

METHODS OF EFFECTIVE TEACHING IN LANGUAGE LEARNING

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Abstract

The paper evaluates the techniques for effective teaching in language learning as an essential element for teaching language students in secondary schools in Nigeria. Over the years, teachers have attempted different techniques and methodologies of teaching and learning to students at different educational levels. This paper analyzes the use of effective techniques in language teaching and learning, with practical consideration of the Hausa teaching method as a case study. The findings of the paper reveal that the application of techniques for effective teaching methods in language learning used to enhance effective language learning for students. This makes the learning process more interesting for both teachers and students, as well as improving the performance of the students. The paper suggests some of the techniques used to teach the Hausa language.

1.0 Introduction

Language can be referred as those set of words, utterances, signs, symbols that are used by human beings to express their feelings, thoughts and ideas. Since the beginning of creation, man has been using language in his daily interactions in the society wherever he finds himself. As such, language is very important to human life. It can be regarded as the backbone of human life, because no any human activities can take place without the use of language.

Language grows from a cultural milieu and its means of cultural transmission to younger generation. Many people do not take the study of language seriously. Those who offer it as a school subject do so in order to meet up with the requirement of subjects in final examination. Now the Federal Government of Nigeria, through national policy on Education, stipulates that Hausa, Yoruba and Igbo are the three major Nigerian languages, one of which must be studied by secondary school students.

Language teaching is all about teaching a second language. Second language means the language which is not the native language of the learner. A language teacher should have a scientific approach to teach a language. He should have knowledge of linguistics as well as

psychology. Over the years, second language acquisition has been undertaken from a variety of different perspectives. This paper is concerned about mastered and immersed on non-native speakers.

2.0 Meaning of Technique

When it comes to teaching, techniques refer to the specific methods, strategies, or approaches used by educators to facilitate the learning process and achieve desired learning outcomes. These techniques are often designed to be effective in engaging learners, promoting understanding, and enhancing retention of information.

Teaching techniques can vary widely depending on the context, subject matter, and age of the learners. For example, in a classroom setting, a teacher might use techniques such as lecturing, discussions, group activities, demonstrations, or multimedia presentations to deliver information and facilitate learning (Brown, 2007). In a hands-on or experiential learning environment, techniques such as simulations, role-playing, problem-solving activities, or case studies might be employed to encourage active participation and application of knowledge (Johnson, 2018).

Effective teaching techniques are often based on sound pedagogical principles and are aligned with the learning goals and objectives of the curriculum. They take into consideration the diverse needs and learning styles of learners, and are adaptable to different learners' abilities and backgrounds. Skilled educators also use a variety of techniques to cater to different learning preferences, such as visual, auditory, kinesthetic, or tactile learners (Fleming, 2014).

Furthermore, modern technologies have expanded the repertoire of teaching techniques, with the use of digital tools, online resources, and multimedia to enhance instructional delivery and engage learners. For instance, techniques such as flipped classrooms, blended learning, and gamification have gained popularity in recent years as innovative ways to promote active learning and student engagement (Bates, 2019).

In summary, teaching techniques refer to the methods, strategies, or approaches used by educators to facilitate learning in the classroom or other educational settings. These techniques are designed to be effective in engaging learners, promoting understanding, and enhancing retention of information. They are based on sound pedagogical principles, aligned with learning goals, adaptable to diverse learners' needs, and may incorporate the use of modern technologies for enhanced instructional delivery.

3.0 Literature Review

Various approaches have been employed in previous studies that are pertinent to this paper, in investigating teaching and learning activities. Rasheed (2002) observes that the power

and the problems of the English language are not only as subjects of study within the educational programme of Nigeria but also as the medium of instruction at the nation's secondary and tertiary levels of education. The study highlights that language situation in Nigeria is very complex and also mentioned that a good linguistic model for our classrooms period is one.

According to Aloba (2011:35) the most important development was in the 20th century and had tremendous impact on the education of a child even up to the present day. That was the publication of the Ellen key titled "The Century of the Child" which inspired progressive education. This is the system of teaching based on the needs and potentials of the child rather than the needs of the society or the precepts of religion. Ugeechi and Adzer (2014:85) explain that the behaviourists theory of language is also known as learning theory led by skinner Lceording to Skinner(1975). Language acquisition in children is a verbal behaviour based on stimulus response, whereby children acquire language by limiting a requesting, (copying the linguistic behaviour) what they hear in their environment from parents, other adults and other siblings.

In terms of time management in teaching, Sadiq (2014:51) notes that much like money, time is both valuable and limited. It must be protected, used wisely and budgeted. The experts also believe that people who practice good time management techniques often find out they are more productive, have more energy for things they need to accomplish, feel less stressed, are able to do the things they want, get more things done efficiently, relate more positively to others, and feel better about themselves. Swande (2014:77) posits that language development is a complex and dynamic process influenced by various factors, such as environmental, cognitive, and social factors. It examines such key issues as theoretical versus practical linguistics and orthography and literacy problem of variation, the socio-linguistic critique of linguistics, the cognitive critique of psychological reality, while micro-applied linguistics has diglossia and multi-lingualism. Isah and Muhammad (2016:244) are of the view that language Learning Strategies are the often – conscious steps of behaviours used by language learners to enhance the acquisition, storage, retention, and use of new information.

4.0 Different Techniques or Method of Teaching

The field of first language (L1) acquisition offers various insights and findings that can be effectively applied to second language (L2) learning, for instance in terms of financial resources. We know that children who are acquiring their (L1) have grammars that are systemic and that their transactions are not just bad limitation of the adult target. Depending on the method adopted in teaching a language, and the language teacher (L2) learners also develop a grammar that is systemic even if it is not native – like. There are many different techniques or methods of teaching a second language. The choice of the one to choose really has a great impact in the mastering of agiven second language. Their applications in

individual languages differ. These methods could be described as follows:

1) Direct Method

The direct method of teaching is sometimes called the natural method, and is often used in teaching foreign languages avoiding the use of the learners' native language and exclusively utilizing the target language.

2) Grammar – Translation Method

The grammar – translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching. In this category students learn grammatical rules and then apply those rules by translating sentences between the target language and the native languages. The method has two main goals; to enable students to read and translate literature written in the source language, and to further student's general intellectual development. The method has been criticized for its shortcomings. What are the involved shortcomings?

3) Audio – Lingual Method

The audio-lingual method, army method or new key, is a method used in teaching foreign languages. It is based on behaviourist theory which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach is similar to the direct method approach to language learning.

A technique is a method of doing something. The technique you apply for opening drinks might be to twist the top off with your teeth if so, your dentist better have a good tooth repair technique. In other words, the noun technique can also refer to someone's skillfulness with the fundamentals of a particular task. Writers usually have very individual writing techniques dependents on the choice of the writer. One might need to write late at night and another early, in the morning, another person may like to write by hand on paper, while others may prefer to write using computer.

Leannerberg (1967) highlights that there is a sensitive period for language learning, a period when experience has substantial impact, unmatched before or afterwards. To acquire language, he assumes that the brain has to be both matured and flexible in the organization.

In Mamman (2002) the child frequently used certain single words such as the title names of people like Hajiya (the mother), names of his brothers and sisters as well as his friends such as Ummi (his younger sister), Halima (his older sister), Nura Usman (his friends). The remaining single words that we frequently used were ruwa (water), tuwo (Hausa type of food), fitsari (urine) and kashi (stool).

5.0 Factors That Can Inhibiting Teaching Effectively

One of those factors that have become peculiar to Nigeria in general for few years back is lack of payments of salary syndrome, or delay in the payments. Many teachers in primary schools, in most case are not paid for months or at the end of the month. Imagine a teacher who cannot feed his family, pay his children's school fees, pay house rent and provide basic necessities for his/her household etc. how then can he think of effectiveness in his/her teaching assignment or duty? For purpose of teaching effectiveness and to save our education system from total collapse, government must reverse this evil trend.

6.0 Effective Teaching

We have to recognize that a focus on outcomes reflects the value driven choices and priorities about the goals of education that are deemed to be important in the wider educational system, especially at secondary level of education. Therefore, defining teaching effectively must be done in relation to understanding the objectives of education as well as promoting learners cognitive development, which is one of the primary purposes of education and teaching. In this study, our focus is on the teacher's influence on learners as well as classrooms behaviours and practices that teachers adopt to promote better outcomes for learners. The only way an effective teaching can be achieved is when teachers are trained to use certain instructional behaviours effectively. Here we mean the teacher is capable of applying the instructional behaviours he or she has learnt. According to Borny (2010:3-4), the concept of teaching effectively is better understood by studying the models instruction that capture and define what it is that an effective teacher knows and does. That is, a set of behaviours that an effective teacher incorporates into his/her daily professional practice. In any teaching activity the teacher is a driver of effective teaching. Though the pupils have a part to play by cooperating with the teacher to achieve the desired goals i.e. outcomes. To achieve effective teaching at any Level, the following conditions have to be met: adoption of application of teaching skills, insights, instructional behaviours, methodologies, practices, tactics and strategies for teaching to achieve productive or successful learning outcomes or effects that are satisfactory to the learner. Whenever teaching is effective, both the teacher and the learner, parents will definitely notice some changes in behavioral knowledge of the learner by bringing joy and satisfaction in their attitudes and minds.

Some of the techniques used to teach Hausa Language are:

- Using set induction technique
- Conveying information through vocal and non-vocal techniques
- Using instructional materials for illustrations
- Using songs
- Applying individual repetitions of words by students
- Using drills (especially in oral works)
- Using different questioning techniques
- Applying reinforcement

- Using formative evaluation
- Using various examples to explain grammatical issues
- Active involvement of the students in lesson activities
- Reading the passage with choral repetition by students
- Using individualized reading of passages by students
- Explaining some difficult words before reading a comprehension passage
- Allowing the students to survey the passage before reading
- Illustrating different writing styles
- Introducing the topic for study in advance
- Using group discussions
- Giving projects to students to carry out

7.0 Conclusion

The study has shown that there is a significant relationship between language teaching and learning as techniques of effective teaching method are applied, language learning becomes easier for students. Therefore, students develop much interest in the learning process which results in comprehending what they are expected to learn.

Based on the research conducted, and the need to improve techniques of effective teaching method in language learning, the paper discusses a lot of strategies of effective teaching in language. Among the areas covered are meaning of techniques, different techniques or methods of teaching, and factors inhabiting teaching effectively. In order to show the practical way of teaching language, we made a case study of Hausa Language to serve as an example.

7.1 Recommendation

Finally government should try to make all the necessary teaching aids available so as to enhance effective teaching. It is imperative for the government to prioritize the provision of essential teaching aids to facilitate effective instruction. This may include ensuring the availability of modern technology, educational materials, teaching resources, and other necessary tools that can enhance the quality of teaching and promote optimal learning outcomes. Furthermore, the government should also invest in the professional development of teachers, providing them with adequate training and support to effectively utilize these teaching aids in their instructional practices. This can include workshops, seminars, and ongoing professional development programs that equip teachers with the necessary skills and knowledge to utilize teaching aids effectively.

Additionally, the government should consider the needs of diverse learners, including those with special needs or from marginalized communities, and ensure that teaching aids are accessible and inclusive. This can involve providing materials in different formats, accommodating different learning styles, and promoting inclusive education practices to

ensure that all learners can fully participate in the learning process. Moreover, the government should regularly assess the availability, appropriateness, and effectiveness of teaching aids in schools and educational institutions, and take necessary steps to address any gaps or deficiencies. This may involve conducting regular audits, seeking feedback from teachers and students, and making informed decisions to improve the availability and quality of teaching aids.

In summary, the government plays a crucial role in supporting effective teaching by making all necessary teaching aids available, investing in teacher professional development, promoting inclusivity, and conducting regular assessments. By prioritizing these efforts, the government can create an enabling environment that enhances the quality of education and promotes successful learning outcomes for all learners.

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