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Discovering Thoughts, Inventing Future

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Analyses of Quaid-E-Azam's Speech of 11th August, 1947

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& Saima Akram

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Abstract - The aim of this research is to un-mask or to explore the facts which are hermetical in the Quaid's Speech of 11 August, 1947. CDA does not have a specific direction of research. There are many directions of such type of research. It does not have a proper theoretical frame work. There are several approaches to discourse including critical discourse analysis; conversational analysis and similarly many other forms of analysis. This Research is based upon the Van Dajik's socio cognitive model (2002).” Van Dijk: “in our opinion CDA should deal primarily with the discourse dimensions of power abuse and the injustice and inequality that result from it.”

Keywords : CDA, socio cognitive model, misuse of power, evils in society, speech of quaid.

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Analyses of Quaid-E-Azam's Speech of 11th August, 1947

Sana Nawaz ^α, Baqir Naqvi ^σ, Mehmood-UI-Hassan ^ρ, Ushna Zafar ^ω, Hafiza Iqra Jabeen[¥] & Saima Akram[§]

Abstract - The aim of this research is to un-mask or to explore the facts which are hermetical in the Quaid's Speech of 11 August, 1947. CDA does not have a specific direction of research. There are many directions of such type of research. It does not have a proper theoretical frame work. There are several approaches to discourse including critical discourse analysis; conversational analysis and similarly many other forms of analysis. This Research is based upon the Van Dijk's socio cognitive model (2002). Van Dijk: "in our opinion CDA should deal primarily with the discourse dimensions of power abuse and the injustice and inequality that result from it."

Keywords : CDA, socio cognitive model, misuse of power, evils in society, speech of quaid.

I. INTRODUCTION

This speech is concerned with those evils which are prevailing in our society and Quaid yearned to stop them. In this speech Quaid-e-Azam addresses to first constitute assembly of Pakistan. He manifested two main functions of this assembly, first is to make the new future constitution of Pakistan and the second to complete Sovereign body as the Federal Legislature of Pakistan. The mighty sub-continent is inhabited with all kinds of nations and sects. Quaid-e-Azam said to his nation that you have clutched all the powers and it is responsibility to take up the right decisions. The first and foremost thing is that government must sustain law and order, so that the life, property and believes of its subjects are fully protected by the state. The second is that, we should get rid from bribery and corruption, and we must put down by an iron hand. Black-marketing is another curse. We will have to take strict action against those who are involved in these monstrous deeds. Jobbery and nepotism is another curse, we will have to decline it. Quaid said that there were many people who were against this decision of sub-continent but now it will have to accept because the division is particularly established. The division is only solution in the sub-continent, for both Hindu and Muslims. Nobody could have conquered you, you are 400 million soul. If someone did it, it was for very short time.

II. LANGUAGE, DISCOURSE AND DISCOURSE ANALYSIS

Language is a way of communication. Through language we can communicate with others and we can share our experience with others. There are different types and different forms of language. There are a lot of languages in world. English is a Lingua Franca. Spoken language is the most commonly form of human language. There are different signs and symbols in each; [language. Every language has different functions and different symbols. When we are going to define language then we should not ignore gestures and symbols because if we are ignoring these tools, it means we are denying the language of deaf.

Whatever we speak, read or write is part of discourse. The term "discourse" is defined in a number of ways. Discourse analysts examine the spoken, written or signed language. They may focus on aspects of Linguistics behaviour. Discourse analysts are concerned in a way in which meanings are required. They analyze according to the social background. There are different approaches to discourse analysis including, speech act theory, the ethnography of communication, the study of conversation and critical discourse analysis. So we can see that critical discourse analysis is an approach of discourse analysis.

III. CRITICAL DISCOURSE ANALYSIS

Critical discourse analysis (CDA) is an interdisciplinary approach to the study of discourse that views language as a form of social practice and focuses on the ways social and political domination are reproduced in text and talk. Critical discourse analysis emerged in late 1980s. It was spearheaded by Norman Fairclough, Ruth Wodak, Van Dijk and some others.

There are many of reasons for studying Critical Discourse Analysis (CDA). One many be taking it as an interest in social and cultural issues, and how these issues affect society. Another reason is that critical Discourse analysis (CDA) allows you to look at topics in which you have a proper trust. Finally, looking at CDA in more depth will give you new tools with which to study language, not just academically, but in everyday life too, for example, when reading newspapers or magazines, or watching the news. It may be capable to enhance your vision.

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Critical discourse analysis (CDA) also seeks to examine language as a form of cultural and social practice, and is an approach which allows the description and interpretation of social life as it is represented in talk and texts. CDA focuses particularly on the relationship between power and discourse, studying the way in which "social power abuse, dominance, and inequality are enacted, reproduced, and resisted by the text and talk in the social and political context" (Van Dijk, 2001: 352).

The critical approach to discourse aims to challenge social orders and practice that we accept as 'natural', but which are, in fact, "naturalized"; in other words, when one way of seeing and interpreting the world becomes so common (and so frequently constructed in discourse) that it is accepted as the only way. In casting light on this process, critical discourse analysts seek to make visible the "common-sense" social and cultural assumptions (or ideologies) which, below the level of conscious awareness, are embedded in all forms of language that people use (Fairclough, 2001).

Fairclough and Wodak (1997: 271-80) summarize the main tenets of CDA as follows:

1. CDA addresses social problems
2. Power relations are discursive
3. Discourse Constitutes Society and Culture
4. Discourse does ideological work
5. Discourse is historical
6. The link between text and society is mediated
7. Discourse analysis is interpretative and explanatory
8. Discourse is a form of social action.

IV. METHODOLOGY

Critical research on discourse needs to satisfy a number of requirements in order to its aim. First of all we have read the whole speech. We have tried to analyze all the aspects of the whole speech very carefully. Then we have applied upon it Van Dijk's socio cognitive model (2002). We have applied a research tool, Critical Discourse Analysis (CDA). At the end we have summed up all the aspects and synthesized it by our self.

V. ANALYSIS

Quaid-e-Azam, in his speech said a lot of good points or aspects and if we follow them, we can become a great nation but Pakistan was failed to continue a democratic process after the death of Quaid-e-Azam. Pakistan was failed to maintain law and order in country. Pakistan forgot all the points and claims of Quaid. Quaid desired to stop corruption and bribery, jobbery and nepotism similarly black-marketing in Pakistan's society but what we are seeing now-a-days? We are seeing that the monster of all these evils is spreading day by day and every third person is involved any such type of crime and government is unable to stop those

people from such contemptible deeds. Where is the dream of Quaid? Where is aphorism? Where are the rules and regulations and law and order in our country? Where is peace and amity? These are all such questions which rise in our minds when we read the Quaid's speech on 11 August 1947.

Quaid in his speech said that we have accomplished each and every thing very peacefully but what you think? What our history says about such an accomplishment or achievement? Have we not lost any lives? Over five million people have lost their lives. We have sacrificed our sisters and brothers, our babies, old and young. Even many children lost their mothers. Many wives lost their husband. Is this a peaceful accomplishment? We can analyze or see this point in another view and that is this, Quaid wanted to encourage his followers and wanted to keep them united. He might have desired to spread a spirit in them.

First of all we are going to scrutinize the situation of corruption in Pakistan. Corruption in Pakistan is widespread, particularly in the government and lower levels of police forces. Nobody can get a small diminutive even the job of a peon without bribery and corruption. Corruption in Pakistan is augmenting day by day. We can look at the Arslan Iftikhar's case. This is a case of corruption. If these elite class people are involved in these such deeds then what will be the condition of a common man. How he can survive in such a society? There was a cartoon in The Jung (26 May 1996), showing the corruption in Pakistan, with politicians fighting each other for plots of land while ignoring the Hindu menace. Everywhere is corruption in our society.

Similarly there are many other cases of those higher people who are embroiling in corruption and bribery. First and foremost, we would like to tell that our media is corrupt. Media plays a vital role in the progress of every country and is considered a back-bone of every country. In Pakistan media is working for those people who give them corruption and bribery. It is working under the influence of some powerful people. Nawaz Sharif is also misusing his power and expanding his business empire in order to gain financial benefits. If these political figures are involved in such heinous and monstrous deeds, then, how they can prevent public from such deeds? How they can expect betterment from any ordinary person. Political figures are corrupt in Pakistan because they manipulate laws and policies according to their personal benefits. In 2011 Pakistan's rank in the list of most corrupt country was 134th but in 2012 it rises up to just 34th and tied with Azerbaijan, Kenya, Nepal and Nigeria.

Similarly, like corruption, Quaid wanted Pakistan such a country which is free from black-marketing but it is also increasing day by day in Pakistan. Many people who are indulged in this ignoble deed are well aware

from social law of our country, they are also well educated. Here our question will be what is black-marketing? Black-marketing is an illegal business in which there is illegal buying and selling of goods and services. In Pakistan black-marketers are notoriously hard to regulate.

Quaid wanted such a country which should be free from all these evils and should be free from black-marketing but what is the present condition of Pakistan? Can we say that Pakistan is a country where there is no black-marketing? Is Pakistan a country which is free or prevented from this ignoble deed? No, we cannot say because everything is happening in front of our eyes. We are seeing every evil in our society but are unable to prevent our country. How would be Quaid in his grave who desired to see a peaceful, corruption free, nepotism free and black-marketing free place, Pakistan!

Nepotism is another monster in our society as like corruption and black-marketing which is increasing day by day, month by month and year by year. The government has designated the prime minister's son-in-law, Raja Azeem-ul-Haq, as an Executive Director of World Bank, a senior official said. What is this? Is this not misuse of power? Is it not called jobbery or nepotism? What Quaid desired in our country and what is happening now-a-days?

One can say that Quaid's claims were just political claims, thus, there is no implementation upon all those claims. Here we have another issue that either Quaid was a secular personality or a non-secular? The liberal secularists have always used couple of lines from the first speech to try to prove that Quaid wanted a secular Pakistan where religion will not have anything to do with the state. This is most bizarre, illogical and sinister interpretation of the Quaid's vision and words which have nothing to do with reality. As Quaid said in his speech

"You are free; you are free to go to your temples, you are free to go to your mosques or to any other places of worship in this State of Pakistan. You may belong to any religion or caste or creed".

When we see at the definition of secular which is a person who keeps in himself and do not bother others, then, we can say why Quaid wanted to make a separate country and why he made Pakistan? When we see at his speech, we are unable to differentiate that either he is a secular or a non-secular. In his speech he said that all the minorities must be free and all the religions must also be free. There must be a freedom to every religion to practice their religious activities.

Now we are going to catch law and order in our topic. What is law and order? Where it has been seen in Pakistan? There is no law and order in Pakistan. We have a recent incident of Quetta. Hundred people killed without any reason. They were killed because of religious clashes. Government is just enjoying his power and has no concern with these matters. Everybody is going to take their personal benefits. Everyday there are

bomb-blasts in Pakistan. Now-a-days our forces are also not protected. We can look at the attack on our General Head Quarter Rawalpindi. In October 2009, there was attack on our General Head Quarter where four terrorists entered in GHQ and killed six soldiers. When our forces are not saved then how we can expect from them that they will provide us protection? How they will protect us from these terrific elements. Terrorism is daily increasing at a high rate in Pakistan. Our mosques are also not saved. We have many cases in this regard. From the day of establishment to the present day, there is no law and order or peace in Pakistan. Either we look at the murder of our Prime Minister Liaqat Ali Khan or we are going to look at the murder of our first lady Prime Minister Benazir Bhutto. How Sulaman Taseer was murdered? We have example of Zulfikar Ali Bhutto. He was targeted by political figures. It was law and order? How an ordinary person can live a life full of content? We are not able to provide security to our political personalities then how we can protect the ordinary people? Who is responsible of all this disorder in society? Our security institutions are fearful to protect their institution from this flame of terrorism. They cannot protect themselves then how they can protect us?

Here next thing come to us is loyalty with our country. It is the demand of our faith to be loyal with our country because we live in it and eat its food, drink its water. If we are not loyal with our motherland then we cannot be loyal with anyone. But who is loyal to this merciful land? All people are just going to take advantage of it. They are using Pakistan, we can look at our politics, and they just want power and rule and have no concern with public. They are going to fill their pockets with money.

Where minorities are free to practice their religious activities? Now-a-days Muslims are fighting with each other on religious bases. Every person has his own religion/sect according to his own thinking. Jinnah's statements about the minorities (whether Muslims in India or Hindus in Pakistan) are significant. Quaid said that

"I am going to constitute myself the Protector-General of the Hindu minority in Pakistan".

He spent his first and only Christmas in December 1947 as the guest of the Christian community, joining in their celebrations. Tolerance towards minorities is another theme in his speeches. Jinnah had regularly reminded his Muslim audiences of what Islam maintains: "our own history and our Prophet have given the clearest proof that non-Muslims have been treated not only justly and fairly but generously" (Merchant 1090: 10-11).

There are creating religious prejudice in society. In India, there are more Muslims as compared to the whole population of Pakistan. Are they not free to practice or to perform their religious activities? Are they slaves of Hindus? We think they are freer than us to practice their religious activities and are free in every

field of life? Quaid desired for what? Such a country where there is no freedom and Muslims are fighting with each other on religious basis. They are abusing each other and targeting and hitting each other. They are shattered. They are not free to do their religious jobs. They have made their own sects. Shias and Sunnis are the enemies of each other. Punjabi and Sindhi are enemies of each other. Political parties are the rivals. Because of this political fire, we have lost East Pakistan on 16th December, 1971. Quaid said that we are free to go to any kind of worship place but at present we are not free. Now-a-days, we are fearful. We cannot come out of home because circumstances are not good. A person who goes to earn some living is not sure that either he will come back or not? There is too much discrimination in Pakistan. There is religious discrimination, provincial discrimination and social discrimination also at large scale. We are facing many challenges at present time. Quaid desired something different but Pakistan is some different from the reality. It is not the dreamland of Quaid. It is a land, where people are jealous with each other, where people are unaware and uneducated, where people has no sense of right and wrong. People do not know what is going on around us. They are hopeless. Our country is not able to handle all these heinous issues. What is the present condition of our country? All cruel people are looting our country. A lot of political parties are going to take hold of this country. They just want to full their own accounts. They want seats power or authority and wealth. They are wearing different disguises but revealing their real identity with their actions and also with their performance.

VI. LITERATURE REVIEW

There are different works on this speech and also different analysts have examined it in their own way. Here, we are going to present some of the works done by different people on this speech. Nusrat Javeed is a journalist, who analyzed Quaid's speech on August 12, 2011 published in The Express Tribune. He said that what our Quaid wanted it was not established. He wrote in the favour of minorities and reminds us that they are not well protected as Quaid desired. He related different parties in this regard and also gives the example of Fehmida Mirza who have sent some flowers to the minority representing legislators but they are not sincere with them from the core of the heart and soul as Quaid desired, this thing reminds us the Quaid's speech is not practically working.

On another site, under the name of "pakdefenceunit.wordpress.com", there is also some analysis on Quaid's same speech. On this site, it is written that Quaid was not a secular person and he wanted to establish a country which would follow the teachings of Islam.

On April 2012, Zahid Hamid declared on a site under the name of "Takbeer-e-Musalsal" that Quaid desired a place free of disputes, free of religious sects, where all people should be equal. Zahid Hamid writes in the favour that Quaid was not a secular person and he wanted to get a country which would be according to Islamic norms. He related it with the charter of Madina. So every person has his own mind and has his own point of view.

VII. CONCLUSION

Quaid-e-Azam desired a country free of all the nefarious deeds like bribery, corruption, jobbery, nepotism, and black-marketing. Quaid wanted a country, in which there must be law and order. Quaid wanted a tranquil country. Quaid wanted a consummate country but what is going on around us? Our society is corrupt and pernicious. Everybody is going to take his personal benedictions but nobody envisage about the amelioration of this country. This country is totally the antagonistic of Quaid's speech. Quaid had fabricated a country for all the nations and all the minorities should be free in it, but now-a-days circumstances are not good. Muslims are fighting with each other then how they can give rights to the minorities? So In short Pakistan is not working well as Quaid wanted or desired. Pakistan is not that Pakistan which Quaid wanted. In this regard, government should take strict action against those who are involved in these disastrous deeds. We should also help the government in all these issues. We should give awareness to the people and teach them that what is good and what is bad for them and for their country. We should work hard for the progress and prosperity of our beloved country.

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Language Acquisition: from Notion to Expression

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Abstract - This paper discusses language acquisition from a perspective of a dichotomy between the communicative notion and its expression. The communicative notion refers to what the speaker intends to communicate with the person or listener that he wants to address and the expression is the realization of the communicative notion by means of language. The authors first introduced Vygotsky's theory on the relation between thought and language, then discussed the mechanisms of the communicative notion acting as the starting point of language acquisition through the analysis of the description of a child learning to say the word "doll", provided by Bloomfield, and finally explained how expression develops on the basis of the communicative notion.

Keywords : *language acquisition, communicative notion, expression.*

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Language Acquisition: from Notion to Expression

Zhongxin Dai ^α & Jun Liu ^σ

Abstract - This paper discusses language acquisition from a perspective of a dichotomy between the communicative notion and its expression. The communicative notion refers to what the speaker intends to communicate with the person or listener that he wants to address and the expression is the realization of the communicative notion by means of language. The authors first introduced Vygotsky's theory on the relation between thought and language, then discussed the mechanisms of the communicative notion acting as the starting point of language acquisition through the analysis of the description of a child learning to say the word "doll", provided by Bloomfield, and finally explained how expression develops on the basis of the communicative notion.

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1. INTRODUCTION

Just as Kozulin (2012:xii) observed, the theme of evolutionary and ontogenetic origins of human thinking and speech discussed by Vygotsky acquired a new context in the work of Tomasello (1999) and his colleagues. Vygotsky (1986) adopted a "tool-mediate" methodological analysis of the inter-functional relation between thought and speech. This "tool-mediate" phenomenon of the formation and development of verbal thinking, i.e. the association of thought and language through frequently repeated practice of verbal communication, can be clearly seen from a daily situation of verbal expression, described by Vygotsky (1986:251):

Thought, unlike speech, does not consist of separate units. When I wish to communicate the thought that today I saw a barefoot boy in a blue shirt running down the street, I do not see every item separately: the boy, the shirt, its blue color, his running, the absence of shoes. I conceive of all this in one thought, but put it into separate words. Speaker often takes several minutes to disclose one thought. In his mind the whole thought is present at once, but in speech it has to be developed successively. A thought may be compared to a cloud shedding a shower of words. Precisely because thought does not have its automatic counterpart in words, the transition from thought to word leads through meaning. In our speech, there is always the hidden thought, the subtext. Because a

direct transition from thought to word is impossible, there have always been laments about the inexpressibility of thought.

Vygotsky (1986) discussed two prerequisite domains in regard to the origin and development of human language: the abilities of intellectual problem-solving and the abilities of human social and verbal communication. Non-human primates have both communicative abilities and some intellectual problem-solving abilities, but these two domains remain disassociated in them. Problem solving in a human interactional context entails not only the solving of the problem itself, but communication with people. "Problem" discussed in this context refers to anything that a person intends to respond to or concern himself with. If you saw "a barefoot boy in a blue shirt running down a street" and want to tell someone about it, this may be considered as a problem to be solved if you want to convey the idea to other people. In Vygotsky's (1986) work *Thought and Language*, we can see how the development of thought is laced with the development of language. His research suggests that the development of speech is always paired with the development of thought. In other words, thought is always present when language is being acquired, and in a language-mediated society, language is often present when thought is being developed. Once verbal thought has been formed and developed, thought can be automatically expressed verbally and speech can be automatically understood meaningfully.

In order to scrutinize the acquisition and development of language in a communicative and language-mediated society, we would like to introduce in this article two terms: notion and expression. "Notion" refers to what the speaker intends to communicate with the person or listener who he wants to address and "expression" is the realization of the speaker's notion by means of language. In the above Vygotsky's description, the thought that today I saw a barefoot boy in a blue shirt running down the street is the notion that I have in mind, which serves as something that is intended to be expressed. Language functions, as it were, as a tool, without which the notion cannot be conveyed to the listener. Notion has its own structure and logic, and the structure of language is created and invented through the perception of the structure of the notion. The language acquisition and developmental process of children centers around this communicative notion.

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II. NOTION: THE STARTING POINT OF LANGUAGE ACQUISITION

Language acquisition research cannot be adequately conducted without adequate consideration given to the mechanisms of human communication, especially linguistic communication, and the mechanisms of the formation and development of the communicative notion and linguistic expression. A survey to the words children first learn to say shows that they tend to be those which refer to prominent, everyday objects, and usually things that can be manipulated by children, e.g. "mama" and "dada", and "doggie", "kitty", "milk", "cookie" and "sock" (Scovel, 1998:11). Why? Because these are the only things upon which children can form communicative notions. The following is a language acquisition story made up by the famous American linguist Bloomfield (1933, 29-31). The citation of the story is intended to show how the communicative notion becomes the starting point of language acquisition.

Bloomfield admitted that it is not known exactly how children learn to speak, but he assumed that the process of language acquisition seems to be something like this: (1) The child seems to have an inherited trait of learning to utter and repeat vocal sounds under various stimuli. (2) Some person, say the mother utters in the child's presence a sound which resembles one of the child's babbling syllables. For instance, she says *doll*. When these sounds strike the child's ear, his habit comes into play and he utters his nearest babbling syllable, *da*. We say that he is beginning to "imitate." Grown-ups seem to have observed this everywhere, for every language seems to contain certain nursery-words which resemble a child's babbling --- words like *mama*, *dada*: doubtless these got their vogue because children easily learn to repeat them. (3) The mother, of course, uses her words when the appropriate stimulus is present. She says *doll* when she is actually showing or giving the infant his doll. The sight and handling of the doll and the hearing and saying of the word *doll* (that is, *da*) occur repeatedly together, until the child forms a new habit: the sight and feel of the doll suffice to make him say *da*. He has now the use of a word. To the adults it may not sound like any of their words, but this is due merely to its imperfection. It is not likely that children ever invent a word. (4) The habit of saying *da* at the sight of the doll gives rise to further habits. Suppose, for instance, that day after day the child is given his doll (and says *da, da, da*) immediately after his bath. He has now a habit of saying *da, da* after his bath; that is, if one day the mother forgets to give him the doll, he may nevertheless cry *da, da* after his bath. "He is asking for his doll," says the mother, and she is right, since doubtless an adult's "asking for" or "wanting" things is only a more complicated type of the same situation. The child has now embarked upon *abstract* or *displaced*

speech: he names a thing even when that thing is not present. (5) The child's speech is perfected by its results. If he says *da, da* well enough, his elders understand him; that is, they give him his doll. When this happens, the sight and the feel of the doll act as an additional stimulus, and the child repeats and practises his successful version of the word. On the other hand, if he says his *da, da* imperfectly ---that is, at great variance from the adults' conventional form *doll*--- then his elders are not stimulated to give him the doll. Instead of getting the added stimulus of seeing and handling the doll, the child is now subject to other distracting stimuli, or perhaps, in the unaccustomed situation of having no doll after his bath, he goes into a tantrum which disorders his recent impression. In short, his more perfect attempts at speech are likely to be fortified by repetition, and his failures to be wiped out in confusion. This process never stops. At a much later stage, if he says *Daddy bringed it*, he merely gets a disappointing answer such as *No! You must say "Daddy brought it"*; but if he says *Daddy brought it*, he is likely to hear the form over again: *Yes, Daddy brought it*, and to get favorable practical response.

Though Bloomfield, in his academic milieu, was unable to conduct any cognitive and sociocultural analysis of the language acquisition process, his behaviorist view in the above description and discussion reveals part of the actual fact of a child learning his mother tongue. Firstly, the actual experience of the doll has become the boy's personal experience, and the meaning of the doll to the boy is what the doll means to him after his bath --- the "doll" thing in the situation plus his sight and feel of the doll. Before the infant learns to say "da", he could see the doll and keep the thing in his mind. Next time he sees it, he must feel familiar with it. Frequent contact with the doll after the bath enables the boy to remember it, and when the situation comes again, the "doll" immediately occurs to his mind. Because the "doll" has been strongly associated with "da", then "da, da, da ..." becomes the boy's expression of asking for the "doll". Repetition is needed in language learning because the frequency of experience contributes to the strength of the association between the situation, the communicative notion and the expression, in the above case, the association between the bath circumstance and the notion of the doll, and the linguistic expression of "da".

Secondly, linguistic communication originates from the "notion" that the child needs to communicate with his mother. The child says "da" only because the bath event at this moment reminds the child of the "da" thing. It is the notion in the child mind that causes him to say "da". If at this moment the mother gives the child something else different from the doll, it is quite possible that the child is able to compare the doll with the "doll" in his mind and notice the difference. Therefore, when the child cries "da, da", he is actually saying "I want the

doll". He is asking for the very doll that he has seen and touched after the bath. Bloomfield is right when he says that the child's crying for the doll after his bath means that he is asking for his doll. The communicative notion of "asking for the doll" is the very origin and starting point of language acquisition, but this origin and starting point must be set in a Sociocultural circumstance where the mother serves as the whole thing that reveals the sociocultural phenomenon to the child.

Thirdly, Language acquisition is an incremental process. The "da, da, da" produced by the child does not refer to the doll, but the whole communicative notion --- "I want the doll." Language learning is compelled by this intention of expressing the notion. A child first learns the meaning of the social language by integrating the social form of the language and the individual meaning from his personal experience. The child's communicative notion is gradually becoming associated with the phonological sound "da", and his expression grows towards full and conventional expression of adults. The superficial stages of language development seems to be the one-word stage, the two-word stage (or telegraphic speech), and finally the full expression. Language acquisition researchers sometimes miss the point and keep their research at these superficial phenomena of language development. For instance, in psycholinguistics, the development of native language acquisition is always divided into stages like babbling, one-word stage, two-word stage, telegraphic language, etc. The question that we would like to ask here is whether there is any difference between the communicative notion when a child says one word, say, "sock" and that when he utters two words, like "my sock". We can hardly see any great difference between them. There is no difference between the communicative notion that causes the child to cry and the notion that compels an adult to say "I want the doll". The only difference, if there is any, which can be academically scrutinized, is that the communicative notion of an adult is conceptualized and verbalized. Just as Thomas Scovel (1998: 13) says, even well over a century ago, parents noticed that their children seemed to use single words as sentences. In 1877 Charles Darwin, for example, recorded in the journal that he kept on his son's acquisition of language that the single word "milk" could sometimes be a statement or a request, or, if his son had accidentally dropped his glass, an exclamation. If children are using single-word sentences, exactly as adults often do in conversation, "Milk?" meaning "I'd like some milk?" and if there is no difference between the communicative notions behind the different stages, then language acquisition should be viewed as an incremental process, always with the communicative notion on the scene for the perfection of the linguistic expression towards the social convention of language.

Fourthly, the term "verbal thinking" or "verbal thought" that Vygotsky (1986) coined to indicate the spontaneous concurrence of the notion and the expression is actually the association formed and developed between the communicative notion and the linguistic expression. In the "da" story, the child has formed and developed the association between the thing, that is *doll*, and the word, that is "da". Through repetition, the association has become so strong that whenever the thing appears (or appears in the notion) it excites the mental association. One's parole comes from the langue of the speaking community. The development of one's speech entails the perfection of his articulation and the complicated structure of the expression that matches the complicated structure of the communicative notion. This is quite typical of children's language acquisition and of adults' language production in real communication. In various situations, an adult may say "The doll" when he has a complete communicative notion in mind, but others may not understand. It is often the case that he is asked "What about the doll?" or "What happened to the doll?" In Vygotsky's example, an adult may say "The boy." In his mind, he has the communicative notion of "Today I saw a barefoot boy in a blue shirt running down the street." This communicative notion can be realized in speech in various ways. For instance, "I saw a boy running in the street today. He had no shoes, and wore a blue shirt." Or "I saw a boy in the street. He was barefoot, and had a blue shirt. He was running down the street." No matter how the speech is worded, the meaning is the same because the communicative notion is the same. Grammatically correct sentences are the result of a long-term endeavor to perfect language expression towards the convention of language.

III. EXPRESSION: A LINGUISTIC TOOL FOR THE NOTION

Language functions as a tool to express the communicative notion. Just as Vygotsky observed, notion, unlike speech, does not consist of separate units. Notion is the consciousness, the intentionality, the idea or feeling that a speaker has in mind when he wants to express. Expression, when referred to as the expressing process of the notion, serves as a tool or a way to convey what is intended to mean. As consciousness or intentionality, notion occurs all of sudden to the mind of the speaker. If this is the case, then the notion behind the single word "da" or "milk" or "sock" comes to the boy's mind at once. The single word expresses the whole notion. If the single word "da" expresses the notion "I want the doll", then the child's language acquisition is definitely and steadily directed and developed towards the convention of the language being learned.

As a linguistic tool for the notion, expression is the realization of the notion. In other words, how to express depends upon the communicative notion. According to Chomsky (1965), the actual sentence that the speaker has uttered in a real situation of communication is his performance; the ability to mentally form grammatically correct sentences is his competence. The uttered sentence is the surface level of language, and the notion is the deep level of language. The grammar of the language that the speaker happens to pick up is the particular grammar, and the structure of the notion is the universal grammar.

The tendency or inclination that human beings display to seek a tool of expression for the communicative notion is a genetic endowment, which evolved from the sociocultural labor activity in the evolutionary course of human beings. Dai and Liu (2012) explored the origin of human language from the perspective of meditation towards the needs satisfaction of communication. They adopted Engels's (1876) view that labor plays a crucial part in the creation and shaping of man himself and his body parts and also in the creation of language. Labor forced man to meditate on the void left between what he needed and the means to satisfy his needs. Man shifted his meditation from the needs to needs satisfaction, which resulted in the creation of tools, typical representatives of human culture. The ability to shift meditation towards tool making is a prelude to the creation of language. The ability to conduct meditation shifting is what distinguishes man from other animals. This ability has been woven into the genetic structure of man and has become man's innate trait. Language is a human tool for social communication. Understanding the human needs, emotions, and thoughts underlying the creation process of his tools and language will better our appreciation of the nature of language and the operational mechanisms involved in speech and language acquisition. Engels (1876) figured out the situation when the men in the making were collectively creating their language tool for communication. The development of labor necessarily helped to bring the members of society closer together by increasing cases of mutual support and joint activity, and by making clear the advantage of this joint activity to each individual. "In short, men in the making arrived at the point where *they had something to say* to each other."

Investigation into the development of the tool of expression from the compulsion of communication entails the inquiry into the nature and structure of the "something" that the men in the making had to say to each other. Dai (2004) imagined a situation of a black dog running after a hare. He said that both humans and other animals can experience the situation. The experience of the situation does not require language of any kind. On a certain occasion of social communication, the men in the making through social

labor are compelled to communicate the communicative notion of a black dog running after a hare. It was then and only then that they had something to say to each other. This communicative notion is the prerequisite for the creation and development of human language. Human experience is the source of his conception of the "black", "dog", "running after" and "hare". The concepts of "black", "dog", "running after" and "hare" represent the elements of the notion and are realized by the phonological words. No matter how a language socially or collectively conventionalizes the structure of the notion, it should be capable of expressing the notion. Hence Dai concluded that the structure of the natural world, the structure of the communicative notion that is formed from the experience within the natural world and the structure of language expression are identical and should be viewed in this logical and sequential order.

It is also quite plausible to conclude that the concepts of "black", "dog", "running after" and "hare" in the communicative notion might eventually be separated from the whole notion through various communicative notions formed on various occasions. On one occasion, the black dog is running after a hare; on another, a hare is grazing on the grass. There is no denying the fact that different languages have developed different conventions not only in the domain of grammar, but in the domain of conception of words. In one culture, the notion of "black dog" may be one compound concept, that is, it may be contained in one word; in another, it may be two. In one language, "black" is placed before "dog"; in another, after "dog". What Chomsky claimed as "universal grammar" is actually the "grammar" of the nature and the "grammar" of the notion, whether it be called "grammar" or "structure" or "logic". A sentence can be divided into a noun phrase and a verb phrase not because language is naturally and logically so, but because humans perceive the world in this way, and language is conventionalized accordingly.

A Chinese scholar and linguist named Lin Yutang (1982: 1) observed in as early as the 1930s in the Preface "The Science of Expression" of his *Kaiming English Grammar* that "[i]n everything we say, there are always (1) something to say, and (2) the way of saying it. We shall call the former the notion, the latter the expression of these notions. We must understand that grammar has no meaning for us except to teach us about these notions and the ways of expressing them." Hence he (1982: 7) advocated that to study grammar is "to look at grammar from the inside, and start from the idea we wish to express to its expression, from inner meaning to outer form." What Lin proposed is exactly what has been discussed here. In learning English as a foreign language, the learner should first learn to understand the notion that a certain grammatical structure expresses, and then attempt to imagine a situation where the speaker forms a communicative notion that needs to be expressed by the structure. For

instance, the subjunctive structure “If ... had done something, would have done something.” Just imagine that it rained yesterday and you did not have the picnic. It was a pity. Put yourself in the situation and imagine that you are saying to someone “If it hadn't rained yesterday, I would have had the picnic.” You will have to direct your thought back to “the rain yesterday” and “the picnic that you did not have.” This is the key point to establish the association between a communicative notion and a certain structure to express it. The communicative notion should be there in your mind for the structure to express. Language acquisition is done from the notion to the expression, and this innate nature of human beings creating, learning and using language is there in the domain of foreign language learning. There is no such thing as the “latent psychological structure” assumed by Selinker (1972) or “latent language structure” couched by Lenneberg (1967).

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Teachers' Questioning Behaviour and Instructional Organisation as Correlates of Students' Achievement in English Language

By David O. Fakeye & Evelyn Ayede

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Abstract - The study investigated the relationship between teacher's questioning behaviour and instructional organization and students' achievement in English Language. The study adopted a descriptive research design. Four Research Questions were answered. The participants were 30 English Language teachers and 450 students randomly selected from 15 Senior Secondary Schools. The instruments for data collection were Teachers' Questioning Behaviour Observation Checklist ($r = .79$), Teachers' Instructional Organization Observation Rating Scale ($r = .81$) and Achievement Test in English Language ($r = .78$). Findings revealed that teachers ask display and referential questions that are largely mono-directional. There is a positive, very strong relationship between Teachers' Questioning Behaviour and students' achievement in English Language. Teachers' Instructional Organization has negative, very weak relationship with students' achievement in English Language.

Keywords : *questioning, instruction, display, referential, mono-directional, achievement.*

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Keywords : questioning behaviour, instructional organization, display, referential, achievement.

1. INTRODUCTION

In spite of the laudable importance and use of English Language as a medium of instruction and language of communication in the wider society of Nigeria, it has been noted that English Language competence of the Nigerian secondary school students has been on a steady decline since 1960. Onukaogu (2002) reported that observations and data emanating from the research on the performance of learners in achievement tests reveal that they are very poor in English Language. Akinkugbe (1994) and Oladunjoye (2005) note that poor learners of English pervade all segments of our society and stressed that if the problems associated with the teaching and learning of English are not adequately addressed that there will be serious implications. Also, WASSCE results (2006-2010) further buttress the fact that the poor performance of students in English Language is a recurrent problem that needs to be

addressed. In 2006, out of 1154266 candidates that sat for the examination only 375007 (32.48%) made distinctions and credit grades; in 2007, out of 1,275,466 candidates that sat for the examination, 325,754 (25.5%) had distinctions and credit grades; in 2008, 1,369,42 candidates sat for the examination, only 188,442 (13.76%) made distinctions and credit grades; in 2009, out of 1,373,009 candidates, 356,981 (25.9 %) made distinctions and credit grades while in 2010, the percentage of students who made distinctions and credit grades in English dropped to 24.9% because only 337,071 made credit and distinctions grades out of 1,351,557 candidates that sat for the examination.

From the above result, one can deduce that only about 24% of the candidates that sat for WASSCE in the year under review had credit grades and above in English Language while a large percentage of students who sat for the examination scored below credit grades. The implication of this is that the percentage of students eligible to proceed for higher studies is comparatively low each year. This is because the entry requirement of candidates into various tertiary institutions-Universities, Polytechnics and Colleges of Education, as stated in the UTME Brochure, (2012) is a minimum of five credits which must include English Language.

A lot of factors have been adduced to be responsible for the poor performance of students' achievement in English Language and the quest for solutions to the poor performance of students in English language has made a lot of scholars to carry out different researches. Atanda and Jaiyeoba (2011) postulate that of all the factors that could be responsible for the poor performance of students in English Language, teachers' competence ability is the most prominent. It is a general belief, as noted by Ahmad (2008), that success in teaching in the classroom lies in the teachers' hands because they are responsible for stimulating students' interest and in directing the mood flow of the class. This means that teachers' effectiveness is highly related to students' performance. The success of any teaching and learning process (which invariably influences students' academic achievement) depends on how effective and efficient the teachers are. Teachers who are the personnel in-charge of teaching and implementing educational policies designed to attain educational goals cannot be

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neglected, if the educational goals and in fact, national development goals are to be attained.

At this juncture, it is noted that success of the students in any examination also depends largely on qualified and dedicated teachers who are ready to ask good questions that will facilitate learning and organize instruction in such a way that it meets the need of the different students in the classroom. Oshodi (1998), Duyilemi and Duyilemi (2002) in their studies, reiterated that students in any country cannot perform beyond the quality of the teachers. In his own contribution, Bangbade (2004) found out that teachers' attributes have significant relationship with students' academic achievement. According to him such attributes include: teachers' knowledge of the subject matter, communication ability, emotional stability, instructional organization, good human relationship and interest in the job. He concluded that students whose teachers lack the knowledge of the subject matter, who have poor communication ability, poor emotional stability, and lack the ability to properly organize instruction do not perform like others whose teachers possess these attributes.

A teacher's knowledge of the subject matter, pupils and methodology and techniques of imparting knowledge are great attributes which have significant effects on the students' academic achievement. In his study, Elochukwu (2001) revealed that there was a significant relationship between teachers' ability to communicate effectively, asking germane questions, being organized and students' academic achievement in the secondary schools. He explained that teaching and learning processes deal with dissemination of ideas, skills, knowledge, values and attitude from the teachers to the students which must be properly organized. He concluded that teachers' ability to communicate effectively determines how much the students acquire from him/her which invariably influences their achievement each time they are tested in such aspects. One can observe from this, that, to be able to teach effectively, a teacher must be able to communicate his/her ideas efficiently and to achieve this; the message must be clear and precise. He must be able to organize instruction in such a way that it meets students need in a multi-dimensional state and be able to use teaching skills, such as questioning, properly to adjudicate accurate pedagogy in the classroom. This is what Fakeye (2007) refers to as teachers' 'questioning behaviour. Questioning behaviour has to do with the nature and manner a teacher asks questions in the course of lesson, and this is considered as an important factor in improving students' academic achievement in English language. Fakeye (2007) argues that "an important aspect of classroom interaction in ESL classroom is teachers' questions which play significant roles in ESL instruction". Ayede (2012) asserts that questioning as a teaching strategy has consequent potential for influencing students' learning. Questioning

is a core function of both learning and teaching; questions can stimulate students to think at higher cognitive levels, Dillon (1988).

Akandi (2009:10) suggested a variety of purposes for classroom questioning that include:

- a. developing interest and motivate students to become actively involved in lessons
- b. evaluating students' preparation and check on homework or classwork completion
- c. developing critical thinking skills and inquiring attitudes
- d. reviewing and summarizing previous lessons
- e. nurturing insights by exposing new relationships
- f. assessing achievement of instructional goals and objectives
- g. stimulating students to pursue knowledge on their own

As one may deduce, questioning is one of the most popular attributes of teaching. For thousands of years, teachers have known that it is possible to transfer factual knowledge and conceptual understanding through the process of asking questions. Unfortunately, although the act of asking questions has the potential to greatly facilitate the learning process; it also has the capacity to turn a child off to learning if done incorrectly (Brualdi, 1998).

Fakeye (2007) identifies two main types of questions-Display questions and Referential questions. According to him, "display questions are those questions for which the questioner knows the answer beforehand and such questions are usually asked for comprehension checks or clarification requests while referential questions are questions which require information which the teacher does not know; they require the interpretation and judgement on the part of the person to whom the questions are directed. Referential questions will encourage students to air their views concerning the subject matter and set the children thinking thereby enhancing their cognitive development". Questions asked by the teacher in the course of teaching can contribute to the collective understanding of the class.

The content of the questions and the manner in which teachers ask them determines whether or not they are effective. Some mistakes that teachers make during the question and answer process include asking vague questions (for example- What do you think of the story that we just read?). When questions such as the one mentioned is asked, students will usually not know how to respond and may answer the questions incorrectly. Thus, their feelings of failure may cause them to be more hesitant to participate in class, evoke some negative attitudes towards learning, and hinder the creation of a supportive classroom environment (Fakeye, 2007; Akandi, 2009; Ayede, 2012).

Another variable of interest in this study is teachers' instructional organisation. Teachers' instructional organization entails the skilful planning and organisation of lessons by the teacher. This has also been found to be an important issue in improving students' academic achievement in English Language. The teacher as the implementer of the curriculum would have to determine how to systematically teach every topic that is lined up in the English Language syllabus. The way a teacher organizes his instruction will directly affect students' views of themselves as successful learners. Teachers organize instructions based upon their beliefs about students' learning. These teacher expectations tend to be fulfilled by students, which in turn reinforces the teacher's beliefs about students' learning. Thus, teachers' beliefs and understanding of the effects of instructional organization become crucial to the success of learning (Ames and Ames, 2004; Ayede, 2012).

It could be inferred that most of the studies cited on Teachers' Questioning Behaviour and Instructional Organization are located outside the shores of Nigeria. Besides, the extent to which the variables could predict students' achievement in English Language has not enjoyed much research attention even though the variables had been researched into in other school subjects.. There is therefore the need for further research in Nigeria on how these variables could predict students' achievement in English Language.

a) *Statement of the Problem*

The teaching and learning of English Language in secondary schools seems unsatisfactory as demonstrated by the poor academic performance of students in various examinations. Scholars have blamed the problem on the way the teaching and learning of English Language are handled in the classroom. Two of the factors that have been identified as accounting for poor students' achievement in general are teachers' questioning behaviour and instructional organization. Although, several researches conducted have pointed to the positive influence of teachers' questioning behaviour and instructional organization on students' academic achievement, most of these researches focused on other school subjects such as Literature in English, Mathematics and Biology. The extent to which the two variables could predict achievement in English Language has not enjoyed much research attention. Besides, most of the previous studies in these areas are located outside Nigeria. Therefore, the study investigated the extent to which teachers' questioning behaviour and instructional organization could correlate with students' achievement in English Language.

b) *Research Questions*

The following research questions were proposed to give direction to the study:

1. What type of questioning behaviour is put up by English Language teachers?
2. Is there any significant relationship between teachers' questioning behaviour and students' academic achievement in English language?
3. What is the pattern of instructional organization adopted by the teachers?
4. Is there any significant relationship between teachers' instructional organization and students' achievement in English Language?

c) *Scope of the Study*

The study examined the extent to which the questioning behaviour and instructional organization of 25 teachers of English Language in public and private schools correlates with, and ultimately predicts the overall academic achievement of their students in English Language in Oyo State of Nigeria.

d) *Significance of the Study*

This study helps to provide teachers with information on the types of questions and questioning behaviours that can facilitate the learning process. The study also shows the extent to which teachers' organized lessons can improve the academic achievement of students of English Language in Nigerian secondary schools. Secondary school curriculum planners and all stakeholders in Education would also benefit by noting the emphasis on inculcating proper instructional organization and questioning behaviour in curriculum planning and development.

II. METHODOLOGY

The study adopted the descriptive survey research design. The population of the study is comprised of all English Language teachers and their students in Senior Secondary School, class two (SS2) in Ibadan North Local Government.

A total of 15 schools in Ibadan-North Local Government Area were randomly selected. Two English Language teachers were proportionally selected for observation from each school, making a total of 30 teachers that participated in the study. Thirty students were randomly selected among the SSII class in each of the fifteen schools for the performance test, making a total of 450 students that participated in the study. Instruments used in data collection are: Teachers' Questioning Behaviour Observation Checklist (TQBOC), Teachers' Instructional Organization Observation Rating Scale (TIOORS) and Achievement Test in English Language (ATEL).

The TQBOC has 17 items that are either ticked present or absent by the researcher in a classroom situation. The TIOORS 13 items which assessed how the teaching of English Language is organised in the Senior

Secondary Schools. The ATEL is made up of 25 selective response objective items.

In order to ascertain the reliability of the instruments the Achievement Test was trial tested on two schools. The researcher administered the Achievement Test (test – retest) on the same class of Senior Secondary School class 2 students of equivalent status to those used in the study, but were excluded from the sample actually used in the study. Using test-retest, a co – efficient of 0.79 was obtained. The researcher then administered the Teachers Questioning Behaviour Observation Checklist and the Teachers Instructional Organisation Rating Scale in the schools and using Cronbach Alpha, co-efficients of 0.81 and 0.78 were obtained respectively. The ATEL was administered on the students first. The researcher thereafter observed the English Language teachers during their lessons in such a way that two teachers in each school were observed in a day. So the same

process was used in the other schools, so that at the end of each week, ten teachers were observed. In all, a total of 30 teachers were observed in 15 schools for three weeks. While the researcher was observing the teachers, she administered the Teachers Questioning Behaviour Checklist and the Teachers Instructional Organisation Rating Scale. Data collected from the study were analysed using Descriptive Statistics of Frequency Counts, mean and Percentage. In addition, inferential statistics of Pearson Product Moment Correlation (PPMC) was used to determine the extent of relationship between the independent variable and dependent variables.

III. RESULTS

Research question 1: What type of questioning behaviour is put up by English language teachers?

Table 1: Teachers' Questioning Behaviour

S/N	Questioning Behaviour	YES	NO
1	Teacher asks questions relevant to students	30 *(100.0)	
2	Teacher asks open-ended questions	10 (33.3)	20 (67.7)
3	Teacher asks follow up questions	21 (70.0)	9 (30.0)
4	Teacher asks for evidence to support a particular point	5 (16.7)	25 (83.3)
5	Teacher asks different types of questions	12 (40.0)	18 (60.0)
6	Teacher phrases the question first, and then call on the students	14 (46.7)	16 (53.3)
7	Teacher calls on specific students to answer questions	13 (43.3)	17 (56.7)
8	Teacher calls students' names when asking questions	13 (43.3)	17 (56.7)
9	Teacher selects students to respond randomly instead of following any set pattern when calling students	16 (53.3)	14 (46.7)
10	Teacher gives students enough time to think about the questions before answering the questions	15 (50.0)	15 (50.0)
11	Teacher asks questions from the entire class and try to encourage all students to participate	23 (76.7)	7 (23.3)
12	Teacher encourages students to consult with classmates before answering the teacher	5 (16.7)	25 (83.3)
13	Teacher encourages students to initiate questions	9 (30.0)	21 (70.0)
14	Teacher moves closer to students when asking questions	14 (46.7)	16 (53.3)
15	Teacher calls on non-volunteers to answer questions	10 (33.3)	20 (66.7)
16	Teachers repeats the questions where there is no response	21 (70.0)	9 (30.0)
17	Teacher modifies questions when it is not understood.	14 (46.7)	16 (53.3)

**Values in parentheses are percentages.*

Table 1 On Teachers Questioning Behaviour shows that all the 30 teachers ask questions relevant to

students (item 1:100%). Further, the table shows that few teachers ask open-ended questions (item 2: N=10:

33.3%) and ask for evidence to support a particular point (item 4: N=5; 16.7%). Not many of the teachers ask different types of questions (item 6; N=14; 46.7%) or call students' names when asking questions (item 8: N = 13; 43.3%). The table reveals further that very few teachers either encourage students to consult with classmates before answering the teachers' questions (item 12: N = 5; 16.7%) or encourage students to initiate questions (item 14; N=14; 46.7%), call on non-volunteers to answer questions (Item 15; N=10; 33.3%), or modify questions when it is not understood by students (item 17: N=14; 46.7%).

On the other hand, table 1 shows that majority of teachers ask follow-up questions (item 3: N=21;

70.0%), select students to respond randomly (item 9: N=16;53.3%), give students enough time to think before answering (item 10: N=15;50.0%), ask questions for the entire class (item 11; N=23;76.7%) and repeat questions when there is no response (item 16: N=21;70.0%).

On the whole, out of the 17 questioning behaviours listed, teachers exhibited only 6 while they generally did not exhibit the remaining eleven questioning behaviours. This shows that the questioning behaviour of the teachers is a mixture of both display and referential questions that is largely mono directional.

Research Question 2: What is the pattern of instructional organization adopted by the teachers?

Table 2 : Teachers Instructional Organization

S/N	Features of the Lesson	YES	NO
1	Beginning the Lesson: Teacher reviews topics covered in previous lessons	27 (90.0)	3 (10.0)
2	Teacher states major objectives	13 (43.3)	17 (56.7)
3	Teacher gives preliminary overview at the start of the lesson	16 (53.3)	14 (46.7)
4	During the Lesson: Teacher outlines lecture on blackboard or overload	5 (16.7)	25 (83.3)
5	Teacher distinguishes topics and signals transition	12 (40.0)	18 (60.0)
6	He/she indicates end of sections and start of new topics	10 (33.3)	20 (66.7)
7	He/she uses explaining links (because, since, therefore) and other organization cues	22 (73.3)	8 (26.7)
8	He/she avoids excessive digression from major topics unless educational value warrants.	13 (43.3)	17 (56.7)
9	He/she emphasizes major points in plan (e.g, pauses, raising the voice, repeating, speaking slowly)	16 (53.3)	14 (46.7)
10	He/she periodically summarizes previous points	9 (30.0)	21 (70.0)
11	End of Lesson: Teacher plans to close lecture effectively	10 (33.3)	20 (66.7)
12	Teacher reviews main topics	15 (50.0)	15 (50.0)
13	Teacher previews topics to be covered in future classes	7 (23.3)	23 (76.7)

**Values in parentheses are percentages.*

Table 2 shows that in the aspect of beginning the lesson, teachers review topics already covered (item 1: N=27; 90.0%) and give preliminary overview at the start of the lesson (item 3: N=16; 53.3%). However, they do not state major objectives (item 2: N=13; 43.3%). During the lesson, table 2 shows that out of the 7 features listed, the teachers performed well on only 2. To this end, they used explaining links and other organizational cues (item 7: N=22; 73.3%) and emphasize major points in plan (item 9: N=16; 53.3%). For items 4,5,6,8 and 10, the teachers do not outline lecture on chalkboard, they do not distinguish topics and signal transitions, do not indicate end of sections and start of new topics, do not avoid excessive digression from major topics nor do they periodically summarize previous points.

Table 2 further shows that in the aspect of end of lesson, half of the teachers review main topics (item 12: N=15, 50.0%) while few of them plan to close the lesson effectively (item 11: N=10, 33.3%) and preview topics to be covered in future classes (Item 13: N=7; 23.3%). It can therefore be concluded from Table 2 that teachers organize instructions in line with acceptable conventions of moving the lesson to align with curriculum progression.

Research Question 3: Is there any significant relationship between teachers' questioning behaviour and students' academic achievement in English language?

Table 3 : Pearson Product Moment Correlation showing relationship between Teachers' Questioning Behaviour and student Academic Achievement in English Language

Variable	Mean	Std. Deviation	N	R	Df	Sig.	Remarks
QUESTBEH	25.1667	2.9453	450	-.064	449	.172	Significant
ACHVT	8.8978	3.1648	450	.644			

Table 3 shows that there is a positive, very strong relationship between Teachers' Questioning Behaviour and Students' Achievement in English language ($r = -.64$; $df = 449$; $p > .05$). This means that teachers' questioning behaviour has positively influences students' achievement in English language.

The relationship is significant. This implies that teachers' questioning behaviour significantly influences students' achievement in English language.

Research Question 4: Is there any significant relationship between teachers' instructional organization and students' achievement in English Language?

Table 4 : Pearson Product Moment Correlation showing relationship between Teacher Instructional Organization and Students' Achievement in English Language

Variable	Mean	Std. Deviation	N	R	df	Sig.	Remarks
INSTRORG	18.8333	2.3312	450	-.035	449	.464	Not significant
ACHVT	8.8978	3.1648	450				

From Table 4, Teachers' Instructional Organization has negative, very weak relationship which is not significant with students' achievement in English language ($r = -.035$, $df = 449$; $p > .05$). This means that Teachers' Instructional Organization has no significant relationship with Students' Achievement in English Language.

organised in such a way as to align curricular progression with instructional methodology.

c) *Teachers' Instructional Organization and Students' Achievement in English Language*

The results also showed that teachers' instructional organization has negative, very weak relationship which is not significant with students' achievement in English Language. This finding negates the popular belief that the way the teacher organises his instruction will affect students' learning. It also negates the views of Gunter et al (2003) that notable learning takes place when students are taken through a clearly sequenced instructional process. The reason for this contradiction might be because of some other stronger factors other than pattern of instructional organization, might affect students' achievement in English Language.

d) *Teachers' Questioning Behaviour and Student' Achievement in English Language*

The results of the study further showed that there is a strong relationship between teachers' questioning behaviour and students' achievement in English Language. This result confirms the findings of Cotton (1988) and Akandi (2009) who in separate studies reported that teachers' questioning behaviour had significant impact on students' learning. In another study, Fakeye (2007) reported that teachers questioning behaviour had significant influence in developing and guiding the thought processes of students and the quality of students' responses.

IV. DISCUSSION OF FINDINGS

a) *English Language Teachers Questioning Behaviour*

The results of data analysis revealed that English Language teachers questioning behaviour is a mixture of display and referential questions. However, they used predominantly low order questions and few incidences of referential questions. This finding corroborates the findings of Aschner (1961); Wilen (1991) and Fakeye (2007) who found in separate studies that majority of teachers' questions were on the lowest cognitive level, emphasizing facts, not higher level thinking.

b) *English Language Teachers' Pattern of Instructional Organization*

Findings from the study also revealed that English Language teachers' pattern of instructional organization follows the traditional order of progression of lessons where curricular progression is aligned with methodology. This finding negates that of Oderinde (2005) who submitted that teachers' pattern of teaching in the classroom was characterized by poor pedagogical approaches. It also contradicts the observation that what obtains in English Language teaching-learning process is frontal teaching characterized by heavy reliance on textbook and devotion of a considerable amount of time to practise exam-type skill. However, it accords with the suggestion of Gunter et al (2003) that instructions should be

V. CONCLUSION

It could be concluded from this study that teachers' classroom behaviour as exemplified by their questioning behaviour and pattern of instructional organization when properly handled and deployed in the

English Language classroom could enhance effective teaching and learning of the subject. These two variables have the potentials of eliciting cognitive activities ranging from simple recall to complex inferences. In addition, teachers and students' questions are a powerful metacognitive activity through which individual students can foster their own comprehension.

VI. RECOMMENDATION

Based on the findings of this study, it is recommended that:

Teachers of English Language should structure questions specifically for the purpose of diagnosing students' needs and for bridging learning gap among students in order to increase their performance in subject. The English Language teachers should desist from frontal teaching that is characterized by heavy reliance on textbook and devotion of a considerable amount of time to practise examination type skills. Rather, they should adapt instructional organization patterns that align curricular progression with their instructional methodology. This will simplify teaching-learning process. Also, English Language teachers should note that even after they have planned their lessons, a lot of interactive planning often occurs right in the classroom in response to students' interest or needs and as a result of this, the teachers should be flexible enough to respond appropriately to each situation as it warrants. English Language teachers should attend, on regular basis, seminars, conferences and workshops that will expose them to proper deployment of questions in the classroom to optimize learning. This also has the potential of acquainting them with various patterns of instructional organization that can make for effective teaching and learning of English Language. Curriculum designers and planners should plan curriculum content in such a way that curricular progression is aligned with instructional methodology. Also, curriculum design should take care of monitoring instructional operations and introducing instructional content that is relevant to students and permitting growth as well. Textbook writers in English Language should ensure that questions provided for each exercise are such that are capable of stimulating students' thought processes and not factual operations only.

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- Two Column with Equal Column with of 3.38 and Gaping of .2
- First Character must be three lines Drop capped.
- Paragraph before Spacing of 1 pt and After of 0 pt.
- Line Spacing of 1 pt
- Large Images must be in One Column
- Numbering of First Main Headings (Heading 1) must be in Roman Letters, Capital Letter, and Font Size of 10.
- Numbering of Second Main Headings (Heading 2) must be in Alphabets, Italic, and Font Size of 10.

You can use your own standard format also.

Author Guidelines:

1. General,
2. Ethical Guidelines,
3. Submission of Manuscripts,
4. Manuscript's Category,
5. Structure and Format of Manuscript,
6. After Acceptance.

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- (e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition; sources of information must be given and numerical methods must be specified by reference, unless non-standard.
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- One should avoid outdated words.

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27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

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- Please note the criterion for grading the final paper by peer-reviewers.

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- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
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- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
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- Describe the method entirely
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- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently. You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.



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<i>References</i>	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring



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