"ATTITUDE OF TEACHERS TO LANGUAGE TEACHING METHODOLOGY"

BY

POLY. AZOMA ANYANWU, B.A. (HONS) U.N.N.

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Department of Education
Ahmadu Bello University
Zaria.

The undersigned hereby certify that they have read, and recommended to the Faculty Board of Education for acceptance, a project entitled:

"Attitude Of Teachers to Language Teaching Methodology"

Submitted by : POLY. AZOMA ANYANWU

In Partial fulfilment Of the Requirements for the award of the degree Of Master Of Education (M.Ed), T.E.S.L.

_____
Supervisor.

_____
Internal Examiner.

_____
External Examiner.

_____
Date.

Abstract

The purpose of this study on the attitude to Language teaching methodology was to find out whether any one of the five methods included in this study could be said to be deliberately and generally pursued by ESL teachers in our schools and Colleges. The study also sought to know why the respondents espoused such a method and whether it was popular in the literature on language teaching methodology.

The questionnaire approach was used. Thirty-five statements were made in favour of the methods and the respondents were required to show their degree of agreement or disagreement. Because of certain limitations the researcher restricted his study to Zaria and Kano only. Altogether, 210 trained teachers formed the population for the study.

Their responses were analysed and tabulated in the Likert Scale and also in percentages. It was discovered that the majority of the teachers (85%) favoured the eclectic approach. A global look at their reasons for choosing it revealed that the teachers

valued experience and flexibility in the choice of methodology in the classroom.

The other methods were favoured in this order: audiolingual (72.5%), the communication method (70%), the cognitive code and the traditional grammar - translation method which came last (with 57.7%).

Many writers recommend the eclectic approach highly. Prator Lewis (1976) for example, justified it on the ground that no one method had the whole answer. On the whole, the method holds out the promises of flexibility, adaptability and even individualised instruction all of which speak well of it.

It was further noted that the respondents did not favour the cognitive code-learning method as much as they favoured the andiolingual method even though, in the literature, the former seemed to enjoy better prominence. The audiolingual method came next to the eclectic approach, followed by the communication method. The cognitive code learning method came only fourth to the eclectic approach.

The researcher considered it relevant to recommend an improved training programme for prospective teachers. Such a programme should take into consideration the personal attributes of the trainees (such as age, maturity, personality, motivation for becoming teachers and experience of children and adults), the individual and group attributes of the pupils they will face, and the nature of language teaching in general. The programme envisaged should discourage potentially damaging or ineffective individuals from joining the profession. It should provide continuing personal education for the teachers, give them general professional trainir as educators in addition to special training as ESL teachers.

Further research in this field is possible. For example the scope of the present research can be expanded to include more States in the Federation; a comparison could be made between the attitudes of trained and untrained teachers; and a comparison of the attitudes of teachers at different levels of professionalism could also be made.

Dedication

This work is dedicated to:

Alfred and Nkechi

for all work,

Uche and Ngozi

for all play.

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Chapter One

Introduction:

1.1. Theoretical basis and rationale.

One of the most unstable practices in the classroom is the teachers' method of teaching. Apart from the fact that methods vary from teacher to teacher, there is also the fact that even in the case of an individual teacher of a particular subject, the method of teaching varies from one unit of instruction to another. A trained language teacher may have a theoretical reason for the selection of methods to suit his unit of instruction but the untrained language teacher resorts to experience or invents a method that he considers workable in the circumstances. For a trained language teacher, choice may be made from one of the known methods of teaching English, namely: the traditional method, the audiolingual method, the cognitive-code learning method and the communication method; or he may use two or more of these

in combination.

Nobody wants to raise a storm in a teacup for a teacher who uses a particular method to teach his pupils especially if the method is effective in inducing learning. However, interested teachers and scholars want to know which methods are more commonly used in our educational institutions. They also want to make sure that the methods used correspond with the desired outcome of the English language programmes, namely: the ability of the learners to use the language competently. If the teacher's method does not bear this out the first problem that arises is that the learner will fail his certificate examinations since these examinations, like most modern methods emphasise competence. And the second is that the learner's incompetence will debar him from using the language outside the classroom and the school. In either case, the objective of the English language programme is not realised. The researcher wants to study the attitude of trained language teachers to methodology. He wants to know which methods are

used by most teachers and why they are used. In an age that has swerved from one method to another and in such a quick succession as to be accused of "the Pendulum Syndrome" (Prator, 1976) this study is quite in place. It helps to document the situation in the classroom and measures the popularity or otherwise of known and accepted modern methods of language teaching. The study is expected to show whether there are die-hard teachers who still use anachronic methods such as the traditional method. Knowledge of all these will guide those who, like the researcher, are teaching prospective teachers of the language and will also show the methods that call for more emphasis because they are not used in the classrooms. To achieve systematicity the researcher has identified four or five methodological features, old and new, the attitude to them of which he wants to test.

1.2. Methodological features:

1. The Traditional Method:

The earliest known method was the traditional,

grammar-translation method which was originally used in teaching Greek; it was later applied to Latin and finally to English language teaching. Its emphasis was on the memorisation of rules, the paradigmatic treatment of the parts of speech and the reading and writing of the target language (TL) e.g. Latin translated into the source language (SL) e.g. English. Language learning was dominated by undue emphasis placed on reading and writing almost to the complete exclusion of the other two and rather more important skills of listening and speaking. The method encouraged the memorisation of lengthy bilingual vocabulary lists and failed to relate language learning to real life situations and to sound research findings. Thus the learner merely memorised rules handed down by authorities, analysed sentences into well defined parts of speech, conjugated the verbs, declined the nouns and translated the target language into the source language by giving a word for word gloss.

The grammar - translation method produced more scribes than it produced speakers of the language. This was due to

its emphasis on reading and writing over and above listening and speaking. It also produced language purists who prescribed rules of grammar based on authority and history. This made people refer to it as 'prescriptive' and 'diachronic'. Over the years, it became abused and then rejected because, among other things, its highly rigid rules could not accommodate language change and growth. Of all the known methods of language teaching, the traditional method is the most notorious and, in the light of modern linguistic thoughts, hardly any language teacher is expected to use it in the classroom if only because it lacks dynamism and makes the teaching of the target language for actual communication an unattenable objective. Assiduously applied to Latin, this method must have contributed to its death as a language of communication since it did not promote the usability of Latin in real life situations and when Latin died, the death-knell of its method was sounded.

The world war was the catalyst that helped to overthrow the dominance of the traditional method. Soldiers, hurriedly

recruited from virtually every nation to fight in countries and continents other than their own, had to overcome the barrier of language in order to prosecute the war effectively. So, methods were sought by means of which language could be taught more expeditiously than by the grammar translation method. A new emphasis was placed on speech itself and there grew a serious desire to remove the old prescriptive attitude towards language learning and to quicken the habituation of the all important skills of listening and speaking. Then called "the Army method", here was born the gem of a new method which was later descriptively called "The Audiolingual method".

However, before all that, the grammar-translation method had done its work. It had shown that language should be consciously and systematically taught. We may even theorise that the grammatical categories and terminologies evolved by scholars in relation to the grammar of their own day, have

become part of the general grammatical equipment of descriptive linguistics of this day.

2. The Audiolingual method:

This method came to replace grammar-translation method and at a time when most of language learning emphasised reading and writing, the audiolingual method emphasised listening and speaking. John Lyons explains that the modern linguist believes in the primacy of speech over writing and that writing merely represents speech in another medium, speech being naturally older and more widespread (Lyons, 1975, P. 38). In recognition of same, the audiolingual method uses oral drills more than writing and reading.

In an audiolingual class, the teacher would normally present a typical structure in the foreign language. He drills the learner in correct pronunciation and intonation, and then uses it as a 'frame' for modelling other utterances by such processes as substitution, expansion and transformation. The changes are 'minimal' and "this practice continues to the

point of saturation or automatic performance" (Rivers, 1972, P. 15). The method favours the use of the language laboratory as a powerful aid in automatising language responses. Learners are first thoroughly drilled on a chosen unit and simple observations made on what students are actually doing rather than what they out to do. Dialogues are used and in fact overlearned. Reading and writing are introduced later when the learner has learned to make the required 'mimicry' responses. The learner's vocabulary is kept at a minimum until he has mastered the basic structures. The teacher starts normally with: "Listen and say after me" and the entire class chants away in alternative responses to the teacher who then picks a smaller group, varies it and repeats the process over and over again until he has made sure that every pupil has participated with the others in making the required responses. Then he makes minor substitutions, expansions and transformations of the units as the class repeats after him.

The audiolingual method is perhaps most readily identified by reason of its five slogans (Moulton, 1961 in Mohrman et al, eds. 1961 P. 1930-1969).

Slogan No.1: Language is speech, not writing.

This slogan is based on the linguistic assumption that speech is the most important language skill. It refers to the process by which a first language is acquired. We normally start speaking something before we write anything. Consequently, the first thing to do about any language is to learn to speak it before writing. A given unit of study in the language must be mastered orally first and this encourages proper speech drills. Students are encouraged to "listen and repeat" utterances at normal native speed. In this way the stress, rising-falling intonation and pitch are demonstrated.

Although this slogan is a revolutionary step foward in the evolution of better methods of learning and teaching languages, (still) serious objections have been levelled

against it especially by generative-transformational grammarians who see speech and writing as paralle and coequal forms of expression. There are also more practical objections which have sought to reject learning through the 'ear' alone as ineffective and inadequate. Learning should make use of other senses such as seeing and touching. Such objectors claim that the delay that audiolingually-trained-teachers impose between introducing a word in its oral form and letting their students see it in writing may frustrate learners who are eager to start reading at once.

Slogan No. 2: A Language is a set of habits:

This slogan says in fact that foreign language learning is "basically a mechanical process of habit formation" (Rivers, 1972, P. 19). Corollaries to this indlude:

(a) the need to strengthen habits through reinforcement.

(b) effectively forming foreign-language habits by giving the right response rather than by making mistakes.

(c) the recognition that language is 'behavior' and so is best learned only when the learners are made to 'behave'.

Implicit in this slogan is the Skinnerian concept of conditioning in behaviorist psychology. Any set of habits is learned through practice (stimulus-response) and when the right response is made the learner is rewarded (reinforcement). Particularly, repetition is recommended as are mimicry-memorisation and pattern drills as the means of leading to mastery or automatic control of the framework of the foreign language. Thus the slogan is based on modern theories of learning.

However, there have been serious objections to the belief that language learning can be automatised. Chomsky and some other psycholinguists have tried to show that the learner's creative ability plays a leading role in language learning. Otherwise, how could anybody explain never-before-heard sentences generated daily by language users? It is also

further charged that learning becomes boring due to the "repeat after me" technique of the method and motivation seems to be low. A relevant question to ask here is: "can habit be mere fixed, automatic, unconscious neural connection?" The view is strong that most behavior is under voluntary control and that parrot-like learning could therefore never really have been the objective of the audiolingual masters.

Slogan No. 3: Teach the language, not about the language:

This is a linguistic reaction to traditional grammar. Language teaching should be geared towards language use rather than language description. It advocates that rules should be set aside and learners helped to use the language.

Objectors to this slogan are of the view that language teachers should normally give the rules which help language learners to generate their own sentences especially in a second language situation. Therefore, teaching "about the language" (or giving rules) is a necessary aspect of language teaching.

Slogan No. 4: A Language is what native speakers say, not what someone thinks they ought to say:

Like number three above, this slogan favours language use rather than language description. The teacher should aim at the proper speech patterns of the native speakers of the language as well as insist on their model grammar. However, transformational linguists who view language as an abstract system, want idealised rules to operate systematically either in speech or in writing. They insist on the understanding of the language code and the innovative aspect of the language.

Slogan No. 5: Languages are different:

This slogan emphasises the futility of attempting to provide a "word-for-word" translation of the target language. "Meaning" equivalents may be given but certainly such word-for-word translations are useless because languages are different. It encourages the use of audio lingual materials such as the language laboratory. Versions of the foreign language dialogues are supplied in the native language without attempting to provide

a native language gloss for each word the important thing being the conveyance of meaning so that the student can use his own native language to understand foreign ideas. The teacher himself is expected to note the contrastive features of the target language and the source language in order to structure the dialogues according to hierarchies of difficulty, the more difficult elements being kept for advanced stages.

The notion of linguistic universals does not support this slogan. In its view any speaker of any language already knows a lot about other languages. The concept of a deep and a surface meaning applies to all languages. Most languages have morphemic, phonetic, lexical and structural layers; nouns, verbs, pronouns, qualifiers and modifiers. The implication is that languages are really not absolutely different.

These are the slogans that have so popularised the audiolingual method as to make it by far the most universally acclaimed modern method of teaching a foreign language.

In the wake of many criticisms against it, the audiolingual method has continued to enjoy the favour of professionals probably because of its emphasis on speech, patterned drills and contrastive analysis. The origins of the method have been traced to the work of certain American Structural linguists and also cultural anthropologists who were working in the same direction as behaviorist psychologists. Whereas contemporary psychologists worked for a scientific and objective study of human behavior, linguists for their part pursued a descriptive approach to the study of language. Among the behaviorist psychologists was B.F. Skinner while the name of Leonard Bloomfield and Charles Fries rank high among the discriptivist linguists who led modern linguists into this revolution.

The Cognitive code-learning method:

Another method that has recently cropped up is the cognitive code-learning method (Carroll, in Valdman 1966 PP. 104-105). It became viewed by many as a modified version of the grammar-translation method. However, this is an

erroneous view since it is founded in Gestalt psychology and transformational linguistics.

Carroll mentions those psychological theories which emphasis the following principles upon which this method has been founded:

(1) The frequency with which an item is contrasted with other items is more important than frequency of repetition.

(2) The more meaningful the materials with which the student works the greater the facility in retention.

(3) Materials presented visually are more easily learned than comparable materials presented aurally.

(4) Conscious attention to critical features and understanding of them will facilitate learning.

The cognitive code-learning method advocates the presentation of the contrastive features of both the target and the source languages and tries to eliminate the waste of time and energy in dealing with language features that present

no difficulty for the second language learner. It must be noted that the grammar-translation method had no such scientific basis. Placing little or no emphasis on choral repetition and patterned drills, the learning tasks of the cognitive code-learning method are presented in meaningful situations and as visual, rather than as aural items only. Conscious attention is paid to the more difficult or critical features of the learning task. It assumes that the more the learner has a cognitive control over the structures of the language the more facility will develop with use of the language in meaningful situations. Thus a conscious study and knowledge of the rules of grammar became more important than mere habituation through repetition and patterned drills.

The cognitive code-learning method was favourably received by Transformational linguists who viewed language as an abstract system and a rule-governed behavior. They insisted on the innovative aspect of language, attaching no particular importance to the pre-eminence of speech over writing. Indeed,

the exercises developed under the influence of such linguistic principles go beyond habit formation and insist on understanding the language code. The major aim is to increase the learner's repertory of choices among the various patterns and to impart a sensitivity to the meaning of patterns. The grammatical system thus presented undergoes an essential modification. Presentation of the structures tries to show how related the system is from the top or sentence pattern level down to the morphemic level; the argument being that in this way the student will be more readily induced to understand the language system and will internalise the rules that govern the target language.

The cognitive code-learning method is criticised however, for trying too soon to take language teachers back to the paradigms of the grammar-translation method, each of them almost equally emphasising the mastery of the rules. Those who strongly critise the grammar-translation method are tardy in seeing the good side of the cognitive code learning method.

Mastery of rules amounts to nothing short of definitions, declensions and conjugations all of which contributed to make the translation method anachronistic. Therefore preaching them a new is like digging up forbidden things.

However, it must stand to the credit of the cognitive code learning method that it wants learning to make use of all the senses and not just those of hearing and speech. It also encouraged the learning of the language in situations which simulate real life environments.

The Communication approach:

A new method, the "communication approach" is becoming popular among language teachers who reject the rule-oriented nature of the cognitive code-learning method and the mechanical nature of the audio-lingual method. In this approach, every effort is made to develop creative outlets in the learners. The teacher aims at developing originality and individuality and to remove stereotyped thinking in second language learners.

The classroom condition is such that there is human warmth in order that learners may participate actively in exchanging ideas. The learners should then strive to make responses in situations which simulate "real-life" communication situations as closely as possible. Communication between two human beings is much more than an interchange of words. "It is a product of their interaction: the way the demeanor, gestures, word choice, tone, and inflection of one person affects another - and vice versa". (Shane, et al - 1962 P. 31). Meaning is the over-riding factor in communication. If meaning is not important, then neither is communication for, language bereft of its communicative function is not language at all but mere parroting.

Thus, a student is required by the type of activity involved to concentrate on getting his ideas across - on the transfer of content, rather than on the mechanism of English structure. In this connection, the teaching-sequence moves rather naturally

from a restricted question - answer section to a free discussion.

The restricted portion of this approach or the question-and-answer activity allows the teacher to provide the relevant structure or to cue it by the question. Any appropriate answer is accepted instead of the students' being required merely to parrot the cue. There is therefore a gradual transition from what looks like a drill situation to a conversation situation while still focusing on content and emphasing the ability of the student to use the language in a certain type of communication activity - in this case, in a question - answer situation.

The free portion of the communication approach is arrived at gradually by allowing the student more and more freedom in answering questions until the answer to a question entails a long discussion of the topic. Ocassionally the topic is so challenging that the answer may turn into a discussion among the students without the instructor having to lead them to it. Whereas, for example in the restricted portion, the types of

questions are likely to be: 'Do' and 'Be' questions as well as: 'what', 'who' and 'where' questions, in the free portion, when the teacher comes to it, questions take the form of : 'how' and 'why' thus opening the activity to free conversation.

Both the restricted and the free portions can be used with every degree of flexibility. The number and variety of questions that can be asked about a relatively short narrative can be quite expansive. As the teacher perceives the progress of the class, he can move from restricted questions to questions that require interpretation and speculation. Later stages require spontaneous responses for the more provocative questions.

It must be observed that as the students shift from an emphasis on form to concentrating more on communicating, there is likely to be a great deal of slippage in his handling of the morphological, syntactic or phonological features, and a falling back on native language habits. The teacher must therefore be on the alert for the appropriate

use of the linguistic structures being taught in the lesson.

The communication approach Ushers in bonus features in language teaching. For example, there is a relief from monotony and boredom. The teacher can move from drill to simple questions and from these to the limitless sphere of spontaneous discussions. This makes the method very interesting, since the students can feel free to express their thoughts and ideas about a challenging and interesting topic.

The approach also favours the possibility of integrating multiple language skills. Speaking, reading, writing and not the least, listening attentively are all brought into play. After the question and answer and discussion periods, the teacher asks the learners to write an equivalent narrative in English or whatever is the Target language. Thus, they learn to select and integrate ideas and to transfer the

knowledge and skills learned in the classroom to real life situations. This provides a link between the classroom and the real world of communication, the student finding pleasure in producing a response that is not only linguistically acceptable but which also conveys information personally relevant to himself and other people.

Criticisms against the communication approach exist, particularly with reference to its attitude to the language skills. In the traditional grammar-translation method, the most favoured skills are reading and writing. And in the Audiolingual method, listening and speaking are emphasised. But the communication approach lays equal emphasis on all the four skills. This amounts to 'one bite too many' especially for the junior classes. To carry instruction on all the four skills in one moment may lead to inadequate activity in each of them.

Another shortcoming of the communication approach is the fact that if not properly guided, it leads the students away from the normally accepted standard of the language. This is because it emphasises meaning more than the form. Learners may manage to get their meanings across even when the structures are ill formed and this cannot make them competent users of the language.

This said, however, we must concede to its credit that it wants language learning and teaching to be related to real life experiences, to the world of communication.

The Eclectic Approach:

The eclectic approach is used mostly by those teachers who feel that no one method has the whole answer but that the relevant aspects of the various methods could be used in combination to achieve the desired objectives. It does not mean that for a given unit of instruction, eclectic teachers use all the methods

described above at once but that they extrapolate such relevant features as may be justifiably used in teaching the unit. The eclectic approach is thus the most flexible method available and one that links the old methods with the newer ones.

The eclectic approach negates the view that language methods are uniformly antithetical and mutually exclusive and seems to hold the view that they are each in themselves incomplete. The eclectic should know all the methods well if he must be an effective language teacher. This is because the approaches, as far as he is concerned, are in large part complementary rather than necessarily exclusive.

For the eclectic, teaching is an intuitive rather than a scientific phenomenon. No scientifically based method of language instruction has so far been perfected. There is no large body of relevant, consistent, and experimentally established facts and leading methodologists have come to widely divergent conclusions. Thus, he argues, teaching depends on the personal abilities and convictions of the teacher and

no methodologist can ever claim to have the whole answer. Of all things to be avoided, the eclectic avoids "the pendulum syndrome" or the tendency on the part of the language teachers to swing and be carried from one extreme to another in their attitude toward various methodological features. Eclecticism avoids such extremes which, for example, caused the use of the mother tongue in the foreign-language classroom to be successively emphasised, banned, required, and barely tolerated.

The eclectic would look to various relevant disciplines for insights and he views his objectives as an overriding consideration. All tested techniques are resources which are placed at his disposal but he believes that what is new is not necessarily better. In fact, the eclectic is a highly adaptable teacher and he has no doctrines other than flexibility to preach. If a method tends to favour the development of some skills at the expense of others, he would not foolishly continue to use it with professional fervour when there are other skills to

develop and other methods to use.

Critics have accused the eclectic of ubiquity and lack of confidence. Why does he not stay in one place and make the best of the situation - they remonstrate. Only when people stay in their stead can problems arising therefrom be identified and solved. Methodological prostitution does not solve but creates problems for individual methods.

However, we must admit that the eclectic is looking constantly for the best there is in every method with a view to extrapolating and using them to achieve pedagogical objectives which he views as an overriding factor. As such, he must be admired.

The Problem:

With this brief survey of methodological features we can see that it is an enormous task for a teacher to decide on a method to use. How he arrives at such a decision may be a product of on-the-job experience, professional training, his own intelligence and ability. It is not relevant to dwell on

the value of each method. In other words, we do not want to ask which method is better than others. However, we can, through this research ask and answer some basic questions on language teaching methodology.

Statement of the Problem:

This research hopes to answer the following questions.

1. Which method of language teaching is used by most of our teachers?
2. Can this method be justified in the light of recent discoveries in linguistics and language learning?
3. Why do they prefer this method?

Rationale:

This research is quite in place in view of the deteriorating standard of English in our schools. Could we blame the falling standard on the methods used by teachers of English?

Through this research we hope to gain insight into the "state of the art" of second language teaching in Nigeria. We hope to discover the attitude of teachers to innovative

practices in second language teaching because language teachers are aware that this century "- - - - is probably the time when there is least agreement as to what method should be preferred". (Prator, 1976). In the course of the century, one method has succeeded another in official favour and since most of these methods are conceived and hatched in foreign countries, one wants to know how Nigerian teachers receive them.

Scope and delimitation:

This being a pioneer work and one necessarily restricted in scope because of both the time and the resources available, a few limitations have been imposed as follows:

(a) There will be no attempt to correlate the teachers methods to the students' results or competence in the language.

(b) Only trained language teachers will be tested. It is only hoped that enough trained teachers will be found to validate the conclusions that may be drawn here.

Chapter 2

REVIEW OF LITERATURE

The attitude of trained language teachers to language methodology has not been expressly investigated in Nigeria. The search for literature on that particular topic does not yield satisfactory results except in so far as the study of attitudes is a part of the investigation into other aspects of second language teaching. A case in view is "Teaching English AS A Second Language In the Northern States: State of the Art" (Adeyanju, 1976), published in the Nigeria Educational Forum. The major concern was to examine ESL teaching manpower in the post-primary institutions of four Northern Nigerian States. Although that study was concerned with the academic and professional adequacy of teachers and their subsequent professional growth by way of inservice training and reading of professional journals, it nevertheless tried to examine "their attitudes to their

teaching subjects". It did not touch teachers' attitudes to methodology.

The absence of literature on the topic does not, however, invalidate the serious need for such a study. Over the years and in many parts of the world where second language teaching has won acceptance as a valid profession, writers and researchers have recognised the need for a conscious and positive attitude to methodological features. That is why in his Teaching English As A Foreign Language P. Gurrey admonishes that "the urgent and difficult question for the teacher is "what methods shall I use?". In his view, there must be no acceptance of the short-sighted view that a mechanical language-skill is all that can be produced, for language, whether a vernacular or a foreign tongue, can touch life at its fullest and richest. (Gurrey, 1970, PP 5-6).

Indeed, Gurrey is not alone in that feeling. The literature on language teaching is replete with similar

views, all to the effect that the teacher must show his positive conviction, otherwise his doubts will show. (Bennet, 1969 P. 74; Prator, 1976). He must know all the current methods and be able to develop an attitude - positive or negative to each and everyone of them.

This is why it is not surprising that various writers have shown various attitudes to methodological features. (Rivers, 1972, P. 13) Some of these attitudes are divergent in the extreme and coustitute a "pendulum syndrome" and some others are convergent, showing little or no difference when put into practice. However, the general trend is to reject the traditional grammar-translation method and to accept those methods which emphasise speech.

In The Techniques of Language Teaching, the view is strongly held that to speak a language with confidence, learners must have the opportunity of hearing it spoken correctly and fluently in a significant way so that their minds can move rapidly in the language without reflection

on the individual words or their positions in the sentence. (Billows, 1961, P. 5) Language teaching so advocated must be situational or one in which "no time is wasted in explanations, translations, or reflection on patterns of usage not yet learnt - - -". Billows criticises translation into the native language because it creates the false impression that the Foreign Language cannot be used for ordinary practical purposes like the native language. Billows's Situational approach has won a favourable attitude from many other writers. (Lado, 1964; Corder, 1973; Gurrey, 1970 to name a few). Lado's : Language Teaching: A Scientific Approach is at pains to elevate the situational approach as is Corder's: The Visual Element In Language Teaching. In fact, Corder strongly believes that when we teach situationally, we are teaching the situational meaning of the Language and developing the semantic skill for which reason he courts the approach.

The situational approach is not, however, the only method that has won a favourable response from writers. In an experiment on "The Teaching of English In the Schools of Isreal" it was noted that generally, the audiolingual method was more commonly in use. (Gefen, 1969). The practice was accepted by the researcher and commended with the note that emphasis should continue to be laid in the beginning years on oral mastery and pattern practice.

George Scherer et al had earlier in 1964 conducted" "A Psycholinguistic experiment in Foreign-Language Teaching" and come out with lavish praises for audiolingualism. They were actually testing the effectiveness of two methods of language teaching: grammar-translation versus audiolinqualism. They wanted to compare, in various skills students who had been taught traditionally with those taught audiolingually. They used all the beginning students of German at the University of Colorado. Results showed them that in listening and speaking

theaudiolingual class was superior to the traditional class which in turn was superior to the audiolingual class in reading and writing and German to English translation. In their view, the audiolingual method should continue to be used since it favoured the mastery of speech, the most important language skill.

In another experiment: "The effectiveness of two learning models: the audiolingual habit theory and the cognitive code learning theory" formed the basis for investigation (Mueller, 1975, P. 113+). In the study, the researcher arranged to have three different two-semester French courses taught at the University of Kentucky from 1966 to 1969, all of them implementing the audiolingual theory of foreign language learning. Two of the three courses were non-programmed, while a third one was programmed. In addition, two courses, both using Basic French were taught, embodying cognitive code-learning principles. They were programmed like the third audiolingual course mentioned above.

Conclusions reached from the study were interesting because : "these results do not permit the conclusion that in all areas of language learning the cognitive code-learning theory is necessarily superior to audio-lingual principles" (P. 121). The author also found out that there was interaction between the two approaches : the courses emphasing cognitive code-learning relying heavily on audio-lingual concepts in some areas. On the basis of these results, he suggests the use of both methods for, they are complementary. Thus, although Mueller's experiment tended to see audiolingualism in a more favourable light his final attitude was one of eclecticism or dichotomy,

Ironically, however, eclecticism seems to decoy many language teachers. It seems to be the best way of keeping abreast with modern trends without abandoning the best there is in the older methods. S. Pit Conder in his: Introducing Applied Linguistics, observes that many teachers

mix up the methods. In his view, although teachers apply such teaching procedures as imitation, drill, formal practice and over-learning of sentence patterns, they have regularly followed these up with what could be regarded by some as the traditional techniques of exemplification, rule-giving description and even translation. The conclusion is inescapable therefore that many teachers have" adopted a generally eclectic approach to teaching methods" (Corder, 1973, P. 136).

A. W. Frisby (1966) in Teaching English deliberately recommends "the varying of methods" in accordance with the task. He believes strongly that no one method is final for all Language learning tasks.

He cannot be blamed if that is what is actually going on in the classroom. In evaluating Foreign - language teaching methods one notes, as does Rivers (1972) that various positions have been taken. Indeed, the results of classroom experiments tend to be inconclusive or of

limited application. There are various claims and counter claims but little certainty. Wardhaugh observes that some theorists would insist on placing more emphasis on linguistic explanation, others on making more use of deductive teaching, and still others on giving greater recognition to the contexts of linguistic communication. In the light of such reality, he feels, "the safest course is perhaps that of eclecticism, in which the individual teacher attempts to use what is best for his particular purposes wherever he finds it and refuses to subscribe to any one narrow dogma". (Wardhaugh, 1975, P. 15).

Perhaps, one is justified to credit Prator Lewis with favourable attitude to eclecticism (1976). In his article "In Search of a method", Prator questioned the old slogans (of audiolingualism) and enuniciated ten new slogans which showed him decidedly eclectic. The new slogans are:

1. Teaching is more of an art than a science.
2. No methodologist has the whole answer.

3. Try to avoid the pendulum syndrome.
4. Place a high value on practical experimentation without doctrinaire allegiance.
5. Look to various relevant disciplines for insights.
6. View objectives as an overriding consideration.
7. Regard all tested techniques as resources.
8. Attach as much importance to what your students say as to how they say it.
9. Let your greatest concern be the needs and motivation of your students.
10. Remember that what is new is not necessarily better.

With such a witty cynicism, the possibility of animated, uncritical acceptance of any one method is ruled out in Language teaching for "no methodologist has the whole answer".

The eclectic method apart, all the various positions taken by foreign-language teachers could be grouped into

two main streams of thought: formalist and activist (Rivers, 1972, P. 11). Many teachers may apply formalist techniques for some sections of work or for some levels of instruction and activist techniques for others.

Formalist techniques rely heavily on a deductive form of teaching, moving from a statement of the rule to its application in the example. Activists advocate the apprehension of a generalised rule by the student himself and that is after he has heard and used certain forms in a number of ways. Theirs is a process of inductive learning.

Credit goes to formalists for their commendable regard for thoroughness which paradoxically has caused them to be too preoccupied with the pedantic elaboration of fine details of grammar. Activists earn their own praise by consistently urging a functional approach to structure.

This research aims then to find out, in the light of the present situation, the attitude of the classroom teachers to each and everyone of these methods. From all indications,

the attitude of language teachers Overseas is shifting from one of dogmatism to one of eclecticism and it would be interesting if Nigerian teachers are also going eclectic. They must demonstrate their choice methods and techniques for "the composite ideal teacher" must have among other things "impeccable teaching techniques" (Enos 1975, P.345). To be a good Language teacher is to know all the methods and be able to use one or all with reason. This is what really distinguishes a trained teacher from an untrained one and why this present research is centered on trained language teachers alone who presumably know what language methods there are and can use them, teachers who are anxious to get out of the didactic style of language teaching that has bedeviled the profession in many parts of the world for many years.

In the didactic style, there is usually no interaction between or among students, unless choral responses can be termed interaction. Interaction is almost always confined

to that between the teacher and one student at a time, the teacher putting a question of factual nature to the student and the student responding if possible. The student seldim ever addresses a question to the teacher.

The didactic style makes a very slow lesson because the custom of students' rising when addressed is practiced, a custom that wastes time especially if the students do not know the correct responses. And since failure to respond correctly is always taken to be the fault of the students, they are left standing for the remainder of the period : or until the teacher, after a round of questioning, asks them to be seated.

Shaplin and Shaplin, commenting on this style, noted that explanations are given prior to questioning in the form of teacher lectures and not during questioning as a way of leading students toward correct responses, except punitively. Since the teacher expects a fixed answer even the favoured students in the class are involved in an

anxiety - laden attempt to guess what the teacher has in mind. They reject it because "it is especially inappropriate to the teaching of language". They recommend the type of language learning which permits active participation of the greatest possible number of students for the greatest possible proportion of each period. In their view:

> "One learns to speak by speaking, to read by reading, and to write by writing. A good language class should provide maximum active practice of all skills under the direction, but not the monopoly of the teacher". (Shaplin and Shaplin, 1969, P. 19).

From the literature, one sees that many positions have been taken, sometimes deliberately and with professional justification and sometimes as a matter of custom or trying to perpetuate the status quo. The present research places the Nigerian teacher in focus in order to identify his own position.

Chapter 3

PROCEDURE

In this chapter, sampling procedure, method of analysis and the problems encountered during the investigation will be discussed.

Sampling Procedure:

The States: Kaduna and Kano States were selected for the study. This was deliberately done because of the researcher's familiarity with and long working experience in their school systems. The researcher had taught in a number of schools and colleges in Kano State and therefore had no problem in locating the schools and colleges included in the present study.

Kano State has often been described as "a State in a hurry" to improve her education. Within one decade she has more than tripled her educational institutions at Primary and Post Primary levels to cater for the Universal Primary Education (U.P.E.), built her own Advanced Teachers' College, a College of Technology and a University all of

which lend credence to the view that it is in a hurry. Kano has experienced an influx of expatriate teachers and also has a good number of Nigerians in her employment. The attitude of such teachers to language methodology, apart from the fascination it holds for the researcher, is bound to interest all those who are committed to the educational progress of the nation with particular reference to Kano State. Since a close association exists between teachers' attitudes and expectations and pupils' attitudes and achievements this study can help Kano State authorities to reconsider their teacher recruitment and in-service programmes.

There is a sampling limitation imposed on Kano State. With Government Secondary School in Hadija located some one hundred and thirty miles away from Kano, and other Post-Primary institutions located in Malam Maduri, Gumel, Birinin Kudu, Gaya, Danbatta, Kazaure and other towns which are many miles away from Kano, the study was confined

to only the post-primary schools and colleges in Kano itself. The time and resources available could not enable the researcher to cover those institutions located outside the metropolitan town.

Schools and Colleges:

Accordingly the study covered the following schools and Colleges in Kano:

1. Federal Government College, Kano.
2. Arabic Teachers' College, Kano.
3. U.P.E. Arabic Teachers' College.
4. Kano Teachers' College.
5. U.P.E. Stadium.
6. Dalla Girls' Secondary School.
7. Women Teachers' College, Kano.
8. Boys' High School, Kano.
9. Kano Commercial College.
10. U.P.E. Commercial.
11. Government Secondary School, Kano

12. U.P.E. CAST. Evening College.

These institutions are either in Kano city or Kano town (Sabon Gari). Because of the localisation of these institutions, it was possible for the researcher to administer his questionnaire in person rather than by mail. This helped him to ensure that only trained English language teachers took part in the exercise and also to cover the programme within the time available.

Within these schools and colleges are a number of English language teachers from within and outside Nigeria. These were the people to whom the questionnaire was administered.

Kaduna State is a very vast one which the researcher alone could not cover within a short time. Accordingly, Zaria was specifically selected for study. There are many Schools and Colleges, old and new in Zaria.

Zaria is often described as an intellectual warehouse because it has many institutions

which offer instruction on a number of courses ranging from purely academic ones to purely professional ones.

The following schools and colleges were investigated:

1. Women Teachers' College, Zaria.
2. Commercial Secondary School, Zaria.
3. Government Secondary School, Zaria.
4. Barewa College, Zaria.
5. Bassawa College, Zaria.
6. Kufena College, Zaria.
7. U.P.E. College, Zaria.
8. U.P.E. Day College, Zaria.
9. Soba Girls' Secondary School, Zaria.
10. Soba Boys' College, Zaria.

The Subjects:

Only trained language teachers were selected for study. Those who were found not trained to teach English professionally were excluded eventhough they taught English

language lessons assigned to them. It was discovered that most of the people in that category were simply assigned English periods because the schools lacked enough teachers. Through oral interviews, the researcher discovered that they lacked the interest to continue teaching English and they regarded their present assignment as purely temporary - one that would be given over as soon as qualified teachers arrived. Therefore, they showed no interest in either learning or applying any special method of language instruction. They were therefore rejected.

The group of teachers included in this study were those who had teachers' certificates or degrees in language teaching. Such certificates ranged from the National Certificate In Education (NCE), to the Bachelor's degree in Education with English as the teaching subject, (B.A. Edu/Engl./B.Ed), the Postgraduate Diploma in Education (PGDE) and, particularly in the case of foreign nationals, such certificates as were judged relevant in the attainment

of a high professional competence in language teaching. English Honours graduates who had no training as teachers were not included in the study. This is because, as most people would probably accept their undergraduate studies in English consisted mostly of literature and theoretical linguistics without any attempt to relate these to pedagogical situations. They were considered not qualified to teach English on the technical ground of lack of professional training.

At the time the test was administered, the final year students of the three Advanced Teachers' Colleges in Zaria and Kano were on teaching practice. The members of the National Youth Service Corps (NYSC) who were teaching English with the requisite qualification were included in the test as were the students on teaching practice. Altogether, two hundred and ten teachers from twenty two schools and colleges in Kano and Zaria were tested.

The table below is a breakdown of the number of teachers tested according to certificates or qualification.

TABLE I Teachers Tested

QUALIFICATION	NUMBER OF TEACHERS
University Degrees in ESL teaching	40
N.C.E. teachers with English as Major	71
N.C.E. II Students on Teaching Practice	60
P.G.D.E. English teachers	36
Others e.g. Teachers' Certificate, London.	3
TOTAL	210

TESTING PROCEDURE

What the researcher is looking for is the number of teachers in favour of a given method as against the number of teachers in favour of another method. When the numbers are obtained, it will be possible to say which method is most used by teachers and which one is least used by them.

In this investigation, the Likert Method of summated Ratings is used. A Likert-type scale consists of collecting a number of statements about a subject. The correctness of the statements is not important but they should express opinions held by a substantial number of people.

The thirty-five statements used in this research represent opinions held by many L_2 teachers.

A trial test of ten items was first given to a number of subjects and some statements which were considered ambiguous were eliminated before the final test was administered. This was done with an eye on the internal

consistency of the instrument as recommended by the Likert method. The final test of thirty-five items was then administered on all those language teachers who met the general criteria for inclusion as mentioned above. The respondents were personally supervised by the investigator who answered minor questions arising from some of them. No respondent was allowed to discuss any of the statements with his/her colleagues prior to the completion of the test. In this way the researcher made sure that no teacher was influenced by another.

Methods of Analysis:

The attitude or opinion scale may be analysed in several ways. In this study, the researcher made use of two methods of analysis.

The first is the Likert-type scaling technique which assigns a scale value to each of the five responses. In this case, the instrument yields a total score for each respondent and a discussion of each individual item while

possible, is not necessary because the researcher is looking at the global picture starting with a particular point of view or method, all statements favouring this position are scored according to Likert Scale as follows:

		Scale Value or X
A. Strongly agree	-	5
B. Agree	-	4
C. Undecided	-	3
D. Disagree	-	2
E. Strongly disagree	-	1

Thus the five methods that are specifically investigated in this study would each be analysed as follows, using the Likert Scale:

Table 2. The Likert Scale illustrated

The attitude expressed here would be:

"The grammar-translation method is better in L_2 pedagogy than any other method".

	SA	A	U	D	SD
X	5	4	3	2	1
F	B	C	K	G	Y
FX	5B	4C	3K	2G	1Y

Total number of respondents = 210.

F = number of respondents.

FX = number of respondents X Scale value.

In addition to the Likert scale, percentage scores are also used to make the results easier to rate. Since a Likert-scale is used in this test, it was considered necessary to report percentage responses by combining the two outside categories : strongly agree and agree; disagree and strongly disagree - thus:

Table 3 Percentage illustrated

STRONGLY AGREE + AGREE	UNDECIDED	DISAGREE + STRONGLY DISAGREE
%	%	%

Normally, the percentage is shown directly below each Likert analysis to facilitate interpretation. The two methods of analysis used are both comprehensive and easy to understand.

The percentage is calculated over the maximum scores possible in each method viz: If there are 7 questions and 210 respondents, the maximum number of scores possible will be 7 x 210 or 1470.

If SA + A yields 800 scores, the percentage will be: $\frac{800}{1470} \times \frac{100}{1}$ or 54.4%

Percentage scores help to reinforce the observation and conclusions drawn from the Likert scale. Both results are therefore complementary.

CHAPTER FOUR

F I N D I N G S

The attitudes of teachers to the five methods included in this study are analysed below. The findings are used to answer the three questions (Chapter One, P.29) which this research set out to answer, namely:

1. which method of language teaching is preferred by most of our teachers?
2. why is this method preferred?
3. can this method be justified in the literature on Language teaching?

All the findings are expressed in both the Likert scale and in percentages. To answer the first question, the method that received the highest favourable response in the two measuring scales is presented first. The other methods are then presented after it and in the order in which they were preferred by the teachers. The second question is answered simultaneously with the first by taking a glabal look at the statements in the questionnaire that attracted more favourable responses from the teachers. To answer the third question the researcher took a brief look at the literature on methodology to see whether the trend in opinion there can justify the teachers' choice. In other words, if

the literature on Language teaching methodology tends to castigate the particular method favoured by the teachers, then their choice shall be deemed to be incompatible with modern practice.

All the figures expressed here are based on an analysis of the responses which the teachers made in the testing instrument. The researcher used the questionnaire approach. Thirty five statements were made in favour of all the methods and the respondents were required to agree or disagree with them.

Which method is preferred and why

An analysis of the teachers' responses seems to confirm the view that the electic approach is preferred to any other single method. The measuring instruments gave it more prominence than they gave any of the other methods.

Out of 5118 possible scores on the Likert scale, the eclectic approach had 4695 (or 85%). This percentage was the highest recorded in respect of any method thus permitting one to infer that it was more favoured than any of the other methods.

Those who were undecided about this approach had 180 scores on the Likert scale (or 4.8%). Of the three groups of people (those who agreed to use the method, those who were undecided, and those who disagreed to

use it) those who were undecided had the lowest score. Those who disagreed to use the eclectic approach had 248 scores on the Likert scale (or 10.2%)

See tables ---4---and ---5---

The Eclectic Method

Attitude Expressed

The eclectic method is better in L_2 pedagogy than any other method.

Table 4: The eclectic method on the Likert Scale

Attitude to the eclectic method as shown by the Likert Scale.

Attitude	Scale Value per score(x)	No of responses (N)	Scores XN
SA	5	411	2055
A	4	660	2649
U	3	60	180
D	2	119	238
SD	1	10	10
Total	16	1260	5118

Max. No. of (N) possible: 1260

Total No. of questions = 6.

Table 5

Attitude to the eclectic method measured in percentages.

Attitude	N	%
SA + A In favour	1071	85
U Undecided	60	4.8
SA + D Against	129	10.2
Total	1260	100.0%

Out of the 1260 possible responses to the opinions expressed about the eclectic approach, 1071 were in favour, made up of 411 "strongly agree" and 660 "agree". Sixty (6.) were undecided while 129 disagreed to use the eclecti approach (119 'disagree' plus 10 "strongly disagree").

A global look at the teachers' responses showed that the following statements made about the eclectic approach were generally favoured as reasons for wishing to use the approach:

(a) No one method has the whole answer.

(b) The teacher's experience is better than any known method.

(c) Language teaching is intuitive, not scientific

(d) The teacher may use any method or methods that best help him in teaching a particular item.

In fact, all the respondents agreed that "no one method has the whole answer".

A close look at the reasons (a-d) listed above suggests that the respondents welcomed the freedom and flexibility implicit in the eclectic approach. This is shown by their preference for 'experience' and 'intuition'. By preferring "any method" or combination of methods which helped them to get their message across, they had in fact endorsed the notion that the teacher's experience should enrich language learning. The teachers were also of the view that even when a new method proved better than an old one, it might not be used to teach all the skills or units with equall success in all places. This conclusion is implied in statement (a) above with which the generality of the teachers were in agreement. It connotes that the teachers favour the varying of methods to suit pedagogical needs.

Below now is the order in which the other methods were preferred. Although they received favourable responses that ranged from 50% to 70%, the researcher preferred to see them as the ingredients which made up the eclecticists' repertoive of choices.

* * * * * *

The andiolingual method tops the list among the respondents' repertoive of choices. On the Likert Scale the total score possible or XN was 6,088. Those who strongly agreed to use it scored 2,940 while those who just agreed to use it scored 2,520. Both of these yielded 5,460 (or 72.5%). This score, placed it second only to the eclectic approach itself.

Those who were not decided about the method scored 120 on the Likert Scale (or 2.4%). They had the lowest score in this method. Those who strongly disagreed to use the method scored 336 on the Likert scale while those who just disagreed scored 172. Both groups of people scored a total of 508 on the Likert scale (or 25.1%) see tables ---4--- and ---7---

The Audio - Lingual Method

Attitude Expressed

"The audio-lingual method is better in L_2 pedagogy than any other method".

Table 6

Attitude to the audiolingual method as shown by the Likert Scale.

Attitude	Scale Value Per Score (X)	No. of Scores (N)	XN
SA	5	588	2940
A	4	630	2520
U	3	40	120
D	2	86	172
SD	1	336	336
Total	16	1680	6088

Note: Max. No. of . . (N) possible = 1680

Total No. of questions = 8.

Table 7

Attitude to the audiolingual method measured in percentage.

	N	%
SA + A In favour	1218	72.5
U Undecided	40	2.4
SD + D Against	422	25.1
Total	1680	100.0%

The audiolingual method is somewhat versatile in its applicability in teaching oral composition, listening comprehension, intonation and stress. Its main focus remains the skills of listening and speaking but it permits the introduction of reading and writing later when the students have grasped a good degree of the basic structures and can reproduce them orally.

A global look at the teachers' responses showed that the following audiolingual tenets were generally accepted as reasons for continuing with the method.

(a) Listening and speaking skills together are superior to any other skill(s) in learning any language.

(b) Learners should be rewarded when they make noticeable progress in the learning task.

(c) Word for word translation should be avoided because Languages are different.

(d) Oral drills should be used as aids to habit formation.

(e) Learners should not be allowed to make mistakes.

The observation is inescapable that the respondents would want their students to have an oral mastery of the basic structures before they could do any other work. This is in fact, what the audiolingual method is all about. By picking it first after eclecticism, the teachers have accepted, by and large, that second language learning should proceed in the order in which the first language is acquired, namely, speech before writing.

However, a handful of the respondents (25.1%) disagreed with some of the audiolingual tenets. Only 2.4% showed indecision. The general attitude to the

method was highly favourable.

The communication method came next to the audiolingual method in order of preference. The total score possible for this method on the Likert scale was 5268. Out of this number, 2040 were strongly in favour while 2484 were in favour. Both of these scores gave a total of 4524 (or 70%) in favour of the method. This placed it second to the audiolingual method.

Those who were not decided about the communication method scored 75 on the Likert scale (or 1.7%). Those who did not favour the use of this method scored 28.3%, made up of 163 "strongly disagree" and 506 "disagree" on the Likert scale (or 769 scores). See tables ---and--- below.

The Communication Method

Attitude Expressed

"The communication method is better in L_2 pedagogy than any other method".

Table . .8 Attitude to the communication method as shown by the Likert Scale.

Attitude	Scale Value Per Score (X)	No. of Scores (N)	XN
SA	5	408	2040
A	4	621	2484
U	3	25	75
D	2	253	506
SD	1	163	163
Total	16	1470	5268

Max. No. of scores (N) possible = 1470.

Total No. of questions = 7

Table :9 Attitude to the communication method measured in percentage.

Attitude	N	%
SA + A In favour	1029	70%
U Undecided	25	1.7%
SD + D Against	416	28.3%
Total	1470	100.0%

The communication method is much more recent than other methods that have been developed since the audiolingual method. It emphasises the need for language learning situations to simulate real life situations as far as possible. In this regard, it uses questions and answers and dialogues. The mind of the learner is drawn to the classroom situations and from there to the world outside so that the learner's own experience becomes an important factor in learning.

A global look at the teachers' responses showed that the following aspects of the communication method were generally accepted as reasons for favouring the use of the method:

(a) The teacher must make his students feel that they are communicating an important idea when they use a pattern.

(b) A question and answer technique is very useful in language learning and teaching.

(c) Language learning situations should evoke imagination from the learner.

(d) In language learning we aim to develop creative outlets in the learner.

The view that "the most important aspect of a sentence is its meaning, not its form" did not draw as many favourable responses as those listed (in a-d) above.

The teachers seemed to have remained consistent with the attitude which they had expressed earlier on in the audiolingual method, namely: "learners should not be allowed to make mistakes". This attitude is important as it would help to arrest any possible drift in standards when the excesses of this method have their full sway. For example, the method does not place high premium on structural occuracy, as much as it places on the ability of the learners to convey their thoughts or meaning. If this were left unchecked beginners would not benefit much from English language lessons.

It is pertinent to note that the communication method ranking next to audiolingualism reinforces the view that the teachers placed a high premium on speech as a skill. This is because the method makes extensive use of speech or oral communication between the learners and the teachers. Audiolingualism for its part is practice per excellence in the speech skills. The important note here is that the teachers are consistent in their attitude to speech as a language skill and that attitude is that the speech skills of learners should be developed and consciously attended to.

Coming next to the communication method and third to the audiolingual method in order of preference was the cognitive code-learning method. Thos who strongly agreed to use it scored 2680 out of 5418 possible scores on the Likert Scale while those who agreed to use it scored 1480. The sum of both scores (4160) yielded 61.6% thus placing the method third to audiolingualism.

On the Likert sclae, those who were not decided about this method scored 738 (or 16.7%). Those who strongly disagreed to use it scored 116 while those who disagreed scored 404, both scores summing up to 520 on the Likert scale (or 21.6%) See tables 2 and 11 below

The Cognitive Code-learning Method

Attitude Expressed:

"The cognitive code-learning method is better in L_2 pedagogy than any other method".

Table 10 Attitude to the cognitive code-learning method as shown by Likert Scale.

Attitude	Scale Value Per Score (X)	No. of Scores (N)	XN
SA	5	536	2680
A	4	370	1480
U	3	246	738
D	2	202	404
SD	1	116	116
Total	16	1470	5418

Total No. of questions = 7

Max. number of scores (N) possible = 1470.

Table I: Attitude to the cognitive code-learning method measured in percentage.

Attitude	N	%
SA + A In favour	906	61.6%
U Undecided	246	16.7%
SD + D Against	318	21.6%
Total	1470	Approx. 100%

The cognitive code-learning method came as a reaction to the audiolingual method. Each of them emphasises a different technique. For example, while the audiolingual method emphasises habituation, the cognitive code learning method emphasises conscious attention to rules. It is also relevant to mention the fact that although the cognitive code-learning method is older than the communication method, both of them believe that language learning should simulate real life situations as much as possible. Because of this the learner is encouraged to involve all his senses: sight, ear, touch, taste etc. in language learning.

A global view of the teachers' responses showed that the following statements made in favour of the cognitive code-learning method were generally favoured as reasons for wishing to continue with the method.

(a) The learning tasks should be presented in meaningful situations.

(b) The learning tasks should be presented as visual items.

(c) Learning proceeds at a better rate when the critical features are consciously attended to and understood.

(d) The learners should be encouraged to perceive the relationship between structural items.

Most of those statements are somewhat related to the need to study a language in meaningful situations (echoes of the communication method). The evidence appears to support the view that mostly those aspects of this method which help a language situation to be less abstract are favoured.

The least favoured method was the traditional grammar translation method. It came last in the teachers' responses. The method itself was one of the earliest known methods of language teaching and it made use of definitions, bilingual vocabulary lists and full-scale translation of TL into SL.

On the Likert scale, those who strongly agreed to use it scored 2040 out of 4826 possible scores while those who agreed to use it scored 1760. Both scores yielded 3800 (or 57.7%). This placed it fourth to audiolingualism.

Those who did not make up their minds about this method scored 354 on the Likert scale (or 8.0%). Those who strongly disagreed to use it scored 336, the same score went to those who disagreed to use it, The sum of both scores was 672 (or 34.3%). See tables 1 and 2 below.

The Traditional Grammar-Translation Method

Attitude Expressed

"The traditional Grammar-Translation method is better in L_2 pedagogy than any other method".

Table I: Attitude to Grammar-translation method as shown by Likert scale.

Attitude	Scale Value Per Score (X)	No. of Scores (N)	XN
SA	5	408	2040
A	4	440	1760
U	3	118	354
D	2	168	336
SD	1	336	336
Total	16	1470	4826

Note: Maximum number of scores (N) possible = 1470

Total number of questions = 7.

Table I3 Attitude to Grammar-Translation method measured in percentages.

Attitude	N	%
SA + A In favour	848	57.7
U Undecided	118	8.0
SD + D Against	504	34.3
Total	1470	100.0%

The traditional grammar - translation method is almost like the cognitive code learning method in its emphasis of the rules of grammar. The essential difference is that unlike the cognitive code-learning method, the traditional method does not permit language learning to simulate real life situations.

The researcher looked at the teachers' responses globally and found that only a few statements made in favour of the traditional method received favourable responses and became the teachers' reasons for wishing to use the method.

The following statements are typical:

(a) In language learning, the parts of speech should be carefully defined.

(b) Learners must aim at standards prescribed by authorities in their target language.

(c) Learners should memorise vocabulary items.

The researcher noted that some of these statements were somewhat inconsistent with what had hitherto been a recognisable trend in attitude, namely that language learning, in the view of the respondents, should simulate real life situations and be meaningful to learners. However, since the respondents are in the main eclecticists, such inconsistency may be viewed as a "varying of methods" which enhances eclecticism.

Generally, the attitude shown to the traditional method is not as favourable as the attitude shown to any of the other methods. It alone had the lowest percentage in agreement (57.7%) and the highest percentage in disagreement (34.3%) both of which show an unfavourable attitude.

The traditional grammar-translation method is, so far, the most abused method in the literature. The unfavourable attitude shown to it by the respondents is not unusual. Almost all writers advocate that it should be avoided completely in the classroom.

Justifying Eclecticism

Eclecticism has been favourably received in the literature on methodology. This is mainly because it permits the teacher to vary his methods when the need arises (Corder, 1973, P.136, Frisby, 1966). It is decidedly the most flexible method or approach in language teaching, giving the teacher scope to use what is best for his particular purposes whereever he finds it and to refuse to subscribe to any one narrow dogma (Wardhaugh, 1975, P.15).

The eclectic approach places as much value on the teachers' intuition and experience (Prator, 1976) as it places on methodological features (Rivers, 1972, P.11). Indeed, the method has been so favourably viewed in the literature that an ideal teacher is regarded as one who knows all the methods and can use one or all with reason in order to meet the various challenges arising in the classroom (Enos, 1975, P.345). Hardly any writer ever condemned the ecelectic approach. On the contrary, the promises of flexibility, adaptability and even individualised instruction which it offers are too strong to be rejected.

CHAPTER FIVE

Summary, Conclusions and Recommendations

Summary and Conclusions

In this study, an attempt was made to discover the attitudes of trained language teachers to five approaches or methods of second language teaching: (the traditional grammar-translation, the audiolingual, the cognitive code-learning, the communication and the eclectic approaches). The study emphsised professional training as a condition for the selection of its population. As such only professionally trained language teachers were sampled while those who taught language without professional training were excluded from the study. A total of 210 teachers formed the population of the study as stated in Chapter I, P.29. The specific questions which this paper hoped to answer were:

(a) Which Language method is used by the teachers?

(b) Why do the teachers prefer this method?

(c) Can this method be justified in the Literature on Language teaching?

The researcher used the questionnaire method. Thirty five statements were made in favour of the methods and the teachers were required to agree or disagree.

A careful analysis of their responses was made and the results expressed in both the Likert scale and percentage.

It was discovered that by and large, the respondents showed a more favourable attitude to the eclectic approach than to any single method. Their responses showed that rather than wishing to perfect a method no matter how good they were to a degree influenced by such considerations as:

(a) avoiding the pendulum syndrome

(b) bringing the teachers' experiences and intuition into play and

(c) benefiting from the best that each method can give.

As such they cared generally for all the methods, seeking to use the relevant aspect of each as the need required to solve pedagogical problems.

The other methods: the audiolingual, the communication, the cognitive code-learning and the traditional grammar-translation were favoured in that order after the eclectic approach. It is worthy of note that, with reference to the third question asked in this study, the eclectic approach seems to be more highly favoured in the literature than any one method. One can say that there is adequate justification for the choice made by the teachers.

The eclectic approach allows the user to be highly adaptive. The eclectic teacher strives to find the best method that will be pedagogically relevant in a teaching/learning task and which can help his pupils to attain the required skills. In doing this his experience, intuition and originality are utilised to maximum advantage.

The audiolingual method which came next to the eclectic approach emphasises listening and speaking. It is significant that this method should enjoy the teachers' favourable attitude. A lot of what we have in modern linguistics and second language learning is an attempt to rehabilitate speech which was almost completely neglected in the traditional grammar-translation method - a method that dominated language teaching for centuries. Although the audiolingual method does not encourage creativity in language learners, it is fairly well favoured in the literature especially because it recognises the primacy of speech over writing. Second language learners should produce sounds which are intelligible to both native and non-native speakers of their target language and this is exactly why and where audiolingualism comes in. It tries to groom the speechwork of the learners using so much oral drills that

its bitter critics often accuse it of leading to mimicry responses and producing well-trained parrots. That the teachers included in this sample should favour it highly goes to show that they recognise the need for adequate and accurate speechwork which is essential in all language learning.

The communication approach and the cognitive code-learning method which came next to audiolingualism in that order encourage creativity more than the audiolingual method. Specifically, the communication approach emphasises meaning more than structural accuracy while the cognitive code-learning method emphasises mastery of the rules of grammar as a basis for facilitating accuracy in self expression. It would seem that the teachers would want their pupils to be provided with speech training first using the audiolingual method before they can be given freedom of expression facilitated by both the communication and the cognitive code-learning methods.

The teachers' responses showed that the traditional grammar translation method was least favoured. The method itself has been much castigated in modern linguistic thought and literature on language teaching, and because it

emphasises reading and writing, modern linguistics has tended generally to reject it in favour of those methods which favour speech. That the method was least favoured by the teachers is therefore in consonance with trends in the literature. It is however, not altogether justifiable that the teachers' attitude to it, expressed in percentage, should score as much as 57%. This shows that the rejection is not total and that the traditional method is still being practiced in the schools. Since some of the teachers had been trained in the method, it would require a lot of re-orientation training programmes to bring them in line with modern methods.

Generally, the researcher considers the teachers' attitude to be fairly progressive and cognisant of modern trends. However, in certain areas, the teachers need better orientation. For example, the literature on Language teaching tends to recommend the cognitive code-learning method more than the audiolingual. Among other reasons, the use which the cognitive code-learning method makes of all the senses is better than the use which the audiolingual method makes of just the two senses involved in listening and speaking. Yet the teachers favoured audiolingualism over and above the cognitive code-learning method, placing the former first after the eclectic

approach and the latter third.

Modern theories of learning recommend that all the senses should be used in learning. On the basis of this recommendation, the cognitive code-learning method is highly rated in the literature because it tries to involve all the senses in language learning. However, the teachers preferred the audiolingual method which uses only two senses: the ear and the speach organs.

Recommendations

In the light of the findings made in this study, the following recommendations are deemed necessary for improving teacher efficiency and for further research.

Improving teacher efficiency

The training of second language teachers seems to be an attempt to reconcile many disparate elements whose precise nature varies from one person to another, from one country to another and from one level of education to another. Because of this, a language training programme which hopes to improve and maintain teacher efficiency must consider:

1. The personal attributes of the trainee: his age, maturity, personality, intelligence, personal education, motiviation for becoming a teacher and experience of children and adults.

These help to determine how successful the training will be and what type of a teacher the trainee will become.

2. The individual and group attributes of the pupils he will face. The relevant strategies and techniques here pertain to the age of his pupils, their language situation and level of education and possibly whether the teacher will be working in single-sex or mixed schools.
3. The nature of the educational process, of teaching in general, and of language teaching in particular. The trainee is entering a profession which has a long history and which has built up a substantial body of theory and practice. The training he will receive must take this into consideration.
4. The target situation for which the trainee is being trained. He should have a fairly exact idea of the educational level at which he is preparing to teach - the kind of school, kind of class, kind of learner, kind of teaching in which he will ultimately find himself working after he completes his training.

5. The realistic possibilities of training, for example: what are the constraints of the training programme or operation? Is there sufficient time for the course to impart all the trainee's needs? Is the staff of sufficient quality, standard and number? Are there adequate facilities, books and equipment?

These considerations will help the training programme to produce the ideal language teachers who have the art and the craft to match the particular kinds of teaching situation in view. Such a teacher will have immense personal qualities acquired through experience, education and training. He will display emotional maturity, a warm personality and high intelligence and show sufficient command of the language he is teaching. He will show technical abilities to discern and assess the progress and difficulties of his pupils, to utilise classroom skills, techniques and methods and to be familiar with and improve on the syllabus and materials being used in his classes. He will also show professional understanding, an awareness of trends and developments in language teaching and a desire to improve his professional effectiveness throughout his career.

It is therefore recommended that a scheme for training teachers towards the ideal

should have four basic elements viz:

1. Selection: The responsibilities that rest on the teacher make it essential that potentially damaging or ineffective individuals should be discouraged from entering the profession, by adequate selection procedures, both initially, for acceptance as a trainee, and terminally, for acceptance as a teacher.
2. Continuing personall education: A simple school - learner's level of education is not sufficient for a teacher. His personal education must be constantly improved either simultaneously with his professional training as is the practice in Nigerian Universities and colleges of education where a degree or certificate in education incorporates general studies, or consecutively as in Nigerian Universities also where a non-vocational degree with no element of training as a teacher is followed by a one-year postgraduate course of teacher training. In-service courses of various kinds also help to provide continuing personal education for the teacher.
3. General professional training as an educator and teacher: This embraces that which all teachers need to know, understand, do, and hope for,

irrespective of their particular areas of specialisation. As such, it guides the trainee to understand the nature of education, the moral function of the teacher, how to manage pupils, and how to organise instruction. It also requirss the teachor to keep abreast of developments in the profession of teaching.

4. Special training as a teacher of a second language. In this regard the scheme must enable the language teacher to have a good commend of the language he or she is teaching. It would be futile for a learner to have a teacher whose command of the language is inadequate, who makes obvious errors and who is uncertain about meanings. His special training will remedy these and also equip him with teaching techniques, methods and classroom activities. He should benefit from the links which the language-teaching profession has with several disciplines, notably with linguistics, psychology, psycholinguistics, sociolinguistics, education. Looking into such related disciplines provides the much needed insight which the language teacher uses to shape his methods and techniques and to improve his overall efficiency.

Teacher education is perennial (Smith, 1977, P.179) and a programme of perennial education tries to remedy the teachers deficiencies arising out of defects in his initial teacher-training preparation. It also advances his skills and pedagogical knowledge required for new teaching roles. In Language teaching such a programme is highly needed to bring the teacher up to date.

In conclusion, let it also be noted that the language teacher owes a duty to himself and to the profession to try and improve himself by seizing every opportune moment to attend in-service training programmes, read professionaal language teaching journals, join professional bodies that are committed to Language teaching and lend himself to cross-currents of ideas from professional colleagues by being amenable to debates, discussions or exchange of ideas and views. Only then can he be comfortably paraded as a language teacher, being versed in the literature on language teaching and equiped with the requisite methodology with which to deliver the goods.

Further Research

This research is so deliberately narrowed down that it cannot answer many other questions which are not covered here but which are relevant to Language teaching.

Further research is recommended in the following areas:

1. The present research could be expanded in scope to include more states in the Federation. The results of such a study will add more validity to the present work which is restricted to two towns in two states.
2. A comparison could be made between the attitudes of trained and untrained teachers. The former teach Language because it is their profession while the latter teach it mostly because there are not enough teachers available to do the work. A comparison of their attitudes should reveal the degree of their involvement in the job, their satisfaction with it and what methods they use and why. The findings of such a research will go a long way in advising those who employ Lawyers, historians, psychologists, social scientists and literary men as Language teachers.
3. A comparative study of the attitudes of teachers at different levels of professionalism can also be attempted. Teachers should be drawn from the primary, secondary and tertiary levels and their attitudes to the various methods compared. Such a comparison will show if there is any shift of emphasis in methodology occasioned by the level of professional practice.

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APPENDIX

Language Teaching Methodology : Attitude Test

by

P. A. ANYANWU, English Department,
Advanced Teachers' College, Zaria.

Sex _____ Qualification _____

Experience _____ Class taught _____

Year of Graduation _____

Please, mark (X) in the appropriate column. The researcher wants to know your attitude to language teaching methodology. Your co-operation is solicited.

Key to abbreviations:

(a) SA = Strongly agree.

(b) A = Agree.

(c) SD = Strongly disagree.

(d) D = Disagree.

(e) U = Undecided.

	SA	A	SD	D	U
1. It is always better to give word-for-word translation of the target language in the source language.					
2. The Target language must be presented in terms of rules.					

	SA	A	SD	D	U
3. Learners should memorise vocabulary items					
4. Reading and writing should come before other skills					
5. In language learning the parts of speech should be carefully defined.					
6. Language learners must aim at standards prescribed by authorities in their target language					
7. Language learning in effect means the mastery of the parts of speech and their functions.					
8. Listening and speaking skills together are superior to any other skill(s) in learning any language.					
9. Language learning is a mechanical process of habit formation					
10. Second language learners should be as good in speech as the native speakers of their target language.					
11. Learners should be rewarded when they make noticeable progress in the learning task.					
12. Rather than teach rules about the language, teachers of a target language should teach the language.					
13. Word-for-word translation should be avoided because languages are different.					

	SA	A	SD	D	U
14. Learners should not be allowed to make kistakes					
15. Drills should be used as aids to habit formation					
16. Language learning proceeds at a better rate when the rules that generate the grammar are known.					
17. The contrastive features of both the target language and the source language should be presented in a language learning/teaching situation.					
18. The learning tasks should be presented in meaningful situations.					
19. The learning tasks should be presented as visual items.					
20. Repetition is not important.					
21. Learning proceeds at a bettor rate when the critical features are consciously attended to and understood.					
22. The learners should be encouraged to perceive the relationship between structural items.					
23. The learner should have a repertory of choices among the various patterns.					
24. In language learning we aim to develop creative outlets in the learners.					
25. The most important aspect of a sentence is its meaning, not its form.					

	SA	A	SD	D	U
26. The teacher must make his students feel that they are communicating an important idea when they use a pattern.					
27. A question-and-answer technique is very useful in language learning and teaching.					
28. Language learning situations should evoke imagination from the learner.					
29. Contrasting a new pattern with an old one leads to confusion which is better avoided.					
30. No one method has the whole answer.					
31. A new method is not necessarily a better one.					
32. We must not move from one extreme to another in our attitude towards changes in methods.					
33. The teacher's experience is better than any known method.					
34. Language teaching is intuitive not scientific.					
35. The teacher may use any method or methods that best help him in teaching a particular item.					