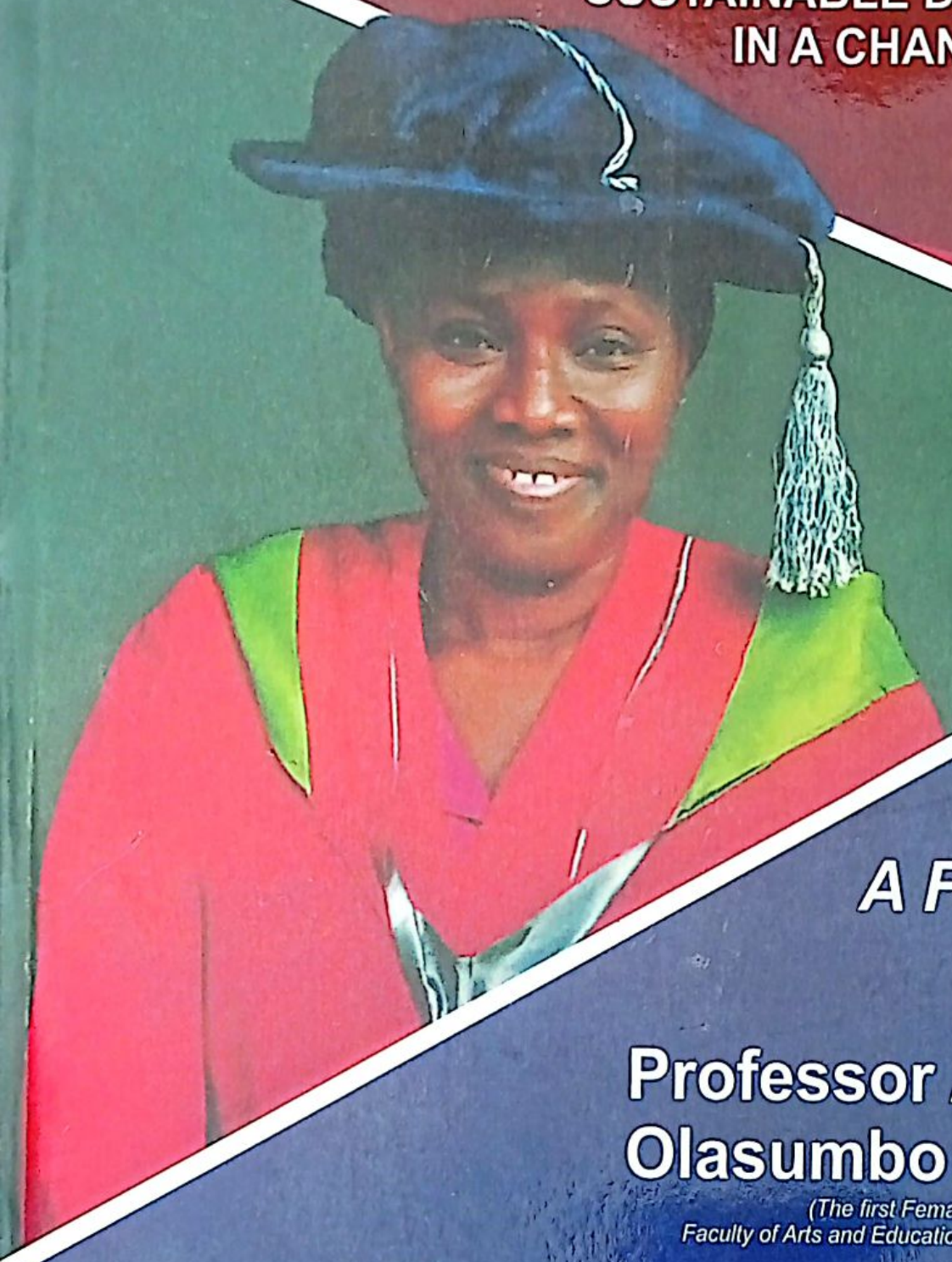
MANAGEMENT OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN A CHANGING WORLD



A Festschrift

in honour of

Professor Afolakemi Olasumbo OREDEIN

(The first Female Professor and Female Dean, Faculty of Arts and Education, Lead City University, Ibadan)

Chief Editor: *Anjola A. Robbin (PhD)*
Co-Editors: *Oluwafemi B. Jolaoso (PhD)*
Oluwabunmi D. Bakare (PhD)

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About Prof. Afolakemi Olasumbo Oredein

Prof. Afolakemi Olasumbo Oredein is an educational manager, a teacher par excellence, an astute academic, a realistic administrator and a prolific author whose research interests span several areas of Educational Management. Her research articles have been published in numerous national and international outlets. Apart from being a member of many professional bodies, she has also attended a number of national and international conferences and workshops. Her career in teaching/research and administration has afforded her ample experience with both staff and learners at different levels of education and in several countries of the world.

Prof. Afolakemi Olasumbo Oredein, is the immediate past Dean of Faculty of Arts and Education, Lead City University, Ibadan and currently, the Dean of Postgraduate School of the same university. She holds a PhD of the university of Ibadan and has been privileged to work at Federal College of Agriculture, I. A. R. & T. Ibadan, Oyo State; Institute of Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State before joining the academic staff of Lead City University, Ibadan in November, 2011. As a professor of educational management, Prof. Oredein's academic and managerial input and skillful human relations over the years have been extraordinarily fruitful. As an academic with dignified career path, Prof. Oredein is the first professor of Educational Management and the first female professor at Lead City University, Ibadan. To celebrate Prof. Afolakemi Oredein's exceptional contributions to the growth of Faculty of Arts and Education, Lead City University, Ibadan and the entire world of knowledge, the staff of Faculty of Arts and Education, Lead City University, Ibadan invited articles published in this festschrift titled *Management of Education for Sustainable Development in a Changing World.*

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MASTERING THE LANGUAGE SKILLS: ENGLISH LANGUAGE TEACHERS AS LEADERS

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Introduction

Language is one of the features that differentiate humans from other mammals. It has been defined and described in various ways by several scholars. A summary of the submissions about the nature of Language is that it is a system of arbitrary spoken or written symbols used by convention for communicative activities among members of a linguistic community that may be in the same geographical location or scattered all over the world. The arbitrariness of the symbols and the imperative of their systematic arrangement places a huge demand for skillfulness on the users of a language who wish to participate meaningfully and productively in communication exercises. All the required skills are subjects of research by scholars who are interested in empowering language users to master the use of this all-important facility.

Traditionally, four broad language skills were identified (Leong & Ahmadi, 2017). They were grouped into two broader categories as receptive skills (Listening and Reading) and productive or expressive skills (Speaking and Writing). Listening is the auditory perception of vocal symbols, mental recognition of same as well as their correct interpretation to correctly extract meanings from them and store them for future use. Reading refers to the perception of graphemes (written or printed symbols) through the eyes, the transmission to and recognition of same by the mental faculty, correct interpretation and extraction of appropriate message from them for future recall and use.

Speaking is the art of skillfully combining vocal symbols to convey meaningful messages to a listening audience. Effective speaking entails the choice of appropriate words correctly pronounced, elegant arrangement of the words and the right speed. Writing is the art of using well-structured graphemes to convey intended messages to a reading audience.

Recently, scholars identified an additional language skill which is the thinking skill. This is probably what Basso, Capitani and Vignolo (1979) identified as the "understanding" skill among the language skills. The basis for identifying thinking as a language skill is the fact that thinking is a process that cannot take place without the use of language. One's thinking ability cannot transcend one's linguistic facility. Also, thinking is a necessary facility for language use. Ghaemi and Mirsaeed (2017) thus investigated methods that could enhance EFL students' critical thinking skills at Guyesh Language Institute, Hashtgerd, Alborz province. Kusmaryani, Musthafa and Purnawarman (2019) also probed the influence of mobile applications on students' speaking skill and critical thinking in English language learning of selected students at English Department of Borneo University Tarakan Indonesia. Wulandari and Nurhayati (2018) found a correlation between verbal ability and students' critical thinking skill. Slot and von Suchodoletz (2018) found a strong positive correlation between preschools' language skills and executive behaviour which significantly requires thinking.

Putri (2018) found a significant correlation between Islamic Senior High School students' critical thinking skill and their argumentative writing skill in Palembang, South Sumatera, Indonesia. Olshansky (2018), too, identified a direct link between students' critical thinking ability, enhanced with the use of pictures, and their writing proficiency. The foregoing lends credence to the status of the thinking skill among language skills.

The Importance of the Language Skills

Listening is a basic receptive skill that is needed by all irrespective of literacy level or chronological age. It is an irreplaceable avenue for much of language learning and general socialisation. A student who gains adequate mastery of listening in the English language in a second language situation is equipped to understand native speakers' speeches and this is an invaluable asset for greater language learning (Gilakjani & Sabouri, 2016). Listening skills are needed to master the intricacies of pitch, intonation, stress, redundancy, and clusters in an English-as-a-second-language class (Wilson, 2008).

As simple and passive as listening is often misconstrued to be, it is actually an active skill that many people only assume they possess but have not mastered at all. However, teaching of listening skills is both important and difficult (Cahyono & Widiati, 2015; Safranj, 2015). Not many language teachers see the need to teach listening which they think happens automatically. Listening, however, does not happen but is deliberately worked at. As observed by Ampa (2015) and Ahmadi (2016), many teachers and researchers erroneously presume that listening happens automatically and students need not be exposed to formal listening activities.

Universities pay the least attention to listening among the language skills (Gilakjani & Sabouri, 2016). Consequently, effective and efficient teachers of listening are extremely rare. The spiral effect on pupils are that they are provided shaky footing in the art of listening right from the elementary level of education and the children also grow up carrying on the un-listening culture.

The teaching of listening to non-native speakers of the English language is such an arduous task that high level pedagogic expertise with sophisticated equipment promoting "visual, auditory, and haptic channels of interaction" is required of the teacher (Hassani, Nahvi & Ahmadi, 2016, p.252). Paucity of listening models in the students' families and neighbourhoods further compounds the problem. Inadequacy of modern instructional materials for mastery of listening is an additional challenge in most underdeveloped countries. The situation is worsened by most teachers' lack of appropriate pedagogic skills for effective listening lessons (Sukma, Mahyudin, Rahmatina & Suriani, 2019).

Reading is another receptive skill that is very much key to personal and national development. Reading is the art of extracting messages from written and printed texts. It can be seen as both a process and a product (Gilakjani & Sabouri, 2016). To Onukaogu (2003), both conceptions of reading, as a process or a product, are correct because each has its merits. The existence of several flourishing Reading associations as well as the training of Reading specialists up to the doctorate level underscore the importance attached to this skill.

Another crucial area of importance of reading skills is that they significantly enhance students' writing proficiency, more especially in the absence of native speaker teachers of English (Cho & Brutt-Griffler, 2015). A learner who reads critically, creatively and extensively is not likely to lack writing ideas. Such a student would also have been exposed to various instances of elegant use of language for impressive performance in speech and writing.

Speaking is described as an important part of English-as-a-second-language situation and it is more than merely saying "the words through mouth" but "conveying the message through the words of mouth" "fluently and accurately" (Leong & Ahmadi, 2017, p. 34). The primacy of speaking over writing is underscored by the fact that human beings speak much oftener than they write (Leong & Ahmadi, 2017). There are even many people who speak a language well but have not learnt how to read or write it.

Writing is one of the most important skills in this "text-oriented" world (Cole & Feng, 2015, p.2). Students need writing skills to pass most examinations. They must be good writers to excel in their places of post-college work and to survive in life generally in the current dispensation of knowledge and information economy (Fidalgo, Harris & Braaksma, 2017). They can achieve this only with the help of language teachers that admirably model such competency.

Theoretical Framework

Two theories underpin this academic enquiry and discourse. They are Rotter's Locus of Control and Skills Theory of Leadership.

Rotter's Locus of Control

Rotter's (1954) social-learning theory of personality marked the beginning of the Theory of Locus of Control. Locus of control is about the measure of influence that an individual believes they are capable of exerting over factors that affect them. There are two opposite branches of this theory, namely the internal locus of control and external locus of control. With internal locus of control, people work with the conviction that the personal exercise of their knowledge, skills, self-determination, efforts, they are so fully in charge of the outcomes of their endeavours. External locus of control, on the other hand, is characterised by the belief that environmental factors have supremacy over any personal qualities in determining outcomes on one's efforts.

Applied to English Language teachers' roles in the midst of their students, fellow teachers and neighbours, the teachers with internal locus of control are always alert to their responsibility of self-assessment and self-development for higher dignity and greater achievement. They are optimistic that they have what it takes to remold their fellow teachers into better users of the English language and help their students gain mastery of English language skills. Where they see the need for self-improvement, they pursue the goal with infectious self-determination.

Those with external locus of control, on the other hand, are easily overwhelmed by the enormity of the language skills they have to master and teach, the seeming unbearable workload occasioned by the class sizes and limited English proficiency of their students, especially in ESL/EFL environments. They are also intimidated by supposed incorrigibility of their fellow teachers as a result of the extreme difficulty of helping them unlearn long-held linguistic errors caused by mother tongue interference. They are thus contented with the self-defeatist submission to unsavoury status quo in their teaching endeavours.

Skills Theory of Leadership

Robert Katz's paper titled "Skills of an Effective Administrator" in the *Harvard Business Review* in 1955 birthed the Skills Theory of Leadership. The theory acknowledges the superiority of learned skills, a developed style, and acquired knowledge above inherited traits in the making of an efficient and effective leader (Amanchukwu, Stanley and Ololube, 2015). To be an effective leader, one has to be committed to higher skills acquisition, leadership training and personal development (Wolinski, 2010). The implication of this for the current study is that English Language teachers should strive for excellent competence and adorable performance in English language communication skills in order to be true leaders of their students and teachers of other subjects. Their paper certification is not enough because there are some people in other fields that make judicious use

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of information from world renown language experts and can, therefore, compete with any complacent English Language teacher. Accomplishments authenticate a person's leadership role.

Language Skills: English Language Teachers as Leaders

The linguistic skills needed for success in school work and life keep increasing in complexity. So, the demand on language teachers' expertise is on constant rise (Darling-Hammond, Hyler & Gardner, 2017). It is noteworthy that teachers in ESL/EFL situations have a heavier burden to carry than their counterparts in first language teaching contexts.

The English Language teachers must convince the learners that hearing and listening are not the same (Spataro & Bloch, 2018). While hearing is simply physiological and passive, listening is an active process requiring the deployment of mental, socio-cultural and personal facilities (Caspersz & Stasinska, 2015). Listening takes efforts and requires expertise.

Students in some climes are taught English language listening with multimodal equipment including Wondershare Quizcreator (Ampa, 2015). The multimodal instructional materials afford learners of listening the opportunity to learn with audio, video, text, graphics and animation software. Where technology has not been deployed to teach listening, teachers that learn the how to use them would be champions and leaders among their peers.

Among the activities that can promote listening skills are dialogue in forms of unscripted conversation and scripted dialogue, authentic dialogue and monologue mediated with instructional media in the classroom (Ampa, 2015; Safranj, 2015). Drama, movies and digital stories viewing are other useful activities (Safranj, 2015; Cigerci & Gultekin, 2017). Real-life and life-like learning activities with native speakers of the English language are also useful in enhancing the listening proficiency of second-language learners of the language (Levak & Son, 2017). Authentic videos are also being used to significantly enhance learners' mastery of listening skills (Kim, 2015).

Teachers who skillfully and innovatively deploy technology to teach listening skills in English Language classes will be able to use visual media, digital devices, and interactive video conferencing to enhance learner motivation, interactivity and mobility (Gruba, 2018). An instance of demonstration of such innovativeness is Levak and Son's (2017) attempt at combining two online facilities called Second Life and Skype, each of which had separately significantly enhanced students' mastery of listening in an experiment with learners of English and Croatian located in Sydney and Brisbane in Australia, Split in Croatia, and Mostar in Bosnia and Hercegovina.

Language teachers who wish to be true leaders to learners of listening in an English-as-a-Second-Language context must be conversant with the various innovative ways in which the skills are taught in various countries and thus adopt or adapt some of the techniques as required. Examples of the strategies employed to teach the skills successfully in Indonesia are explained by Cahyono and Widiati (2015). The teacher of Listening in English must be skilled in choosing which or what combination of various strategies would be most effective in helping learners master a particular listening task among the various shades of the cognitive, metacognitive and socio-affective strategies (Gilakjani & Sabouri, 2016a). The teacher must be able to design listening lessons and tasks that will neither slow down fast learners nor hasten the slow ones to their disadvantage. Shadowing is another strategy which Hamada (2016) employed to achieve significant improvement in listening scores of both low- and intermediate-proficiency groups of Japanese students of English as a foreign language, with the low-proficiency students recording greater gains.

Speaking is not discreet but it is intricately interwoven with other language skills and even most non-linguistic skills and disciplines (Hughes & Reed, 2016). The same is true of every other language skill. The emergence of the integrative language skills teaching approach was consequent upon the conviction that all the language skills are imperative for meaningful communication to take place. Therefore, the integrative language skills teaching approach emphasises exposing learners to authentic language materials and environments without isolating any of the language skills (Alaye & Tegegne, 2019). English Language teachers were, however, found mostly incompetent in employing the integrative language skills teaching approach in Dodoma City, Tanzania (Massay, 2020). It is safe to conclude that this challenge is not peculiar to the English Language teachers in Dodoma.

Many people in ESL environments have been found to be non-proficient speakers of the language (Leong, & Ahmadi, 2017). For example, Abrar, Mukminin, Habibi, Asyrafi, and Marzulina (2018) found speaking to be the most challenging English language skill among Indonesians. This is understandable because, among other factors, speech situations mostly require spontaneity and congruence of psychological, linguistic, socio-cultural processes. The combination of all these can be intimidating. In some situations, an un-listening person can be mistaken to be attentive. A poor writer has some time to ponder several options before deciding what to write. A poor reader can stare at given graphemes for quite some time and read the given text repeatedly without any form of embarrassment. However, in a speech situation, each participant is under pressure to give prompt feedback.

Among the findings from a study carried out by Levis, Sonsaat, Link and Barriuso (2016) is that as far as the teaching of pronunciation is concerned, a greater percentage of learners prefer native speakers of the English language. An English Language teacher who wishes to hold learners' attention in this regard thus has to aspire to speaking proficiency levels that are as close as possible to a native speaker's. Deterding (2010) and Murphy (2014) have, however, noted that there is growing agitation by scholars that each of the "Outer Circle places" should be encouraged to evolve their own standards of English

because the expanding territories of the language has made it no longer owned by any particular nation, not even Britain or America. In addition, non-native speakers of English interact much more with many more non-native speakers than native speakers. Therefore, being mutually intelligible with the non-native speakers is more paramount than with a native speaker (Idowu, 2019). What is interesting, however, is that both Standard British English advocates and advocates of a variety of regional standards agree on the need to achieve international intelligibility.

Pending the attainment of the desired proficiency, an innovative teacher can utilise the ample opportunities afforded by social media platforms to remotely bring native speakers into the class. In an experiment by Xodabande (2017), Iranian EFL learners' English pronunciation proficiency was significantly boosted with the use of social media platforms. Teachers should also be an expert handler of language laboratory facilities because research has shown that language laboratories, when properly deployed, offer great excitement to learners of pronunciation in English (Akpan, 2020).

Competent English Language teachers are apt to emphasise the spelling-pronunciation disparities that characterise the English language. They also give adequate attention, using commendable blends of strategies, to the areas of mother tongue interference with correct pronunciation in ESL/EFL contexts (Solomon, 2019). They thereby diminish the likelihood of communication breakdown often occasioned by phonological factors.

Too large classrooms constitute a terrible barrier to effective teaching of the speaking skills (Leong & Ahmadi, 2017). Highly skilled teachers would, however, devise means of managing the situation to achieve pedagogic success that can challenge their counterparts who are fortunate to be in charge of modest-size classes. Among the strategies that can be employed to teach Speaking successfully in a large class are JIGSAW II with 'Prepare' Textbook which allows collaborative exercises in small groups among the learners (Phuong, 2019), pair work and group work strategies (Maryanti, Syarif & Refnaldi, 2018).

As regards motivating students to become avid readers, teachers need to be voracious readers themselves, passionately and infectiously sharing what they have learnt from reading with the students. They also need to be so enthusiastic at reading that their students will actually see them reading but not just hear them preaching about the benefits of reading. Such "effective implicit models of reading" are influential teachers who ignite excitement in their students (Applegate & Applegate, 2004, p.554). Indeed, what social influencers do with books or reading significantly contributes to students' attitudes to reading (Merga, 2017) and teachers are among such influencers. Unfortunately, Merga (2016) found in a study carried out in Western Australia that many students were not sure whether their teachers like reading. The same study revealed that a few of the teachers were in the habit of speaking glowingly about the books that their students observed them reading. They were a significant motivating factor on the students' reading for pleasure.

English Language teachers must provide top-level leadership for their students to become fluent writers. Finlayson and McCrudden (2020) underscore the unequaled role of the language teacher in helping students master the art of writing by observing that researcher-implemented interventions, as good as they have proved to be, cannot match teacher-implemented interventions. To English Language teachers in second language environments like Nigeria, it is instructive that many teachers in the first language context of the United States of America confess low self-efficacy resulting from inadequate preparation for effective writing instructions (Hodges, 2015). This being the case in the United States, one can only wonder what obtains in developing countries,

The English Language teacher who desires to be successful at teaching learners to master the skill of writing must be such a "digital native" that can manipulate technology to make writing easy and fascinating to the learners (Ghahri, Hashamdar & Mohamadi, 2015). The teacher must be able to deploy pictures in novel ways to stimulate critical thinking and writing interest in the learners (Olshansky, 2018). The teacher needs to be able to combine teacher feedback and peer feedback with automated feedback to help students enhance their writing skills beyond the ordinary level. Writing teachers who do this have been observed to excel at giving encouraging feedback and engender greater student persistence to achieve significant quality writing while conserving much time and effort.(Ruegg, 2015; Wilson & Czik, 2016). However, Regan, Evmenova, Sacco, Schwartzer, Chirinos and Hughes (2019) found that even language teachers that have remarkable access to technology rarely deploy it to their teaching of writing. Only worse scenarios can be expected from third world countries that have extremely limited access.

The English Writing teacher's "assessment literacy" is also crucial to the learners' writing achievement (Lee, 2017; Mellati & Khademi, 2018, p.1). A teacher who lacks assessment literacy is likely to give tests that are inappropriate to the learners' proficiency levels and thus award discouraging scores to the students. The teacher must possess adequate knowledge of assessment purposes, appropriate content and methods, grading expertise, feedback and error correction skills, apt interpretation and communication of assessment, innovative involvement of students in assessment, and admirable adherence to assessment ethics.

The teacher must be ready to replace unproductive approaches with productive ones no matter how long the unproductive approaches have stayed in vogue or how many fellow teachers hold them sacrosanct (Rowlands, 2016, Cvetković & Stanojević, 2017). Unfortunately, many language teachers have been found to stick to outdated approaches, methods and strategies for teaching writing (Rowlands, 2016; Fidalgo, Harris & Braaksma, 2017). Many teachers of English Language in Nigeria and other developing countries, especially the old ones, are technophobic (Ilomaki, 2007; Haşlaman,

Kuşkaya Mumcu, Koçak Usluel, 2007; Cvetković & Stanojević, 2017). English Language teachers that want to be pathfinders must embrace technology-rich strategies.

Effective teaching of critical thinking can be achieved by only language teachers who are exceptionally skilled in pedagogy. The manifestation of critical thinking transcends the walls of a classroom or a college compound (Ghaemi & Mirsaeed, 2017). So, the language teachers must employ means of ensuring out-of-class activities that can help the learners to practise listening in authentic situations with authentic materials. It is also imperative to use technology mediated means to help students develop their thinking skill (Hussin, Harun & Shukor, 2019).

Many pre-service and in-service English language teacher education programmes have been found ineffective in equipping their beneficiaries for impressive performance at school and in life (Darling-Hammond, Hyler & Gardner, 2017). It then takes a strong personal resolve for excellence if a teacher is going to rise above the inadequacies of their training and be truly effective as leader in the exercise of language skills. Where the available English Language learning materials are inappropriate to or inadequate in comparison with students' actual needs (Andi & Arafah, 2017), the teacher must be ingenious enough to innovate.

Preparing effective teachers in most nations of the world is becoming increasingly complex (Martin & Dismuke, 2018). This is not surprising because the students they are being prepared to teach and the environment in which they are to discharge their pedagogic duties are getting more complex daily. According to Okoli (2017), teacher education in Nigeria unfortunately fails to adequately prepare its recipients for effective communication.

Language teachers, indeed teachers of the English language in a second-language context like Nigeria, must, among other entities, be mentors to their learners (Kayi-Aydar, 2015). They must be good models to the students in critical thinking, listening, reading, speaking and writing. According to Okoli (2017), subject-matter knowledge and communication proficiency top the list of the teacher qualities required to promote students' communicative performance. Situations in which many English Language teachers speak the language at obvious struggling levels, listen poorly, are never seen doing private reading by their students and have never shown their students any master pieces written by them demotivates their students. It is like expecting the students to attain proficiency levels that the teachers have not been able to reach. Teachers that speak the language eloquently, read fluently and write lucidly attract degrees of admiration that make their students strive to resemble them. They also undeniably demonstrate the fact that near-native linguistic competences are attainable.

One aspect of the leadership roles expected of English Language teachers that has not often received adequate attention is that of serving as mentors to teachers of other subjects. Teachers of other subjects have a tendency to pay inadequate attention to their communication ability, thinking such should be a preserve of language teachers. They thus generally perform low in pronunciation, grammaticality of sentences, appropriate lexis, tenses, concord, and so on (Iyamu & Iseguan, 2009). The task of English Language teachers would become easier if teachers of other school subjects exhibit high-level mastery of all the language skills in their various engagements with the students. In such a situation, the English Language teachers are not seen by students as bringing unattainable standards into language use, standards that are elusive to other teachers. Other teachers who are being adequately mentored in communicative skills would serve as invaluable accomplices to English Language teachers, helping to insist on acceptable lexis, grammar, pronunciation, elegance of diction and so on. This, unfortunately, is not the case, especially in Nigeria.

The demands of being a mentor to fellow teachers are enormous. Transiting from being a teacher of students to a teacher of teachers requires immense emotional and motivational disposition, an exercise of admirable candour with language use, and ability to correct colleagues without being termed arrogant (Orland-Barak, 2001). There must be avenues for both formal and informal mentoring activities for the teachers (Brown8 & Wambach, 1987).

Teachers of English Language who will remain relevant in leadership must be skilled in the art and science of self-assessment. This is a skill that extremely few people have though it is essential for self-development (Dlaska & Krekeler, 2008). Without sincere and critical self-assessment, the teachers would be oblivious of the areas in which they need self-improvement for higher levels of public dignity. They should always be conscious of the fact that non-linguists have limitless access to language learning facilities produced by highly skilled specialists and it will be to the discredit of English Language teachers if the non-linguists, empowered by the facilities, outperform the English Language teachers.

English Language teachers in second language environments like Nigeria must be able to situate learning contents in the cultural contexts of the learners without compromising appropriate standards. There is a great deal of cultural distance between the English language and any particular Nigerian language and this constitutes a source of gross negative interference to learners. The teachers must be able to make their students familiar with the native speakers' cultural background but teach leaning contexts with strategies and materials that are culturally relevant to the students without violating international standards (Kelly, 2017).

Second language learning demands a great deal of time, materials and expertise (Xodabande, 2017). The teachers must be enthusiastic about investing required time and energy to update their pedagogic competencies. So, it is English Language teachers who have mastered "gamified learning" strategies that can successfully help leaners in an ESL or EFL situation to master language skills (Iaremenko, 2017, p.126).

Conclusion

English Language teachers need to be ready to assume positions of leadership to their students and model appropriate language skills proficiency for fellow teachers of other subjects. To achieve this, they must avail themselves of formal as well as informal, corporate as well as personal opportunities for greater effectiveness. Through this, they will command respect of all. They will also find their pedagogic assignments more interesting and more greatly rewarding.

Recommendations

1. All relevant authorities saddled with teacher education should ensure regular assessment and necessary revision of English Language teacher preparation at both pre-service and in-service levels to ensure that the teachers' skills are appropriate to current needs of their students;
2. Governments at all levels should ensure that English Language teachers' enthusiasm is reinforced with remunerations commensurate with the enormity of their tasks;
3. Governments should adequately equip all schools with modern language laboratories and other relevant facilities for state-of-the-art teaching of language skills;
4. Training in educational leadership should be emphasised in English Language teacher preparation programmes; and
5. The current practice of near-automatic and mass promotion of teachers should be replaced with rigorous, performance evidence based assessment.

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