Overview of Pedagogical Changes in the Teaching of English Language

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Abstract

Part of the causes of poor performance of Nigerian students in English language especially at primary and secondary school levels could be traced to pedagogical problems. This paper examines the pedagogical changes in language teaching and learning especially as it affects English language teaching (ELT) in Nigeria. Over the past several years, ELT methodology has developed very rapidly and undergone several changes. The different approaches ranging from the traditional methods of the Grammar Translation (GTM) to the more recent Communicative Language Teaching (CLT) were discussed. The paper highlights the TKT Essentials course, which was introduced in Nigeria by the British Council, as one of the latest approaches of teaching English as a second language. The purpose of this paper, therefore, is to identify the various changes in English Language pedagogy in Nigeria, over the years; their features, differences and improvements. The paper recommends among others, the need to adopt the TKT Essentials approach of teaching English as a second language. It is expected that this will help to improve the performance of our students to achieve mastery of the English language. This will most likely improve their overall performance in internal and external examinations.

Introduction

There is no doubt that teachers are central to the activity of teaching in the educational enterprise. A good teacher is that individual who has been found worthy in content, knowledge, skills, methods/techniques and is capable of providing good teaching by virtue of his/her professional training and competencies acquired (Mkpa, 2009). This study covers pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological. It is therefore the pedagogical skill that marks out the skilled teacher as different from the charlatan.

The word "methodology" is itself often misinterpreted or ill-understood. It is usually given lip-service as an explanation for the way a given teacher goes about his/her teaching, a sort of umbrella-term to describe the job of teaching another language. Most often, methodology is understood to mean methods in a general sense, and in some cases it is even equated to specific teaching techniques. This work examines pedagogy generally and discusses the various teaching methods and strategies for teaching English Language with their characteristics, strengths and weaknesses and necessary changes and subsequent improvements. There are two broad categories of methods: the traditional methods (the teacher centred- teacher–talk- chalk) (TCM) and the modern method (learner centred- LCM)

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which is the pupil-activity oriented learning. (Mkpa 2009). The TCM does not make room for interaction or full participation of learners in the learning process and does not allow learners to employ their initiatives and develop self-confidence. In addition it promotes rote learning. An example here is the lecture method.

In the LCM, the learner is the point of focus in the teaching learning process. The learner is at the centre of all classroom activities. This method encourages active participation and interaction, among learners and other learning components, promotes the development of skills and allows learner to use their initiatives and discourages rote learning and passivity. Examples include the modern ELT methodologies. Mkpa (1999) further listed four other categories/groups of methods for teaching generally. They are:

a). The Information Transmission and Reception Method. One example is the lecture method
b). The Cognitive Strategy Development Methods which includes the discussion method, the activity method and the project method.
c). The Attitudes Development Methods which include the inquiry method, role playing, dramatization, modeling and laboratory methods.
d). The Cognitive and Motor Skills Development Methods consisting of Demonstration, Guided Discovery, Concept Mapping, and Games.

Language teaching

According to Larsen (1986), language teaching methods are seen as a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

Principles of Language Learning

Brown (1994) discussed language learning by principles which he said are generally sorted into three sub-groupings: Cognitive Principles, Affective Principals and Linguistic Principles. Principles are seen as theory derived from research, to which teachers need to match classroom practices. Here are some brief summaries of the principles that fall into each grouping. Brown 1994 worked out the principles that are important for language learning and they include cognitive, affective and linguistic principles.

Cognitive Principles:

Automaticity: Subconscious processing of language with peripheral attention to language forms;

Meaningful Learning: This can be contrasted to Rote Learning, and is thought to lead to better long term retention;

Anticipation of Rewards: Learners are driven to act by the anticipation of rewards, tangible or intangible;

Intrinsic Motivation: The most potent learning "rewards" are intrinsically motivated within the learner;

Strategic Investment: The time and learning strategies learners invest into the language learning process.

Affective Principles:
Language Ego: Learning a new language involves developing a new mode of thinking - a new language "ego"
Self-Confidence: Success in learning something can be equated to the belief in learners that they can learn it.
Risk-Taking: Taking risks and experimenting "beyond" what is certain creates

Linguistic principles emphasize structural differences in relation to linguistic codes.
Some of the methods of teaching English Language fall into two main groups, the traditional and the modern English Language Teaching (ELT) methodology.

The Grammar Translation Method.
The Grammar Translation Method (GTM) is about the oldest method used for language teaching especially for Latin and ancient Greek. These are today known as "dead" languages, based on the fact that people no longer speak them for the purpose of interactive communication. Yet they are still acknowledged as important languages to learn (especially Latin) for the purpose of gaining access to classical literature, and up until fairly recently, for the kinds of grammar training that led to the mental dexterity considered so important in any higher education study stream.

Latin has been studied for centuries, with the prime objectives of learning how to read classical Latin texts, understanding the fundamentals of grammar and translation, and gaining insights into some important foreign influences Latin has had on the development of other European languages. The method used to teach it overwhelmingly bore those objectives in mind, and came to be known (appropriately!) as the Classical Method. It is now more commonly known in Foreign Language Teaching circles as the Grammar Translation Method (GTM).

Overview of ELT Methodology
Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the dawn of modern foreign language teaching. Teachers, frustrated by the limits of the Grammar Translation Method in terms of its inability to create communicative competence in students, began to experiment with new ways of teaching language. Basically, teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not - namely oral communication, more spontaneous use of the language, and developing the ability to think in the target language. Perhaps in an almost reflexive action, the method also moved as far away as possible from various techniques typical of the Grammar Translation Method - for instance using L_1 as the language of instruction, memorizing grammatical rules and lots of translation between L_1 and the target language.

The Direct Method
The appearance of the "Direct Method" thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned. The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and

not need to travel far in order to try them out and apply them communicatively. One of the most famous advocates of the Direct Method was the German Charles Berlitz, whose schools and Berlitz Method are now world-renowned.

The Audiolingual Method

The next revolution in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The "Army Method" was suddenly developed to build communicative competence in translators through very intensive language courses focusing on aural/oral skills. This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audiolingual Method (ALM).

This new method incorporated many of the features typical of the earlier Direct Method, but the disciplines mentioned above added the concepts of teaching linguistic patterns in combination with something generally referred to as "habit-forming". This method was one of the first to have its roots "firmly grounded in linguistic and psychological theory" (Brown 1994:57), which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on the language teaching methods that were to follow and can still be seen in major or minor manifestations of language teaching methodology even to this day.

Another factor that accounted for the method's popularity was the quick success it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and over-learning of language patterns and forms, students and teachers were often able to see immediate results. This was both its strength and its failure in the long run, as critics began to point out that the method did not deliver in certain areas.

In addition to affective theories relative to language learning, another challenge to the Audiolingual Method was under way already in the sixties in the form of the Cognitive Code and an educational trend known as "Discovery Learning." These concepts most directly challenged the idea that language learning was all about mimicry and good habit-formation. An emphasis on human cognition in language learning addressed issues such as learners being more responsible for their own learning - formulating independent hypotheses about the rules of the target language and testing those hypotheses by applying them and realizing errors.

When students create their own sets of meaningful language rules and concepts and then test them out, they are clearly learning through a discovery/exploratory method that is very different from rote-learning. This appears to have much more in common with the way people learn their native language from a very early age, and can account for the way children come out with new language forms and combinations which they have never heard before. The underlying principles here are that learners become increasingly autonomous in, active with and responsible for the learning process in which they are engaged.

Audio-Visual Method (AVM)

One of the new methods of teaching foreign languages which evolved as a result of the dissatisfaction on the results of the former methods is the Audio-Visual Method (AVM). The AVM is very slightly different from the Audio-Lingual Method, and the difference is that the latter includes visual stimuli, while the former does not. The two methods stress the spoken language just like the native speakers. This is because the advocates of audio-visual and

audio – lingual methods believe that language, in fact, is what its speakers say, and not what some other people feel they ought to say.

In Audio-Visual Method (AVM), more than two senses are sensitized at the same time in the process of learning a new language. The senses are those of seeing, hearing and feeling and thus Webb as cited in Azikiwe (1998) concludes that it seems reasonable to suppose that learning which involves several senses may well be more effective than an appeal to the ear only in language learning. Audio-visual combines, therefore, pictures and recorded voices, and it is believed that the direct connection between the two might eliminate the problem of translating to native tongue. Again, meaning is conveyed through the vivid pictures, gestures and expressions. The pictures and gestures aid quick retention to a large extent and that could not be achieved through purely oral presentation. Audio-visual method creates a real-life situation and language is seen in use.

One of the criticisms leveled against the audio-visual method is that use of the different equipment and machinery could be time-consuming, and also there is the danger of its creating barriers between the teacher and the pupils.

Community Language Learning
In the early seventies, Charles Curran developed a new education model he called "Counseling-Learning". This was essentially an example of an innovative model that primarily considered affective factors as paramount in the learning process. Drawing on Carl Rogers' view that learners were to be considered not as a class, but as a group, Curran's philosophy dictated that students were to be thought of as "clients" - their needs being addressed by a "counselor" in the form of the teacher. Brown (1994:59), in commenting on this approach also notes that "In order for any learning to take place ... what is first needed is for the members to interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group." Curran was best known for his extensive studies on adult learning, and some of the issues he tried to address were the threatening nature of a new learning situation to many adult learners and the anxiety created when students feared making "fools" of themselves. Curran believed that the counseling-learning model would help lower the instinctive defenses adult learners throw up, that the anxiety caused by the educational context could be decreased through the support of an interactive community of fellow learners. Another important goal was for the teacher to be perceived as an empathetic helping agent in the learning process, not a threat.

The Counseling-Learning educational model was also applied to language learning, and in this form it became known as Community Language Learning. Based on most of the principles above, Community Language Learning seeks to encourage teachers to see their students as "whole" persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced.

The Silent Way
Caleb Gattegno founded The Silent Way as a method for language learning in the early 70s, sharing many of the same essential principles as the cognitive code and making good use of the theories underlying discovery learning. Some of Cattegno's basic theories were that "teaching should be subordinated to learning" and "the teacher works with the student; the student works on the language".

Suggestopedia

In the late 70s, a Bulgarian psychologist by the name of Georgi Lozanov introduced the contention that students naturally set up psychological barriers to learning - based on fears that they will be unable to perform and are limited in terms of their ability to learn. Lozanov believed that learners may have been using only 5 to 10 percent of their mental capacity, and that the brain could process and retain much more material if given optimal conditions for learning. Based on psychological research on extrasensory perception, Lozanov began to develop a language learning method that focused on "desuggestion" of the limitations learners think they have, and providing the sort of relaxed state of mind that would facilitate the retention of material to its maximum potential. This method became known as Suggestopedia (but also - rather confusingly - Desuggestopedia) - the name reflecting the application of the power of "(de)suggestion" to the field of pedagogy. One of the most unique characteristics of the method was the use of soft Baroque music during the learning process. Baroque music has a specific rhythm and a pattern of 60 beats per minute, and Lozanov believed it created a level of relaxed concentration that facilitated the intake and retention of huge quantities of material. This increase in learning potential was put down to the increase in alpha brain waves and decrease in blood pressure and heart rate that resulted from listening to Baroque music. Another aspect that differed from other methods to date was the use of soft comfortable chairs and dim lighting in the classroom (other factors believed to create a more relaxed state of mind). Other characteristics of Suggestopedia were the giving over of complete control and comfort.

Series Method

Already in the late 1800s, a French teacher of Latin by the name of Francois Gouin was hard at work devising a method of language teaching that capitalized on the way children naturally learn their first language, through the transformation of perceptions into conceptions and then the expression of those conceptions using language. His approach became known as the Series Method, involving direct conceptual teaching of language using series of inter-connected sentences that are simple and easy to perceive, because the language being used can be directly related to whatever the speaker is doing at the immediate time of utterance (ie, one's actions and language match each other). His thinking was well ahead of his time, and the Series Method became swamped in the enthusiasm surrounding the other new approach at the time in the form of the Direct Method.

Total Physical Response

Some 80 years later, in the 1960s, James Asher began experimenting with a method he called Total Physical Response, and its basic premise had a lot in common with Gouin's. The method was to become well known in the 70s, and it drew on several other insights in addition to the "trace theory" that memory is stimulated and increased when it is closely associated with motor activity. The method owes a lot to some basic principles of language acquisition in young learners, most notably that the process involves a substantial amount of listening and comprehension in combination with various physical responses (smiling, reaching, grabbing, looking, etc) - well before learners begin to use the language orally. It also focused on the ideas that learning should be as fun and stress-free as possible, and that it should be dynamic through the use of accompanying physical activity. Asher (1977) also had a lot to say about right-brained learning (the part of the brain that controlled activities) as influencing language learning.

The Play Way Method

As the name implies, this method involves active participation of the learners. It shares similar meaning with role playing method. The playing could be from the text, especially if it is a literature class or imaginary situations. This method introduces elements of reality in teaching-learning situations. In addition to the skills that are being learned in the class, it touches also the feelings and emotions of the students. Savlor and Alexander (1974:263) point out that the play method is an effective means of helping the learner to understand the feelings, emotions, and prejudices of other people. The method is effective for developing listening, speaking, and reading skills. Furthermore, to the intellectual training, play method recreates the learners. It makes learning very enjoyable and active. This play method has another advantage which is that it fosters cooperation and team spirit among the actors and the other members of the class. Onwuka (1981:171) advises teachers to make good use of play way method because 'without the spirit of happiness, learning will be of little worth. The language teacher could put to good use the play method in teaching any aspect of language in any class. The play way method may well be under the Cognitive and Motor Skill Development Method.

Oral method after Direct method

The criticisms against direct method resulted in oral methods (OM) or compromise method as it is also called. This method came into use during the period between the first and second world wars (1939—1945) and incorporates the best features of the direct method. The oral method, in the main, involves a combination of thorough training in correct pronunciation, understanding of the spoken language, and the mental discipline of accurate written work which demands a sound knowledge of grammar. In other words, oral method implies creating the atmosphere of the foreign country in the classroom, and the use of the mother tongue for explanation when the use of L2 would be either confusing or unnecessarily time-consuming. Indeed, OM has been described as one which is considered by some progressive teachers to be one of the most effective methods of instruction in language acquisition. It has also been described as a method which makes rigorous demands on the teacher and the learner which in the end are rewarding for both.

The Natural Approach

Stephen Krashen and Tracy Terrell developed the Natural Approach in the early eighties (Krashen and Terrell, 1983), based on Krashen's theories about second language acquisition. The approach shared a lot in common with Asher's Total Physical Response method in terms of advocating the need for a silent phase, waiting for spoken production to "emerge" of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of language "acquisition" as opposed to language "processing", and there needs to be a considerable amount of comprehensible input from the teacher. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart of language.

As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. It has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the target language as part of the language learning process. In early stages, students are not corrected during oral production, as the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning).

Communicative activities prevail throughout a language course employing the Natural Approach, focusing on a wide range of activities including games, role plays, dialogues, group work and discussions. There are three generic stages identified in the approach: (1) Preproduction - developing listening skills; (2) Early Production - students struggle with the language and make many errors which are corrected based on content and not structure; (3) Extending Production - promoting fluency through a variety of more challenging activities.

The Communicative Language Teaching (CLT)
All the methods described so far are symbolic of the progress foreign language teaching ideology underwent in the last century. These were methods that came and went, influenced or gave birth to new methods - in a cycle that could only be described as competition between rival methods or even passing fads in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad "approach" to language teaching that encompassed various methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves. It would be fair to say that if there is any one umbrella approach to language teaching that has become the accepted "norm" in this field, it would have to be the Communicative Language Teaching Approach. This is also known as CLT.

The Communicative approach does a lot to expand on the goals of creating communicative competence compared to earlier methods that professed the same objective. Teaching students how to use the language is considered to be at least as important as learning the language itself. Brown (1994:77) aptly describes the "march" towards CLT thus:

> Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms

CLT entails all the English as a second language (ESL) and, English as a foreign Language (EFL), TKT Essentials, CLIL Essentials, etc. The ESL and EFL have been introduced and taught in Nigerian schools and universities while the TKT Essentials, Continuing Professional Development (CPD) in English Language, Content Language Integrated Learning (CLIL) are used for retraining post service teachers in an arrangement by a parastatal of the Federal Government Universal Basic Education Board (UBEC) and the British Council. Some workshops have been organized for the re-training of post service teachers in different parts of Nigeria.

Some of the characteristic of the CLT include
Interactive Learning
This concept goes right to the heart of communication itself, stressing the dual roles of "receiver" and "sender" in any communicative situation. Interaction creates the "negotiation between interlocutors" which in turn produces meaning (semantics). The concept of interactive learning necessarily entails that there will be a lot of pair/group work in the

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classroom, and a genuine language input from the "real world" for meaningful communication.

Learner-centered Learning

This kind of instruction involves the giving over of some "power" in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the students, as well as taking into account their learning needs and objectives.

Cooperative Learning

This concept stresses the "team-like" nature of the classroom and emphasizes cooperation as opposed to competition. Students share information and help to achieve their learning goals as a group.

Content-based Learning

This kind of learning joins language learning to content/subject matter and engages them both concurrently. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When students study Mathematics or science using English as the medium, they are more intrinsically motivated to learn more of the language.

"PPP" (or the "3Ps") stands for Presentation, Practice and Production - a common approach to communicative language teaching that works through the progression of three sequential stages. Practice usually begins with what is termed "mechanical practice" - open and closed pair work. Students gradually move into more "communicative practice" involving procedures like information gap activities, dialogue creation and controlled role plays. Practice is seen as the frequency device to create familiarity and confidence with the new language, and a measuring stick for accuracy. The teacher still directs and corrects at this stage, but the classroom is beginning to become more learner-centered.

Production is seen as the culmination of the language learning process, whereby the learners have started to become independent users of the language rather than students of the language. The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless student understanding is hindered. Nunan (1991) put it thus:

People who are new to the language teaching profession often overlook one of its essential characteristics. Language itself is dynamic, infinite and ever-changing. The best language teachers are generally dynamic themselves, in terms of the way they develop add to and experiment with their teaching methodology. Methodology should not be seen as an indoctrinated set of "standardized" and/or "acceptable" techniques - a sort of "teaching bible" if you will. Still, I constantly meet new teachers who become frustrated when they realize that I am not about to hand over to them a neat, step-by-step, packaged approach to what is involved in running and managing a language learning classroom. Others seem perfectly willing to slip into a "groove" based on what they see colleagues doing and what they perceive their employing institution sees as acceptable. Sadly, teaching methodology to many is a simple matter of following various steps (like putting together a lego model), and this ignores fundamental characteristics of what language is and does, and often the language learners themselves are confused.

You should see teaching methodology as your own personal domain, certainly open to outside influences and examples, but yours to experiment with and develop. Decide what your language learning principles are and select techniques from various "methods" that appear to match them. Try adapting/experimenting with those techniques before you prematurely discard them after one attempt. Try using various techniques in a variety of combinations. Observe your learners closely, and invite them into the process by eliciting their feedback on the range of techniques you use. Try not to misinterpret what the role of a language teacher is - you are not some "authority" given a mandate to tell learners how they should think. You are a facilitator and a guide, and an ongoing "learner" yourself.

The Eclectic Way

The eclectic method was proposed by Harold Palmer who defined it as not a compromise between two antagonistic schools, but a bold combination of what is valuable in many systems or methods of teaching: a combination which refuses to recognize any conflict, except the conflict between the good and the inherently bad. In other words, eclectic approach will incorporate every type of teaching except bad teaching and every process of learning except defective learning (Palmer, 1922). Since then, many supporters of the eclectic approach have spoken and written about it. For instance, Maley (1983) opines that there is need for a variety in teaching and learning situations which will give equal attention and opportunities to learners with differing learning abilities. Another ardent supporter of eclectic approach, Galisson (1983) states categorically that he is all in favour of an open eclectic way of teaching. Finally, Strevens (1977) states emphatically that in a class of different kinds of learners, aims and objectives, methods and approaches, techniques and materials which invariably make teaching and learning language very complex, that it would be inconceivable that any single method could achieve optimum success in such situations.

The views of these experts on the importance of eclectic way lend credence to what has been repeatedly stressed in different sections of his book that no single method is superior to all others. This author is really for the eclectic way in language teaching. However, it is important to state what eclectic way is not. Adoption of the eclectic way does not mean that the teacher can afford to ignore what didacticians and mythologists have to say about language teaching and language learning. Nor does it mean that textbooks will not be helpful... (Girad, 1986:12). In effect, what is being emphasized is that the language teacher should not be a slave to any method, text, and materials in the execution of his teaching duties.

The eclectic approach to teaching implies a degree of flexibility and adaptability on the selection and use of techniques, methods or approaches in teaching and learning process. With the proponents of eclecticism, there is no hard and fast rule with regard to methods of teaching especially in language learning. Girad (1972) advises the language teacher not to be bound by any one linguistic theory, but should feel free to choose methods to build up his own to serve his purpose at that point in time depending on the needs of his class. He concludes with rather than fish in one linguistic stream, we should cast our pedagogical net in all waters that might bring us a profitable catch (p.35). In another paper, Girad (1986) continues his call for eclectic way in the teaching of language. He reiterates:

> I have always advocated for the language teacher an eclectic attitude towards linguistic theories, considering it his sacred right and duty to borrow from one theory or another, according to the help it can give him to make his pupils

understand, internalize, and put into practice the way a linguistic pattern works and is used in communication. (p. 11).

The emphasis being laid is to make the language teacher realize that it would be unwise for him to adopt just only one out of a galaxy of methods, to the exclusion of others, for all activities in language classes.

The call for the application of the eclectic approach arose as a challenge to the mixture of learners in a class in most of the schools. There is no gainsaying the fact that a class of forty students in any Nigerian secondary school is a mixed ability class, so the teacher should consider their differences in the selection of methods to use. These students differ also in personal attitude towards a second language, motivation, way of learning, intelligence, parental background, and other learning needs, interests and problems. In view of the mix-bag, the good language teacher should know to some extent his students and so plan his lessons to care for every one of them and therein lies the **importance of the eclectic approach.**

Discussion

The communicative language teaching methods use the principle of Constructivism, which involves learner autonomy. This principle maintains that learners actively construct new knowledge as they interact with their environment. (Adesanya 2009). Knowledge is strengthened if it can be used successfully in ones wider environment. This is very applicable in a language learning situation, where learners of a second language must be able to use the new language successfully in situations outside the classroom environment. The communicative language teaching also uses the principles of The Cognitive Strategy Development Methods which includes the discussion method, the activity method and the project method.

The Attitudes Development Methods include the inquiry method, role playing, dramatization, modeling, and laboratory methods. It is disturbing that Nigerian teachers are not yet at home with the new methods. Our basic school English Language teachers can still be seen using the outdated Grammar Translation Method. They still list and copy grammar rules for learners to copy, insist on committing definitions to memory and resort to explanations in L_1. This is counterproductive as many of our students are still far from communicative competence.

Conclusion

There should be a review of pedagogical practices for English Language teachers in Nigeria to be able to upgrade to global standards. This will certainly improve the quality of our teachers and end products. There is need for teacher training institutions in Nigeria to adopt new world class methods of teaching English Language. This will go a long way in improving the educational system. Also, well-structured workshops have the capacity of producing teachers who are ready to stimulate learning, which can communicate effectively and are able to interact intelligibly in English Language. And they can impart that to the students.

Recommendations

1. All practicing teachers of English should be re-trained to use the TKT Essentials Course. The Federal government through the Ministries of Education should see to the planning of the workshop to ensure that it goes round all our schools.
2. Non English specialists ought to receive the TKT Essentials training so as to be able to impart the knowledge well or with greater efficiency.
3. Supervisors of the schools are also expected to receive similar training so that they too can supervise the teachers to ensure compliance.

TKT Essentials should be built into the pre service teachers' curriculum to enrich it

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