

**Language Teacher Education in Nigeria and Knowledge  
Base in the 21<sup>st</sup> Century: Models, Challenges and A  
Proposal**

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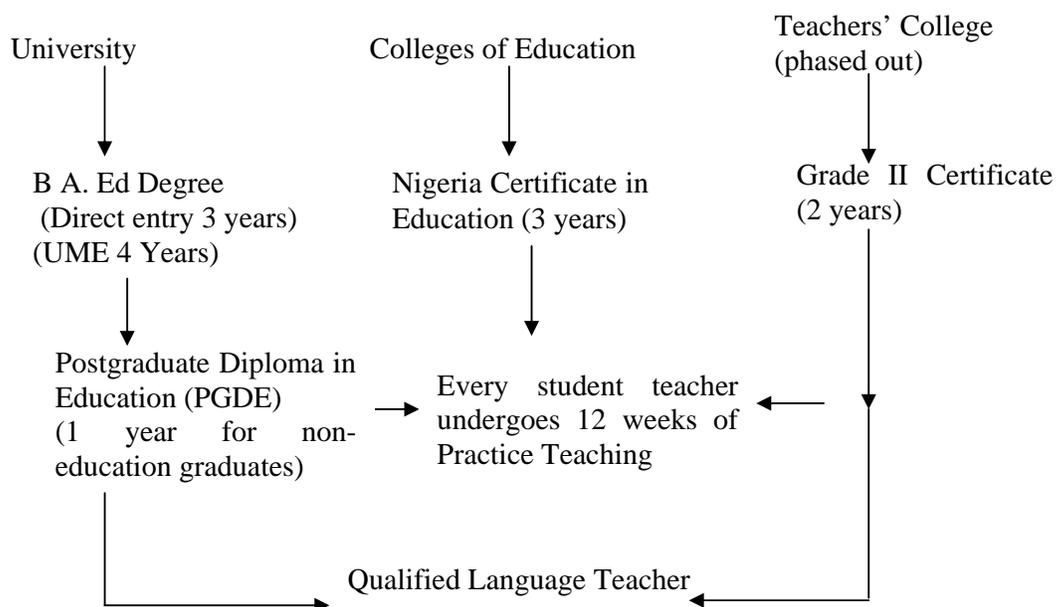
## **Abstract**

*The paramount importance of balanced subject and pedagogical knowledge as a prerequisite in developing competent language teacher educational programme is not contentious. Researchers have suggested that efficient language teacher programme is one hinged on developing in teacher-trainees purposeful competencies that will enable them to engender in their students acquisition of knowledge, values, skills, attitudes, problem solving, fluency, and creativity. The Nigerian National Policy on Education (NPE, 2004) clearly acknowledges the need to establish these priorities when it confirms that the purpose of teacher education is to provide teacher-trainees with intellectual and professional background adequate for their assignment and make them adaptable to the changing societal needs and aspirations. The problem is that the system fails to recognize the intricate balance between explicit subject linguistic theory and pedagogic competence. A way towards a balance is proposed in this study. Using a simple descriptive survey research, the study utilized four universities from the Western states of Nigeria. Out of the total sample two were federal universities and two were state universities. Also sixty teachers and hundred students were randomly selected for the study. The major instruments used were two questionnaires administered to teachers and students. The questionnaire sought information regarding coverage of content, relevance of content, learnability, integration, balance attitude, materials in use etc. The respondents were also interviewed for additional information and clarification of the instruments. Reliability coefficients ranged from 0.75 to 0.90. Results were analysed using frequency count of the responses and Chi-square. Results confirmed that the respondents complained of imbalance between subjects and pedagogical knowledge base while majority of the respondents agreed that they do not have enough subject content. They are also of the view that the workload in education is too much. They concurred that the training of a professional language educator demands both subject mastery and pedagogy. The real challenge they noted is the disproportionate distribution of content area and pedagogy in favour of professionalism. The study therefore recommended amongst others, that attempts should be made to overhaul the language teacher training programme in Nigeria for the enhancement of practice. Furthermore, the re-evaluation of all educational components was called into play, for the purposes which are germane to competent language teacher preparation. The length of training was deemed to be rather too short as the current four year programme will not allow comprehensive coverage of content. Maybe there would be need for a shift from four to five years, so that teachers would have enough of subject content and pedagogic competence. Within this framework, a conceptual shift towards a “concurrent eclectic” model of language teacher education is proposed.*

## INTRODUCTION

General studies, pedagogy, instruction, curriculum and subject mastery of teachers are inextricably connected in teacher education. As an agency of ideation and socialization, education of teachers cannot be divorced from the pressing issue of development, sustainability and social change. Teacher preparation programme therefore serves to provide the trainees with adequate societal orientations, values, ethics, attitudes, skills and creativity etc. Potentially, thus, the role of teacher education ranges from initiation to adaptation in both normative and institutional dimensions. This paper is concerned with the issue of models and challenges of language teacher education and knowledge base in a developing country like Nigeria.

The Nigerian National Policy on Education (NPE, 2004: 57d) clearly acknowledges the need to establish its priorities when it expressly purports that, “the purpose of teacher education is to provide teacher trainees with both intellectual and professional background 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.” In pursuance of these objectives, the NPE boldly states that “all teachers in educational institutions shall be professionally trained”. To ensure this, the policy document recognizes the following institutions as centers for professional training of teachers in Nigeria; Colleges of Education, Institutes of Education, Faculties of Education, National Teachers’ Institute and Schools of Education in Polytechnics (Alani 2000). The structure can be summarized thus:



**Source:** Adapted from Sotonwa, 1998:7

Language education in Nigeria entails giving specialized training to students towards certification. The two basic questions which the language teacher in training asks himself are (i) what will I teach as a language teacher? and (ii) how am I supposed to teach it in a situated context? Consequently this training period exposes teachers in training to:

**Summary of Overall Units in Content and Pedagogy in Education/English Years 1-4**

Courses	Year I	Year II	Year III	Year IV	Total (units)
Education	4	21	16	22	63
English	12	12	12	12	48
General Studies	4	4	4	-	12
Electives	12	6	6	-	24
Practice Teaching	-	-	3	3	6

For further details see also Appendix I

One of the most poignant criticisms leveled at Language Teacher Education Programme in Nigerian Universities is that although it serves as an essential fillip in professional training and practice, it has the paradoxical peculiarity of uneven balance reflecting pedagogic-driven paradigm at the expense of content mastery. Critics have expressed opinions on the need to strike a balance between knowledge for scholarship and knowledge for skilled craft requiring years of apprenticeship (Bestor 2000; Asiku 1987; Adekoya 2000). In this perspective, Adegoke (2003) asserts that balance neither implies midpoint nor connotes unprofessional lopsidedness. Rather he argued for a balanced competency based teacher education programme as a panacea for coping with the challenges of the 21<sup>st</sup> century in terms of:

- i. General education (communication skills, personal relation skills, general studies, team work and genetic skills)
- ii. Educational sciences (the foundations, curriculum and instruction, management disciplines theory to guide practice)
- iii. Specialised subject matter (content of specific teaching subjects e.g. French, English, Yoruba, Igbo)
- iv. Specialised educational services (guidance and counseling, special needs education, etc)
- v. Practice Teaching- (meant to expose students to the world of work).

Given that both theory and practice have their place in language education, presenting pure theory on one hand and pure practice in another without the two being in tandem is not likely to help trainees establish connections in perspectives. The ability to teach a language involves explicit knowledge of the language system and how it operates in functional contexts. Knowledge of a language is not merely doing things or applying a learned professional skill, but a sincere engagement with reality, with oneself and the meaning of every thing. In short, it is knowledge committed to the good. (Maduekwe, 2005). In the same vein, Owhotu (2000) rightly points out that:

*This scenario is most relevant to the developing of Third World nations where societies have become more confused and complicated owing to the great range of extremely demanding needs and claims of the various social and linguistic entities.*

It is on the basis of the above, that it becomes critical to propose an enhanced conceptual shift in teacher education if the future generations are to be empowered in terms of the underlying principles of the four pillars of learning advocated by Delor's Report to UNESCO (1996) namely; learning to know, learning to do, learning to be and learning to live together.

### **Theoretical Models**

On the basis of the existing language teacher preparation arrangement, it is possible to discern three major schools of thought which have given rise to three

modes of language teacher education preparation each with a distinguishing focus.

The first of these: the Sequential Teacher Preparation Model, focuses essentially on subject mastery as its first priority, allowing the teacher to do a first degree in the subject area before pedagogical training in post graduate diploma in education (PGDE). Another aspect of this model is one whereby the trainees spend four years in training. In this arrangement the first three is devoted to content area mastery while the last year is reserved for pedagogy components. Although this model allows good preparation in subject mastery, it creates an artificial gap (a detachment) between subject mastery and pedagogy.

The second model: the Concurrent Teacher Preparation Model, advocates both the subject mastery and pedagogy instruction running concurrently, for instance NCE, BA. Ed, BSC. Ed, B. Ed, programmes. This model makes it possible for trainees to be exposed to both subject content and pedagogical components at the same time. This encourages meaningful integration, adaptation, harmonization, professional commitment and professionalism as obtained in medicine, pharmacy and architecture where professional components are never severed from subject mastery.

The third model: the Subject Mastery Exclusive Model is based on the strong belief that teacher preparation should focus mainly on subject mastery as an exclusive determinant of teaching requirement and productivity. This model does not recognize the relevance, significance and consequence of pedagogy. Thus a teacher is a person who is proficient in a specific subject area. Consequently, some subject teachers without any professional training are found in some schools.

Following these lines of approaches, thus anybody concerned with defining balance in language teacher education is faced with a complex task. Balance cannot be defined without taking into consideration proportionate input of general education, educational sciences, specialized subject content, specialized educational services and practice teaching.

## **Purpose of the Study**

The purpose of this study is to:

- i. identify and describe discernable teacher preparation models, with special reference to the Nigerian educational system;
- ii. determine the extent of balance between subject mastery and pedagogic knowledge base in teacher preparation in Nigeria Universities;
- iii. ascertain the adequacy of the duration of language teacher preparation programme in Nigeria Universities; and
- iv. propose an enhanced model of language teacher programme in Nigeria for the 21<sup>st</sup> century.

## **Research Questions**

The main question that frames this research is:

What should be the balance between subject mastery and pedagogical knowledge base in language teacher preparation in Nigeria Universities?

Some of the other questions being explored in the overall study are the following:

- i. How adequate is the duration of language teacher preparation programme in Nigeria Universities?
- ii. What effect do attitude, motivation, and perception have on teacher preparation and teaching profession in Nigeria?
- iii. Are there differences in gender perception of teachers as professionals in Nigerian Universities?
- iv. How available are library materials, textbooks and ICT multimedia materials for teacher training programmes in Nigerian Universities?

## **Hypotheses**

1. There is no significant relationship between the subject mastery in language training preparation and pedagogical knowledge base
2. There is no significant relationship between pedagogical instruction adopted and teachers subject mastery
3. There is no significant relationship between the attitude of teachers and their professional training

4. There is no significant relationship between the instructional materials used in training and teachers' professional expertise.

## **Research Methodology**

### **Research Design:**

Descriptive survey design was adopted for the study

Both quantitative and qualitative methods of data collection and analysis were used to answer the questions.

### **Population and Sample**

The target population of the study was university lecturers and teacher trainees in Nigerian universities. The sample was drawn from four Universities randomly selected from Western States of Nigeria. Out of the total sample two were federal universities and two were state universities. Also a sample of fifteen lecturers and twenty five teacher trainees from each university were randomly selected giving a total of 60 lecturers and 100 teacher trainees. All the one hundred trainees are majoring in English, French, Yoruba and Igbo languages, while all the teachers were language teachers.

### **Instrumentation**

Two separate questionnaires were designed to generate opinion from the lecturers and the trainees regarding the course programme. The lecturers' questionnaire consisted of fifteen items grouped under three sections – Section A solicited background information. Section B elicited information on content, general course/communication skills, attitude, library and ICT multimedia materials, Section C gathered information on the extent to which language teacher education could be overhauled. The trainees' fifteen item questionnaire assessed the relevance of content, mastery of knowledge, duration of teaching practice, materials, etc. The items were presented on a 5-point Likert scale (labeled Strongly Agree to Strongly Disagree) and with items from each construct alternately presented to prevent clustering effect.

Also a seven item interview questions were designed by the researchers. Lecturers were interviewed for additional information and for further clarification of the issues at stake in teacher education.

The following specific questions were addressed:

- Do you think there is adequate coverage in depth, scope, balance and integration in teacher education programme of your Faculty of Education?
- Is there adequate balance between subject mastery content and pedagogical knowledge base in your Teacher Education Programme?
- Do you think the duration of practicum and the four year programme is adequate for true professionalism of teacher education?
- Do you think that teachers and student teachers are favorably disposed towards the teacher training programme?
- What kind of gender perception do people have towards teaching as a profession in Nigerian?
- Are instructional materials (textbooks, journals and ICT) readily available and used for teaching and learning purposes?
- What is the most promising model for teacher education in the 21<sup>st</sup> century?

### **Validity and Reliability**

The instruments were validated by experts in the Faculty of Education and Distance Learning Institute of the University of Lagos, Nigeria. The coefficient of stability or test-re-test reliability was calculated by re-administering the scale to the original sample after a period of two weeks had passed since the initial piloting. The retest coefficients were high ranging from 0.75 to 0.90.

### **Procedure for Data Collection**

The researchers first went to the sampled Universities to establish rapport with the subjects and to seek their permission to participate in the study. Initial explanation was given to the subjects on the content of the questionnaire. Subsequently the questionnaire was administered to the subjects. However, it might be worthwhile to state that many of the lecturers were resistant to both the questionnaire and the interview due to their very busy schedule. Thus, it took a lot of cajoling and pleading to get them to respond to the questions which were

collected on the spot. Only 50 out of the 60 questionnaires distributed were returned. For the lecturers, the interview was conducted immediately after completing the questionnaire. Each interview which lasted for about three hours in each university was taped in a radio Sony cassette recorder and later transcribed verbatim.

### Analysis of Data

The responses gathered from the questionnaire were first collated and coded. Thereafter, they were analysed using frequency rating and chi-square statistic. The findings are presented in the tables below:

**Table 1: Chi-square Test of Relationship between Content Component and Pedagogical Component of Teacher Training Programme.**

SA	A	D	SD	Total
64 (72.14)	80 (70.43)	5 (4.86)	1 (2.57)	150
71 (72.14)	69 (70.43)	8 (4.86)	2 (2.57)	150
69 (72.14)	65 (70.43)	12 (4.86)	4 (2.57)	150
76 (72.14)	69 (70.43)	2 (4.86)	3 (2.57)	150
76 (72.14)	71 (70.43)	2 (4.86)	1 (2.57)	150
72 (72.14)	74 (70.43)	3 (4.86)	1 (2.57)	150
77 (72.14)	65 (70.43)	2 (4.86)	6 (2.57)	150
505	493	34	18	1050

$$\text{Cal } X^2 = 30.93 \text{ Df} = 18$$

$$\text{Crit } X^2 = 28.87 \text{ at } \alpha = 0.05 \text{ level of significance.}$$

From table 1 above, the calculated  $X^2$  value of 30.93 is higher than the critical table value of 28.87 at 18 degrees of freedom and 0.05 level of significance. Since the calculated  $X^2$  value is higher than the critical table value, the null hypothesis which states that there is no significance relationship between content and pedagogical components is hereby rejected. The responses of the respondents thereafter indicated that the balance between content and pedagogical components is skewed towards pedagogy.

**Table 2: Chi-square Test of Relationship between Teachers Pedagogical Competence and Subject Mastery.**

<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
68 (62.8)	72 (75)	8 (7.2)	2 (5)	150
56 (62.8)	85 (75)	3 (7.2)	6 (5)	150
60 (62.8)	62 (75)	15 (7.2)	13 (5)	150
74 (62.8)	65 (75)	9 (7.2)	2 (5)	150
314	375	36	25	750

Cal  $X^2 = 47.66$

Crit  $X^2 = 21.02$

$\alpha = 0.05$  level of significance

Df = 12

From table 2 above, the calculated  $X^2$  value is 47.66 which is higher than the critical table value of 21.02 at 12 degrees of freedom and 0.05 level of significance. Since the calculated  $X^2$  value is higher than the table value, the null hypothesis which states that there is no significant relationship between the teachers' pedagogical competence and subject mastery is therefore rejected. This indicates that there is imbalance between pedagogical knowledge base and teachers' subject mastery. The result of the respondents' responses showed more skewness towards pedagogical process than teachers' subject mastery.

**Table 3: Chi-square Test of Relationship between Attitude and Teachers Professional Training.**

<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
70 (71)	73 (66.2)	5 (8.4)	2 (4.4)	150
78 (71)	65 (66.2)	4 (8.4)	3 (4.4)	150
63 (71)	62 (66.2)	14 (8.4)	11 (4.4)	150
78 (71)	66 (66.2)	4 (8.4)	2 (4.4)	150
66 (71)	65 (66.2)	15 (8.4)	4 (4.4)	150
355	331	42	22	750

Cal  $X^2 = 31.57$

Crit  $X^2 = 21.02$

DF = 12

$\alpha = 0.05$  level of significance

From table 3 above, the calculated  $X^2$  value of 31.57 is higher than the critical table value of 21.02 at 12 degrees of freedom and 0.05 level of significance. Since the calculated  $X^2$  value is higher than the critical table value, therefore the null hypothesis which states that there is no significant relationship between attitude and teachers' professional training is therefore rejected. This indicates that there is imbalance between teachers' attitude and their professional training and subject mastery. The responses showed that the trainees generally do not have a favorable attitude towards their professional training as teachers.

**Table 4: Chi-square Test of Relationship between Availability and Use of Instructional Materials and Teachers' Professional Training.**

SA	A	D	SD	Total
68 (63.8)	53 (59.6)	27 (21.2)	2 (5.4)	150
64 (63.8)	55 (59.6)	28 (21.2)	3 (5.4)	150
62 (63.8)	54 (59.6)	22 (21.2)	12 (5.4)	150
65 (63.8)	69 (59.6)	14 (21.2)	2 (5.4)	150
60 (63.8)	67 (59.6)	15 (21.2)	8 (5.4)	150
319	298	106	27	750

Cal  $X^2 = 29.63$

Crit  $X^2 = 21.02$

DF = 12

$\alpha = 0.05$  level of significance

From table 4 above, it is evident that the calculated  $X^2$  value of 29.63 is higher than the critical table value of 21.02 at 12 degrees of freedom and 0.05 level of significance. Since the calculated  $X^2$  value is higher than the critical table value, the null hypothesis which states that there is no significant relationship between the use of instructional materials and teachers' professional training is therefore rejected. This indicates an imbalance between instructional materials availability and use, and teachers' professional training. The respondents lamented the dearth of instructional materials necessary for professional development of teacher trainees in the Nigeria.

**Summary of the Findings:**

The results of the hypotheses tested showed:

1. There is a significant imbalance between content and pedagogy input in teacher education in Nigeria.
2. There is a significant imbalance between teachers' pedagogical competence and subject mastery;

3. There is a significant imbalance between the respondents' attitude and their professional training, the trainees have a negative attitude towards teacher education.
4. There is a significant imbalance between availability and use of instructional materials and teachers' professional development.

**Results of the Interview:**

To further validate the responses from the questionnaire, language teachers were interviewed. The general trends of opinion of the interviewees were summarized as follows:

**Respondent A:**

*“The courses offered in the Faculty are too unwieldy compared with what trainees offer in their content area. The contribution of subject and pedagogical content is lopsided to the detriment of subject mastery.”*

**Respondent B:**

*“The connection between pedagogy and content mastery is not highlighted, and it makes the trainees see learning as abstract, narrow and rigid.”*

**Respondent C:**

*“Trainees are generally not favorably disposed to teacher education programme due to the low status of teachers in the society. “It is a case of not getting what you want and taking what you get”.”*

**Respondent D:**

*“Instructional materials are scarcely available. What we have are “archival” materials. Most teachers whose training predated the recent emphasis on ICT are not even competent to operate the few ICT facilities available. Worse still, we are not feeling the need to transform and flow with the rest of the world. It is not the issue of finance but lack of commitment and political will on the part of leadership.”*

### **Respondent E:**

*“The duration of teacher education programme is deemed as being adequate while the period of practicum/practice teaching should be increased to enable teacher trainees have enough field experience towards enhanced professionalism.”*

When we summarize these insights as noted above into language teacher education and knowledge base in Nigeria, we can conclude that:

- balance between content and pedagogy mastery is skewed in favour of the latter;
- the programme is producing graduates who are grossly unskilled rather than process oriented;
- the instructional materials are scarcely available and the level of use of the available ones is low;
- most trainees are not favorably disposed to taking up teaching as a profession
- there is lack of commitment and political will on the part of leadership and stake holders to move teacher education forward.

### **Discussion**

Four null hypotheses were raised to guide this study and all of them were duly rejected. This is because the  $X^2$  statistical test of the relationship between the variables of the study showed a significant relationship in each case. The calculated  $X^2$  value in each case was higher than the critical table value at 0.05 confidence level. This corroborates the general complaint of practitioners in education and other stake holders about the serious imbalance in our teacher education programme as regards content mastery and pedagogical competence (Akinbode 1996; Ejiogu 1999; Obebe 2000; Adegoke 2003) HollerBach {1980} cautions that language comes first. According to him *“any national document on teacher education should strongly assert the primacy of solid language competency over knowledge of pedagogy”*.

The study also showed that the respondents unanimously agreed that teacher trainees are negatively disposed towards the teaching profession; they undertake teacher education because they could not get admission in other courses of their choice. They therefore accept it as a stepping stone to other professions at the end of training. The implication of this is that they exhibit low motivation, lack

of interest and readiness to learn. Teachers should be motivated through enhanced conditions of service and ready employment opportunities to attract them to the teaching profession instead of being forced into it by prevailing circumstances. Onyene (2000) and Ejiogu (2000) rightly affirm that, *a maladjusted teacher is most likely to influence his/her children in a negative direction. After all, nobody gives what he or she has not got.*

The responses of the subjects also exposed the dearth of instructional materials such as up to date library facilities, ICT facilities, among others. Another dimension to this problem is that where some of the ICT facilities were available, many teachers were unable to use them to facilitate learning. This is unfortunate because trainees would be denied the globalization process which is the hallmark of education world wide. The implication becomes obvious when we consider Higham, J. and Macaro, E {ed] (1993) assertion that:

*If language teacher education programmes are to meet their responsibility to prepare teachers for the 21<sup>st</sup> century, then we have a responsibility to help teachers employ technology in support of integration.*

The challenge to develop high levels of IT competence in the language teacher trainee in Nigeria is daunting especially in view of the speed of development in certain areas of Information Technology- CD-ROMS, multimedia applications, interactive videos, etc as well as the necessity of training to keep abreast of such development {Maduekwe 2005}.

The respondents unanimously agreed that the teaching profession is essentially a preserve of the female gender. At all levels of education in Nigeria women are predominant because of the very low status of the profession in the society and the poor conditions of service of teachers which are mainly tolerated by women. This situation in recent times affects the caliber of people that opt for teacher education in that high achievers usually go for other lucrative professions leaving teacher education mainly to those who could not make it into such other professions. There is need therefore for leadership to realize the damage being done to teacher education and thus improve both the working conditions of teachers and their professional training in order to make it attractive enough for all. This is because “no education system can rise above the quality of its teachers” (NPE Sub Section 56a, 2004).

The duration of teacher education programme was found to be inadequate while the time spent on practicum/practice teaching was also said to be too short. There is need to make teacher education very attractive for, its elongation will increase the already negative perception of it and lead to a dearth of student teachers.

### **Proposal**

All these issues discussed point to the dire need to overhaul the teacher education programme in Nigeria to make it more attractive and functional for the betterment of the teaching profession in the country. A modified concurrent model is hereby proposed. This proposal will solve the problem of lopsidedness by combining the positive aspects of the existing models into an “eclectic framework”. Such a framework by implication will elongate teacher training to five years whereby the teacher trainees will be exposed to a bachelors degree programme in a teaching subject and at the same time have enough exposure to education components without reducing the pedagogical scope and proportion. In a five year programme in English for instance the trainees will be exposed to adequate proportions of content courses, education courses, general studies, communication skills, practice teaching and ICT.

### **Conclusion:**

The results of this study have confirmed that there is a general complaint of imbalance in teacher education programme in Nigeria. The issue as to the exact balance of both subject and pedagogical mastery remains contentious. Language teachers of today should be educated to face challenges in schools and to be able to contribute to their improvement for tomorrow. They must be sensitive to the demands of the complex 21<sup>st</sup> century society and to the nature and needs of today’s youth. They must be imbued with learning and the ability to think, initiate and create. They must be habituated to the use of thoughts in guidance of behavior and to the correction of thought in the light of experience. This requires achieving an intricate link between a serious study in the content areas on the one hand, and those of skilled craft in practice on the other, in order to nurture and encourage the autonomy of the individual practitioner. The proposal in this study is germane to providing a sound basis for quality in language teacher education programme in Nigeria and beyond. The issue of

professionally honest language teacher preparation subsumed in equity and justification represents the bridging gap that will reshape our teaching process in the new millennium. Further studies can be carried out to compare the trends of opinion in different universities across Nigeria and West Africa.

### **Recommendations**

Based on the findings, the following are recommended:

1. An urgent attempt should be made to overhaul language teacher programme in Nigeria in terms of structure, duration, curriculum, certification, competency, motivation, etc for the enhancement and consolidation of practice
2. A total re-evaluation of all educational components in the programme is called into play for the purposes that are germane to competent teacher preparation.
3. The length of training practicum needs to be reviewed. There is need for adequate block of time devoted to teaching practice.
4. Motivation is central to a creative, competent teacher education programme. Therefore we need competent teachers who are organizers, facilitators, inspirers but also who do not control the learners thinking. Trainees must be viewed as capable of learning by treating them fairly and equitably and engaging in equity pedagogical practices (Adegoke, 2003).
5. Language teacher preparation must prioritize attention with the basic information for enhanced competency. Teachers must be encouraged to go on updating themselves through seminars, conferences and workshops.
6. The emphasis on language teacher education must also shift to ensure that trainees are given the optimal opportunities to acquire appropriate level of knowledge, affective and manipulative skills, in addition to communicative life coping skills as well as ethical, moral and civic values needed for productive life.
7. In this era of globalization and Information Communication Technology, a balanced teacher training programme demands functional knowledge of trainees in ICT application. Concerted effort is therefore required on the part of teachers, school, state and federal education authorities to mount intensive ICT training for existing teachers in order to subsequently impact on the teacher trainees for improved professionalism.

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**APPENDIX 1: Sample of Content and Pedagogical Courses in the Faculty of Education, University of Lagos, Nigeria.**

**200 LEVEL**

**ENGLISH COURSES**

**1<sup>st</sup> Semester**

ENG 201	Analysis of English Sentence Structure	2 units
ENG 203	An introduction to English Phonetics and Phonology	”
ENG 251	Poetry, forms, Conventions, techniques	“
ENG 253	Drama : Genres	“_____”
<b>Sub Total</b>		<b>8 Units</b>

**2<sup>nd</sup> Semester**

ENG 202	The English Language in Nigeria	2 Units
ENG 208	The Pronunciation of English	2 “
ENG 252	The Novel: Classification and Techniques	2”
ENG 255	An Introduction to African Literature	2” _____
<b>Sub Total</b>		<b>16 units to pass 12</b>

**EDUCATION COURSES**

**1<sup>st</sup> Semester**

CUS 201	General Principles of Teaching	2 units
CUS 213	Teaching Integrated English at JSS level	2 units
EDA 201	History and Development of Education in W. Africa	2 unit
EDF 211	Introduction to Philosophy of Education	1 Unit
EDF 220	Human Learning	2 units
EDF 222	Measurement and Evaluation	2 units
EDF 224	Sociology of Education	2 Units
HKE 251or	Personal Health and Physical Fitness	2 Units
ADE 201	Foundations of Adult Education	2 Units

**2<sup>nd</sup> Semester**

CUS 202	Preparation for Teaching Practice	1 unit
EDF 221	Growth and Development	1 unit
EDF 223	Introduction to Guidance & Counselling	1 unit
EDA 202	The Dev. of Educ. Administration in Nigeria	1 unit
CUS 214	Teaching Rapid Reading Skills at JSS level	2 units _____
<b>Sub total</b>		<b>21 units</b>

## GENERAL COURSES

GST 201	General African Studies I	2 units
GST 202	“ “ “ II	2 units
GST 214	Basic Computer Concepts (Direct entry only)	2 units
		4 Units

ELECTIVES: Six units from one Arts subject  
(French, Igbo, Yoruba, History, CRS, IRS) 6 Units

**Grand Total** **49 units**

## 300 LEVEL

### ENGLISH COURSES

#### 1<sup>st</sup> Semester

ENG 301	The Syntactic Analysis	2 Units
ENG 301	The Sociolinguistics of English Language	2 Units
ENG 305	English Phonological Analysis	2 Units
ENG 365	The Romantic Period	2 Units

#### 2<sup>nd</sup> Semester

ENG 306	The Eng. Lang in Relation to Literary Studies	2 Units
ENG 368	Nigerian Literature	2 Units
ENG 308	Spontaneous English Language Learning	2 Units
ENG 352	Selected Works in English Renaissance.	2 Units

### EDUCATION COURSES:

#### 1<sup>ST</sup> Semester

CUS 301	Introduction to Educational technology	3 Units
CUS 305	Teaching Eng. Lang. In Sec. School	3 Units
CUS 315	Teaching Literature in Engl. In Sec. School	3 Units
CUS 339	Teaching Oral Eng. In Sec. School	2 Units
EDU 316 <sup>A</sup>	Conducting & Reporting Research in Educ.	1 Unit
EDA 305	Financing Education in Nigeria	2 Units

#### 2<sup>nd</sup> Semester

EDU 316 <sup>B</sup>	Conducting & Reporting Research in Educ.	1 Unit
EDU 317	Practice Teaching	3 Units
HKE 357	Safety Education	2 Units
Or ADE 322	Mass Media and Methods of Distance Educ.	<u>2 Units</u>

**20 Units**

**GENERAL COURSES**

GST 307	Entrepreneurial Studies	2 Units
GST 308	“ “	2 Units
Electives : Six units in One Arts Subjects (French, Igbo, Yoruba, CRS, IRS)		6 Units
		<hr/>
<b>Total Units</b>		<b>10 Units</b>
		<hr/>
		<b>42 Units</b>