



JOURNAL OF INTERNATIONAL ASSOCIATION OF LANGUAGE EDUCATORS (JIALE)

Special Edition

JULY 2020

A Publication of International
Association of Language Educators



**JOURNAL OF THE INTERNATIONAL
ASSOCIATION OF LANGUAGE EDUCATORS**

**A SPECIAL EDITION ON LANGUAGE AND
LITERATURE FOR SUSTAINABLE DEVELOPMENT**

JULY 2020

UNIVERSITY OF IBADAN LIBRARY

© Copyright 2020: INTERNATIONAL ASSOCIATION OF LANGUAGE EDUCATORS (IALE)

All Rights Reserved

No part of this journal may be reproduced, stored, introduced into any retrieval system, or transmitted in any form or by any means: electronic, photocopy, record or otherwise, without the prior permission, in writing, of the copyright owner.

Request for permission should be directed to:
The International Association of Language Educators,
Room 103, Faculty of Education Building Extension,
Obafemi Awolowo University, Ile-Ife,
Nigeria.

Email: languageeducators2018@gmail.com

Website: <http://languageeducators.org.ng>

Printed by

“artpark”

Obafemi Awolowo University, Ile-Ife, Nigeria.

08053510643

lanrehighd@yahoo.com

Table of Contents

Language Education this Digital Age

OBANYA PAI	1
Cultural Appropriateness: The Missing Link between Computer-Assisted Language Instruction and Students' Preparation for Sustainable Development in Nigerian Schools	
OLATUNJI Samson Olusola	15
Self-directed Learning Readiness for Esan Language among Undergraduates in Edo State: Implications for Revisiting the Policies of Language for Sustainable Development in Education	
IDIAKHOA Anthonia & OMOIKE Cornelius	28
Effects of Two Levels of Creative Teaching on Students' Performance in Literature-In-English in Colleges of Education in Kwara State	
UMAR Hassana T. & AJIBADE Yetunde A.	41
The English Language, Ideology, Culture and the Nigerian Classroom: Strategies for Sustainable Development	
FAKEYE D. O. & BATEYE Omonike R.	52
Predicting Students' Learning Outcomes in Oral English from their Cognitive Styles and Beliefs: Implications for Sustainable Development	
OHIA Isaac N. & ISAAC O. Joseph	65
Social Media Usage and the Development of Students' Academic Writing Skills	
OGUNYEMI Kehinde Olufemi & TUNDE-AWE Bolajoko Margaret	79
Rethinking the Criteria for Selecting English Language Coursebooks for Senior Secondary Schools in Osun State for Sustainable Development	
OLADEJI Amos Olawale	91
Concept Mapping: A Learning Tool for Sustainable Development of English Language Vocabulary of Senior Secondary Students in Osun State	
OLADIGBO Olufunmilola Judith & ADEOSUN Enoch Mayowa	102
Relative Effectiveness of Teacher-Assisted Essay Writing Error Correction Modes for Sustainable Development among Senior Secondary School Students in Ondo State	
EYENGHO Toju & AJIBADE Yetunde	114

Enhancing Composition Writing in Large Classrooms using Task-Based Language Teaching for Sustainable Development <i>OSA-OMOREGIE Omawumi Doreen</i>	130
Parents' Attitude towards the Use of Yoruba as a Medium of Instruction in Selected Private Primary Schools in Osun State <i>AKANDE Iyabode Deborah</i>	142
Teachers' Interpretation and Implementation of Learner-Centred Instruction in English Studies' Classrooms in Lagos Mainland LGA of Lagos State <i>ADEOSUN Adeola Oyenike</i>	157
Correlation between Students' Learning Style, Motivation and their Achievement in Prose Literature-in-English in Selected Secondary Schools in Osun State <i>AWOPETU Emmanuel Olajide</i>	178
Examination of the Use of English Curriculum in Colleges of Education and its Implementation in Southwestern Nigeria for Sustainable Development <i>OLADEJI Amos Olawale & TAIWO Michael Bamidele</i>	191
Enhancing the Teaching and Learning of English Language through the New Technologies for Sustainable Development <i>AMORE Kehinde Pedro</i>	206
Metadiscourse Instructional Modes in the Sustainable Development of Reading Comprehension of Senior Secondary School Students in Osun State <i>OLADIGBO Olufunmilola Judith</i>	219
Improving Reading Comprehension Achievement using Two Collaborative Reading Strategies for Sustainable Development <i>OGUNYINKA Lekan</i>	233
Developing and Utilizing Multi-Literacies as a Strategy for Achieving Sustainable Development <i>KOLAWOLE C.O.O., OLAOSEBIKAN Bolape Olufunto & AJIYE Titus Olakunle</i>	248
Language: An Indispensable Tool for Sustainable Development of the Girl-Child Education <i>EKHATOR Itohan Ethel</i>	261
An Overview of Arabic Cultural Influence on the Linguistic and Socio-Cultural Life of the Yoruba People of Nigeria: Implications for Sustainable Development <i>MAKINDE, S.O., AZEEZ Raheem A. & AWOGBADE Rosemary B.</i>	271

- Textbook Content Adequacy – A Catalyst to Effective Teaching and Learning of English Literacy Skills for Sustainable Development
AKANBI Olufunmilola & FAKEYE D.O. 282
- Improving Students’ Attitude towards Comprehension and Sentence Construction in English Language through Communicative Language Teaching and Collaborative Teaching Strategies with Comic Packages for Sustainable Development
OYINLOYE Gabriel Olu & FASAE Felicia Bosede Kehinde 295
- Promoting Sustainable Development Goals through Nigerian Languages: Challenges and Prospects
OLATUNJI Sheriff Olamide 310
- Improving English Literacy Skills of Primary Four Pupils for Sustainable Development: An Experience in Two Variants of Phonics Instruction
FAKEYE Bosede & OLAKUNDE Mopelola S. 323
- Students’ Attitude towards the Learning of French Language in Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria
AYO-OLADAPO Esther Olajumoke 340
- Mother Tongue Education for Sustainable Development Goals
ADETUNJI Adeola Rafiat & AKINTOLA Temitope 349
- The Wordless Book: Panacea for Sustainable Vocabulary Development in Bilingual Content Comprehension across the School Curriculum
OYINLOYE G.O. & AYODELE Christiana Ayo 359
- Assessment of Registered Words in English as Tools for Sustainable Development among Junior Secondary School Teachers and Students in Lagos State
OGUNBIYI O. M., ADAJE Mary E. & OLUKOYA Tajudeen O. 369
- Enhancing Mastery of Non-Text Information Devices for Effective Reading through Literary Texts for Sustainable Development
OLUKUNLE Oluwatoyin & ADELABU Bola 379
- Trends and Innovations in Teaching English as a Second Language in the Nigerian Context
FATIMAYIN Foluke & OSIKOMAIYA, M. Olufunke 388
- Exploring the Theme of Agriculture in the Poem “Ours to Plough, not to Plunder” for Sustainable Development
JIMOLA Folasade Esther & OGUNTADE Funmilayo Mabel 400

- Language Acquisition Process: Implications for Teaching English as a Second Language for Sustainable Development
AIYEDE Evelyn I. 414
- Use of Information Communication Technology in the Teaching and Learning of English in Nigeria: Problems and Prospects
ADEOSUN Enoch Mayowa 427
- Sustaining National Development through Cooperative Learning Strategy in Teaching Prose Literature in Ekiti State, Nigeria
OLUWADARE Beatrice Idowu 443
- Language and Creativity for Sustainable Development: A Linguistic Study of Frank Ogbече's Harvest of Corruption
OMO-OJUGO Grace I. & OKUGBE Monday A. 458
- Learning and Literacy Needs of Almajiri as Perceived by Tsangaya-Teachers and Almajiri in Katsina State, Nigeria, for Sustainable Development
ILIYAS Rasaq Ayodeji & OLANIPEKUN Shola Sunday 470
- The Perceptions of Undergraduate Students towards the Use of Mobile Applications in Learning French Language for Sustainable Development in Nigeria
OPARA Carol & ADETUYI-OLU-FRANCIS Olukemi 486
- Educational Language Policies for Universal Basic Education and Sustainable Development in Nigeria
APARI W. Jacob & FASANMI Olufunso Tosin 497
- A Systematic Approach to the Learning of Yoruba Quantitative Aptitude Reasoning for Sustainable Development
BANJO Adebisi. E. 512
- The Impacts of Celebrations on the Promotion of Literature and Language Learning for Sustainable Development
OFODU Graceful Onovughe & OLASEINDE Felicia Olufemi 527
- Language Education, Civic Competence and Sustainable Development: Implications for Classroom Practice
ADEDIGBA, J.O. & ADENIRAN Florence I. 537
- Impromptu Speech: A Catalyst to Effective Communicative Competence for Sustainable Development among Secondary School Students in Ekiti State
OBADARE Felicia Tomi 546

LANGUAGE ACQUISITION PROCESS: IMPLICATIONS FOR TEACHING ENGLISH AS A SECOND LANGUAGE FOR SUSTAINABLE DEVELOPMENT

AIYEDE Evelyn I.

Department of Arts and Social Sciences Education,
University of Ibadan, Ibadan.
evelynaiyede@yahoo.com

Abstract

This paper examines the process of language acquisition and its implications for teaching English as a Second Language in the effort to achieve the sustainable development goals. It further argues that effective teaching of English as a Second Language should be learner-centred, innovative and highly interactive. Also, English Language teachers should model the right content, structure the process of instruction and involve learners in the teaching/learning process to facilitate second language acquisition in a multilingual country like Nigeria. The paper concludes by making recommendations on how to improve English language pedagogy.

Keywords: Language Acquisition, Innovative Teaching, English as a Second Language, Sustainable Development

Introduction

Language has been defined in various ways. For example, Goldstein (2008) defines language as a system of communication, using sounds or symbols, that enables us to express our feelings, thoughts, ideas, and experiences. Language, either verbal or non-verbal, is unique to man. Studies have established two approaches to how human beings acquire and learn to make use of language. The first approach is by nature which explains language acquisition as occurring through accidental, unconscious or unplanned means. The need to acquire language is borne out of a necessity to communicate and survive in the human world. The second approach is by nurture and it is often through systematic, conscious or planned means.

The term language acquisition is often used to describe the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Although language acquisition is usually primarily used to refer to first language acquisition, more recently, scholars have extended language acquisition process to second language teaching and learning. While first language acquisition process concerns itself mainly with language development in children and is limited to the mother tongue (MT), second language acquisition deals with additional language development both by children and adults.

According to Ipek (2009), researchers have carried out numerous studies to understand the nature of first and second language acquisition. These studies have revealed that both first

and second language learners follow a pattern of development. This paper examines the processes involved in language acquisition and draws implications for the teaching of the English language in the Nigerian setting.

The Language Acquisition Process: Theoretical Basis and Characteristics

Language, either vocal or non-vocal, is a unique characteristic of human beings because their capacity to use language is situated in the brain. Language is acquired basically through cognitive processing. Although cognitive processing is a common feature in language acquisition, both in the first and second language experience, several theories have described the process of language acquisition in different ways. However, the fact remains that human beings are able to generate an infinite number of sentences from a finite number of sounds, alphabet and rules (Chomsky, 1968). Effective language use is mostly demonstrated in the speakers' level of competence and performance in the language skills of speaking, listening, reading and writing. Also, the capacity to successfully use language requires one to acquire a range of tools including the knowledge of the sound patterns of the language (phonology), the lexical structure (morphology), effective sentence construction (syntax), and meaning construction (semantics/pragmatics).

Several theories underpin the language acquisition process in the first and second languages. The two broad arguments on the language acquisition process are nature and nurture-based. Nature-based arguments view the ability to acquire language as innate – an outcome of some intrinsic mechanism, while nurture-based arguments consider the language acquisition process as deliberate and learnable. Lemetyinen (2012) notes that behaviourism, which was pioneered by B.F. Skinner, is one of the earliest theories of the language acquisition process. The behaviourists view language acquisition and linguistic development in individuals as a product of environmental influence.

According to Skinner, children acquire language based on behaviourist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words and phrases. For example, when the child says 'milk' and the mother smiles and gives her some as a result, the child will find this outcome rewarding and it will enhance the child's language development (Ambridge & Lieven, 2011). The behaviourists term reinforcement as a form of operant conditioning. Skinner (1957) suggests that when a sign or word is successfully used as a stimulus, it reinforces the word's "momentary" or contextual probability. Therefore, a child that is positively rewarded for associating a word with its meaning will learn that a specific combination of sounds stands for a specific thing through repeated successful associations made between the two.

Further still, Skinner's behaviourist idea was strongly criticised by Noam Chomsky (1958) when Chomsky describes Skinner's ideas on language acquisition as largely mythology and a serious delusion. To Chomsky, language acquisition process is purely an innate ability with the aid of the Language Acquisition Device (LAD) which is inherent in every

However, in the case of second language acquisition which is mostly conducted in a conscious and formal setting, language learners opt for a silent period during the stage of instruction when immediate production is not required from them. Ipek (2009) opines that the fact that there is a silent period in both first and second language learners (when given the opportunity) is widely accepted. Ipek (2009) further claims that there is disagreement, however, on what contribution the silent period makes in second language acquisition. While Krashen (1982) argues that it builds competence in the learner via listening, Gibbons (1985) holds that it is a stage of incomprehension. However, the position of this paper is that the silent period is a period of cognitive processing of information being received via instruction.

The second developmental stage in language acquisition, according to Ipek (2009), is the formulaic speech. Lyons (1968) defines formulaic speech as involving expressions which are learnt as whole words or sentences which the language user cannot effectively analyse and these utterances are only employed on particular occasions. According to Krashen (1982), formulaic speech can have the form of routines and patterns. During the second stage of language acquisition, Ellis (1994) suggests that formulaic speech can consist of entire scripts such as greetings and it is also present in the speech of adult native speakers.

Further still, the third stage of first and second language acquisition involves the application of structural and semantic simplifications. Ipek (2009) explains structural simplifications as a form of omitting certain grammatical elements such as articles, determiners, auxiliary verbs and so on while semantic simplifications take the form of omitting content words (e.g. nouns, verbs). Ipek (2009) notes that these simplifications occur during the language acquisition process because the learners have not yet acquired the necessary linguistic forms or they are unable to access linguistic forms during production.

Similarly, Richards et al (1989) submit that the language acquisition process is aided through quality interaction between the child or learner and his/her environment. They note that language is acquired through linguistic inputs and outputs. Input is defined as language which a learner hears or receives and from which he or she can learn and its importance is widely accepted (Richards et al; 1989). The behaviourists argue that there is a direct relationship between input and output. They hold that in order to facilitate the language acquisition process, (corrective) feedback in form of linguistic inputs must be given to the language learners. The views of the behaviourists/interactionists suggest that the language acquisition process thrives on verbal interaction. That is, first language acquisition is best facilitated through language usage – linguistic input and output – which are crucial aspects of the language acquisition process.

Language learners should be encouraged to make use of the language through quality verbal interaction as often as possible – this is the basis of the interaction approach to language acquisition. The interactionists argue that friendly interaction is crucial and sufficient for effective language acquisition. Similarly, Ipek (2009) opines that the

theorists defend a one-to-one interaction in the first language acquisition process as being advantageous to the learner to access language which is adjusted to his/her level of comprehension. In a second language acquisition process, there are possibilities of linguistic transfer and interference between the learners' first and second languages at the morphological, phonological, syntactic and semantic levels. Lightbown & Spada (2006) posit that there are cases of 'intersectional modifications' in the conversations between native and non-native speakers of a language and conclude that these are necessary to make input comprehensible for the second language learner.

In addition, Krashen's Input Hypothesis (1982) states that language learners need to effectively receive intelligible input during the process of language acquisition to be able to acquire language. Krashen (1982) submits that learners are able to draw inferences and discover necessary information about the grammar of the language when they fully understand the input. He argues further that the input a first language learner receives should be simple and comprehensible at the initial stage and increasingly gets slightly more complicated as the language acquisition process improves. Ipek (2009) corroborates Krashen's argument that linguistic input should be slightly above the current level of the language learner because it is the way by which the second language learner moves forward. The learner must encounter some purposeful challenges. Ellis (1994) believes that the input hypothesis suggests that second language learners should be exposed to the language as much as possible and that lack of comprehensible input will cause the language learner to be held up in his development.

Although input is essential in first and second language acquisition processes, scholars (McLaughlin, 1991; Ellis, 2014) have argued that input alone cannot explain first language acquisition because it contains ungrammaticalities which make it an inadequate source of information for language acquisition. The implication of this shortcoming is that language learners may not be able to distinguish between grammaticality and ungrammaticality from the inputs they are exposed to. Similarly, Ellis (2014) and Ipek (2009) contend that input underdetermines linguistic competence because input alone cannot supply learners with all the information they need to discover the rules of the first language. Ipek (2009) concludes that the inadequacies of input in first language acquisition will also account for challenges in second language acquisition. This view is generally true because the process of language acquisition, either in the first or second language experience, is not done in a vacuum. Learners generally move from the known to the unknown; what can be adequately described in the first language, are those that can be described only through gestures and other paralinguistic means in the second language. In second language acquisition, there is a need to maintain 'contact' with the child's first language at the initial stage of the process to aid and reinforce the acquisition of the second language.

Consequently, scholars have pointed out that the child must be equipped with the knowledge that enables him or her to overcome the deficiencies of the input. Chomsky (1965) stresses the importance of internalising the rules of a language in the process of

language acquisition. In the process of second language acquisition, there exists a connection between the first and the second languages because they are not learnt in isolation. Therefore, Ipek (2009) observes that when learning a first language, learners must constantly rely on the knowledge they are equipped with; and when learning a second language, learners may have to rely on the first language.

Possible implications of the contact between the first and the second language during the process of acquisition are numerous. Some of these may be cases of language alternation such as code switching and code mixing. There may also be cases of linguistic interferences at the phonological, morphological, semantic, pragmatic and syntactic stages. However, there are several conflicts in literature regarding the exact process that transforms a child's utterances into grammatically correct and conventionally approved, native-like level of language competence and performance. Also, there are several arguments as to how much exposure a child needs and how long he should be exposed to a second language to achieve a native-like competence or if at all a child can attain a native-like competence in a second language.

From the foregoing, it is evident that first and second language acquisition processes can be complicated. An understanding of these processes will enable the language teacher to be more sensitive to the factors involved. Ipek (2009) submits that there are similarities and differences between the processes involved in first and second language acquisition. Therefore, teachers should understand that the experiences in first and second language acquisition are connected, interacting, and complicated with none of them being solely explanatory.

Language Acquisition and Sustainable Development Goals

In the current globalised environment in which development takes place, sharing experiences and ideas to find better ways of working together as humans is the order of the day. Thus, language is central to initiative to creative expression and education. Indeed, in a world in which conflict is pervasive, development is implicated in such contexts and justice and peace building are crucial to sustainable development. Language as a means of human communication and interaction is crucial to the pursuit of justice and peacebuilding. Therefore, language is central to the process of defining the sustainable goals, their communication to a global multilingual audience and the action to be taken to achieve the goals.

The achievement of the seventeen sustainable development goals requires actions by governments, civil society organisations and “all people, everywhere,” at all levels of society. This means active communication in a multiplicity of languages. The principle of “leaving no one behind” of the SDG stresses the importance of language in the pursuit of “inclusive and quality education for all and lifelong learning” (SDG 4). Two other goals, “inclusive and sustainable economic growth, employment and decent work for all” (SDG 8) and “just, peaceful and inclusive societies” (SDG 16), emphasise empowerment, participation, inclusion and speak directly to language.

In the ensuing debates around language and the SDGs, a number of issues can be identified. The first has to do with communicating the goals for wider awareness as well as understanding and ownership. Dobson and Tomkinson (2012) assert that education for sustainable development allows every human being to acquire the knowledge skills, attitudes and values necessary to shape a sustainable future. The central issues here relate to translating the SDGs into local languages. The second has to do with languages as an instrument of promoting values and the power relations arising from the dominance of a number of languages such as English, French and Portuguese in global discourse, in post-colonial societies and their implications of inclusion or exclusion and participation by all, especially those who are targets of the goals – the poor and vulnerable. In the discourse, emphasis is placed on the mother-tongue versus official languages which are usually the languages of the colonial masters (Mweri 2020). In general, it can be argued that the dominant languages offer opportunities for advancement and participation when acquired, while the development of mother tongue is essential for inclusion and participation. Thus, there is always a need for second language acquisition in our globalised world. Hence, for the purpose of achieving the sustainable development goals, attention must be paid to the process of language acquisition, this is especially so for English as a second language, given its centrality in technology and international relations and as the lingua franca of many countries in Africa (Anyawu 2017). Furthermore, as Bischoff (2017) emphasises ‘Productive employment and decent work are dependent on the ability of all to communicate linguistically in the workplace’.

In order to ensure and promote quality education to advance the SDGs, the process and practice of English language acquisition must be enhanced. This implies that English language teaching activities have to be geared towards motivating and empowering learners to change their behaviour for sustainable development. Underscoring the importance of the English language acquisition process as the key to sustainable development of individuals and national capabilities in many countries, this paper examines ways and means to advance the teaching and learning of English language to advance the sustainable development goals.

Implications for the Teaching of English for Sustainable Development

Although the English language is an official language in many countries across the world, it is usually regarded as a second language. Available evidence from literature confirms that an average Nigerian child, for instance, must have acquired at least one indigenous language before his or her sixth birthday. By implication, the child comes to school with good knowledge of his first language and begins to learn or acquire English within the school system as the language of instruction and one of the important school subjects. Therefore, the teaching and learning of English can be very challenging in a multilingual setting because of several factors, part of which is language interference.

The complex nature of first and second language acquisition processes suggests that language teachers must employ innovative means to the teaching of English. Ipek (2009) suggests that teachers should not base their teaching on just a single claim or factor involved in language acquisition. Language teachers should rather understand, analyze,

synthesize, criticize or interrogate all the factors before trying to implement any of the suggestions made for teaching. The different language acquisition processes have serious implications for effective teaching of English in schools. Literature has established that the language acquisition process is enhanced through interactions. This implies that English language teachers should organize their classes in such a way that the learners would be spurred to interact with the language. Scholars such as Fakeye (2010) and Olagbaju (2015) have stressed the benefits of actively involving learners in the process of instruction. For example, in a vocabulary class, the teacher can improve the learners' interest in the words through the use of word games such as scrabble, jigsaw or crossword puzzles and the dictionary during the lesson. Learners could be encouraged to find the meanings of words, pronounce them and form sentences with them. Interactions between the teacher and learners must also be conducted strictly in the target language and the teacher must provide prompt corrective feedback to the learners.

Similarly, scholars have suggested Communicative Language Teaching (CLT) as an effective approach to the teaching of English. There are two guiding principles for CLT, according to Widdowson (1989), namely, the need to develop the learners' communicative competence, and the assumption that communication is both an end and a means towards language learning. Thompson (1996) posits that communicative language teaching (CLT) is widely accepted as the dominant paradigm in language teaching. It stresses that language teaching and learning, especially in the second language acquisition process, is better achieved when language is put to use through extensive opportunities to interact and communicate during instruction. The teaching and learning process should be highly interactive with contents that are specially selected to excite the learners across culture, gender, age and personality lines. Students should be encouraged to interact in the target language through non-academic platforms such as drama, debate, quiz competitions and so on as much as possible and their errors must be promptly corrected.

Further still, Ellis (2001) suggests form-focused instruction in language teaching procedures. The form-focused instruction, either planned or incidental, should include the use of communicative tasks. The planned form-focused instruction involves the use of pre-selected items or communicative tasks by the teacher. The incidental form-focused instruction on the other hand allows the learners freedom to choose items of learning. Fotos (1997) reports that planned form-focused instruction has a significant effect on students' achievement in language learning when compared with the achievement of students exposed to the incidental form-focused instruction.

Another implication of the first and second language acquisition processes for effective teaching of English is the need for integrative teaching of the four language skills. The teacher should ensure that in any given lesson, the four language skills should be integrated and evaluated at the end of the lesson. Some of the language acquisition theories reviewed in this paper have stressed the importance of listening which they termed as the silent phase during the process of acquiring either a first or second language. Teachers need to consciously teach listening while teaching speaking. The set of sounds or

phonemes of the target language must be correctly modelled and the students must be motivated not to only articulate the sounds but to actively listen to their production. For example, the phonemes /ɪ/ and /i:/ could be taught together to establish the difference between the short and long vowels. Learners could be taught to consciously listen for phonemic dissimilarities such as aspiration, stress, and intonation.

Further still, there is the need for emphasis on the elocution classroom in second language acquisition setting to shift from mainly productive (speech-based) to part receptive (speech auditory). Since speech production and reception are two sides of the same coin, speaking should not be taught in isolation. There has to be a balance in second language pedagogy and learners need to know that they are learning listening as well as speaking. However, there is the need for language teachers to model the sound patterns of the second language correctly and test or assess students both on their productive (sound articulation) and receptive (listening) abilities.

Language learners must be exposed to the target language through several innovative means. A couple of selected words in their recommended textbooks will be helpful but this may not be enough because learners need to be exposed to all language skills. It is therefore suggested that news recordings from the Nigerian Television Authority (NTA), the Federal Radio Corporation of Nigeria (FRCN), the British Broadcasting Corporation (BBC) the Voice of America (VOA) etc could be played in the class. After listening to the recorded news, students could be called upon to analyse the pronunciation, intonation, stress pattern and so on. Foreign movies and songs that do not antagonise the Nigerian (African) culture can also be used to emphasise native-like pronunciation of words.

Language is best acquired when conscious effort is made to use the language. Therefore, the English language teachers need to create an enabling environment for their students to make use of the language within and outside the classroom. The classroom should be a stimulating atmosphere for students to make use of the target language. Long (1996) posits that language teaching should be interactive because learning a language is a function of social and meaningful interactions. Therefore, teachers should make good use of instructional materials such as charts, diagrams, labelled pictures and so on to teach the language. When and, as much as, possible, the students should be encouraged to participate in the design of the instructional materials and in the actual teaching itself. Teachers can encourage students to come to school with any object(s) of interest to them such as toys, pets, favourite pictures, favourite meal, favourite movie or game and other materials. They can then be made to take turns to show these materials to their classmates as well as make a short oral presentation in class. When students are allowed to discuss topics of interest to them, they often exhibit boldness and strong commitment to learning.

Khalidah (2014) compares the thoughts of Chomsky and Skinner on the language acquisition process and submits that language acquisition process can both be innate (nature) and learned (nurture) as a cognitive behaviour through operant conditioning in which the child goes through trial-and-error. He says that other factors outside the child

can provide reinforcements for the child. For example, parental supports in form of gestures (smiles, attention and approval) which are pleasant to the child can improve his/her linguistic experience and aid the first or second language acquisition process.

In addition, apart from what goes on within the four walls of a classroom, other factors outside the classroom can contribute to second language acquisition. One of such is the learner's home. The home or learners' parents have a very important role to play in second language acquisition, especially in a multilingual setting like Nigeria. Parents should reinforce what has been learnt in the school by modelling the right content to their children. They need to supply the necessary materials such as textbooks, magazines, dictionaries, and a functional library at home. As much as possible, parents should allow their children quality access and time to interact in the second language. The home should offer a unique non-formal environment for the learner to freely interact in the second language and receive corrective feedback in a less formal atmosphere. Also, curriculum developers and textbook publishers need to increase their culture-related contents in many of their textbooks in order to bridge the gaps that exist between the first and second languages. Publishers should avoid the temptation of presenting essays and other writings that are 'alien' to the learner's culture. For example, passages that contain weather variations such as winter, autumn, spring and summer may not be suitable for a Nigerian learner that is only familiar with the rainy and dry seasons.

Similarly, public examination bodies such as the West African Examinations Council (WAEC) and the National Examinations Council (NECO) should increase the culture contents of their examination questions so that the interaction between learners' first and second languages can be effectively maintained in examination situations. This will ensure that none of the learners is at a disadvantage as a result of the possible conflict between their first and second languages. Government should be more committed to providing and implementing an effective language policy that will cater for the numerous indigenous languages in Nigeria. Apart from the language provisions as contained in the *National Policy on Education* (FGN, 2004), the Nigerian government needs to assign concrete roles to learner's first language in education, especially with regard to second language acquisition.

Conclusion and Recommendations

This paper has further established the connection between learners' first and second languages and its implications for second language teaching or acquisition in the context of sustainable development. Second language pedagogy should not be done in isolation and the language skills should be taught in an integrated manner with listening taught as part of speaking and writing together with reading. The content of the materials to be learnt in the second language should be culture-related so as to bridge the gap that may exist between the learner's first and second languages and enrich his/her learning experience both within and outside the classroom. Moreover, teachers should ensure that they are modelling the right content through an active, child-centred organised set of learning activities. The government should prioritise training for English teachers to

update their knowledge in preparing learners for sustainable development. Schools should provide current instructional materials for learners.

REFERENCES

- Ambridge, B. & Lieven, E.V.M. (2011). *Child Language Acquisition: Contrasting Theoretical Approaches*. Cambridge: Cambridge University Press.
- Anyanwu, E. C. (2017). The indispensable role of the English language in sustainable development: the Nigerian case, *International Journal of Language Literature and Gender Studies* 6(2): 79-85
- Bischoff, S. (2017). The UN, SDGs, and Language. *Investigations* [web version <https://investigations.ipfw.edu/2016/08/30/ijsr001/>]
- Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). USA: Prentice Hall Regents.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
- Dobson, H. E. and Tomkinson, C. B. (2012). Planning appropriate student problem based learning projects. *International Journal of Sustainability on Higher Education*, 13(30): 263-273
- Ellis, R. (2014). *The study of second language acquisition*. China: Oxford University Press.
- Ellis, R. (2001). Introduction: Investigating form-focused instruction. *Language learning*, 51, 1-46.
- Fakeye, D.O. (2010). Students' personal variables as correlates of academic achievement in English as a second language in Nigeria. *Journal of Social Science*, 22, pg. 16-25.
- Fotos, S. (1997). Communicative task performance and second language acquisition: Do task features determine learner output? *RevistaCanariadeEstudiosIngleses*, 34, 51-67.
- Fromkin, V. Rodman, R. & Hyams, N. (2011). *An Introduction to Language*. Ninth Edition. Wadsworth. Cengage Learning
- Gibson, K.R. (1985). Has the evolution of intelligence stagnated since Neanderthal man? In E. Butterworth, J. Rutkouska, & M. Scaife (Eds), *Evolution and development* (pp 102 -144). Brighton, England: Harvester Press.
- Ipek, H. (2009). Comparing and contrasting first and second language acquisition. Retrieved 14th October, 2016 from www.eric.ed.gov/fulltext/EJ1082388.pdf
- Khalidah, N. (2014). Chomsky's and skinner's theory of language acquisition in Tay Yee Xian Siti Nur Syamimi Binti Suhaimi Nur Khalidah Adibah Binti Abd Rahim

Nazirah Binti Mahmud (Ed.). Retrieved 14th October, 2016 from <http://www.slideshare.net/nurkhalidah1/chomskys-and-skinner-theory-of-language-acquisition>

Krashen, S. (1982). Theory versus practice in language training. In R. W. Blair (Ed.), *Innovative approaches to language teaching* (pp. 15-24). Rowley, MA: Newbury House Publishers.

Krashen, S. (1985). *The input hypothesis: issues and implications*. London: Longman.

Lantolf, P. L. & S. L. Thorne. (2006). *Sociocultural theory and the genesis of second language development*. China: Oxford University.

Lantolf, P. L. & S. L. Thorne. (2007). *Sociocultural theory and second language learning*. In B. Van Patten & J. Williams (eds.), *Theories in second language acquisition: An introduction*. USA: Lawrence Erlbaum Associates Publishers.

Lemetyinen, H. (2012). Language Acquisition. Retrieved 14th October, 2014 from www.simplypsychology.org/language.html

Lightbown, P. M., & N. Spada. (2006). *How languages are learned* (3rd ed.). China: Oxford University Press.

Long, M.H. (1996). The role of linguistic environment in second language acquisition. In W.C. Ritchie & T.K. Bathia (Eds.) *Handbook of second language acquisition* (pp.413-468). San Diego: Academic Press.

Lyons, J. (1968). *Introduction to theoretical linguistics*. Cambridge: Cambridge University Press.

McLaughlin, B. (1991). *Theories of second-language learning*. Great Britain: Arnold.

Mwari, J. (2020). Sustainable Development Goals: Reaching People through Their Mother Tongue *Linguistics and Literature Studies* 8(1): 14-25

Noam, Chomsky & Skinner, B. F. (1959). *A review of B.F. Skinner's Verbal Behaviour*. *Language*. 35: 26-58. [doi:10.2307/411334](https://doi.org/10.2307/411334). [JSTOR 411334](https://www.jstor.org/stable/411334).

Olagbaju, O.O. (2015). Effects of explicit and generative instructional strategies on senior secondary school students' learning outcomes in summary writing in Ibadan Metropolis, Nigeria. Unpublished Ph.D. Thesis, University of Ibadan, Ibadan.

Richards, J., J. Platt, & H. Weber. (1989). *Longman dictionary of applied linguistics*. Hong Kong: Longman.

Second Language Acquisition Theory. (n.d.). Retrieved 14th October, 2016 from: <http://reference.yourdictionary.com/about-esl/Second-Language-Acquisition-Theory.html>

Skinner, B.F. (1957). *Verbal Behaviour*. New York: Appleton Crofts.

Thompson, G. (1996). Some misconceptions about communicative language teaching. *ELT Journal* Volume 50/1 January 1996, pp. 9 – 15. Retrieved 14th October, 2016 from <https://www.liverpool.ac.uk/~geoff9/eltjap.html>

UNDP. Sustainable Development Goals. Available online at https://www.undp.org/corporate/brochure/SDGs_Booklet_Web_En

Widdowson, H.G. (1989). Knowledge of language and ability for use. *Applied Linguistics*, 10, 128-137.

UNIVERSITY OF IBADAN LIBRARY