

## **Challenges of Globalization in Teaching of Use of English in Nigerian Polytechnics**

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**Abstract:** *Teaching English as a foundation course in our polytechnics has become dramatically cumbersome and tasking. The use of English is a key course taught not only the polytechnics but in almost all higher institutions in the country. The use of English refers to the formal or conventional English language introduced to the new students in tertiary institutions the basic of English language as pre-requisite requirement. The approach is general and not geared to any particular group of students notwithstanding the discrepancies in their academic pursuit and language background. In fact, the challenges facing the course is enormous. This paper aims to examine these challenges by considering at English and the concept of international language, challenges posed by globalization, problems encountered in teaching and learning of the use of English and recommends solutions to these challenges.*

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### **I. Introduction**

The trend of globalization has dramatically brought about an increase in status of English language globally. English has increasingly becoming a significant instrument without which it is difficult to open the door of many opportunities that are presented to us. The dominant position of the English language its features and lubricants as a globalization machinery in the new world order. To contribute in the world, nations, organizations, groups and individuals have to demonstrate that they qualify. And the proficiency in the English language, and other measures like requisite training and Information and communication technology (ICT) knowledge, are slightly related to English ability. It is significant to be proficient in it in order to meet up with the desire to achieve one's self-actualization's English is regarded as global language it is broadly used in most countries. In fact, to acknowledge the best of globalization, one has to be proficient in written and spoken English. English is therefore, becoming the world's lingua franca, notwithstanding the other major international languages and efforts being made to preserve native languages, and there are native languages that impede the mastery of English language. The most pressing subject in our teaching system is to correct the deteriorating standard of the language by teaching it effectively in schools. This is because poor – level English ability in the country is depriving us access to understanding in digital and hard forms, even as globalization present challenges for the teaching of use of English. English proficiency is central in an understanding founded world because English is the main language of science and technology, which bring development as argued by (Yen, 2008). English is the language of business and computer and is gradually becoming requirement for job placements globally. For some nations, English is their L1 and L2 language while some have it as their official and second language. In Nigeria, for instance, it used as an official language. And as an official language it is adopted as language of administration, business, law, mass media, medium of teaching in schools etc. The use of English was introduced in our schools in order to achieve improved position of the language in the country.

### **II. The Concept of Global Language and English**

English language assumes the spot of global most used and influence language. Globalization is the drive toward opening up of different part of the world to outside influence. It is the abortion of natural boundaries to encouragement trade, technology, culture, finance and language. The concept has to do with interrelationship and growing collaboration between people of different language and background. Globalization exposes one to innovative ideas and services and products and modern methods of doing things in the international context. Globalization may also consider as process of transforming relationship between states and organizations, the universalization of certain operation, and the global rearrangement of the current decade since the dissolution of socialist structure and the liberal capitalist relations as observed by (Adetugbo, 2006). He further argued that though one might be claiming that the term "globalization" begins with the establishing of the League of Nations and later the United Nation Organization, the expression was late in coming to the English language. English is now the world's most important language and it is estimated to be spoken by one in five of the world's population. It is the language of international commerce, popular culture, and the internet and holds an unassailable position among the world's major languages not in terms of the number of speakers but in terms of domain of use and international spread. English is spoken not only as a first language in the United

Kingdoms, the United State of America, Australia and New Zealand, Canada, but also by over one million people in Trinidad and Tobago, over three million in the Irish Republic, over two million in Jamaica etc. (Crystal, 1997; Adetugbo, 2000). Although, English is perceived as a universal language, the fact remains that some factors are accountable for this development and spread of English. It is enumerated in the National Teachers' Institute English language that some of the factors responsible for the growth of English include: Economic motivation, political motivation, the slave trade and Science and Technology (NTI, 2000). English language is a global language since it's used internationally. No wonder Leiper (1998) sees English as: a language that most people will acknowledge is sweeping the planet's physical, economic, culture and cyber space it's a language the young in the developing world, the formal world, and the world yearning for democracy feel compelled to learn. Not like any other in history, English is gradually developed to classless language. Imaginably, it considered by many as a digital age language. In any case English incorporates more than just a appropriate means of communiqué among the international natives. It is a chance drive philosophy. The roles and position of English are growing very fast and it will continue to increase because of its uses in the world. Power (2005) argued that English language as a turbine instrument of globalization. English will allow the state to contribute to the globalization trend. Globalization is a worldwide linkage entrepreneurship, which is centered on entrance to immediate global communication network where individuals can have access to information and movement globally. The place of English language as the driving world by and that of Science and Technology is indisputable as argued by (Leliot 2000). "In fact majority of the scientific, modern and educational data was expressed in English and about 80% of the data retrieve from the system using English" as argued by (Crystal 1997). This shows the significance of English language in our current trend of globalization. This has justified the lingua franca positions of English language in the world. The quest for improved performances in English language is consider as being a global drive in such that even those countries where English was considered as a native language that is (L1) are not left out in this drive e.g nations like United Kingdom and the United States of America. In both countries, keeping standards in education, specifically English allowed 'a language for living' is overall impression. In the USA, the National Commission on Excellence in Education was introduced in 1981 to measure students' performance at different levels and in all areas of the curriculum. Students whose performance was below standards are authorized to receive remediation (Hester and Moonro, 2000). Equally, in the European Union (EU), English is the working language the dominance of English is strengthened as more nations there clamor to join EU as argued by (Kelly, 2004). There is need to develop the learning and teaching of use of English in the country. Therefore, there is need for significant efforts to train students in modern information technology and internet.

### **III. The Challenges of Globalization**

Globalization drive has entered even remote parts of the globe. Tierney (2004) defines it as 'a borderless worldwide social relationship where nation - state come together for economic, political, and cultural to interact for common benefit.' "He notes that new development, bypass national boundaries, frees information from being tied to geography or time and globalization engenders intermingling of cultures becomes a stimulus of globalization" (Tierney, 2004). Globalization and English language are closely related, where the former encourages the learning and teaching of English and the proficient in language raises the characteristics of globalization e.g Labour mobility internationally. Yen (2008) argued that the impact of globalization such as access to better employments, has become the major driving power for the improved and intensified learning of English language, a situation prompting educational inequality those who can afford the kind of language skills needed look further than the public education system for the English language teaching that is probable to meet anticipated level of proficiency as further argued by (Tierney, 2004; Bruton, 2009). English is central in the development and spread of commerce internationally. Skilled workforce good English ability is most preferred over those lacking English by some corporations. Nigeria appears to be low on both English proficiency and in attracting multinational corporations to the country communications and operations in a networked world is knowledge centered and is aided by ICT and communication in English. Furthermore, English language is essential to the acquisition of ICT skills since the technology is mostly denominated by English Communication on the internet is mainly in English, making English proficiency important in accessing information and data individual development and improvement and for common living. Therefore, absence of language of communication deprived mostly less disadvantaged people (Charles, 2006). The proficiency in English that can allow one to participate in a globalized world is learnt fundamentally in formal settings and by implication, official education offers the setting for the learning of English, which in several cases is also the medium for attainment of knowledge for the improvement of the quality of life. "English in this age of globalization will raise the capability of people to communicate and interchange ideas and goods across borders as suggested by (Lazero and Medalla 2004). English language proficiency is a requisite for developing relationships with the other nations in international trade, social and economic development and even in the use of modern technology". With much consideration to the education of English in the country, Nigeria currently needs to get

on top of language learning shortfalls in the education system and also look into developing English programme to adequately provide for socio – cultural collaboration across boundaries with and beyond the country for language students to become language users capable to deal with the rapid development of events globally.

#### **IV. Challenges in Teaching the Use of English**

In real sense, English language as a basic course of study is encountered many problems in its learning and teaching. Most of these challenges are: Problems Intrinsic in English Language Itself This is a main challenge in the teaching and learning of English largely. English is a second language (L2) in Nigeria, and has its own characteristics which make its learning and teaching very problematic to both tutors and students. As a Second language its technical demonstration of the practical position of that language rather than its place in consecutive order of attainment ( Onuigbo & Eyisi, 2009). The problem of Mother Tongue or language contact which comes as a result of interference or language contact. This problem is recognizable in phonology, semantics syntax and vocabulary. This is why students majority of students who have as elective shy away from the use of English.

##### **Absence of Specialists in the Course**

The use of English is becoming a feature of English language and as such experienced tutors should be employed to teach it. The case of non-graduates of English teaching the use of English is a major challenge to supervisory authorities in the country. Professionals should be trained in English for Particular reasons to handle the teaching of use of English as a course. There should be a need for acknowledgment of the teachers and the course. The student's requirement for the English language should be the critical. The learners should be educated to the level that they should be acquainted with the registers of diverse fields and disciplines. The learners are not sufficiently trained and prepared to meet their job challenges and this has resulted to problem in several organizations as some professionals cry over lack of communicative proficiency among our graduates. In fact some of the lecturers are not experienced enough to handle the course. They need to be well train in all aspect of English before they can go to teach pupils. Furthermore, some are not ready to invest in the purchase of needed tools that will make teaching and learning very conducive nor do their attend work shop or conference attendance to update their knowledge. Instead, they cover their deficiencies; by encourage fraudulent activities among students.

##### **Absence of Electronic Learning Aids**

The problem of electronic teaching is one of the main problems that the teaching of English language faces in our schools. Emphasis is currently shifted to the use of computer; in educational institutions however, this is not without challenges as this demand significant capital investment to make these facilities available for effective teaching and learning. The significance of computer in teaching, the use of English is not left out, since the use of English has been learner centered, it provides the lead for effective teaching and learning since teachers will be in a position to identify and pay attention to individual learners. On the other hand pupils stand the opportunity of getting precise information, obtain information and receive immediate feedback. The trainer can also monitor the student's improvement. The use of computer though a teaching – learning facility is still an anticipation in our schools Computers are still not obtainable to many students in Nigeria.

##### **Absence Adequate Textbooks for Enhanced Teaching and Learning**

Absence of textbooks has further compounded this problem of teaching the use of English in the country's institutions. In fact even where the books are available they are mostly obsolete. Most pupils largely depend on lecture note which some time are so ambiguous to understand and the relevant textbooks are not available or inadequate. Many find it very hard to take lecture notes. The notes are full of grammatical and spelling mistakes which are indication of the inadequate language background among the learners (Ayodele, 2004).

##### **Problem of Large Classes**

The use of English is generally overpopulated. It is common to have a class of three to four hundred students in a country like Nigeria. Several of whom may not get a sitting space inside the classroom during the course and let alone paying not paying attention to the lecturer. In such a condition, it is impossibility to attend individually to students while teaching or subsequently. Hitherto language teaching needs drills through both written and oral and exercises in class and at home. The situation does not give the teacher the chance to attend to the students independently. Also when written work is given, it is continuously a hard task to mark all and call each student to explain where they made mistake.

### **Lack of Facilities**

Many of our tertiary institutions lack large class rooms that can accommodate the big number of students. In schools where it exists, functional effective public address systems are absent. Training them becomes a difficult and relatively annoying job to the lecturer, who shoots himself hoarse on the bid to communicate. The outcome is that he will be inadequate to the action zone of the class. In the meantime students at the bad region may get tired draining their ears. It is similarly an ineffective exercise dictating or writing on the chalk board where there are no projectors or screens.

### **Time Factor**

The non-communicative capability of our students demands an urgent action from regulatory authorities. Miserably, the use of English is a one year course in majority of our tertiary institutions. The National Board for Technical Education (NBTE) has been more convincing about this in that its curriculum offers for the use of English and communication skills all through the period of both National Diploma and Higher Diploma. Though, in teaching the course, there are many challenges in the students' response which take extra time to fill up. Hence, the two hour credit load assigned per semester is unacceptable and inadequate; however, NBTE's rigidity in administrative compliance with the curriculum virtually makes it difficult to create additional time. With all these difficulties, one can explicitly conclude that lectures are not conducive for both lecturers and student.

## **V. Recommendations**

The classroom is not sufficient for learning English even though it is the only point most Nigeria n students have access to learning the language. The students should be encouraged to indulge in scrutinizing the English spoken in their setting in order to benefit from good models and avoid the errors in deprived and also explore areas accessible separate from the classrooms for studying English. The pupils should be competent to overcome predominant distasteful usages of English within the country. The tutor has to screen through resources as well as be capable to identified sources of errors in students' production. The students should be authorized to be accountable for their own learning and also the teachers should be allowed also to be able to imitate on practice, determine what learners want to be capable to develop, try out innovative approaches to do things. Furthermore, knowing the effects of electronic teaching particularly the use of computer in the teaching and learning practice it is advised that sufficient facilities, computer inclusive be provided to all institutions in the country. This will support the teaching of all the use of English courses. Language is learnt through via it rather than simply practicing linguistic items. Intercultural, communication to prepare students communicate in a new world categorized by people of different cultural upbringings networking at this time. The teachers and the students should make use of web resources. Some teacher and learner resources abound on the internet which can make remarkable influence in use of English if adopted. There is requirement for computer knowledge and development of a active website for teachers in the country. A current radio programme for teachers is a good creativity that can help teachers develop professional particularly if attention is taken not to speak above the heads. The use of computers and internet need be encouraged by teachers' in a unique ways that are conducive to learning environment. It will expose and connection them to materials and resources available on the web. There should be rigorous teacher education where only the best graduates of secondary education are admitted into teacher education programme. In service training are vital for effective teaching and should be trivialized. ICT practice is significant for both teacher and learner. Teachers were incapable to deliver all native repertoires and nuances and other diversities for effective language knowledge in a current world of globalization. Digital media will deliver the student more prospects for greater understanding with the language and corpus for more learning and analysis and for vocabulary progress in general and particularly English, and for the teacher, access to language teaching aids as well as an possibility for continuing professional development. Except teachers develop on teaching resources, it will be challenging for learners to get satisfactory preparation for the world. Better learner independence is to be stimulated self-learning for broader knowledge and for life learning. Lifelong learning has become a mode of life in ever dynamic information driven world. Developing learning approaches and strategy through learner independence will guarantee that the learner continues to realize language learning on own even after schooling. Students' autonomy has the possible to help learners experience language items as a necessary part of living with a language and using them to realize real life objectives. Development of resources for learning need meet the demands of current reality in a global village, of linguistic repertoire of students has to be expanded. This consequently calls for development of written and oral materials and texts made obtainable for learning. International communication and exposure should be stimulated between teachers. The teachers should attend international conferences, subscribe to international journals or belong to internal bodies.

## VI. Conclusion

Be young a reasonable doubt that teachers need to work hard for themselves in any effort to develop the teaching of the use of English in the country. Similarly, individual efforts will produce little where the system has a propensity to discourage straightforward effort. It is vital that the supervisory bodies make its, objectives, and policies in line with world developments. Furthermore, teachers should be encouraged to appreciate the additional effort they are being requested to make. The teaching environment should be conducive and friendly and words should be supported up with actions that have taken all elements into consideration. We recognize that globalization is an incorporating process and English is an instrument to accessing knowledge and job appointments globally, and as such it will be a disadvantage if other nations learning English as a foreign language should overtake our country in the world of today when English is not just a second language, an official language but also the unifying language and a language of integration as a result of the multi – lingual nature of Nigeria.

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