

TITLE PAGE

**A PEDAGOGICAL ANALYSIS OF TEACHING ENGLISH AS A
SECOND LANGUAGE: A CASE STUDY OF SELECTED WORKS
OF FAROOQ KPEROGI'S PAGE IN THE SUNDAY TRUST NEWS
PAPER**

BY

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CERTIFICATION

This project by Rahma Lawal Garba has met the requirements for the award of Bachelor of Arts (Hons.) Degree in English Language, in the Department of Modern European Languages and Linguistics, Usmanu Danfodiyo University Sokoto. And approved for it's contribution to knowledge.

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DEDICATION

For my parents and late grandparents: Alh. Lawal Garba, Haj. Hajarah Lawal Garba. Alh. Rabi'u Bala (Makaman Daura), Alh. Garba, Haj. Hawwa and Hajiyan Batsari.

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ABSTRACT

This study aims to present a particular view of second language pedagogy. Teaching English as a second language is a quite complex task for a teacher. Language learning should be more fun and enjoyable for students to learn. Teachers need to have effective teaching strategies in order for students to grasp better in learning English. The objective of this study is to investigate the methods of teaching used by Dr. Farooq Kperogi on how to attract interest in learning English as a second language.

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CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Pedagogy can be defined as the intervention into thought and behaviour which is concerned with the promotion of learning processes for intended outcomes. By definition it therefore simultaneously involves decisions by teachers, action by learners and perceptible outcomes, both immediate and over time.

Pedagogy has been studied for centuries. However, much of that study has been based on principle, prescription and analogy. In contrast, a researched pedagogy (Leung, 1993) scrutinizes pedagogic activity to assess it's modes of implementation, it's operation and it's outcomes. This research builds upon a growing number of previous publications to bring together a series of studies which investigate tasks in this way. This is a long term project, a research as this can only sample a small range of tasks in a limited number of contexts under a restricted range of conditions. There is a

substantial range of pedagogic activities that remain to be researched in a vast range of circumstances. In contrast, this collection makes a small contribution to the field. In fact, research into pedagogic task is one of a growing number of areas of empirical research which have emerged since the early 1980s. One of the basic functions of empirical research into language pedagogy is arguably feedback to the teaching profession, so that, as Brumfit argued "we are able to attempt to assess the effectiveness of our educational system; and in order to receive information about alternatives to traditional methods, so that the alternatives can be introduced, in some systematic way, into the system" (Brumfit, 1980: 132).

1.1 STATEMENT OF THE PROBLEM

This project centers on the pedagogical analysis of teaching English as a second language.

This study or research will attempt to focus on the following problems:

- What is effective English?
- Learning in group and individual learning process

- Different group of learners of English as second language view it from the point of view of their own background or experience
- Misinterpretation, reduplication, direct translation, semantic shift, wrong choice of words could all be easily identified using pedagogical test as is exemplified by Farooq Kperogi.

1.2 RESEARCH OBJECTIVES

The main objective of this project work is to highlight the method of teaching English as a second language used by Farooq Kperogi. This will be achieved by carrying out the problems associated with teaching profession and learning processes, and suggest a reliable solution to them.

The study also aims to improve the level of performance of the learners of English as a second language (L2) by the way of suggesting proper methodologies and conditions for language learning (L2 learning).

1.3 SIGNIFICANCE OF THE STUDY

English as a second language performs a number of functions; its learning therefore becomes necessary for whoever wants to be reckoned with in the Nigerian political academic climates.

English language is the language of government, business, education, mass media etc and for most internal and external communication. It plays an important role as a medium of social interactions among ethnic groups in the country. Owing to this fact, if interaction in English is not effectively carried out, there will be communication breakdown.

This research aims to present a particular view of second language pedagogy, together with an account on Farooq Kperogi's page on Sunday trust newspaper of exploratory teaching which helped to articulate that view and to develop procedures of teaching consistent with it. More specifically, this research illuminates the nature of learning to teach English language through research based accounts of how teacher education programs and experience of teaching mold the knowledge, thinking, and the practice of language teachers.

Finally, this work is one of the numerous attempt to enhance the quality of education in Nigeria especially that of English language which is been regarded as the key subject to all course.

1.4 LIMITATION OF SCOPE

This research is limited to some selected articles of Farooq Kperogi on Sunday trust newspaper.

Therefore this study is going to focus on how the methods of teaching English used by Farooq helps or influence the teaching and learning of English as a second language.

CHAPTER TWO

2.0 INTRODUCTION

Pedagogy is the art (and science) of teaching. Effective teachers use a collection of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groups of students to improve their learning outcomes. Some teaching strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference, should be implemented across all key learning, and subject areas. Pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

2.1 What is teaching?

Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter. Teaching is a system of action involving an agent, an end in view, and a situation including two set of factors - those over which the agent has no control (class size, size of classroom, physical characteristics of pupil etc) and those that he can modify (way of asking questions or ideas gleaned).

2.2 What is pedagogy?

Pedagogy (etymology and pronunciation) is the discipline that deals with the theory and practice of education; it thus concerns the study and practice of how best to teach. It's aims range from the several (full development of human being via liberal education) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

Although pedagogy is sometimes seen as a nebulous concept, it is essentially a combination of knowledge and skills required for effective teaching. The more traditional definitions describe pedagogy as either the

science/theory or art/practice of teaching that makes a difference in the intellectual and social development of students.

2.3 Components and Operations Involved in the task of

Pedagogical Analysis

By the term pedagogical Analysis, any subject content is certainly aimed to carry out the task of analyzing the prescribed course material or a particular unit/sub-unit/topic/single concept of the subject being taught to a particular class by systematically executing the following four operations in a close interactive style.

A. Content analysis of the unit/topic/single concept being taught by the teacher in the subject.

B. Setting of the teaching or instructional objectives of the content material of the topic in hand by writing them in specific behavioral terms.

C. Suggesting methods, techniques, teaching learning activities, aids and equipment's helpful for the teaching learning of the topic in hand quite in tune with the realization of the set instructional objectives.

D. Suggesting appropriate evaluation devices in the form of oral, written or practical activities and test questions etc for evaluating the outcomes of the teaching learning process carried in relation to the teaching of the topic in hand.

2.4 Steps of Pedagogical analysis

Step-1: Divide the contents of the selected unit into suitable sub-units and arrange the selected sub-units in to a number of required periods.

Step-2: Briefly write the essence of the content of the selected sub-unit.

Step-3: Write appropriate previous knowledge required for the sub-unit.

Step-4: Write appropriate instructional objectives to be selected for the sub-unit.

Step-5: Select appropriate teaching strategies for the sub-unit according to the following instructions:

I. Write the name of the methods applied.

II. Mention the teaching aids required.

III. Briefly illustrate the necessary demonstration and/or experimentation required.

IV. Mention the necessary board work required.

V. Write probing questions related to the sub-unit

And provide appropriate answers for them. VI. Prepare a work sheet for the sub unit.

Step-6: Give suitable examples/illustration/analogy for the sub-unit.

Step-7: Prepare a table of specification for the sub-unit.

2.5 Needs of Pedagogical Analysis

Pedagogy i.e. the science of teaching is a master plan that includes a details of what is to be done by a teacher, the instructional strategies, instructional equipments and the cardinal objectives of instruction. The teacher decides instructional objectives, equipments and strategies with every aspect of learning conditions to be created. Favorable conditions for positive learning cell for knowledge of various factors operating in different conditions. Pedagogical analysis is appropriate objectives and strategies in various

instructional situations and assess the levels the level of actual learning at the end. A comprehensive vision of required tasks, strategies for realization of specific goals facilitates effective teaching.

So, pedagogical analysis offers enormous potential for improving the delivery of information in all form of education. It involves various logical steps to arrive at logical inference. It also helps the students to understand concepts, principles or phenomena.

Again, the learning environment created accordingly, enables to-

1. Relate individual fragment of knowledge to real experience in life and work.
2. Realization of specific goals, facilitated by a detailed planning result in effective teaching.

Science of teaching (pedagogy) can help to think of the best possible methods, strategies, tactics and techniques to be employed, aid material and likewise sources to be utilized for the teaching of the topic in hand in the existing teaching learning situations. All of the possible things and factors

helpful in the teaching of the topic in view of the proper realization of the set teaching objectives then should be properly analyzed and classified in any of the scheme of pedagogical analysis of the topic or contents of subject.

CHAPTER THREE

3.0 Brief on Case Study

Dr. Farooq Kperogi is a media scholar, university teacher, journalist, newspaper columnist, grammar enthusiast, and blogger based in Greater Atlanta, USA.

He received his bachelor's degree in Mass Communication (with minor in English and Political Science) from Bayero University Kano, Nigeria. Where he won the Nigerian Television Authority Prize for the best Graduating Student in Mass Communication.

He is currently an Assistant Professor of Journalism and Citizen Media at Kennesaw State University, Georgia's fastest growing and third largest university.

He previously worked as a reporter, features editor, news editor, researcher/speech writer at the Nigerian President's office, and as a

journalism lecturer at Kaduna Polytechnic and Ahmadu Bello University before he proceeded to the University of Louisiana, Lafayette, USA where he earned his Masters of science degree in Communication (with a minor in English) and won the outstanding Master's student in Communication award.

At Georgia State University where he earned his Ph.D. in Communication and taught journalism for five years, he also won the top "outstanding Academic Achievement in Graduate Studies Award".

He was the Managing Editor of the Atlanta Review of Journalism History, a refereed academic journal, from 2007 to 2011. He was also Associate Director of Research at International Media Education (CIME)

He also writes two weekly newspaper columns "Notes From Atlanta" in the Abuja based Weekly Trust and "Politics of Grammar" in Sunday Trust. And blogs at www.farooqperogi.com

3.1 Second Language

A person's second language or L2 is a language that is not the native language of the speaker, but that is used in the locale of that person. In contrast, a foreign language is a language that is learned in an area where that language is not generally spoken. Some languages, often called auxiliary languages, are used primarily as second languages or lingua francas.

More informally, a second language can be said to be any language learned in addition to one's native language, especially in context of second language acquisition, (that is, learning a new foreign language).

A person's first language is not necessarily their dominant language, the one they use most or are most comfortable with. For example, the Canadian census defines first language for its purposes as "the first language learned in childhood and still spoken", recognizing that for some, the earliest language may be lost, a process known as language attrition. This can happen when young children move, with or without their family.

3.2 Pedagogical Approaches in Second Language Teaching

Teaching language is changing with the creation of new pedagogical approaches and the disappearance of others. Some traditional pedagogical approaches have experienced a renewal as time has passed. Teachers tend to know what is new, so they can find the appropriate approaches to teach more effectively. As Richards and Rodgers (2001) state, “the quality of language teaching will improve if teachers use the best available approaches” (p.15). However, Rajagopalan (2007) has found that teachers experience method fatigue with various pedagogical approaches in language teaching.

Richards and Rodgers (2001) provide a brief summary of popular second language teaching approaches. In this review, the following prevalent pedagogical approaches in language teaching will be discussed: (a) the grammar-translation approach, (b) the direct method approach, (c) the audio-lingual method approach, (d) the communicative language teaching approach, (e) the task-based language teaching approach, and (f) the content-based language teaching approach.

The Grammar-Translation Approach

The grammar-translation approach dominated Greek and Latin language teaching from the 1840s to 1940s. According to Richards and Rodgers (2001), it modified its form to be widely used in recent language teaching. The grammar-translation approach refers to teaching the second language by applying its grammar rules to translate second-language sentences into and out of the native language. It is a traditional pedagogy, which is revealed in the role of teachers and students, the nature of student-teacher interaction, and the characteristics of the teaching process. In the classroom, teachers are the authority, giving students the grammar rules and examples, while students are the recipients memorizing and applying the rules taught by the instructor. Students and teachers have little interaction in this method. The teaching process emphasizes grammar with the primary skills of reading and writing, while ignoring skills of speaking and listening (Larsen-Freeman & Anderson, 2011). In the process, the native language works as the reference system or the medium of instruction in the second language acquisition (Richards & Rodgers, 2001). Teachers teach students to figure out the similarities and

exceptions between the second language and the native language. As a result, students can master the grammar rules of the second language accurately so as to learn the second language. This teaching strategy asks students to do exercises so as to notice grammar rules in a deductive way. Based on the reading texts, students can memorize the second language vocabulary. Besides reading, formal writing is the other major focus because it prepares students for formal written examinations in academic settings.

The Direct Method Approach

Richards and Rodgers (2001) claim that this approach was first applied by Sauveur in Boston in the late 1860s and then developed by Maximilian Berlitz in the 1880s. It refers to teaching students to convey meanings directly in the target language without reference to the native language. The direct method approach is also called the natural method, phonetic method, oral method, and psychological method (Yu, 2000). In this teaching process, teachers and students are more like partners. Although their relationship in the process is more positive than in the grammar translation approach, it still

seems to be passive when applied to EAP because teachers always direct the teaching. In the classroom, teachers teach English vocabulary, phrases, and sentences through the use of demonstration and visual aids, making students feel like they are in a real situation. Teachers choose the teaching materials for the syllabus based on these real situations. For example, if teachers teach students economics, the situation for teaching could be as if in a bank; if teachers teach students engineering, the situation for teaching could look like a hydropower station. Teachers frequently ask questions to make students speak. Consequently, students can learn to think in the second language. If students make mistakes, teachers correct them directly. This approach is largely dependent on the ability of teachers to work as captain to direct their class. The pedagogical focus is on grammar skills and speaking and listening skills. In the teaching process, grammar is taught in an inductive way; that is, students figure out grammar rules from examples (Larsen-Freeman & Anderson, 2011). The fact that reading and writing skills are not practiced

often by students makes the pedagogical approach unsuitable for teaching ESL students for future academic study.

The Audio-Lingual Method (ALM) Approach

The audio-lingual method approach is based on a structural approach and behaviorist psychological theory (Richards & Rodgers, 2001) as a way to teach learners the target language through stimulating learners to respond. Teachers applying this approach drill students in the utilization of grammatical structures and explore students' minds to give related feedback. Through practicing repeated exercises, teachers teach students to learn the second language by mastering grammar skills: from morphemes to words to phrases to sentences to passages. In this process, teachers are leaders to direct and control the language behaviors of students, while students are imitators who follow teachers' direction to respond accurately and rapidly. This teaching approach is similar to the direct method approach, as grammar is taught inductively and teachers teach students to form the habits of the second language. However, it is strongly theoretical in linguistics and psychology

(Larsen-Freeman & Anderson, 2011), and is derived from the interactional view (Richards & Rodgers, 2001).

The audio-lingual method is still a dominant pedagogical approach in Nigeria. Some teachers tend to use the approach in their teaching for convenience because they were trained by the same pedagogical approach. From an educational policy perspective, it is defensible due to a lack of funding for teacher training, staff shortages, and large class sizes and standardized examinations focusing primarily on reading and writing skills (Shannon, 2006).

Communicative Language Teaching (CLT) Approach

Communicative language teaching has been widely applied in ESL classrooms since Hymes (1972) first proposed the term, which is derived from the communicative approach entitled “using English to learn it” (Howatt, 1984, p. 279). Since the early 1980s, pedagogical approaches have

shifted from a linguistic structure-centered approach to a communicative approach (Larsen-Freeman & Anderson, 2011). The core of communicative teaching is “communicative competence” (Hymes, 1972). Communicative competence consists of organizational, pragmatic, strategic, and psychomotor competence (Brown, 1994). When ESL teachers apply this pedagogy, they utilize strategies to help students realize the communicative functions of the linguistic forms that students use, through connecting sentences in a meaningful manner to comply with social and cultural rules of an L2 environment.

Teachers’ responsibilities are to establish situations similar to the L2 environment to promote students’ communication. In the process, ESL teachers can use various classroom activities to practice CLT, such as authentic materials, scrambled sentences, language games, picture strip stories, and role-plays (Larsen-Freeman & Anderson, 2011). These activities work to build language accuracy and fluency. Presently, however, there is no agreement on the most effective version of CLT.

Several roles are assumed by ESL teachers in CLT: facilitator, participant, researcher, learner, analyst, counselor, and group process manager (Breen & Candlin, 1980; Richards & Rodgers, 2001). ESL teachers facilitate the communication process in the classroom by being involved in the communication. In the process, ESL teachers use the nature of learning and organizational capability to acquire knowledge. If students are not satisfied with the activities of the teaching approach, teachers are ready to determine and respond to learner language needs. ESL teachers are expected to be effective communicators to understand students' intentions and to give feedback to them. In the student-centered classroom, ESL teachers organize the classroom as a setting for communication. They divide a classroom into several small groups, so each student has opportunities to practice English by using authentic materials. Students interact with each other to share information and to brainstorm. By using the CLT approach to teach students English, teachers in universities can create one class as an academic class

because it enhances cooperative interactions. Reading, writing, listening, speaking, and grammar are all practiced in the CLT approach.

Task-Based Language Teaching Approach

Task-based language teaching refers to the use of tasks as the major way to plan and instruct language teaching (Larsen-Freeman & Anderson, 2011). Teachers play an essential role in this pedagogy as designer, monitor, and evaluator. They create pretask and task follow-up phases to develop students' language skills, based on an analysis of students' needs and abilities. In the process, they also monitor students' performances and intervene as necessary. Applying task-based language teaching approach in a class is putting students central. Students have the flexibility to use their previous or current knowledge to accomplish a task and to cooperate with their peers.

In practice, there are three stages to apply the approach in a class. The first stage is to prepare a task with a specific purpose for students. It is necessary to analyze students' needs for a teacher to plan the task. ESL

teachers select target tasks that students might use in future life, such as attending a lecture, reading an academic book, and doing a presentation. Bygate, Skehan, and Swain (2001) define task as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective” (p. 11). Larsen-Freeman and Anderson (2011) identify seven types of tasks to apply the pedagogy: information-gap, opinion-gap, reasoning-gap, unfocused, focused, input-providing, and output-promoting tasks.

1. An information-gap task exchanges information among participants.
2. An opinion-gap task requires students to express their personal feelings.
3. A reasoning-gap task asks for students to pursue new knowledge through inferring it from their previous knowledge.
4. Unfocused tasks are designed to provide opportunities for communicating generally.
5. Focused tasks emphasize communication with some specific linguistic item.

6. Input-providing tasks engage learners with the receptive skills of listening and reading.

7. Output-providing tasks stimulate learners to write and speak.

In general, the first stage is related to what tasks will be conducted and how students should carry out the tasks. Teachers design a benchmark that students can meet and also learn new knowledge after obtaining it. Sometimes, ESL teachers give students models to learn before students perform the task in reality. This strategy is to raise students' awareness of explicit instruction and linguistic forms. The second stage is to fulfill the task through utilizing their linguistic and academic knowledge. Teachers encourage students to work in groups to practice the task in order to prompt interaction. During the second stage, teachers constantly make notes on students' behaviors so as to give them suggestions when they accomplish the task. The third stage is to review the outcome. Teachers will send out individual feedback to every student, and then design the next task based on students' errors to enhance learning.

Content-Based Language Teaching Approach

Content-based language teaching refers to an approach of teaching students *through* communication rather than *for it* (Larsen-Freeman & Anderson, 2011), which is similar to a task-based approach. Both of these approaches belong to the communicative approach for “learning to use English” (Howatt, 1984, p. 279). However, whereas the task-based language teaching approach uses tasks as the medium to teach students, the content-based approach integrates language learning with other content learning for academic purposes in ESL teaching.

To study in the content-based classroom, ESL students need assistance to learn the academic knowledge. Therefore, teachers are crucial to implementing this pedagogical approach. They should design lessons with both language and academic subject in mind and with clear language and content objectives, making the lessons interesting to stimulate student learning. If teachers do not prepare well, it seems that students cannot learn much from the language class. Because ESL students do not have as much

vocabulary as native speakers, the class will become boring if they do not understand what teachers teach. Thus, teachers should have a clear understanding of the content and of the language, and also express their thoughts fluently. Usually, in this method the teachers apply group work to teach English, so students can work collaboratively to understand content while actively using English. When teachers observe errors in the students' conversation, they can choose to correct them immediately or allow students to self-correct. In the process, teachers are analysts who decide students' needs, planners who prepare courses, and propellants that process language teaching.

Brinton, Snow, and Wesche (2004) identify three content-based teaching models at the university level: theme-based language, sheltered content, and adjunct language instruction. Theme-based language instruction is the most widespread model among all three. With this method, teachers generate or adapt to outside sources to get content materials for courses. Sheltered content instruction means that ESL students are separated from native-

speaking students to learn English. Adjunct language instruction refers to teaching students content courses and language courses concurrently.

As Byrnes (2005) demonstrated, the content-based language teaching approach has been used widely in public schools in the United States. Compared to native speakers, ESL students without a high level of English language proficiency cannot learn either linguistic or academic skills well in regular classes. It is time consuming when ESL students study English language first and then learn academic content. Byrnes argues that the content-based approach enables ESL teachers to help students learn linguistic and academic knowledge simultaneously.

3.3 How Pedagogy serves teaching English as a Second Language

English teaching is common in the developing world. Not only does it provide economic opportunities, but it is the most common medium of communication for many fields. Below is a collection of some selected articles of Farooq Kperogi and the methods he used in teaching English.

1. Common errors of pluralization in Nigerian English

One notable feature of Nigerian English is the predilection for adding plural forms to nouns that don't normally admit of them in Standard English. This is certainly a consequence of the inability of many Nigerian speakers and writers of the English language to keep up with the quirky, illogical irregularities that are so annoyingly typical of the conventions of English grammar.

It is common knowledge that the plural form of most nouns in English is created by adding the letter "s" to the end of nouns. But sometimes it requires adding "es" to nouns that ends with "ch", "x", "s" or s-like sounds, such as "inches", "axes", "ashes", e.t.c. There are also, of course, irregular forms like "children" as the plural of "child", "oxen", as the plural of "ox", e.t.c.

Most educated Nigerians generally know that nouns like equipment, furniture, information (except in the expression "criminal informations", or "an information", which is used in the US and Canada to mean formal

accusation of a crime akin to indictments), advice, news, luggage, baggage, faithful (i.e. loyal and steadfast following, as in '*millions of christian and muslim faithful*'), offspring, personnel, e.t.c remain unchanged even when they are expressed in a plural sense. But few know of many other nouns that have these characteristics.

However, although most educated Nigerians would never say "*newses*" or "*advices*" or "*information*" to express the plural forms of these nouns, they tend to burden the words with singular forms that are not grammatical. For instance, they would say something like "*that's a good news*" or "*it's just an advice*" or "*it's an information for you*". Well since these nouns do not have a plural form, they also can't have a singular variant, that is, they cannot be combined with the definite articles "*a*" or "*an*". So the correct way to render the sentences above would be "*that's a good piece of news*" (or simply "*that's good news*"), "*it's just a piece of advice*", and "*it's information for you*".

Also how Nigerians inflect the word "*legislation*" for grammatical number by adding "*s*" to it. The sense of the word that denotes "*law*" (such as was

used in this Punch headlines: "*Nigerian need legislation that will ease their problems- Cleric*") does not take an "s" even if it's used in the plural sense. In Standard English, the words plural form is usually expressed with the phrase "*pieces of*" or such other "*measure word*" (as grammarians call such expressions).

So the headline should correctly read: "*Nigerians need pieces of legislation ...*" or simply "*Nigerians need legislation...*"

However, the sense of the word that means "*the act of making laws*" may admit of an "s", although it's rare to encounter the word "*legislations*" in educated speech in Britain or America.

Other nouns that are habitually pluralized wrongly in Nigerian English are, "*heyday*" (there is nothing like "*heyday*" in standard English); "*yesteryears*" (there is no word like "*yesteryears*" in standard English); "*cutlery*" (the word remains the same even if you are talking of millions of eating utensils); "*overkill*" (do not say "*it's an overkill*"; simply say "*it's overkill*"); "*slang*"

(prefer "*slang words*" or "*slang terms*" or "*slang expressions*" to "*slangs*", and avoid saying "*a slang*"); "*fruit*" ("*fruits*" is non standard, expect when it is used collectively, it's "*fruit and vegetables*", not "fruits and vegetables"); "*potentials*" (not *potentials*).

2. When and how to use "in" and "on" in some fixed expressions

a. "*in bed*" versus "*on the bed*": "*in bed*" is the conventional expression in standard English to indicate that one is sleeping or about to sleep, as in "*by 8:30 p.m all the children should be in bed*". "*On bed*" on the other hand, merely indicates one's location in relation to a bed. For instance, someone can sit "*on the bed*" or "*lie on the bed*", which merely indicates the person's position on the bed. It does not convey the sense that the person is sleeping or is about to sleep.

In sum, use "*in bed*" for sleeping and "*on the bed*" to convey the sense of being on top of the blankets of a bed with no intention to sleep.

b. "*on the bus*" versus "*in the bus*": The usage rules here are similar to the preceding one. It should be "*on the bus*" when you use the expression in a transportational context. "*In the bus*" is never appropriate when used in relation to transport. It may be used to show position such as being inside the bus. You also get "*on an airplane*", not "*in an airplane*". The same rule applies to bicycle; you ride "*on a bicycle*".

c. "*in the car*" versus "*on the car*": Here the rule is reversed. You are "*in a car*" if you are traveling by car. When you are "*on a car*" it means you are on top of it. You also get "*in a taxi*", not "*on a taxi*".

A good way to help the reader remember when it's appropriate to use "*in*" or "*on*" in relation to a means of transportation is to note the prepositions we use to get out of the means of transportation. You get "*out*" of a car, so you get "*in*" it.

3. Back-formation and affixation in Nigerian English

Coined by Scottish lexicographer James Murray, back formation is said to occur when speakers of a language invent new words by removing what is wrongly thought to be a suffix (i.e. element added to the end of a word) from an existing word. For example, the verb "*burgle*" (i.e. to forcefully enter and rob a house) did not exist until comparatively recently; it was neologized (another back -formation word from the word neologism) by extracting the supposed suffix from the word "*burglary*".

The word "*negate*", which also never existed until relatively recently, was formed from "*negation*". Other popular back-formations that have been fully integrated into the English lexicon are "*reminisce*" (from "*reminiscene*"), "*televise*" (from "*television*"), "*baby-sit*" (from "*baby-sitter*"), "*sculpt*" (from "*sculptor*"), "*chain-smoke*" (from "*chain-smoker*"), "*edit*" (from "*editor*"), and "back-form" (from back-formation").

There are at least three basic characteristics of back-formation in English. The first is that they are more often than not verbs. The second is that they are usually formed on the (initially) wrong assumption that older, more

established words are derived from them (for instance, most people think "*negation*" is derived from "*negate*", "*baby-sitter*" from "*baby-sit*" e.t.c) when in fact the reverse is true.

Finally, back-formations are often met with stiff resistance from grammarians and semantic purists of all shades when they first emerge. But because they fill a real semantic and lexical void, they often ultimately prevail. All the examples cited above were once considered egregious grammatical taboos. Some grammarians still frown at the following back-formations: "*enthuse*" (from "*enthusiasm*"), "*self-destruct*" (from "*self-destruction*"), and "*couth*" (from "*uncouth*").

Affixation is the direct opposite of back-formation. It occurs when speakers of a language coin a new word by adding to an existing word. If the addition occurs at the beginning of a word (such as the word "*re-do*") it is called prefixation. If it occurs in the middle of a word (which is rare in English, except used especially in American English to intensify the word "*fantastic*"), it is called infixation. If it occurs at the end of a word (such as

"ness" in *fastness* which became an acceptable synonym for *speed* only recently, or the "er" forms in words like *driver*, *teacher*, e.t.c.) it is called suffixation or forward-formation.

Back-formation and affixation are core instruments for lexical enrichment of languages, especially of the English language. The trouble with most Nigerian English back-formation and affixations identified below is that they are not entirely new morphological formations; they are rather the infusion of new meanings into already existing formations. So rather than being lexical back formations and affixations, they are semantic back-formations and affixations.

a. **Confusionist-** Nigerians use this word to refer to someone who causes confusion. It is a suffixation derived from confusion. There is no word like this in either British or American English, except as an alternative spelling for confucianist, i.e, a follower of confucianism. Its formation is evidently inspired by speech models as *alarmist* from *alarm*, *conformist*, from *conform*, *terrorist*, from *terror* e.t.c.

b. **Convocate-** This word, which emerged from a misrecognition of "*convoke*" (that is, to formally call together) is often used in Nigerian English as a back-formation from convocation, that is, the official ceremony at which the university degrees are awarded. It is customary for recent graduates from Nigerian universities to say something like "*our school convocated last saturday*". But "*convocate*" does not exist as a word in any other variety of English.

c. **Chanced-** This word is often used as a synonym for "*privileged*" or, "*opportuned*", as in; "*i was not chanced to see him yesterday*". But, in British and American English, when "*chance*" is used as a verb, it usually either means taking a risk in the hope of a favorable outcome (as in "*when you buy these stocks you are chancing*") or coming upon something by accident (as in "*she chanced upon an interesting book in the bookstore the other day*")

4. Adverbial and Adjectival abuse in Nigerian English

Among the major parts of speech of traditional grammar- nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions- the ones that Nigerians probably abuse the most are adverbs and adjectives, outrivaled perhaps only by our pervasive misuse of prepositions.

But first, what are adverbs and adjectives?

A straightforward communicative definition of an adverb is that it is a word that answer the question "*where, why, when and how*".

So words like "*here, there, everywhere*", e.t.c. would qualify as adverbs because they answer the question "*where*". Grammarians further call such words "*adverb of place*" because they signify location. Words/phrases like "*because, due to, in order to*", e.t.c answer the question "*why*". So they are "adverbs of purpose/reason" because they indicate intention. Words like "*now, later, soon*", e.t.c. answer the question "*when*". Grammarians call them "*adverbs of time*" because they signify temporalness. And words that end with the "*ly*" suffix such as "*energetically, nicely*", e.t.c answer the

questions "*how*". They are called "*adverbs of manner*" because they indicate mode or style.

Perhaps the trickiest of the adverbs we misuse is the word "*severally*". We often use the word as if it meant "*several times*". It is typical for Nigerians to say "*I have told you severally that I don't like that!*" or "*I have been severally arrested by the police*". In Standard English, however, "*severally*" does not mean "*several times*", it only means individually, singly, independently, without others, e.t.c as in "*the clothes were hung severally*".

This means the clothes are apart from each other and do not touch each other.

Another adverb of manner that Nigerians have invented but that does not exist in any variety of Standard English speakers say "*in installments*" rather than "*instalmentally*".

Adjectives are usually defined as words that modify or qualify a noun or that express an attribute of something. The most practical way to recognize

an adjective is to understand it as a word that is capable of being expressed in comparative and superlative forms, that is, in the "*er*", "*est*", or "*more*" "*most*" formations. Examples: big, bigger, biggest; beautiful, more beautiful, most beautiful e.t.c. Only adjectives and adverbs of manner are capable of being expressed in these forms.

The commonest way adjectives are misused in Nigerian English is to mistake them for nouns. A notable, oft-repeated example is the word "*mediocre*", which is an adjective meaning "second-rate". It is customary for Nigerian speakers of the English language to describe a group of people as "*modiocres*".

But only nouns can take singular and plural forms; adjectives cannot. So, since "*mediocre*" is an adjective and not a noun, instead of calling someone "*a mediocre*" it is more correct to simply say that he or she "*is mediocre*". To call someone "*a mediocre*" is analogous to calling someone "*a stupid*" or "*a foolish*" instead of saying he is "*stupid*" or "*foolish*".

English is a notoriously quirky language with a many arbitrary, illogical exceptions to its rules. It is therefore perfectly excusable that anyone who has not grown up or lived in a native-speaker linguistic environment or who has not immersed himself in a systematic study of the rules of the language would miss these pesky exceptions especially because most other languages, including our native language, have regular, predictable grammatical rules.

The whole motivation in these grammar exercises is to improve intelligibility in international communication in the English language. It does not hurt to know that some usage patterns that we have been wedded to for years are, in fact, peculiar to us; that we should not be shocked when native speakers or other proficient users of the language are clueless when we use words in our own peculiar Nigerian way.

5. Common errors of reported speech in Nigerian English.

There is a pervasive kind of error in reported speech in Nigerian English, especially in Nigerian media English that is inspired by what grammarians call hypercorrection - the tendency to be misguided by false, ill-digested analogies and insufficient familiarity with the complexity of grammatical rules.

An example of a contentious sentence from Jonathan's bad grammar is "*This man had no clue what Nigeria's foreign policy is!*" in his obviously modest knowledge of the rules of verb inflection for tenses in reported speech, the man thought the verb "*is*" in the sentence should be in the past tense.

Well, this hypercorrection is caused both by an over-application of the general rule of tense change in reported speech and by a lack of awareness of the exceptions to the rule.

As most people know, "direct speech" is the actual words that someone has used, usually indicated with quotation marks. "Reported speech" (also

called indirect speech), on the other, is a form of speech used to express what someone else has said. It does not take quotation marks and often involves a change in tense. The general rule is that what would be present tense in direct speech becomes past tense in reported speech. Example;

- She said "*i like the weather*" (direct speech)

- She said that she liked the weather (Reported speech)

But there are exceptions to the rule. For instance, when an action is constant, expresses an eternal truth, or refers to religious verities, the verb is not inflected for tense in reported speech. For example, it is perfectly legitimate to write:

- "*He said their son LIVES in Abuja*"

(If he still lives there)

- "*She said they have WRITTEN to her many times*"

(If it is possible that they will continue to write)

Similarly, it is wrong to say, "*He said the sun rose in the east*" (because that the sun rises in the east is an eternal, unchangeable truth).

Another exception to the rule is that the original tense in direct speech is often retained if an action has not yet accrued at the time of reporting it, as in "*she said the national debt WILL (not WOULD) be eliminated in 2015*"

6. Some Grammatical Errors in Nigerian English

Here are some of the grammatical errors observed in the news coverage and commentaries on the just concluded elections.

- "**Casted votes**" cast is an irregular verb that does not change form to reflect the change of tense. Its base form is "*cast*". It shares the same pattern as "*put*" (*who says "putted"?*), "*let*", "*cut*", e.t.c are wrong. The error arises, from the fact that "*broadcast*", another irregular verb, can correctly be rendered as "*broadcasted*". In other words, while "*broadcast*" is an acceptable alternative for "*broadcast*", "*cast*" remains "*cast*" irrespective of its tense.

- "**Guber race**", "**Guber polls**", "**Guber candidates**" Nigerian newspaper headline writers have invented the word "*guber*" as the short form of "*gubernatorial*", an Americanism that means "*related to a governor*". Unfortunately, the word has gone from headlines (*i.e., the peculiar English of newspaper headlines*) to demotic speech in Nigeria. But even Americans who invented the word "*gubernatorial*" do not have a short form for it. That leaves Nigerians as the only people in the English-speaking world who use "*guber*" as a stand in for "*gubernatorial*". That would not have been a problem except that in American English "*guber*" is an informal word for facial pimple. It's also jocular medical slang for tumor.

- "**Results of election/victory upturned**" This error takes several forms, but the operative word here is "*upturn*". Nigerian journalists write "*upturn*" when they should write "*overturn*". These two words are completely unrelated. To overturn is to rule against or to cancel officially. "*Upturn*", however, is never used as a verb in sense of "*reverse*" or "*overturn*".

When "*upturn*" is used as a noun, it usually means an upward movement in business activity, e.t.c (example: *There has been an upturn in the economy*). The opposite of upturn is downturn. Americans prefer "*uptrend*" to "*upturn*" to denote boom in business activity. When "*upturn*" is used as an adjective (that is, when it is rendered as "*upturn*"), it is traditionally used in two senses. The first is as a synonym for "*turned upside down*" and the second is to describe the position of a person's nose. When a nose is described as upturned, it means it is turned up at the end. So it is more proper to talk of election results or electoral victories being "*overturned*" by the courts.

7. "The Grammar and Vocabulary of "Fuel Subsidy Removal"

Epochal changes in society can, and often do, inspire new vogue vocabularies and expressive styles. The social turbulence that the sudden increase in the pump price of petrol stirred in Nigeria activated many hitherto passive vocabularies and brought to the surface many distinctive usage patterns in Nigerian English. Here are a few of them below.

1. "**Subsidy**" Perhaps the biggest linguist gain of the petrol price hike embroilment of the last three years is the promotion of the term "*subsidy*" to the front burner of the linguistic consciousness of Nigerians of all social classes. Before now "*subsidy*" was a passive terminology that was used only by the highly educated stratum of the Nigerian society. Now almost every Nigerian knows what it means.

A clear marker of the integration of this otherwise "*big*," formal word into the everyday speech of Nigerians is its continuously creative vernacularization and humorous contortions. For example, a protester in Kano inscribed the following words on the back of his T-shirt: "*subsidy is my soul*". This simple yet pithy catchphrase captures the depth of the helplessness and angst of the Nigerian masses in the face of government's overt economic hostilities against them. Similarly, because the angry protest that accompanied government's action led to many deaths in such cities as Ilorin, Lagos, and Kano, Nigerians coined the term "*subsidie*" to capture the slaughterous character of the moment.

2. "**Fuel**" For some reason, the word "*petrol*" seems to be reading from the active idiolect of Nigerians. It is being replaced with "fuel" in more way that has ever been the case before. In both American and British English, fuel is not synonymous with petrol. Among its many meanings, fuel is the umbrella term for all substance that produce energy such as coal, petrol (which Americans can call gasoline or gas for short), kerosene, diesel etc. so, technically the Nigerian Government did not remove subsidy on fuel on January 1, it only removed subsidy on petrol.

3. "**Cabals**": This became a part of the acting idiolect of Nigerians during the dying days of the Umar Musa Yar'aduwa administration renegade group within the administration alleged that the President has been held hostage by a "cabals". Now Nigerians talk of the "oil cabals" that is reputedly the beneficiary of government's multi- billionaire -dollar oil subsidy payments. This is all creative; except that cabal cannot be pluralize when we are talking about just one conspiratorial clique of power and influence peddlers in the oil industry. The plural form of cabal is legitimate only when we are talking

about different cabals, such as the Yar'aduwa cabal, Jonathan cabal, and the oil industry cabal.

CHAPTER FOUR

SUMMARY AND CONCLUSION

This study investigated the value of combining theoretical pedagogical approaches and methods of teaching used by Dr. Frarooq Kperogi for improving ESL pedagogy.

Based on latest development in pedagogy, teaching has become more than an activity that conserves valued knowledge and skills by transmitting them to succeeding generations.

Pedagogy makes a teacher: how to work as facilitators, coaches, models, evaluators, managers, and advocates. Through pedagogy, teachers observe and assess students in the context of ongoing classroom situation like collecting and interpreting a variety of types of evidence to evaluate where each student is in a sequence or continuum of learning and development and how to move from assessment to decisions about curriculum, social support, and teaching strategies, to increase the prospects for successful learning. It is

the hope of the researcher that this work may be of interest to ESL teachers, applied linguist, educational researchers, and others who are interested in ESL pedagogy.

An understanding of how to improve ESL pedagogy arising from this study can be used to support ESL learning in Nigeria and also help to create more effective ESL pedagogy for students learning English as a second language elsewhere.

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