are varieties; itisnot limited toNigeria only. What may surprise you is that we can speaksome varieties of language which he owners of English as first language may find difficulttounderstand. That can be part of the beauty of creativity and hybridization in language use.

5.0 SUMMARY

Intheunit, we have learn tabout the implantation ofEnglishinNigeria and the differentiarieties of English that can be easily identified in Nigeria. Allthese are dynamismofthe instancesofthe language. The factthat we have as aspossibleis manyindigenouslanguages catalysttothebirthofas a good manyvarietiesaspossible inNigeria.

6.0 TUTORMARKEDASSIGNMENT

- 1. Identify and explain the major varieties of English in Nigeria today.
- 2.State and explain some criteria that can be used to markout a standard NigerianEnglish.
- 3. Why has it been difficult for Nigerian English to be standardized?

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UNIT13 STANDARDANDDEVIATIONINESL

CONTENTS

- 1.0Introduction
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1.0 INTRODUCTION

theworld, UsersofEnglisharelocatedallover eachusingthelanguage reflecthis to geographical area. This gives rise to such geographical varieties of English as British English, American Nigerian Englishetc. English, **Thisunitis** concernedwiththestudyofthestructure useofEnglishintheNigerian and socialandculturalenvironment. Theaim is to show the general pattern of Standard English, and English as a SecondLanguagewithaviewtorevealingthe systematicnature of the differences between the former and the latter variety. The Unit describes the peculiar features of ESL at the levels of Pronunciation, Grammar and Lexis.

2.0 OBJECTIVES

Bytheendofthisunit, you should be ableto:

i.explainthe conceptsofstandardanddeviation;

ii.identifyandexplaintypes(levels)ofdeviation

iii.state anddescribe threefactors that determine the extent (degree) of deviation in ESL.

3.0MAIN CONTENT

3.1TheMeaningofStandardandDeviation

By standard in this study, is meant the Mother Tongue variety of a language,or the educated variety. Deviation, on the other hand, refers to the variety or varieties characterised by local-features modification, of non-native speakers of a language.

In otherwords, the educated native speaker variety or form of a language is its standard form whereas, the deviant is that which is coloured by local features of those

forwhomthelanguage isnotfirst languageor mother-tongue.

3.2SecondLanguage

A secondlanguageaccordingtoAdegbiteandAkindele[1992] is alanguage whichissequentiallythesecondlanguage of a bilingual person. According to them, it is the variety in which abilingual person conducts his everyday activities but shares this role with another language in which the speaker has the greater linguistic facility or knowledge. This is the speaker's S(L1), or mother-tongue. Kachru (1983) quoted in Adegbiteand Akindele (1992) referto English as a Second Language (ESL) as an institutionalized variety which has the following features:

- Itundergoesprocessofnativizationoftheregisters.
- Itstyleshavetakenplaceinbothformalandincontextualterms.
- It ismarkedbylocalisedfeatures.

3.3 Influenceof MotherTongueonSecondLanguage

Simply put, the mothertongue or the L1 is the language in which a bilingualor multilingual person conducts his every day activities and in which heor she has the greatest linguistic facility or intuitive knowledge (Adeg bite and Akindele 1992). This implies that a speaker's L1 does not necessarily mean the language of his mother. It may be sequentially the first language of a person, the one he uses in expressing his worldview, culture and tradition.

Nigeria.thereare over250ethnicgroupswithover450indigenous tongues.Tomost peopleinthese ethnic groups, Englishisthe L2. The interaction of English and various indigenous languages gives birth to such ethnic varieties as Yoruba English, HausaEnglish, IgboEnglishe.t.c. the effect of the indigenous language on the English language can be seen in terms of the colouration that has been given the English language in the country. These colourations reflect at various levels of language description: phonology, semantics, lexis and syntax. Thus, the influence (interference) of the mother tongue (i.e. our indigenous languages) on the target has always been a major problem, teaching and learning of English as second language. Theguestionnowishowdotheselanguages influence the learningofEnglish?

Igboanusi (2000), in his article, 'Contrastive Analysis: Some Problem areas forthe IgboLearners ofEnglish', pointsoutthat whenspeakers who have acquired the habit ofone language want to learn a second language, there is the tendency for the speech habits of their language to interfere in their effort at learning and using the second language. He defines interference as the influence exerted by the linguistic systems of the first language on that of the secondary language. In this article, Igboanusi points out Smith's (1979) classification taxonomy of interferenceas "negative interference" and 'positive transfer'. The latter pertains to difficulties in using the target language which are mainly attributed to mother tongue and the former implies the ease or facilitation in learning the L2 resulting from similarities between L1 and L2.

Since we are concerned with deviation in this study, we shall be interested in that

phenomenon known as negative interference. In thesection that follows, you shall read about this butbefore then, following conclusions, as contained in Odini's (1989) paper and reportedby Igboanusi(Ibid)needtobedrawn:

- Transferoccurs inbothinformalandformalcontexts.
- Transferoccurs inalllinguisticsubsystems.
- Transferoccursamongchildrenaswellas amongadults.
- Typological factors can affect the likelihood of transfer.
- Transfercan sometimes involveusualstructure.
- Non-structural factor can affect the likelihood of transfer.

3.4LevelsofDeviationinESL

Inthis section, you shallread about the various instances of deviation in Nigerian (L2) English. Language generally is learnt at four levels: Writing, Reading, Listening and speaking. These constitute the basic communication skills inlanguage. Deviation is mostly perceived in the productive aspects of language learning: that is, speaking and writing. In these aspects, deviation is noticed at the following levels:

- (a) Phonology-Phonological deviation.
- (b) Lexis-Lexicaldeviation.
- (c) GrammarGrammaticaldeviation.

Havingidentified thelevels and typesofdeviation, letusnowdiscuss them indetail:

3.4.1PhonologicalDeviation

Thisrefers tothetransferoftherulesguidingtheproduction of speech sounds of a dominant language in a speech community to the sound system of a subordinate or target language. This can be realised at the following levels:

- Phonemic
- stress
- intonation

Deviation isdominant atthe phonemic level. This is because the differences between the sound patterns of the mother tongue of Nigerian learners of English and the sound patterns of the English language. Some English sounds arenot present at Examplesofsuch all, in indigenous languages. sounds are thevoiceless andvoiceddentalfricative,/0/,/ŏ/;voicelessandvoicedpalatalfricative /ſ /_/ 3 /;andlongEnglish vowelsounds/ɔ:/, /a:/,/u:/e.t.c.

Becauseofthis, it becomes very difficult for most Nigerian bilinguals to acquire these sounds. A Yorubas peaker of English for instancetends to produce 'think' as /tink/'that' as /dat/while 'she' as/si/, measure as /mes/ while some Hausa speakers will produce 'fever' as /fifæ/, 'people' as /fifu/e.t.c.

There are also noticeable deviations at the prosodic levels:

- Syllable
- Stress
- Intonation

At the syllabic level,most L2 speakersofEnglish tendto transferthe syllabic rules inindigenous languagesonthe target language English. Thefactis thatthe twoare entirelydifferentmodels. Themorphological structure of the words of these indigenous languages follow CVCVor VCVC[constant vowel; vowel- constant patterns]whereas the English language has consonant clusters. As a result of this, the Nigerian speakersofEnglish ofteninsert, immediately afterthe productionofa consonant sound, a vowel sound. Consider the differences in the following pronunciations.

	Word	Native English	L ₂ Speaker
		Pronounciation	Pronounciation
1	Little	/litl/	/litulu/
2	Bottle	/bɔt√	/botulu/
3	Table	/teibl/	/tebulu/

Stress: stress is the most important supra-segmentalunit which poses problems for non-native speakers. Stress, according to Daniel Jones (1956) is the degree of force which a syllableis uttered. Stress differs fromonelanguage toanother.Nigerianlanguages tonalandintonationalwhile Englishisstressare timedandintonational. This createssomeproblems forNigerianEnglish bilinguals in learning English sounds. A Yoruba-English bilingual for instance, stresses syllableintheutteranceheproduces inEnglishorplacesstresswronglyon some words. Compare the following for instance,

Words	Native	L ₂ Speaker
	English	pronunciation
	Pronunciation	
Character	CHAracter	Character
Education	EduCAtion	Education
Advice	ADvice	adVICE
Madam	'Madam	Ma'dam

Intonation: Atthelevelofintonation, there is also deviation. Because all the syllables are stressed, a carry-overeffect from the indigenous language to understand what part of utterances a Nigerian English bilingual is trying to emphasize. Consider thesentence "Iamcoming home" for instance. In a normal English utterance, 'home' is stressed or emphasized. It is also difficult for a Nigerian English bilingual to understand how different intonational patterns on a single utterance can give different meanings to the sentence. For example

- Youhavesome Statement)
- Youhavesome coney?)(Tone2Question)
- Youhavesomem ney?)(Tone3Doubt)

Thesentences above are the same informbutthe tonalrenditionbrings the differences in meaning. In the Igbo language, similar tonal renditions doexist. Take for example the word 'Akwa' in Igbo. This word has four meanings with each determined by tonal

placement:

- Akwá (clothing)
- Akwà (to cry)
- Akwá (a bed)
- Akwà (an egg)

3.4.2GrammaticalDeviation

Osisanwo W.(1994) defines grammar as a body of descriptive statements about the morphological syntactic structure of a language. Also, Alo(1998) provides a careful description of those two components of grammar when he explains that syntax is the division of grammar which deals with the waywords are combined into phrases and phrases into sentences and therules governing them; and morphology as the component of grammar which deals with the internal structure of words and how newwords can be formed.

In Nigeria, most bilinguals in the English language produce utterance both in speaking and writing that conform to the grammar of their indigenous languages. We find among primary school and secondary schoolstudents such as:

'Theyarecallingyou'where theyrefers toasingular subject;

"The book felldownfrom thetable" insteadofthebook felloffthe table e.t.c. For furtherreadingson this, Adegbite and Akindele (1992:33)—Sociology of Language.

3.4.3LexicalDeviation

Lexis deals with vocabulary and word organisation in a language. Lexical deviationinNigerianuseofEnglishtakes twoforms. Thefirst form is traceable to linguistic factors while the second is traced to culturalfactors. From the former perspective, we have issues relating to direct translation of alanguage into English. Culturally, there are certain lexicalitems that are not present in English but have been introduced into Nigerian English because the notions they express are found in Nigerian culture general culture of the use of kinship terms such as 'father' 'mother' 'son' e.t.c.

Thesekinshiptermshavebeengiven semantic extensionintheNigeria speechcommunity.

SELF-ASSESSMENTEXERCISES

- 1. IdentifythreefeaturesofESL
- 2. Define phonological deviation, grammatical deviation and lexical deviation

3.5Extent/DegreeofDeviation

The following factors determine the degree of phonological, lexical and grammatical deviation in non-native English.

- levelofeducation
- levelofexposure
- firstlanguage

Canyouexplaineachofthefactors as itrelates todeviation?

4.0CONCLUSION

It is notpossible for us to exhaust our discussion on standard and deviationin ESL inthissmallunit. However, we have been able to show that deviation in ESL in Nigeria is conditioned by two basic factors: the first one is linguistic and the second is cultural. It can be said therefore that phonological, lexical and grammatical deviation in ESL cannot be seen absolutely as errors, but also as inevitable linguistic features of a language contact situation.

5.0 SUMMARY

Inthisunit, we have discussed the following:

- The concepts of standard and deviation from sociolinguistic perspectives;
- ThemeaningofSecondLanguage;
- MotherTongueinfluenceon SecondLanguageacquisition;
- Levels\typesofdeviationinESL;and
- ExtentofdeviationinNigerianESL.

6.0TUTOR-MARKEDASSIGNMENTS

- 1. Whatdoyouunderstandbystandardanddeviation?
- 2.Describe the following formsof deviations with adequate illustrations from Nigerian English:
- Phonological deviation
- Grammatical deviation
- Lexical deviation
- 3. Show illustratively the difference between deviation and error.

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UNIT14 TEACHINGENGLISHASASECOND LANGUAGE:LISTENINGANDSPEAKING

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Whatis Listening?
- 3.2 WhatisSpeaking?
- 3.3 HowtoDevelopAudio-OralSkills
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/FurtherReadings
- 7.0 Tutor-MarkedAssignments

1.0 INTRODUCTION

In this unit, you will learn about two basic skills of language as they affect the Teaching of English as a second language. The skills are listening and speaking. You will agree that these skills are very important because at every point in time, human beings are either listening or speaking. Infact, no normal humanbeing candowithout performing these skills almost allthe time. Sometimes they carryout both actions almost simultaneously. This then means that there theneedtolisteneffectivelyandatthesametimespeakeffectively. Without effective listening and speaking, human communication will be incomplete and in actualfact communication willnot even be carriedout. With English as our second language, the skill of listening and speakingbecome thosetobelearned adequately since the languageisnot our mother tongue. Because of the importance of these skills andbecause of the position of **English** second language, effective our teachingandlearningoftheseskillsbecomesveryimportant.

2.0 OBJECTIVES

Atthe endofthisunit, you should be able to:

i.describeeffectivelybothlisteningand speakingskills. ii.explain carefully the relevance of these skills in human's communicativeprocess. iii.link the teaching of English as a second language with the acquisitionoftheseskills.

3.0 MAIN CONTENT

3.1 WhatisListening?

Listening is an active, knowledge guided process. Listening is a process, which involves the perception of a systematic message in a continuous stream of sound. Listeners are always involved in a continuous, cognitive process in which factors of attention and memory are virtually involved too. Listening involves the construction of a message from phonic material.

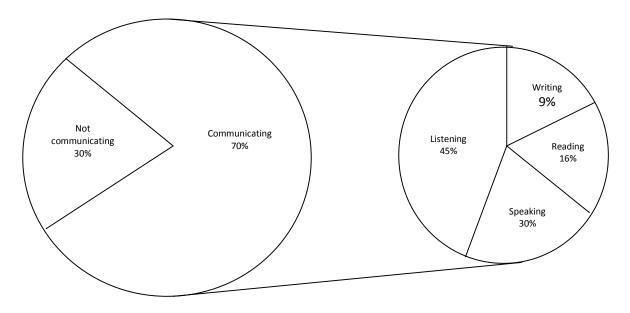
Beforecommunication cantakeplace successfully and before a feedback can be given

when atleasttwo peopleare involved in communication, effective listeningmusthave takenplace. Infactinany languageteaching, listeningisa majorobjective. Youwillagreewith methat listeningisa complicated activity, which first includes learning. The hearing has to be sifted so as to ensure selective listening. Here, the listener is able to separate sense from ordinary noise. After the separation, he cannow interpret these need and eventually react to what he hasheard. It is important for one to be able to understand what he hear heard. Because there is then eed to understand what one hears, he whounderstand swhat he hears has not listened effectively while the one who hears but does not understand what he hears has not listened effectively. Effective listening skills have been neglected in our schools and colleges.

From this explanation, you will discover that the emphasis of listening is not just on hearing speech but in understanding the speech that is heard.

Theknowledge of English as a second language should be brought to bearonthis since English is the medium of instruction in our schools. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means been aware of both verbal messages. Your ability to understand any message is depended on your listening skills.

Study the diagram below culled from Adler, Rosenfield and Proto's research on the process of interpersonal communication (2001).



Adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing.

3.2 WhatisSpeaking?

Speakingis thevoicingoutofsome audiblesounds. Whatisvoicedoutwould have been collated by our thinking processes, and when it is adequately produced, it will be meaningful to an effective listener. Whenwespeak, we are usually expressing or addressing ourselves toother people and as such, our speech has to be sensible and easily understood by the hearers.

You are aware that people speak so as to express their innermost thoughts andbecauseofthiswhatwesay mustalwaysbesensible. Since the language wespeakisshared withother members of our immediate environment, our speech should not be radically different from theirs. The sounds i.e. those of the vowels and consonants that will be joined together should be well articulated.

Asyouknow, Englishisour secondlanguage andtherefore, we cannot speakexactlylikethosewhohave thelanguage as their mother tongue firstlanguagemuchas theytoocannotspeakour mothertongue the way we do. However, the variety that we are using must be acceptableone. Each speakerhas tobe abletoadapt hisspeech to the situation because when we speak, we do so either in response to anotheror, to express delight or anger, to communicate with outsiders as immediatefriendsetc. Thereshouldthereforebe acceptablearticulation of the sounds, maintenance of normal speed and the collationofthesound tobringouttheexpectedmeaning.

SELF-ASSESSMENTEXERCISE

Fromwhatyouhave learnedsofar, what can you say are the main differences between 'hearing' and 'listening'?

3.3 HowtoDevelopAudio-OralSkills

Letusstart by explaining theterm'audio-oral'. Audio has todo with our sense of hearing and listening while oral deals with the voicing out of some sounds. Audio-oral is therefore a combination of both the skills of speaking and listening. These skills go together most of the time although there may be times when one listens without speaking. In the real sense however, listening is a prerequisite to speaking.

In developing these skills, learners should be able to use their knowledge of English to objects, report events and explain situations. They shouldbe abletopronouncesoundsofEnglishthatare notpresentin first language correctlywithoutbeing misunderstood. Eartrainingmustbeproperlyhandledespeciallytoensure thatlearnerscan differentiate between sounds that are closely similar and to avoid mistaking one sound for the other.

Toensureeffective listening and speaking, it is important to take note of the following exercises:

Trainlearners insayingindividualwords thathavesome troublesome phoneme. Examplesareminimalpairslikefan,van,sun,shun,right, light, chair, cheer,dare,theree.t.c.

Apartfromthese typesofpairs, sentences containing such words can be constructed as well appropriate stress patterns must be taken into consideration. Information is another important thing that must be taken care of.

Itisafactthatpoorlistening,insufficientexposures to spokenEnglish, inadequate practice oforal English aresome oftheproblems causing poorlisteningand speaking. Therefore,one good steptotake to solvethese problems is listening to recordedcassettes. Plays on radio and televisioncanaswellbeuseful.As listeninggoeson,learnersshouldaswellbetrainedtointerpretwhattheyhear.

To develop both listening and speaking skills taking in to account English as a second language, Obanya (1982) has offered some suggestions. Hesays that

- learnersshouldbe exposedtovariousmediathroughwhichoral
- Englishcanbe communicated;
- they shouldlistenattentivelyto spontaneous conversationamong speakersofEnglishasasecondlanguage;
- they should reactverballyand spontaneouslyinEnglishtothe messages conveyedthrough face-to-face conversation
- learnersshouldbe exposedtoawidervarietyofeducated speakers of Englishusing Englishtotalkonavarietyoftopic invarious situations
- learnersshouldbe abletolistenattentivelytoand makementalor writtennotesofthemajorpoints in speeches, relatingtotopic withinhis experience talksorbroadcasts
- learnersshouldbe abletointerpretwhattheyhaveheardintermsof goingbeyondwhatis explicitly saidtoprobemotives, allusions, insinuations, and allother possible clues
- learnersshouldbe abletodiscussspontaneouslywithother speakers of Standard Englishon avariety of topics
- learners should acquire self-confidence in the manipulation of spoken English.

From the above,itwill beseenthatlisteningandspeakingareonerous tasks forthe learner.Because Englishisoursecond language,there is the need to exercise adequate training so as to identify sounds and comprehend spokentexts.

1. Pronounce the following words:

Cut,cat;then,den Sit,seat;hair,here Seat,sheet;know,low

- 2. Are the following words the same in pronunciation?
 - Conduct(verb);Conduct(noun)
 - Export(verb) ;Export(noun)
 - Insult(verb);Insult(noun)
 - Import(verb) ;Import(noun)

4.0 CONCLUSION

Thisunithas examinedthedevelopmentoflisteningand speaking skills bearinginmindtheteachingofEnglishasasecondlanguage.Learners are expectedtounderstandallsortsofeducated speakersofEnglishand thevare aswellexpectedtobeable to speak thelanguage effectively. All the areas where there are problems should be adequatelytackled. Suchareas include either the presence orthe absenceofaphonemein one language when compared withthe other. In fact, interferencehas beenthemajorproblemmilitatingagainsttheeffectiveuseofEnglishas the secondlanguage.Practice exercises canhelpto solve theproblem. Therefore inlistening and speaking skills, executrices like pronouncing exercise, exercise. composition, dramatisation role structure oral and playwillenhancetheirteachingofinasecondlanguagesituation

5.0 SUMMARY

Theunithas intimateduswhatlisteningand speakingare. Itagaintells us thatin the teaching of English as a second language the skills of listeningand speakingwhich are primary have to be adequately handled. This is because of the fact that English is our second language and knowledge of our first language of teninter feres in our knowledge of the second language. A number of ways through which the skills can be taught are mentioned in the unit.

6.0 TUTOR-MARKEDASSIGNMENT

- 1. Makealistofinterferenceproblemsyouhear in the English speech of persons aroundyou.
- 2. Indicate the Mother-tongue of the Speakers.
- 3. Mention at least ten listening skills one ought to have.

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UNIT15 TEACHINGENGLISHASASECOND LANGUAGE:READINGANDWRITING

CONTENTS

- 1.0Introduction
- 2.0Objectives
- 3.0Main Content
- 3.1WhatisReading?
- 3.1.1 ProblemsofReading
- 3.2WhatisWriting?
- 3.3HowtoDevelop Reading Skills
- 3.4HowtoDevelopWritingSkills
- 4.0Conclusion
- 5.0Summary
- 6.0References/FurtherReadings
- 7.0Tutor-MarkedAssignments

1.0 INTRODUCTION

Readingandwritingare skills that are necessaryinthe presenttimes sincemostofwhatisgoingonintheworldtodayis throughreadingand writing. For success inlife, theskillsofreadingandwriting shouldbe adequatelydeveloped. Again, inasituationwhere Englishis thesecond languagelikeinNigeria, adequateemphasishas tobeplacedonreading andwriting skills. This isbecause ifonecannotread, hewillbe lostin the presentscheme ofthings. The same thingapplies to the ability to writesoas tobe abletocommunicate topeople within and outside one's immediate society.

Searchingformoreknowledge andunderstandingis madeeasybecause ofyourabilityto readandwrite. Theseskills areespeciallyimportantto youinyourstudies inanOpenandDistantsystemsuchas theNational OpenUniversityofNigeria.

2.0OBJECTIVES

At the endofthisunit, it is expected that you should be able to do the following:

- i. explainreadingandwriting skills;
- ii. state the problems of teaching the skills using ESL as the medium; and Stateways of developing these skills.

3.0 MAIN CONTENT

3.1 WhatisReading?

Wikipediadefines reading as "a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension)". It is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, altitude, and language community which is culturally and socially situated. Reading has to do with the ability to identify letters, linking them together to form words and linking the words together to form sentences. One should be able to read such words that are linked together and understand what such a collection of words means.

there and it develops progressively. You Reading starts from should notethatreadingisofdifferenttypesdependingon thepurposeofthe reading. It can be extensive and intensive. Extensive reading is wide reading, which is not asdeep as intensive type. It is like reading for pleasure when compared with reading for examination, which is intensivereading. Whatever typeitmightbe, one importantthingis understandingofwhatoneisreading. Thisisbecauseone canreadand maynotcomprehendwhathehasread.Readingbecomeseffectivewhen onehasunderstoodwhathehasread. However.nomatterwhattvpethe reading mightbe, there are certain problems associated with reading and we shall touch on them below.

3.1.1ProblemsofReading

In order to assist learners to readeffectively, one should be mindful of the following:

- badeyesightisamajorproblemwhichcanbadlyaffectone's reading abilityMedicaltreatmentisusually recommended for this.
- headwaggingis anotherproblem. Insteadofthe eyes tobemoving,a deficientreaderwillbemovingtheheadas pronouncingthewords;
- vocalisation, which is saying the words while reading, slows down reading agreat deal.

OtherProblemsIncludethe Following

- > Slowreading rate
- > Inabilitytounderstandthelinguisticpatternseffectively.

The problems are more than those stated but those will serve as a kind of clue to the problems that are hampering efficient reading.

For effective reading to take place, the problems stated have to be adequately handledespecially when the medium of expression is English, which incidentally is a second language in Nigeria. Before we proceed, let us have a pause here.

SELF-ASSESSMENTEXERCISE

- 1. Can you itemize some other problems that canhamper reading of Englishtexts inNigeria?
- 2. Whatsolutions canyou suggestfortheseproblems?

3.2WhatisWriting?

Writing is a method of representing language in visual or tactile form. Writing systems use set of symbols to represent the sound of speech, and may also have symbols for such things as punctuations and numerals.

Writingisveryimportanttothehumanraceandthe artofwritingisnot justputtingpentopaper. Itconsistsofhaving somethingto saythatis worth saying andknowing how best to convey it in writing. It then means thatthesubjectofwhatwehavetowritewilldetermineits form. You shouldknowthat tobe abletowritewell,onemusthaveacquired the skillsoflistening and speaking in the language concerned. Being able tolisten and understand and speak Englishbearsonwhat one is writing.Onemustalsohave acquiredawiderangeofEnglishvocabulary tobe abletoconveymeaningfulideas throughwriting.

3.3HowtoDevelopReadingSkills

What successful readers and writers need to know		
	The state part and distinction in the state of the state	Background information / subject knowledge for teacher

The language in which they are expected to read and write

If pupils have to learn to read and write in a language that is not their home language, this makes the task much more difficult. In this situation, teachers need to start with oral work and vocabulary building in this additional language, using actions and pictures. Only when pupils have some oral understanding of the additional language can they be expected to use it for reading and writing.

The written code

Pupils need to understand how the letters on the page represent particular sounds and how they combine to communicate meaning in the form of words. This is why it is important for teachers to give some attention to 'phonics' – the letters that represent particular sounds – when working with beginner readers. To take an example from English, you could use a picture of a dog, with the separate letters **d o g** and then the word **dog** underneath it. First ask pupils what they see in the picture (a dog), then point to each letter andpronounce it; then pronounce the whole word. Then check pupils' understanding by pointing to the separate letters and asking them to make each sound. Next, ask them to tell you other words beginning with the **d** sound. Also give them some examples of your own.

TESSA MATERIAL

which has different stages of development. Readingisa complex skill Inthedevelopment of this skill, the first stepis the abilitytorecognize letterson paper. This is an elementary stage which is known as "mechanical stage'. The second stage is the ability correlate these lettersonpaperwithlanguagelearning. the 'phonic stage'. The third step is the ability to identify letters on paper with the meanings they symbolize. This stage is an intellectual one and it entails other factorsdependingonthepurposeofone's reading.

The purpose may be to survey atextby glancing quicklyand thoroughly throughthe materialbeingread. This isknownas surveyreading. It might also be called 'scanning'. One might want to take another form called skimming — a situationwhere aparticularitemofinformationisbeing sought from from called skimming information. Superficial reading is just to have a shallow comprehension. Content-study reading is to study indetail the content of the text being readwhile linguistics tudy reading is where you study the language in which the text is written.

Since reading is intended to aid hearing, speaking and writing, it is advocated that the skill is properly developed. This can be donethrough asking questions on the language being taught and requiring answer in the same. Training for reading skill is normally done through

comprehensionwhichisnormallytermed'theacquisitionofinformationaboutmeaningorthe extractionofmeaningfromatext'.

Learnersshould aswellsummarizeorretellpassagesread to ensure comprehension. Sentencestructure,paragraphstructureandcomprehension,vocabulary development also willaid effective and efficientreadinginEnglish.

3.4HowtoDevelopWritingSkill

Writingis thevisualrepresentationofthespokenlanguage anditcanbein different forms. It mightbeto narrate, to describe, to argue orto imagineonethingortheother. Inasituationwhere Englishisasecondlanguage, Iwantyoutohave itatthebackofyour mindthatthere isneed for adequate knowledge of the other skills since they are related. Adequate knowledge of Englishis thene eded panacea that can promote the ability to write.

Writingcanoccuratdifferentlevelsofcomplexity.ParagraphattheearlierStage and controlled writingcan serve as a launching pad for thedevelopmentoftheskill.This isdoneby askinglearners to substitute missingordeletedwords fromcertainpartsofastoryorbyprovidinga

setofpicturesaccompaniedwithanincompletepassage, andaskingthe learner tocompletethepassage.

Paragraphwritingcanalsobeguided. Here, learnershavemore freedom

towriteguidedbyquestions that will lead towhat they will write. Paragraphina free or creative writing occurs when the learner has the total freedom to manipulate language the way he likes based on his knowledge and skills of vocabulary, grammar, ideas etc.

Itis advisable togiveexercises tolearners indifferentformsof writingasthese will continue to widen theknowledge of the learners. The purpose of writing

shouldalsobeanotherguidingprinciple. Learnersshouldbe taught to focusonthe purpose of any writingtask soas toselectappropriate words, grammar, language expressions and appropriate ideas.

4.0CONCLUSION

As noted earlier, writing and especially, using Englishas a second language tocarryouttheexerciseisherculean. The samething goes for reading. The two skills are complementary.

5.0SUMMARY

In this unit, we have discussed both reading and writing skills especially in the context of English as a second language. We have intimated you of the need to acquire the knowledge of the language so as to manipulate it effectively in reading and writing. Since English is wide spread across the globe, the ability to read and towrite in this usage is like placing one self in the global Internet of language.

6.0TUTOR-MARKEDASSIGNMENTS

- 1. Definereadingandwritingasbasic languageskills
- 2. Listsomemajorwaysofdevelopingtheskillsofreadingand writinginESLsituation.
- 3. What do you understand by the term "Reading Skills"?

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UNIT16 TEACHINGENGLISHASASECOND LANGUAGE:VOCABULARYAND GRAMMATICALSTRUCTURE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Developing the Learner's Vocabulary in ESL
- 3.2 Is the Teaching of Grammar Necessary in an ESL Situation?
- $3.3\,Some Methods of Teaching Grammatical Structures of English$
- 3.3.1 TheGrammar-TranslationMethod
- 3.3.2 TheDirect Method
- 3.3.3 TheAudio-LingualMethod
- 3.3.4 TheCognitive Code-LearningMethod
- 3.3.5 Communicative CompetenceinLanguage Teaching
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/FurtherReadings
- 7.0 Tutor-MarkedAssignments

1.0INTRODUCTION

teaching English asa second language, all the four basic listening, speaking, reading and writing shouldbeemphasizedinorder to ensure thelearners have a goodmasteryof the language. In addition to these basic language skills, vocabulary and grammatical structures should also be taught. By vocabulary in this context, we mean the stock of words. For users of English as second language to be effectively communicate in the language. they should equippedwithagoodamountofthevocabularyofEnglish.

Apart from thestockofwords.usersofEnglishasasecondlanguage should also be familiar with the grammatical structure of English. This isparticularly ina second language situationifthe casesof mother-tongue necessary interferenceatthegrammaticallevelare tobe reduced. Theknowledgeofthe grammatical structure of English will enable the learners of English as a second language to improve their communicative competence in the language. This unit will describe vocabularyandgrammaraswellas themethods forteachingthese.

2.00BJECTIVES

Bythe endofthisunit, you should be ableto:

- i. mention and describe at least three strategies for developinglearner'svocabularyinESL;
- ii. explainwhatyouunderstandbygrammar;andvocabulary;

- iii. describe the approaches of teaching ESL grammar and vocabulary;
- iv. describe themethodsofteachinggrammarandvocabulary.

3.0MAIN CONTENT

3.1DevelopingtheLearner'sVocabularyinESL

Vocabulary is the knowledge of words and word meanings. As Stephen Stahl (2005) put it, "vocabulary knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits in to the world. "Instructions in vocabulary involvefar more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

According to Micheal Graves (2002), there are four components of an effective vocabulary program; these include:

- i. wide or extensive independent reading to expand word knowledge
- ii. instructions in specific words to enhance comprehension of text containing those words
- iii. instruction in independent world-learning strategies
- iv. word consciousness and word-play activities to motivate and enhance learning.

Words are thebuildingblocksoflanguage. There are two broadgroups of words in language: content words and structural or grammatical words. Content words are those that carry the bulk of meaning in the language and they include nouns, lexical verbs, adverbs, adjectives. Structural or grammatical words are those that do not carrymuch meaning, but express some structural or grammatical relationship. They include prepositions and conjunctions etc.

In secondlanguageteachingthedevelopmentofalearner's vocabulary is averyimportantactivity. We can identify learner's active and passive vocabulary. The learner's active vocabulary consists of those words while he knows and makes use of inhis language often. On the other hand, his passive vocabulary consists of words which he knows but which do not feature often inhis language use.

Belowarethesuggestedstrategies that can be adopted indeveloping the learner's vocabulary:

Useofthedictionary:LearnersofEnglishasasecondlanguageshould betaughthowtouse thedictionary. Agooddictionary suppliesuseful information in respect of pronunciation of words, dimensions of meaningandrangeofusage,wordclasses amongothers. Frequentuse ofthedictionarywillbeproductive.

Reading activities: Through qualitative and quantitative reading, the learners will become familiar with many words. In fact, extensive readingi.e.widereadingdevelops the reader'svocabularypower. So, inasecondlanguagesituation,learnersshouldbe involvedinadequate readingactivities.

Useofsynonyms: Synonyms arewords that are similar in meaning. No twowords in any language have exactly the same meaning because their social values will be different; they will have different connotations. Such is the case with "thrifty" and "stingy". The latter tends towards negative orientation while the former does not. Also, when two words are synonyms, one may be informal while the other is formale. g. "go" and "proceed; "start" and commence". It is true that the word 'Help' and 'Aid' are synonymous but contexts prefer one to the other for example, a person who falls into a pit and need to get people or passers' – by attention would likely shout: "some one help". Or simply, "Help". Now, substitute 'help for 'aid' in the context above. What do you have? The relevant point tous here is that familiarity with the lexical relationship of synonymy will help to expand the learner's vocabulary.

Useofantonyms: Antonyms arewords that areopposite inmeaning. Examples are: "wide" "narrow". "dead" and "alive" and There differenttypesofantonymse.g.gradableantonyms andcomplementary antonyms. Withcomplementaryantonyms, the negativeness of anitem in the pair means the assertion of the other e.g. "not dead" means "alive". Thisisnotsowiththegradable antonyms. For example"not hot"doesnotnecessarily mean"cold". Between "hot" and "cold" somepossibilitiese.g. "warm", "lukewarm" etc. Theuseofantonyms is agood means of developing the vocabulary of learners.

Registers:Registershererefer towords and expressions specially used invarious occupations and fields of endeavours. For example and have the registers of building, agriculture, medicine, photographyetc. In a second language situation, the learners should be exposed to awide range of registers. They should know the appropriate Englishwords to be used in many areas of human activity.

3.2IstheTeachingofGrammarNecessaryinanESL Situation?

We take grammar here to refer to the description of the form of a language. That is, the description of rules. English second languageis If as a tobeeffectivelytaught, it is necessary to expose the learners to the grammatical structure of the language. Thus the question should not be whether or not the grammar of English should be taught, but ratherhowitshould be taught. Agoodknowledge ofthegrammatical structures of English will help the learners to use the language effectivelvand minimizethe errorsofmothertongueinterference. TheknowledgeofthegrammaticalstructuresofEnglishwillalsoenabletheteacher what to teach and how to arrange and teach the languagematerialinasystematicorder. Inthissense, grammardoes not mean teaching the rules of prescription. Weknowthatalllanguages arerule-governed, butinan ESL situation, theemphasisshouldbeonthedescriptionofhowlanguage isusedrather thantheprescription of how it should be used.

3.3 SomeMethodsofTeachingtheGrammaticalStructure ofEnglish

Many methodsofteaching the grammatical structure of English havebeen identified. These methods relate to the theories and practice of teaching English as mother tongue, foreign languageand second language. Themethods are the grammar—translation method, the direct method, the audio-lingualmethod, the cognitive code-learning method and communicative language teaching method.

3.3.1 TheGrammar-TranslationMethod

According to Williams (1990), this method dominated language teaching in Europeduring the 19th century. In the class rooms ituation, as Williams notes, the method would involve the following activities, among others.

- ♣ Rote:memorizationofvocabularyitemswiththeirnative—language equivalents;
- ♣ Translationofsentences fromtheforeignlanguage tothenative languageofthelearners(andviceversa);
- ♣ Explicitstatements and explanations of the rules governing the use of structures to be learned;
- **Explicit**teachingofterminologyasitapplies tothegrammarsofthe nativelanguage andtheforeignlanguageetc.

This method emphasizes the study ofthe formandrulesoflanguage ratherthanthecommunicativeuseoflanguage. Applyingtheprinciples of the grammar translation method, language learning is seen as a process of learning the rules of language and how these rules are applied. There is no systematic practice in oral skills that is, listening and speaking skills. Students are required to translate texts from English tomother tongue and viceversa.

3.3.2TheDirectMethod

According to Williams (1990) the direct method is characterized by the following:

- Thereisnotranslation fromthetargetlanguagetothelearners' mother tongue. (Atargetlanguageis thelanguagebeinglearnt). Inoursituation it is English.
- Lessonsbeginwithdialoguesorbriefstoriesspokenbytheteacherin the conversationalstyleinthetargetlanguage
- ♣ Questionsbasedontheoralpresentationbytheteacherare askedinthe targetlanguage andansweredinthetargetlanguage; and

The Direct method emphasizes the primary function of speech and the direct association of words and structures with objects and actions. The method is also activity-based and discourages explicit grammatical explanations. Thelearners are to

arriveattheirownunderstandingabout thestructuresbeinglearnt,throughthe actions,activities involvedinthe processoflearning.

The Direct Method, however, has its own demerits. It may be too demanding on the teacher and the learners may be tongue-tied, not knowingwhattodoorsay. Inasecondlanguagesituation, themother-tongue cannot totally disregarded.

3.3.3TheAudio-LingualMethod

The original name givento thismethod was Aural-Oral method. The method emphasizes aural-oral skills, that is, listening speaking and skills. Itreliesheavilyontheuseofdialogue. Thelearningmaterialis introduced in dialogue form and used as a basis forstructural drills. Also, mimicry and memorization of structural are involved. In fact, the audio-lingual methodisbased on the theory of behaviorism, especiallythestimulus-Response(S-R)connection. Structurallinguistics influenceonthemethods. However, the method has somed rawbacks, which include thefollowing: mechanicallaboratorydrills maynotrepresentlanguage in real-life situation;

- **↓** Itinsists, of coursewrongly, one rror-free learning.

3.3.4TheCognitiveCode-LearningMethod

As Williams (1990) observes, this method is a reaction against the audio-lingual method. The method takes language learning to be a processofrule-formation rather thanhabit-formation. It does not allow pronunciation drills and it discourages the automatic repetition of phrases and sentences. The method also uses group work and individualized instruction and makes allowance for the use of mother-tongue and translation.

3.3.5CommunicativeCompetencein LanguageTeaching

The major concerns of this method are appropriateness of usage, contextual usage, transactional usage and interactional usage. The method is both situational and functional and it involves group activities, situational drills, dialogues and role-plays. It situationalizes and contextualizes the teaching of grammar.

With communicative language teaching, all aspects of ESLare taught e.g. phonology, syntax, lexis and semantics. The entire learning environment is judiciously used, with the learner at thecentre. The problemswiththis methodincludethe factthatitisdemandingonthe teacher. Also, those whodonotproperlyunderstanditsprinciples feelthatitdisregards may theteachingofgrammar, whereas it does not.

SELF-ASSESSMENTEXERCISES

1. Explainhow youcanconduct anygrammarlesson toaJSSclass,making use of any one ofthe five methods or approaches discussed above.

4.0 CONCLUSION

Inadditiontotheteaching of the vocabulary and grammatical structure is also important in a second languages ituation. In the teaching of vocabulary, the teacher should involve the learners in quantitative and qualitative reading as well as other creative activities. With the teaching of grammatical structures, the teacher may have togoeclectic, making use of what is best in the various methods. This also calls for creativity on the part of the teacher.

5.0 SUMMARY

In this unit,we have discussedbriefly the teaching of vocabularyand grammatical structure. We have also looked at the various language teaching methods and recommended that in the teaching of grammar the teacher should be creative in method.

6.0 TUTOR-MARKEDASSIGNMENTS

- 1. Mention and describe three strategies of developing the learner's vocabularyinESL
- (a) Whatdoyou understand by the term grammar?
- (b) State and describe two methods or approaches of teaching grammar in an ESL situation.
- 2. Write an essay on "vocabulary knowledge: its importance".

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UNIT17 LITERATUREINENGLISHASASECOND LANGUAGE

CONTENTS

- 1.0Introduction
- 2.0Objectives
- 3.0Main Content
- 3.1DefinitionandCharacteristicofLiterature
- 3.2DefinitionandFeaturesofAfricanLiterature
- 3.3LanguageProblems andAfricanLiterature
- 4.0Conclusion
- 5.0Summary
- 6.0References/FurtherReadings
- 7.0Tutor-MarkedAssignments

1.0INTRODUCTION

In this unit, you will learn about literature in asecond Language situation. Literature is thevehicle throughwhichlanguageis learntandtaught and as such, language and literatureare intertwined. You will learninthisunitthe characteristicsofLiterature ingeneralandAfrican literature inparticular.

2.00BJECTIVES

Bythe endofthisunit, you should be ableto:

- i. definewhatismeantbyliterature
- ii. statethe characteristicsofliterature
- iii. explainthefeaturesofAfricanliterature
- iv. describe the problems inherentin African literature
- v. differentiatebetweenEnglishliterature andliteratureinEnglish.

3.0MAIN CONTENT

3.1Definition and Characteristics of Literature

Thetermliteraturehasbeendefinedinmanyways:

Literaturehasbeen definedas" aformofimaginative writing, inprose or verse". Atanother level. literature has been defined asa live documentation bodyofwritingofapeople.Bennison Gray, inhisvoluminousbook-PhenomenonofLiteratureoffersasuggestiononthe definition and many people have subscribed to hisdefinition. He said "all literary worksare fictitious". This implied that piece writingcanbequalifiedas literature.itmustbe before of fictitious. Youneedtoknowthatthe wordfictionisderivedfroma Latinword'fictio'which "tomake means up"or"feign"or "invent" something. Thetermfiction thereforedistinguishedliteraturefromother activities.

Literature is conducted in language and the language of literature is rendered in such a way as to have connective assertion. Event is an important factor in literature; it is anoccurrencewhichcanbesituatedin time and place. At another level, literature toldusing"moment-by-moment" narration. With the above description and some of the characteristicfeatureshighlighted, literature can be safely described as a moment-by moment that verifiable Literature ofevents are not Historyaresimilarinthewaybotharetoldbutunlikeliterature, history is verifiable and it uses literature verifiedanditcanbein summary method but cannot be formofprose, poetry ordrama.

SELF-ASSESSMENTEXERCISE

- 1. Haveyoureadanyliteraturebookbefore?Ifyes,canyoutell us some importantevents thattakeplace inthatbook?
- 2. In termsoflanguage use andthe arrangementofevents, can you nowcompareliteraturewithotherwrittentexts thatyouhaveread?

3.2Definition and Features of African Literature

You will recall that in some of the definitions proffered, literature is associated with writing. However, has been noted that to say that literature exists only when writing exists is awrong assumption. Writing developed in Africa lately continent compared with the of the itthenmeanthatliteraturebeganinAfricaonlyofrecent? The answeris'no'.LiteraturehasbeenexistinginAfricarightfromthe beginning of man. Even European history, writing unknowninAfricabeforethecomingofthewhites.InEastAfrica, there was a long tradition of writing in Swahili which was a hybrid orthographyofArabic andBantu.

LetusnowexamineAfricanliterature.Literaturecanbe oralorwrittenbut in Africa, about 90% of literary activity is conducted in oral medium. Therefore, Africa has more literature than we are aware of. However, if we take literature to be a curious expression of fictional event, then what is African literature? Is it any novel written by an African or language? weshouldnoteis written in an African What thatAfricanliteratureshouldbealiteraturebyAfricans inwhatever language. This is because suchliterature will always be informedbyAfricanconsciousness manyliterarvartists andawareness.InAfrica todav.we cantalkof Osundare, likeChinuaAchebe,WoleSoyinka,Niyi T.M.Aluko, Sembene Ousmane, Ayi Kwei Armahandothers from West Africa. In East Africa, we can remember Okot p'BitekWa Thiongo, and many others. Also in South Africa. canname writers like Alexla Guma.LewisNkosi we and others. Most of the writings of African literary artists are informed by the culture of the blacks andtheuse oflanguagealsoreflectstheir identity. Manywriters todaywrite in the coloniallanguagebutonecanaskifthislanguagewill be adequate to capture the essence of African experience. Nurudeen Farah, a Somalian writer advocates that a writer should write in whatever languagebutitshouldbewrittenin suchawaythatwillallow translation fromtheir languages. Nigerian writer, Chinua Achebe is well-known for his popular translation of words from Igbo to English. However, the final position is for Africans to

evolve an African lingua franca side by side with other respectiveethnic languagesofthepeople. Whicheverwaywe

lookatit, Africanliterature is basically written by Africans and the characteristics of African ways of life, culture and other traits are present in them.

SELF-ASSESSMENTEXERCISE

- 1. Take aliterarytextwrittenbyanAfricanand bringoutsome of thefeatures thatareAfricanin suchatext
- 2. Intermsoflanguageuse,howdoyou seeSoyinka'sWorkin theInterpreters and Forestofa ThousandDemons?

3.3LanguageProblemsandAfricanLiterature

Languageis the storehouseofthe culture of apeople. It is the vehicle throughwhich society moves. In Africa, one of themajor problems is the multiplicity of our languages and no body will see his language as inferior to the other. We have earlier said that language is the vehicle of literature and from whatever ethnic group one comes from, there is literature embedded there. Because of this multiplicity of languages, literature texts have been produced in many languages. Among the Yoruba, Igbo, Hausa, Fulani, Tiv, Efik etc in Nigeria, many literary workshave been produced. The same is true in other parts of Africa. These have limited the elasticity of many of such literary texts. If a text is written in Swahili or Acol: (East African Language), people from other ethnic group swill not be able to read such and this cuts across.

This problem the major in Africa. That iswhya writerlike Wole Sovinkahasbeenanadvocateofevolvingan Africanlingua francaside byside withotherethniclanguage. Hesaidifwe Swahili,we adopta language like couldstilluseourdifferentethnic languages assubordinates tothesuperordinatelanguage. Theproblemwiththis thedifficultyof suchamove inamultiis ethnicandmultilingualcontinentlikeAfrica.

Some literary works written in indigenous languages have been translatedintoEnglish—Soyinka'sForest of a thousandDemonsis a translationof OgbojuOdeninu IgboIrunmolebyFagunwa.AgainOkot p'Biteh'sSongofLawinois translatedfromAcolilanguagetoEnglish.Theproblemwith suchis thattheoriginalmeaning mightbe lostwhen an indigenous language is translated into a second language like English.Atpresent,the languageproblemstillpersists.

SELF-ASSESSMENTEXERCISE

- 1. Compare Soyinka's Forest of a thousand Demons WithFagunwa's *OgbojuOde*intermsoflanguageuse;
- 2. ReadanyofAmos Tutuola's texts and examine the meanings of some of hissentences.

4.0 CONCLUSION

From what we have learnt in this unit, we will discoverthat African literature exists although the problem of language constitutes an impediment to the spread of many of the works. In every cultureor ethnicgroup, there is abundance literary works; if not, written in oral form.

5.0 SUMMARY

Africanliterature andother literaryworkscanbeplacedside-by-side in theworldtoday. Theworkisbeingwritteninlocallanguagesaswellas inEnglish, our second language.We have learnt that language is our major problem and we havenot been able to reach a consensus about whatlanguagewillbeaunifyingoneinAfrica.

6.0 TUTOR-MARKEDASSIGNMENT

- 1. What flaws abound in Bennison Gray's definition of Literature?
- 2. Soyinka's Forestofa Thousand Demons and Okotp' Bitek's Song of Lawino are two African literary work translated into English from in digenous languages. Bringout some concepts of Africanism in the two texts; what do you think should be the characteristics of African literature that will make it different from foreignones?
- 3. Illustratively differentiate English literature from literature in English.

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UNIT18 TEACHINGLITERATUREINENGLISHASA SECONDLANGUAGE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Purposes of Teaching LiteratureinEnglish asaSecond Language
 3.1.1 Techniques for Developing the Teaching of Literature
- 3.2 Criteria for Selection of Texts in a Second Language Situation
- 3.3 Evaluation in the Teaching of Literature in Englishas a Second Language
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/FurtherReadings
- 7.0 Tutor-MarkedAssignments

1.0 INTRODUCTION

In one of the units earlier treated, we delved into the definition of literature and its characteristics. Also. we have dealt with African literature andtheSecondLanguageissue. Havingtouchedonthese, it is pertinenttogopractical i.e.togopedagogical handlingliteraturein **Englishas** in asecondlanguage.LiteratureinEnglishas asecondlanguage has tobetaughteffectively because thiswillwiden thehorizon ofthe students taughtandtheir creative ingenuitywillbe improved.

Inthisunittherefore, attemptwillbemade to explain the purposes and approaches to literature teaching. The criteria for text selection and means by which students understanding can be assessed will also be highlighted.

2.0 OBJECTIVES

Bythe endofthisunit, you should be ableto:

- i. statethe purposes ofteachingliterature in Englishas as econd language.
- ii. itemizethevarious approaches toliterature teaching;
- iii. explain someofthe criteria thatshouldbeusedinselecting the textsofliterature tobestudiedandto;
- iv. point out how the knowledge gained by the students can be assessed.

3.0 MAIN CONTENT

3.1 PurposeofTeachingLiteratureinEnglishasaSecondLanguage

TheteachingofliteratureinEnglishinasecondlanguagesituationis an arduous task. Thelanguage inwhichitiswrittenisoriginallyaforeign language tous and assuch, one has to be cautious in the teaching of the subject. I want you to be informed that at the general level, the purposes of literature teaching are totransmitthepeople's cultural values, to help in the development of character, to help readers to cope with modern life, to educate

andtodevelopone's criticalthinking.

Again, I want you to look at the specific purposes for the study of literature inasecondlanguagesituation. Themajorpurposehereis thepromotionofcompetence intheuseofthesecondlanguage. Thelinkwithlanguageis animportant factorin thestudyofliterature andthis linkis animportantchannel forwideningone'sknowledge,developing criticalthinkingprocesses andawareness inallspheresoflife.

3.1.1 Techniques for Developing the Teaching of Literature

You shouldknowthatthestudyofliterature is moreofa linguistic task forthesecondlanguagestudentthanforthosewhohave Englishas their firstlanguage. Toteachliteratureprose,poetryordrama, theremustbe goodandadequate planning. Readinghelps to familiarizeone withthe textanditdevelops the skillsofthereaders. So, inaddition to factualquestions, high ability questions should be asked. These lead to analysis, evaluationandappreciationofthetext.

Teachers should not limitthemselves to a particular genre and to generate interestinthe different typesofliterature, the teacher should ensurethatmaterials are appropriate to the student's background. Literature, as we know, is language puttouse, it is language effectuated and as are sult, it must be properly handled. Various approaches that will elicit positive effects must always be used. This will prove the learner's knowledge of literature, their use of English as a Second Language.

SELF-ASSESSMENTEXERCISE

1. State and explain the purposes of teaching literature in English assecond language in Nigeria today.

3.2 Criteria for Selection of Textsina Second Language Situation

It should be clear to you that the teaching of literature as a Second LanguageisavitalissueinNigeria today. Asaresultofthis,attention mustbepaidtoensureproper selectionoftexts tobeused.

Beforeselectingaliteraturetext, we must focus on the relevance of such a text must cater for both the psychological and linguistics needs of second-language students.

Anothercriterionthatshouldbe lookedintointheselectionofliterature textthatwouldbeusedis thepsychologicalstageofdevelopmentthat corresponds withthe ageofthestudents. Materialsshouldthenbe selected in accordancewiththe readinessofstudents to copewiththe issues involved. E.g. age, maturity, intelligencelevel etc should be considered.

You should also know that selection of literature textsshould not be based only on psychological butalsoon linguistic factor. Readability should bethebasic linguistic factors. Thetext selected should notbe toodifficultforthe groups thatwillreadsuchatext. Literatureshould notbepresentedtostudents aspuzzlesbutassomethingofenjoyment.

SELF-ASSESSMENTEXERCISE

Give and explain three out of many factors that should be considered in these lection of literature texts in Nigeria.

3.3 EvaluationintheTeachingofLiteratureasaSecondLanguage

Inthis section, the language factors are basicinassessment just as they are in teaching interpretation of literature. Three major issues, according to Williams (1990) should be taken into consideration when evaluating the teaching of literature. These issues include comprehension, analysis and responses ophistication.

Comprehensionisaveryimportantfactorofinterpretive ability. This is because comprehensionofliteraturetextscalls forthe abilitytointegrate lexicalitems andgrammaticalinformationsoas toarriveatthedeserved meaning. Onenendedquestionscanbeaskedandat times themultiple choiceformatcanalsobeusedto findoutthelevelofcomprehension.

In the areasofanalysis, the interpretation of the text should go be yound the ordinary recognition of literary meaning. The responses of the students should focus on their abilities to make explicit analysis of the author's work and method. The analysis will take care of topics like plot, characterization, language and style.

For response sophistication, a sophisticated reader should be able to suspendjudgmentthat ispurelypersonal. Focusshouldbeonthework ofthe writer. Personal reactions andemotions should be done away with and they should not interfere with the analysis or interpretation of the textunder standing. The interpretation should be objective.

Withthediscussionabove, you will understand that much need to be done in the teaching of literature in English as a second language. Much attention should be on the central message of the text understudy. This central message is the theme. Other attendant issues that have been touched on earlier can then come in. When these are properly done then the objective of the teaching would have been achieved.

SELF-ASSESSMENTEXERCISES

Ifyouareaskedtoassessworksofliterature in Englishinasecond language setting, what will be your guide in theassessment?

4.0 CONCLUSION

It should be madeabundantly clearthat the teaching of literature in Englishinasecondlanguagesituationis anonerous task,moresowhen theworkisproducedinEnglish,asecondlanguage.

Twothings are to begrappledwithandthesearelinguistic factor and the literary factor. One should not lose ight of the knowledge of the language that is used as the vehicle that will convey the needed message. The beauty of the literary work should also be looked into. Whatever genre it is, be it prose, drama or poetry, adequate comprehension that will lead to objective analysis is imperative.

5.0SUMMARY

In this unit, focus had been on the teaching of literature in English, particularlyina secondlanguagesituation. Our focushasbeen on the purposesofteachingliteratureinEnglishtaking into considerationthe secondlanguageissue. Oncepurposes are identified,onehasafocus.

Again, the unit has touched upon some of the techniques that might guide or develop the teaching of literature in a second language situation. We have also mentioned some notable criteria that canguide the selection of literary texts that should be used. Also, the understanding of a literary texthas to be assessed so as to know whether or not the texthas been comprehended. The unit has therefore given us some clues on the teaching of literature in Englishinase condlanguage situation like Nigeria.

6.0 TUTOR-MARKEDASSIGNMENTS

- 1. Whatfactors are tobeconsideredintheteachingofLiterature in Englishasasecondlanguage?
- 2. Justify the assessment of the students' performance inliterature in English.

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UNIT19 IMPORTANTFACTORSINESL TEACHINGANDLEARNING

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 EducationalContext
 - 3.1.1 TimeFactor
 - 3.1.2 IntensityofTeachingandLearning
 - 3.1.3 ClassSize
 - 3.1.4 PhysicalArrangementintheClass
 - 3.1.5 AvailabilityofEducationalMaterials
- 3.2 TheSocialContext
- 3.3 The Learner
- 3.4 The Teacher
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/FurtherReadings
- 7.0 Tutor-MarkedAssignments

1.0 INTRODUCTION

Different types of English teaching programmes can be identified e.g. teaching English as a mother tongue, teaching English as a second language, teaching English as a foreign language, teaching English for academic purposes etc. the nature and demands of each of these English teaching programmes differ, particularly interms of the learning context, time, class, size, physical arrangement of class, teachers' skill and knowledge, learners' background, availability of learning materials. This unit will discuss the importance of these factors and how they affect teaching and learning.

2.0 OBJECTIVES

Bythe endofthisunit, you should be able to:

- i. state and explain some environmental factors that can affect learningEnglishas asecondlanguage;
- ii. describe therolesoftheteacher andthelearner in ESL teaching andlearning programmes.

3.0MAIN CONTENT

3.1EducationalContext

What we regard as the educational context of ESL learning here concerns such factors that obtain within the formal school setting. Such factors include time of duration or learning, intensity of teaching and learning, size of the class and the physical arrangement of the class.

3.1.1TimeFactor

Ofprimeimportance is the timeavailable fortheteachingandlearning of English. In teachingand learning **English** as a mothertongue, the learner isnaturallyimmersedinthelanguagealmostallthetime. This is notsoinasecondlanguagesituationwhere thelearner is exposedtothe language verylimited time. The time available forlearning will definitely determine what canbe achieved. Thelongerthe duration of exposure, the better forthe learner. In the Nigerian ofteninadequatetimeforlearningEnglishandthisslowsdownlearning situation thereis progress.

InlearningEnglishasasecondlanguage,allthebasicskillsoflistening, speaking, reading and writing should be emphasized. Therefore, a reasonableamountoftimeshouldbedevotedtothe skills. Butinmost cases,intheNigeriancontext, thereisnoequitableallocationoftimeto thesebasiclanguageskills.

3.1.2IntensityofTeachingandLearning

Closely related to the factor of time is the issue of the intensity of teaching and learning. Foreffective learning of English as a second language, teaching mustbe intense, but not to the extent of leading to fatigue. Intensity here will be partly determined by the frequency of the learner's contact with English. When the contact is not frequent, learning will be negatively affected. It can even be said that the frequency of contact is a more significant variable than the total amount of contact.

3.1.3ClassSize

By classsize here, we refer to the number of students in a class. A common feature of English teaching programme in Nigeria is large classes. Whenclasses aretoolarge, effective teachingandlearningwill nottakeplace. Theteacherwillnotbe abletopayareasonableattention toeverstudentandthequalityofteaching isaffected. Consequently, the amount of learning will also reduce. Most aspects of ESL teaching cannot be effectivelydonewhenclasses are toolargee.g.speechwork, essaywritingandsoon.

3.1.4PhysicalArrangementintheClass

There should be easy movement of the learners and the teacher facilitate effective teaching and learning. If classes are too large, physical arrangement is likely to be affected. In addition to good physical arrangement, the classroom should be well illuminated and ventilated. Apportlyilluminatedandventilated classroom willnot allow

effectiveteachingandlearning. Unfortunately,manyschools inNigeria are in a bad state. Some are even in a state that isdangerous to the safetyofteachers andlearners.

3.1.5Availability of Educational Materials

The availability of some educational materials is crucial to effective teachingandlearning of Englishasa second language. Such materials include text-books, audio-visual, materials (e.g. video, tape-recorder, television etc), and so on. Unfortunately, most of our schools lack functional language laboratories and well-stocked libraries. Certainly, this situation cannot ensure effective learning of English as a second language.

3.2TheSocialContext

The question of attitudes, a characteristic of the society to which the learner belongs comes under this factor. If the societyhas positive attitudes towards aparticular language, thereisastrongtendencyfor its citizens towanttolearnthelanguage.InNigeria,forexample, English occupies a prestigiouspositionasa second language andconsequently thereisastrongurgeforthepeople tolearnthelanguage inmostcases. Thelanguageplays anintegrativeroleinthe countryandpeopledevelop integrativemotivationinlearningthelanguage.

3.3TheLearner

The learner is also an important factor to consider in ESL learning, especially withthelearner-centeredapproachnowinvogue. Issues that relate tothelearnerconcernhisprevious languagelearningexperience, (that is, hislanguage background), his exposuretothetargetlanguage, his interestinthetarget language, the motivation in him for learningthe targetlanguage, hisreadiness maturitytolearnthe language and so on.Ifthelearner lacks interestinthelanguage, ifheisnotreadyandor mature to learn the language, if he is not properly and adequately exposed to the language and if he is not well motivated, second languagelearningcannotsucceed.

3.4TheTeacher

In thissituation, theteacherserves asamodel. Thereis therefore the needforhimtobeagoodmodel. Consequently, the teacher's skills and knowledge,hispersonalityandprofessionalproficiency,hisattitudeand soonwillhavebearingonthesuccessorotherwiseofESL teachingand learningprogramme.

In second language teaching, it is important for the teacher to be dynamicandcreative. Heshouldbring allhisresources tobearonhis business. Heshouldalsobesensitivetotheneedsofhisstudents andbe aware of the social context within which he operates. In a second language situation, the teacher should see himself as a facilitator of learning.

SELF-ASSESSMENTEXERCISES

- 1. Is there anydifferencebetweenlearningEnglishasamother tongue andlearningEnglishasasecondlanguage?
- 2. Explain the social context of learningEnglish in a secondlanguagelearningsituation.

4.0 CONCLUSION

Language teaching and learningis a dynamic activitywhichis multi- dimensional. This which because many factors can be linguistic. cultural, political, educational, and economic and soonwillhavesome bearingon Foraneffective teachingandlearning of Englishas a second language anywhere in the world, awareness should be demonstrated of the educational context, political context, economic context and socio-cultural context. All these variables will have implications for the contents and methodology of the programme.

5.0 SUMMARY

InNigeria, likein someotherplaces intheworld, Englishislearnt as a second language. In this setting ELS becomes a variety of English modified by the demands and features of its new environment. Consequently its teaching and learning will exhibit some peculiarities which must be taken into account if the programme is to be fruitful. These peculiaritieswill borderon the syllabus;the roles assigned language, theeconomic contexts. the socio-cultural context, the methodology, thelearner andtheteacheramongother things.

6.0 TUTOR-MARKEDASSIGNMENTS

- 1. Identify and explain some major environmental factors that can affect EL2 learning.
- 2. Whatplacedoes the teacherandthelearnersoccupyinEL2teachingandlearningprogramme?

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UNIT20 ASSESSMENTOFLEARNERS' PERFORMANCEINENGLISHASASECOND LANGUAGE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Purpose of Assessment of Learners' Performance in Englishas aSecondLanguage
- 3.2 TypesofTestinginEnglishasaSecondLanguage
 - 3.2.1 Discrete-pointTesting
 - 3.2.2 IntegrativePointTesting
 - 3.2.3 TheUseofObjectiveTesting
- 4.0 Conclusion
- 5.0 Summary
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- 7.0 Tutor-MarkedAssignments

1.0Introduction

In thisunit, we shallattempttogivesome guides totheassessment of learners' performance in Englishas as econdlanguage. When students are assessed, the focus is todetermine their competence as well as performance intheuseoflanguage. While isreferredtoas underlying ability, performance competence an can observedandelicited. A language test or assessment will therefore be a sample of language behaviour. When suchisbeingdone, the studentispresented with a set of items to be answered or tasktobeperformed.

Assessment in language istherefore a means of eliciting students' performance in the use of English as a second language. It is the outcome of the competence that the learners have in the language study.

2.00BJECTIVES

Atthe endofthisunit, you are expected to be able to:

- i. identifythepurposesoflanguagetest
- ii. specify different basictesting approaches that are relevant to Englishas as econdlanguage
- iii. constructinstruments that can be used for assessment in English as a second language

3.1 Purposeof Assessment of Learners' Performance in Englishas a Second Language

Just like in other subjects, language tests are given with a variety of purposes inmind. However, in a second language situation, two major purposes can be identified and these are

- a) todetermine howmuchthe learner has learnt from the stipulated syllabus. This is called Achievement testing,
- b) to determine the strength and weaknesses foundinthelanguageusedbythestudents. This isknownasdiagnostic testing.

Achievementtestinghelps the teacher to findouttheprogressmade in theaspectoflanguagethattheteacherhastaught. Theteacher isguided bythesyllabus. Hashe gonethroughallareaofthesyllabus? Ifso,he would wantto find out how successfulhe has been in this task of teachingthestudents.

Diagnostictestingalsotellsushowmuchthelearnershavelearntinthe language but in addition, the purpose is toplan what tobe done next withthe learners. Here, theteacherswillnotassessallaspectsofwhat hetaughtbutratherareasofweakness and strength.

Apart from theabove, there are othertypesoftests and these include Proficiency tests and Aptitude tests. Proficiency tests are not tied closelytothespecificofcourse content. Rather theyset outtomeasure learners' ability to carry out some communicativetask in the second language. Forexample, ifone is tostudyinBritain, hemaybe given a proficiency tests of findout if his command of Englishis adequate for studyinginBritain. TestonEnglishas aforeignlanguage (TOEFL) is a popular test to testone's proficiency.

Aptitudetests are used to assess the extentto which a learner succeeds inlearninga particular language. The difference between this and proficiency tests is that aptitude test sestimate the amount of skillneeded for learning alanguage which is different from the language competence needed for studying subjects other than for eignlanguages. The factors to be looked for here are the environment in which the learning is taking place, the past academic achievement of the learner; and the method which is used in teaching the language.

So, with the above, we have stated the purposes of assessing learners' performance especially in the study of languages.

3.2 Types of Testing in English as a Second Language

In assessing learners, one can use the objective or subjective testing method. Objective tests include multiple choice test, true-false items, matching items etc while the subjective test does not give clues. It includes essay questions. We shall touch on these later. Two important approaches to language testing that will reflect a difference in contact and method of teaching are 'discrete-point' and integrative testing' which we shall now discuss.

3.2.1 Discrete-Point Testing

This type of test tries to test one item at a time. It can focus on individual bits in pronunciation, grammar, lexical choice and so on. Because of dealing with isolated bits of content, the name discrete-point is therefore appropriate. In such a testing procedure, one corrects choice in required like in sentence completion, multiple choice or same different format. Using this approach, learners can be given objective questions, fill in the gap question or any form of question that will be discrete in nature of the response.

3.2.2Integrative-PointTesting

Thisdoesnotfocusonisolatedbitsoftest content. Rather, itseeks to measure ability to make appropriate responses by bringing together different language skills and knowledge of different aspects of the language. It includes listening and reading comprehension tests in whichinferences are drawn, deductions are made, and the mainpoint to be grasped by weaving together details of vocabulary and grammar.

In assessing competence here especially in reading comprehension, questions to discoverrelationships of thought in sentences and paragraphs can be asked. Alsoprojective questions that require the reader to associate or integrated at a can be asked.

Integrative teststryto tap areas thatmakeupthe learners' communicative competence; they measure the learner's ability to bring together his competence in language structure and skill that will help learners toperform real life communicative actions. This type of testing also integrates the discrete items at the points of phonology, vocabulary and grammar.

Having known that questions can be asked either in the objective or essayform, andthatobjectivetests can be of differently pesI think we need to know more about it but before then, let us look at this exercise.

SELF-ASSESSMENTEXERCISES

What approach of testing would you use to testlearners performance in the areas of pronunciation and vocabulary development?

3.2.3TheUseofObjectiveTesting

Objective assessmentcanbeusedinvariousways tomeasurelearners' performance in English. When constructing True-False items, you should avoid long and involved statements. You should not establish a pattern of true or false answer; let the learners think for themselves.

Alsoinwritingcompletiontest, donotomittoo manywords, especially, long phrases. In the same view, when constructing multiple choice questions, distracters alternatives should be avoided. Many of the test items should present problems which require critical thinking. Again the position of the correct answer should be varied.

When writing matching item i.e. those that require the recall of relationship between pairs of items, there should be more distracters in the response columnthan the stimulus column.It could be simple matchingoftwo columns anditcanbe complexmatching ofthreeor more columns. Effortsshouldbe made toensurethatthetestis ableto give more diagnostic information than essays. This is because in objective testing, item analysisiseasierdone withmultipleitems than essaytests.

Bethatas itmay, assessmentcantakedifferentforms. Whatwillguide oneis thepurposeforwhichthe assessmentisbeingdone.

SELF-ASSESSMENTEXERCISES

Construct objective tests of multiple choices; fill in the gap, matchingtype. Fiveofeachisneeded

4.0 CONCLUSION

From what we have been saying all along, assessment of learner's performance is very beneficial. It helps the teacher to know the competence, the positive and the negative areas of his students; it also helps the teacher to examine his own pedagogy and make correction were needed.

5.0 SUMMARY

This unit has focused on the assessment oflearners' performance in English as a second language. It has looked into the purposes of assessmentanddifferenttypesofassessment. TeachersofEnglishasa secondlanguageshouldthereforebe conversantwiththissinceitgoesa longwayin seeingthatthepurposesofone'steachingarerealized.

6.0 TUTOR-MARKEDASSIGNMENT

- 1. Constructtestsofabouttenitems eachthatcan bescoredona discrete-point basis. The tests should cover areas of phonology, grammarandvocabulary.
- 2. Identify and explain the different forms of assessment that you canuse to assess the performance of your students in Englishasa second language.

7.0 REFERENCES/FURTHERREADINGS

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