

THE DYNAMICS OF NIGERIAN ENGLISH TEACHER VARIABLES ON AWARENESS OF EIL CONCEPT

ESTHER N. OLUKPE¹, JOHN AGAH² & NGOZI NWODO³

¹Department of Arts Education, University of Nigeria, Nsukka, Nigeria

²Department of Science Education, University of Nigeria, Nsukka, Nigeria

³The Use of English Unit, School of General Studies, University of Nigeria, Enugu Campus, Nigeria

ABSTRACT

This study is a sequel to Oluikpe & Nwodo (2014) which attempted to determine Nigerian teachers' awareness of the basic tenets of English as an International Language (EIL). It is designed to investigate the influence of the variables used in the study to ascertain teachers' awareness of the concepts of EIL. The variables consisted of gender, qualification, location, and experience. These variables were converted into teacher stereotypes, using Nigerian teacher taxonomy and the complementary opposites of the taxonomy in binary sets as the attributes of the teacher stereotypes. Respondents were 100 teachers from the school in the south-eastern part of Nigeria. The chosen schools were determined by cluster sampling technique. Respondents were selected, using stratified random sampling. Data were generated, using a self-constructed 4 point Likert-type questionnaire. Data were classified into teacher stereotypes identified for the study and analyzed, using mean and standard deviation. A criterion mean value of 2.50 was chosen for decision. The findings revealed that the female teacher stereotype (\pm graduate, \pm urban, \pm experience), graduate teacher stereotypes (\pm urban, \pm experience), urban teacher stereotypes (\pm graduate, \pm experience), and experienced teacher stereotype (\pm graduate, \pm urban) were more aware of EIL concept than their corresponding counterparts respectively. The study concluded that the variables exerted varying, indeterminate level of influence on the respondents' awareness.

KEYWORDS: EIL Concept, Gender Studies, Location Studies, Qualification Studies, Experience Studies