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ROLE OF ENGLISH EDUCATION TEACHERS IN THE DEVELOPMENT OF SECOND LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study examined the role of English education teachers in the development of second language, using Awka South secondary schools as a case study. The aim of the study was to investigate the problems affecting the development of second language in secondary schools, and identify different roles of English education teachers in ensuring a good development of second language in secondary schools. Descriptive Survey research design was adopted for the study. Structured questionnaire was used for data collection. 300 SS2 students were sampled in the study area. The study adopted B.F. Skinner Theory of Language Development because of its relatedness. Data collected was analyzed using mean score. The findings of the study showed that there are challenges affecting the development of second language in secondary schools, especially in Awka South. These challenges include Mother tongue interference, poor reading culture; also, there are different roles of English education teachers in ensuring a good development of second language in secondary schools. These roles include Constant teaching, Engaging students in practical, Creating strategies for language development. Based on the findings, the study concluded that the roles of these teachers are very paramount in the achievement of quality language development, and as such, they should be given serious attention. The study therefore, recommended that school management and English education teachers should work hand in hand to find solutions to the problems affecting the development of second language in secondary schools. This will make it easy for the students to learn; also, English Education teachers should understand their roles in ensuring a good development of second language in secondary schools. This will enable them to perform very well in their tasks

Keywords: English Education, Teachers, Development, Second Language

Introduction

Educating is just one of the various things, and as a teacher one has to perform all these various things for educating the pupils. A teacher is the individual in the classroom who has the proficiency, tools and information necessary to edify young students. Teacher should thus become a learner by thinking about the situation and by understanding it through different point of view, before teaching students and by making them relevant in everyday circumstances. Educating is just one of the various things, and as a teacher one has to perform all these various things for educating the pupils. A teacher is the individual in the classroom who has the proficiency, tools and information necessary to edify young students. In this fast growing world, there are abundant changes in teaching approaches along with the learning strategies. Besides Parents, Teacher's play a very crucial role in developing a child's interest towards a subject or the language.

Language is an instrument of thought which binds human society together in communities and linguistic groups. Nigeria is one of the countries with myriads of languages. Each ethnic group has its own language with its dialectal varieties. Bamgbose (2017) has estimated about 400 local languages in Nigeria, yet no ethnic group is ready to abandon its language since all languages are taken as veritable instruments of communication among the users. The absence of linguistic unity in the country has therefore led to the emphasis placed on the English language as a major medium of instruction in educational institutions in the country. English language was introduced into Nigeria by the colonial masters to help them administer the colonized people, spread their religion, and carry on their commercial activities. With the amalgamation of the Northern and Southern protectorates of Nigeria in 1914, English language became the official language of Nigeria and has continued to perform this function until today.

In Nigeria, English is the language of politics, religion, sports, trade, and commerce, education, science, and technology. Ufomata (2014) argued that the domains of English in an ESL context like Nigeria tend to be formal. It is the official language which in essence means it serves the language of government, education, commerce, and to a limited extent, social integration, especially among the educated elite. Ufomata went on to state that English as a second language enjoys a wider geographical spread than any of the indigenous languages within Nigeria. Whatever the language of discussion, a serious business transaction is sealed up in writing in English. In education, English is introduced as a subject from the first year in primary schools and used as a medium and subject of instruction from the third year through secondary and tertiary education.

The importance of English is very much noticed in the field of education in Nigeria. English language is the tool for the effective teaching and learning of other school subjects. A credit level pass in English language in the senior secondary certificate examination or its equivalent is an essential requirement for admission into any higher institution of learning in Nigeria, no matter the course of study. As a result of the important role of the English language in the Nigerian educational system, the Federal Government, through her National Policy on Education (NPE, 2004) made English language a compulsory subject in her school system from the primary, secondary to the tertiary levels.

Tiffen (2019) accurately captures all the pervading roles of English in Nigeria when he asserts that: English can now be regarded as one of the major African languages, so widespread is its use and, so essential as a tool in everyday life. In many countries, it is the official language, the national language of administration, law, the national press, commerce and political unity. It is true that English still occupies a pride of place in our national life, despite the fact that it is a second language, it still serves as the language of communication and interaction amongst the different ethnic groups in Nigeria whose languages are usually unintelligible.

In spite of the pervasive role of the English language in Nigeria, it appears that the schools have been doing less than a good job in imparting the knowledge of the subject to the students. Teachers, educators, examiners, and even parents have often decried the poor usage of the language, especially by the students. It is obvious that many teachers do not have training in the teaching of English language secondary schools in Nigeria.

How well English language is in taught secondary schools in Nigeria is determined by a number of variables among which are: the personality of the teacher; the teaching experience; the method of teaching employed by the teacher; the teaching resources available to the instructor and his/her qualifications. The availability or lack of the above mentioned variables will go a long way in determining the student's perception of the teaching of English language in secondary schools. This necessitates the introduction of language education. Language education impacts the practical learning skills: listening; speaking, reading and writing to enable the students use the language effectively, competently and intelligently. According to Maunine (2018), the goals of language teaching are to improve the knowledge of language learners so that they can function better in their studies, in their work, and in their interaction with people from other cultures.

English language is a second language in Nigeria not because it is the second language, the average Nigerian child acquires or learns after his/her mother tongue, but it is so because of the various roles it plays in other subjects taught in the schools. There is the need for the learners to acquire a form of the language generally accepted as the standard form, if such learners are to function effectively in the present day world. However, in Awka South local government area of Anambra state, secondary school students are lagging behind in effective use of English as a second language. This has been attributed to the fact that most of the teachers who are teaching the language in these schools do not have quality training as English education teachers.

The importance of English education teachers in the teaching of English language cannot be overstated. This is because, these teachers are prepared in the education training field specifically for teaching of English language. However, they are often neglected during employment for English teacher as a result of employment politics and other factors. This makes their role in the teaching of English language not to be carried out, and consequently, this has been affecting the development of English as a second language in secondary schools. This problem, therefore, necessitates this research which is to investigate the role of English education teachers in the development of second language.

Statement of problem

The continued negligence of English education teachers and their services has continuously been affecting the development of second language in the Nigerian schools. Most of the of people who are found teaching English in many secondary schools today are either those who did not have teaching training in the field or those who have a certificate in English.

The absence of the recognition of the role of an English education teacher in the student's development of second language has made it difficult for these students to learn English language effectively. This has also affected their usage of the second language and consequently their academic performance in both English language and other subjects, since English language helps the learning and understanding of these subjects.

However, the fact that some English education teachers who are teaching in some of these secondary schools lack knowledge of their roles in the development of second language cannot be denied. This has further worsened the problem, and calls for urgent need to highlight these points. The present study therefore attempts to examine the role of English education teachers in the development of second language, using Awka South secondary schools as a case study.

Research Question

The following research questions guided the study:

i. What are the problems affecting the development of second language in secondary schools?
ii. What are the different roles of English education teachers in ensuring a good development of second language in secondary schools?
iii. What are the factors affecting the roles of English education teachers in the development of second language in secondary schools

REVIEW OF RELATED LITERATURE

Conceptual Framework

English Education

The field of English education includes research and practice related to both the teaching and learning of English/language arts and the preparation of English teachers (Ochendo, 2020). As befits a broad and comprehensive subject matter, the field of English education includes a wide range of topics and lines of research. Under the umbrella of English education, one might find research on rhetoric and the teaching of writing, on the literature curriculum and different approaches to the teaching of literature, as well as a range of topics related to communication, visual literacy, drama, journalism, and language more broadly.

Second Language

A person's second language, or L2, is a language that is not the native language (first language or L1) of the speaker, but is learned later (Weyza, 2019). A second language may be a neighbouring language, another language of the speaker's home country, or a foreign language. A speaker's dominant language, which is the language a speaker uses most or is most comfortable

with, is not necessarily the speaker's first language. For example, the Canadian census defines first language for its purposes as "the first language learned in childhood and still spoken", recognizing that for some, the earliest language may be lost, a process known as language attrition. This can happen when young children start school or move to a new language environment.

Theoretical Framework

Theory of Language Development

Theory of Language Development was propounded by B.F. Skinner (1957). The theory proposed that language development begins at a very young age in humans. Certain language milestones help to predict and chart the development of a language. Initially, the child uses a very simple form of language and then moves forward to comprehend and produce complex language. Normally, a child will recall simple words they must have heard and make babbling sounds. They will then grow up to make meaningful phrases as their vocabulary grows.

B.F. Skinner suggested that language development is highly influenced by the environment in which the child grows. The concept of learning and behavior formation are the primary sources behind the development of language in children. He contended that children learn new skills through operant conditioning, classical conditioning, or observation. This view further emphasized the role of the effects of these conditions on a child's learning environment. This would therefore mean that the rewarded responses are repeated, and the ones reprimanded are suppressed or curbed in terms of language development and response formation.

If this view were to be put into perspective, one could think of an infant observing many things around them. They observe the elderly speaking a language and attempt to mimic the same. Furthermore, when an adult acknowledges the attempt with a hug or an exclamation, the child learns to use the word often. This leads to the motivation to learn the language. In addition, infants also often learn the language spoken by the people around them.

The theory is very relevant in the present study as it highlights the importance of language development and the process it is achieved.

Empirical Study

Ashok (2016) carried a research on Roles of Teachers in the English Language Classrooms. The aims of the study were identifying the perceived attitudes of teachers towards their roles and finding out the frequently used roles in the classrooms. The researcher collected the data both from primary and secondary sources for the study. For the primary sources, the researcher selected three government-aided secondary schools located at Kirtipur in Kathamndu using purposive sampling. Three English teachers from each school teaching at grade nine and their respective classes were selected for the sample size. The researcher followed the qualitative approach for the indepth study to find out the perceived attitude of teachers towards their roles, hence, analysis and interpretation of data is done through the process of content analysis but quantification is also done to see the frequency of roles though it is not emphasized. This study concludes that teachers have positive attitudes and perception towards all the roles but they advocated their roles from the ground of communicative approach. Some roles as ‘organizer and

resource' were found most frequently occurring, some as 'prompter, participant, model and tutor' were found less frequently occurring and some as 'social worker and friend' were not found at all in the English classrooms. The study by Ashok (2016) and the present study are related given that both of them are discussing the role of teachers in English. However, the two studies differ in some extent as the study by Ashok (2016) is mainly on the role of teachers in the English classroom while the present study is on the role of English education teachers in the development of second language.

Exploring English Language Teachers' Role In An ESL Classroom was a research conducted by Yasin(2019). The study aims to find the gap between the perception of the English teachers and the students so that the English teachers can try to bridge the gap. The samples of the study are the teachers and the students of Government Postgraduate College Bure Wala Distt. Vehari. The data was collected through the tool of interview as two semi-structured interviews were conducted with the English teachers and the students. So the data was collected by employing qualitative method. The text elicited from the interviews was transcribed carefully and later it was analyzed by using grounded theory analysis techniques of" Open, Axial and Selective Coding "paradigm model (Strauss & Corbin, 1998). Different roles of the English teachers were developed out this coding process resulting into a "core category" that was formulated after finding common and most frequently mentioned roles of the English language teacher in the perception of both the English teachers and English language learners. So this study is an effort to bridge the gap between the perception of the English teachers and the students regarding the various roles of English teachers. It further highlights the expected roles of English teachers as are demanded from better teachers. The study by Yasin(2019) and the present study are related given that both are discussing the role of English teachers in second language learning. Nevertheless, the two studies differ to some extent given that the study by Yasin(2019) is mainly about the English teachers' Role In An ESL Classroom while the present study is on English education teachers in the development of second language.

METHOD

Research Design

Descriptive Survey research design was used in carrying out this study. This is chosen because it studies people or objects, their attitudes, belief system, opinions and other behavioral manifestations. Amord (2015) stated that survey interprets and synthesizes useful data for sound conclusion. Giving a wholesome exposure on the making of the survey method, surveys are designed to scientifically describe phenomena and their relationships in the actual environment after a given time, survey must depend instead on samples of respondents drawn from the population and considered a representative of the population.

Area of the Study

The study was carried out in Awka South local government of Anambra state. Awka South Local Government Area (LGA) is made up of nine towns,
namely, Amawbia, Awka, Ezinato, Isiagu, Mbaukwu, Nibo, Nise, Okpuno, Achala
and Umuawulu. There are three major streets that span this area, which are the Zik
Avenue, Works Road and Arthur Eze Avenue. In the past, the people of Awka South LGA were well known for blacksmithing. Today they are respected among the Igbo people of Nigeria for

their technical and business skills. Awka is a town in Awka south local government area. It is the seat of government and has a lot of prominent people both home and abroad. While Amawbia is home to the state house i.e. Governor's lodge and the State Prisons.

Population of the Study

The population of the study comprised of 1,258 SS 2 students 14 public secondary schools in the area (Source: Anambra state bureau for public enterprise, 2023)

Sample Size and Sampling Technique

The sample size of the study will consist of 1258 SS2 students in public secondary in Awka South. Due to the enormity of the population, simple random sampling was used to select 30 students from 10 schools, giving 300 students as the sample size.

Instrument of Data Collection

Structured questionnaire was used for data collection. The questionnaire is made of 15 items. Each of the items is on a 4 point scale of Strongly Agree = 4, Agree = 3, Strongly Disagree = 2 and Disagree = 1. The questionnaire items were arranged in four clusters, according to the researcher questions, to elicit information regarding the effect of modern office technology on the productivity of secretaries.

Validation of the Instrument

The face and content validity of the instrument were established by three experts drawn from Chukwuemeka Odumegwu Ojukwu University. They were given three copies of questionnaire together with the purpose of the study, and research questions for scrutiny. The experts were requested to examine the items in terms of clarity of language used, the suitability of the items to the level of respondents, content coverage, relatedness of the items to research questions and hypotheses. They made the important corrections and the corrections were effected and the instrument produced for use with the consent of the supervisor.

Reliability of Instrument

To ascertain the reliability of the instrument, the instrument was administered to twenty secondary school students in Onitsha South. After two weeks, the instruments were re-administered to the same people. The data generated were computed using Cronbach Alpha technique. The yielded reliability coefficient was .86 which shows that the instrument is reliable.

Method of Data Collection

The researcher administered the instrument on the 300 respondents with the help of four research assistants who were briefed on the modalities for administration and retrieval of the questionnaires. However, respondents were able to complete the questionnaires as 252 out of 300 copies administered were correctly filled and returned. The exercise lasted for a period of one week.

Method of Data Analysis

The data collected will be summarized and analyzed using mean scores. Four point rating scores will be assigned numerical values as shown below: `

Agreed	4
Strongly Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Decision Rule

Mean rating of any item ranged from 2.5 and above will be regarded to be agreed, while those below 2.5 will be regarded as disagreed. On the other hand, the t-test will be used to test the null hypotheses at .05 level of significance. A hypothesis will be rejected if the t-calculated value is less than the alpha value not rejected where the t-calculated is greater or equal alpha value.

DATA PRESENTATION AND ANALYSIS

In this chapter, data for the study were presented and analyzed based on the research questions that guided the study, statistical means were used to answer all the research questions.

Research Question 1: What are the problems affecting the development of second language in secondary schools?

Table 1: Respondents mean ratings on the problems affecting the development of second language in secondary schools

S/N	ITEMS DESCRIPTION	∑fx	$\bar{X}$	REMARK
1.	Mother tongue	273	2.7	Agree
2.	Poor reading	333	3.3	Agree
3.	lack of confidence	301	3.0	Agree
4.	Transliteration	300	2.9	Agree
5.	Social stereotyping	354	3.5	Agree
	Grand mean		2.9	Agree

Source: field work, 2023

Table 1 above shows that all the items 1,2,3, 4 and 5 have the mean scores of 2.7, 3.3, 3.0, 2.9 and 3.5 respectively. All items are above the cut-off mean. This shows that the respondents accepted that there are problems affecting the development of second language in secondary schools

Research Question 2: What are the different roles of English education teachers in ensuring a good development of second language in secondary schools?

Table 2: Respondents mean ratings on different roles of English education teachers in ensuring a good development of second language in secondary schools

S/N	ITEMS DESCRIPTION	∑fx	$\bar{X}$	REMARK
6.	Constant teaching	354	3.1	Agree
7.	Engaging students in practical	343	2.9	Agree
8.	Creating strategies for language development	245	2.1	Disagree
9.	Give assignments	333	3.0	Agree
10.	Monitor their development	3.44	3.1	Disagree
	Grand mean		2.9	Agree

Source: field work, 2023

Table II above shows that items 6, 7, 9 and 10 have mean scores of 3.1, 2.9, 3.0 and 3.1 respectively. However, the respondents disagree with item 8 which has the means score of 2.1. From the analysis, it is deduced that majority of the respondents accepted that there are different

roles of English education teachers play in ensuring a good development of second language in secondary schools

Research Question 3: What are the factors affecting the roles of English education teachers in the development of second language in secondary schools?

Table 3: Respondents mean ratings on factors affecting the roles of English education teachers in the development of second language in secondary schools.

S/N	ITEMS DESCRIPTION	∑fx	$\bar{X}$	REMARK
11	Lack of teaching materials	292	2.9	Agree
12	Students' lack of interest	333	3.3	Agree
13	Poor motivation of teachers	301	3.1	Agree
14	Teachers' lack of teaching strategies	354	3.5	Agree
15	Teacher's lack of training	301	3.0	Agree
	Grand mean		3.1	Agree

Source: field work, 2023

In Table 3 above, the items 11,12,13,14, and 15 have mean scores of 2.9, 3.3, 3.1, 3.5, 3.0, respectively, which are above the cut-off mean. This is evidence that the respondents agreed that there are factors affecting the roles of English education teachers in the development of second language in secondary schools.

Findings

The problems affecting the development of second language in secondary schools

Findings from research question one shows that there are challenges affecting the development of second language in secondary schools, especially in Awka South. These challenges include Mother tongue interference, poor reading culture, lack of confidence, transliteration, and so on. This is in line with Esene (2016) who explained that the development of second language in Nigeria has faced numerous challenges which can be reduced if the learners can be intentional with their learning.

The different roles of English education teachers in ensuring a good development of second language in secondary schools

Research question two: the study discovered that there are different roles of English education teachers in ensuring a good development of second language in secondary schools. These roles include Constant teaching, Engaging students in practical, Creating strategies for language development, Monitor their development, among others. This is in line with the findings of Ashok (2016) who noted that the roles of English education teachers in language development are as important as the language itself, given that no one can learn a language without a tutor.

The factors affecting the roles of English education teachers in the development of second language in secondary schools

In research .question three, the findings of the study showed that there are factors affecting the roles of English education teachers in the development of second language in secondary schools. These factors include Lack of teaching materials, Students' lack of interest, Poor motivation of teachers, Teachers' lack of teaching strategies, among others. This finding is in line with the

assertion of Yasin(2019) who opined that language teachers face different challenges, which especially come from their teaching environment.

Conclusion

This study was centered on the role of English education teachers in the development of second language, using Awka South secondary schools as a case study. From the data collected and analyzed, it was discovered that there are numerous roles English education teachers play in the development of second language. However, most of these roles are neglected as a result of different factors arising from the school environment and poor trainings of some teachers. It is therefore, concluded that the roles of these teachers are very paramount in the achievement of quality language development, and as such, they should be given serious attention.

Recommendations

Based on the study findings, the following recommendations are made:

i. The school management and English education teachers should work hand in hand to find solutions to the problems affecting the development of second language in secondary schools. This will make it easy for the students to learn.
ii. English education teachers should understand their roles in ensuring a good development of second language in secondary schools. This will enable them to perform very well in their tasks
iii. The school management should find solutions to the problems affecting the roles of English education teachers in the development of second language. This will help the teachers to concentrate and deliver on their duties.

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