

**EDUCATIONAL THEORY  
AND PRACTICE  
ACROSS DISCIPLINES**  
(PROJECTING BEYOND THE 21<sup>ST</sup> CENTURY)

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**Edited by**

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Clement O. O. Kolawole  
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**ABOUT THE BOOK**

We are here not concerned with a mere textbook, neither are we concerned with a conventional collection of academic essays. We have at our disposal a richly diversified store of knowledge that can quench the learning thirst of variety of users. For the undergraduate/beginning student, a quick survey and constant follow-up-in-depth study is recommended. For the researcher/postgraduate teacher, this is where the search should begin. For the teacher, here is African-generated literature to enrich your interactive sessions with students. To the practicing teacher and education sector manager, the book should serve as a constant let's update our knowledge and ideas' companion.

Emeritus Professor PAI Obanya  
Ibadan-Nigeria



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### Foreword

This is a veritable compendium of high-powered information, ideas and knowledge off divers sub-disciplines of Education. It is a rich collection in 46 chapters representing the sound work of 55 experienced researchers and thought-leaders on the subject. The major emphasis in all the chapters is taking the reader beyond the 21<sup>st</sup> century. For this reason, the ideas presented, the knowledge impacted and the issues discussed are not only up-to-date but also (and, more importantly) draw specific attention to future directions for contemporary theories and their practical applications.

The book presents fresh analytical tools, drawn from the authors' rich and varied experienced, for looking afresh into virtually all areas of concern to Education. It brings in a new and fresh perspectives from hitherto under-explored field in the Nigerian context – Social Work, Andragogy, and the socio-scientific foundations of library/information sciences, special education and guidance and counselling.

The compendium is also an exhaustive, cross-disciplinary tool that delves into other core disciplines and burning societal challenges that impinge on Education – Psychology, Global Economic Trends, Sustainable Human Development, Human Rights, ICT, Food Security, Employability, etc. This is a commendable effort to place Education in a wider socio-economic-political context, thus emphasizing the fact that Education (as a Human-Concern Science) does not exist in a *tabula rasa* vacuum.

We are here not concerned with a mere textbook, neither are we concerned with a conventional collection of academic essays. We have at our disposal a richly diversified store of knowledge that can quench the learning thirst of a variety users. For the

undergraduate/beginning student, a quick survey and constant follow-up in-depth study is recommended. For the researcher/post graduate teacher, this is where the search should begin. For the teacher, here is African-generated literature to enrich your interactive sessions with students. To the practicing teacher and education sector manager, the book should serve as a constant let's update our knowledge and ideas' companion.

The book is in itself an exemplification of Pedagogy. Every chapters begins with an eye-opening and an attention-catching Abstract. The main body of the chapter is structured in a way that keeps your reading. The language is virtually jargon-free and so does not task the reader unduly. The conclusion to each chapter raises issues that incite further questions that spur further learning.

Here then is a 'must-read, must-be-constantly referred-to,' book tat should serve as incentive for our continuing study of Education. It is a book that really takes us beyond the 21<sup>st</sup> century.

**EMERITUS PROFESSOR PAI OBANYA**

*Ibadan-Nigeria, April 2015*

### **Preface**

This authoritative book addresses contemporary discourse of the relevance of exposure to educational theory during professional training or refreshing one's memory about it which will lead to one being a good teacher or educator upon graduation or a better practising teacher. For those who nowadays normally believe content is the 'thing', what one can learn from this book is that content must be built on solid foundation of previous knowledge and experiences of earliest experts documented for mankind. Familiarising oneself with the ideas of Plato, Dewey, Aristotle, Jean Rousseau on education or in the immediate past of essays from Kwame Nkrumah of Ghana, Obafemi Awolowo, Nnamdi Azikwe, Majasan, Fafunwa, Akinpelu of Nigeria, Julius Nyerere of Tanzania on education, will enrich one's knowledge of education. Teacher preparation without educational theory (philosophy of education, sociology of education, educational psychology etc) is like training in medicine without anatomy, physiology and biochemistry or training in law without exposure to jurisprudence.

I caution that reading of any chapter may be more meaningful if the reader takes time to first read the first chapter on 'Educational Theory and Practice through the Rear-View Mirror and Binocular' to wet the appetite and read it as foundational chapter for all. Each of the 46 chapters is a must read for any student, researcher and lover of education. The 46 chapters are arranged under seven sections namely: Educational Foundations and Management (with thirteen chapters), Guidance and Counselling (with three chapters), Human Kinetics and Health Education (with seven chapters), Social Work (with seven chapters), Adult Education (with five chapters), Library and Information Studies (with four chapters) and Special Education (with seven chapters) for the reading pleasure of all.

**Prof.O.A.Moronkola JP, FNSHA**  
*Dean Faculty of Education,*  
University of Ibadan.



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## **Imperatives for Successful Implementation of English Language Curriculum in Nigerian Secondary Schools**

**5** Kolawole, C. O. O., Olatunji, S. O. & Akanbi, O. O.

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### **Abstract**

*The problem of persistent poor performance in English language, in spite of the concerted efforts being made by stakeholders to improve on it, has elicited this paper. The paper, therefore, examines the issues involved in the teaching of English language at the secondary school level in the country, points out the provisions made in the curriculum on the subject to improve on its teaching and raises issues that have to be carefully handled to promote a successful implementation of the curriculum in order to facilitate improved students performance in the all-important-subject.*

### **Introduction**

The importance of the English language in the various aspects of Nigeria's development has been acknowledged by many scholars. This is because, it is the only linguistic medium that affords the nation the most required synergy that would not have been possible in a country with over four hundred languages. Though the government of Late General Sanni Abacha made French Nigeria's second official language, it has not successfully replaced the English language in the areas of influence where English is the language of everything important in Nigeria. English language has become a phenomenon in Nigeria because of the roles it plays in education where it is a compulsory subject and a medium of instruction from upper primary school to tertiary institution.



As the language of school instruction from the fourth year in the primary school through the various levels of tertiary education, students' degree of mastery of the English language is a strong determinant of their level of success or otherwise in the education enterprise, irrespective of whether the learner is in Arts, Social Sciences or Science discipline (Duyilemi, 2005). Without a credit pass in English language, there is no reasonable hope for admission into any course in Nigerian universities and some other tertiary institutions (Iroegbu, 1997; Olatunji, 2000; Osisanwo, 2005). Even a polytechnic requires a compulsory credit pass for admission to a course in the liberal arts while an ordinary pass may earn a candidate admission to a technology or science course. Fakeye and Ogunsiji (2009) justify these requirements by observing that, Nigerian students cannot fare better in academic attainment than their level of proficiency in English language which is the medium of school instruction.

Any student who hopes to study beyond the secondary school level has no alternative to a good degree of proficiency in the language, both for admission into tertiary institutions and as a crucial need for adequate grasp of learning content and consequent qualifying grade in all subjects. Students' success in the tertiary institution is also dependent on continued improvement of their proficiency in all of the four language skills of listening, reading, speaking, and writing in English.

### **Overview of Students' Performance in English Language in Nigerian Schools**

English being an important subject in the curriculum of all levels of education in Nigeria has received adequate attention from stakeholders in the business of education right from the colonial days. It has not diminished in esteem ever since. For example, while it is a subject at both primary and secondary school level, it is one of the compulsory subjects students must offer and pass before they are admitted for any programme in any higher institution in Nigeria and elsewhere. It is also one of the compulsory courses that students have to

register for and pass before they are awarded their diploma certificates or degrees. Unfortunately, the performance of students in the language is nothing to write home about in spite of the several efforts being made to encourage them. Students' performance in the subject, over the years, has been poor, poor because they do not exhibit the necessary proficiency in the subject due to several factors. This is why Kolawole and Adeyanju, (2002) remarked that there is overwhelming evidence of appalling poor use of English expressions in the notes, scripts and projects and dissertation of undergraduate and graduates students in our higher institutions.

The problem of students' deficiency in English language has been widely reported (Kolawole, Adepoju and Adelere, 2000; Ayodele, 2001; Kolawole and Adeyanju, 2002; Kolawole and Olatunji, 2006; Olatunji and Kolawole, 2008). This is why Kolawole and Adeyanju (2002) noted that, the poor knowledge which students exhibit in the English language cuts across every stratum of education in Nigeria. A consideration of Nigerian candidates' results in the English Language examinations as released by the West African Examinations Council over the years in the last decade reveals a history of consistent poor performance in the language. The Chief Examiners' reports have always been a perennial lamentation of candidates' mass failure in English Language.

Table 1 below gives a summary of what the results had been over the years and particularly in the last three years.

Year	Total entry	Total sat	Total credit A1 – C6	Total passes D7 – D8	F9	Absent
2010	1,331,381	1,307,745 (98.22%)	459,404 (35.13%)	407,722 (31.18%)	405,677 (31.02%)	23,635 (1.78%)
2011	1,540,141	1,514,164 (98.31%)	866,692 (57.24%)	366,376 (24.20%)	275,923 (18.22%)	25,977 (1.69%)
2012	1,695,878	1,658,887 (97.81%)	970,678 (58.51%)	377,700 (22.72%)	272,795 (16.44%)	36,991 (2.18%)

This has been a source of worry to concerned stakeholders (teachers, parents and guardians) in the nation's education sector. Several scholars have investigated the causes of this mass failure and have identified many causes among which are problems of language policy in education (Kolawole and Adeyanju, 2002), negative attitudes of many teachers to work due to lack of adequate incentives (Ehusani, 2002; Faniran and Olatunji, 2011), paucity of textbooks and language learning materials (Christopher, 2007), deficiencies in educational policy, government's insincerity in education policy implementation (Okediran and Olatunji, 2010), and obvious laughable quality of English teacher training programmes (Omoregie, 2006), and poor quality and quantity of teachers of English language in Nigeria.

Offorma (2010) identifies, among other factors, linguistic interference, dearth of instructional resources while Mohammed (1995) blamed the English language curriculum and insufficient time allocated to English for the poor performance in the subject by students. For example, poor teaching methods, large language classes, students' poor language ability and overcrowded classroom and deficient curriculum content are major problems (Kolawole, 2003). It is noteworthy that the English language curriculum developed and designed for Nigerian students must be customised to suit their second language peculiarities but must also be capable of developing in them international intelligibility if secondary schools students in Nigeria are to master the subject. These dual mandates pose some challenges to the making of modestly proficient English language user in a Nigerian secondary school learner.

### **Review of English Language Curriculum in Secondary Schools in Nigeria**

The Nigerian education system has experienced quite a number of curriculum review, modification, and outright replacement, generally. The curriculum put in place by the Christian Missionaries was aimed at producing interpreters, lay-readers, court clerks, catechists and cooks. So, the



curriculum in use then comprised the four Rs: Reading, Writing, Arithmetic, and Religion (Emeh, Isangadighi, Asuquo, Agba, and Ogaboh, 2011) but did not significantly transform the teaching of the very important subject, English language. Various attempts have been made to improve on the curriculum of secondary schools in Nigeria arising from the outcome of the 1969 National Curriculum Conference and the need to have a curriculum that will promote the acquisition of necessary communicative skills. Today, there is a curriculum that lays emphasis on the teaching of vocabulary items, reading comprehension, writing, spoken English and grammatical structures. In spite of this innovation, however, there is still a challenge with the level of performance of students in the subject.

Table 2 shows the statistics of students' result in English language in 2009 and 2010

Year	Total Entry	Total Sat	A1	B2	B3	C4	C5	C6	P7 - F9
2009	1373009	1355725	49	631	34335	66534	125735	336010	715389
		98.74	0.0036	0.0465	2.5326	4.9076	9.2744	24.7845	61.78
2010	1351557	1307745	66	347	15555	48489	92443	302504	813399
		96.76	0.01	0.03	1.19	3.71	7.07	23.13	53.20

Source: This is a modified version of the information from the Statistics Office, WAEC, Lagos, Nigeria (2012)

Scholars (Mohammed, 1995 and Kolawole 2003) have, however, at various times identified inappropriate contents in the English language curriculum as a major problem that Nigerian secondary students face in their efforts at learning the subject. As a matter of fact and due largely to the influence of American system of education in Nigeria, emphasis on formal grammar was removed from English language curriculum because it was erroneously thought that 'grammar did not have any influence in good writing and before long, the level of students' poor performance in the subject became high and unbearable. The problem of mass failure in English in 1975 led to a major uproar and precipitated a major review of the curriculum to create room for the inclusion of a little formal grammar. This change in the curriculum is what Ikegulu (1990)

termed grammar-induced mechanism. The little effort led to the change of the English language curriculum at the secondary school level and the introduction of 'grammatical structures' as part of the content to be covered by teachers. The aim of the change, ostensibly, was to give room for the teaching and learning of grammar at that level of education with the belief that doing that would improve students' knowledge of the subject.

That little effort did not seem to lead to any significant impact on the teaching and learning of English in our schools since most secondary school students still demonstrate gross inability to use English language to express their thoughts while writing and subsequently perform poorly in both the written and other aspects of the subject (Tomori, 1967, Ogunsanwo, 1990 and Kolawole 1997). Since the problem of poor use of the subject cannot be left to fester, it has become imperative to suggest more practical ways of solving the problem. This is with a view to improving the totality of teaching and learning of the subject in our schools and students' performance in the subject.

### **Imperatives for Successful Implementation of the Curriculum of English Language in Nigerian Secondary Schools**

A drastic problem deserves a drastic solution. This axiom explains the suggestion of the foregoing imperatives as issues that deserve collective attention in order to promote a successful implementation of the curriculum in English language in Nigerian secondary schools, help students of secondary schools in Nigeria to improve on their mastery of English language, acquire the necessary communicative skills and improve their level of performance in other school subjects.

### **The English Language Curriculum**

Though the English language is not indigenous to Nigeria, its curriculum must be customised to reflect Nigerian students' socio-cultural background without compromising the

need to nurture the students to such competence level and good for international intelligibility. Thus the curriculum should be structured in such ways that opportunity will be given to teachers to engage the students more actively in practice during the implementation of the curriculum. The situation currently is not that conducive for adequate practice because teachers' focus during teaching is examination-driven. Everybody is in a 'rat race' to finish the syllabus to allow students opportunity to sit and write their examinations. Unfortunately, the absence of practice has been a major bane on what teachers and students do during teaching and learning of English language in our schools.

### **Quality of English Language Teacher Training**

Closely related to the English language curriculum is a twin problem of quality and quantity of teachers of English language in secondary schools. One, there is the problem of inadequate number of qualified English language teachers in the school system. Two, some of the teachers in the system have the problem of low proficiency in content knowledge in the subject as a result of which they teach only the area where they are confident. As can be observed in the excerpts from Adesida, Aina and Adekunle, (2010), NCE students who are being trained as teachers of English in primary schools could not write error free sentences in the subject. For example, the following transactions were got from them:

- i. 'Ma, I'm the one that come and say I want to collect form' The student also gave this 'coming' as the past tense of 'come'.
- ii. 'I'm not take it or I say, I've not took it or better still I've not doing it'.
- iii. 'I, not around yesterday' and in response to the past tense of am, the student has the following to say: I, no, me, no, are. What are the past tense form of 'are' and 'is', answers are 'is' and 'are'.
- iv. 'I'm carryover, and the time I came to the class, I want to enter.'



Based on the responses to several questions raised in the study, the writers concluded that, 'the students had very poor level of communicative competence in English as a second language. This shows that, except something major happens to the students before they complete their course of study, they are likely going to leave the College with the same poor level of mastery and go to school to add to the problem of the students they are expected to teach. It is also a fact that, the essays written by some English language teachers in training are full of both linguistic and semantic errors that it becomes difficult to comprehend what is being said. Again, it can be stated that unless something drastic happens in the course of training of English language teachers, not much can be expected from them in terms of subject-matter mastery, not to talk of the transmission of same to learners. After all, one cannot give what one does not have. To address this problem, therefore, concerted efforts have to be made to improve the quality and quantity of teachers that are employed to teach the subject in the school system. It is a disservice to continue to believe that there are enough competent English language teachers in the schools.

It is important that, measures be put in place to ensure that no pre-service English language teacher is allowed to escape into any of our schools without having demonstrated commendable mastery of the various courses offered. Those who manage to graduate with such grades popularly referred to as "let my people go" should be compelled to go for remedial programmes before they are given the prospect of securing employment opportunities to teach English language in any of our schools. This may involve de-emphasising the traditional examination mechanism that encourages memorisation of points that are forgotten almost as soon as the examination of a course is over. Assessment of the pre-service teachers should include more of practical application and demonstration of understanding of subject-matters instead of mere recall of fragmented pieces of information.

### **Promoting English language teachers' Commitment to the Teaching of English Language in the School System**

There has to be adequate incentives for the teachers to develop in them passion for teaching, love for their subject, and deep interest in their students. Adeleke's (1999) discovery from a survey that, an overwhelming majority of undergraduates in a particular faculty of education would not like to teach while 88% of the few that signified their readiness to teach planned to quit teaching soon afterwards is a revelation that the people being looked up to as custodians and implementers of the curriculum are actually non-existent. Faniran and Olatunji (2011) report that 72.67% of responses from their sample of pre-service English language teachers from four colleges of education disagreed that teaching is truly qualified to be referred to as a profession. Also, 82.25% from the same sample declared disinterestedness in the teaching profession while 76.75% indicated eagerness to opt out of the profession at the earliest opportunity, 72.0% had already written off the students they were being prepared to teach, and 66.5% indicated inadequate interest in the subject. What is clear here is that, this crop of teachers of English cannot be trusted to handle the teaching of the subject the way that students can achieve mastery in it. One way by which this problem can be tackled is to expose the teachers to in-service programmes in terms of seminars, workshops and conferences where their commitment to the subject has to be improved upon.

### **Mode of English Language Teachers' Recruitment**

The seriousness attached to English language teachers' recruitment processes also has a direct bearing on the quality of service got from them. Scholars (Nwokeoma, 2010) have observed that, teacher recruitment into public secondary schools in Nigeria is generally fraught with inadequacies bordering on partiality, nepotism, tribalism, bribery and corruption. As long as these factors that have nothing to do with content knowledge or pedagogical skills remain major determinants of teaching



job prospects, it will be difficult to secure the services of experienced and qualified hands in language teaching.

In order to build the kind of teaching force that can deliver the goods as far as the English language curricula aims are concerned, merit, but not any irrelevant considerations, should be upheld in the recruitment of teachers of English language. The teachers-in-training will strive to be the best in order to secure teaching positions when merit becomes the order of the day. It will also help in weeding out incompetent teachers so that learners may be well- taught.

In-service training programmes should not be mere formalities for certificate upgrade. Some studies have found in-service teacher training programmes less rigorous and less effective than their mainstream full-time counterparts, even when the same faculty organises both. Even, some universities rate the certificates of graduates from their own part-time programmes lower than their full-time programme graduates when considering applications for graduate studies. Most people enrol for in-service training programmes with the sole motive of attracting promotion and pay rise but not to update their skills and upgrade their competence. Since this category of in-service programme participants are in the overwhelming majority, the programme providers easily fall into the temptation of watering down the course contents as well as the assessment quality. It is not surprising, then, that there is little or no improvement in the English language curriculum implementation in our schools in spite of massive patronage of in-service training programmes by concerned teachers.

Colleges of education and university faculties of education need to avail themselves of documented research findings and suggestions made in them to devise means of inculcating in their in-service trainees the true values of such programmes that transcend mere upgrade of paper qualification. Governments and private employers of the teachers also have roles to play in identifying those that have actually upgraded their skills and reward them accordingly



above those that have nothing but additional certificates to show for their supposed additional studies.

#### **Moderate Class Sizes**

An overcrowded classroom is not a conducive venue for curriculum implementation. No matter how good a curriculum package is, or how skilled the teacher is, or how adequate other instructional materials are, an over-sized or over-crowded class would render the human and material resources less effective than they would have been in a moderate-size class. Amuseghan (2007) identifies overcrowding of classes as one of the factors inimical to effective implementation of the English language curriculum. This realisation must have prompted the thirty-students-per-class policy of the former Governor of Oyo State, Senator Rasheed-Ladoja. It is this kind of class size that facilitates thorough assessment of students' exercises and promotes effective teaching and learning of English language. Where oral presentations are to be made by students, a modestly sized class would not overwhelm the teacher. Since the problem of large class size has been seen as one of those affecting the teaching of English, efforts have to be made to reduce the present overpopulated classes. This can be done when more classrooms are constructed to accommodate the ever increasing English language students in our schools.

#### **Provision must be made for Adequate Textbooks**

The role that textbooks play in the successful implementation of English language curriculum cannot be overstressed because, they complement the teachers' efforts in the English language classroom. Unfortunately, the situation in most of our classrooms is such that majority of our students do not have the required class texts and are therefore unable to carry out the assignments they are given or learn on their own. This problem is accentuated by two important problems namely: the free education programmes of some state governments and the poor socio-economic problems of most

parents. The books promised by governments do not come when they are needed by students if they come at all. Sometimes, when books are made available, they are not enough to go round the total number of students who need them. Similarly, most parents are unable to support government's efforts in the provision of required and recommended textbooks. Teachers, most of the term, device ingenious means of teaching without textbooks and they make photocopies and sometimes use newspaper cuttings. This is not sufficient and cannot be allowed to remain unchanged.

#### **Provision of Modern Instructional Materials**

Teachers that manifest over-reliance on prescribed textbooks can constitute a nuisance on learners (Ohia and Adeosun (2002). Teachers that would facilitate the comprehensive goals of English language teaching and learning in our secondary schools are those that improve their teaching of the subject by using additional enrichment materials like newspapers, magazines, pictures, video tapes, and so on. Such teachers must be interesting, have good elocutionary skills, and always be available and helpful (Shishavan and Sadeghi, 2009).

Implementing any curriculum successfully anywhere in the world has been proved to require the input of technology and other materials that can improve English language teaching. Research evidence from advanced countries has shown that there is a high correlation between technologies, especially information and communication technologies, facilities in the learning environment and students performance. It is a fact that the use of instructional materials, which come in various forms, has the capacity to stimulate language teaching and learning and by implication, improve students' confidence and achievement in the subject. It is noteworthy that language teaching and learning, too, have not been exempted from benefiting from the application of technology (Lai, 2004; Biesembach-Lucas, 2007; Rahimi and Yadollahi, 2012). The current situation where language teachers do not fully deploy

instructional materials and other supporting facilities cannot be allowed to continue. Government and other critical stakeholders in the education system must, apart from making provision for the use of such materials, should ensure that teachers actually use them. This is one way by which the teaching of English language will be made practical and relevant to the social needs of the learners.

Among the advantages identified as benefits of using multimedia for English language instruction by Shyamlee and Phil (2012) are cultivation of students' interest in learning, promotion of students' communication capacity, provision of more plentiful information than textbooks can do in order to widen students' knowledge to gain an insightful understanding of Western culture, improvement of teaching effect and class efficiency, creation of lively context for language teaching and learning, and provision of flexibility to course contents. They are, however, apt to warn that, the technologies are not meant to replace the use of textbooks.

For the goals of the current English Language curriculum in the Nigerian secondary school system to be realised, governments, at all levels, have to make provision for access to language teaching and learning through technologies in the schools. Teachers also need to be encouraged to undergo special trainings, if need be, to master proper handling of the equipment.

#### **Establishment of Good Feedback Mechanisms**

The problem of inadequacy in feedback mechanism is contributory to inefficiency in curriculum implementation while Kolawole (2003) reported that, feedback strategies improved senior secondary schools students essay writing. The mass failure perennially recorded by candidates in major examinations organised by the West African Examinations Council and the National Examination Council cannot be justifiably divorced from inadequate feedback mechanisms at the level of continuous assessment within the school systems. Not even the best of the candidates presented by many schools



are, therefore, good enough to make good grades in the examinations.

The examining bodies that are gatekeepers in ensuring that inappropriate raw materials in forms of ill-prepared students are not allowed to enter universities too, cannot be completely exonerated from the problem of inadequate feedback. Since they employ norm-related assessment techniques, the results released by them in all subjects, English language inclusive, do not reflect the true performance of candidates as a criterion-related rating assessment would have been. A candidate awarded the A grade in a particular year in English language may actually not have scored higher than sixty marks if the performance is generally poor. Adejare (1995) asserted that the linguistic deficiency of most university entrants of the present age is so terrible that many of them could not have passed the same examination two decades earlier. .

The obvious implication of the foregoing is that most of the intakes to the English language teacher preparation faculties, prospective drivers of the English language curriculum are not adequately intellectually prepared for the training to which they are to be exposed. Many of the teachers go to secondary schools and teach the ways they were taught, thereby engendering the situation at the secondary school level in which, according to Amuseghan (2007:320), "the motivation is to *pass* English and not to *master* it". The development of communicative competence in the language which is the core of the goals of English language teaching and learning is, therefore, rendered unreachable.

#### **Adequate Motivation for English Language Teachers**

Of course, all teachers must be adequately motivated. However, the degree of mental, psychological, intellectual and physical preparation advocated by Amuseghan (2007) that an English language teacher undergoes before going into a class would forever remain a tall dream if the teacher is not motivated in manner that is commensurable with good pay and other dignifying conditions of service. English language teachers that

possess required competence for effective and efficient language teaching may be few, but much fewer must be those of them that allow their degrees of skills to come to bear on their actual classroom practices because they count such painstaking preparatory steps too much for their under-remunerated services. Since teachers who are motivated are better placed to facilitate effective implementation of English language curriculum at all levels of education and reduce frequent strike actions at that level of education, education stakeholders have to ensure that teachers' socio-economic needs are met.

### **Methods of Teaching English Language**

One of the issues that have elicited the reaction of researchers and other stakeholders in the teaching and learning situation is the use of appropriate method of instruction. Research efforts have supported that it is method, more than any other thing, in the instructional delivery process, that influences students learning (Eggen and Kauchack, 2006). The use of relevant method has also been one of the problems militating against effective implementation of the curriculum of English language in Nigerian context. The reason for the use of inappropriate methods in language teaching and learning is not far-fetched because, most of the teachers are not creative and do not properly handle the teaching of the subject in the best possible way to promote effective learning. But the situation cannot be allowed to remain now that better ways of teaching the subjects are available in literature and on the internet. Teachers have to be encouraged to avail themselves of such methods and use them in the teaching of the subject. English language teachers have to be more creative and innovative in the discharge of their onerous responsibility to learners.

### **Conclusion**

Attempts have been made in this paper to examine the importance of English language in the school system in Nigeria,



examine its curriculum, account for its teaching and learning and discuss the problems militating against the successful implementation of English language curriculum in secondary schools in spite of efforts made at improving its curriculum. Some of the problems have been highlighted to include lack of feedback, low quality of teachers, lack of adequate content-knowledge, curriculum overload and the language policy provision in the National Policy on Education in the process of making a strong case for a successful implementation of the curriculum of English language in Nigerian secondary schools. In order to tackle the problems militating against students' efficient mastery of the subject and promote effective implementation of the curriculum of English language in Nigerian secondary schools, therefore, some suggestions have been made. It is hoped that, stakeholders in the education industry will critically examine the points raised in this paper in their efforts at promoting efficient implementation of the curriculum of English language in Nigeria.

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