

New Perspectives in Teaching and Learning Second Languages: Enhancing Unseen Elements and Processes Beyond Theories

Chinomso P. Dozie^{1*}, Adaeze J. Regis-Onuoha¹, Escor Effiong Udosen,² Lovina I. Madu¹, Favour O. Egwim¹.

¹*Directorate of General Studies, Federal University of Technology Owerri, Nigeria.*
and

²*Department of Linguistics and Communication Studies, University of Calabar, Nigeria*

Corresponding Author: Chinomso P. Dozie,

E-mail: chinomso.dozie@futo.edu.ng

Abstract

This article reports on findings from qualitative and empirical research on second language (L2) teaching and learning based largely on second language teaching theories, methods, and approaches which are generally believed to contribute immensely to second language learning. The goal of the study was to ascertain the extent to which these theories when applied to actual second language teaching and learning situations translate to effective/positive feedback. Oral interviews and informal interactions were used to elicit information from 4000 students who gave consent and were randomly selected from a pool of students after the objective of the study was explained. In addition, key Person Interviews (KPIs) were used to confirm, enhance, and supplement the information obtained from the oral and informal interactions. The results showed that beyond the basic theoretical matters and their applications in second language teaching and learning, the study subjects as well as KPIs were more inclined to believe that factors such as motivation, interest, commitment, willingness, and determination were crucial to language teaching and learning and which ultimately accounts for competence and performance in the target language. The study concludes that second language teaching/learning involves the mutual action and participation of two parties – teacher and learner for optimum feedback. Further research can be done to explore the perception of second language learners in the early secondary school years to be able to ascertain the exact point of disconnect in the process.

Keywords: Second language acquisition, Teaching, Learning, English as a second language (ESL), Teachers, Learners

1. Introduction

Teaching, generally just like learning, is a fundamental aspect of human development which aims to inform, instruct, provide guidance, suggest activities as well as supply materials to stimulate learning. Teaching, as a bilateral affair, is not done in isolation and the implication is that the most a teacher can do is to provide the environment, activities, motivation and materials which encourage learning. But the desire for increased knowledge is practically universal and this is shown by intellectual curiosity in learners of all ages and stations in life. Although, learning is a lifelong process, no teacher can instruct successfully without the active participation of the learner. Complex and multifaceted as it is, teaching, in whatever form means - growth, development, enhancement, improvement, progress from one point to another. Language teaching, however, involves the teaching of a language formally or informally, by precept or by example to language users while second language teaching focuses primarily on the conscious and formal teaching of a particular language to native speakers of another language with great emphasis on the mastery of and proficiency in the four language skills: listening, speaking, reading and writing (Dozie & Ojilere 2019). Also, the architecture of language is such that the four skills embedded therein are so intricately woven that one cannot successfully discuss one element without recourse to the other(s) or at least complementing it with the others. Teaching English to non-native speakers poses peculiar challenges to both teachers and learners. The teacher's challenge may arise from the choice of

teaching techniques which ought to impact learners as they struggle with factors that affect their competence in the target language. Second language teaching therefore involves the mutual action and participation of two parties – teacher and learner.

The English language is the nation's (Nigeria) second/official language and medium of instruction. It therefore follows that considering the length of exposure of the learners in question to the English language, there are expectations of proficiency and competence in the use of the language, but these expectations are hardly met. As a result, teachers of English as a second language (ESL) have continued to grapple with the challenge of achieving the optimal result by applying various teaching techniques/approaches/methodologies and theories believed to enhance delivery and results on the one hand, while trying to figure out factors that might stimulate learning on the other hand in the learners. Over the years, teachers of English as a second language ESL in Nigeria in general and at the Federal University of Technology Owerri (FUTO) have often wondered why the length of exposure, teaching, and interaction with learners has not yielded the desired positive feedback.

Granted that there may be a few exceptional cases where learners have shown mastery of the target language to an impressively admirable point, but most learners have been found to manage to achieve 'pass' grades to take them to the next level, yet, beyond classroom assessment/examinations, they have not necessarily shown competence in the use of the language which remains a problem to ESL teachers. To rule out the possibility of ESL teacher-failure to impart to the learners, they have deployed all known/available mechanisms to drive and achieve success in second language (L2) acquisition. Yet, seeing that these laudable efforts have not easily yielded the desired impact, they resorted to learner-attitude toward L2 acquisition to establish the missing link in the process. The thrust of this study therefore was to ascertain the extent to which these theories when applied to actual second language teaching and learning situations translate to effective/positive feedback as well as learners' attitude toward the practice and learning style.

Language Teaching Approaches

The main reason why language teaching approaches differ in theory is that each methodology has a different focus and set of strategies, each with its advantages. As a result, this review will provide an overview of language teaching techniques while highlighting the importance of appropriateness, objectives, environment, and language learners' learning needs. As each teaching approach is based on knowledge of the language/learning process employing certain techniques and materials utilized in a set sequence, no teaching style is intrinsically better than any other, according to Taylor (2019). Rather, no one ideal or common pattern works for everyone in all settings. Fundamentally, though, every approach includes both strengths and weaknesses that, in the end, propel the transition from good to better—or even best—in an efficient manner.

Grammar Translation (GT) Approach: this approach otherwise referred to as the classical approach takes its origin from the classical method of teaching Greek and Latin which focuses on accuracy and not fluency. Within the framework of Grammar Translation, students are taught grammatical rules, made to memorize vocabulary, and equally encouraged to learn translations which they apply by translating native thoughts into the target language or vice versa. Characteristically, this approach places a lot of premium on the teacher's indisputable knowledge of both native and target languages and his/her ability to navigate the nuances of both languages. Also, GT relies on literary texts for reading purposes to emphasize the culture of the target language learners. Like so many other practices that have challenges, GT does not practice communication and has no value for speaking. There is no established theoretical justification and as such form ranks higher than meaning and teaching is carried out fundamentally through explanation in the native language of the learners. However, despite the many deficiencies of the

Grammar Translation approach, it has been found to ground learners in the rules of grammar as well as ease in the translation process (Maduekwe, 2007 and Cook, 2010)

Direct Approach: often called the natural method, it deemphasises the use of the learner's native language/mother tongue but promotes teaching using the target language. This approach is teacher-directed and centers on the learner's classroom engagement in which not one word of the learner's native language is spoken; this is to say that the focus is learning through listening and speaking which allows for mistakes to occur. Learning will be reinforced through correction and not mastery of the rules of grammar. This is a practical, participatory, and very exciting approach because learners are encouraged through imitation of the target language as used by its native speakers, and as noted by Hubbard, Jones, Thornton, & Wheeler (1983), it ultimately precedes the productive skills of reading and writing. Generally, while the bulk of the activities in the direct approach is generated, sustained, and pushed based on the teacher's native-like competence in the use of the target language, the learners are expected to learn, understand as well as speak the target language in every situation.

Audio-Lingual Approach: also called the Army method or New Key as developed by Charles Fries (1945). It is anchored on conditioning (stimuli response) to actuate new habits through reinforcement which upholds "intensive oral drilling of its basic patterns". According to Richards and Rogers (1987), this approach follows a three-way process where the stimulus- represents the information on the foreign language, the response- represents the learners' feedback on the presented material, and the reinforcement- represents the expected accomplishment and confidence that come with target language use. The AL approach by implication draws from aural skills where listening and speaking are of primary importance. AL comes with patterned speech as the approach encourages a repetitive process where single sentence form is replicated over multiple instances and gives rise to some sort of mechanical speech structure due to the rote memorization that characterizes the process. By the highlights of this approach, teachers and learners leverage its focus on intonation, context-based vocabulary, audio-visual aids, and pronunciation to facilitate limited learning as there is hardly any room for holistic teaching and learning. Conversely, the Audio-Lingual approach pays only surface structure attention to communicative competence/meaning and not deep structure attention. Also, the four language skills are not given equal consideration and it is a teacher-controlled technique.

The Communicative Language Teaching Approach is a learner-centered, language-in-practice method where students effectively convey real meaning by using their innate language acquisition mechanisms to help them use the target language. The CLT approach, according to Harmer (2005), is based mainly on developing abilities that enable efficient message and content delivery with a focus on communicative competence; thus, it places a strong emphasis on contextualizing learners' actual and tangible experiences through the target language. From all indications, it seems that the communicative approach, which promotes learners' use of diverse tactics to actualize language in context, is not a complete package because it ignores several important facets of language teaching and learning, including morphology, phonetics/phonology, grammatical accuracy, the sociolinguistic function of language, etc.

Task-based Learning Approach: created by Prabhu (1987), this method involves the teacher guiding students through relevant tasks like conversing with a doctor in a patient-doctor scenario, participating in an interview, asking a customer service representative for help, etc. in the target language. This seems more like a routine hands-on activity classroom where students are supposed to act out a role-play in their heads while following the teacher's instructions in the target language. After the activity, the teacher assesses the student's performance and makes any required modifications or revisions. The task-based learning strategy may not be able to effectively meet the language needs of learners in varied contexts since it is experimental, form-focused, and depends on corrective feedback when it comes to second language acquisition in the classroom.

The Eclectic Approach, sometimes referred to as mixed techniques and promoted by Rivers (1981), is a multifaceted method of teaching that incorporates all of the previous approaches to teaching second languages. Put another way, it is not predicated on a particular method but rather explores a variety of methods dependent on the learner's aptitude and the lesson's objective. The choice of strategy that works best for the students and the lesson belongs to the teacher. The teacher makes a concerted effort to incorporate as many elements as possible into the lesson plan, and she does a good job of carrying it out while taking into account the abilities of the students and making sure that no language skill is overlooked. The Eclectic technique, according to AL-Khuli (1996), breaks up the monotony, guarantees better understanding, increases learner participation, and saves time while presenting language tasks to students. Since the approach uses a survey of strategies thought to produce beneficial results, it is well known that the teacher's flexibility drives this process to the benefit of all learners.

Every methodology has a distinct mode for achieving the language teaching objectives within the context of developed and ratified language teaching techniques, albeit not all of them are without specific problems. The way these methods work, however, only demonstrates how the shortcomings of the previous approach are almost completely addressed by the latter to achieve global best practices. These include the capacity to integrate data, identify different textual structure elements, make excellent use of one's own experiences and associations, demonstrate mastery of the material, and pay close attention to the subtleties of the teaching pattern and how they affect the acquisition of second languages. Although it is well-acknowledged how important it is to teach English to Nigerians as a second language, there is no set method for teaching English to ESL students from Nigeria. As a result, the way that a teacher teaches a language is important and affects the communicative ability of ESL students in Nigeria.

Krashen's Theory of Second Language Acquisition

According to Krashen (1987), second language acquisition which comprises five key hypotheses- the Acquisition-Learning, the Monitor, the Natural Order, the Input and the Affective Filter hypotheses - involves the arduous task of sequential, methodical and mindful learning, unlearning, and relearning as well as mastery of the core, function, rules and applications, plus grammar of the target language as largely driven by the teacher's skill. Quite like the earlier discussed teaching approaches in order of formation and chronological sequence, Krashen's established theory will be analyzed noting the significant highlights which are believed to facilitate the process.

The Acquisition-Learning hypothesis is principally the most elemental of all the hypotheses and easily generally known, reckoned with, and accepted among linguists and language experts. Accordingly, there are two independent structures of second language competence – “acquisition” and “learning” delicately merged in such a manner that none is subsumed in the other yet the existence of one finely negotiates without borders the overall outcome of the process. For Krashen, “acquisition” structure on the one hand is born out of a subconscious and involuntarily seamless process akin to a child's first language acquisition, the process of which requires meaningful interaction in the target language hence natural communication. While “learning” structure on the other hand, involves conscious and voluntarily perfect plan engaging all possible faculties aimed at learning the form, core, the system, the rules as well as the grammar of the target language which Krashen explicitly describes as less important than “acquisition”. The clear distinction in the analogy being that ‘acquisition’ in this case refers to learning a language just in the same circumstance a child picks up a first language whereas ‘learning’ by the same token, refers to conscious learning about the language which is fraught with error correction.

The Monitor hypothesis finds its bearing in the language we have consciously learned by focusing primarily on correctness and style even when the crux of the matter should be to communicate in natural speech situation. While fluency is encouraged in speech, the idea of introducing language editor as

classified by the monitor hypothesis regiments language output by dwelling more on the form, rule, and the need to sound correct hence interfering with communication. In any case the language user is consciously interested in correctness that it duly affects real fluency. Research and experience have shown that there are two categories of Monitor – Monitor over-users who deploy their monitors at any instance of talk and are so rooted in it that they lack the ability to speak with real fluency and Monitor under-users who have not deliberately learned or have chosen not to apply their conscious knowledge of the language and may be influenced by the corrections from others or the need for self-correctness. However, there is a compelling need to have Optimal Monitor users who balance the use of the monitor by ensuring that it does not interfere with normal communication particularly as it helps fine-tune writing skill when applied appropriately. Also, Optimal Monitor users are known to engage the learned proficiency as a supplement to the acquired proficiency. Succinctly put, for the successful use of the monitor, Krashen advocates that a. the acquirer/learner must be familiar with the rules b. the acquirer/learner must be fixated on accuracy and c. the acquirer/learner must engage the error checker otherwise called the Monitor.

The Natural Order hypothesis is largely based on the research findings of (Dulay and Burt, 1974; Fathman 1975; Makino, 1980 cited in Krashen 1987) which implied that the acquisition of the grammatical structures of a language expectedly follows a natural order in which some are met early while others may take longer time to be acquired. They argue that although there may exist differences in certain parameters such as; age, first language (L_1) background, conditions of exposure etc., there were still a measure of reinforcement always brought about by the Natural Order of language acquisition. However, Krashen (1987) reiterated that the goal of natural order hypothesis remains language acquisition initiated, facilitated, promoted and achieved within the environment where it is used in general and not grammatical sequencing which is rule-governed as proposed by the other authors.

The Input hypothesis is Krashen's strong and valid attempt to address the process of second language acquisition by the learner which he opines improves and progresses in the natural order. Krashen went ahead to explain that any new thing learned or picked up by the learner in the second language was always ladder to their linguistic competence. He acknowledged that though learners are not expected to be on par at each point of the process but that any appropriate natural communicative input to an already existing knowledge translates to a leap in target language proficiency.

The Affective Filter hypothesis exemplifies Krashen's view that there exist some indeterminate variables which play crucial roles in the second language learning process. These, according to Krashen include: motivation, self-confidence, a good self-image and anxiety; a combination of which works well to prepare the learner for success in second language acquisition. For the author, learners, who are enthusiastic, highly motivated, self-assured, eager and not intensely anxious about the process tend to show a more rounded grasp and aptitude towards the target language. At the same time, learners who are quite the opposite or seem to be on the other side of the divide marked by low confidence, low motivation and drive, undue apprehension etc are more likely to develop a mental block. This may be as a result of a heightened affective filter which overwhelms the learner and hinders the comprehensible input from being utilised for acquisition. That is to say that while a raised filter hampers language acquisition, a positive affect which is essential does not fulfil the mandate for holistic acquisition to take place.

By and large, one may argue that Krashen's attempt at second language acquisition theories classified the perceived routine practice which was an oversimplification of concepts and assumptions believed to work well across streams of learners regardless of differential characteristics. It is also important to critically evaluate these approaches, methodologies, techniques, theories, hypotheses with a view to establishing the degree to which they are synchronous, organically configured and or delivered to yield the expected positive results.

2. Methods

Participants

The core participants in this study were four thousand (4000) undergraduate students (males and females), 16 years and above, from different ethno-linguistic backgrounds in Nigeria, who were randomly selected from various departments and schools at the Federal University of Technology Owerri (FUTO), Nigeria. They were selected from a larger pool of students who indicated interest and gave informed verbal consent after the objective of the study was explained to them. Oral interviews and informal interactions were used to evoke reactions and elicit information from the students. Also, Key Person Interviews (KPIs) was used to verify, supplement and strengthen the information obtained from the oral and informal interactions. The persons used for the KPI were teachers of English as a second language with no less than 10 years teaching experience in the same institution of study to assess the degree of the downward spiral and to feel their pulse on the presumed lingering crisis of incompetence in the target language.

Study Design

Theoretical framework

This study takes its leap from Krashen's Monitor hypothesis which sufficiently mirrors what appears to be an encapsulation of the best of principles deployed in second language acquisition by drawing from a summation of teacher-learner factors and dimensions. This model captures the overall essence of language acquisition by delicately weaving into existence: (a) the supposedly insignificant transfers of the first language nuances to the target language. (b) the gradual but consistent progression that accompanies second language proficiency through mastery of the rules/paradigm alignment. (c) the eventual remarkably impeccable fluency in the target language that characterises native-like competence. As a result, the monitor model demonstrates the inter-relatedness of the teacher-student task in language learning as the two play pivotal roles in the assessment of teacher-efficiency in content delivery and learner-accuracy in language acquisition - the complexities notwithstanding.

To achieve the study objective which aimed to ascertain the extent to which language teaching and learning theories when applied to actual second language teaching and learning situation translated to effective/positive feedback as well as learners' attitude toward the practice and learning style, a longitudinal design was used to collect data by means of oral/informal interactions and Key Person Interviews (KPIs) at staggered points over a 4-month period of plan implementation.

Data collection procedure

The study was carried out at the Federal University of Technology Owerri, Nigeria between May and August 2019 during thesecond or rain semester of the 2019/2020 academic year drawing participants randomly across disciplines, departments and schools. The institution of study which is a university of technology is made up of schools of Engineering, Science, Environmental technology, Agriculture, Information, Health, Basic Medical Science, Management, the Postgraduate school, many Institutes and Directorates including the Directorate of General Studies which is the unit of the authors. The total number of students at the university is estimated to be between 19000 and 20000. By randomisation, a total of 4000 undergraduate students (representing about 19-20%) of the entire population who gave consent and expressed willingness to participate in the study were sampled over a period of time by means of unstructured oral and informal interactions. The choice of the primary data collection method for this study was ideal as it provided the platform for firsthand, individualised, unguided, and unregimented as well as unmodified responses from the participants. In addition, unstructured Key Person Interviews (KPIs) with 30 members of the ESL unit were conducted to draw from the depth of detail required to verify, supplement, strengthen and validate data obtained from the students. Also, the KPIs were necessary to help narrow the findings and subsequently build a mental map for navigating the rudiments of second language acquisition. The data collection method as adopted for the present study is

considered suitable for qualitative research which largely draws from understanding the experiences of others and relies on participants' views and opinions on the subject matter and enables authors to avoid add-ons and maintain the integrity of their content. In other words, appropriating the resources of oral/informal interactions and interviews for data collection on second language acquisition which requires dialogue and depth is effective as it adds context and avails the researcher insights into social and/or psychological factors that may underlie the loopholes/pitfalls (Kabir, 2016).

Data Analysis

As data were collected by means of unstructured oral/informal interactions and key person interviews, qualitative analysis was used to analyse perception data by adopting a thematic content analysis which focused on the common patterns across the data set. This analysis took into account the various learners (participants'), opinions which though unstructured, generally centered on their self-assessment on— a. importance of second language acquisition, b. their competence and or incompetence as the case may be in the use of the second language, c. factors that may have influenced adequate learning/mastery of the second language, d. teachers'/learners' roles in second language acquisition, e. ways to enhance second language acquisition (appendix a), etc. The flow of the interactions was informed by participant's response to an issue which formed a chain of exclusive exchange with each participant. Also, the KPIs which had strong commonality focused on— a. the effectiveness of teaching practices adopted, b. the learners' attitudes to second language teaching as well as their receptiveness of the language, c. ways to enhance second language teaching and learning (appendix b) and the oral/informal interactions were audio-recorded and the transcripts were analysed inductively for accuracy and efficiency.

Ethical Consideration/Informed Consent

The Ethics Committee of the Federal University of Technology Owerri, Nigeria, provided ethical approval as the study was conducted according to the guidelines of the institution for research. Furthermore, since human subjects research benefits greatly from voluntary participation, informed verbal consent was sought and gained from each study participant following an explanation of the research purpose. Therefore, only subjects who explicitly gave consent for participation were enlisted for and participated willingly in the study.

3. Results and Discussion

Results

Characteristics of the study group

A total of four thousand students and thirty staff were used in the study which provided enough written narrative in response to the qualitative questions based on the theme of the study. The sample of the participating students was made up of students (16 years and above, mean age = 21.6 years) from varied departments in the institution of study which was quite reflective of the population composition. More than half of the students were females and overwhelming majority were at least in the second to final year level of study, with about a quarter being at fourth year study level. The students were predominantly of Igbo ethnic group and all of them spoke English language as a second language.

Table1: Characteristics of the study group

Characteristics	Number (%), n=4000
Gender	
Male	1728 (43.2)
Female	2272 (56.8)
Age (Years): mean age =21.6 years)	
16 – 19	1215 (30.4)
20 – 23	2072(51.8)
24 and above	713 (17.8)
Level of Study	
Year One	347 (8.7)
Year Two	941 (5.3)
Year Three	981 (24.5)
Year Four	1012 (25.3)
Year Five	719 (18.0)
Ethnicity	
Igbo	3278 (81.9)
Yoruba	363 (9.1)
Hausa	132 (3.3)
Others	227 (5.7)
Second Language	
English	4000 (100)
Others (French, German, etc)	0 (0.0)

KPI: Staff Introductory Information

The staff introductory information is summarily presented in table 2 which shows that a total of thirty lecturers were included in the study comprising 10 males and 20 females. It can be observed that 12 of the lecturers were up to the rank of senior lecturer (SL) to professor (Prof) and 18 were at the rank of lecturer two (L11) to lecturer one position (L1). All of them have at least 10 years of teaching experience with 12 of them having at least 15 years of teaching experience. They were all teachers of English as a second language.

Table 2: KPI Respondents Introductory Information

Codes	Sex	Rank	Years of Experience	No	Sex	Rank	Years of Experience
C1	Female	L 1	11	C16	Female	L 1	14
C2	Female	SL	15	C17	Male	SL	15
C3	Female	L 1	13	C18	Female	L1	12
C4	Male	Prof	21	C19	Male	L11	11
C5	Female	L11	10	C20	Female	Reader	15
C6	Female	SL	15	C21	Female	Prof	22
C7	Female	Reader	16	C22	Male	L1	10
C8	Female	L1	12	C23	Male	L 1	13
C9	Male	Prof	23	C24	Female	L11	10
C10	Male	L1	14	C25	Female	SL	16
C11	Female	L11	10	C26	Female	L1	11
C12	Male	Reader	16	C27	Male	L11	11
C13	Female	L11	11	C28	Female	L 1	12
C14	Female	SL	15	C29	Female	Prof	23
C15	Female	L 11	10	C30	Male	L1	11

Participant’s Assessment of the Second Language Teaching and Learning.

Table 3 contained the summary of the participant’s assessment of the second language teaching and learning as arranged according to the theme of the study.

Theme 1: Importance of second language

The English Language is Nigeria’s official/second official language as well as the medium of instruction in Nigeria. The study findings indicate that clear majority of students identified the positive importance of second language acquisition. As captured in table 3, some of their major responses to support the importance of the second language were as follows: “It bridges the gap of linguistic diversity in Nigeria”. “It serves as a prerequisite for qualifications, certification and attainment for positions of authority”. On the other hand, a few respondents identified the negative effect of the second language which revolved mainly around its influence on the native language. “It relegates native languages”.

Theme 2: Competence and Incompetence

As the nation’s second/official language and medium of instruction at various educational levels as well as the length of exposure to the language, the majority of the responses on the issue of their level of competence/incompetence in the language were only fractional to the point of scaling the English language examination hurdles. “We can boast of partial competence to the point of making it through examinations”.

Theme 3: Factors that may have influenced adequate learning/mastery of the second language

Recognizable factors capable of influencing adequate learning/mastery of the second language among the study group include the second language factor. According to the respondents, “... it is not original or native to the people”. Also, the respondents indicated that “the second language requires a lot of efforts to perfect its use; It is usually influenced by social factors, personality, intelligence, environment, cognitive style and others”.

Theme 4: Teachers / Learners roles in second language acquisition

Greater majority of the study group gave positive responses relating to this theme. Some of the responses include “It encourages the spirit to acknowledge shortcomings and the desire to improve outcomes”, “yes it requires hard work and commitment to work”. However, some added that it is not actually an easy task. “It requires a lot of dedication, commitment, motivation, demonstration, eagerness to teach and learn.

Theme 5: Ways to enhance second language acquisition

The responses from the study group on this theme were largely on personal efforts and they include “Continuous learning and engagement in the target language”, “having a burning desire and zeal for L2 learning and the ability to seek corrections to enhance competence”, Again, the study group indicated the need for “Regular self-evaluation by doing multiple gradable tests to assess competence” etc as means of improving second language learning.

Table 3: Participants’ assessment of the second language teaching and learning.

Theme	Major Responses
Importance of second language acquisition	<p>Positive Importance</p> <ul style="list-style-type: none"> -Medium of instruction - Bridges the gap of linguistic diversity - A prerequisite for qualifications, certification, and attainment for positions of authority <p>Negative Aspect</p> <ul style="list-style-type: none"> -Relegates native languages
Competence and incompetence as the case may be in the use of the second language	<ul style="list-style-type: none"> -Partial competence to the point of making it through examinations
Factors that may have influenced adequate learning mastery of the second language	<ul style="list-style-type: none"> -It is not original/native - requires a lot of efforts to perfect its use - social factors - personality, intelligence, environment, cognitive style, requires a lot of efforts to perfect its use, etc
Teachers / Learners roles in second language acquisition	<p>Positive Response</p> <ul style="list-style-type: none"> -It requires the spirit to acknowledge shortcomings and the desire to improve outcomes. -It requires a lot of dedication, commitment, motivation, demonstration, eagerness to teach and learn, etc
Ways to enhance second language acquisition	<ul style="list-style-type: none"> -Continuous learning and engagement in the target language. -Sustained zeal for L2 learning, -Possessing the ability to seek corrections to enhance competence. -Self evaluations and multiple gradable test to assess competence etc.

KPI Participants’ assessment of pedagogical competence and learners’attitude towards second language acquisition.

The participants’ assessment of pedagogical competence and learners’ attitude towards second language acquisition is contained in table 4 which are organized by the study theme.

Theme 1: Beliefs of Language Teachers in the effectiveness of teaching practices adopted

Clear majority of the respondents were of the belief that the overall competence of learners as well as learners’ attitude towards second language acquisition depend majorly on teaching approaches and techniques applied in content delivery (C 1, C 3, C 4, C 5, C 7, C 9, C 10, C 11, C 12, C 13, C 14, C 15, C 17, C 19, C 20, C 21, C 23, C 24, C 26, C 27, C 29, C 30). Some of their responses were as follows: “Teaching approaches are effective with regard to the results achieved”. “The mixed methods otherwise referred to as eclecticism which experiments with a number of teaching approaches to achieve best results remains the practice”. “Teaching technique is more practicable when one is able to find a direct correlation between method and feedback”. “Since there are differences in learner’s capacity, it requires the need to consider teaching pace and content”

Theme 2: The learner’s attitude to second language teaching as well as their receptiveness of the language

Majority of the responses in this theme indicates that palpable fear of the language exist among the learners (C 1, C 2, C 3, C 4, C 7, C 9, C 12, C 13, C 14, C 16, C 17, C 19, C 20, C 21, C 24, C 25, No 27, C 28, C 30). The majority of their responses were as follows. “It is not our L1 and as such our incompetence is only a natural outcome”. “We feel a sense of coercion which accompanies seeming readiness or uneasiness to learn the language and these may understandably affect or influence their overall learning, acceptance, competence and performance in the L2”.

Theme 3: Ways to enhance second language teaching and learning

The majority suggested that the learning environment should be made safe and conducive. They also suggested that learners should be practically engaged with lesson contents while literary text should also be integrated as a holistic approach to enhance L2 teaching and learning (C 1, C 2, C 3, C 4, C 5, C 6, C 7, C 9, C 10, C 11, C 12, C 14, C 15, C 17, C 19, C 20, C 23, C 24, C 26, C 27, C 29, C 30). These are some of their major responses: “There is a need to create a safe and positive learning environment while focusing on the target language” “Keeping the learners engaged with lesson content real and relevant is the practical way to enhance L2 teaching and learning” “Integrating the use of literary text to help to help with knowledge transfer and appreciation of language in a deeper sense is inevitable”.

Table 4: KPI Participants’ assessment of Pedagogical competence and Learner’s attitude towards second language acquisition.

Theme	Codes
Beliefs of Language Teachers in the effectiveness of Teaching practices adopted	<ul style="list-style-type: none"> - Teaching approaches are effective concerning the results achieved - mixed methods otherwise referred to as eclecticism which experiments with several teaching approaches to achieve the best results remains the practice - more practicable when one can find a direct correlation between method and feedback - The need to consider teaching pace and content, since there exist differences in learner’s capacity.
The learner’s attitude to second language teaching as well as their	<ul style="list-style-type: none"> - More often than not, there is palpable fear of the language which according to them is not their L1 and as such their incompetence is bound to be a natural outcome

receptiveness of the language	- There is a sense coercion which accompanies seeming readiness or uneasiness to learn the language which may ultimately affect or influence their overall learning, acceptance, competence and performance in the L2.
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Ways to enhance second language teaching and learning	<ul style="list-style-type: none">- There is need to create safe and positive learning environment while focusing on the target language- Keeping the learners engaged with lesson content real and relevant is the practical way to enhance L2 teaching and learning- Integrating the use of literary text to help with knowledge transfer and appreciation of language in deeper sense is inevitable.
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Discussion

It is one problem not to have adequate knowledge and skill to impart positively on learners of English as a second language, but yet another to be able to develop methodologies and propound laudable theories that ought to yield positive results in learners but are hardly implemented accurately or consistently. It is also a greater problem to know, identify and appreciate that there is a problem with planned solution but failure to faithfully implement them continues to create gaps in a process that ought to be firmly linked from start to finish. This study embodies a preliminary survey investigating the extent to which language teaching theories and methodologies translated to effective/positive feedback when applied to actual second language teaching and learning situation as well as learners' attitude toward the practice and learning style. It equally sought to figure out the missing link in the process and the possible point of disconnect in the acquisition journey. The results of the study are introductory but reveal significant findings that are worthy of discussion. Of particular interest is the fact that the study has been able to establish that there was significant positive correlation between language teaching theories and methodologies when applied appropriately in actual learning environment which involves the mutual action and participation of two parties – teacher and learner for optimum feedback. This is in line with earlier study by Purohit (2015) which maintains that teaching/learning does not take place in isolation rather the process entails a give and take pattern which relies on feedback to ascertain the success rate in promoting learning and achievement by learners.

The results from the study group (students) on various themes investigated are indicative of their knowledge and roles of English as a second language in Nigeria. First, on the importance of second language acquisition, the subjects enumerated its positive effects as medium of instruction, lingua franca, and statutory requirement for basic qualifications, certification and attainment for positions of authority while stating its relegation of the native language as a major negative impact. This finding confirms earlier studies by Ojilere, Dozie & Chiedozie (2019) that the English language with its roles enjoys a pride of place in Nigeria while the indigenous languages seem to have no place in official, education and allied matters. Also, on their self-assessment of competence/incompetence in the use of the language, results showed that the majority agreed that they were competent enough to pass exams on English language. This is in line with the KPIs opinion on learner's attitude to second language teaching as well as their receptiveness of the language in which they reported appreciable fear and a sense of coercion and uneasiness to learn the language which may account for their incompetence and poor performance in their L2. Again, on the factors that may have influenced adequate learning and mastery of the L2 as well as teacher's/learner's role in language acquisition, subjects reported the non-nativeness of the language and social factors such as personality traits, intelligence, environment, cognitive style as some of the major pointers to their level of mastery while listing commitment, demonstration, eagerness to teach and learn, and the desire for improved outcomes etc as indices for second language acquisition. The implication of

this finding is that L2 acquisition may be fraught with L1 and interlanguage transfers but that it will require a great deal of consistency, dedication and willingness from learners to be able to further polish and fine-tune their appreciation and mastery of the English language. Further inquiry on ways to enhance second language teaching and learning got overwhelmingly positive responses from the respondents emphasizing the need for constant engagement in the L2 and continuous self-assessment while the KPIs reiterated the same by stressing the need to engage learners in a favourable learning environment while introducing literary text for deeper and real-life understanding of the second language. A significant finding of this research is that it has been able to link learner-competence to teacher proficiency with all other factors i.e. social, physical, emotional, psychological, environmental, etc in place for a fairly seamless transition from a near-zero competence to a near-native competence. The study further established that beyond the theoretical and methodological practices, second language acquisition/learning requires a dint of strength and obligation to successfully drive the course to fulfillment. Finally, the results of the study have elaborately demonstrated that to effectively integrate theoretical and methodological knowledge and engage in positive result-oriented feedback in second language teaching/learning, an indeterminate measure of dynamism, dedication, conscientiousness, competence, etc remain vital elements to comprehensively promote second language acquisition.

4. Conclusion

Addressing the broad spectrum of second language acquisition is always a challenge in Nigeria generally and more specifically for ESL teachers who are constantly faced with a multitude of struggles characterizing learners' attitude toward English language learning hence the recurring decimal of incompetence in its mastery. The study represents a seminal effort to try to tease out and attend to the missing link/element between the theory and the practice of English language teaching and learning. In reality, not virtual reality, the teaching approaches act as a guide and not a matrix for learner assessment while the learner's brain and mindset determine the curve. However, the lack of effectiveness of the established models on learners reinforces the need to bring to question the mandates of these theoretical constructs and methodological approaches. Since the accurate and consistent implementation of these approaches by the teachers does not seem to translate to positive feedback on learners, it, therefore, supports that second language teaching involves the mutual action and participation of two parties – teacher and learner. In other words, learners play a crucial role in the process by being great receptacles and utilisers of plan implementation in actual practice for holistic assessment of the outcome.

However, the study does face limitations that affect the generalizability of its outcomes. The large sample size made it impossible to show the exact excerpts from the participants' oral/informal interaction and interviews however, all salient points were captured in the findings and discussed accordingly. Additionally, there were financial constraints as the research involved a large sample size and relied on the support of research assistants primarily for data collection, and that came at a high cost. Finally, a much smaller sample size will create room to accommodate some of the limitations encountered with the present study and be sufficient to capture the full spectrum of learning outcomes within the same duration. These limitations highlight the need for continued research in the field of second language acquisition in Nigeria,

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The author declared no potential conflicts of interest to the authorship and/or publication of this research.

Appendix A Students (Participants) Interview Protocol

1. How important is second language acquisition?
2. How do you rate your competence and/or incompetence as the case may be in the use of the second language?
3. What are the factors that may have influenced adequate learning mastery of the second language?
4. What are the teacher's/learners' roles in second language acquisition?
5. What are the ways to enhance second language acquisition?

Appendix B KPIs Interview Protocol

1. As a second language teacher, what are your beliefs in the effectiveness of Teaching practices adopted?
2. How would you describe learners' attitude to second language teaching as well as their receptiveness of the language?
3. What are the ways to enhance second language teaching and learning?