

**THE INFLUENCE OF ESL TEACHERS' BELIEFS OF TEACHING  
AND LEARNING ON TEACHER TALK**

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# **THE INFLUENCE OF ESL TEACHERS' BELIEFS OF TEACHING AND ON TEACHER TALK**

## **ABSTRACT**

This study aims to investigate the beliefs of three Nigerian secondary ESL (English as a Second Language) teachers about teaching and learning of the English language. It also seeks to explore how the beliefs of the teachers influence their language use in the classroom. The theoretical framework for this study is provided by Nespor (1987), Johnson (1994), and Yook (2010). In order to achieve the objectives of the study, a qualitative case study design was employed. Semi-structured interviews, audio-recording, classroom observation and field notes were the instruments used to collect the data of the study. Three ESL teachers in an urban private secondary school provided data of the study. Answers to the guiding research questions were obtained from the analysis of the transcripts of six interviews, six audio recorded lessons, observations and field notes.

The findings reveal that the teachers held beliefs about ESL teaching and learning that were consistent with their classroom practices. However, in a few instances, there was incongruence between the teachers' stated beliefs and classroom practices. Incongruence between their ESL teaching and learning beliefs and practices stemmed from their dominance of classroom communication. The findings of the study show that the teachers' beliefs about the roles of L1 and L2 influenced their own language use.

**Keywords:** teachers' beliefs, language use, language choice

# THE INFLUENCE OF ESL TEACHERS' BELIEFS OF TEACHING AND ON TEACHER TALK

## ABSTRAK

Kajian ini bertujuan untuk mengkaji kepercayaan tiga ESL menengah Nigeria (Bahasa Inggeris sebagai Bahasa Kedua) mengenai pengajaran dan pembelajaran bahasa Inggeris. Ia juga bertujuan untuk meneroka bagaimana kepercayaan para guru mempengaruhi penggunaan bahasa mereka di dalam kelas. Kerangka teoretis kajian telah diambil dari kajian Nespor (1987), Johnson (1994), dan Yook (2010). Untuk mencapai matlamat kajian, reka bentuk kajian kualitatif digunakan. Wawancara separa berstruktur, rakaman audio, pemerhatian kelas, dan nota medan adalah instrumen yang digunakan untuk mengumpul data kajian. Tiga guru ESL di sekolah menengah swasta bandar menyediakan data kajian. Jawapan kepada soalan penyelidikan membimbing diperoleh daripada transkrip enam wawancara, enam rakaman audio penga yang dirakam, pemerhatian, dan nota medan.

Penemuan mendedahkan bahawa guru mempunyai kepercayaan tentang pengajaran dan pembelajaran ESL yang selaras dengan amalan bilik darjah mereka. Walau bagaimanapun, dalam beberapa keadaan, terdapat perbezaan antara kepercayaan guru dan amalan kelas. Ketidaksamaan antara kepercayaan dan amalan pengajaran dan pembelajaran ESL yang berasal dari penguasaan komunikasi kelas mereka. Penemuan kajian juga menunjukkan bahawa kepercayaan para guru tentang peranan L1 dan L2 mempengaruhi penggunaan bahasa mereka.

**Keywords:** kepercayaan guru, penggunaan bahasa, pilihan bahasa

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## LIST OF ABBREVIATIONS

EFL	English as a foreign language
ESL	English as a second language
JAMB	Joint Admission and Matriculation Board
MOE	Ministry of Education
NECO	National Examination Council
L1	The first language
L2	The second language
TL	Target language
WAEC	West Africa Examination Council

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## CHAPTER 1: INTRODUCTION

### 1.0 Overview

Nigeria adopted the English language as her official language after independence in 1960 from the British but the language did not become a compulsory subject in both government and privately owned schools in the country until the government introduced the educational policy in the constitution in 1977. The English language became a compulsory medium of instruction in the classroom starting from primary four to tertiary institution (Tafida & Dalhatu, 2014; MOE, 2004). One of the purposes of introducing the policy is to facilitate teaching and learning of the language in the classroom and to foster unity among Nigerians because language barrier also exists between teachers and students (Obiegbu, 2015; Afolayan, 1987). It is, however, noted that the language policy cannot be effectively realized without the support of teachers since they are the real implementers within the classroom (Heineke, 2015; Kırkgöz, 2008; Wedell, 2003).

It is generally recognized that how the teacher plays his/her role in the classroom is closely related to his/her beliefs (Orafi, 2008). Scholars have revealed that teachers' beliefs can impact teachers' practices and the way they learn how to teach in the classroom (Curtis et al., 2014). Researchers such as Cumming (1989), Pennington (1989), and Breen (1991) among others have argued that teachers' beliefs and practices are primarily interrelated and have suggested that research should be extensively carried out on this relationship.

Therefore, this research will investigate the relationship between teachers' beliefs and their classroom practices particularly their talk, in the English as a second language (ESL) classrooms in Nigeria.

This study is interested in ESL teachers' beliefs and their talk because the two can influence how the target language is learnt since language tutors are the main input givers

(Grim, 2010). Teachers' beliefs about L2 teaching and learning determine how input is given in language classroom (Hoff, 2013). Thus, it is important to probe how L2 teachers' beliefs influence how they use their utterances to enhance learning.

Previous studies have shown that teachers' beliefs affect their perception and classroom decisions. They also influence how new information about teaching and learning is interpreted and translated into action in the classroom (Inceçay, 2011). However, in the classroom, teachers do not act in isolation of school or government policies, rules and regulations. For instance, in Nigeria, the Ministry of education has come up with the educational policy on the English language which guides ESL teachers on how and what they should teach learners in the classroom (Omole, 2011; Owolabi & Dada, 2012). In the light of this, the following section will discuss English language policy in the educational system of Nigeria.

### **1.1 English as the Official Language of Nigeria**

Nigeria came into contact with the English language through the colonization of the British in the mid-nineteen century (Omodiaogbe, 1992). After her independence in 1960, English became her official language and language of education although this was not documented until 1977 (Emenanjo, 2002). English was made the official language to unite all the ethnic groups in Nigeria because mistrust and suspicion among them were strong (Ogunmodimu, 2015).

Over 500 languages are spoken in Nigeria by different ethnic groups, therefore, there was a need to choose a language that would unite all the ethnic groups and avert unhealthy rivalry and ethnic group hegemony (Akindele & Adegbite, 1999). Such language is also needed to serve educational purposes (Glasgow, 2014).

Therefore, English is adopted as the official language of Nigeria in 1960 by the government because it is the language of instruction, science and technology in many

countries of the world (Dearden, 2014; Hamel, 2007). It is also the language of international politics and transcontinental business (Plonski et al., 2013; Kirkgöz, 2009).

The Nigeria government adopted English as the official language of the country and language of instruction in the schools because it plays significant roles in the development of science and technology, education, international trade global politics and more importantly, unity role (Danladi, 2013; Oyinloye & Babatunji, 2011; MOE, 2004). The following section will elaborate on the goals of Nigeria's National Policy on education.

## **1.2 The National Policy on Education in Nigeria**

The Ministry of Education in Nigeria stipulated in the National Policy on Education of 1977 that students must have a credit pass in the language before being promoted from one level to the next. It also set a credit pass in English as a prerequisite for securing admission into the country's tertiary institutions and for some professional examinations (Edem et al., 2011; Oyinloye & Babatunji, 2011).

Recommendations are made by the policymakers to ensure that the prerequisites mentioned above are met by learners. The policy advocates for student-centred approach to the teaching of English language in the schools and emphasizes communicative competence and all language skills that can enhance learners' performance in the language (Yusuf, 2014; MOE, 2004; Akinbode, 2008).

Based on the above National Policy on Education, there is a need to explore Nigerian ESL teachers' beliefs about teaching and learning of English language and how their beliefs influence their behaviour in the L2 classroom. Insights into the teacher's beliefs can be gained by examining their talk in the classroom in their attempt to help students achieve the results envisioned by the policymakers (Akindele & Adegbite, 1999; Heineke, 2015).



In order to examine Nigerian ESL teachers' beliefs and how this influence their talk in the classroom, the next section will discuss the theoretical framework of the present study.

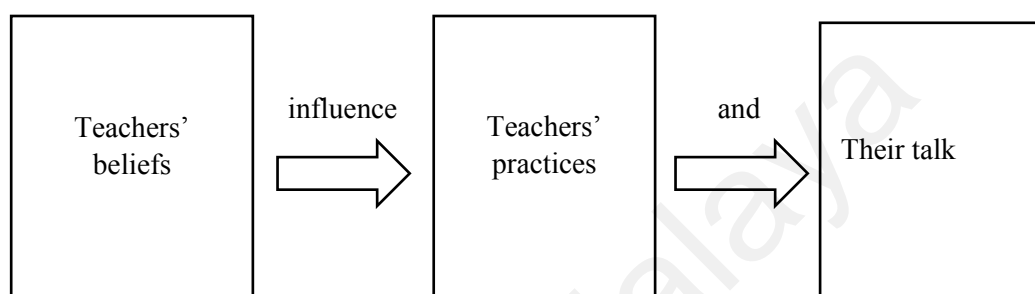
### **1.3 Theoretical Framework of the Study**

This study focuses on the beliefs of ESL teachers about English language teaching and learning and their classroom talk by espousing the idea that teachers' beliefs influence their classroom practices and their talk. The previous studies on teachers' beliefs and teacher talk were a useful guide in the analysis of teachers' beliefs and teacher talk. Nespor (1987), Johnson (1994), and Yook (2010) provide useful ways to infer teachers' beliefs from interviews. Nespor (1987, p. 23) defines teachers' beliefs as "personal constructs that can provide an understanding of a teacher's practice." Johnson (2014) builds on the definition provided by Nespor (1987), stating that "teachers' beliefs are psychological constructs which influence teachers' perception and judgement and what they say and do in the classroom" (p.439). Yook (2010) also refers to teachers' beliefs as a system of interrelated beliefs which influence their classroom practices and language use.

The researchers submit that that teachers' beliefs cannot be measured directly. Thus, they can only be inferred from what teachers say or do in the classroom. They also argue that teachers' beliefs about how the second language is best learnt influence their language use and choice in the language classroom. Second language teachers sometimes simplify their talk or switch to the first language of learners when they believe it can facilitate learning.

In the studies conducted by Johnson (1994) and Yook (2010), they gave astute descriptions of how language teachers used their utterances to impact on students' learning. The insights gained from the previous studies on teachers' beliefs and teacher

talk provided the researcher with the knowledge of how to analyse teachers' beliefs and teacher talk. The Studies of Duff and Polio (1994), Cook, 2001, Macaro (2001) have shown that teachers' beliefs about L1 and L2 usually influence talk in the classroom. The notion that teachers' beliefs influence their classroom practices and their classroom talk is the underlying assumption of the present study and is depicted in Figure below.



**Figure 1.1** General theoretical framework of the study based on Nespor (1987), Johnson (1994) and Yook (2010).

#### **1.4 Statement of the Problem**

English is the language of instruction in Nigerian schools as expressed in the country's 1977 and 1999 constitution and also in the 2004 National Policy on Education. Full instruction in the language starts from primary four to tertiary level and it is expected that there should be a connection between what is prescribed by the Educational Policy on English language and what is practised in schools and the outcome of this will be evident in students' performance. It is expected that students should be competent in the language linguistically and communicatively (Obanya, 2002). However, researchers on ESL in Nigerian schools have found that learners' competence in English is on the decline despite the fact that most of the learners spent nine to ten years of learning the language (Obanya, 2002). The poor performance of students is most noticeable in the general examination which is conducted by the West Africa Examination Council (WAEC) every year (Akinbode, 2008).

Many factors are responsible for the low performance of students in English. The factors include inappropriate teaching methods being employed by ESL teachers (Akinbode, 2008; Agbatogun, 2013), heavy reliance on English textbooks without sufficient emphasis on language use (Amuseghan, 2007; Agbatogun, 2013), exam oriented instruction leading to undue rush by English teachers to cover syllabus (Amuseghan, 2007; Agbatogun, 2013).

The above-mentioned factors which impacted on English language learning are likely associated with teachers' prior experience as learners which has become part of their teaching beliefs system. This, in turn, has an influence on the teachers' classroom practices. It is mentioned in the literature that most Nigerian ESL teachers in the past learnt English language through grammar translation methods, drilling, and memorization of grammatical rules. The first language was also used in the learning process. Most ESL teachers in Nigeria were also trained to focus on passing general examinations only when they were learners (Amuseghan, 2007). Thus, teachers tend to employ similar methods in their teaching. In addition, English language teachers in Nigerian schools do not provide a communicative opportunity for students because they did not have such experience when they were learners (Adegbile, 2006).

It can be inferred that the teaching methods employed by English language teachers in Nigerian schools are greatly influenced by their beliefs which are based on their past experience. Those beliefs determine their classroom behaviour, action, and talk which consequently affect students' learning outcomes. Drawing on the points mentioned above, there is a need for studies that will explore how Nigerian ESL secondary school teachers' beliefs about ESL teaching and learning influence their talk.

## **Research Purposes**

The general aim of the research is to explore the beliefs of Nigerian ESL secondary school teachers and the influence of these beliefs on their classroom talk. The study is particularly interested in:

1. probing the beliefs that Nigerian secondary teachers hold in relation to the teaching and learning of the English language.
2. investigating how Nigerian secondary school ESL teachers' beliefs influence their classroom talk.

### **1.5 Research Questions**

In order to achieve the stated purposes, this research, thus, asked the following questions:

1. What beliefs do Nigerian secondary school ESL teachers have about the teaching and learning of English language?
2. How do the beliefs of Nigerian secondary school ESL teachers influence their talk in the ESL classroom?

### **1.6 Significance of the Study**

Teachers' beliefs are seen as the driving force behind their practices in the ESL classroom because they are a "rich store of knowledge which teachers have that influence their planning and their interactive thoughts and decisions" (Monsour, 2008, p.557). They also determine teachers' classroom decision making (Johnson & Golombek, 2002, in, Kumaravadivelu, 2012; Vélez-Rendón, 2002). Teachers' beliefs determine their instructional techniques, actions and their classroom behaviour (Calderhead, 1998; Curtis et al., 2014). Similarly, examining teachers talk in ESL classroom is very important as it will reveal how teachers' utterances in the classroom are influenced by their beliefs since both of them are closely related (Pajares, 1992). Researching ESL teachers' beliefs and

their talk allows teachers to understand how to use talk effectively to facilitate students learning (Shinde & Karekatti, 2010).

The results of this study, are important for teachers to realize that their beliefs have influences on their practices and talk in the ESL classroom. The findings will also allow the participants to see in what way their beliefs influence their practices and talk in the ESL classroom. This will be the basis for reshaping their beliefs and their classroom talk. More importantly, the results of this study may help ESL teachers and decision-makers in Nigerian educational sector to make a precise decision on how L1 can be used in ESL classroom to facilitate learners' proficiency in the English language. Finally, this work will provide policymakers with information on how ESL is being taught in the school as a result of teachers' beliefs. The insight gained will be useful in planning future intervention programmes involving teachers.

### **1.7 Operational Definitions**

Use of terminologies sometimes may be confusing and in different in cases, they may have different interpretations. Therefore, for purpose of clarity in this study, some of the repeatedly used terms have been identified. If sources are not cited for some of the terms, the researcher defined them solely for purpose of the study.

**Teacher's beliefs:** In this study, teacher's beliefs is referred to as "statements teachers made about their ideas, thoughts, and knowledge that are expressed as evaluations of what should be done and are relevant to individual's teaching" (Basturkmen et al., 2004, p. 224; Borg, 2011).

**Practices:** Teacher's practices refer to classroom activities, decisions, actions, methods and strategies of English teachers in language classroom.

**Teacher talk:** Teacher talk refers to utterances and statements teachers make in classroom to facilitate instructional practice (Silverman et al., 2014).

## **1.8 Scope of the study**

The following criteria were set to establish the boundary of this study:

1. The study was restricted to only one secondary school in Nigeria named Golden Age Group Secondary School (pseudo name).
2. Three respondents took part in the study.
3. Instruments used for data collection in the study were interviews, audio-recording of classroom lessons, observation, and field notes.
4. The study focused on the influence of teachers' beliefs and their talk in ESL classroom.

## **1.9 Conclusion**

This chapter discussed the status of English in Nigeria as well as topics related to teaching and learning of English language in Nigerian schools and related policy. In addition, the theoretical framework of the study was substantiated. Research purposes and questions were also identified. How ESL tutors' beliefs are formed and the influence of such beliefs on their classroom practices and utterances were briefly discussed. Chapter two will review related literature on teachers' beliefs and practices, particularly, ESL teachers' classroom talk. Chapter three will describe the research methodology followed by chapter four which will present the findings and discussion. The thesis concludes with a summary of the study and recommendations.

## CHAPTER 2: LITERATURE REVIEW

### 2.0 Introduction

This chapter reviews literature about beliefs, teachers' beliefs, sources of teachers' beliefs, roles of teachers' beliefs in the teaching of ESL and influence of beliefs on ESL teachers' language choice in classroom. It also discusses issues concerning language choice.

### 2.1 Theories about Teachers' Beliefs

#### 2.1.1 *Belief system*

The study of teachers' beliefs started in the 80s because of the need to investigate teachers' mental faculty (Nespor, 1987). Since that time many studies have been conducted on teachers' perceptions, attitudes, pedagogical beliefs and other related aspects of teachers' beliefs (AlAlili, 2014). The increased interest in teachers' beliefs led to a need for an accurate description of the term beliefs (Pajares, 1992). However, arriving at a firm definition for the construct was easier said than done due to varying interpretations. Beliefs in literature are referred to as attitudes, internal mental processes, values, judgment, practical knowledge etc. (Pajares, 1992; Calderhead, 1988; Yook, 2010). Different terms are used to refer to these concepts because they cannot be observed directly and are closely related, hence, they have to be inferred from people's actions and speeches (Leder, & Forgasz, 2002). Proliferation of definitions of beliefs is due to fact that the concept is perceived and interpreted differently by individuals. Belief is referred to by some researchers as proposition that is acknowledged as true by the person holding it (Green, 1971). Beliefs are also seen as action drivers because of great influence they have on man's actions (Richardson, 1996). In short, beliefs form conceptual representations which signal truth upon which man relies as a guide to personal idea and action (Harvey, 1986). Consequently, belief systems serve as a personal guide which

enables human beings to understand themselves and the world they live in (Pajares, 1992), also they reflect construction of human experiences (Clark & Peterson, 1986) and are dispositions to actions as they determine human behaviours in any setting (Brown & Cooney, 1982).

Fives and Buehl (2012) stated that beliefs are formed early in life. The following subsections discuss teachers' beliefs definitions and effects of teachers' beliefs on teachers' practices.

### **2.1.2 *Defining teachers' beliefs***

A conclusive definition for the construct teachers' beliefs has still not been reached. Pajares (1992) who reviewed the literature on teachers' beliefs could not find a common definition for the construct. Similarly, Borg (2003) submitted that the fields of education and second language acquisition lack a clear definition of teachers' beliefs. For example, Tabachnick and Zeichner (1984) and Thompson (1992) used the term teachers' perspectives and teachers' perception, respectively to refer to teachers' belief. Nespor (1987), Borg (2003), Pajares (1992), Richardson (1996) among other researchers have suggested that making a distinction between knowledge and beliefs is one of the challenges that has arisen in the process of researching teachers' beliefs. Some researchers such as Kagan (1992), Woods (1996), Verloop et al. (2001) among others considered beliefs and knowledge together because they felt that the two are inseparable. Clandinin and Connelly (1987) referred to it as personal practical knowledge. Beliefs and knowledge were used synonymously by Kagan in her study about teachers' knowledge (1992). Shulman (1987) regarded teachers' beliefs about subject matter as teachers' subject matter knowledge.

The basic idea in all the definitions of teachers' beliefs is that they influence teachers' instructional practices, decisions, actions, and judgment. Bedir (2010) stated



that teachers' beliefs influence their decision making and teaching practices because they provide an underlying framework that guides teachers' classroom actions. Similarly, Inceçay (2011) suggested that teachers' beliefs strongly influence their pedagogical practices and classroom decision making. Pajares (1992) and Kagan (1992) posited that teachers' beliefs are teachers' 'presumptions about any teaching environment which affect their behaviours, their teaching goals and the knowledge they bring into such an environment.

They are also seen as the most important in the psychological composition of the teacher (Rashidi & Moghadam, 2015). Teachers' beliefs are suggested to be psychologically held understandings about teaching and learning or proposition perceived to be true which act as a screen through which new content and experience are verified for meaning (Zheng, 2009). Therefore, there is a need to examine teachers' beliefs in order to understand teachers' classroom behaviour (Borg & Al-Busaid, 2012).

Ghaith (2004) referred to teachers' belief as tending towards "comprehensive of several dimensions relative to beliefs about learning, teaching, program and curriculum, and the teaching profession more generally" (p.280). Teachers' beliefs embody the culture of teaching and are based on the goals, values, and views of teachers concerning the content and process of teaching and the comprehension of their roles within the system they operate (Ghaith, 2004, in Wang, 2006, p.2). Ghaith (2004) explained this as teachers' projection of total classroom outcomes, their roles in the classroom and their instructional practices. Basturkmen et al. (2004) referred to the same notion as "statements teachers made about their ideas, thoughts, and knowledge that are expressed as evaluations of what should be done, should be the case and is preferable" (p. 224).

Despite the resemblance in the description of teachers' beliefs offered by Ghaith (2004) and Basturkmen et al. (2004), the latter included an additional point in their definition; teachers' beliefs enable them to evaluate their classroom practices and actions.

### ***2.1.3 Effects of teachers' beliefs on teachers' practices***

Teachers' beliefs are closely associated with each other and every new knowledge is processed through teachers' personal teaching beliefs. Therefore, they act as classroom instructional guide (Lo, 2010). However, it is suggested that teachers' beliefs should be studied in relation to teaching and learning context and other factors associated with the physical setting for knowledge transmission as that would allow us to comprehensively understand teachers' belief (Chiang, 2003).

Several studies have confirmed that teachers' beliefs share three basic assumptions. Teachers' beliefs influence teachers' perception and judgment which, in turn, affects their actions and speech in classrooms, they affect how teachers learn to teach and how information is translated into classroom, and finally, understanding of teachers' beliefs is crucial for enhancing teaching practices and professional teacher preparation program (Inceçay, 2011, p. 129). As a result of this, the theory which underpins this study is that teachers' beliefs influence teachers' practice including their talk (Nespor, 1987; Johnson, 1994; Yook, 2010). The next section discusses previous studies on ESL teachers' beliefs and their classroom practices.

## **2.2 Teachers' Beliefs and Classroom Practices**

Several studies such as Richards et al. (2001), Wang (2006), Jones & Fong (2007) Kuzborska (2011) etc. have substantially suggested that there is a relationship between ESL/ EFL teachers' beliefs and their practices.

### ***2.2.1 ESL teachers' beliefs about grammar teaching and corrective feedback***

Fayyaz and Omar (2014) examined the relationship between a private secondary school teacher's beliefs and classroom decision on the teaching of grammar. The teacher was observed and interviewed by the researchers. The results of the finding suggested that the teacher's beliefs about teaching grammar inductively was clearly evident in her

teaching. The study revealed that the teacher employed direct corrective feedback for grammatical errors committed by the learners because she believed that giving direct corrective feedback to students enhances their performance in the target language. Fayyaz and Omar's findings supported the view of Ellis (2006) that grammar instructional methods should concentrate on how to simplify the form of the target language to learners in a way that would make it understandable to them. Farrell and Kun (2007) investigated three Singaporean primary school ESL teachers' beliefs and practices in relation to a reform initiative termed "Speak Good English Movement". The qualitative case study research showed that teachers' espoused beliefs were in accordance with their prevalent classroom practices concerning corrective feedback on the learners' verbal use of Singlish. The participant teachers stated that they focused on the errors made by the students, explained the errors and then provided correct feedback to them.

In addition, four experienced ESL teachers' beliefs about grammar teaching were examined by Johnston and Goettsch (2000). The researchers used observation and interviews to probe the teachers' beliefs. The findings showed that the teachers believed in giving examples that demonstrate to the learners how they could infer grammatical rules of the target language themselves rather than teach them explicitly. Moreover, the participants promoted student-initiated interactions and analysis of the target language structures because of their firm beliefs that students who participate diligently in learning activities achieve learning outcomes. Similar results were found by Leu and Misulis (1986) and Ruply and Logan (1984) in their studies about teachers' beliefs about reading as reported by Johnson (1992).

### ***2.2.2 ESL teachers' beliefs about vocabulary teaching***

Niu and Andrews (2012) conducted a study on four Chinese novice ESL teachers to examine whether their beliefs about teaching English vocabulary reflected in their teaching practices. He employed interviews, observation and stimulated recall to elicit

data from the teachers. The results of his research indicated that the teachers' classroom practices were informed by their beliefs about vocabulary instruction and thus, there was a relationship between the teachers' beliefs and practices. Gatbonton (2000) examined seven experienced English teachers' beliefs about teaching vocabulary and target language usage and their classroom practices in the USA. The findings revealed that there was a relationship between the teachers' cognition and their classroom decisions on describing new vocabulary and provision of meaningful contexts for the practical use of the L2.

### ***2.2.3 ESL teachers' beliefs about teaching approaches***

Johnson (1992) in a study involving 30 ESL teachers' beliefs and classroom practices reported that the teachers' explicit beliefs were demonstrated in the language teaching approaches they employed in the classroom. The majority of the teachers believed that the functional approach was the best method to teaching target language and they employed it in their teaching. Therefore, the teachers' classroom talk focused on the analysis of structures of English in order to make them comprehensible to the learners. It was therefore concluded that L2 teachers' theoretical beliefs were consistent with their classroom practices.

### ***2.2.4 ESL teachers' beliefs about reading and writing***

Some studies conducted on teachers' beliefs about teaching reading and their classroom practices revealed that their theoretical orientation corresponded with their instructional activities. For instance, Kuzborska (2011) studied 8 Lithuanian EAP teachers' beliefs about teaching reading in a state university. The teachers had over 7 years' experience in teaching the English language. The study data were collected over four months through observation, interview, and analysis of documents. The findings indicated that the teachers' beliefs about reading were demonstrated in their approach to

teaching reading in the classroom. All the participants stated that the appropriate method for teaching reading was skill-based approach because “reading involves decoding of information which requires knowledge of vocabulary, pronunciation, and grammar which improve reading skills” (p.108).

Two South African English teachers’ beliefs about teaching writing were investigated by Julius (2015). The teachers’ lessons were video and audio recorded. They were interviewed twice by the researcher. Document analysis was also employed. Talking about teaching writing, one of the teachers believed that learners must have a good handwriting while the other teacher believed that reading improves writing. The results showed that one of the teachers focused on the good handwriting of learners in the classroom while the other teacher focused on students’ reading ability.

All the studies reviewed above posit that teachers’ beliefs about teaching and learning are always reflected in their practices. However, some scholars believe there is incongruence between teachers’ beliefs and their classroom practices. This will be the focus of the next subsection.

#### ***2.2.5 Inconsistency between teachers’ beliefs and their practices***

Scholars such as Graden (1996), Basturkmen et al. (2004), Breen et al. (2001) have noted that there is not usually compatibility between teachers’ beliefs and their practices and they suggest the possible causes of incompatibility between the two constructs. For Instance, Klein (2004, cited by Basturkmen, 2012) conducted a case study research on four experienced high school ESL teachers to compare the teachers’ beliefs about goals and nature of their classroom practices. The results revealed that only some of their classroom behaviours were consistent with the teachers’ expressed goals. Incongruence between the teachers’ beliefs and practices were caused by wrong teaching

approaches the teachers employed in the classroom which prevented their beliefs to be evident in their practices.

Josephine (2015) in a study on 36 ESL teachers' beliefs about reading strategies in 18 secondary schools in Kenya also revealed that the teachers' stated beliefs were not consistent with their classroom practices. The teachers believed that teaching reading strategies to learners were very important, however, they failed to demonstrate the beliefs in their classroom teachings.

### ***2.2.6 Inconsistency between teachers' beliefs about grammar teaching and classroom practices***

Basturkmen et al. (2004) investigated three ESL teachers' beliefs about the focus on form in an intermediate ESL classroom. The teachers' believed that form should be focused only when there was a communicative problem, however, they were found attending to form when there was no break in communication. Thus, the researchers concluded that teachers' complex beliefs are not always realized in their classroom practices (Tamimy, 2015). Ferreira's (2014) study on six ESL teachers' beliefs about an inductive approach to teaching grammar introduced by the Portuguese Ministry of Education to facilitate the learning of English language rules. The findings of the study indicated that the teachers' stated belief about the new approach to teaching grammar did not match their classroom practice as they maintained the use of the deductive approach to teaching grammar.

## **2.3 Sources of ESL Teachers' Beliefs**

Understanding teachers' beliefs comprehensively requires researchers and all stakeholders in ESL setting to have an in-depth understanding of the sources from which ESL teachers form their beliefs about teaching (Lo, 2010). In an attempt to determine sources of ESL teachers' beliefs, Lortie (1975) highlighted two possible sources of teachers' beliefs; apprenticeship of observation which is related to teachers' prior learning

experience and classroom teaching experience represent another source of teachers' beliefs.

Prior learning experience of teachers is defined as "the possible impact of teachers' previous learning experiences of being language learners" (Yook, 2010, p. 6). All teachers were formerly learners and therefore, their beliefs about teaching are usually a reflection of how they were taught as students (Richard & Lockhart, 1994). Teachers' prior learning experiences often shape ESL teachers' beliefs about what constitutes language teaching and how instruction should be given in the classroom (Basturkmen, 2012). It is believed that the effects of teachers' previous learning experience might continue throughout their profession (Basturkmen, 2012; Liaw, 2012).

Teacher education program constitutes a part of teachers' prior learning experience. Teacher education program trains teachers how to teach in the classroom (Borg, 2011). It often "leaves teachers with powerful images of what teaching should be like" (Yook, 2010, p. 6). Borg (2011) conducted a study on the effect of an eight-week intensive teacher education program for new teachers in the United Kingdom. The results indicated that the training program assisted the participants to reflect on their beliefs, become aware of, and adjust their established beliefs (Borg, 2011). Similar findings were reported by Xiong (2016).

Practical teaching experience of teachers is referred to as teachers' classroom experiences which influence their beliefs about teaching. Mackenzie et al. (2011) stated that many studies have affirmed that teachers' practice is influenced by the beliefs they formed from their teaching experiences. Teachers' teaching experiences inform them about learners and how to solve learners' learning difficulties (AlAlili, 2014). Thus, teachers' practical teaching experiences contribute to the overall development of teachers (Fuller, 1969, cited in Liaw, 2012).

The literature on the sources of teachers' beliefs will provide the guiding principles to explore the sources of Nigerian ESL teachers' beliefs about the teaching and learning of the English language. Investigating the participants' beliefs about ESL teaching and learning will assist in understanding why and how the teachers teach the English language in a particular way in the classroom.

## **2.4 Types of Teachers' Beliefs**

This section discusses teachers' beliefs about learners, beliefs about teaching and learning, beliefs about themselves and their subject matter.

### **2.4.1 *Belief about Learners***

Teachers' beliefs about learners help teachers to understand that students are different from one another, hence, they learn differently (Ročāne, 2015). Teachers' beliefs about students may influence how they teach because ESL teachers usually anticipate learning achievements from their students. Their anticipations have an impact on the way they approach classroom teaching. Effective teachers usually believe that all students can learn and they can positively assist them to attain their L2 learning goals (Ročāne, 2015). This kind of belief leads to effective language teaching practices and improves students' performance and self-esteem (Rosenfeld & Rosenfeld, 2008). Teachers who hold negative beliefs about language learners will never expect much achievements from them as the beliefs may prompt teaching approaches that will not promote learning.

### **2.4.2 *Beliefs about teaching and learning***

Teachers are effective in the classroom only when they clearly understand what learning is. Xu (2012) quoting Williams and Burden said that if teachers' intention is to teach students aspects of the target language to succeed in examinations, then such intent would manifest in their instruction. Thus, teachers' beliefs about learning determine the



type of language teaching and learning method they would adopt in the classroom. In addition, teachers' beliefs about learning determine their anticipation of learners' accomplishment, which in turn influence how they present L2 knowledge to the students and how they facilitate their comprehension (Rubie, 2003). The following subsection presents theories about teaching and learning of language.

### ***Theories about second language teaching and learning***

Proponents of second language acquisition theories provided explanations on the processes of language learning. There are many theories of second language acquisition, however, only the behaviourist, nativist, constructivist theories, the input hypothesis, and interaction hypothesis are discussed in this study.

#### ***Behaviourism***

Behaviourist proponents argued language is learnt by human beings through a process of stimulus and response, and positive or negative reinforcement language (Palermo & Bourne, 1978). In language learning, "positive reinforcement involves rewarding correct utterances which makes language learners to realize the communicative value of words and phrases" (Samkange, 2015, p. 1859). Behaviourist theory of language learning emphasizes the important roles of teachers in the language classroom. Teachers give stimuli in the classroom which prompt responses from students, they also reward positive responses from learners and punish them for negative responses (Samkange, 2015).

#### ***Nativism***

The nativists claimed that human beings are born with an innate ability that predisposes them to acquire any language. The Chomskyans referred to the in-built device which enables man to acquire language and its grammatical principles as language acquisition device (LAD) which was later renamed as Universal Grammar (UG) (Lust,

2006). Chomsky referred to the ability to produce a limitless number of sentences as competence and actual use of language as performance.

### **Constructivism**

The constructivist school of thought believed that knowledge is acquired as a result of active processes of construction by the child in his/ her cognitive development. Vygotsky argued that social interactions were very crucial for cognitive and language development of children. The proponents of constructivism argued that language learning is a result of thinking and meaning-making that is socially constructed and emerges out learners' social interactions with the environment (Brown et al., 1989). The following subsection discusses some of the approaches to the teaching and learning of the second language.

### **Comprehensible input**

Comprehensible input theory developed by Krashen (1982) states that “second language learners acquire language competence by exposure to language that is both understandable and meaningful to them” (Tricomi, 1986, p. 60). Krashen argued that the “most important input for acquisition is language that goes just a step beyond the structures which second language students have already acquired.” (Tricomi, 1986, p. 60). This method of teaching and learning the second language “does not force early production in the second language, but allows students to produce when they are ready, recognizing that improvement comes from supplying communicative and comprehensible input in pressure-free situations.” (Krashen, 1982, p. 7).

### **Interaction hypothesis**

The interaction hypothesis is a theory of second language acquisition which argues that target language is acquired through face-to-face interaction and communication. Long (1981) stated that “modifications to discuss structure such as

negotiated interaction and modified input indirectly facilitate second language acquisition.” (p. 263). He further argued that interaction must be comprehensible before acquisition could take place. Therefore, the second language is acquired through modified interaction and comprehensible input (Chaudron, 1985).

### ***Approaches to the teaching and learning of ESL***

#### ***Behaviourist approach***

Behaviourist approach to teaching and learning of language emphasizes memorization, drilling, modelling, repetition motivation and other factors believed to be important in learning (Richards & Rodgers, 2014). This approach came from behavioural psychology. The proponents of behavioural theory believed that learning could be manipulated by a stimulus which triggers response and reinforcement which indicates whether the response is appropriate or inappropriate (Richards & Rodgers, 2014).

#### ***Grammar translation approach***

Grammar translation was an old method of teaching and learning Latin and Greek (Xia, 2014). The method of teaching was developed from the idea that grammar is the nucleus of language teaching and learning and translation is the most important task in the language classroom (Richards & Rodgers, 2014). The goal of this approach is to develop learners’ ability to read and translate foreign language texts to their native language (Xia, 2014). Thus, it focuses on the grammar of both the target and first languages, vocabulary, reading, and writing. Sentences and texts of the target language are translated to L1 of learners, hence, acquisition of the second language largely depends on the first language (Richards & Rodgers, 2014).

#### ***Communicative language teaching approach***

Communicative language teaching approach is based on constructivism theory about second language acquisition (Ruiz et al., 2015). The approach stresses the

importance of interaction as the goal of language learning. Communicative teaching approach focuses on the communicative competence of L2 learners (Marsh, & Langé, 2000). Thus, this teaching approach promotes teacher/ students conversation in the target language. (Istamova, 2016).

### ***Cooperative language learning approach***

Cooperative language learning is an instructional method in which students work together in small groups to accomplish shared learning goals (Zhang, 2010). This approach, based on the constructivist hypothesis, emphasizes interaction and communication between students and students and teachers (Zhang, 2010). Language teachers function as facilitators and guides and learners are autonomous in classroom discussions and activities.

#### ***2.4.3 Beliefs about self***

Teachers' beliefs about self i.e. self-efficacy is defined by Bandura (1997, cited in, Evans et al., p. 3,) as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives." Teacher efficacy can, therefore, be viewed as a teacher's potential to realize desired learning results from an individual student. How teachers think, feel, and motivate themselves is determined by their self-efficacy (Xu, 2012). In short, teachers' efficacy influences their teaching behaviour. Teachers with high self-efficacy adopt efficacious behaviour and promote learning among learners; while teachers with less self-efficacy will find it difficult to influence learning (Usher & Pajares, 2008; Evans, 2014).

#### ***2.4.4 Beliefs about subject matter***

Another type of teachers' beliefs is beliefs about the subject matter (Zheng, 2009). Every English language teacher holds beliefs about the nature and importance of the

language. Teachers' beliefs about the subject are frequently based on their previous learning experience which affects their pedagogical practices (Richardson, 1996).

It can be concluded from the above discussions that the beliefs of ESL teachers perform important roles in the teaching and learning of the target language because they greatly influence how the teachers teach. The next section discusses ESL teachers' beliefs and their classroom talk.

## **2.5 ESL teachers' beliefs and classroom talk**

Several studies have established that teachers' beliefs impact on teachers' practices (Nespor, 1987; Kagan, 1992; Johnson, 1992; Borg, 2003; Borg, & Al-Busaidi, 2012; Yook, 2010) and one of the teachers' practices is classroom talk. Teachers perform various activities that involve language use since it is a major means of classroom communication (Fisher et al., 2008; Littlewood & Yu, 2011). Teachers' classroom talk is influenced by their teaching and learning beliefs (Shinde & Karekatti, 2010; Fisher, 2011). Their beliefs about how target language can be learnt usually prompt them to adjust their language use during teaching (Ellis, 1995). This was observed in a study by Nakatsukasa and Loewen (2015) who investigated how a Spanish teacher and 23 students' beliefs about L2 teaching and learning influenced their use of L1 in a second language classroom. The teachers and the students believed that L1 should be used only when it would facilitate learning. The findings of the study revealed that L1 was used in the classroom for learning enhancement. Makgato (2014) who investigated the use of English (L2) and Xhosa (L1) by 57 teachers who taught technology at 57 schools in the urban and rural areas of Cape Town in South Africa reported that L1 use by the teachers promoted learning and helped to sustain communication between teachers and the students. Macaro (2001) stated that teachers' beliefs about teaching and learning of target language influence teachers' language choice in the classroom.

As mentioned in the previous sections that teachers' beliefs influence their practices and talk in the classroom, one may argue that, in the context of Nigeria, the theory and methods of investigation employed by the previous studies on teachers' beliefs and their talk can inform the present study. However, beliefs of Nigerian ESL teachers may be different from the beliefs of teachers studied in the western world and Asia. This is because the current context has many ethnic groups and over 500 languages (see page 2), the language policy of Nigeria is different from the language policies of the previous contexts of study. Also, positive and negative perception and attitude of Nigerian teachers towards the English language may influence their beliefs about teaching and learning of ESL. Therefore, there is a need to specifically investigate Nigerian ESL teachers' beliefs and their classroom talk. This study is important because it seems that little or no research has been carried out on Nigerian ESL teachers' beliefs and teacher talk and its findings will add to the existing literature on the subject matter. The next section discusses the role of ESL teacher talk in language learning.

### ***2.5.1 Role of ESL teacher talk in language learning***

ESL teacher talk serves as language input in the classroom and how they use their talk affect how learners learn the target language (Van Der Meij, & Zhao 2010; Hoff, 2013). Teachers' beliefs about how target language is best learnt determine how and when they give language learners input in the classroom (Chowdhury & Rashid, 2014). Language input plays an important role in the language learning process because language acquisition cannot occur without some input (Ellis, 1997; Hoff, 2013). L2 learners understand the target language only when they receive comprehensible input (Krashen, 1985 ). In addition, the quantity of input provided for learners influences their exposure to L2. It also determines how much students would learn L2. Input becomes comprehensible and meaningful to learners only when it is refined and simplified by teachers (Birkner, 2016). Hence, in order to achieve the desired result in the L2 classroom,

English as a second language teachers need to provide learners with inputs that are comprehensible and meaningful enough to enhance acquisition of the target language. L2 teachers should also understand how and when input in L1 can contribute to learners' mastery of the target language (Cook, 2001). The following section discusses ESL teachers' classroom talk and its significance.

## **2.6 Teacher Classroom Talk and its Significance**

The importance of teacher talk in language learning cannot be overlooked in the study of second language teaching and learning because it is the essential element of oral input in the language classroom (Hoff, 2013). It also enables teachers to achieve pedagogical goals when it is judiciously used (Kiasi & Hemmati, 2014). Similarly, teacher talk provides L2 learners with learning prospects when it is used in a way that facilitates learning. Wing (1980, cited in Hoff, 2013) suggested that thorough investigation should be carried out on how language teachers operate in the bilingual classroom because studying such classroom setting would provide second language practitioners and major players in the field of second language acquisition information about features of input in the L2 classroom. Findings of such studies would provide L2 teachers and researchers information essential for their understanding of how learning occurs in language classes (Hoff, 2013).

Previous studies conducted on second language classroom communication indicated that teacher talk took a greater proportion (69 to 75 percent) of classroom communication than student talk (Cook, 2001; Hoff, 2013; Levine, 2011). The considerable percentage of teachers' classroom talk can grant second language learners access to a comprehensible ocean of target language (Hoff, 2013), thereby making them authentic users of the L2 (Cook, 2001; Butzkamm & Caldwell, 2009). Since ESL teachers are providers of input in the classroom, it is necessary that studies explore their

classroom talk. The findings of such studies would certainly enhance understanding of how teaching and learning occur in the classroom.

Exploring the Nigerian ESL teachers talk will reveal whether the participants use their talk to enhance learners' understanding of the classrooms' lessons. Insights gained from the previous studies of teacher talk will be a guide to probe how the participants make use of the L1 and L2 in their attempt to enhance learners' comprehension in the Nigerian ESL classroom. The following sections discuss ESL teachers' language choice in the classroom and the importance of learners' L1 in the second language classroom.

## **2.7 ESL teachers' Language Choice in the Classroom**

Duff and Polio (1990) observed 13 different language classrooms in order to determine the amount of L1 and L2 used in the classrooms. The findings revealed that the teachers were unaware of how and when they used L1 in their teaching. The quantity of L1 use in the classrooms was also not known by the teachers (Thompson, 2006). Teacher interviews revealed that variables such as the perceived difference between the teachers' L1 system and that of the L2, departmental policy of the schools investigated, lesson content and background of teacher education influenced the amount of teachers' L1 and L2 use (Duff & Polio, 1990; Thompson, 2006).

Several studies have also revealed that ESL/ EFL teachers have the tendency to code-switch (Cook, 2001; Harbord, 1992; Levine, 2011). Teachers' classroom language choice, especially the use of L1 is mostly influenced by teachers' beliefs that it could facilitate learning, communication and rapport with students (Cook, 2001; Harbord, 1992). Cook (2001) stated that L2 teachers switch to learners' L1 to explain the grammar of the target language, to check and convey meanings of words, to organize and control classroom (Cook, 2001). Similarly, Hajjaj (1989) and Castellotit (1997) cited in Liu et al. (2004) disclosed that "L2 teachers sometimes choose to switch to L1 to teach abstract



words and grammar, important vocabulary, maintaining discipline etc.” (Liu, Ahn, Baek, & Han, 2004, p. 6). Cook (2001) suggested that the use of L1 by ESL teachers could improve learners’ proficiency in the target language because information about the L2 that are provided for learners in their mother tongue would be better understood by them than the information provided in the L2.

## **2.8 L1 as a Learning Enhancement Tool**

Many second language acquisition (SLA) researchers have stressed the need to use target language (TL) only in L2 classroom (Chambers, 1991; Chaudron, 1988; Ellis, 1997; Krashen, 1989). It was believed that the constant exposure of learners to target language comprehensible input would influence their proficiency in the L2 (Ellis, 1994; Liu et al., 2004). Recently, some researchers in the fields of applied linguistics, second language acquisition, and language education have begun to realize the importance of L1 in L2 teaching (Van Lier, 2000; Cook, 2001; Grim, 2010; Lin, 2013). L1 use in the second language classroom is seen as a useful cognitive tool which enhances language learners’ performance in the target language (Swain & Lapkin, 2000; Cook, 2001; Bozorgian & Fallahpour, 2015). L1 use in L2 teaching by teachers acts as a scaffolding tool which facilitates target language learning (Hoff, 2013). It also reduces complexities of the target language and steadily removes difficulties in L2 learning as learners attain knowledge, skill, and competence in the target language (Young, 2003, cited in Hoff, 2013). Thus, it can be inferred that the use of L1 in L2 classroom would reduce drastically as students’ proficiency in target language improves (Li et al., 2016).

In addition, L1 functions in second language teaching and learning as metalinguistic, cognitive and social tools for improving students’ L2 proficiency (Antón & DiCamilla, 1999; Bozorgian & Fallahpour, 2015). Similarly, L1 could serve as a frame of reference where L2 learners can readily process language as language learning involves movement from input to intake (Moeller & Roberts, 2013). It should, however, be noted

that L1 should be used deliberately in the second language classroom only when it could improve students' L2 competence and assist them to construct knowledge in the L2 (Coste, 1997, cited in Moeller & Roberts, 2013).

The findings of the current study will reveal whether L1 is a useful learning tool in the Nigerian ESL classroom. They will also show how L1 is used by the participants in their teaching to aid learners' acquisition of the L2. The results study will contribute the arguments for and against the use of code-switching in the second language classroom. The following section discusses the pedagogic functions of teachers' classroom talk.

## **2.9 Pedagogic Functions of Teacher Talk**

Several studies on teacher talk have reported that teachers use L1 and L2 for different pedagogic functions in their attempt to facilitate second language acquisition. Kim and Elder's (2005) study on language choices of seven native-speaker teachers of Japanese, Korean, German, and French in new secondary schools in New Zealand. The results revealed that TL and L1 were used for 16 pedagogic functions in their attempt to facilitate learning.

Pedagogic functions of L1 and L2 use of five foreign language teachers in the department of English Language at a Thai university were investigated by Forman (2012). The analysis of the study data revealed that the teachers used L1 and L2 for six pedagogic functions to enhance learners' understanding of classrooms' lessons. The functions include animating, translating, explaining, creating, prompting, and dialoguing.

Xiaofang (2017) probed the use of Chinese and English in an L2 classroom by four English language lecturers in a Chinese university through audio-recording of the teachers' lesson, observation, and interviews. The findings showed that the lecturers used L1 and L2 for five pedagogic functions and four social functions. Pedagogic functions of

the teachers' language choice were translation, clarification, highlighting, efficiency, and quantification of message. Morata and Coyle's (2012) study also revealed that second language teachers use L1 and L2 for different pedagogic functions in L2 classroom.

This study is therefore guided by the theory which states the teachers' beliefs influence their practices and talk. Nespor (1987) and Johnson (1994) provided useful ways to understand how teachers' beliefs influence their classroom practices. They stated that teachers' beliefs could be understood from what they say or do. A similar statement was echoed by Pajares (1990). This is because every action and utterance of teachers in the classroom is influenced by their beliefs about learning can be achieved by learners (Yook, 2010). Similarly, teacher talk is influenced by teachers' beliefs. Teachers believe that the way they use their talk determines how and what learners learn in the classroom. The literature on teachers' beliefs will be useful in guiding the analysis of teachers' beliefs. Analysis of teacher talk is guided by the literature on teacher talk. The study of Duff and Polio (1990), Kim and Elder, 2005, and Forman (2012) will guide the analysis of teacher talk.

## **2.10 Summary**

The review of the literature has provided useful insights to guide the study. Teachers' beliefs are believed to impact on teachers' practices because every teacher holds beliefs about teaching and learning. Although a firm definition of this construct has not been found, it is clear that teachers' beliefs can influence the teacher's judgment, behaviour including language use in the classroom. A teacher's belief system is based on various sources which work together to influence the professional performance of teachers. Although teachers' beliefs have an immense influence on what teachers do in the classroom, it is also noted that the beliefs may not always reflect in teacher's practices for various reasons.

The review of the literature on teachers' classroom communication revealed that teacher talk is an important input in the ESL classroom. This is because the teachers use their talk to perform various activities during classroom instructions. In order to perform instructional activities, teachers may sometimes switch to learners' L1. Although the use of L1 is discouraged by some scholars, the literature on teacher talk has shown that L1 use in the ESL classroom has its merits. However, teachers are still advised to minimize the use of L1 in their teaching to ensure that learners receive maximal exposure to L2 input. These insights guided the design of the study which is discussed in the next chapter.

University of Malaysia

## CHAPTER 3: METHODOLOGY

### 3.0 Introduction

The present study focuses on Nigerian secondary ESL teachers' beliefs and their classroom talk. The study aims to reveal the beliefs that Nigerian secondary teachers hold about the teaching and learning of English language and how their beliefs influence their classroom talk.

This chapter discusses the research methodology adopted for the present study. It includes the description of the research design, the research site, the participants, research instruments, ethical clearance, data collection and the analysis of the data.

### 3.1 Research Design

This study employed qualitative case study research design as it allows the researcher to directly observe a particular phenomenon in a specific context (Johnson & Christensen, 2008) by selecting a small geographical location and a few participants. The participants were studied in their professional world which enabled the researcher to understand their beliefs about teaching and learning of ESL (Yin, 1984). Qualitative case study methods were employed because teachers' beliefs and language use can best be explored through direct interview and audio recording of data since they are difficult to measure (Pajares, 1992; Hoff 2013). The research site is described below.

#### **Research Site**

An ideal research site enables the researcher easy access to people, programs, interactions, and where events of interest are available. The site enables good relations between the researcher and participants in the study, and also guarantees data collection and reliability of the study (Marshall & Rossman, 1996, cited in Orafi, 2008). Bearing these in mind, it was decided that the best research site for this study would be Golden Age Group Secondary School (pseudo name). The school has been operating since 1993

and it is located at Oluyole Extension, New Garage, Ibadan, Oyo State, Nigeria. The school was chosen because it has achieved academic excellence acknowledged by the state Ministry of Education. It also serves as an example for other schools in its locality. The researcher was interested in discovering what beliefs the teachers in such a school have about teaching and learning of English and how the beliefs guide their classroom practice and talk.

### **3.2 Research Participants**

Three ESL teachers participated in the present study; two females and one male. In order to maintain anonymity, pseudo names are used (Esther, Aminah and Yusuf) to refer to them. The teachers taught junior secondary school (JSS) and senior secondary school (SSS) students at the school. The teachers whose mother tongue is Yoruba (spoken in the South- West of Nigeria) are between 35 and 57 years old. Their ESL teaching experience varied from twelve to thirty-seven years.

The teachers learnt English from their primary school days to a higher level of education. Esther learnt English formally for over 18 years from native speakers of the language and non-native speakers from Ghana. She holds a degree in Bachelor of Arts (B.A.) and Master of Arts (M.A.) in English. She attended the University of Ibadan and University of Nsukka for her undergraduate and postgraduate studies, respectively. Aminah and Yusuf learned the English language for 12 years solely from Nigerian ESL teachers. Aminah holds a Bachelor of Arts (B.A.) in English degree from the University of Ife, while Yusuf holds a Bachelor of Arts in Linguistics from the University of Ibadan. There is no English proficiency test for teachers in Nigeria to establish how proficient the teachers are, however, government general examination results (WAEC, West Africa Examination Council) were used to evaluate the teachers' proficiency. Aminah and Esther had a distinction (A1) in their WAEC results respectively while Yusuf was graded very

good (B2) in the same examination. The teachers' self-evaluation was also considered. They all evaluated themselves as proficient in English.

The teachers' total English teaching periods per week was 6 periods. Aminah and Yusuf also taught literature in English and the total teaching periods per week for the subject was 3 respectively. The teachers performed other duties besides teaching. Esther was the head of press club of the school. She held two meetings in a month with the members of the club for one hour. She also edited articles written by students for the school yearly magazine. Yusuf was the head of the excursion team of the School. The team arranged for places to be visited by students every term. Aminah was a member of the school excursion team.

### **3.3 Selection of Participants**

The teachers were selected after permission was granted by the principal to carry out the study in the school. One of the main criteria for selecting the teachers was their willingness to participate in the study. Participants who willingly partake in a study would provide the researcher with all necessary information needed for the study (Brandt, 2013; Orafi, 2008). Another selection criterion considered was that they have been teaching the English Language for at least 10 years because there are gains to be made from experienced teachers. Rich in-depth information about the phenomenon under probe can be provided by experienced teachers (Hoepfl, 1997; Cohen et al., 2013). Furthermore, experienced teachers might have developed particular methods of teaching which they consider appropriate and beneficial to students' learning. Similarly, as teachers' experience grows, their knowledge about teaching also grows (Kagan, 1992). The study site had only three ESL teachers and all of them happened to be experienced teachers. The researcher managed to recruit all the teachers.

### **3.4 Research Instruments**

Data for this study were collected via in-depth interview, audio-recording, classroom observation, and field notes.

#### **3.4.1 Interview**

One of the vital tools for data collection in a qualitative study is the interview. Although there are various types of interviews, a semi-structured interview was considered for this study. This type of interview is often guided by questions which encourage the interviewee to share their personal experience (Drever, 2003) resulting in the rich description of the phenomenon (Anderson & Burns, 1989; Cohen et al., 2013). A semi-structured interview which is usually thematic and topic centred, allows the researcher flexibility in covering intended topics or issues (Edwards & Holland, 2013), besides enabling the researcher to establish a good rapport with the subjects (Orafi, 2008).

Two different interviews were conducted. The first interviews focused on the background information of the ESL teachers' educational and learning experiences and teachers' beliefs about teaching and learning of English language and their instructional practices. Questions about the institutions the teachers attended, grades received at college, their previous learning experience, and their pedagogical practices were asked in the first interview (see Appendix C). The second interviews investigated the teachers stated beliefs against their instructional practices as revealed in their classroom talk. The interview questions were adopted from Habibah (1994), Chiang (2003), and Yook (2010). Three questions were developed from the transcripts of the audio-recorded lessons for the follow-up interviews. The questions are: why did you use the students L1 to define some topics/ concepts after defining them in English? Why do you focus on accuracy rather than fluency? How can students' L1 contribute to their English proficiency?



### **3.4.2 Audio recording**

Since personal bias, politics, and emotions may influence the teacher's response to the interview questions (Patton, 2002), an audio recording was employed as another instrument for data collection. The audio recording was used to collect teacher talk data to check the consistency of teachers' claims against their classroom practices. This instrument was chosen to ensure the accuracy of the collected data. Accuracy enhances the validity of claims made about teacher talk and practices in this study. An MP3 digital recorder was used to record all the teachers' classroom talk. The audio device was able to capture all speech in the classrooms observed accurately (Chalmers, 2014) and verbatim (Edwards & Holland, 2013). The digital voice recorder also allowed for the easy transfer of the recorded data to the computer (Clemente, 2009) for further processing and analysis.

### **3.4.3 Observation and field notes**

Classroom observation enabled the researcher to enhance understanding of transcribed data. Observation reduces dependence on research subjects (Patton, 2002). The main goal of classroom observation in this study was to have access to the actual practices of the teachers in the classroom (Silverman, 2006) and to compare their beliefs and their instructional practices. The researcher played the role of the non-participant observer in all the classroom teaching observed. Non-participant observation enables observing the participants with a specific agenda/categories in mind but without actively participating in the situation under probe (Liu & Maitlis, 2010). During the observations, field notes were taken to record non-verbal behaviours and actions of the participants which could not be captured by the digital recorder. This was done in order to remember the situations which influenced the teachers' language use.

### **3.5 Data Collection**

#### **3.5.1 Ethical Clearance**

Before data collection commenced, the researcher made sure that all ethical steps were taken. Permission of the proprietor and principal of the institution chosen as the study site was sought and the researcher was granted the permission to conduct this study in the school in writing on the 27<sup>th</sup> of January 2017. The researcher had a meeting with the English teachers in the school on the 31<sup>st</sup> of January 2017 and they were made to understand the purposes of the research. All the participants signed the consent form given to them which signified their voluntary participation in the study (see appendices 1 and 2).

#### **3.5.2 Data Collection Procedures**

Data for this study were collected for two months starting from the second week of February until the first week of April. The data collection started with introductory interviews as described below.

##### ***Introductory interview***

Introductory interviews with the participants using questions adapted from Habibah (1994), Chiang (2003), and Yook (2010) were conducted by the researcher. The interviews lasted for 27 to 30 minutes and were conducted in English. The interview was more concerned about the background information of the ESL teachers' educational and learning experiences and teachers' beliefs about teaching and learning of English language (see Appendix C). The introductory interviews were conducted at the research site and audio recorded with the permission of the teachers.

##### ***Audio recording, Classroom observations, and field notes***

The researcher recorded lessons and conducted classroom observations simultaneously for over four weeks after the introductory interviews. Field notes were

also taken in the process. The schedule for this part of data collection was determined by the teachers. All the lessons which were recorded and observed were single periods except for one taught by Yusuf. Each of the teachers was observed thrice except for Yusuf. He was observed twice due to problems with availability; however, one of his observed lessons was a double period. The researcher sat inconspicuously at the back of the classroom and did not participate in any activities during the observations. All lessons were recorded with an MP3 digital recorder. The recorder was placed on the podium in front of the classrooms. The recorded lessons were based on different topics from junior and secondary levels textbooks.

### ***Data transcription and translation***

The interviews and recorded lessons were transcribed by the researcher in order to facilitate data analysis using Jefferson (2004) transcription conventions. Two recorded lessons each of the teachers were transcribed and used for analysis. Field notes were incorporated into transcribed lessons. Following that, the researcher translated all L1 expressions used by the ESL teachers within each transcript. Every effort was made to achieve a correct translation of each expression. In order to check the accuracy of the translations, a colleague who is a translation expert with a master degree in Linguistics and Nigerian Languages was invited to translate one of the transcribed data from Yoruba (L1 of the teachers) to English. There was no significant difference in the translation of the researcher and that of his colleague; the similarity index between the two translations was over 85%. Each of the ESL teachers who took part in the study was handed a copy of the transcribed lessons and allowed to comment on them; however, none of them made any comment.

### ***Second teacher interviews and transcription***

In order to understand better the teachers' beliefs about the teaching and learning of English language and their talk in L2 teaching, the researcher arranged another round of interviews. The researcher developed some questions based on transcribed lessons and observation notes for the interviews. Transcripts of the recorded lessons and notes taken during the observations were used in the second interviews for assisting recall of speech events during their lessons. During the follow-up interviews, the teachers also discussed their goals in the teaching of ESL and their language choice. The follow-up interviews assisted in the understanding certain behaviours observed during the recorded lessons instead of relying on assumptions.

It was initially planned that the follow-up interviews would be conducted immediately after the classroom observation, however, due to time constraint and transcription of the recorded lessons that was not possible. The researcher was able to conduct the second interviews after the school completed its first term tests three weeks after the observations. All the interviews took place in the school premises after closing hour because the teachers were always busy during school hours. Each of the participants was interviewed once. This set of interviews was also recorded and transcribed for analysis.

### **3.6 Unit of Analysis and Data Analysis**

#### ***Unit of analysis***

Unit of analysis was first identified by the researcher before coding teachers' beliefs data. Basturkmen et al. (2004) suggested asking teachers questions that would reveal their beliefs and then use their response as a unit of analysis since teachers' beliefs cannot be directly observed nor measured but can only be understood from their talk and related actions (Pajares, 1999, cited in Yook, 2010). Therefore, the unit of analysis of the

interview data in this study was words, phrases, and comments that reveal the participants' beliefs, such as "I believe/ I do not believe", "It is right/ it is not right", "I think/ I do not think", "I enjoy/ I do not enjoy or I like/ I do not like", "I feel". This idea was adopted from AlAlili (2014). An utterance of the teachers was considered a unit of analysis of teacher talk (Wray & Kumpulainen, 2010). An utterance in this study is referred to as a phrase or sentence that contains meaning (Malu, 2015).

### ***Data analysis framework***

Following identification of the units of analysis for this study, the following data analysis framework was designed to enable coding. The study used qualitative methods to achieve its objectives. The use of qualitative methods allows the researcher to gain an in-depth understanding of the subject under probe "with emphasis on portraying the everyday experiences of individuals by observing and interviewing them" (Fraenkel et al., 1993, cited by Creswell, 2003, p. 200). Qualitative methods were considered suitable for exploring and understanding teachers' beliefs and how the beliefs influence their classroom talk. Equally, the qualitative method allows the researcher to capture the functions of teacher talk in the ESL classroom.

A framework was designed for the analysis of teachers' beliefs, the features of their talk and the pedagogical functions of teacher talk. The first three foci of the analytical framework were employed for answering the first research question. They explored the teachers' beliefs about teaching and learning of ESL, their beliefs about the roles of L1 and L2 in ESL teaching and learning, and sources of their teaching and learning beliefs. The remaining foci were used for answering the second research question which focused on how the teachers' beliefs influence their classroom talk. The constituents of the analytical framework in relation to the research questions are shown in Table 3.1. The analytical framework was employed because it captures essential aspects of teachers' beliefs and teacher talk this study was interested in exploring.

**Table 3. 1: Analytical Framework for This Study**

Focus	Category	Definition
Teachers' beliefs about ESL teaching and learning.	a)Comprehensive L2 teaching b) Ensuring accuracy of L2 use c) Grammar teaching	a) Teaching and learning involves teaching all aspects of English language. b) Teaching and learning ESL involves ensuring accuracy of L2 use through drills, memorization, and evaluation. c) English language teaching and learning involves teaching the rules of the language.
Teachers' beliefs about role of L1 and L2 in ESL teaching and learning (Poplack, 2001; Hoff, 2013).	a) L1 aids comprehension. b) L1 stimulates interest c) L1 is used for disciplining d) L2 as medium of instruction. e) L2 as maximum exposure to the TL	a) L1 acts as a learning enhancement tool for difficult topics and concepts in order to enhance learners' comprehension. b) L1 serves as a motivative tool for arousing learners' interest in lessons. c) L1 is used for correcting students' bad behaviours and actions in the classroom. d) L2 functions as the major language of communication in the classroom. e) L2 maximizes learners' exposure to the TL.
Sources of ESL teachers' beliefs	a)Prior learning experience. b) Teaching experience.	a) Prior learning experience refers to the possible impact of teachers' previous learning experiences of being language learners (Yook, 2010, p. 6). b) Teaching experience refers to teachers' experiences in the classroom that influenced their beliefs about teaching.
Language choice (Duff & Polio, 1990).	L1 L1c L2 L2c Mix	Teacher utterance is completely in Yoruba Teacher utterance is in Yoruba with one word or two words in English. Teacher utterance is completely in English. Teacher utterance is English with one word or two words in Yoruba The utterance is an equal mixture of Yoruba and English. Examples of each category are provided in section 4.3.
Language function (Kim & Elder, 2005; Forman, 2012)	Translation Informative Directive Accept Evaluative Cue Label Clarification Check Display question Nomination Pointer Count Reply Modelling/ drilling Empathy Disciplining	Definitions and examples are provided in section 4.5.

### **3.7 Data analysis of teachers' beliefs and teacher talk**

#### ***Teachers' beliefs***

Three foci are identified in teachers' beliefs in the analytical framework for this study: ESL teachers' beliefs about teaching and learning of English language and teachers' beliefs about the roles of L1 and L2, and sources of teachers' beliefs. Each of the foci is explained below.

#### ***ESL teachers' beliefs about teaching and learning of English language***

ESL teachers' beliefs about teaching and learning are the stated beliefs about how they conceptualize ESL instruction (Xu, 2012; Yook, 2010). (Three categories were identified under this focus: teaching and learning of ESL as comprehensive L2 teaching, ensuring the accuracy of L2 use, and grammar teaching.) Teaching and learning involves teaching L2 comprehensively by ESL teachers. For instance, the teachers who participated in this study believed that learners must be taught all aspects of English language so that they acquire the four basic skills of language which would assist them to be successful in general examinations and be good users of the language. Teaching and learning of L2 is perceived by the teachers as ensuring the accuracy of English language use through drills, memorization of vocabulary and grammatical rules, and evaluation of students (AlAlili, 2014). Thus, the teachers act as models for learners whom learners imitate in their language use. The teachers believed that L2 learners needed to perform drills, repeat new words severally to ensure retention, memorise grammatical rules of the target language and should be evaluated to ensure mastery of the classroom lessons (Richards & Rodgers, 2014).

The teachers also perceived teaching and learning of ESL as the teaching of grammar. They believed that all other aspects of English language depend on its grammar. Therefore, the teachers claimed to focus more on grammar in their teaching. Grammar

teaching approach to language teaching and learning emphasizes grammar instruction and draws the attention of learners to the underlying system of the language so that they will be able to construct correct sentences (Sheen, 2002). Lin (2010) cited a participant in his study who believed that grammar is the most important aspect of language. She stated that grammar is like the engine of language which makes it functional (pg. 39).

### ***Teachers' beliefs about the roles of L1 and L2 in ESL teaching and learning***

The categorisation of teachers' beliefs about the roles of L1 and L2 was triggered by the statements of the teachers in the interviews about the functions of L1 and L2 in an English language classroom. For instance, all the teachers stated that they used L1 in the classroom to promote learners' understanding of their lessons. This revelation suggested that L1 was employed by the teachers in the classroom as a learning enhancement tool. Therefore, it was put under teachers' beliefs about the roles of L1 and L2. Additionally, Esther's statement that she used L1 in her teaching to arouse learners' interest in classroom lessons was also categorized under teachers' beliefs about the roles of L1 and L2. Also, Aminah's submission that she used L1 to control learners' behaviour and actions in the classroom was put in the same category. A similar process was followed when coding and categorising the teachers' beliefs about the roles of L2. For instance, all the teachers stated that L2 functioned as the language of instruction and that learners should be maximally exposed to the language input in their teaching. This expression was coded and categorised under teachers' beliefs about the roles of L1 and L2. Lastly, one of the teachers' statements that English should be the major language of communication in the classroom was put under the same category.

### ***Sources of ESL teachers' beliefs about teaching and learning***

Sources of English teachers' beliefs are referred to as the bases of their beliefs about teaching and learning of ESL. Sources of teachers' beliefs identified in the literature include prior learning experiences and practical teaching experiences (Barahona, 2014).



The teachers' statements about their ESL learning experiences in primary and secondary schools and universities and the impacts of the experiences on their teaching practices were categorised as the sources of the teachers' beliefs. For instance, Esther mentioned that she adopted the inductive grammar teaching approach to the teaching of English language because the approach was used by her previous teachers and she found it to be beneficial to her ESL learning. Similarly, the teachers' revelations during the interviews about their classroom teaching experiences and their influence on their instructional practices were categorized as teacher's experiences. For instance, Aminah stated that her practical teaching experience informed her that she needed to provide examples outside of the textbooks in order to enhance her students' understanding of classroom lessons.

#### ***Data analysis of Teacher Talk***

Foci in teacher talk are divided into two parts; teacher language choice and language functions. Five categories were identified in the teachers' language choice while 17 categories were identified in the functions of their language use (Categories in language choice and functions with their examples are provided in chapter four, section 4.3 and 4.4).

### **3.8 Coding of Data**

Due to insufficient resources, the researcher coded the data himself manually. Units of analysis were first identified within the study data (see section 3.5) and were later coded using different colours according to the categories listed in Table 3.2. Units of analysis of sources of teachers' beliefs were coded with red colour, teachers' beliefs about teaching and learning of ESL were coded with yellow colour, and teachers' beliefs about the roles of L1 and L2 were coded with green colour (see Appendix F). Each utterance in the teacher talk transcripts was coded by putting it between two straight lines and the

function it performed was typed in a bracket in front of it. Examples of the codes are shown below (L1 components in the examples are typed bold):

1. |do you understand me?| (check)
2. |who can tell me?| ( cue)
3. |**Aisha**, you will be our teacher.| (label)
4. |**ko gbodo** contain greetings or pleasantries.| (informative)  
It must not contain greetings or pleasantries.
5. |sit right| (directive)

After coding the observation data, the patterns, similarities, and contrast across the teachers' classroom talk were identified for further analysis. In order to manage and organize the interview data, data related to each of the categories identified were saved on a separate Word file. For instance, each teacher's data related to his/ her L1 use and reasons for switching from L2 to L1 were saved on a Word file with the teacher' name and the name of the category. After this had been done, reading across all the categories identified were done for each teacher individually to establish links between the teachers stated beliefs about L1 and L2 use and their actual classroom practices. For instance, it was discovered that the teachers' beliefs about the positive roles of L1 in L2 teaching influence their classroom language choice. The teachers' comments about sources of their beliefs about ESL teaching were put together and named sources of ESL teachers' beliefs, all codes that were related to the teachers' beliefs about teaching and learning of ESL were grouped together and named teachers' beliefs about ESL teaching and learning. The teachers' comments associated with their beliefs about the roles of L1 and L2 in L2 classroom were grouped together and titled ESL teachers' beliefs about the roles of L1 and L2 in ESL teaching and learning. Examples of interview codes are provided below:

1. I believe English teachers should teach all vital, necessary aspects of the language satisfactorily.

2. Grammar is the backbone of any language.
3. English teachers should teach all aspects of the language satisfactorily.
4. I think L1 of my students plays a very important role in my teaching because it helps them to understand whatever I teach in English that is not clear to them.
5. English should be the major language of communication in the ESL classroom.

In order to establish inter-coder reliability, a Ph.D. student with a master's degree in English language who was interested in Nigerian ESL teachers' beliefs and influence of their beliefs on their classroom practices was invited to code a copy of the last two interviews (30% of the interview data). The outcome revealed the inter-coder index is established at over 75%. He also coded the audio recorded data collected in Aminah's classes (25%).

### **3.9 Summary**

This chapter discussed the research design employed for this study. The purpose of the study was to investigate the beliefs of Nigerian ESL teachers about teaching and learning of English language and how the beliefs influence their classroom talk. Three secondary ESL teachers in a private school participated in this study. The participants, data collection methods, and procedures and data analysis were described in detail.

## CHAPTER 4: DATA ANALYSIS, FINDINGS AND DISCUSSION

### 4.0 Introduction

This chapter presents the analysis of this study. The analysis attempts to provide answers to the study research questions which are: What beliefs do Nigerian secondary school ESL teachers have about the teaching and learning of the English language? How do Nigerian secondary ESL teachers' beliefs influence their classroom talk?

This chapter is thematically organized around the following themes: teachers' beliefs about the teaching and learning of ESL, sources of teachers' beliefs, teachers' beliefs about the roles of L1 and L2 in the teaching of ESL, and teachers' language choice.

### 4.1 Teachers' Beliefs about Teaching and Learning

Three recurrent themes were identified for this category: teaching and learning of ESL involves comprehensive L2 teaching, ensuring accuracy of L2, and grammar teaching.

#### 4.1.2 *Teaching and learning involves comprehensive L2 teaching*

All the teachers stated that it was crucial for ESL teachers to teach learners all aspects of the language which would enable them to become proficient. Two of the teachers believed that teaching the English language comprehensively would enable learners to pass general examinations for admission into tertiary institutions. Various expressions were used by the participants to reflect these goals. Esther stated that:

#### **Excerpt 4.1**

I think English teachers must teach all important rudiments of the language so that students can pass their exams, especially WAEC and JAMB. We should

also teach our students in a way that they will be able to understand how the language works. We should teach them to, to be proficient in the language as I have said earlier.

Yusuf expressed the same view as follows:

#### **Excerpt 4.2**

Also, they should teach their students whatever they need to know about the language; what the curriculum required English teachers to teach their students in order pass general exams, especially, external examinations like WAEC, NECO, JAMB and the, and the likes. The exams test different eh, eh, different aspects of English language and if English teachers don't teach their students effectively, I mean, if they don't teach their students all aspects of English, the students will eventually fail the examinations.

Aminah also expressed a similar view, however, she did not mention passing general examinations as part of her beliefs about teaching and learning of ESL. She said:

#### **Excerpt 4.3**

English teachers should teach all vital, necessary aspects of the language satisfactorily and explain all difficult concepts to their students. What I'm saying that English teachers need to give all the necessary information to their students with explanations. Teachers need to make sure that students understand whatever they teach them, if they do all these, it means teaching and learning have taken place.

The participants believed that ESL teachers should not focus on some of the aspects of English at the detriment of the others. They believed that if the aspects of the

language were taught in the classroom, learners would achieve learning outcomes. Esther stated that:

#### **Excerpt 4.4**

There is no aspect I don't teach probably because of the ways I was taught. If you focus on one aspect it would be to the detriment of the others. If you focus on spoken English, your students might not understand grammar. If you focus on grammar only it might be to the detriment other important aspects of the language. So, for English teacher to produce good users of the language, he or she must focus on all aspects of the language.

Aminah also posited that all aspects of the English language needed to be taught in the classroom so that students would acquire the four basic language skills. She asserted that:

#### **Excerpt 4.5**

English teachers should teach all aspects of the language satisfactorily. They need to teach grammar, essay or composition, spoken, oral English among others. All these will make them acquire language skills which are speaking, writing, reading, and listening.

It is clear that all the participants believed that ESL teachers should teach all aspects of English language in their teaching so that the second language learners would acquire the four basic language skills and be proficient in the language. Thus, the teachers believed that an ideal ESL teacher should be a provider of important knowledge of the language in the classroom. The teachers' statements about the goals of ESL teaching revealed that proficiency of learners in the English language was paramount in their minds when teaching the language. Yusuf submitted that:

#### **Excerpt 4.6**

Teachers need to teach the students very well so that they become competent in the language. They should teach their students how to use the language in correct ways.

Esther expressed a similar view when she stated that:

#### **Excerpt 4.7**

I believe the role of English teacher in teaching is to impart knowledge, is to impart knowledge of the English language to ehmm the learners so that they become proficient in using the language.

The same submission was made by Aminah. She declared that:

#### **Excerpt 4.8**

I teach in a way that my students will be proficient. I explain everything to them so that they understand how the language works, merely doing that, I believe their proficiency would improve. Not only that, I make sure they use the English language in the classroom and whenever they make mistakes while speaking, I correct them and that also contributes to their competence in the language because they would have noted the errors and try to avoid them when they speak again.

The above analysis revealed that the teachers were very concerned with the proficiency of learners in the target language. They expressed during the interviews that provision of detailed information about the English language for learners by ESL teachers should be their teaching goal because it would facilitate learners' competence in the language. It appears from the analysis that learners' proficiency

in the target language influenced the teachers' beliefs about the goals of teaching and learning of ESL.

#### **4.1.3 *Teaching and learning of ESL involves ensuring accuracy of L2 use***

The second theme that emerged from the data under teachers' beliefs about ESL teaching and learning is that teaching and learning of ESL involves ensuring the accuracy of L2 use. All the teachers believed that learners need to perform drills, memorise grammatical rules, and should be evaluated in order to ensure they use the language accurately. Esther stated that:

##### **Excerpt 4.9**

Ahh, as a teacher, I make sure my students repeat new words I teach them so that they would pronounce the words correctly and also memorise them. When I teach junior classes grammar like singular and plural, it is necessary I make sure they repeat singular and plural words I teach them and also memorise the rules of plural nouns in English. I make sure I evaluate them immediately I teach them any topic through classwork.

Yusuf disclosed that:

##### **Excerpt 4.10**

Some students are very lazy, so you have to get them to repeat what you teach many times so that they memorise them. I also assess them, evaluate them, I give them a weekly test to know whether they understand what I teach them. School examination is also used to test the students' understanding of what I teach them throughout a term.

Aminah also stressed the importance of evaluation and drills in her classroom.



#### **Excerpt 4.11**

As a teacher, I must evaluate my students in order to be sure that the set goals have been achieved. ahm, my evaluation is always based on the topic of discourse. I ask them a series of questions after my lessons and if they are able to give correct, ahmm, relevant answers, aaah, I know that they have really assimilated what I taught them. When don't give answers or relevant answers, I know that they haven't understood the lesson, so, I have to re-teach.

She also stated that memorisation of grammatical rules was very important in the English classroom.

#### **Excerpt 4.12**

I make sure my students memorise grammatical rules of English because it would make them use the language in a correct way. I test their ability to recall the rules they memorise during classroom teaching.

The teachers employed the behaviourist approach to the teaching and learning of second language because of their belief that the approach would enable learners to internalize information they provided them with in the classroom. They revealed in the interviews that learners needed to be drilled and evaluated. They also disclosed that learners needed to memorise grammatical rules of English language. The teachers believed that if learners memorise grammatical rules of English language and were drilled and evaluated, they would be able to use the language correctly.

#### ***4.1.4 Teaching and learning of ESL involves grammar teaching***

Another belief the teachers articulated in the interviews about ESL teaching and learning is that ESL teaching and learning should focus on the grammar of the language.

The three teachers revealed that grammar teaching in the ESL classroom involves teaching learners the underlying rules of the language and directing their attention to how the underlying system works. Esther disclosed that grammar teaching was very important in the English classroom because it is the backbone of the language. She stated:

**Excerpt 4.13**

If you understand grammar, you would be able to construct sentences correctly. Without grammar, you know it is like a skeleton or backbone as the scientists would say that backbone enables man to walk so also in language, grammar is the backbone of any language. Without grammar, you won't be able to construct very well. You may be fluent and be goofing, speaking nonsense. So grammar is one of the most important aspects of the English language. If it is the most important. So students must learn grammar very well in order to write and speak accurately.

Yusuf made a similar comment about grammar teaching.

**Excerpt 4.14**

I believe that grammar should be at the centre of teaching the language because grammar is the foundation of any language. It is also the major focus of external examinations in Nigeria like WAEC, student's grammar earns him or her more scores than other aspects. Grammar, grammar helps ESL learners to use the language correctly in both spoken and written forms.

Aminah also asserted that teaching of grammar should be paramount in ESL classroom.

#### **Excerpt 4.15**

I always emphasize the grammatical aspect of English because it happens to be the fundamental part of the language on which other aspects stand. All other aspects of English language depend on its grammar; spoken English, reading, essay or composition. If students understand the grammatical aspect of the language, they would be fit in speaking and writing, they won't problems in other aspects of English. That is why I like to teach it.

The teachers attached great importance to the teaching of English grammar because they believed that grammar controls all other aspects of the language. They did not believe that learners could write nor speak accurately without the knowledge of the grammar of English. Thus, the teachers firmly believed that teaching grammar of English was essential for developing learners' language skills. In other words, grammar plays a critical role in learners' competence in the target language. The teachers referred to grammar as the backbone, foundation and, the most fundamental part of language learning. Smith (1996) reported in his study that teachers who believe in grammar teaching would always involve their students in activities that would draw their attention to the grammatical rules of L2.

The teachers' responses revealed that they share similar beliefs about teaching and learning of ESL as ensuring accuracy and grammar teaching. They believed that ESL teachers needed to ensure that English was used correctly by learners through memorisation of grammatical rules, drilling, and constant evaluation. They also believed that teaching grammar of English could guarantee learners' proficiency in the language because grammar is the foundation of every language on which others aspects depend.

## **4.2 Sources of teachers' beliefs**

The sources of beliefs of the teachers who participated in the study are the previous learning experience in primary, secondary, college and classroom teaching experience.

### **4.2.1 Previous learning experience**

All the three teachers who participate in this study stated that their learning experience in English started from primary school to tertiary institution and what they experienced as learners in the schools influenced their teaching practices. Esther mentioned that she was first taught by native speakers of English and later by Ghanaians and that the approach her teachers employed in their classroom teaching focused much on English grammar. She mentioned that grammar approach to the teaching of the English language had so much influence on her that she also focused much on grammar in her teaching. She stated that:

#### **Excerpt 4.16**

When I was in university too, my lecturers paid great attention to our grammar knowledge and would correct any slight mistake we made while speaking... I got this idea of focusing on grammar from my teachers and I have tried it in my teaching too and I found it to be very useful. It assists students a lot in their use of English in writing, speaking and so on.

Esther also mentioned that she loved to teach pronunciation of words, phonetic transcription of English words, and grammar because the areas were usually emphasized in the classroom by her previous English teachers. She learnt how to phonetically transcribe English words from her teachers who were natives of English. She said:

#### **Excerpt 4.17**

Uhm, you see, I like to teach phonetic transcription of English words because my teachers who were from Britain and some of my lecturers in the University of Nigeria taught me how to transcribe very well. I learnt a lot from them. I also transcribe English words for my students so that they can pronounce them correctly, you know correct pronunciation is important in order to get your listeners to understand you.

Yusuf stated in the interview that his past learning experience influenced his teaching. He mentioned that his English language learning experience from primary to secondary school was about memorizing rules and new words, explicit exposure to the grammar of English, speaking and writing. He further said that teaching speaking, writing, explicit grammar and new words are very important in ESL teaching and learning because he learnt a lot about the English language through them from his past teachers. Yusuf revealed that:

#### **Excerpt 4.18**

My past teachers determined and dominated classroom discussions, we have to listen attentively to them. Most times, their teaching was based on memorisation of new words and rules, ahm, they taught us explicit grammar as well. Also, our teachers focused on speaking and writing. But I hate memorisation of grammar rules because I got puzzled whenever I tried to remember them most times. I know it is important for students to memorise some rules like past tense rules, future tense, rules changing active voice to passive and so on.

Aminah reported a similar experience:

#### **Excerpt 4.19**

Ah, they, they employed repetition method, in fact, they made us repeat whatever they teach us so they we would retain them in our memories. When they teach singular and plural or regular and irregular verbs or whatever, as they mentioned a particular word, for example, a regular verb like dance, its past form is danced, that is regular. I also enjoy using the method in my class because it helps learners to memorise what I teach easily.

It could be inferred from the teachers' past experiences about ESL learning that they all learnt English in a behaviourist way. Their past teachers dominated the classroom talk and acted as the sole providers of knowledge while students were passive learners. Thus, they imitated their past teachers teaching approaches in their own teaching. Previous learning experiences as a source of teachers' beliefs were mentioned by almost all the researchers in the fields of education and second language teaching and learning. They believed that prior learning experiences of teachers have a strong influence on their classroom teaching practices (Nespor 1987; Johnson, 1994; Yook, 2010; Borg & Al-Busaid, 2012).

#### **4.2.2 *Classroom teaching experience***

All the participants related that their classroom teaching experience also influenced their teaching practice. Classroom realities determined how they conducted their lessons. For instance, Aminah recounted her teaching experience with senior secondary three students in her school (SS3):

#### **Excerpt 4.20**

I was used to giving my students examples only from the prescribed textbooks when I started teaching but I realized in a short time that the

students wanted me to provide them with examples outside of the textbooks. One of the students said to me one day that “aunty why can’t you give us examples apart from the ones in our textbooks”. I felt bad that very day and since then, I have made it a habit of giving different examples that are related to my classroom lessons outside of the textbooks.

Esther recalled her unsuccessful effort to teach only in English:

#### **Excerpt 4.21**

I did not achieve my teaching goals when I taught only in English. Immediately I introduced my students L1 in my teaching, I began to see positive results in my classroom.

Yusuf described how his teaching experience influenced the ways he teaches now.

He recalled that:

#### **Excerpt 4.22**

When I started teaching, I did not make use of repetition frequently when teaching vocabulary and some grammar rules, however, I noticed that there were lazy students in the class, they didn’t want to learn at all. I needed to force them to repeat what I teach them many times so that they could internalize them. This experience informed me why my past teachers used the approach in their teaching.

Phipps and Borg (2009) study revealed that teachers’ teaching experience tremendously influence their practices. Also, Yook (2010) and Basturkmen (2012) reported that practical teaching experiences of teachers dictate to them how classroom instruction should be conducted. Therefore, this study findings are

supported by the findings of previous studies on the sources of teachers' beliefs (AlAlili, 2010; Liaw, 2012; Julius, 2015).

It is interesting to note that the teachers were mainly influenced by prior learning experience and teaching experience based on the interview data. But there is nothing mentioned about their own teaching training experience or their knowledge of the current Nigerian education policy which appears to promote a student-centred approach to teaching and learning English (see page 3).

### **4.3 Teachers' Beliefs about The roles of L1 and L2 in ESL Teaching and Learning**

Teachers' beliefs about the roles of L1 and L2 in ESL classroom influence their language use. Atkinson (1987), Cook (2001), Song (2009), Makulloluwa (2013) among others suggested that minimal use of L1 in ESL could promote learners' understanding of the second language.

### **4.4 Roles of L1**

#### ***4.4.1 L1 to assist learners' comprehension***

This study revealed that the teachers' beliefs about the roles of L1 and L2 influenced their language use in the classroom. All the teachers believed that the use of learners' L1 in the English language classroom enhances learners' understanding. Esther submitted that the use of her students' L1 helped them to comprehend what she taught in the classroom.

#### **Excerpt 4.23**

My consideration for them makes me switch to their L1 during class lessons so that they can benefit from my teaching. I make sure that I teach simple concepts first before moving to the difficult ones so that they lose interest in



the classroom and I also use simple English. In nutshell, my consideration for my students influences how I teach them and also the use of their L1. I interject their L1 when I notice they are not following my teaching.

Aminah also stated that using learners' L1 in English classroom could promote learning and hasten comprehension. She revealed that:

**Excerpt 4.24**

I use my students' L1 in my instruction in order to aid their understanding of what I teach. L1 is used for explanation. I use my students' L1 after explaining the lessons in simple English and I observe that they still don't understand.

A similar view was expressed by Yusuf, who disclosed that:

**Excerpt 4.25**

L1 of my students plays a very important role in my teaching because it helps them to understand whatever I teach in English that is not clear to them, once I use their L1, they would understand it. So, it is a very useful tool in my teaching. I only use my students' L1 to improve their understanding of the English language.

All the teachers believed that L1 plays a very important role in ESL teaching because it facilitates learners' understanding of the L2. The teachers' views about L1 use supported the reports of Atkinson (1987) and Grim (2010) that L1 could be a very useful tool in the L2 classroom if it is used carefully. Carson and Kashihara (2012) also suggested that L1 use in L2 teaching should be seen as an effective teaching and learning tool instead of seeing it as impeding L2 learning. It could be inferred from the teachers' assertions that lack of students' comprehension of classroom lessons in the target

language made them use L1. Also, the teachers put learners' understanding at the centre of their teaching.

Aminah revealed that she sometimes had to resort to L1 to explain some aspects of English grammar in order to ensure that learners fully comprehend her lessons. The teacher's statement supported Cook's (2001) opinion that L1 could be used for explaining the grammar of the target language.

Beliefs about L1 as a learning enhancement tool in L2 teaching were also influenced by their previous learning experience. The teachers disclosed during the interviews that their previous ESL teachers used to resort to L1 whenever they noticed comprehension break between them and students. Aminah recalled:

**Excerpt 4.26**

My past teachers used both English and Yoruba in their teaching in order to pave way for effective learning. They only used our L1 to explain what we found hard to understand and it was very helpful. It made lessons to be understood by the students.

Yusuf narrated a similar experience. He stated that:

**Excerpt 4.27**

Our teachers used to explain the meanings of some difficult words and difficult aspects of English grammar in our mother tongue and immediately they do so, we quickly understand the lessons.

Esther's beliefs about the roles of L1 in L2 teaching were influenced by her practical teaching experience. She realized the importance of L1 in her teaching after her previous beliefs about teaching English in English failed to produce the desired results.

#### **Excerpt 4.28**

When I started teaching, I was determined to teach my students only in English so that they would be proficient in the language, but I had to drop the idea because it was time-consuming and it didn't benefit my students much because they could not comprehend everything I taught. I knew they didn't understand when I asked them questions and they failed to respond to them. So, I realized that I had to use their local language sometimes to explain some points in order to improve their understanding.

These findings support the claims of Clark and Peterson (1986), Johnson (1994), and Chiang (2003) that teachers' prior learning experience and teaching experience influence their teaching practices.

#### **4.4.2 L1 to stimulate learners' interest**

Another role of L1 in L2 teaching disclosed by Esther is that L1 could be used to stimulate learners' interest in her lessons. She stated that:

#### **Excerpt 4.29**

L1 is also used to stimulate those that are bored in the classroom, it would arouse them. Mildly you introduce their L1 to arouse their interest in what you are teaching them.

Findings of the studies conducted by Schweers (1999) and Ahmad and Jusoff (2009) indicated that L1 functions as a motivative tool in ESL classroom because it can boost learners' interest in lessons when they feel lost.

#### **4.4.3 L1 for classroom management**

Aminah revealed that she used L1 sometimes to control her students' undesired behaviours and actions in the classroom.

### **Excerpt 4.30**

I use my students L1 sometimes to control their behaviours and actions because it sends strong messages to them than using English.

Aminah believed that L1 could play a disciplinary role in her classroom because it conveys strong messages and warning to students than the English language. Chambers (1991) and Hoff (2013) suggested that ESL/ EFL teachers could resort to L1 in their attempt to control the classroom. For example, L1 could be used to control noise, misconduct, lack of concentration, and other negative behaviours in the classroom.

## **4.5 Roles of L2**

### **4.5.1 *L2 as medium of instruction***

Esther stated in the interviews that English should be the primary language of instruction and communication in the classroom.

### **Excerpt 4.31**

English is the language of instruction in Nigerian schools, so, it should be the main language of communication in the classroom.

Aminah and Yusuf also acknowledged during the interviews that the medium of instruction in Nigerian schools is the English language. Their acknowledgement might have an influence on their frequent use of English language in the classroom.

### **4.5.2 *L2 as language input***

Frequent use of English in the classroom serves as input for the learners which promotes their understanding of how they can use the language in their daily conversations. All the three teachers emphasized the importance of target language input they provided for learners during the interviews. Esther submitted that “the more we use the language, the more our students understand how to use it in their daily

conversations.” Aminah stated that “it (English) should be used in our teaching most times to get our students to understand how it functions.” Yusuf also disclosed that “using the English language frequently in the classroom helps the students to acquire the language quickly.” This finding gives credence to the arguments of the nativists who believe that L2 use only in second language classroom accelerates learners’ acquisition of the target language (Harbord, 1992; Ellis, 1994; Turnbull, 2001).

The teachers’ beliefs about ESL teaching and learning and their beliefs about the roles and use of L1 and L2 in the English classroom were identified in this chapter. These answer the first research question which focuses on the beliefs of Nigerian secondary school ESL teachers about the teaching and learning of English language.

#### **4.6 Analysis of Teachers’ Language Choice**

The framework of the analysis of teachers’ language choice was adopted from Duff and Polio (1990). It consisted of five categories that were used for coding the teachers’ talk.

L1: the utterance is completely in Yoruba

L1c: the utterance is in Yoruba with one, two words or phrase from English

L2: the utterance is completely in English

L2c: the utterance is in English with one, two words, or phrase from Yoruba

Mix: the utterance is approximately, an equal mixture of English and Yoruba.

All L1 components in the examples provided in this chapter are typed in bold. Translations are provided below all units containing L1 components. The translations are italicized except the ones the teachers provided in their lessons. Examples are provided below:

L1: |**Ajibikeni a n bawi yen** |  
*We are addressing Ajibike*

- L1c: | **enitio se nkan lo n je** subject |  
*The doer of an action is called subject*
- L2: | imaginary essays are called fictions |
- L2c: | you must not use **oroigbefein** your letter |  
*You must not use unofficial words in your letter*
- Mix: | **oya** write down |  
*Now, write down*

It should be noted that some words in the Yoruba language are written separately. However, they translate to one word. For instance, words like n ti [what], n kan [what], ba lo [used] were considered one word. Similarly, English phrasal verbs like write down, sit right were regarded as one word.

#### 4.7 Findings on Teachers' Language Choice

The results obtained with respect to the teachers' language choice are presented in the table below.

**Table 4.1 summary of teachers' language choice for two lessons in five categories**

Teacher	Esther		Aminah		Yusuf	
	Total	%	Total	%	Total	%
L1	9	0.3	409	7	324	4.3
L1c	20	0.6	142	2.4	209	2.8
L2	3201	96	5280	90	6877	91
L2c	118	3.5	30	0.5	126	1.7
Mix	2	0.1	4	0.1	46	0.6
<b>Total</b>	<b>3350</b>	<b>100</b>	<b>5865</b>	<b>100</b>	<b>7582</b>	<b>100</b>

Table 4.1 above shows the amount of L1 and L2 used by the teachers. The total percentage of Esther's L1 use was 0.3 %, Aminah had 7 % of L1 use and 4.3% of L1 use was recorded for Yusuf. These findings reveal that Aminah used L1 more than the other two teachers in her teaching (6.7% more than Esther and 2.7 % more than Yusuf). The total percentage of L1c in Esther's classroom talk data was 0.6%. 2.4% of L1c use was found in Aminah's talk data and 2.8% of the same category was recorded for Yusuf. Esther was the least user

of L1c in her teaching. L1c used by all the teachers consisted of a single noun and a noun phrase. The category was used by all the teachers to give information to learners. Examples of L1c in the teachers' talk data are provided below:

#### **Excerpt 4.32**

1. Esther | introduction **nigbogbo eleyi** |  
*Introduction are all these*  
*All these are the introduction*

Esther pointed to what she wrote on the board and informed learners that they were the introduction to the essay topic she wanted them to write on.

2. Aminah | **eniti won se nkansi lo n je** object |  
*Recipient of an action is called object*

Aminah informed her students in the above sentence that the receiver of an action was known as the object of the sentence.

3. Yusuf | **eranko abija ni won pe** wild animals |  
*Deadly animals are called wild animals.*

Yusuf provided L1 translation of wild animals for learners in example 3 above in order to aid their understanding of his the point he was emphasizing. He used L1c to achieve his aim in the classroom. The findings further indicate that the teachers employed code-switching in their teaching in order to enhance learners' understanding of the lessons. This finding confirmed the teachers' statements that they either use simple English or switch to L1 whenever they notice that learners do not understand what is taught (See excerpts 4.19, 4.20 and 4.21).

Table 4.1 also shows the total percentage of L2 use by the three teachers. The total percentage of L2 use by Esther was 96%. 90% and 91% of L2 use were recorded for Aminah and Yusuf, respectively. Esther had the highest percentage of L2 use because of her beliefs that English should be the major language of communication. The results

indicate that all the teachers maintained their responsibilities as ESL teachers in the classroom. Thus, their L2 use was higher than L1 use.

L2 was employed mostly by the teachers for transmission of information to learners as shown in the examples below:

**Excerpt 4.33**

1. Esther |homonyms are words that are spelt the same way but have different meanings. |
2. Aminah |object of the sentence is very important when converting active voice to passive voice. |
3. Yusuf |you cannot write an informal letter to the principal of the school. |

L2 was used frequently by the teachers to check learners' progress and understanding of lessons. Examples of check in the teachers' lessons are given below:

**Excerpt 4.34**

1. Esther |do you all understand that? |
2. Aminah |are you following? |
3. Yusuf |I hope you understand me? |

All the teachers used L2 to maintain discipline in the classroom. However, only Aminah believed that L1 was useful for disciplinary purposes than L2 because of strong messages it sends to learners. Examples of classroom management in English in the teachers' talk data are provided below:

**Excerpt 4.35**

1. Esther |if you do that again, I will send you out. |



Esther uttered the above statement when the student addressed was trying to play with another student beside him during one of her lessons.

2. Aminah | are you normal at all! |

Aminah used the above statement to correct the student who was eating while she was teaching.

3. Yusuf | be quiet. |

The above statement was made by Yusuf to maintain orderliness when the level of noise was very high in the classroom.

3.5% of Esther's talk involved L2c. Aminah and Yusuf recorded 0.5% and 1.7% of L2c use, each. Esther inserted L1 question forms in her L2c utterances to make her sentences meaningful. An example is provided below:

#### **Excerpt 4.36**

|she has answered you **abi**? |  
*She has answered you right?*

Yusuf also inserted L1 nouns in his L2c utterances to make his talk comprehensible. This is illustrated below:

#### **Excerpt 4.37**

|official letters must have **akomona** |  
*Official letters must headings*

Yusuf used an L1 word to complete the above sentence in order to make learners understand the important point he was trying to pass to them. If the teacher did not code-switch, learners might not fully comprehend the point.

L2c category with more than one L1 insertions was also found in the teachers' talk data. Six L2c utterances which have more than one L1 insertions were found in

Aminah's talk data and twenty L2c utterances with more than one L1 insertions were found in Yusuf's talk data. Examples of L2c category with more than one L1 words in each of the teachers' talk data are provided below:

#### Excerpt 4.38

1. Aminah | **o so pe** is your name Bola with falling tune |  
*You said is your name Bola with falling tune*
2. Yusuf | **ti o bakoni** capital letter, you won't underline it |  
*If you write it in capital letter, you won't underline it*

L2c utterances with more than one L1 insertions were used by Aminah and Yusuf for providing information for learners as revealed in the following examples:

#### Excerpt 4.39

1. Aminah | object yen gan is our focus |  
*Object that main is our focus*  
*That object is our main focus*
2. | a need lati daruko the doer of the action |  
*We need not mention the doer of the action*  
*We do not need to mention their doer of the action*
3. Yusuf | **to batikoni** (heading of a letter) capital letter, you won't underline it |  
*If you write it (the heading) in capital letter, you won't underline it*
4. | **nigbati o bakoeleyi tan**, you will proceed to the body of the letter |  
*When you finish writing this, you will proceed to the body of the letter.*

Aminah informed learners in example one above that object of the sentence was their focus in the example she provided for them on passive voice. The information would enable learners to understand that object of the sentence was very important when converting active voice to passive voice. The second example also informed learners that it was not necessary to mention the doer of an action when using passive voice since the focus was usually on the object of the sentence.

In the third example, Yusuf made his students aware that if the heading of their letter was written in capital letters, the heading would not be underlined. It was necessary for the teacher to pass the information to learners to improve their knowledge of letter writing. Similarly, the fourth example informed learners about the steps involved in letter writing. The teacher made learners be aware that they needed to proceed to the main part of a letter immediately after introduction. Aminah and Yusuf used more than one L1 insertions in the four examples to pass the vital information about active and passive voices and letter writing to learners respectively.

A look at the mix category indicated all the teachers used it the least in their classroom talk. The total percentage of mix category was 0.1 %, in Esther and Aminah's talk data, each. The total percentage of the category in Yusuf's talk data was 0.6 %. All the three teachers used mostly two words to produce the category. Only Yusuf had mix category with six words. Examples of mix category with two words are given below:

#### **Excerpt 4.40**

3. Esther     |beef **abi**?|  
                  *Beef right?*
4. Aminah    |sit right **jo**|  
                  *Sit right come on*  
                  *Come on, sit right*
5. Yusuf     |o drive|  
                  *He drive*  
                  *He drives*

An example of mix category with six words found in Yusuf's talk data is given below:

#### **Excerpt 4.41**

6.             |**tiwɔn ba lo** for instance commensurate|  
                  *If they use for instance commensurate*

Some of the units in the mix category were constructed with the grammatical structure of the L1. For instance, in example 5, Yusuf used “o drive” instead of “o drives” This is because Yoruba is not an inflectional language. It would sound strange to students if the teacher were to say “o drives”. It could be suggested that if mix category consists of one L1 word and a verb in L2, phrasal or sentential construction will follow L1 grammatical rule.

Minimal use of L1, L1c, L2c, and mix by the teachers in the classrooms appeared to be a good practice because the categories should primarily be used by teachers to enhance learners’ understanding of ESL classroom lessons.

#### **4.8 Analysis of Teachers’ L1/ L2 Use and Pedagogic Function**

Data for this part of the study were coded based on the codes adopted from Kim and Elder (2005), Kim (2001), and Forman (2012). The categories and their examples are provided below:

##### ***Directive***

This category is used to give a command or request a linguistic or non-linguistic action from the students that is possible at the time of utterance (Kim & Elder, 2005).

##### **Excerpt 4.42**

- |           |                              |
|-----------|------------------------------|
| 1. Esther | fold your arms               |
| 2. Yusuf  | <b>oya oya</b>  <br>Hurry up |
| 3. Aminah | sit right                    |

Directives can also be realized indirectly, that is, they may be implied from what is said by teachers. An example of this is given below:

#### **Excerpt 4.43**

4. Esther |enough of that |

Esther used an indirect directive to stop students from giving more examples of synonyms and antonyms in one of her lessons.

#### ***Accept***

This category is realized by closed items such as “yes”, “no”, “good”, “fine” and repetition of a student’s response which indicates that the teachers heard a response and has noted that it was appropriate” (Kim & Elder, 2005, p. 366).

#### **Excerpt 4.44**

5. Esther |examples of homonyms? |  
6. Student ruler and ruler.  
7. Esther |ruler/ ruler |

Esther asked her students to give examples of homonyms during the lesson about vocabulary development. A student stood up and said, ruler and ruler. The student referred to the first ruler as a measuring instrument and he referred to the second ruler as a leader. The teacher repeated the examples the student gave to show that they were appropriate.

#### ***Evaluation***

Evaluation is a “statement or a tag question, including words or phrases such as good, interesting, yes, no, thank you, or a repetition of a student’s response” (Kim & Elder, 2005, p. 366).

#### **Excerpt 4.45**

8. Student homophones are words that sound alike but have different meanings.

9. Esther | Thank you |

Evaluation category was realized by Esther by thanking the student who defined homophones correctly during her lesson about vocabulary development.

10. Student | We have falling tone before free |

11. Aminah | Very good |

Aminah executed evaluation category in her teaching by saying very good to the student who specified accurately where falling tone would be indicated in the example the teacher gave during one of her lessons.

### ***Count***

This category is realized by a closed class of ordinal or cardinal numbers which function to count the number of students and items (Kim, 2001). Alphabets can also be used to realize count.

### **Excerpt 4.46**

12. Yusuf | we have discussed how many? |

13. | A, b, c, d |

### ***Cue***

Cue consists of mainly phrases like “Who can tell me?” “Who can speak it out?” or any phrase indicating similar intention. “These structures function as a call for bids from students and usually occur before nomination in the classroom” (Kim & Elder, 2005, p. 365).

### **Excerpt 4.47**

14. Esther | who can tell me? |

15.

### ***Informative***

This category functions to convey ideas, facts or opinions relating to the lesson (Kim, 2001).

#### **Excerpt 4.48**

16. Esther | electricity itself is tapped from the water. |
17. Yusuf | **ko gbodo** contain greetings or pleasantries. |  
*It must not contain greetings or pleasantries.*
18. Aminah | your arrow should be before the last word in that statement. |

### ***Label***

Label refers to a statement that functions to designate a role to a student (Kim, 2001).

#### **Excerpt 4.49**

19. Esther | **Aisha**, you will be our teacher. |

### ***Check***

Check are questions enabling the teacher to assess the progress of the lesson and to check if there are any problems hindering progress (Kim & Elder, 2005, p. 365). Phrases such as “do you understand”, “is it clear”, “any problems”, “finished” etc. are used to realize this category.

#### **Excerpt 4.50**

20. Esther | is it difficult? |
21. Yusuf | do you understand me? |
22. Aminah | are you following? |

### ***Display question***

Display questions are questions that “require students to display their linguistic knowledge, and to which the teacher expects a certain answer from the students” (Kim & Elder, 2005, p. 365).

#### **Excerpt 4.51**

- |            |                                       |
|------------|---------------------------------------|
| 23. Esther | how do you complete that?             |
| 24. Yusuf  | how many types of letters do we have? |
| 25. Aminah | how do we place our arrow?            |

### ***Empathy***

Empathy is realized by any grammatical form which functions to indicate an understanding of student’s feelings.

#### **Excerpt 4.52**

- |            |                                  |
|------------|----------------------------------|
| 26. Aminah | eeh yaa, sorry!  <br>  Oh sorry! |
|------------|----------------------------------|

### ***Nomination***

This category functions “to call on or give permission to a student to respond and it is realized by words such as you or yes” (Kim & Elder, 2005, p. 365).

#### **Excerpt 4.53**

- |            |               |
|------------|---------------|
| 27. Esther | Yes, tell us? |
|------------|---------------|

### ***Reply***

Reply refers to the teacher’s linguistic response to a question asked by a student(s).

#### **Excerpt 4.54**

- |             |  |
|-------------|--|
| 28. Student | are you saying we should write this again? |
|-------------|--|



29. Yusuf |yes|

### ***Modelling-drilling***

This category is realized by any form of sentence or fragment which helps students to learn content or enable the teacher to drill pronunciation.

#### **Excerpt 4.55**

30. Aminah |had remains had |

31. |say it |

32. Students had remains had

33. Aminah |again|

34. Students had remains had

### ***Translation***

This refers to the direct translation of written English text to Yoruba and can be planned or unplanned (Forman, 2012).

#### **Excerpt 4.56**

35. Aminah | the doctor has been sent for.  
Won ti ranse pe doctor

36. Yusuf | formal and informal letters. |  
Lẹtaigbẹfẹ ati alaigbẹfẹ

### ***Pointer***

Pointer points to page or task numbers or realized by words/ phrases indicating a specific point in an activity, such as number ten, open to page 134, a topic of a task given in the textbook. These structures draw students' attention to the given point and enable the lesson to proceed to the next phase" (Kim & Elder, 2005, p. 366).

#### **Excerpt 4.57**

37. Esther |please open to page 134|

### ***Disciplining***

This is realized by any “statement or calling of the name of a student which functions to change the non-acceptable behaviour of a student in order to maintain attention in the classroom” (Kim & Elder, 2005, p. 367).

#### **Excerpt 4.58**

- |            |  |
|------------|--|
| 38. Esther | <b>Balqees</b> , if you disturb the class again, I will send you out |
| 39. Aminah | <b>se ori e pebayi!</b><br><i>Are you normal!</i>                    |
| 40. Yusuf  | you are not serious  |

### ***Clarification***

Utterances made by the teacher when he or she is unable to understand or hear a student talk clearly is referred to as clarification (Kim, 2001). Clarification requests by teachers make learners to present their talk or points in a way that is easier to understand.

#### **Excerpt 4.59**

- |             |                               |
|-------------|-------------------------------|
| 41. Student | synonyms are [unintelligible] |
| 42. Esther  | I can't hear you              |

## **4.9 Findings on Pedagogical Functions of L1 / L2 Use in Two Lessons by Three Teachers**

The analysis of the teachers' language choice and their pedagogical functions revealed that L1 and L2 were used for different purposes such as *passing on information* relating to lesson contents, *accepting* students' responses to questions, and *checking* to monitor students' progress and comprehension problems. The table below reveals the pedagogic functions and language codes in Esther's talk data.

**Table 4.2: Pedagogic functions and language codes in two lessons by Esther**

	L1	L1c	L2	L2c	Mix	Total	%
Accept	0	0	163	0	2	165	4.9
Check	4	0	202	118	0	324	9.7
Clarification	0	0	22	0	0	22	0.7
Cue	0	0	210	0	0	210	6.3
Directive	0	0	66	0	0	66	2.0
Disciplining	0	0	174	0	0	174	5.2
Evaluation	0	0	82	0	0	82	2.4
Display-question		8	76	0	0	84	2.5
Informative	3	7	1977	0	0	1987	59.3
Nomination	0	0	97	0	0	97	2.9
Pointer	0	0	7	0	0	7	0.02
Label	2	0	125	0	0	127	3.8
Translation	0	5	0	0	0	5	0.14
Total	9	20	3201	118	2	3350	100
%	0.3	0.6	95.3	3.5	0.1	100	

Table 4.2 reveals functions of Esther's L1 and L2 use in her teaching. L1 and L2 were used for 13 pedagogic functions. L1 was used for three functions by the teacher and L2 was used for 12 functions. The three functions L1 was used for by Esther are *check* (4 counts), *informative* (3), and *label* (2 counts). L2 was used for *accept* (163 counts), *check* (202 counts), *clarification* (22counts), *cue* (210 counts), *directive* (66 counts), *disciplining* (174 counts), *evaluation* (82 counts), *display-question* (76 counts), *informative* (1977 counts), *nomination* (97 counts), *pointer* (7 counts), and *label* (125 counts). *Check*, *informative*, and *label* were shared by both L1 and L2. The information in the above table reveals that English (L2) language was used more frequently by Esther in her teaching than Yoruba language (L1). The top three functions in Esther's talk data are *informative* (1987counts), *check* (324counts), and *cue* (210counts). *Translation* (5 counts), *pointer* (7 counts), and *clarification* (22 counts) are the least occurring functions in the teacher's talk data.

The top three functions in Esther's L2 use are *informative* (1977 counts), *cue* (210 counts), and *check* (202 counts). Esther used L2 mostly to give information relating to lesson contents to learners. She provided information for learners from the beginning of her lessons about lessons' topics and where it was necessary to facilitate learners'

understanding. The following example illustrates how she provided learners with information in the classroom:

#### **Excerpt 4.60**

This essay is testing both your narrative and descriptive knowledge because in giving an account of a party, you will narrate and at the same time describe how that party looks like.

*Cue* was the second most occurring function in L2. It allowed learners to bid for answering questions in the classroom. An example of *cue* in Esther's talk data is given below:

#### **Excerpt 4.61**

|who can tell me what homophones are?|

The third most occurring function in L2 was *check*. Esther used the category to check lessons' progress and if there were any comprehension problems. These findings show that she used L2 more than L1 in her teaching because of her beliefs that English should be the main language of communication in the classroom (see excerpt 4.27).

Esther's top three functions in L1 are *check*, *informative*, and *label*. The total counts of L1 in her talk data was nine. The first most occurring function in her L1 use was *Check* (4 counts) followed by *informative* (3 counts). Esther provided learners a few information in L1 in order to enhance their understanding of her lessons. She checked learners' progress in her classroom and comprehension problems after providing them with information relating to the ongoing lesson. Students' response to her check determined whether she would restate the information or provide further explanation on it. The frequency of *label* was low (2 counts). The teacher used L1 once in her recorded lessons to assign a function to a student. The above analysis indicates that *Informative* and *check*

appeared in the top three most occurring functions in L1 and L2 in Esther’s talk. The findings show that she used L1 to provide information for learners, check learners’ progress and comprehension problem, and assign a function to a student. The findings also reveal that Esther used L1 minimally in her teaching (9 counts out of 3350 counts, see Table 4.1).

The least three functions in Esther’s L2 use are *pointer*, *clarification*, and *directive*. *Pointer* only occurred once in her talk. On the other hand, *Clarification* recorded 22 counts. Esther used L2 to give commands or request actions from learners in the classroom as given below:

#### Excerpt 4.62

|let’s stand on our feet |

**Table 4.3: Pedagogic functions and language codes in two lessons by Aminah**

	L1	L1c	L2	L2c	Mix	Total	%
Count	0	0	5	0	0	5	0.1
Check	35	0	188	0	0	223	3.8
Empathy	0	0	39	0	0	39	0.7
Model-drill	0	0	5	0	0	5	0.1
Directive	0	0	108	0	2	110	1.9
Disciplining	90	21	286	9	0	406	6.9
Evaluation	0	0	3	0	0	3	0.1
Display-question	0	0	166	0	0	166	2.8
Informative	270	121	4480	21	0	4892	83.4
Translation	14	0	0	0	2	16	0.3
Total	409	142	5280	30	4	5865	100
%	7	2.4	90	0.5	0.1	100	

Note: Model-drill= modelling/ drilling.

Aminah used L1 and L2 for 10 different pedagogic functions as shown in the table above. L1 was used for *check* (35 counts), *disciplining* (90 counts), *informative* (270 counts), and *translation* (14 counts). L2 was used for nine functions and they are: *count* (5 counts), *check* (188 counts), *empathy* (39 counts), *model-drill* (5 counts), *directive* (108 counts), *disciplining* (286 counts), *evaluation* (3 counts), *display-question* (166 counts),

and *informative* (4480 counts). *Check*, *disciplining*, and *informative* were found in Aminah's L1 and L2 talk.

*Informative* (4892 counts), *disciplining* (406 counts), and *check* (223 counts) are the top three most occurring functions in Aminah's talk. *Evaluation* (3 counts), *model-drill* (5 counts), and *count* (5 counts) are the least occurring functions in Aminah's talk. *Informative* was the highest in Aminah's set of L2 functions (4466 counts) because learners needed an ample amount of information about L2 to understand how the language functions. She like Esther provided learners with information relating to the classroom lessons from the beginning of the recorded lessons in her classroom and where necessary during the lessons. An example of *informative* in Aminah's L2 talk data is provided below:

#### **Excerpt 4.63**

| You will use passive voice when you wish to hide the identity of the doer |

Aminah informed learners in the above sentence that if they wanted to conceal the identity of an action doer, passive voice should be used. The information could improve learners' proficiency in the English language.

*Disciplining* was the second frequently occurring function in the teacher's L2 set (286 counts). She used L2 to maintain discipline in her classroom when she noticed wrong behaviours or actions from students. An example of *disciplining* found in the teacher's L2 data is given below:

#### **Excerpt 4.64**

| Why do you always behave like an animal? |

Aminah uttered the above sentence to correct the action of the learner who was hitting his desk with his pen while the teacher was talking to a student in the classroom.

*Check* was the third most occurring function in Aminah's L2 talk data with 188 counts. She used L2 to check lessons' progress and comprehension problems. The following example illustrates how the teacher checked lessons' progress and comprehension problems:

#### **Excerpt 4.65**

| Is it well understood? |

*Informative*, *disciplining*, and *check* are also the top three most occurring functions in Aminah's L1 talk data. *Informative* was the most occurring function with 270 counts followed by *disciplining* with 90 counts. *Check* had the least counts as 35. The finding shows that she used L2 more than L1 in her teaching. Just like Esther, Aminah used both L1 and L2 for providing information for learners and checking lessons' progress and comprehension problems.

The three least occurring functions in Aminah's L2 talk data are *evaluation*, *model-drill*, and *count*. *Evaluation* had the lowest counts in Aminah's L2 pedagogic functions (3 counts). *Model-drill* recorded 5 counts. This finding reveals that her belief about the accuracy of L2 use through modelling and drilling did not reflect much in her teaching (see excerpt 4.52 for an example of drill in Aminah's L2 use). The category *count* recorded the same frequency as model-drill.

**Table 4.4: Pedagogic functions and language codes in two lessons by Yusuf**

	L1	L1c	L2	L2c	Mix	Total	%
Count	0	0	4	0	0	4	0.1
Check	9	21	437	7	0	474	6.3
Accept	0	0	15	0	0	15	0.2
Cue	0	0	119	0	0	119	1.6
Directive	0	0	11	10	2	23	0.3
Disciplining	0	0	11	0	0	11	0.1
Evaluative	0	0	8	0	0	8	0.1
Label	0	0	4	0	0	4	0.1
Informative	261	188	6260	109	44	6862	91
Nomination	0	0	7	0	0	7	0.1
Reply	0	0	1	0	0	1	0.01
Translation	54	0	0	0	0	54	0.7
Total	324	209	6877	126	46	7582	100
%	4.3	2.8	91	1.7	0.6	100	

The table above shows the pedagogic functions of Yusuf's L1 and L2 use in his teaching. L1 and L2 were used for 12 different pedagogic functions. L1 was used for three functions by the teacher and L2 was used for 11 functions. The three pedagogic functions L1 was used for by Yusuf are *check* (9 counts), *informative* (261 counts), and *translation* (54 counts). L2 was used for *count* (4 counts), *check* (437 counts), *accept* (15 counts), *cue* (119 counts), *directive* (11 counts), *disciplining* (11 counts), *evaluation* (8 counts), *label* (4 counts), *informative* (6260 counts), *nomination* (7 counts), *reply* (1 counts). *Check* and *informative* were found in Yusuf's L1 and L2 use.

The top three most occurring functions in Yusuf's talk data are *informative* (6862 counts), *check* (474 counts), and *cue* (119 counts). *Reply* (1 count), *count* (4 counts), and *label* (4 counts) are the least occurring functions in the teacher's talk data. *Informative*, *check*, *cue*, and *translation* appeared in the top most occurring functions in Yusuf's L1 and L2 talk data. *Informative* had the highest frequency of occurrence (261 counts). *Translation* was the second most occurring function in his L1 use (54 counts). He translated L2 words and sentences to L1 for learners to enhance their understanding of classroom lessons. He believed that L1 could be used to facilitate a quick understanding of the classroom lessons. He stated during the second interview that:



#### Excerpt 4.66

I use the, the target language because it is our focus. If I want them to understand it more, I use their L1. For instance, if I want to explain the subject of a sentence in English, I tell them what it is called in Yoruba, *oluwa*. So, they will understand that subject is the doer of an action and doer of an action is called *oluwa* in Yoruba.

An example of translation of L2 to L1 in Yusuf's talk data is given below:

#### Excerpt 4.67

1. | he sympathized with him. |  
**O baa kedun**

*Check* was the third most occurring function of L1 use in Yusuf's talk (9 counts). He like the other two teachers used L1 to check lessons' progress and comprehension problems.

The presence of *informative* and *check* in the three teachers' L1 use shows that L1 is a vital teaching and learning tool which could be used in the classroom to promote teaching and learning of ESL. The findings revealed that the teachers' beliefs about L1 reflected in their teaching. They believed that L1 could be used to facilitate L2 teaching and learning (see section 4.3).

*Informative* was also the most frequently occurring function in Yusuf's L2 talk data as found in the other two teachers' talk data (6260 counts). An example of informative in Yusuf's L2 data is provided below:

#### Excerpt 4.68

- | We don't greet in formal letter |

Learners were informed by Yusuf that formal letter did not require greetings. The information the teacher provided learners could possibly enhance learners' letter writing skills. The finding shows that English was the dominant language in his classroom as found in the other two teachers' talk and it was used mostly for informative purposes. Yusuf disclosed during the second interview that learners needed to be provided with L2 input to enhance their proficiency. Therefore, he used English frequently in his teaching. The second most occurring function of L2 in his talk was *check* (437 counts). The example below illustrates how Yusuf checked learners' progress in L2:

**Excerpt 4.69**

| Do you all understand me? |

*Cue* was the third frequently occurring function in Yusuf's L2 use (119 counts).

An example is given below:

**Excerpt 4.70**

| Who can tell me where the museum in Ibadan located? |

The above sentence gave learners the opportunity to bid for answering the question asked by Yusuf.

The three least occurring functions in Yusuf's L2 talk data are reply, label, and count. *Reply* had the lowest frequency (1 count). *Label* and *count* had the same number of counts, at 4 counts. The finding shows that students were not frequently assigned functions in Yusuf's classroom. It also revealed that he infrequently counted number of items in his recorded lessons (see example 16 in excerpt 4.41).

Analysis of the teachers' language choice and functions revealed that their beliefs about the roles of L1 and L2 in ESL classroom influenced their language use in the

classroom. The findings answer the second research question which focuses on how Nigerian secondary school ESL teachers' beliefs influence their classroom talk.

#### **4.10 Discussion**

This section looks at the key results which surfaced in this chapter in relation to the study research questions. It describes the beliefs that ESL teachers in Nigerian secondary hold about the teaching and learning of English as a second language, and also how their beliefs influenced their language use in the classroom. The following sections discuss the major findings of the study.

##### ***Nigerian secondary ESL teachers' beliefs about teaching and learning of ESL***

The investigation of Nigerian secondary school ESL teachers' beliefs about teaching and learning of ESL revealed a very important information about how they conceptualize English language teaching and learning and how the beliefs influenced their classroom practices. They believed that teaching of English language should involve teaching all aspects of the language in order to make learners competent. The teachers also believed that teaching all aspects of English language guarantees learners' success in general examinations. The analysis of Esther, Aminah, and Yusuf's talk data revealed that their beliefs about teaching the English language comprehensively reflected in their teaching. Different topics such as essay writing, reading, grammar, letter writing, vocabulary development, and comprehension were taught by the teachers in the classrooms.

The teachers perceived the teaching and learning of ESL as ensuring the accuracy of L2 use. They believed that teaching and learning of ESL via repetition and drilling help learners to retain knowledge and also ensure correct pronunciation of words. Memorization of grammatical rules and evaluation of learners were also considered important in ensuring accurate retention of information about English. The teachers

believed that the teaching techniques would make learners produce the correct forms when using English. This belief was formed by the teachers from their prior learning experiences. It was discovered during the analysis of the teachers' talk data that only Aminah drilled learners in the recorded lessons. She corrected grammatical errors made by her students and then drilled them so that they could retain correct use of the grammar. An example of drill in Aminah's recorded lessons is given below:

#### **Excerpt 4.71**

- Aminah | the postman collected the letters. How do we convert it to passive voice? |
- Students | the letters was collected by the postman |
- Aminah | letters, letters, letters, letters were? |
- Students the letters were collected by the postman.
- Aminah | repeat it again |
- Students the letters were collected by the postman.

This finding showed that Aminah was concerned with accuracy as she immediately corrected the error made by learners.

Esther and Yusuf did not drill learners in their recorded lessons. The need to drill grammatical rules by learners did not surface in all the recorded lessons. There would be a need to drill grammatical rules by the teachers only when their lessons focus on spoken English or when learners are given opportunities to speak in the classroom. All the teachers who participated in the study evaluated their students after each classroom lesson through classwork and assignment in order to ascertain that the lessons taught were well understood by learners. This finding indicated that the teachers' belief about the evaluation of learners matched their classroom practices.

The teachers also believed that grammar teaching was the most important aspects of ESL teaching and learning. They all stated that grammar was the foundation of English language learning on which other aspects of the language depend. The teachers believed that grammar determines the proficiency of the learners because grammar guides correct usage of the language in speaking and writing. Esther demonstrated this belief in one of her recorded lessons. She briefly explained the concept of singular and plural in English to learners in the below excerpt:

**Excerpt 4.72**

Student            homonyms is words

Esther            |no. When you have plural noun like homonyms, the verb that follows it must be plural too. |

Belief about grammar teaching reflected in Aminah's teaching practices too. In her lessons about English grammar, she emphasized the correct usage of the language especially when learners made grammatical mistakes (see excerpts 4.52 and 4.68). Yusuf informed learners about the importance of correct use of grammar in the general examination known as WAEC (West Africa Examination Council) during his lesson about letter writing. However, he did not teach the grammar in any of the lessons recorded in his classroom.

This finding lends weight to the report of Burgess and Etherington (2002) which revealed that most ESL/ EFL teachers considered grammar as the foundation of English language on which other parts rely and that learners must be taught grammar. Mohamed (2006) and Lin (2010) reported similar findings in their studies. The finding ESL teaching as grammar teaching was also attributed to their previous learning experience.

All the teachers believed that L1 could be used to facilitate learning if it is used judiciously by L2 teachers. They perceived L1 as a cognitive learning tool which could

aid acquisition of L2. Esther believed that L1 serves as a motivative tool in the ESL classroom because it could be used to stimulate learners' interest in classroom lessons when they are bored and tired. Schweers (1999) reported that L1 acts as a stimulant for second language learners in the classroom. Aminah believed that L1 could function as a disciplinary tool in the classroom when learners misbehave or disrupt classroom lessons. The teachers' beliefs about L1 reflected in their teaching except for Esther's belief about L1 as a motivative tool. She did not motivate learners with L1 in her recorded lessons. All the three teachers used L1 to enhance learners' understanding of their classroom lessons. The following example shows how L1 was used to facilitate learners' comprehension by Yusuf.

#### **Excerpt 4.73**

| Formal and informal letters in Yoruba are **leta aigbefe** and **leta igbefe** |  
*Formal and informal letters in Yoruba are formal and informal letter*

Yusuf provided the translation of formal and informal letters in Yoruba in order to better aid learners' understanding of the two types of letters. A similar method of enhancing learners' comprehension of L2 lessons was used by Aminah and Esther in their teaching.

#### **Excerpt 4.74**

Aminah | the doctor has been sent for |  
**Won ti ransepe doctor naa**

Esther | The day will remain indelible, the day **to le gbagbe** |

Aminah provided the translation of the entire sentence above in Yoruba in her attempt to facilitate learners' understanding of the topic she was teaching them. Esther provided learners with the meaning of indelible in learners' L1 in order to make learners understand its meaning.

Frequent use of English in the ESL classroom can hasten learners' acquisition of the language. Finally, this study reveals that Esther believed that the English language should be the dominant language in the classroom because it was the medium of instruction. Aminah and Yusuf also acknowledged during the interviews that the English language was the medium of instruction. The teachers' acknowledgment might have influenced their frequent L2 use in their teaching. All the teachers believed that learners' exposure to the target language was very important. They revealed in the interviews that the more they use the target language in their teaching, the more proficient learners become. Thus, the teachers' beliefs about L2 roles impacted on their language choice in the classroom. A similar finding was reported by Sadeharju (2012).

Probing Nigerian ESL teachers' beliefs about teaching and learning of the English language was very crucial because it revealed how their theoretical orientations about L2 were translated into their classroom teaching. The findings generally support the argument of some scholars such as Johnson (1992), Golombek (1998), Yook (2010) among other scholars who believed that teachers' beliefs are always consistent with their classroom practices. They also support the argument of another group of scholars that stated that teachers' beliefs are not always reflected in their practices (Kagan, 1992; Basturkmen et al., 2004; Basturkmen, 2012).

#### ***How the beliefs of Nigerian secondary ESL teachers influenced their talk***

The findings of the study indicated that the use of L1 and L2 by the teachers was influenced by their beliefs. All the teachers who participated in the study believed that L1 could be used minimally when learners are faced with comprehension difficulties and to facilitate learning. This view was also reported by Harbord (1992), Duff and Polio (1990) and Cook (2001). The researchers stated that "judicious use of L1 could facilitate learners' understanding of L2." The teachers also believed that learners should be exposed to the target language input as much as possible to improve their proficiency. It

was discovered in the study analysis that the teachers' beliefs about L2 use reflected in their teaching. The percentage of L2 use in all the teachers' talk data was very high (Esther = 96%; Aminah = 90%; Yusuf = 91%). Frequent use of L2 by the teachers in their teaching theoretically supports the argument of the nativists who believe that target language should be the only language of communication in L2 classroom in order to maximally expose learners to L2 input (Ellis, 1994; Liu et al., 2004). In principle, the teachers employed L1 in their teaching. However, its use was minimal (Esther = 0.3%; Aminah = 7%; Yusuf = 4.3%). Other categories (L1c, L2c, and mix) of language choice in the teachers' talk data were also minimal. All the teachers stated in the interview that L1 was used as a supportive learning tool. This view was also echoed by Polio and Duff (1994) that L1 was possibly used by the participants to ensure that the learners understand the information they conveyed to them.

The teachers had a high percentage of L2 use in their teaching because their talk dominated their classrooms communication. Student talk was very minimal in all the recorded lessons of the teachers (see Appendix E). These findings suggest that learners' low proficiency in L2 may linger for a long time because they are not provided opportunities by the teachers to use English Language for real communication in the classrooms which could reveal their proficiency level to the teachers.

In addition, findings of this study reveal that L1 and L2 were used by the teachers for different functions in the classroom. The most occurring functions of their L1 use are: *informative, check, disciplining, translation, and label*. The top most occurring functions of the teachers' L2 use are: *informative, check, disciplining, and cue*. L1 and L2 were used mostly by the teachers for transmission of information. This finding reveals that the teachers' beliefs about L1 and L2 use matched their classroom practices. The teachers stated in the interviews that L1 could be used to facilitate learners' assimilation of their lessons. Thus, information about the target language was provided in learners' L1 by the



teachers to enhance learners' understanding of the English language. Similarly, the teachers believed that frequent use of L2 in their teaching could promote learners' acquisition the language. Therefore, most of the information they provided learners in their recorded lessons were in L2. L1 and L2 were also used to check the progress of lessons and to check if there were any comprehension problems. However, the frequency of *check* in L2 was higher that of L1. The finding implied that the teachers were much aware that the English language should be the major language of instruction. Thus, the frequencies of *informative*, *check*, and *disciplining* were higher in L2 than in L1.

Finally, the study also revealed the least occurring pedagogic functions of L2 in the teachers' talk data. The functions are *pointer*, *clarification*, *directive*, *evaluation*, *model-drill*, *count*, *reply*, and *label*. It was expected that all the language functions listed in this section would be in the category of the least occurring functions in this study except for drill. The teachers expressed in the interviews that learners needed to be drilled to retain information they were provided them with in the classroom and to ensure correct usage of the English language. It is therefore surprising that *drill* did not surface in the top most occurring language functions in the teachers' talk data. This finding indicated that was a mismatch between the teachers' stated belief about drilling and their classroom practices.

#### **4.11 Summary**

This chapter presents the analysis and findings of the study data. The teachers who participated in the study revealed during the interviews that ESL teaching and learning should involve the comprehensive teaching of the English language, ensure the accuracy of L2 use, and focus on grammar teaching. The findings of the study showed that L1 and L2 were assigned different roles and were used for 17 pedagogic functions by the teachers in their teaching. The analysis of the teachers' talk data revealed that not all the beliefs the teachers stated in the interviews matched their classroom practices. *Drill*

which was considered a very important teaching technique in ESL classroom by the teachers in ensuring accurate use of the English language only occurred once in one of the teachers' talk data.

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## CHAPTER 5: CONCLUSION

### 5.0 Introduction

This chapter provides a summary of the study, followed by limitations, implications, and recommendations for future studies.

### 5.1 Summary of the Study

The aims of this study were to discover the beliefs of Nigerian ESL secondary teachers about the teaching and learning of ESL, and how the teachers' beliefs influence their talk in ESL classroom. The underlying assumption of the study was that teachers' beliefs influence their practices and talk. This study employed a qualitative case study design to investigate the teachers' beliefs and their classroom talk. The study data were collected from three ESL teachers in a private secondary school through interviews, audio recording of their classroom lessons, observation, and field notes. The data collected were transcribed and translated verbatim and were analysed to probe the beliefs of the teachers and influence of the beliefs on their classroom talk. Major themes that emerged in this study data were: teaching and learning of ESL involve comprehensive L2 teaching, teaching and learning as ensuring the accuracy of L2 use, teaching and learning of ESL as grammar teaching, and roles of L1 and L2 in ESL teaching. The beliefs about the roles of L1 that emerged from this study were: L1 aids comprehension, it stimulates interest, and it is used for classroom management. The roles of L2 were: It is the medium of instruction and it maximises exposure to TL.

#### 5.1.1 Answers to the First Research Question

#### **What beliefs do Nigerian secondary school ESL teachers have about the teaching and learning of the English language?**

The study revealed that the teachers held certain beliefs about the teaching and learning of English. The beliefs held by the teachers about English language teaching and

learning were shaped by their prior learning experiences and practical teaching experiences. The answers to the first research question are briefly provided below.

### ***Teaching and learning should be comprehensive***

The study showed that the teachers believed that all aspects of English should be taught in the ESL classroom. They explained that comprehensive teaching of English language by ESL teachers would help learners to be proficient in the language and to pass general examinations. The findings of the study showed that there was a connection between the teachers' stated beliefs about the comprehensive teaching of the English language and their classroom practices. All the topics the teachers taught learners in their recorded lessons were taught deeply to reflect the belief.

### ***Teaching and learning of ESL should focus on accuracy of L2 use***

The teachers stated in the interviews that ESL teachers needed to ensure that learners use English language accurately. They revealed that accuracy of English language use by learners could be achieved through drilling, memorisation of grammatical rules, and frequent evaluation of learners by ESL teachers. The analysis of the study interviews indicated that there was a mismatch between the teachers' beliefs about ensuring accuracy of L2 use and their teaching practices. Drilling occurred once in one of the teachers' talk data despite the fact that the teachers emphasized its importance in the interviews. All the teachers evaluated their students at the end of each recorded lesson through classwork and assignments. The finding suggested that their belief about evaluation matched their classroom practices.

### ***Teaching and learning of ESL should focus on grammar***

The study found that all the teachers strongly believed that grammar was the hub of English language teaching and learning. They all stated that learners' competence in English depended on their understanding of the language grammar because grammar was

the foundation and backbone of English language teaching and learning. The teachers made a connection between grammar teaching and learners' proficiency in English language. They felt that the knowledge of grammar was crucial to learners' attainment of grammatical accuracy in English language.

A critical look at the beliefs and the teaching practice of the ESL teachers indicates that their beliefs about ESL teaching and learning did not align well with the education policy of Nigeria. The education policy of Nigeria stressed the importance of communicative competence of ESL learners and student-centred approach to the teaching of English language (see page 3). However, the classroom practice of the teachers revealed that they dominated the classroom talk and activities. Learners were given less opportunity by the teachers to talk in the classroom. Hence, learners learnt the target language in a mechanical way. This approach to teaching of English language was influenced by the teachers' prior learning experience which is usually difficult to change.

#### ***Teachers' beliefs about L1 use in ESL teaching and learning***

The teachers firmly believed that L1 could facilitate learners' acquisition of L2. This belief was evident in their language use during their teaching. The teachers switched to L1 sometimes in their teaching to boost learners' comprehension of classroom lessons. L1 was also used for stimulating learners' interest in classroom lessons and for classroom management

#### ***Teachers' beliefs about L2 use in ESL teaching and learning***

The use of L2 in ESL classroom was considered important by the teachers. They felt that the English language should be the major language of instruction in the ESL classroom. The teachers also believed that the more they use the target language in their teaching, the more learners become aware of how to use L2. All the teachers used L2 frequently in their teaching.

It can be suggested the teachers' L1 and L2 use in the ESL classroom might have also been influenced by the education policy of Nigeria on ESL teaching and learning and the historical background of the country. The teachers acknowledged in the interviews that the education policy allows them to use learners' mother tongue minimally in their teaching to aid learners' understanding. Nigeria is a multilingual country (see page 2) and every student is likely to either be bilingual or a multilingual, therefore, the teachers might switch to L1 of learners to show solidarity, that is, to show understanding and to create a friendly environment. Historical background of Nigeria might have influenced the teachers' frequent use English language in their teaching. The teachers might be aware that not all learners speak the same L1, thus, they used the English language more often than Yoruba in the classroom which was likely to be the L1 of the majority of learners.

### **5.1.2 Answers to the Second Research Question**

#### **How do the beliefs of Nigerian secondary school ESL teachers influence their talk in the ESL classroom?**

The second research question probed how Nigerian secondary school ESL teachers' beliefs influenced their classroom talk. The study discovered that the teachers' beliefs often influenced their language use in their teaching. The analysis of the teachers' classrooms' lessons showed their talk was influenced by their beliefs about ESL teaching and learning. The teachers' belief that teaching and learning of ESL should be comprehensive reflected in their teaching. They focused on different language skills in their teaching regardless of their classrooms' lessons. For example, the teachers explained to learners some grammatical rules of the English language when they were teaching vocabulary development and essay writing. They also talked about vocabulary in the lessons that were not related to vocabulary development. The findings of the study also revealed that the teachers' beliefs about ensuring the accuracy of L2 use influenced their

classroom talk. The teachers frequently corrected learners' grammatical errors in their teaching. This finding showed that the teachers reflected on their beliefs about grammar in their teaching.

The study found that the teachers' beliefs about the use of L1 and L2 in ESL teaching and learning equally influenced their classroom talk. The teachers used L1 in their teaching whenever they felt it could enhance learners' understanding of their classrooms' lessons. For example, L1 was used by the teachers to explain some difficult English words to learners in their recorded lessons to aid learners' understanding of the words. The teachers' beliefs about L2 considerably influenced their English language use in their teaching. The teachers frequently used L2 for providing detailed information about their classroom's lessons to learners. The language was also used to check learners' comprehension of their teaching. The findings revealed that there was a connection between the teachers' stated beliefs about L1 and L2 use and their classroom practices.

## **5.2 Limitations of the Study**

Despite the fact that this study enhances understanding of Nigerian secondary ESL teachers' beliefs and their talk, it has some limitations. First, purposive sampling method was employed by the researcher to recruit the three teachers who participated in the study and the sample size. Thus, its findings cannot be transferred to another ESL teaching context.

Second, this study was conducted in a private secondary school, hence, its findings were limited to the school alone. Different findings might be obtained if the study is conducted in a public secondary school.

Another limitation of this study was that the teachers were very conscious of their utterances in the classroom because of the researcher's presence. For instance, Esther and Aminah informed the researcher that his presence affected their teaching especially on

the first day of observation. The teachers read everything they taught in the classrooms from their lesson notes. Therefore, the effect of the researcher's presence in the classes might have influenced the quality of the data collected.

Furthermore, only two recorded lessons of the teachers were used for the analysis of their talk. If more than two recorded lessons were used, different results might be obtained.

Finally, this study employed only audio recorder and observation to record the teachers' classroom talk. However, the two instruments could not capture accurately everything that happened in the classrooms. If video recorder was used, non-verbal behaviours and actions of the teachers would be captured accurately.

### **5.3 Pedagogical Implications**

This study contributes to the existing literature of ESL teachers' beliefs and their classroom talk despite the limitations mentioned above. Understanding ESL teachers' beliefs about teaching and learning is very crucial in understanding how they conduct their teaching. Also, the findings of this study may assist the teachers to reflect on and modify their beliefs about ESL teaching.

A proper understanding of ESL teachers' beliefs about the roles of L1 and L2 in their teaching is important in discovering how they use the two languages in the classroom in their attempt to facilitate learning. The findings of the study revealed that code-switching was considered as a very useful teaching and learning tool by the teachers and its use may continue for a long time in the ESL classroom in Nigeria. Therefore, education policymakers need to organise training for ESL teachers on how to optimally use L1 and L2 in the classroom.

Also, 90 to 96 percent use of English by teachers indicated that the teachers were aware of the importance of English in their classrooms. Teacher talk formed the major



source of L2 input for learners. However, ESL teachers need to ensure that L2 input they provide learners is comprehensible in order to make their talk effective. They also need to give learners ample opportunities to talk in their classrooms in order to know whether they are proficient. In other words, Nigerian ESL teachers need to make their classroom more communicative in order to improve learners' proficiency in the English language.

Moreover, the study revealed that there were conflicts between the teachers' beliefs and the Nigerian policy on education. The policy supports student-centred approach to teaching and learning of the English language, however, the teachers' beliefs favoured teacher-centred approach. Therefore, they dominated their classroom activities. The country education policymakers need to let Nigerian ESL teachers be aware of the importance and benefits of student-centred approach in order to make teaching and learning of English language lively in the classroom.

Finally, the teachers used L1 and L2 for different pedagogical functions in the classroom. Thus, there is a need for the teachers to reflect on their language choice and their functions, and also to understand when L1 and L2 use could facilitate learners' language development.

#### **5.4 Recommendation for Future Studies**

##### ***Suggestions for future research***

It has been stated previously in this chapter that the findings of the present study cannot be transferred to another context because of the sampling method and sample size used. Therefore, this study proposes that future research should use larger samples of respondents to produce results that could be transferred to other contexts. This study can be replicated in other regions in Nigeria by using ESL teachers whose L1 is not Yoruba to see if similar results would be obtained. It is suggested that further research should include video recording in order to ensure a comprehensive description of the teachers'

L1 and L2 use in the classroom. Future studies may probe ESL learners' beliefs and their perceptions of their teachers' classroom talk. Such studies will reveal learners' beliefs about their teachers' language use and whether their teachers' talk actually promotes L2 acquisition.

### **5.5 Concluding Remarks**

The researcher feels that this study contributes to the field of research by investigating areas that have not been adequately explored in the Nigerian context. It has paved the way for further research into ESL teachers' beliefs and their talk in the country. This study provides answers to questions on ESL teachers' beliefs about teaching and learning of ESL and how their beliefs influence their classroom talk. Furthermore, the present study serves as an eye opener for teachers on how they can effectively use their classroom talk to promote learning. On a personal level, this study has increased the researcher's knowledge of how L1 and L2 can be used in the ESL classroom and that can be beneficial to his teaching profession.

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## APPENDIX A: A LETTER TO THE SCHOOL PRINCIPALS

NO 10, Alarere Street  
New Ife Road  
Ibadan, Oyo State  
Nigeria  
Email: akindelea17@gmail.com  
December, 2016  
Attention: Principal  
Dear Sir,

### **SUBJECT: INFORMATION AND INVITATION**

My name is Akindele Abdullahi Ademola, student of postgraduate studies in University of Malaya, Malaysia.

As part of my master's dissertation, I am required to complete a research project in Masters of English as a Second Language.

My purpose of writing this letter is to seek permission to conduct a research inquiry with the English teachers in your school.

The title of my project is "The teaching and learning of ESL in Nigeria: Teachers' beliefs and classroom talk".

My research focuses on the teachers' beliefs about teaching and learning of English language and their language choice in the ESL classroom.

I therefore write this letter to seek for your permission to involve the school English teachers as participants in the research. All the participants will be involved in the followings:

Individual teacher participant- semi-structured interview;

Classroom observations (individual teacher participant).

Participants should be asked on voluntary basis according to the ethics of research study.

Therefore, I seek your permission to conduct a meeting with the English teachers in your school.

Explanation of the study and request for a voluntary participation will be done during the meeting. Selection of venue for the interview will be agreed upon by the participants during the meeting.

Yours sincerely,

**Akindele Abdullahi Ademola**



## APPENDIX B: CONSENT FORM FOR TEACHER PARTICIPANTS

**Research Project:** The teaching and learning of ESL in Nigeria: Teachers' beliefs and classroom talk.

### Giving consent

I ..... of Golden Age Group Secondary School have read the introductory statement, have asked questions about the research project and understand that:

The researcher will not identify me personally in any presentations or publications reporting the research.

The researcher will only keep textual data (transcripts and observation schedule) for the required period.

### I understand that I have the right to:

Withdraw from the research at any time

Remove, change or add to the transcripts of the interviews

I know who I can contact directly if I have any issues with the researcher during the period of the research.

### I consent to:

- Having my contributions during the individual semi-structured interview audiotaped and transcribed.
- Having the researcher collect and analyse any information, necessary for the study.
- Having the researcher observe my lessons, audiotape and transcribe my conversations during class interactions with my students.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: .....

## APPENDIX C: INTERVIEWS QUESTIONS FOR TEACHERS

(Adapted from Habibah, 1994, Chiang, 2003 and Yook 2010)

### A. Background information:

- a) Name .....
- b) Age .....
- c) Name of the school where you teach.....
- d) Number of years teaching ESL.....
- e) Name of Institution teacher training was received.....
- f) Qualification obtained.....
- g) English language grade received at college .....

### B. Previous learning experience

- 1. How were you taught English as a learner?
- 2. Could you state any teaching approach that you particularly like/dislike that was used by your past ESL teachers?
- 3. In what ways have you learned, if any, from your past teachers' teaching approach?
- 4. In what ways have your past teachers influence your method of teaching ESL?

### C. Teachers' instructional practice

- 1. In your opinion, what is the role of the teacher in the English language classroom?
- 2. What personal philosophy of teaching and learning do you apply in your teaching?
- 3. How do you typically teach English in your classroom? Why?
- 4. What aspects of English language do you emphasize/focus on in your instruction? Why?
- 5. What do you think would be the ideal teaching method for ESL in your classroom?

### D. English teachers' beliefs about language choice

- 6. What are your teaching goals in teaching ESL?
- 7. What have you done towards achieving the goals you mentioned? How do you ensure these goals you mentioned are achieved?

8. How do considerations for the students influence the way you teach?
9. What role does the student's mother tongue play in your teaching?
10. How often do you use L1 in your instruction? Rarely? Often? Always?
11. For what purpose do you use L1 in your instruction?
12. Any further comments?

University of Malaya

#### APPENDIX D: TRANSCRIPTION CONVENTION

Jefferson (2004) transcription convention was used to transcribed audio recorded interviews and classroom talk in this study. Jefferson notation used in this study include the following symbols:

Symbol	Use
-	Indicates an abrupt halt or interruption in utterance
((Italic text))	Annotation of non-verbal activity.
(.)	A brief pause, usually less than 0.2 seconds.
(0.2)	Timed paused in seconds
...	Indicate incomplete sentence
Italics	Indicates Yoruba words or codemix of Yoruba and English
()	Indicates contextual events or comments by analyst
[]	Unintelligible word

## APPENDIX E: AN EXTRACT OF THE AUDIO RECORDED LESSONS

**Teacher: Aminah**

**Topic: Grammar**

Good morning. (The teacher writes the topic on the board). Active and passive forms of verb that is our topic. Settle down (class control). So if they didn't call you, you won't come back to class. Settle down on time and bring out your notes. I said the topic is active and passive forms of verbs and that is grammatical aspect of English. Are we ready? Settle down on time, take out your notes. If you are not ready for today, don't stay in the class, if I see you doing nothing, you will be in trouble, ah ah. Ajibike Yaqeen! You always sleep in the class or you would be looking as if you are not part of us, I won't tolerate that this afternoon. (( )) (The teacher coughs). What is it? You will be eating when we are working Abi? You will be eating? Keep it. I must not see you eating. Break is over already, don't eat. Don't let me waste the food for you.

Teacher: Are you ready? (The teacher asks the class)

Students: yes.

Teacher: We are starting with a paragraph. When the subject of a sentence ... when the subject of a sentence represents the doer of an action, when the subject of a sentence represents the doer of an action the verb of the predicate is in the active voice. I want to repeat, when the subject of the subject of a sentence represents the doer of an action, the verb of the predicate is in the active voice; (Class control: why must you leave your place? You don't know how to write?) (.) But when a subject of a sentence, when a subject of a sentence represents the sufferer of the action, when a subject of a sentence represents the sufferer of the action (she spells sufferer for the students), the verb of the predicate is in the passive voice (.)

So, this is not your first time of hearing active and passive voice. That is what you mean by saying active and passive forms of verb. It is possible in a sentence to have an active voice, it is also possible to have passive voice. If the ah ah the subject we are referring to, if it performs the function of the subject by being the doer of an action, that is what you know the subject for. Subject is also always the doer of an action. So if it functions as the doer of an action, the verb is said to be in active voice; but if the subject performs the function of the sufferer of an action, that is, you are having the object before the subject, in most cases, if you want to have your sentence, you always have the subject before the

object, it means the subject is the doer of an action (0.2) When you have the object before the subject, it means the subject there represents the sufferer of the action. If the object is main focus, it means the verb will in passive voice. Are you following? (The teacher asks the students). Let's proceed.

Conditions for changing an active verb into a passive one, you want to change. We want to state the conditions. There are certain conditions that need to be considered before an active verb can be changed into a passive verb. One, number one condition:

The object of the verb, the object of the verb, becomes the subject, becomes the subject. That was what I just explained. By first having the object before the subject (.) When you have the object before the subject of a sentence, that object is just acting as the subject and that is how we have the passive form. That is it.

Condition two: the subject replaces the object, the subject replaces the object, the subject replaces the object. Are you there? (the teacher asks the students) but it is preceded by preposition "by" , but it is preceded by preposition "by" (the teacher spells and writes by on the board). Okay?

Number 3: The form of the verb, the form of the verb, the form of the verb is changed to the past participle. The form of the verb is changed to the past participle. The form of the verb is changed to the past participle preceded by the appropriate - You are not writing again? You don't know the correct spelling or you are too slow to such an extent that you cannot write. The form of the verb is changed to the past participle preceded by the appropriate form of the verb be (the teacher spells be for the students).

No we want to move to the circumstances influencing the use of passive, the circumstances influencing the use of passive. Before you can use passive, before you change or before you convert an active to passive verb, there are certain circumstances you need to put into consideration apart from the conditions we had before. Now, the circumstances.

Circumstance one. When the object of the sentence, when the object of the sentence, when the object of the sentence. Jamiu! You are not writing ((monitoring) when the object of the sentence is considered more important than the subject. This is what we have been explaining since. When the object of the sentence is considered more important than the subject. This is one the circumstances influencing the use of the passive. *Ti o ba ti je wipe in the whole sentence object yen gang gan la focus, ohun gan gan la fe so nkan ni pa e.* it is that object that is important to us not the subject, so we have the passive form. E.g look

at this example: coal is mined in Enugu. Look at it, coal is mined in Enugu (the teacher writes the example on the board). Look at this sentence, where is the subject? (.) There is no subject. What serves as the subject is the object. It is no more object now because it is not, it does not perform the function of the sufferer of the sentence. So, it is even standing as uhm as the subject. The reason for bringing this example is to show that it is the object that is more important to us than the subject, and that is why we did not have the subject in the whole sentence. Coal is mined in Enugu. Who mined coal, we don't mention it because this is what we are after (she points to coal on the board) which happens to be the object. Are you following?

Students: yes.

Teacher: That is one.

Another example, example 2 under that, that is when the object of the sentence is considered more important than the subject. Things fall apart was written in the 1950s. Look at it (she writes the example on the board). Look at how I wrote 1950s (small letter s). So, things fall apart is a book, it's a novel written by Chinua Achebe, one of our professors in literature. Yaasir, are you there? Are you asleep?

Student: no.

Teacher: Things fall apart is a book. We are not after Chinua Achebe who wrote the book, but we are after the book he wrote. You understand now? So, it means the object of the sentence is more important to us than the subject, and that is why we have it in passive voice. And don't forget in the example that we had, don't forget that they said the verb would be changed to past participle. As you can see now, written, it is in past participle, Ah ah. That is participle. This is circumstance one.

Circumstance number two now. When the subject is not known, *ta ba ti e mo subject yen rara m, ta mo eniti o sise yen gan gan*. When the subject - Ajeigbe, are you writing? (Monitoring the student). Why are you not writing? is not known, *ta ba mo eniti o se n kan. Eniti o se nkan lo n jesubject*, doer of an action. Okay, the doer of an action is not known, okay? (The teacher spells known for the students because they did not know it) e.g, example a now, example one:

He was killed during the war, He was killed during the war. He was killed during the war. You don't need to ask who killed him, how he was killed. That one is not our concern. In fact we don't know the killer, we don't the person that killed him. So, what we are after

is the matter that happened. You understand now? Since we don't know the subject of the action, then, we have passive form of verb. Example two under that: the doctor has been sent for, the doctor has been sent for, the doctor has been sent for. *Won ti ranse pe doctor. Won ti ranse pe. Ko si n to kan wa pe ta lo ranse pe , kini won ranse pe fun.*

A student: do we mention the time the doctor was sent for?

Teacher: No. *Won saa ti ranse pe. Awa gan o nib ere pe talo ranse pe toripe a need attention of the doctor at that time. The doctor has been sent for, we don't know the subject, we are not after the subject, all we are after is the action. Are you following? Since we don't know the subject, therefore, passive form of verb is used.*

Circumstance three (.) when the subject is clearly known, it is the opposite of circumstance two now. You know we said in the circumstance two that when the subject is not known, but in circumstance three now, when the subject is clearly known. *A ti e wa ma subject yen gan gan, ki I se pe a mon, and, therefore, does not need to be stated. Ki I se pe a mon eniti o se nkan ye, a mon, sugbon ko si n ti a fe fi oruko re se.* You understand now? When the subject is clearly known and, therefore, does not need to be stated. *A fe ki awon eyan mo pe oun lo se.* Okay? You will use passive voice when you wish to hide the identity of the doer. *A je pe instead of having our sentence in active voice, we say it in passive voice. Ah ah. So example, example a:*

We were all created (0.2) We were all created, We were all created. You can see now, we don't need to say we were created by God or God created us. We were all created. *Ko si eniti o jabo loju orun ninu gbogbo wa. Gbogbo wa la mop e Olohun lo da wa.* So, we don't need to state the subject.

Second example under that (( )) (the teacher coughs):

The child was born at Adeoyo, The child was born at Adeoyo. *Ibo ni won bi si? Adeoyo. Tani iya naa, we don't need all this. We are not after that. Ki I se pe a mon iya e, sugbon a fe mo hospital ti won bi si.* You understand now? We know the subject, but we are not concerned with that. We don't want to state the subject. Ah ah.

Now, let's move to circumstance four. We have five circumstances. Circumstance four now. When it is intended to avoid taking the responsibility for an action, when it is intended to avoid taking the responsibility for an action, when it is intended to avoid taking the responsibility for an action. Abdus salaam, you always disturb the class (controlling of the class). You are writing and murmuring. Yaqeen! Okay? When it is



intended to avoid taking the responsibility for an action, that is another circumstance. *Eyan se n kan sugbon eyan o fe awon eyan mop e eyan lo se n kan yen, abi enikan se n kan sugbon a fe ki awon eyan mop e oun lo se n kan yen. So ti ye n sin*(checking comprehension). So, instead of creating room for people to be asking or verifying the subject of the action, we just turn our voice to a passive one (.)Example:

I am directed to arrest you immediately. Or should we change it! I was directed to arrest you immediately, I was directed to arrest you immediately, I was directed to arrest you immediately. So, I don't want to mention the person that directed me to arrest you. I just came to you and said I was directed to arrest you. So don't ask me. If you want to know who directed me to arrest you, you have to follow me. *Nigbati o ba tele mi, wa mo eniti o ni kin n mu e.* You understand now? I intentionally didn't mention the subject. That is it.

Another example. You are warned to stop disturbing others. *Ajibike ni a n bawi yen* (scolding of the student). *Won ti kilo fun e, won le maa kilo fun e* (translation) to stop disturbing others. You are warned to stop disturbing others. So, it is understood by all who warned him to stop disturbing others. So, we don't want to mention the subject.

Circumstance five. When it is intended to avoid repetition, when it is intended to avoid repetition, when it is intended to avoid repetition. (She writes repetition on the board for the students). We have known the subject of the sentence before but we want to say more about that subject (0.2) are you following? So, when you want to say more about the subject, you don't need to repeat the subject. We can start a sentence with active voice and end it with passive voice. Do you understand now? You can say Mrs. Abioye is a teacher, she teaches English. If you want to say more about Mrs. Abioye, her work is well understood, instead of saying you always understand her work. You understand now? You can continue like that in a passive way to avoid repetition. Instead of saying we always understand Mrs. Abioye work well, Mrs. Abioye is...uhn uhn to avoid repetition, you change to passive voice, okay? Example:

Enough has been said on this matter, Enough has been said on this matter, Enough has been said on this matter. *A ti soro to nipa iseleyi, ah ah, a ti so so* (explanation) now. Enough has been said on this matter to avoid repetition, you just have it like that. This is one example.

Second example: The rest will be treated tomorrow. The rest will be treated tomorrow. We are trying to avoid repetition. *To ro ba ti poju, eyan a maa so aso tun so.* So, in order

to avoid repetition, we change from active voice to passive voice. Are you there? (Checking).

Ahm, now, we want to give examples of active sentences converted to passive sentences and we can have that in a tabular form; you can have it like this active, passive (( )) (the teacher draws a table on the board and writes active sentence on the left hand side and passive sentence on the right hand side). So, example one. Are we ready? Are we ready? Shall we proceed?

Students: yes.

Teacher: Example one: the senior prefect is punishing the boy, the senior prefect is punishing the boy. The senior prefect is punishing the boy. That is an active sentence. We want to convert it to passive sentence now. We want to convert it to passive sentence now; the boy is being punished by the senior prefect (The teacher spells being for the students) the boy is being punished by the senior prefect. The senior prefect is punishing the boy. That is present continuous tense. Now, we want to change it to passive sentence. The boy, you can see now, we brought the boy from the back, we first introduced the object now. Here (she points to the first example on the board) you first introduce the subject first, that is for active sentence when you convert it to passive sentence (.) you introduce the object first. So, the boy is being punished by the senior prefect.

Example two: the woman threw the gun away. The woman threw the gun away. The woman threw the gun away.

Teacher: What is the past tense of throw. Balqees, aah! Why? Have you written the first example? What of the second example? The woman threw the gun away. How are we going to convert it to passive sentence?

Students: the gun was threw away by the woman.

Teacher: Again? (drilling)

Students: the gun was threw away by the woman.

Teacher: You have to change threw to past participle. What the past participle is of threw? Thrown (the teacher tells the students and spells it for them). *Gbenu soun, iwo wa ni teacher to so fun* (the teacher scolds a student telling other student what to write) you can't report him! *Nigbati iwo o ti sleep ni eni, o ye ki o maa ri eniti o sleep, alai nikan se* (scolding and correction). The gun was thrown away by the woman. The gun was thrown away by the woman

Example three, example three: the governor has opened the new school. The governor has opened the new school. The governor has opened the new school. The governor has opened the new school. We want to convert it from active to passive. How do we convert it now?

Students: the new school has been opened by the governor.

Teacher: Has become?

Students: had.

Teacher: (The teacher spells had for the students). The new school had been opened by the governor. The new school had been opened by the governor. The new school had been opened by the governor. Are you there? The new school had been opened by the governor.

Example four. Shall we progress?

Students: yes.

Teacher: The team - (she spells team for the students) the team will play two matches next week. The team will play two matches next week, the team will play two matches next week. Convert it to passive voice? How will you have it? (Questioning)

Students: two matches will be played by the team next week.

Teacher: Two matches would be played by the team next week (the teacher corrects the students' error immediately) Two matches would be played by the team next week, Two matches would be played by the team next week. Played, played.

Example five: The postman collected the letters. Collected or received. How do we convert it to passive voice? Ehn!

Students: the letter was collected by the postman.

Teacher: letters, letters. Letters, letters were...

Students: the letters were collected by the postman.

Teacher: repeat it again.

Students: the letters were collected by the postman.

Teacher: letters were is the correct form. This is plural now (she writes letters on the board and points to it). If it is a letter, you would have was. The letters were collected by the postman or the letters were received by the postman. *O ti su e! o ti ko ko ko* (she scolds a

student for not writing). His note can never be complete, I know that. Is your note complete? (The teacher asks the student) No, capital no (says the teacher). Okay.

Example six finally before you have your classwork. The workers had swept the streets (she repeats the example three times). *Streets po ti won gba*. So, your streets should be pluralized. . The workers had swept the streets. Streets plus s. The workers had swept the streets. The streets? (The teacher asks the students to change the sentence to passive voice).

Students: the workers have swept the street.

Teacher: No, had remains had, had remains had. Say it

Students: had remains had

Teacher: Again?

Students: had remains had

Teacher Again? (Drilling).

The streets had been swept by the workers. The streets had been swept by the workers. Ask your questions before I ask mine, Ask your questions before I ask mine. Is it well understood?

Students: yes.

If it is well understood, convert from active to passive and vice versa?

You have it in a tabular form like this (the teacher points to the example on the board). You understand now? I will not say it is active or it is passive. You will write under active under active sentences and passive under passive sentences and convert them active sentences to passive and passive sentences to active. You understand now?

Example, oh, sorry! Are you ready? (.)

Students: yes.

Teacher: Class exercise now. Change these sentences to either active voice or passive voice.

1. The time keeper rang the bell. The time keeper rang the bell. Don't say it out, write it in your note. Indicate class exercise on it. Ah ah.

2. Two robbers were arrested by the police. Two robbers were arrested by the police. Two robbers were arrested by the police.
3. The security man locks, locks, locks the gate every night
4. A speech was made by the chairman. A speech was made by the chairman. A speech was made by the chairman. So do that four. Let me bring my red pen.

Submit your work. (( )) This is the end of the period. Yes, yes, only two students (submitted their work). Few minutes to the end of the period. Where did you see the two robbers? Two robbers.

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## APPENDIX F: AN EXTRACT OF AN INTERVIEW TRANSCRIPT

**Teacher: Yusuf**

### **Interview: 2 (Follow-up)**

Researcher: This is a follow-up interview to the first interview I conducted on your previous learning experience and your background information. My questions today focus, focus on your instructional practice in the classroom. My first question is, in your opinion what do you consider as the role of English language teacher in the classroom?

Teacher: ehm, the roles of English teacher in the classroom is to transmit knowledge of the language on the learners, to impart knowledge of English language on the students.

Researcher: please could you speak louder?

Teacher: to impart knowledge of English language on the students. Likewise, to make students be competent in the ehnn, target language, that is, English language. Teachers need to teach the students very well so that they become competent in the language. They should teach their students how to use the language in correct ways. Also, they should teach their students whatever they need to know to pass general exams, especially, external examinations like WAEC, NECO, JAMB and the and the likes. The exams test different eh, eh, different aspects of English language and if teachers don't teach students effectively, they will eventually fail the examinations. Like comprehension test, summary, test of oral English, vocabulary. So, the role of English teachers is to teach all the aspects of the language so that students can excel in general examinations. Teachers' roles also include correction of students' erroneous speech. They need to, to, correct grammatical errors of students. So, that is all I can say on that. Teachers need to teach the students very well so that they become competent in the language. They should teach their students how to use the language in correct ways.

Researcher: Thank you. I would also like to ask, in your teaching, how do you, okay let me that for now and I will ask later. My second question is what personal philosophy of teaching and learning do you apply in your classroom, in your teaching?

Teacher: okay, my, my personal philosophy of teaching and learning of English is language is that grammar should be at the centre of teaching the language because grammar is the bedrock of any language. Grammar, grammar helps ESL learners to use the language correctly in both spoken and written forms. Similarly, grammar improves learners' competence.

Researcher: in a nutshell, what is your personal philosophy of teaching and learning?

Teacher: my personal philosophy of teaching and learning is that grammar should be the most focus aspects of teaching. I believe once students understand the rules of English language, they will be competent and excel in their exams. No language can be taught without knowing the rules that guide its usage.

Researcher: If I got you right, you said grammar should be the focus of English teachers. What about other aspects of the language?

Teacher: all aspects of the language should be the focus of English teachers, but **grammar is the most important aspect**. I am not saying we shouldn't teach other aspects because they are important but grammar is the most important aspect of any language.

Researcher: My next question is how do you typically teach in your classroom? How do you teach in your classroom?

Teacher: you see I am the source of information to my students, so I teach them according to the subject syllabus. **I use English language most times to teach my students because it is ,it is the focus of teaching and learning but sometimes, I use their L1 to teach so that understand what is being taught**. Also, I give my students different examples of the aspect of the language I teach so they understand whatever aspect I teach them. More on that, **I use code-switching and mixing in my teaching process because I want my students to understand, or achieve the learning goals**. I teach them in the best way I can so that they achieve what they came here for. I use the target language most times to teach.

Researcher: Okay. Thank you very much for your response. What do you mean by code-switching and code-mixing?

Teacher: it means I switch from the target language to my students' indigenous language to aid their understanding.

Researcher: Okay. In your teaching, what aspect of English language do you emphasize of focus more?

Teacher: I focus on the language grammar as I said earlier **I regarded grammar as the bedrock of the language**.

Researcher: why do you focus more on grammar?

Teacher: because **it happens to the bedrock, the foundation of the language, every language. For any student to understand the language, he or she must be taught the**

grammar of English. Grammar teaching helps students to speak good and correct English and also, it helps them to write well. Grammar does all these things. I mean the rules that guide usage of the language. If students don't understand the grammar of English, even if they speak fluently, they will commit blunders. That is zero. Ehm , they can only write good essays only if they understand the rules of the language.

Researcher: How do you, sorry thank you. How do you ensure your students understand grammar you teach them? Or how do you know that they understand what you teach them?

Teacher: I conduct debates for them so that I know whether they understand what I teach them or not, I know this when they commit grammatical blunders. I also ask them to write essays and, and through that, I know what they understand and what they do not.

Researcher: do you allow your students to speak in the classroom after from debates?

Teacher: yes, of course, I create time in my class for my students to discuss any topic I have taught them and through that I know whether they understand what I teach or not. If I discover they do not understand, I explain again to them. I also refer them to grammar textbooks.

Researcher: In teaching difficult aspects of English grammar, do you use students' L1 or the target language, English language?

Teacher: I use my students' L1 for explanation sometimes, not always, I use the, the target language because it is our focus. If I want them to understand it more, I use their L1. For instance, if I want to explain subject of the sentence in English, I tell them what it is called in Yoruba, oluwa. So, they will understand that subject is the doer of an action and doer of an action is called oluwa in Yoruba. I use students' L1 to buttress my point during the course of teaching.

Researcher: How do you correct your students' mistake while speaking? Do you immediately correct them or you delay the correction?

Teacher: It depends, it depends, when they make mistakes, I use questions to correct the mistakes.

Researcher: can you give an example of that?

Teacher: Like last week when I was teaching them, a student used went instead of gone, I just said I have went to the place, correct my mistake my dear brother. One of the



students stood up and corrected the error. So, I told the student who committed the mistake to take note of the correction. I do this most times and some other times, I tell them their mistakes explicitly. I think using questioning to correct errors will give them the opportunity to correct themselves.

Researcher: Do you use immediate correction most times or delayed correction?

Teacher: I use immediate correction because if I don't tell them immediately, I may also forget.

Researcher: My next question is what do you think would be the ideal teaching method for ESL in your classroom?

Teacher: ehm, really, there is no ideal teaching method, topics you want to teach determine the methods you use. For instance, if you want to teach pronunciation of words, you will use behaviourist approach to teaching. A competent teacher will never stick to a method of teaching, ehm one teaching approach. It depends on the the the the topic you want to teach. If a teacher wants to teach spoken English, the method he or she supposed to use is communicative. If you want to teach grammar now, you should use focus- form. You can see that teaching spoken English, grammar, pronunciation require different methods, so we cannot use only one method to teach every aspect of the language. Teachers need to be dynamic in their teaching. That is all I, I can say on this.

Researcher: thank you very much. My next question is what are your teaching goals in ESL classroom?

Teacher: I have already mentioned that before, I will mention them again. One of the goals of teaching English is to impact the language knowledge on the students. Another goal is to ensure that your students are competent in the language, ability to use the language in correct ways. Likewise, to teach students all what they supposed to know in order to pass any examination, especially, general examinations like WAEC, NECO, NABTEB, JAMB, and the likes. Students need to achieve the purposes of learning English language. So, that's all.

Researcher: thank you very much. My next question is what have you done towards achieving the goals you mentioned? How do you ensure these goals you mentioned are achieved?

Teacher: I give them exercises, I give them assignments, I give the opportunity to practice in the classroom. I assess them, evaluate them. Some students are very lazy, so you have

to make them repeat what you teach many times so that they memorise them. I also assess them, evaluate them, I give them a weekly test to know whether they understand what I teach them. School examination is also used to test the students' understanding of what I teach them throughout a term. If I don't all these things, I would not know whether I have done my job as a teacher or not. I accomplish my teaching goals through all the things I mentioned.

Researcher: How do you, do you give students classwork as well?

Teacher: yes, I mentioned it. I give them classwork and I mark. Whatever mistakes that they make, I correct them.

Researcher: in achieving these goals do you, or in order to achieve the goals, how does the students' L1 help in that regard?

Teacher: I use my students' L1 sometimes because there is no way students will not understand what you teach them in the own language. So, I incorporate their L1 in my teaching.

Researcher: What role does the student's mother tongue play in your teaching, in your classroom?

Teacher: ehm, students' L1 plays a vital role in my classroom because, once, aah, my experience in teaching have taught me that teaching completely in the target language cannot help students to achieve their goals, students cannot understand hundred percent of what you teach them in English language. You need to employ their L1 so that have a better understanding of what you teach them.

Researcher: are you saying students' L1 is a vital learning tool in your classroom?

Teacher: of course, it is a very useful teaching tool.

Researcher: my next question is how do considerations for the students influence the way you teach?

Teacher: My consideration for my students influence the use of my language in the classroom, especially, when my students seem not to understand what I, I teach them, then I switch to their L1 for effective teaching because I really want to impart knowledge on them.

Researcher: Thank you. How would you rate your proficiency level in English?

Teacher: I am proficient. I can't English teacher without being proficient. I am capable of using the language anywhere.

Researcher: more on that, do you focus more on accuracy or fluency in your classroom teaching? Which of the two do you want your students to master very well?

Teacher: Actually, I focus more on accuracy. I want my students to speak correctly, write correctly. Once a student is able to speak accurately and write accurately, he or she has learnt over sixty percent of the language as my experience showed that to me.

Researcher: you mentioned that your past teachers' approaches to the teaching of English language or methods influenced your ways of teaching, do you still consider the approaches you stated, do you think they are still suitable for the modern day teaching of English language?

Teacher: ehm, kudos to them. I still consider some, I still consider some, some of their approaches are still relevant. English teachers still use them today. My past teachers determined and dominated classroom discussions, we have to listen attentively to them. Most times, their teaching was based on memorisation of new words and rules, ahm, they taught us explicit grammar as well. Also, our teachers focused on speaking and writing. But I hate memorisation of grammar rules because I got puzzled whenever I tried to remember them most times. I know it is important for students to memorise some rules like past tense rules, future tense, rules changing active voice to passive and so on. It is very good to teach students, how, how to speak, write and ahm, to teach them grammar consciously because I benefitted from them a lot from my own teachers. So, basically, all my approaches to the teaching of English language were adopted from my teachers. I benefitted a lot from them and I believe the approaches would help my students too to understand the language and also help them to be successful in their examinations.

Researcher: Could you tell me how your teaching experience has influenced the way you teach English?

Teacher: uhm.. my teaching experience has influenced the way I teach English. You know sometimes you have to adapt to your classroom situation. When I started teaching, I did not make use of repetition frequently when teaching vocabulary and some grammar rules, however, I noticed that there were lazy students in the class, they didn't want to learn at all. I needed to force them to repeat what I teach them many times so that they could internalize them. This experience informed me why my past teachers used the approach in their teaching.

Researcher: Thank you. What role does the student's mother tongue play in your teaching?

Teacher: My students' L1 plays a vital role in my teaching because it allows them to understand whatever I teach them in English that is not clear to them, once I use their L1, they would understand it. So, it is a very useful tool in teaching them English language. I only use my students' L1 to enhance their understanding of the target language. So, that is all

Researcher: my next question is ehm, how often do you use L1 in your instruction? Do you use them always, do you use it always? Often? Or rarely?

Teacher: I use my students' L1 often. **I use my students' L1 in my instruction in order to aid their understanding of what I teach. L1 is used for explanation.** I use my students' L1 after explaining the lessons in simple English and I observe that they still don't understand. I also use it when dealing with difficult words, concepts

Researcher: could you please give me examples of difficult words you use your students' L1 to explain?

Teacher: ehm, ehm, for instance, the word shrine, most of my students did not know its meaning, they regarded it as a mosque or a church. **They understood its real meaning when I explained it in their mother tongue.** I told them it is called ojubo or ile osa. Place where traditional religious worships take place. Sacrifices are also made there.

Researcher: My observations of your classroom reveal to me that you translate almost every sentence you made in the classroom, why did you do that?

I only did that to increase their understanding of what I taught them, that is all. Also, I translate some English words to Yoruba because I want them to know their meanings, **I believe they would not forget the meanings of the words I translated to their mother tongue. So, it contributes to their learning.**

Researcher: my next question is what purpose do you use L1 for in your instruction?

Teacher: The purpose of my L1, my students' L1, **I use it only to facilitate the teaching and learning of English language in the classroom.** To be sincere with you, ESL teachers in Nigeria cannot use hundred percent English in the teaching of the language because

most students will understand what you teach in the target alone, so, students' L1 is very good teaching and learning tool in the classroom.

Researcher: you mentioned in the first interview that your previous teachers did switch from your L1 to, sorry from L2 to your L1, how did the switch help you to understand English language the more?

Teacher: It assisted me a lot. Switching from the L2 to my L1 improved my knowledge of English language. **Our teachers used to explain the meanings of some difficult words and difficult aspects of English grammar in our mother tongue and immediately they do so, we quickly understand the lessons.** There were some topics they taught me, if they didn't switch from English to my L1, I might not understand them.. I could remember vividly when I was learning syllables, my teachers would switch from English to Yoruba so that we could understand English syllables because they believed that if we could understand Yoruba language syllables, we would be able to understand the syllables of English. They had to switch to Yoruba before I could understand it.

Researcher: Do you have any further comments?

Teacher: You see **my previous teachers focused much on the grammar of English language because they believed it was the most important aspect of the language. That influenced me so much that I also focus on the grammar of the language** and it has helped most of my students a lot. Those that have graduated succeeded in their external exams because of their knowledge of English grammar.

26,904 words.

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