

Volume 5, Number 1, June, 2021

ISSN: 2659-1324



African Journal of Curriculum And Instructional Technology



An Official Journal of
Department of Curriculum and Instructional Technology
Faculty of Education
University of Benin
Benin City, Nigeria

**AFRICAN JOURNAL OF
CURRICULUM AND
INSTRUCTIONAL TECHNOLOGY
(AJCIT)**

VOLUME 5, NUMBER 1, JUNE 2021

ISSN: 2659-1324

**An Official Journal of
Department of Curriculum and Instructional
Technology, Faculty of Education,
University of Benin, Benin City,
Nigeria.**

EDITORIAL

African Journal of Curriculum and Instructional Technology an official Journal of the Department of Curriculum and Instructional Technology is a yearly peer reviewed Journal which publishes very well-researched papers covering all areas of curriculum and instruction. Reports of quantitative and qualitative studies that address contemporary issues in Curriculum, Instruction and Technology are considered for publication. AJCIT serves as an outlet for Local, National and International scholarly publications which cover empirical studies, position papers, technical notes, book review as well as inter-disciplinary studies.

Manuscripts for review and possible publication in the Journal must conform to the AJCIT note to contributors. Authors of submitted manuscripts will receive acknowledgement within four days and feedback from the review process within four weeks. Send manuscripts to the Managing Editor:

Prof. (Mrs.) Lucy Eraikhuemen
Department of Curriculum and Instructional Technology,
Faculty of Education,
University of Benin, Benin City.

Two hard copies of the manuscript should be submitted.

Manuscripts can also be sent electronically to: lucy.eraikhuemen@uniben.edu.
OR lucy.eraikhuemen@yahoo.com

Manuscript should be submitted with Five Thousand Naira (₦5,000.00) vetting fee.

AJCIT NOTES TO CONTRIBUTORS

- i. Manuscript for submission to AJCIT must not be more than 20 pages typed in A4 paper using Times New Roman font size 12 with double line spacing. This includes abstract, references, acknowledgement, tables and figures.
- ii. The abstract must not exceed 250 words, it should be in one paragraph, single line spaced.
- iii. Abstract should be followed by three keywords.
- iv. All in-text citations and reference style must conform to the APA 6th edition - 2009 edition
- v. The cover page should contain the following information. The title of the article, the names of author(s), surname last in capital letters, mailing address, e-mail address and GSM lines.
- vi. The names of author(s) should only appear in the cover page of the article.
- vii. Every table or figure should have a title of not more than ten words and should be numbered in Hindu-Arabic numerals e.g. Table 1, Table 2, Fig.1, Fig.2, etc.
- viii. Tables and Figures must not be broken. The table number and title should appear at the top of the table, while the number and title of a figure should appear at the foot of the figure.
- ix. Manuscripts are received all year round.

Editor-in-Chief

EDITORIAL BOARD

Prof. (Mrs.) C.N. Omoifo
(Editor-in-Chief)

Department of Curriculum and Instructional Technology
Faculty of Education,
University of Benin, Benin City.

Prof. (Mrs.) Lucy Eraikhuemen
(Managing Editor)

Department of Curriculum and Instructional Technology
Faculty of Education,
University of Benin, Benin City.

Prof. E.O.S. Iyamu

Department of Curriculum and Instructional Technology
Faculty of Education,
University of Benin, Benin City.

Prof. S.E.O. Aduwa-Ogiegbaen

Department of Curriculum and Instructional Technology
Faculty of Education,
University of Benin, Benin City.

Prof. (Mrs.) E.O. Okobia

Department of Curriculum and Instructional Technology
Faculty of Education,
University of Benin, Benin City.

CONSULTING EDITORS

Prof. (Mrs.) Uche Nzewi
Department of Science Education
University of Nigeria,
Nsukka.

Prof. Sam Okeke
Department of Science Education,
NnamdiAzikiwe University,
Awka.

Prof. (Mrs.) M.F. Salman
Department of Science Education,
University of Ilorin.

Prof. M. Kalu
Department of Science Education,
University of Calabar.

Prof. Lade Adeyanju
Department of Educational Technology,
Obafemi Awolowo University,
Ile-Ife

Prof. (Mrs.) U.B. Gbenedio
Institute of Education,
University of Benin,
Benin City.

Prof. Eric Nwagwu
Department of Social Science Education
University of Nigeria,
Nsukka.

Prof. I. Galadima
Department of Science and Vocational
Education, Usman Danfodiyo University,
Sokoto.

CONTENTS

1. Peace Building in Nigeria: The Role of Christian and Islamic Education Pedagogy.
Ruth Nuhu; Dr Yohanna Shaibu Mamza & Attah Omaku Chris 1
2. Exploring the Effects of Conceptual Change Texts and Concept Mapping On Students' Misconception in Chemistry in Delta State
Dr. EMERHIONA, Francis & NAIHO, Okoh Ijeoma 10
3. Effectiveness of Gamification and Experiential Learning Strategies on Mathematics Self-Efficacy of Junior Secondary Learners with Hearing Impairment in Lagos State, Nigeria
Samuel Olufemi Adeniyi & Olaotan Oladele Kuku 23
4. Teaching Grammar in a French Language Classroom
Victoria Ogbonna 35
5. Measuring Awareness, Computer Self-Efficacy and Facilitating Conditions as Correlates and Antecedent of Perceived Usefulness of Google-App's For Learning among Pre-Service Teachers in Nigeria
Shittu Ahmed Tajudeen (PhD) 50
6. Assessment of Therapeutic Group Counselling on Pre-Service Teachers Performance in Akwa-Ibom State
Elegbede, C.B., & Udofia, I. G 65
7. Effects of Self-Regulated Learning Strategy on Chemistry Students' Achievement in Senior Secondary Schools in Delta North Senatorial District
Akudo, Cletus Olise 74
8. Effect of Computer Based Instructional Package on Chemistry Students' Interest in Learning Oxidation-Reduction Reactions
Benjamin Abiodun EGBEJIMI (PhD) & Christiana N. OMOIFO (PhD) 85
9. Human Trafficking, Child Labour and Prostitution: Literature and Qualitative Free Education as Antidotes
Olusegun O. Owolewa 94

10. Students-Police Synergy and Policing in Tertiary Institutions:
An Imperative for Nigeria's National Development
Edem, Usenobong Donald & Roseline Ekim Dick Ekim, Ph.D 107
11. Contributions of Religion to Peace Building and National
Development: Role of Christian and Islamic Education Curriculum
Attah Omake Chris; Dr Yohanna Shaibu Mamza & Ruth Nuhu 119
12. Scoring Guides as a Tool for Improving the Achievement
Motivation and Academic Achievement of Physics Students in
Education District IV of Lagos State.
Akanni, Olubukola Olutosin (Ph.D) 128
13. Study Habits and Study Skills of Senior Secondary School
Students in Ikpoba- Okha Local Government Area of Edo State
Patience Ihianakuihiomen O. Aika 144
14. The Relationship between Curriculum Delivery and Security
Challenges in Nigeria
Marian N. Ohadiugha (Ph.D.) & Dr. Yaksat, Lonshak Bulus 158
15. Effects of Instructional Game and Peer Tutoring Strategies on
Physics Students' Achievement and Retention in Secondary
Schools in Delta South Senatorial District
Oghoghovbe, Edemuino Daniel 171
16. Influence of Personality Traits on Secondary School Students'
Delinquent Behaviour in Kankia Local Government Area, Katsina State
Dr. Bada Steve Olusegun & Bara'atu Ibrahim 183
17. Quality Assurance in Secondary Education in Nigeria:
The Role of the Principal
Adeniyi Adewale Ojo PhD 196
18. Knowledge and Utilization of Curriculum in Achieving
Self-Reliance and Egalitarian Society among Youth Corp Members
Serving In Main-Land Area, Lagos State
*James, Nma Clarion., PhD; Oyinloye Comfort., PhD;
Uwannah, Ngozi Caroline., PhD & Egwuonwu, Clara O.K., PhD* 204

19. The Level of Implementation of the Senior Secondary
School History Curriculum in Plateau State, Nigeria
*Sanda, Yakubu Yusufu Phd; Maigoro, Lazarus Luka PhD;
Badung, Joel Danladi & Amos, Nidimma Yilbis* 220

20. Re-Engineering the English Language Teacher Education
Programmes in Nigerian Universities
Samson Olusola Olatunji, Ph.D. 237

21. Effect of Science Writing Heuristic on Students' Achievement in
Chemistry in Delta Central Senatorial District
Dr. (Mrs.) Blessing Ngozi Edah & Mr. Saidu Musa 253

RE-ENGINEERING THE ENGLISH LANGUAGE TEACHER EDUCATION PROGRAMMES IN NIGERIAN UNIVERSITIES

Samson Olusola Olatunji, Ph.D.

Linguistic Immersion Centre

Faculty of Arts

University of Ilorin

Kwara State, Nigeria

olatunji.so@unilorin.edu.ng

+234806 267 4466

Abstract

The paper examines the over-arching importance of the English Language to the fulfilled life of a typical Nigerian at home in and at the global level, hence the need to pass English Language as a school subject. It is, however, noted that the perennial mass failure recorded in the subject in various examinations is indicative of the precarious condition of the students as far as the much-needed mastery of the language is concerned. The paper recognises the fact that there are various factors responsible for this but argues that adequate teacher education could produce a significant positive change. The issues identified as requiring serious attention are lack of enthusiasm of the pre-service English Language teachers for the teaching profession, the English language itself, and the students they are being trained to teach; unimpressive ICT content of English Language teacher preparation programmes; lack of access to research findings on language pedagogy, especially those conducted on Nigerian learners of English; inadequate exposure to pre-service teaching practice; non-provision of first-hand experience in interaction with native speakers of English; and the questionable integrity of in-service training for English Language teachers. Appropriate suggestions are then made.

Keywords: language pedagogy, micro-teaching, study-abroad

Introduction

Linguists are agreed that no language is superior to another. However, languages are more prestigious than one another based on the statuses and functions assigned to them in social and official interactions. The degree of prestige accorded a language is determined by such factors as the number of its speakers and their geographical spread, the economic and political prowess of its native speakers as well as the quality of their historical heritage. Did they have colonies

or were they colonised? All the afore-mentioned characteristics favour the English language at the global level. Specifically important to the present paper is the significance of the language in the Nigerian education industry and the imperative of teaching it efficiently and effectively.

English Language, Sine Qua Non to National and International Functionality and Relevance

The necessity of a Nigerian's mastery of the English language is underscored by the demand for at least a credit level pass in English Language as a subject in the senior secondary school examination, without which a student's ambition of admission to a university remains a perpetual mirage (Ozowuba, 2018). To study any of the liberal arts in a polytechnic, too, a credit pass in English Language is compulsory. This requirement is justified because English is the medium of school instruction, governance, administration, legislation, judiciary, international relations, unification of the country's numerous linguistic groups, social prestige, and many more (Ogunnaike & Adenuga, 2020; Uwen, Bassey & Nta, 2020).

The results released in the last fifteen years by the West African Examinations Council (WAEC) and the National Examination Council (NECO), and even dating further earlier, show that candidates' scores in the subject have been perennially generally poor and unworthy of university admission (Akinbogun, 2018; Oboko, 2018). It is, therefore, common to hear secondary school graduates say that the reason they are yet to gain admission to tertiary institutions of their choices is that they are still "looking for English".

Several teacher factors, school variables and student factors have been blamed for the lacklustre performance of students in English Language. Successive governments and the society at large have their portions of the faults (Timothy & Essien, 2018; Bamgboş e, 2019). But premised on the "pivotal role of quality teachers in the provision of quality education at all levels" (National Policy on Education, 2013:28), the searchlight of this paper shall be on the quality of English Language teacher education programmes. No matter how lofty, good and well articulated a policy concerning English Language teaching and learning, or the quality of instructional materials made available, or the degree of expertise that goes into curriculum planning, development and production, nevertheless the attainment of curricular goals cannot be actualised without well prepared and motivated teachers (Kolawole, Olatunji & Akanbi, 2015). It is thus expedients to know what quality preparation of English Language teachers entails.

Theoretical Background

Competence Based Theory of the Firm and English Language Teacher Development

This advocacy for improved quality of English Language teacher education in Nigeria shall be rooted in Competence Based Theory of the Firm. The theory has its origin in Adam Smith's *Wealth of Nations* (1776) in which he advocates specialisation and thus enhancement of workers' skills through division of labour and consistent practice. Smith asserts that the skill development that will always be relevant must not be static but ever evolving in both form and content.

The focus of the competence-based theory is in line with the general focus of certain education systems in the world that strive to have highly competent teachers by paying serious attention to issues concerning recruitment of the most qualified, providing them professional development through in-service training and mentoring to positively and significantly impact their classroom practices (Gronn, 2013). The emphasis of Smith's competence theory on practical skills makes it relevant to the present paper as regards the outcry against the inadequate attention to practical pedagogic skills teacher education programmes (Major & Tiro, 2012).

Currency in workers' skill development is also pertinent to English Language teachers' continuous development (Saleh, 2019). This is the antidote to the gap between teacher education and present-day need realities (Major & Tiro, 2012). Language teacher education programmes cannot afford to ignore the dynamic nature of Language and the ever-changing attributes of the language learners as well as the societies in which they are being prepared to function. Language teachers are required to also keep abreast of latest strategies that research affords in order to have more interesting and effective teaching of the different aspects of the learning contents.

Identity of a Teacher of English Language

It is not everyone that is a teacher and it is not any one that can teach effectively (Sarode, 2018). A teacher is someone trained and certified competent in both content knowledge mastery and pedagogic skills of a chosen subject (Alzeebaree & Zebari, 2021) and can manipulate instructional materials for effective and efficient elicitation of learning in students. So, mere sound content knowledge is not enough to qualify a person for the title "teacher". In Nigeria, the minimum certificate for teaching is the Nigeria Certificate of Education (NCE) obtained after three or four years of training in a college of education where various courses in subject-matters and pedagogy are undergone. A candidate also participates in a mandatory practical teaching programme divided into two sessions of six weeks each in the last two academic sessions. English Language teachers are no exception to this process.

A graduate from a college of education who has the required grades may then proceed to a university's faculty of education for expertise and certificate upgrade. Such an undergraduate invests another period of three years in higher level teacher education including a total of twelve weeks of practical teaching divided into two sessions of six weeks respectively. It is, however, possible for a teacher-to-be to gain admission straight to a faculty of education in a university for four-year training with the right class of grades from the senior secondary school examination and the Unified Tertiary Matriculation Examination.

The trained teachers of English Language are expected to make a success of their language teaching endeavours. But there are human-capital-related issues that may make or mar the teaching and learning of the subject at any level. These shall be discussed as follows:

Human Intake to Teacher Education in Nigeria: Garbage in, Garbage Out?

Most of the students in colleges of education and faculties of education in Nigerian universities opted to study education only after losing the opportunity to read other courses (Nwosu, 2017). The generally low interest in teaching is predicated on the factors identified by Akpochafo (2020) as discouraging conditions of service, poor remuneration and low social prestige accorded teachers. They are not interested in teaching but only want to have the certificate as an instrument with which further studies may be actualised or employment in other fields made possible. A total of 82.25% responses got by Faniran and Olatunji (2011) to items requiring information about 200 pre-service English Language teachers' interest in their chosen field were negative while only 17.75% was positive.

The foregoing statistics portray a terribly bleak future for English Language teaching. Only 6,494 (0.67%) of the 975,060 candidates that wrote the 2002 Universities Matriculation Examination (UME) applied to read Education and many candidates that are rejected by other faculties usually reluctantly run back to the faculties of education as a last resort (Aduwa-Ogiegbaen & Uwameiye, 2005). Quite a number of those that chose education might have done so because they had slim chances of securing admission into their originally preferred fields.

Why do admission seekers opt for this "despised and derided" profession (Ehusani, 2002:3)? The cut-off marks for admission to read other courses are higher than those of Education. Furthermore, the choice of English Language as a course of study is predicated on the faulty assumption that since most students converse in English language, studying English Language as a course would be an extremely easy venture for even the lazy drones.

Most students would lose the modicum of weak "interest" they muscled up to train as English Language teachers when faced with the disappointing reality that their choice is far from being as easy as initially misconceived. If they manage to graduate, they cannot be as sound in content knowledge and pedagogic

skills as required for efficient teaching of the subject. They are not likely to be adequately committed to their students' mastery of the subject, either.

The Need for Adequate Information and Communication Technology (ICT) Content in Teacher Education Programmes

The students that the pre-service English Language teachers are being prepared to teach are "digital natives" (Guinan, 2011:1) who are so fascinated by computers and other ICT gadgets that such technologies have to be incorporated into any teaching-learning activities before they can be made really interested (Olatunji, 2011). However, ICTs are not known to be used in over 90 per cent of the classrooms in Nigerian public secondary schools (Aduwa-Ogiegbian & Iyamu, 2005). Nigerian teachers cannot sustain students' interest because of non-availability of modern technology. Where the facilities are scantily available, the teachers' inability to manipulate them for pedagogic delivery robs their lessons of excitement. So, while the English Language teacher is sweating to make students understand lesson contents, some of the students are busy playing games or pinging on their phones.

Many world countries are concerned about productive utilisation of computers (König, Jäger-Biela & Glutsch, 2020). The electronic portfolios commonly employed in teacher education in Taiwan (Zhuo, 2010; Huang, 2011) are still strange to Nigerian teacher education programmes. The materials that could take the students' attention away from the classroom are used in the classroom to facilitate concentration and learning in such developed countries. While the English Language teachers that were trained with digital materials go and deploy same with impressive dexterity in their classrooms, the ones in Nigeria cannot do likewise.

There is thus the challenge of making technology available for use by the English Language teacher and incorporating same into the teacher education programmes significantly so that the teachers may be empowered to demonstrate mastery of the (i) technical aspect of computers and (ii) training in pedagogical uses of computers (Ally, 2019; Amhag, Hellström & Stigmar, 2019). Teacher education institutions should be places for training teachers to effectively use technology for pedagogic purposes (Liu, 2012). This is, however, non-existent in developing countries like Nigeria (Hinostroza, 2018)

Teachers' attitude to technology is important to the application of computer and other information and communication technologies to English Language teaching (Razak, Alakrash & Sahboun, 2018). If heavy investments are made into the provision of technology but the teachers are averse to it, then the inherent benefits are left untapped and students' perennial mass failure may remain un-arrested. Changes in attitudes are sometimes more important than

improved skills in successful integration of technology to teaching and learning processes (Albirini, 2006).

Teachers' negative attitude to computer and other technologies can be eradicated if English Language teacher education programmes expose pre-service teachers to ample practice with technology. Such experience with technology should not be limited to one isolated course or two but as many of their courses as possible and access to such technology should not be limited in any way (Olatunji, 2011; Liu, 2012). In addition, English Language teacher trainers should be encouraged to go for intensive refresher courses in the application of computer and other technologies to language teaching because teacher educators' beliefs, attitudes and practices significantly influence pre-service teachers' attitudes and beliefs (Xu, Liu & Ye, 2020).

The Need for Easy and Constant Access to Latest Findings on Language Pedagogy

Instructional strategies that produced great results in language classrooms decades ago cannot be rightly expected to produce the same level of success today (Oke & Fernandes, 2020). Advances in Educational Technology, Psychology of Learning, Sociology of Learning and other related fields have produced new instructional strategies that research has proved really effective in improving students' mastery of language skills in Nigeria and abroad. However, records of such research rarely get to the teachers. So, most English Language teachers stick to the laborious traditional chalk-and-talk method that produces little success while research reports on more effective strategies gather dust in university libraries.

Making significant improvement in English language teachers' access to research findings can help them keep abreast of latest developments in their field. Teachers must be encouraged to study the research findings critically and practise same. Availability and access cannot automatically translate into judicious application.

Issues Bordering on Adequacy of Exposure to Pre-service Teaching Practice

Giving pre-service teachers the opportunity to translate skills learnt theoretically into actual practice is an imperative for raising competent teachers. A study of trainee teachers from Egerton University, Kenya reinforces the conclusion that teaching practice exercises in which the undergraduates are posted to various schools afford ample opportunities for the required practical experience in an authentic environment (Wambugu, Barmao & Ng'eno, 2013). No language teacher education programme can be adequate without a well organised practicum programme during which student teachers take up teaching responsibilities and appendage duties under supervision (Samu, 2020).

A pre-service English Language teacher in Nigeria is afforded a total of twelve weeks of teaching practice experience. A great deal of institutional efforts is put into teaching practice (TP) exercises by the University of Cape Coast in Ghana and trainee teachers make heavy investments into same (Owusu & Brown, 2014). Despite these, the potentials of TP have not been fully actualised. They, therefore, suggest a comprehensive critical examination of all aspects of the exercise. This Cape Coast experience raises a lot of issues concerning the commitment of Nigerian institutions training teachers of English Language.

Questions have been raised about the adequacy of six weeks a year in exposing a pre-service teacher to adequate situations and challenges of real professional experience. By the time the practice teacher is getting a little acclimatised, the exercise is rounded off for the year. So, there will be a lot of issues that an English Language teacher may be incapable of handling as a result of non-experience of such throughout four years of teacher education.

Ping's (2013) observation of general scepticism about the adequacy of length, form and quality of supervision of teaching practice exercises in China can be observed in Nigeria too. Teaching practice exercise is described as invariably too short, poorly supervised. A pre-service English Language teacher in Brazil undergoes a compulsory teaching practice for a whole semester at a stretch (Buss, 2013). It should be noted that the unbroken nature of the semester-long exercise has added advantages over the six-week-apiece practice in Nigerian schools. A Nigerian school's permanent English Language teacher may do very little in mentoring a student-teacher because whatever damage the latter may have done in six weeks can be repaired within the remaining part of the school term. Their counterpart in Brazil must closely monitor and mentor the student-teacher because any damage done may be difficult to rectify. The involvement of school teachers in the mentoring of pre-service English Language teachers on teaching practice can be stepped up by making teaching practice a full term or a full academic session exercise.

Another inadequacy of teaching experience during teacher education programmes is in the packaging of the pre-service teacher education curriculum content and delivery. In Nigeria, most courses that pre-service English Language teachers are offered at college or faculty are unrelated to what they are to teach after graduation. Where topics are related, the pre-service teachers are made to grapple with too advanced versions of the same topics. The lecturers in teacher education programmes in Nigeria mostly lecture. So, except when they are teaching Subject Methodology classes, offered in only one semester, they fail to give the pre-service good teaching models.

The most salient psychological effect of the incompatibility between what the pre-service teachers see their lecturers do and what the latter require from them during teaching practice exercises is that the lecturers are seen as wicked

task masters that expect others to do the unnecessary, the difficult, and the unprofitable. The trainees would logically argue that if the strategies now being enforced were as profitable as being portrayed, the lecturers ought to have been using them. This is a source of confusion to the Nigerian teacher of English Language who deliberately forgets all the instructional strategies taught as soon as the examination of the course on Subject Methodology is over. There should be a radical change in the curriculum as well as ways of teaching in English language teacher education departments (Chien, 2019).

A similar trend is found in the problematic teaching beliefs and classroom practices of Korean teachers of English Language stemming from the fact that the teachers teach the way they were taught (Ahn, 2008). This indicates that irrespective of differences in geographical and other contexts, pre-service teachers will go out to teach the way they are taught. So, it is expedient that English Language teacher educators replace the currently predominant lecture delivery modes with the types of teaching methods they expect the pre-service teachers to do in the subsequent years of full-time teaching endeavours.

Another salient point is that supervised teaching practice exercises are absent throughout a Masters degree programme of English Language teacher preparation in Nigeria because a Master's degree in Education is termed an academic degree but not necessarily professional. However, the Masters of Arts in Teaching English to Speakers of Other Languages (TESOL) Programme students at Teachers College (TC), Columbia University undergo sixteen-week teaching practicum (Gebhard, 2005), a longer period than what a Nigerian pre-service undergraduate English Language teacher undergoes throughout a four-year degree programme. A Columbian teacher of English Language can thus be expected to demonstrate a greater level of masterly stroke in language teaching than a Nigerian counterpart. And the students of the Nigerian teacher definitely bear the consequences of the training deficiencies.

Nigerian pre-service English Language teachers are also exposed to micro-teaching exercises to afford them more opportunities to translate teaching strategies learnt theoretically into actual practice in simulated classrooms. Micro-teaching offers them ample opportunity to practise selected strategies repeatedly and discuss steps towards improvement (Ping, 2013). Adequate exposure to a series of micro-teaching and major teaching practice exercises is expected to develop in the recipients, limitless capacity for a wide repertoire of pedagogical skills and techniques from which they can generate evolving strategies (Ersin, Atay, & Mede, 2020).

The Issue of First-Hand Exposure to Native Speakers' Environment

There is need for exchange programmes that will take the Nigerian pre-service English Language teachers to the midst of native speakers of English, a

somewhat equivalent of the French Immersion programmes of French Language students. They thereby master the native idioms as opposed to the adulterated versions being peddled by second language users. This would aid the proficiency of both the teachers and the students they will teach.

Study-abroad programmes help meet the challenges of maintaining stability in the world and address the need for experiential learning and increase job prospect for English-as-a-Second-Language teachers (Lindahl, Hansen-Thomas, Baecher, & Stewart, 2020). Though Wahyudi (2012) argues both ways, some advantages of being taught by native speakers of English pointed out are worthy of sending Nigerian pre-service English Language teachers abroad for. Among such advantages is access to native speaker teachers who have better proficiency; better explanation of cultural issues in the target language; and more flexibility for topic changes.

In the midst of native speakers, the Nigerian pre-service English Language teachers will encounter authentic speaking models. Non-availability of alternative to the use of the target language is an added opportunity to significantly improve on speech ability in the language (Moloney, 2011). Bringing native speakers as expatriate teachers to the classroom can also serve the purposes of study abroad arrangement (Wahyudi, 2012; Moloney, 2011). The presence of native speaker teachers can be a great boost to the enthusiasm of students in the learning of English Language and exposure to the correct pronunciation, appropriate expressions, common idioms and slang used in English which may not always be found in textbooks (Murtiana, 2011).

It is thus the conviction of this author that the teaching and learning of English Language will be greatly improved if pre-service teachers and their lecturers have opportunity to constantly interact with native speakers in their colleges or faculties as well as during educational visits to places where English is first language. If at the end of the training education programme such graduates are employed where they have constant interaction with one or two native speaker English Language specialists, the better for their easy mastery of the language and its pedagogy.

The Need to Extend English Language Teacher Education beyond Pre-service Years

English Language teachers begin their first few teaching years as novice teachers, often suffering from "reality shock", the realisation that there is a wide gap between the ideals learnt during training and what actually obtains in a real school setting (Voss, & Kunter, 2020). The cultures of their new work environments may be antithetical to the new and novel approaches they are bringing from their college programmes (Farrell, 2012). However, a mutually beneficial blend may be achieved if the new English Language teachers are put under the mentorship of

experienced teachers and the latter are encouraged to cultivate the habit of productive listening so as to help transform the new ideas from their mentees into workable strategies. But if the new teachers are left alone, the potential benefits in the new ideas may be lost to frustration resulting from reality shock. Teaching should not be a profession that abandons its young ones in a 'sink or swim' or 'trial by fire,' or 'boot camp' experience (Ada, Achor and Duguruyii, 2014).

It is, therefore, advisable that a sort of apprenticeship or mentoring is arranged for all novice English Language teachers which may last at least five years, but which may not necessarily be terminated if both mentors and mentees so desire. This will significantly improve the quality of English Language teaching and learning in Nigeria. This arrangement will serve as an extension of teacher education beyond the curriculum of teacher preparation institutions.

Many Nigerian teachers have little or no opportunity to upgrade their expertise through re-training (Ekpoh, Edet & Nkama, 2013). Their initial training of three or four years could not have adequately prepared them for many of the challenges of authentic classroom experience, either. Government policies recognise the need for constant retraining of teachers to meet the ever-changing demands of effective and efficient teaching of English Language. So, there should be increased access to high quality in-service development programmes.

The quality of in-service training of English Language teachers also impact greatly on the teaching and learning qualities of the subject and consequently the performance of students in English Language examinations. English Language teacher re-training must be a life-long process that constantly and consistently updates the teaching force (Garzon Artacho, Martínez, Ortega Martin, Marin Marin, & Gomez Garcia, 2020). The in-service training takes the forms of seminars, workshops, short courses, conferences and sandwich programmes. Ejima (2012) has, however, observed that such programmes organised in Nigeria for teachers are fraught with a lot of irregularities including the enrolment of directors and other senior officers at such programmes at the expense of teachers as well as enrolment of non-teachers in such programmes. This ugly trend portrays such programmes as often organised for financial gains.

There is significant difference in the *modus operandi* and quality of education of part-time programmes offered through Nigeria's higher education system in Nigeria despite being run by the same institutions (Agboola, & Okafor, 2017). This exposes the profiteering objectives of the part-time programmes. For example, Olasehinde-Williams' (n.d) findings show greater satisfaction the with quality of training programmes among full-time education students of the University of Ilorin than that of part-time students.

The findings of a study conducted by Akinwumi and Adeyanju in Ogun State show that there were no significant differences in sandwich and full-time NCE graduates' job-performance variable. An operational term in these findings,

it should be noted, is "significant". Differences were found between the two categories, though not statistically significant. Nothing expressed above negates the fact that people are sceptical about the potentials of part-time courses for adequate development of teachers.

Conclusion

This paper has made it clear that a lot still needs to be done concerning pre-service and in-service English Language teacher education programmes in Nigeria in order to increase their job efficacy and thereby significantly reduce the rate of mass failure recorded annually in the subject at all levels. This is against the backdrop of the acknowledgement in the National Policy on Education that no system of education may rise above the quality of its teachers. In fact, against all odds, if there is a significant improvement in the lesson deliveries of English Language teachers, a lot of other variables will fall in line and the nation will overcome the experience of perennial failure of our candidates in English Language examinations.

Recommendations

The following recommendations are, therefore, made:

1. English language teacher educators are to be kept abreast of developments in their areas of specialty;
2. Concerted efforts must be made through public-private partnership to adequately equip English Language teacher training departments with state-of-the-art equipment;
3. Services of a modest number of native speaker English specialists should be enlisted in English Language teacher preparation departments as well as lower levels of education so that both pre-service teachers and serving teachers may enjoy the privilege of native speaker models;
4. Highly subsidised exchange programmes with universities in countries where English Language is L1 should be arranged for pre-service English Language teachers;
5. The number of courses on micro-teaching needs to be increased to provide ample opportunities for all students to participate fully;
6. The teaching practice exercise of pre-service teachers should not be less than a full academic session at a stretch;
7. Special efforts should be made to get permanent teachers in schools more committed to collaborative monitoring and mentoring of student teachers posted to their schools;
8. Every factor that is fast turning in-service training programmes into mere formality for certificate upgrade without knowledge and expertise update should be eliminated;

9. New English language teachers should be kept under mentors for upward of five years or more to learn better on the job;
10. Promotion of English language teachers should not be a mass action any longer but based on successful performance in strict oral and practical examinations; and
11. The implementation of a special Teachers' Salary Scale needs to be made quickly so that the profession may attract the best of brains.

References

- Aduwa-Ogiegbaen, S.E., & Uwameiye, R. (2005). Analysis of Factors Influencing Negative Attitude toward Teacher Education in Nigeria. *Education*, 126(2), 292-303.
- Aduwa-Ogiegbaen, S.E., & Iyamu, E.O.S. (2005). Using information and communication technology in secondary schools in Nigeria. *Educational Technology & Society*, 8(1), 104-112.
- Agboola, J. O., & Okafor, C. J. Influence of Teachers' Mode of Training on the Academic Performance of Secondary School Students in Oredo Local Government of Edo State.
- Ahn, K. (2008). Teaching as one has been taught: The impact of teacher socialization on the implementation of English curricular reform. *English Teaching*, 63(3), 91-117.
- Akinbogun, S. P. (2018). Admission into real estate undergraduate education in Nigerian Universities: the clog in the wheel. *Property Management*, 36(3), 358-371.
- Akinwumi, S.F. and Adeyanju, H.I. (2011). A Post-Training Job Performance of Sandwich and Full-Time Nigeria Certificate in Education Graduates in Ogun State, Nigeria. *Pakistan Journal of Social Sciences*, 8(2), 94-99.
- Akpochafo, G. O. (2020). Factors Influencing Undergraduates' Choice of Teaching as a Career (FIT-Choice) in Nigeria. *International Journal of Education and Practice*, 8(1), 121-133.
- Ally, M. (2019). Competency profile of the digital and online teacher in future education. *International Review of Research in Open and Distributed Learning*, 20(2), 301-318.
- Alzebaree, Y., & Zebari, I. (2021). What makes an effective EFL teacher: High School Students' Perceptions. *The Asian ESP Journal*.
- Amhag, L., Hellström, L., & Stigmar, M. (2019). Teacher educators' use of digital tools and needs for digital competence in higher education. *Journal of Digital Learning in Teacher Education*, 35(4), 203-220.
- Bamgboṣe, A. (2019). A recurring decimal: English in language policy and planning. *The handbook of world Englishes*, 657-673.

- Buss, L. (2013). Pronunciation from the Perspective of Pre-service EFL Teachers: An Analysis of Internship Reports. In J. Levis & K. LeVelle (Eds.). *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference*. Aug. 2012. (pp. 255-264). Ames, IA: Iowa State University.
- Chien, C. W. (2019). Pre-service teachers' innovation on English activity designs and materials for young learners. *The Teacher Educator*, 54(1), 4-21.
- Ehusani, G. (2002). The Plight of Education and the Status of Teachers in Nigeria: Issues and Challenges. Paper presented at the Forum on Cost and Financing of Education in Nigeria organised by the Education Sector Analysis, Federal Ministry of Education at Sheraton Hotel, Abuja, September 18-19, 2002.
- Ejima, O.F. (2012). Teacher Professional Development in the 21st Century Nigeria: The Journey, the Potholes and the Patches. *Global Voice of Educators*, 1(1), 1:1-6.
- Ekpoh, U.I., Edet, A.O., & Nkama, V.I. (2013). Staff Development Programmes and Secondary School Teachers' Job Performance in Uyo Metropolis, Nigeria. *Journal of Education and Practice*, 4(12), 217-222.
- Ersin, P., Atay, D., & Mede, E. (2020). Boosting preservice teachers' competence and online teaching readiness through e-practicum during the COVID-19 outbreak. *International Journal of TESOL Studies*, 2(2), 112-124.
- Farrell, T.S.C. (2012). Novice-Service Language Teacher Development: Bridging the Gap between Pre-service and In-Service Education and Development. *TESOL Quarterly*, 46(3), 435-449
- Garzon Artacho, E., Martínez, T. S., Ortega Martin, J. L., Marin Marin, J. A., & Gomez Garcia, G. (2020). Teacher training in lifelong learning. The importance of digital competence in the encouragement of teaching innovation. *Sustainability*, 12(7), 2852.
- Gebhard, J. G. (2005). Twenty -Two Years Later: Reflections on the Value of the Doctoral Dissertation.
- Guinan, L. (2011). ICT Investment and e-Maturity Progression. A Case Study of a Midlands Community School. An MA dissertation submitted to the University of Limerick
- Gronn, P. (2013). Foreword. *Teacher Education and Pedagogy Theory, Policy and Practice* The Cambridge Teacher series. Michael Evans (Ed.) Cambridge: Cambridge University Press pp. ix-xiii
- Hinostroza, J. E. (2018). New challenges for ICT in education policies in developing countries: The need to account for the widespread use of ICT for teaching and learning outside the school. *ICT-Supported innovations in small countries and developing regions*, 99-119.

- Huang, S. F. (2011). *Applying 5E-learning Cycle Theory to Improve English Learning Outcome on E-Portfolio*. Unpublished master's thesis, National Central University, Taiwan.
- Knight, F.H. (1921), *Risk, Uncertainty and Profit*, Houghton Mifflin, New York, NY.
- Kolawole, C.O.O., Olatunji, S.O. & Akanbi, O.O (2015) Imperatives for Successful Implementation of English Language Curriculum in Nigerian Secondary Schools. In Olawale O. Moronkola, Clement O.O. Kolawole, Babatunde O. Asagba, Jonathan O. Osiki and Adebola Jayeoba (Eds.) *Educational Theory and Practice across Disciplines. Projecting beyond the 21st Century*. Pp. 53-70.
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID- 19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608-622.
- Lindahl, K., Hansen-Thomas, H., Baecher, L., & Stewart, M. A. (2020). Study abroad for critical multilingual language awareness development in teacher candidates.
- Liu, S.-H. (2012). A Multivariate Model of Factors Influencing Technology Use by Pre-service Teachers during Practice Teaching. *Educational Technology & Society*, 15(4), 137-149.
- Moloney, R. (2011). *Teaching and Learning Languages with a Native Speaker Assistant. A Teacher's Guide*, Sydney: The Association of Independent Schools of New South Wales Limited.
- Murtiana, R. (2011). Student's Perceptions of Native Speaker and Non-native Speaker Teachers: Implication for Teacher Education. Paper presented at the 5th International Seminar: Teacher Education in the Era of World Englishes, Satya Wacana Christian University, Salatiga, 21-22 November 2011. Published in the Proceeding, pp. 29-42.
- Nwosu, J. C. (2017). Strategies for professionalization of teaching in Nigeria and the role of teachers registration council of Nigeria (TRCN). *International Journal of Humanities and Social Science Invention*, 6(5), 55-61.
- Oboko, U. (2018). Sound-letter Non-Correspondence Vis-a-vis Deviation in Spoken English among Secondary School Students in Nnewi Educational Zone. *International Journal of Social Sciences and English Literature*, 2, 20-26.
- Ogunnaike, J., & Adenuga, F. T. English Language: An imperative tool for ethno-linguistic and cultural unity in Nigeria. *Journal of African Studies and Sustainable Development*, 3(3), 1-19.
- Oke, A., & Fernandes, F. A. P. (2020). Innovations in teaching and learning: Exploring the perceptions of the education sector on the 4th industrial

- revolution (4IR). *Journal of Open Innovation: Technology, Market, and Complexity*, 6(2), 31.
- Olaschinde-Williams, O. (n.d.). Students' Perceptions of Full-Time and Part-Time Education Programmes in the University of Ilorin. Retrieved on 6th August, 2014 from www.unilorin.edu.ng/.../Students'%20Perceptions%20of%20Full-Time%20Education%20Programmes%20in%20the%20University%20of%20Ilorin
- Olatunji, S.O. (2011). Effects of Senior Secondary School Students' Home Video and Cyber Sub-cultures on their Reading Habits in a Southwestern Nigerian City. *International Journal of Basic Education (IJOBED)* 1(1), 146-154.
- Owusu, A. and Brown, M. (2014). Teaching Practice Supervision as Quality Assurance Tool in Teacher Preparation: Views of Trainee Teachers about Supervisors in University of Cape Coast. *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)* 2(5), 25-36.
- Oyekanmi, J. O., & Abijo, J. A. (2017). Skipping English Language Lessons and Its Effect on Senior Secondary School Students in Imo State, Nigeria. *AFRREV LALIGENS: An International Journal of Language, Literature and Gender Studies*, 6(1), 101-111.
- Ozowuba, G. U. (2018). *Relationship between English proficiency and academic achievement of Nigerian secondary school students* (Doctoral dissertation, Walden University).
- Saleh, S. E. (2019). Critical thinking as a 21st century skill: conceptions, implementation and challenges in the EFL classroom. *European Journal of Foreign Language Teaching*, 4(1), 1-16.
- Samu, B. (2020). Teaching practice in pre-service language teacher education: challenges of the transition from face-to-face to online lessons. In *10th International Conference The Future of Education. Conference Proceedings* (pp. 602-608).
- Sarode, R. D. (2018). Teaching strategies, styles and qualities of a teacher: a review for valuable higher education. *Current Engineering and Scientific Research (IJCESR 2018)*, 57-62.
- Smith, A. (1970). *The Wealth of Nations*, edited with an introduction by Andrew Skinner (1st Ed., 1776), Penguin, Harmondsworth
- Timothy, D., & Essien, A. (2018). English Language components preference of students in Calabar, Cross River State, Nigeria: Implications for Teaching English as a second language. *Prestige Journal of Education*, 1(1), 40-49.
- Uwen, G. S. O., Bassey, V. O., & Nta, E. G. (2020). Emerging Sociolinguistic Teaching Trends of English as a First Language in Nigeria. *International Journal of Language Education*, 4(3), 398-407.
- Voss, T., & Kunter, M. (2020). "Reality shock" of beginning teachers? Changes in teacher candidates' emotional exhaustion and constructivist-oriented beliefs. *Journal of Teacher Education*, 71(3), 292-306.

- Wambugu, P., Barmao, A. and Ng'eno. J. (2013). Student Teachers' Perceptions of Teaching Practice Assessment in Egerton University, Kenya. *Education Journal*. 2:4:169-175. doi: 10.11648/j.edu.20130204.20
- Wahyudi, R. (2012). Native English Speaker Teachers (NESTs) versus Non Native English Speaker Teachers (NNESTs) in TESOL. Paper presented at The 4 NELTAL Conference, March 31, 2012. The State University of Malang pp. 1-9
- Xu, M., Liu, X., & Ye, C. (2020, August). A Collaborative Model of Blended Learning for the Cultivation of Qualified Pre-Service English Teachers. In *2020 International Symposium on Educational Technology (ISET)* (pp. 219-223). IEEE.
- Yusuf, M. A., Afolabi. F. O. and Oyetayo, M.O. (2014). Professionalization of Teaching through Functional Teacher Education in Nigeria. *European Scientific Journal*, 10(4), 107-118.
- Zhuo, Y. F. (2010). *Attitudes and responses to English writing E-portfolios of sixth-graders in Taiwan*. Unpublished master's thesis, National Kaohsiung Normal University, Kaohsiung, Taiwan