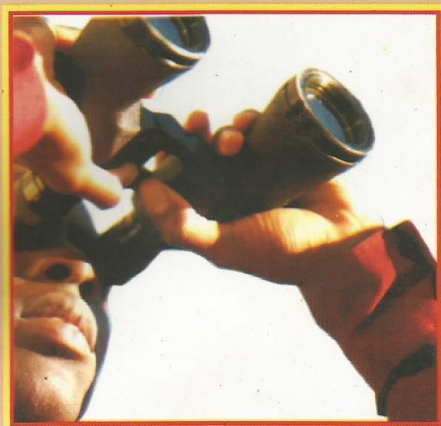




**Education in Nigeria:
LOOKING BEYOND
THE 21ST CENTURY**
A BOOK OF READING

Edited by

Kolawole C.O.O., Bagudo A.A., Moronkola O.A.,
Akinkuotu A.O., Babarinde S.A.,
Ojedokun I.M. & Meroyi S.I.

This book contains thirty-two well-researched and well-written chapters on issues that are central to moving education beyond the 21st century in Nigeria.

The chapters were put together in honour of a very special and distinguished academic, Prof Oluremi Ayodele-Bamisaie to mark her 65 birthday. The editors would like to thank those who responded to our calls for contributions to this important book.

The Editors



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In Honour of
Professor Oluremi - Ayodele Bamisaiye

© Department of Teacher Education,
Faculty of Education, University of Ibadan (2016)

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Preface

It never took us a long time to come up with the idea to put this book together in honour of a very distinguished scholar, an excellent manager of both human and material resources, a practising daughter of Zion and a mother in Israel par excellence to mark an important landmark in her life and carrier - her sixty-fifth birthday. This thirty-one chapter book contains articles written by her former students, colleagues and admirers and covers her areas of interest - philosophy of education, language and general education.

The opening chapter by Emeritus Professor, Obanya is a masterpiece and covers issues that are relevant to moving education in Nigeria beyond the 21st Century if we truly believe in and want to use education, in its finest form, to drive national development in the country. The chapter is followed by papers in philosophy of education written by four scholars in that area. Each of the chapters discusses various aspect of the important field of knowledge in education. These four chapters are closely followed by contributions from the field of social work where writers methodically outlined the major concern of social work. Of particular interest is the chapter written on forgiveness and how tuberculosis can be permanently decapitated.

Two chapters on quality and quantity of higher education in Nigeria and preparing educators for quality teaching raised some issues that are central to ensuring that the twin idea of quality and quality is achieved in our educational system now and beyond the 21st Century. Three other chapters on teachers, students and textbooks misconceptions in mathematics, making a case for a shift in science education research focus in Nigeria and a report of impact of doctoral research findings on secondary school teachers' classroom practices in southwest, Nigeria - a challenge for education in Nigeria beyond the 21st century draw attention to areas where

changes are urgently needed in our quest for move education forward in Nigeria.

The use of ICT in teacher preparation and deployment in education received attention in the two chapters that address the contributions of Edmodo and the flipped strategy in the Nigeria classroom and the need to develop teachers' competences on pedagogical use of ICT. Similarly, the chapters on activating the school, home and child-related factors in the holistic development of the child and the need to improve teachers and parents knowledge and attitudes toward effective assessment also open our eyes to other important areas which were not addressed in education by other chapters. Two other chapters on planning and presenting the lesson: hints for teacher-training during teaching practice and teachers professional development programmes in Imo State raise issues that need to be addressed in teacher preparation in the 21st century and beyond.

Attention has also been paid to the need to use education to address the depravity we currently face in the way we handle our climate and what we need to do in order to improve the performance of our students in physics in the school system. While Two Chapters draw our attention to the field of special education one chapter discusses the security problems in Nigeria. One chapter is on distress of dissertation writing in the university another chapter makes a case for health education in the school system. Lastly, the chapters on the educative face of Yoruba satirical genres, towards sustainable university education in Nigeria, achieving sustainable development in Nigerian higher education institutions and a projection beyond the 21st century on the preparation of English language teacher education in Nigeria contain lucid discussions on salient matters that education has to address.

There is no doubt that each of the chapters in the book has been painstakingly written to help readers understand salient issues that affect education in Nigeria and that need to be carefully handled

in order to make Nigerian education relevant and functional now and beyond the 21st Century. We, therefore, wholeheartedly commit the book to readers for their enjoyment.

Prof M. K. Akinson,
Dean, Faculty of Education

Prof J. O. Ajiboye,
Head, Department of Teacher Education

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English Language Teacher Education in Nigeria: Projecting beyond the 21st Century

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Introduction

The popular saying, "to fail to prepare is to prepare to fail" is an ever true universal dictum. Even successive Nigerian governments, military and civilian alike (sometimes described as "clueless" by many of the governed), have demonstrated their acknowledgement of the truism of the all-important principle of success by coming up with Vision 2000, Vision 2010, Vision 2020, Education for All by the Year 2000. The sincerity of those at the helms of political affairs in implementing highlighted practical steps towards the attainments of stated lofty goals of such visions has always been the major bane of successful implementation. The obvious lack of political will has been detected in deliberate use of "vague and effeminate" phraseologies" (Emenanjo, 1996) and non-existence of required implementation tools and necessary monitoring mechanisms (Ogunyinka, Okeke and Adedoyin, 2015).

The foregoing presents a gloomy picture of Nigeria's prospects of measuring up with other nations in terms of achievement of development plans made at both national and universal levels. This is substantiated by the World Bank report that

scores Nigerian graduates low in comparison with their counterparts from other countries (Aduwa-Ogiegbaen and Iyamu, 2006). A nation that fails to implement the steps recommended for the attainments of her lofty goals cannot fare better than that which has no goals at all. The two nations would consequently lag behind in the comity of nations that constitute the progressively shrinking global village.

English Language teacher education is unarguably one of the areas of national life in which Nigeria needs to go into serious self-appraisal to determine where she stands in comparison with other nations of the world that need the language as much as she does and project into the future. English Language is the school subject offered to students to make them grounded enough for expected functional competence and performance in the English language, the language of virtually every aspect of national and regional activity. It is the language of administration, legislation, judiciary, commerce, formal education, national broadcasts, and international relations, among several other activities that are paramount to national, regional and individual development in the country. Thus a credit pass in English Language is compulsory for admission to enroll in any degree programme, be it in the Arts, Social Sciences, Sciences or Engineering. It is also the only subject that appears every day on the timetable at the primary and secondary school levels. These and others underscore the importance of the subject in the Nigerian life.

The mass failure recorded yearly in English Language examinations at various levels, however, shows that enough is not being done to take the teaching and learning of the subject to expected heights of seriousness and results. It is undeniable that several factors determine students' mastery of any subject, English Language inclusive. Among the factors are those pertaining to the students themselves, their teachers, their parents and home environments, the schools and the government. It is also noteworthy that there are several variables associated with each of the afore-

listed stakeholders and participants in the students' success or otherwise in English Language examinations.

The teacher, however, stands out as the most crucial determiner of students' mastery of a subject. The teacher of English Language is the adult who possesses a commendable level of content knowledge and pedagogic skills to facilitate students' understanding and mastery of the subject. The competent teacher selects appropriate language learning contents, sequences them from simple to complex and known to unknown with expertise and employs a series of psychological gimmicks to stimulate interest in the subject in even the most disinterested student. This certainly is beyond the erroneous conception of teaching as what anybody does or can do (Dada, 1999; Kolawole, 2013).

The importance of English Language Teacher education in Nigeria derives from the importance of the subject as well as the professionalisation of teaching. The National Policy on Education recognises the importance of teacher development and states that "no education system may rise above the quality of its teachers" (FGN, 2004:33). If the teacher of English Language wields such influence on the quality of students' achievement in the subject, then a critical look at what the language teacher education in Nigeria is, where it is supposed to be in the light of global developments, where it should be prepared for in consonance with projected demands of the next century cannot be ignored without grievous consequences. The *National Policy on Education* (2004), therefore, states among other objectives that teacher education is to:

- further encourage the spirit of enquiry and creativity in teachers; and
- provide teachers with the intellectual and professional backgrounds adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world

These two objectives recognise the need for the Nigerian teacher to keep abreast of the cutting edge professional practices at the global level, get ready for prospective challenges of this century and prepare a solid ground for future generations to manage the pedagogic demands of their centuries. If the Nigerian teacher is to live up to this expectation, it is the pre-service and in-service teacher education programmes that are the instruments. There is thus an urgent and serious need to take a critical look at how these programmes have fared in the country.

English Language Teacher Education in Nigeria: the Current Comparative Realities

As a result of increasing challenges to effective and efficient language teaching occasioned by new educational, economic, political, professional developments and other factors, the stake of entry into the teaching profession has been raised at various times in Nigeria from the time of employment of Standard Six holders to the period of Teachers Grade III, Grade II, and Associateship Certificate in Education (ACE). The Nigeria Certificate in Education was declared the minimum entry requirement for teaching in Nigerian schools (Faniran and Olatunji, 2011). Though not yet a definite government pronouncement, a Bachelor's Degree is fast becoming the minimum in actual practice because many teachers that were employed with NCE have proceeded to acquire the first degree through in-service education and many are still on such programmes currently.

There are ample opportunities or professional development for teachers generally, English Language teachers inclusive, in Nigeria. Graduates without teacher education backgrounds have the advantage of postgraduate diploma in education. They were actually mandated to acquire teaching certificates by 1996 to retain their positions (Araromi and Adeyoju, 1996; Faniran and Olatunji, 2011). All English Language teachers that so desire can enroll in part-time

studies up to the doctorate degree level to update their knowledge and sharpen their professional skills. But as observed by Olatunji (2015), the English Language teaching staff development programmes (pre-service and in-service alike) do not seem to have any noticeable positive effect on students' performance in public examinations. A random but critical consideration of some observation of deficiencies in the teacher education and development programmes in the light of global practices, especially in advanced countries of the world, would be of help in charting the right course for English Language teacher development programmes that will be relevant and adequate beyond the 21st Century. How that is to be done is examined in other part of the paper.

One of the major areas of global developments in language teaching and learning that Nigeria needs to keep abreast of is in the exploitation of the immense benefits afforded by information and communication technology (ICT). The ICT software that can significantly increase the effectiveness of a language teacher's endeavour includes Microsoft PowerPoint, Adobe Photoshop, Corel Draw, Picasa, and many more. But more importance should be attached to developing teachers' intellectual capabilities and skills to use ICT effectively than merely make them available and accessible (Makinde, Makinde and Shorunke, 2013).

As at 2007 when 80 percent of children in the western world were enjoying unhindered access to computers at home, the Nigerian children that had some degrees of access to similar facilities were less than 10 percent. In fact, at that time, the first public school to enjoy the supply of computer systems in Oyo State (Ikolaba Senior Secondary School, Ibadan) got only six systems on 9th May, 2007 (Olatunji, 2010). It is thus obvious that Nigeria is far behind others in the application of ICT to teaching and learning generally and language teaching and learning in particular.

Adeniyi (2007) observes that most Nigerian teachers are not ICT-complaint while teachers as a terrible hindrance to ICT use in our schools while Lai (2004) remarked ahead to assert that teachers in the arts, and languages are the greatest sufferers of cyber phobia. Grobe' (1984) blames deficient teacher preparation programmes for the teachers' computer anxiety.

In 1988, the Nigerian government issued the National Policy on Computer Education and promulgated Decree 43 of 1993 establishing the Computer Professional Registration Council of Nigeria under the umbrella of the Computer Association of Nigeria (Adeniyi, 1990; Ibode, 2004). Basic ICT skills and capabilities were made part of the National Minimum Standards for Teacher Education, and its inclusion in the school curriculum has been advocated (Johnson, 2006). Consequently, the Teachers Registration Council of Nigeria dedicated the year 2006 to ICT education to teachers. (Johnson, 2006; Gbadamosi, 2006). The Committee on Computer Literacy was to, among other related functions; ensure a computer-literate society in Nigeria by the mid-1990s (Abimbade, 1997). However, in 2006, Nigeria ranked 90th out of 115 countries worldwide and 13th in Africa behind Gambia, Namibia and Tunisia in the implementation of policy statements on ICT education (Adeyeye, 2006).

Rahimi and Yadollahi (2012) trace the developmental stages of CALL to:

- The Behaviourist CALL Phase which started in the 1950s and was implemented through 1960s and 1970s. The computer was then a tutor presenting drill practice, grammatical explanation and translation exercises with no interactive feedback.
- The Communicative CALL Phase which spanned 1970s through 1980s, recognized language learning as a creative process and thus employed the computer as both tutor and stimulus to allow learners to exercise

control, choice and interaction while engaged in skill practice in non-drill formats like language games, reading, and text reconstruction.

- The integrative CALL Phase (The current phase) based on the socio-cognitive theory which attaches a great importance to authentic use of language in meaningful contexts. Emphasis is placed on integration of each skill by means of multimedia of networked computers with a good combination of text, graphics, sound, animation and videos.

A pertinent question at this juncture is, "at which of the identified stages is Nigeria currently operating?" One who is very well informed about what goes on in a typical English Language class in a typical Nigerian school can safely conclude that the teachers of the language are yet to start working in the reality of the 21st Century language pedagogic practices of their counterparts in other countries. The computer literacy contents of English Language teacher education programmes in Nigerian universities are grossly deficient in both quantity and quality (Olatunji, 2011).

In comparison with best practices in other countries, Nigeria's procedures for entry into teacher education programmes, the teacher education process itself as well as the entry requirements into the teaching profession have been variously faulted. English Language teacher education programmes are no exemption from this rule. This is because it is candidates rejected by other faculties that usually find their ways into English Language teacher education programme, just as in all other education courses (Aduwa-Ogiegbaen and Uwameiye, 2005; Osunde and Izevbigie, 2006). Obemeata (1996), too, agrees that most rarely would any of the best materials opt for teacher education programmes in Nigeria. In addition to this, supervised teaching practice exercises that are supposed to be sacrosanct are taken with levity and accorded too

short portion of the teacher education programmes. A maximum of twelve weeks divided into two academic sessions cannot be enough to expose the language teachers to many types of challenges they are being prepared to face if they are eventually fortunate enough to graduate and be offered teaching appointment.

English Language teacher education students are usually no longer required to stay in their schools of practical teaching because they need to attend lectures along with non-education colleagues in their cognate faculties and departments. The other university departments cannot wait for the education students to round off their six-week supervised teaching exercise, neither would they agree to go over whatever must have been taught while the education students were on teaching practice. So the English Language teacher education students are left with no other option than to shuttle between their schools of teaching practice and their lectures in the universities, and even at times, alternate attendance at their cognate departments and the schools of practice teaching. It is very much doubtful that there is any other country in this twenty-first Century where pre-service practical teaching exercises are so choked up with competing academic endeavours. This means that Nigeria is not yet participatory in the 21st Century global realities in this area of language teacher education.

Recruitment into the teaching profession in Nigeria is very far behind current practices in countries that have the culture of excellence. Kolawole (2013) points out that in Georgia, a prospective entrant into the teaching profession must have completed a two-year course in content area (English Language, in the context of this study) with a minimum of 2.75 CGPA, secured a positive recommendation from a reputed member of society, scaled through a background check carried out on him or her to confirm his/her moral uprightness and social maturity before being certified by the National Council for the Accreditation of Teacher Education.

In the Nigerian scenario, students of English Language teacher education, like their counterparts for other subjects, combine their cognate faculties' lectures with teacher preparation lectures from the first days of their university education till the end. This thus creates room for distractions, unlike in the American system where the students are either fully concentrating on the mastery of their teaching subjects for two full academic sessions or busy with unbroken sessions of acquiring appropriate pedagogic skills.

The other gate-keeping measures put in place to further screen teacher education graduates in the United States are non-existent in Nigeria. This means a Nigerian graduate of teacher education in English Language, after spending four years of teaching English Language and education courses goes straight into schools, all other things being equal. Even the certification by the Teachers Registration Council of Nigeria (the Nigerian version of the American National Council for the Accreditation of Teacher Education) is yet to be made a compulsory entry requirement into teaching in Nigeria. Thus, to expect the same level of conscious commitment to the business of teaching from a Nigerian teacher of English Language as an American counterpart would be most unfair and unrealistic.

New entrants into the teaching profession are not left to their own devices in developed countries as being done in Nigeria. In-service education starts right from the day of first appointment. In the United States of America, for example, people in their first few years of teaching are mentored and monitored seriously before those that demonstrate acceptable degrees of promise are certified (Kolawole, 2013). Nigerian teachers, on the other hands, enjoy permanent immunity and mass promotion exercises throughout their occupational tenures without any being subjected to any serious professional check-up for sustained competence and enthusiasm. The implication of this for English Language teachers in

Nigeria is that even when their long-held principles and practices are absolutely obsolete, they still have their jobs and promotion without any push to update and upgrade their professional competence. Such a language teaching workforce would thus fail to prepare the necessary ground for relevance throughout the present century, talk more of being compliant with the next.

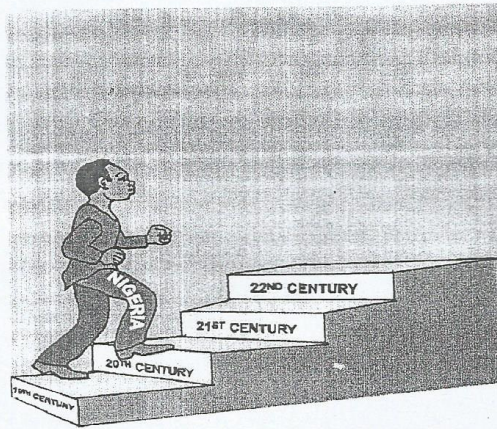
In other countries, features of post-modernism such as learner-centred constructivism, subjectivism, relativism, localism, and pragmatism are being applied in English Language teaching. Through post-modernist outlook, English Language teachers transcend methods to embrace the importance of styles and strategies, multiple intelligences, chaos/complexity theory, and critical theory (Pishghadam, 2008). But though such approaches to English Language teaching have, at one time or the other, been experimented with by candidates as parts of postgraduate programmes, the obsolete chalk-and-talk methods of teaching the subject has persisted (Aduwa-Ogiegbaen and Iyamu, 2006). One then wonders where such graduate students drop, after graduation, the postmodernist strategies that produced laudable results for them during their pre-service education. This is a serious indictment on the affective domain of such English Language teacher education programmes because one would expect the proven strategies to filter into the education system as the graduates are absorbed into the teaching profession. But it is reasonable to assert that lessons from such experiments are abandoned as soon as the project reports are approved and submitted for the award of the targeted degrees.

Approaches, methods and strategies for teaching and learning of English are ever-evolving in response to changing spirits of successive dispensations such as the agricultural, the industrial, the information sciences, and the current knowledge economy eras are characterized variously by recitation and duplication of teachers' knowledge, the audio-lingual method (ALM), the direct method (DM), the eclectic method, and others (Han-Kwang, 2012;

Masouleh, 2012). Celce-Murcia () also identifies the pre-twentieth-century trends, early and mid-twentieth-century, and the post-methods era of which features identified include the direct method, the grammar-translation approach, the reform movement of 1886, the reading approach, the audiolingual approach, the oral-situational approach, the cognitive approach, the affective-humanistic approach, the comprehension-based approach, the communicative approach, designer methods of the 1970s and the 1980s, *Silent Way*, *Community Language Learning*, and others respectively. But strategies that will empower learners to acquire linguistic knowledge that will be relevant to the present needs and envisage future challenges and applications are advocated. If otherwise, the students cannot be a good bridge between English Language teaching and learning in the present century and the subsequent ones. Liu (2004) thus emphasises the need for language teachers to have a good sense of historical developments in the area of language pedagogy from the methods era to the post-methods dispensation in order to make well informed pedagogic decisions.

It is noteworthy that advances in language pedagogy in other countries have reached a level in which language teachers are being desensitised from adopting methods of teaching but encouraged to embrace "principled pragmatism" which, according to Kumaravadivelu (1994:30), differs from the long advocated eclecticism. Principled pragmatism is said to be more effective than eclecticism in overcoming the limitations of any particular method. While the advanced countries have transcended the level of engaging the questions of which method or combination of methods would be most appropriate to a particular language learning situation and have reached a "postmethod era", a typical Nigerian teacher of English Language is yet to master the different language teaching methods advocated since the 20th Century. The average Nigerian teacher of English Language seems to be unaware of the assertion by and other scholars that "the traditional idea of method

reduces experienced teachers to the state of mindless robots programmed to carry out the methodological suggestions" (Masouleh, 2012:72). The status of a typical Nigerian teacher of English Language as regards mastery language pedagogical principles and practices can thus be aptly illustrated thus:



The Spatial State of English Language Teacher Education in Nigeria in Graphics

Nigerian teachers of English Language have arguably gone beyond the pedagogic practices introduced with the advent of western education in the 19th Century. They have been acquainted with a number of strategies advocated in the 20th Century but are yet to master such. This means the journey to the 21st Century is yet to commence as far as the adoption of the best practices of the century are concerned. Liu's (2004) observation that the recognition, acceptance and effectiveness of the various approaches and methods have been tied to different times in human history is

instructive that any nation that has failed to move with the tide of language pedagogy developments up to the present dispensation has a much longer way to go in order catch up with the others as they enter the 22nd Century with improved approaches to language teaching and learning. The approaches and methods that produced results about a century ago cannot be expected to achieve the same feat as in the present dispensation, not to talk of the future.

The far-behind status of the Nigerian teacher of English is made more obvious as he/she is measured against the fifteen characteristics of a 21st century teacher identified by Palmer (2015). The teacher, according to her, is one who (1) provides learner-centered classrooms and personalised instructions (2) helps students become producers (3) consistently learns the uses of new technologies (4) goes global by using available tools to communicate with colleagues worldwide (5) is smart and uses smart phones and encourage students to do likewise effectively (6) blogs and facilitate students' writing for a real audience and assists learners in creating good digital presence (7) goes digital by organizing teaching resources and activities on personal website and integrating technology, sharing links and offering digital discussions with and among learners (8) collaborates with fellow teachers and students to make classroom activities resemble the real world (9) uses twitter chats to disseminate research and ideas, and stay current with issues and updates in the field (10) connects with significant others via the social media (11) encourages learners to develop their own driving questions, conduct their research, contact experts through project-based learning (12) builds positive digital footprint by serving as a role model in professional online behaviour model to learners (13) codes efficiently on the computer (14) is innovative enough to try new strategies (15) keeps learning new things with fun

That most Nigerian teachers of English Language are found grossly wanting in not less than twelve of the afore-mentioned

characteristics of the 21st Century teacher has been copiously documented. That this deficiency is a reflection of what goes into the language teacher education programme in the country is also well known. A serious question then is, if the teachers do not yet belong to the century in which they operate, how can they develop next-century-compliant successors?

The Nigerian teacher of English Language needs to rise above "methods and monolithic pedagogies (that) are features of colonialism" (Banegas, 2014:15). Post-method pedagogy must be incorporated into English Language teacher education curriculum to liberate pre-service and in-service teachers from the shackles of non-innovative "teach the way you are taught" strait-jacket that results in the production of disinterested and dread-enslaved language learners. But if this is not done, post-method perspectives will create more problems than solutions in the realm of language pedagogy (Khatib and Fat'hi, 2012).

Nsamenang and Tchombe (2011:7) describe Africa's teachers as "superficially educated into the *received* knowledge and cognitive values of their colonial masters" and "have mainly been able to disseminate the fragmented bits and pieces of that education." The English Language teachers that would prepare Nigeria for the challenges of the next century must learn both to globalise and glocalise. They need to imbibe global practices and also theorise and come up with strategies that are tailor-made for the peculiarities of the typical Nigerian child.

It is a well known fact that successive Nigerian governments have consistently ignored UNESCO's recommendation that at least 26% of annual budgets of developing countries should be for education (Oseni, 2012; Ejiogu, Okezie and Nwosu, 2013; Akanbi, 2014). There is no gainsaying the imperative of adequate funding for effective pre-service and in-service education for teachers. It has been variously reported, too, that, a large chunk of budgetary allocations to education usually go into private bank accounts of the

people saddled with the responsibility of funds disbursements. Therefore, the monetary resources left for the education industry generally are always too lean to make desired impacts (Gotep, 2013; Balogun, 2015). Thus the various teacher education programmes mounted by Nigerian institutions are grossly under-equipped (Kolawole, 2013). Little wonder, then, that the teacher education products are far behind their counterparts worldwide.

Beyond the 21st Century

English Language teaching has been observed to be one of the fastest-growing professions and this places a progressively higher demand on providers of pre-service and in-service language teacher education (Jackson, 2015). In ensuring that English Language teacher education in Nigerian is made pro-active enough for relevance beyond the 21st Century, the following from Kumaravadivelu (2001) should be adhered to by the post-method teacher educators:

- Helping student teachers recognise the inequalities of the current teacher education programmes that treat teacher educator as producers of knowledge and student teachers as consumers of knowledge
- Enabling student teachers to articulate their beliefs, assumptions and knowledge about language learning and teaching and share them with other prospective teachers in class
- Encouraging student teachers to think critically to relate their personal knowledge to the professional knowledge they are being exposed to
- Creating situations for student teachers to acquire basic skills and helping them to hypothesize principles for their practice; that is, teaching them how to construct a theory from their practice
- Conducting research with rather on their student teachers

- Pointing out the strength and the weaknesses of the professional knowledge and helping them how to localize this knowledge according to their learning/teaching context

As the above conditions are put in place in the Nigerian teacher education curricula, the emergent teachers will transcend the current status of mere practitioners to become self-directed theorizers, constructing their own theory of practice (Tasnimi, 2014) and as this happens continuously, the proactive mentality will be sustained through subsequent centuries. There will, therefore, not be any case of obsolete theories or pedagogic practices.

Conclusion

It has been made clear that English Language teacher education in Nigeria, both pre-service and in-service modes, is not in a shape good enough to take the country to the next century without horrific deficits and inability to compete with other nations. Drastic measures thus have to be taken to revamp the teacher education system.

Recommendations

If English Language teacher education in Nigeria is to be relevant to current demands and be ready for the challenges of the coming centuries, the following measures must be taken:

1. Institutions saddled with English language teacher education should be adequately funded.
2. Teacher educators in the institutions should be sent on frequent refresher courses both within and outside the country, most especially to native speakers' environments so as to upgrade their content knowledge and pedagogic skills.
3. Research on language pedagogy should be made top priority so that the teachers of English Language may be well equipped for effective and efficient discharge of their duties.

4. The practice teaching exercise for pre-service teachers should be significantly extended, perhaps up to a session at a stretch.
5. Serious mentorship schemes for newly employed language teachers should be put in place as a good means of further training.
6. The Teachers Registration Council of Nigeria should be further empowered to ensure that no inadequately certified person is allowed to practice language pedagogy.
7. Government must increase budgetary allocations to education up to 26% of annual budget and ensure close monitoring of disbursements.

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