

[DOI: 10.20472/IAC.2015.018.092](https://doi.org/10.20472/IAC.2015.018.092)

ADESANYA OLUFEMI

FEDERAL COLLEGE OF EDUCATION(TECHNICAL), NIGERIA

PROMOTING A LEARNER-FRIENDLY LANGUAGE CLASSROOM IN NIGERIA:CHALLENGES AND STRATEGIES.

Abstract:

In spite of the fact that methods abound to teach English language effectively and even to make the language class more friendly and interesting, the ill- qualified teachers do not employ the right method to make the English lessons learner-friendly. This paper therefore assesses the English language in Nigeria, the common challenges in the language classes, classroom environment for language teaching and learning, and a learner-friendly language class. Specifically, the paper looks at teachers' leadership style in language class, concept of Teaching Knowledge Test (TKT) and strategies for promoting a learner-friendly language class in Nigeria. Finally, the paper x-rays the presentation techniques for promoting a learner-friendly language class with useful recommendations to language teachers.

Keywords:

Promote,Learner-Friendly,Teaching,Challenges,Strategies and Teaching Techniques.

JEL Classification: A31

Introduction

It is apparently illogical to provide any discourse on language without making any attempt to define or describe it. We shall look at the concept of language and its definitions before we delve into the challenges in the language classes and the way out.

Language is a concept, which is, mentioned daily, yet numerous attempts made by various prominent linguists to arrive at a generally acceptable definition of it proved abortive, rather than arriving at a generally accepted definition, what we have are series of description of language

Here are some of the definitions of language by some notable linguists:

- Sweet (1980) defines language as “the expression of ideas by means of which speech sounds are combined into words, words are combined into sentences and combination of sentences gives answers to ideas and thoughts”
- Ariyibi (1987) is of the opinion that “language is a system of arbitrary vocal symbol by means of which a social group co-operates”
- Akere (2001) says that “language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols”

Whichever way one looks at it, there is no doubt that language is a meaningful medium of sending message to a receiver.

English language in Nigeria

In Nigeria, English continues to be the medium of instruction at all levels of education (from Nursery to the University). In Nigerian educational system, English is compulsory. It must be passed at credit level to gain admission into any higher institution of learning. Moreover, English language is a core subject in the curriculum. It is studied right from the nursery school; a deficient in it is often considered a stigma! English language is not only a core subject in the curriculum.

Also, it is used to teach all other subjects ranging from science to technical and humanities. All textual materials for learning are written in English language, except those for other languages like Yoruba, Igbo, and Hausa.

Common Challenges in the Language classes

English language in Nigeria (either spoken or written) is confronted with a legion of problems. This problem is unexpected as the language is an imported one. The learner encounters English only after he has acquired his mother tongue and fully accustomed to the sound system and the grammar of it. Hence, at the stage of acquiring the English language and even after acquisition, a lot of problems often besiege language teaching in Nigeria. Major among these are discussed below:

Over Population/Class Size

The population of school children in Nigeria is alarming while the number

of teacher of English in Nigeria is grossly inadequate to meet the demand of teaching the language for effective communication.

Unconducive Classroom

In most schools in both rural and urban areas, only few classrooms are available to accommodate the learners. The classrooms are often small and without ventilation.

Moreover, in some places, learners are exposed to harsh weather because of lack of soften hinder effective and efficient learning of the language.

Inadequacy of Learning Materials

In most schools in Nigeria, books that can aid the teaching and learning of English are grossly inadequate. The available ones are outdated and tattered. Furthermore, instructional materials, visual, audio and audiovisual are not available to teach English language. Some of these materials are highly didactics and the teachers need not stress themselves unnecessarily while explaining the topic in English language, but the unavailability of these materials often make language learning extremely difficult.

Teachers Personality and Qualification Challenges

It is worrisome to note that a lot of people who claim to be English teachers in our Y schools today are not qualified to teach the subject! So many of them studied other courses such as history, geography and probably have done one or two courses as electives in the universities, now teach English language in our schools. It is rather disheartening to note that the caliber of the so called English teachers are so low, they are not resourceful, hence they disregard instructional materials and turn the class to a very boring arena. Moreover, a closer look at the teachers personality often reveals that majority of them do not have confidence in themselves. In Nigerian school today, most teachers lack the right expertise for handling some of the sophisticated gadgets for language learning. Materials like language teaching machine and equipment used in the language laboratory are not familiar to most teachers; hence, they cannot operate them and as a result language learning suffers.

Poor Teaching Methods

In spite of the fact that method abounds to teach English language effectively; the ill-qualified teachers do not employ the right method in our school. As a result, language learning becomes a very difficult exercise and the students often find the subject very cumbersome.

The Environment

The target language- is not the language spoken in the community. Nigeria is a multi-lingual society and most of its citizens are illiterate, after learning English language in the school, they return to their various homes and interact with their parents and their peers in their local dialects. A lot of music and films done in the local language often capture the attention of the students more than language have learnt in the school. In these areas, there are no public libraries where the students can go for more learning after the school hours and where

they would have access to relevant books. So, the major set-back is often created by the poor environment of the learners of English language.

Unfavourable government policies

The government of Nigeria has not provided enabling environment for English language to thrive. It is one of the responsibilities of the government to employ teachers and to ensure that such teachers are well paid. Unfortunately the teachers are not adequate, the few ones that are available are not adequately remunerated, and hence they often shirk their responsibilities or perform their duties absent mindedly or with divided attention. Libraries and classrooms are also supposed to be built by the government, but these facilities are not constructed, hence the students' language learning exercises are hampered.

Interference

Interference is defined as a language performance phenomenon in which some of the features of the mother-tongue of the speaker/writer appear in the English he speaks or writes. A pre-condition for interference is that the language user is able to produce the two languages - mother tongue and English. His first language (mother tongue) is usually more dominant than English in his bi-lingual pool. Interference constitutes source of problem for English because of its status as a second language - the learner encounters English only after he has acquired his mother tongue as fully accustomed to the sound system and the grammar of it. By the time he begins to produce English, some features of the mother tongue keep coming up. Interference is manifested in three major areas of language i.e. pronunciation and general accent, the grammatical system plus its idioms and the lexicon or vocabulary.

Excessive interference may lead to unintelligibility, that is the spoken and written form of a Nigerian who is not mindful of interference may not be understood by the native speakers or those who have English as their mother tongue (Li).

Unsatisfactory supervision

There supposed to be a standard board of supervisors for English language apart from the team of inspectors that often go for general inspections of school subjects. Considering the importance of English language to our national development, special attention is supposed to be given to English in terms of supervision, but this is not so in Nigeria. In most case, officers from ministry of education who did not even study English language at all are sent to the school to inspect and supervise the teaching of the subject.

Time allocation

Timeslot are necessary in the organization of learning activities in school. There are many subjects that have to be learnt everyday in a particular class. Usually between 35-40minutes is allocated to each subject. English language is an activity- oriented subject. Activities such as dramatization and so on that are integral part of English language teaching cannot come up with 35-40minutes. This problem, as English teachers often rush the content of their lesson note

while other subject teachers waiting by the door.

Uncomplimentary roles of other subject teachers

Teacher of other subjects like chemistry, biology, government and so on are expected to have adequate mastery of English language and use it effectively in the class to enhance their students are left in confused state. There is always disagreement between what the English teacher taught them and the grammar of other teachers. Even when the students make mistakes, the teachers are not conscious of them; hence, such mistakes are not corrected. So, instead of complimenting the efforts of the English teachers, other subject teachers often contribute to the problem of English language of the students.

Poor motivation of teacher

Generally speaking, teachers in Nigeria are not adequately remunerated. Incentives are not given to them at all; many of them often find it difficult to pay their bills, due to the poor salary. Consequently, they cannot give their best to the students. The result is that effective and efficient teaching and learning of English will not take place just like all other subjects in the school curriculum.

Incidence of examination malpractice in English language

Denga and Denga as quoted in Ogbada (2004) point out that examination malpractice is capable of not only running our educational system but also impairing the efficacy of the Nigerian labour force. The resultant effects are the following:

- It discourages genuine learning and skills acquisition.
- It limits creativity
- It leads to proliferation of dishonest, half-baked graduate/manpower as well as a production of qualities as professionals.

Varieties of English

There is preponderance of pidgin to Standard English. Students prefer talking to one another either in pidgin or their peculiar variant of or slangy expressions in English. A striking example in Lagos state is Ajegunle area. In a nutshell, pedagogy is central to the presentation of English in Nigeria. Success or failure in the language depends on how it comes to the learners, the environment and what they are guided to make of it.

The blame for so much of English language failure in Nigeria is often laid at the doorstep of schools more than their home environment. For examples too much of learning about the language and less of learning it, appears to be going on in schools. That is the gap between language learning and language acquisition.

What is “Learning-Friendly”?

Over the last ten years, many schools have worked to become “child-friendly.” A “child-friendly” school is one in which children have the right to learn to their fullest potential within a safe and welcoming environment. The aim is to improve each child’s participation and learning in school, rather than concentrating on the

subject matter and examinations. Being “child-friendly” is very important, but it is not complete.

Children come to school to learn, but as teachers, we are always learning, too. We learn new things about the world to teach our students. We learn to teach more effectively— and enjoyably—so that all students learn how to read or do mathematics, and we learn new things from our students as well.

A “learning-friendly” environment is “child-friendly” and “teacher-friendly.” It stresses the importance of students and teachers learning together as a learning community. It places children at the centre of learning and encourages their active participation in learning. It also fulfils our needs and interests as teachers, so that we want to, and are capable of, giving children the best education possible.

Some teachers fear that including children with diverse backgrounds and abilities in their classes will mean more work, but it need not be so. In inclusive classrooms, teachers can successfully manage even wide differences among the students by recognizing their students’ strengths and weaknesses and planning lessons accordingly, using teaching strategies and adapting the curriculum to fit a range of abilities and backgrounds, and, most importantly, mobilizing colleagues, parents, community members and other professionals to help them provide a good quality education for all children.

Classroom Environment for Language Teaching and Learning

The classroom has its own kind of authenticity as a functional unit of communicative language teaching. The teachers as well as the students have the legitimate role to perform in maintaining a viable structure within which a learner- friendly language environment could be sustained for success. The learners bring with them their whole experience of learning while the teacher brings the experience of teaching and syllabus. Whatever is brought must adequately impart positively on the learner for teaching and learning to take place.

Aside from the above, the success of any language teaching depends to a great extent on the teacher’s ability to manipulate all other elements in the classroom. (Human and material).

Oyene(2000): on the teacher factor, opines that it is the responsibility of the teacher to keep a clear neat, attractive, and colourful room in order to promote optimum learning..

The motivational effect of colour cannot be overemphasized. Students in a language class could be encouraged to design and construct bulletin boards and display for their classroom for a learning-friendly tones.

A Learner-Friendly Language Classroom at Glance

The influence of teachers, materials, and procedure on the students learning is very important and could yield either positive or negative results on the entire language learning programme. This is because the language teacher stands as the mirror through which the learners perceive the language understudy. Banjo

(1987) states that one of the features of the language classroom which makes for effective learning is the teacher himself who is the most valuable audio-visual materials.

Hence, a teacher who is properly disposed to learner and classroom situation will generally attract a high level of receptivity from his learners. Allwright and Bailey (1991) posit that even young children seems to identify school subjects strongly with the teacher who teach them as some teaches are able to impart practically all their learners with their own creativity and enthusiasm. Apart from the teacher factor in language teaching and learning environment and some other challenges can often make the difference between motivated learner and reluctant learner.

Teachers' Leadership Style in a Language Class

Apart from the classroom environment, the teachers' leadership styles contribute positively or negatively to learner friendly language classroom climate.

From observation, when teachers employ participatory (democratic) measure in dealing with their students, discipline is easily fostered among the students and they are also inclined to be more favourable disposed to their teachers. Teacher's leadership style determines the climate in a language classroom to a great extent and this ultimately determines the level of progress, discipline and adjustment in a language class. Anumnu and Oyetubo (2004) highlight four leadership empowerment disposition quotients of a teacher in the classroom thus:

- Leadership by inspiring the students
- Leading by empowerment
- Leading by teamwork
- Leading by doing

The above dispositions eventually transcend into leadership pattern which can make or mar the motivation in the classroom. Thus in creating a learner-friendly language classroom, teachers must appear gently but firm and humorous with high sense of human feelings. The posture of a language teacher is therefore one who cares and shares and givestudents the opportunity to express warm feelings (Williams, 1990).

There are many patterns of leadership but the most popular ones are listed below:

- Democratic leadership: teachers that display this pattern of leadership achieve in their students, competence, self reliance, self control and contentment. It is a learner centered pattern of leadership.
- Permissive or laissez-faire leadership: the teacher's disposition is nonchalant towards students' actions. The students in this type of language environment becomes more over dependent, aimless and irresponsible.
- Authoritarian: the teacher here uses ultimate control and order in shaping and evaluating the language behavior and attitude of the students and insists on conformity with set standards. The students are denied inputs which make them less competent, distrustful, shy,

discourage and withdrawn from language activities.

BENEFITS OF A LEARNER FRIENDLY LANGUAGE CLASSROOM

A Learning-Friendly Environment at school benefits not only children, but teachers, parents and the whole community. For example:

Children:

- become more self-confident and develop greater self-esteem;
- take pride in themselves and their achievements, and learn how to learn independently both inside and outside of school;
- learn to apply what they learn in school to their everyday lives, such as in their play and in their home;
- learn to enjoy being with others who are different from themselves, including how to be sensitive to and adapt to these differences;
- become more creative, and this improves how well they learn;
- learn to value their native language, to appreciate their cultural traditions, and to consider themselves as also being different from others and thus “special”;
- improve their communication skills and are better prepared for life;
- gain—or regain—self-respect for themselves as they learn to respect others.

Teachers:

- receive more training and gain new knowledge, for example, of the different ways children learn and can be taught;
- have greater opportunities to explore new ideas and learn new techniques by communicating more frequently with others from within and outside their school, such as in school clusters or other school or teacher networks;
- are more likely to have people assisting them (paid staff or volunteers) in the classroom;
- in seeking to overcome challenges, develop more positive attitudes and approaches towards people, children, and situations;
- by applying new strategies and methods, find they can encourage their students to be more interested, more creative, and more attentive;
- receive more positive feedback from children, parents, colleagues, supervisors, community members, etc.
- experience greater job satisfaction and a higher sense of accomplishment when all children are succeeding, to the best of their abilities, in school.

Parents:

- learn more about how their children are being educated;
- become personally involved in their children’s learning and feel a greater sense of importance about helping their children to learn;
- feel respected and valued by teachers, and welcome at the school;
- learn how to deal more effectively with their children at home by using techniques that the teachers use in school;
- learn to interact with others in the community, and to understand and help solve each other’s problems;
- feel pride that their children—and ALL children—are receiving a quality education.

The Concept of Teaching Knowledge Test (TKT) as a Strategy

The focus of teaching knowledge test (TKT) is on providing teachers with an introduction to methodology rather than practice for the exam. The course contains the basic theory associated with a communicative approach which entails knowledge about learning (KAL) which includes appropriateness in discourse strategies. It deals with quantitative/ communicative skills of English language in both oral and written. The point to note about communicate approach in TKT essentials materials is that it is language integral learning (LIL). There is an attempt to integrate content with context. This approach demands a lot from the teacher. Apart from the need to have a copious knowledge of the principles of the new approach, such a teacher should be creative, demonstrative with a good understanding of the subject area and willing to spend time in planning and setting up varieties of communicative activities to his students, TKT is participatory, learner-centered and innovative.

Elements of Teaching Knowledge Test

As I stated earlier, TKT is viewed as a methodological approach about the nature of language and of language teaching rather than a specific method of teaching. Its characteristics are:

- TKT focuses on all the components of communicative competence of which grammatical or linguistic competence is just part
- Classroom activities/tasks are participatory in that they engage students in the pragmatic, authentic, and meaningful purposes.
- Fluency and accuracy are given equal prominence in a second language learning classroom because they are complimentary. Students to use their target language productively and receptively in r^3 unrehearsed contexts under the proper guidance, but not under the control of a teacher.

The six key words of TKT to better understand what it aims are: learner-centered, cooperative (collaborative), interactive, integrated, content-centered, and task-based.

Features of the CAL/CLT in TKT essentials

- Meaning and authentic language
- The use of authentic materials
- Interaction (pair, group, whole class , mingling, activities, etc)
- Role play and simulations
- Emphasis on completing the task rather than accurate use of form, brainstorming, jigsaw, etc
- Learner-centered
- Personalization
- Teacher role during activities to facilitate, then monitor usually without interruption, then provide feedback, possibly error correction.
- Eliciting
- TTT(Teachers talking time) versus STT(Student talking time)
- Emphasis on skill work

Strengths of teaching knowledge tests

- Rich content
- Useful materials
- The students are exposed to variety of activities which are well sequenced
- It is learner-centered
- Learning is made easier with game
- There are greater opportunities for classroom interaction
- It encourages the teachers class made possible
- Apart from being result-oriented, it is highly rewarding
- The activities unfold the learning potentials in the learners
- It gives the learner the freedom to use and experiment with the language
- The role and contribution of the learner is of utmost importance in this teaching/learning process.
- There are sufficient practical and interactive activities among learners and between learners and their teachers

On the whole, the approach tends integrate the learner into the objectives of the use of English giving rise to positive perceptions and attitudes toward the subject which makes language class more friendly to both the learners and the teachers

Strategies For Promoting a Learner-Friendly Language Classroom: ATKT Approach

1a. Learner-Friendly Motivational Techniques

The ability to build, create, maintain and sustain a learner-friendly language classroom depends on the teachers' judicious selection from the available styles as well as inventiveness in influencing the behavior of his/her students. This will result in a language classroom where participation, consultation and respect for learners' opinions thrive. Motivation (both extrinsic and intrinsic) has considerable influence on language teaching-learning success. Extrinsic motivation which is the teachers' ability to manipulate the external environmental factors that help shape and direct students, intrinsic desire to learn is the thrust of this write up.

1b. On how the teacher can build a learner friendly language classroom, the following motivational strategies are suggested:

1. **Establish a positive atmosphere:** From the beginning, establish a friendly v but business like atmosphere. Show that each student is special to you, and give each as much personal attention as possible.
2. **Capitalize on students' interest and prior knowledge :** whenever possible, relate leaning to students' prior experience and interests, generally, students pay closer attention and become more of interest than when otherwise.
3. **Capitalize on students' ideas:** Often students will willingly carry out activities that they themselves generate. Whenever possible , you should use students' ideas in planning instructional activities.

4. **Use reinforcement:** Everyone needs and wants recognition for a job well done. Remember that reward sustains desired behavior
5. **Use healthy competition:** The desire to win and be the best is deep rooted in every student. Hence healthy competition can be used to motivate but should not be overused especially when continuous failure becomes the resultant effect. In this case, it will be wise to use cooperative learning or individualized instruction
6. **Reduce anxiety:** Unrealistic assignments and examinations put a lot of Ypressure on students. Students who worry often have trouble learning to reduce anxiety, reduce unnecessary pressure and watch your use of competition.
7. **Active involve students:** since students are naturally active. You should make them active participants in the learning process. The wise teacher attempts to use lively rather passive activities.
8. **Share expectation:** share your goals and objectives with students, as well as the procedure for teaching them. In fact, whenever possible the teacher should involve students in the development of class goals, objectives and procedure.
9. **Make learning seems worthwhile:** communicate the value of every lesson to your students. Otherwise, they may be reluctant to participate.
10. **Create self esteem:** Everyone wants to feel important and expected. Try to plan and design work so that every student can experience some success. Remember that repeated failure soon stifle creativity.
11. **Model desired behaviour:** modeling is a process of teaching through example by following your example, students will change their behaviour. For instance, you can model enthusiasm about what you are teaching. If your students see that you are excited about your subject, they will be, too. Remember, enthusiasm is highly contagious. Once it infects students, the learning gains can be amazing
12. **Capitalize on curiosity:** because people are naturally curious, adding a little puzzle or suspense can improve your lessons. For older students the use of well-constructed questions can serve the same purpose
13. **Challenge students:** easy task soon become boring. Some students skip their home work because it is too easy. This especially true for bright students. The teacher should take care not to make the tasks so difficult that students will become frustrated.

2. Speaking Skills in the Classroom

Students tend to enjoy most, attend more to and indeed participate more actively in any lesson where the teacher has a good command of English language than the opposite.

The English teachers indeed all teachers must be proficient and fluent in the language of instruction. To be proficient simply means the ability to express oneself well or the ability to use language well.

Though English is a second or third language to us, it is not an excuse to make grammatical blunder in the class because these in themselves detract from the effectiveness of lesson. Since every teacher is a model for his pupils not only in

conduct but in language abilities, skills, and use, the teacher needs to appropriate the need to use English correctly in teaching this means that for a teacher, “ideas is not need”

It is also important to note that communication skills of the teacher will actually be examined through students’ performance. Lack of fluency in English diverts attention from the content of the lesson to the language of the teacher. This creates embarrassment for the teacher who may be labeled or nicknamed. It could even create apathy by students to the lesson and discourage interest of students in that school subject.

3. Presentation Techniques for Building A Learner-Friendly English Class

1. Warmer/lead-in differences

Part 1 - Definition

Work in group to discuss the following:

What were the main differences between the two activities you have just done (Hangman and the group discussion on how ne language was presented)?

- Which one is a warmer and which one lead-in?

Part2 - Difference

Which of the following are warmers and which are lead-in?

- Asking learners to stand in a line according to height then divide learners into equal groups
- Asking learner if they read magazines and elicit what sections there are in magazines
- Playing ‘stop the bus’ (a vocabulary game: <http://www.britishcouncil.org/languageassistant-games-stop-the-bus.htm>)
- Playing ‘Kim’s game’ (<http://www.onestopenglish.com/section.asp?catid=59479&docid=T46733>)
- Asking learner what-shops-they like going to and why
- Asking learners to describes what TV programmes they are going to watch tonight.

2. Total physical response

Look at this outline of a lesson and discuss the question in your class

Lesson outline

Ask learner to act what you say. For example if you give the instruction: ‘Stand up’, learners stand up out of their chair.

Here are some more action words which can be used with a total physical response method. Take turns being the teacher in your group.

- Sit down
- Sleep
- Eat
- Run
- Dance
- Shake hands

This is called TPR, Total Physical Response learners act out or response to

the target word without speaking.

3. Grammar translation

Look at this outline of a lesson and discuss the question in your class

Lesson Outline

Learners are presented with language in a text. For example, if the focus of the lesson is 'many' and 'few' a text such as the one below is shown to learners. There are many pages in this thick book. There are few pages in this thin book. There are many students in the large class. There are few students in the small class.

(The text is usually much longer than this example)

Learners look at the text and analyze how the word are used Learners then translate the text into their own language (LI)

This is called the grammar-translation method because a text is translated from English to LI

4. Presentation Practice Production

Look at this outline of a lesson and discuss the question in your class
Lesson outline

Present the language to the learners. For example, if you are presenting short answers, write a few examples on the board to illustrate the rules.

Do you like tea? Yes, I do; No I don't

Can you swim? Yes I can; I can't

Have you got a car? Yes, I have; no I haven't

Would you like a biscuit? Yes, I would; no, I wouldn't

Explain the rules of shorts answer and elicit more short answers for more questions. Do a choral drill with the above sentences

Give learners a gap-fill exercise on short answer to complete.

Ask learners to create their own example sentences and questions.

Learners mingle in the class and ask and answer each other's questions.

5. Test teach test

Look at this outline of a lesson and discuss the question in your class

Lesson outline

Give some hypothetical scenarios to learners and ask them to tell you what they would do in these situations:

- If you won a lot of money
- If it never rained
- If you had 2months' holiday

Learners don't know the second conditional yet and may make a lot of language mistakes if they try to use conditional in their answers to you.

After learners have tried to answer the questions, present the grammatical structure of the second conditional on the board.

Learners then do the above exercise again using the grammar you have presented. Give learners more example situations. They tell each other what they would do in those situations.

6. Task Based learning

Look at this outline of a lesson and discuss the question in your class „

Lesson outline

Learners work in groups, tell them that they are going to make a poster for (foreign visitors to their country. This poster will be useful advice and tips for first-time visitors.

The teacher prepares the learners a little for the task by discussing with them the kind of information they might include, for example.

- Attitude to begin late
- Eating habits
- What people do in the evenings
- Working hours
- How people dress at work and socially

Learners work together to prepare their poster which they present to the whole class. The teacher provides learners with necessary language as they are completing the task and makes a note of any language areas that need to be looked ^ at once the task has been completed.

The teacher focuses on any key areas that occurred in the task, and discusses this with the learners.

This is called task-based learning because learners complete a task rather than looking at a specific area of language. By completing a task, learners are practicing a range of language and are learning new language when they need it.

7. Guided discovery

Look at this outline of a lesson and discuss the question in your class

Lesson outline

Ask learner to look at the following sentences:

- We were all so worried about you. Where were you?
- I'm such an idiot, I forgot my umbrella and it's raining
- That's such a good idea! Let's not have a test today.
- We went to so many restaurants when I was on holiday
- It is so cold today, I need another jumper
- It's such a lovely day, let go to the beach
- I've got so much work to do

When do we use so and such? Ask learners to see if they can see a grammatical pattern.

Prompt learners if they are struggling to work out the rules

Once they have discovered the rules, give them another exercise to complete using so much.

This is called guided discovery as learners are working out the language structures themselves with some guidance from the teacher.

Conclusion

It is a well established fact that students are influenced to a large extent by internal factors beyond the teachers' control. External factors such as the language classroom environment and the teachers' motivational strategies can

influence the students' negative attitude to language learning. Note that no one technique is unique or exclusive in solving students' problems. The language teacher should therefore employ various motivational techniques that will gain and sustain the attention of all students.

Recommendations

For the purpose of building a learner friendly language classroom in teaching English language, the paper makes the following recommendations to the teachers.

1. Motivate learners through task and activities related to their real-life interest
2. Vary activities to take account of the different learning styles in the class
3. Give learners positive feedback and praise
4. Balance input and practice so that learners receive exposure to the language forms they need to engage in communicative activities -
5. Includes opportunities for learners to personalize, i.e. relate the language they learn to their real-life interest and needs
6. Encourage learners to continue learning outside the classroom
7. Use language at a level appropriate for learners, but keep it natural
8. Create a classroom atmosphere where learners feel free to ask for help
9. Work on these areas- rate of speech, pitch, volume, spellings and writing.

References

- Adesanya, O.A. et al (2009). A Practical Text in Language and Communication Skills, YinkenWalex Ventures.
- Allwright, D & Bailey, K (1991). Focus on the language classroom: an introduction to classroom research for language teachers. Cambridge university press.
- Anumnu, I & Oyetubo, O (2004). A guide to classroom management and school organization. Mukugamu Enterprises Shomolu, Lagos.
- Banjo, A (1987). Improving English language skills in the educational system. Journal of the Federal Ministry of Education today 1, (1) 47-55
- British Council Nigeria (2010). The TKT Course CLIP
- Harmer, J. (2007). Practice of English Language Teaching; Longman Nigeria
- Oyene, V. (2000). dynamic of institutional Management: towards strategies Administrative competence. Orient publishers, Lagos.
- Protherough & Atkinson (1994). shaping the image of an English teacher in Susan Brindney (ed). Teaching English. Guilford and kings Britain Spratt, M.
- Pulevemes, A & Williams, M. (2005). The TKT Course, CUP.
- Williams, D. (1990). English language Teaching: an integrated approach. Spectrum Books Limited; Ibadan, Nigeria.