

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

ESTHER N. OLUIKPE<sup>1</sup>, JOHN AGAH<sup>2</sup> & NGOZI NWODO<sup>3</sup>

<sup>1</sup>Department of Arts Education, University of Nigeria, Nsukka, Nigeria

<sup>2</sup>Department of Science Education, University of Nigeria, Nsukka, Nigeria

<sup>3</sup>The 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.

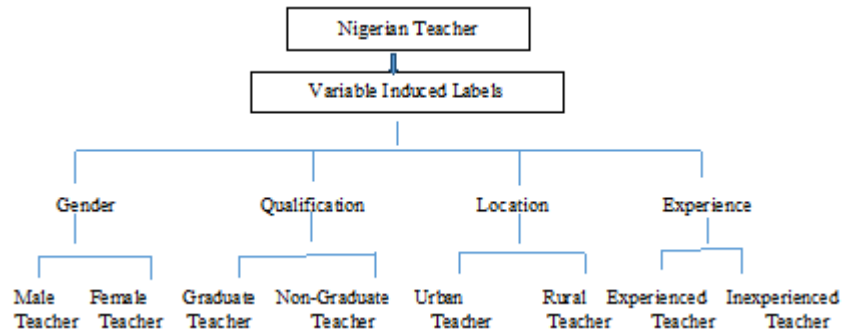
**KEYWORDS:** EIL Concept, Gender Studies, Location Studies, Qualification Studies, Experience Studies

### INTRODUCTION

This paper attempts to determine the influence of such variables as gender, educational level, location of schools, and length of teaching experience which were not examined in Oluikpe & Nwodo (2014)—a study which investigated Nigerian teachers' awareness of the concept, features, and pedagogy of English as an international language (EIL). The focus of the present study is on the influence of the above variables on the response of teachers on their awareness of the concept of EIL. In Oluikpe & Nwodo (2014), the teachers' response to their awareness of the concept of EIL recorded a grand mean of 3.11 based on criterion value of 2.5 chosen for decision. This result showed that the Nigerian teachers selected for this study were aware of the concept of EIL.

Since the study is on variables, it is important, in the view of this study, to work out the dynamics of the variables from the perspective of Nigerian teachers in order to evolve what, for the purposes of this study, may be described as *stereotypes* of Nigerian teachers (primary and secondary). However, the stereotypes of Nigerian teachers that is the focus of this paper is secondary school teachers. To achieve this goal, the study invokes what it terms *Nigerian teacher taxonomy*

as represented in the figure below.



**Figure 1: Nigerian Teacher Taxonomy**

From the above figure, each variable dominates teacher labels which are complementary opposites. For instance, in terms of gender as a variable, a teacher may be either male or female. Qualification as a variable produces either a graduate or non-graduate teacher. In the same vein, location as a variable gets either urban or rural teacher. On its part, experience as a variable yields either an experienced or inexperienced teacher. Because the variables induce complementary opposites, this study appeals to Linguistics and describes these complementary opposites in terms of their binary sets as follows:

- Gender:  $\pm$  male teachers
- Qualification:  $\pm$ graduate teachers
- Location:  $\pm$ urban teachers
- Experience:  $\pm$ experienced teachers

These binary sets translate as follows: a teacher may be called either male (+male) or female (-male) teacher; a teacher may be addressed as either a graduate (+graduate) or non-graduate (-graduate) teacher. Incidentally, for the purposes of this study, non-graduate teachers are also referred to as NCE teachers, a label to be defined later. A teacher may be referred to as either urban (+urban) or rural (-rural) teacher. Similarly, a teacher may be recognized as either an experienced (+experienced) or inexperienced (-experienced) teacher. To obtain typical Nigerian teacher stereotypes, using the above binary set under the domination of each variable, the following stereotypes of Nigerian teachers emerge:

- Gender :  $\left( \begin{array}{c} \pm male \\ \pm graduate \\ \pm urban \\ \pm experienced \end{array} \right)$  teacher
- Qualification:  $\left( \begin{array}{c} \pm graduate \\ \pm urban \\ \pm experienced \end{array} \right)$  teacher
- Location:  $\left( \begin{array}{c} \pm urban \\ \pm graduate \\ \pm experienced \end{array} \right)$  teacher
- Experience  $\left( \begin{array}{c} \pm experienced \\ \pm graduate \\ \pm urban \end{array} \right)$  teacher

In other words, gender, as a variable, induces the following teacher stereotypes: a male (+male) or a female (-male) teacher who may be either a graduate (+graduate) or a non-graduate (-graduate), who may be teaching either in an urban (+urban) or rural (-urban) school, and who may be either experienced (+experienced) or inexperienced (-experienced). In the same vein, qualification as variable has teachers with the following labels: a graduate (+graduate) or non-graduate (-graduate) teacher who may be teaching either in urban (+urban) or rural (-urban) school and who may be either experienced (+experienced) or inexperienced (-experienced). Location controls the following teacher stereotypes: an urban (+urban) or rural (-urban) teacher who may be either a graduate (+graduate) or a non-graduate (-graduate), and who may be either experienced (+ experienced) or inexperienced (-experienced). Finally, experience dominates the following teacher stereotypes: an experienced (+experienced) or inexperienced (-experienced) teacher who may be either a graduate (+graduate) or a non-graduate (-graduate) who may be teaching either in urban (+urban) or rural (-urban) school. From the foregoing description of teacher stereotypes, the variables will be examined in the context of the stereotypes. This approach constitutes the dynamics of the study.

The concept of EIL is predicated on the numerical strength of the non-native speakers (NNS) of English, the principle of democracy, and globalization. The advocacy for the recognition of EIL has been espoused by the numerical strength of NNS whose population has been variously estimated. For instance, McArthur (1992) and Kachru (1996) have estimated the ratio of the population of native speakers (NS) and NNS at 2:1 and 4:1 respectively in favor of NNS. Crystal (1997), on his part, projected the following figures:

- Inner circle ( U.K., U.S., Canada, Australia, and New Zealand ) 320-380 million
- Outer circle ( India, Singapore, Nigeria, Ghana, Liberia, etc) 150-300 million
- Expanding circle ( China, Japan, France, Russia, Germany, etc ) 100-1000 million

The above projections have resulted in the application of the principles of democracy which is governed by majority rule to advocate that the variety of English spoken by the majority of the users—NNS with all its innovations has the right to be independent of the variety spoken by the NS, who are in the minority, in terms of norms of usage and pedagogy. This position is echoed by Brumfit (2001: 116) who states that, because the variety of English of Kachru's inner circle (native speaker variety of English) is spoken by the minority, this minority have no right in determining "language use, language change, language maintenance... and the beliefs associated with the language." Brumfit's (2001) advocacy of the application of the democratic principles in the determination of language norms and pedagogy may have been informed by the revolt against linguistic imperialism pioneered by Phillipson (1992). In addition to the rise of democracy and revolt against linguistic imperialism, globalization added its weight to the democratization process of the English language so that no single nation could claim ownership to it (Seidlhofer, 2003). Because of globalization, NS should learn to accommodate the new set of norms of usage and the characteristic innovations in the English used by NNS if they are to be relevant in the globalized world (Rajagopalan, 2004). Anchored on the above foundation, the concept of EIL may be summarized as follows:

- EIL is a global lingua franca with no nation claiming ownership to it.
- Globalization and the rise of the democratic process account for its emergence.
- It is spoken by all educated NNS globally for intra- and international interaction.

- NNS use it to speak to NS.
- NNS outnumber NS.

For additional information on the concept of EIL, see (Kachru, 1985; Brutt-Griffler, 2002; McKay, 2003, 2013; Seidlhofer, 2003; Canagarajah, 2007; House, 2013).

Against the foregoing background, this paper sets out to investigate the influence of the various teacher stereotypes as induced by the variables in Oluikpe & Nwodo's (2014) study which recorded a positive response by the respondents on their awareness of the concept of EIL by scoring a grand mean of 3.11, using the criterion value of 2.50 as the bench mark for decision.

## METHODS

Following from Oluikpe & Nwodo (2014), the respondents of this study were drawn from secondary schools in the South-east geopolitical zone of Nigeria comprising the states of Abia, Anambra, Ebonyi, Enugu, and Imo. There were 100 respondents selected from the many schools in the zone. Using cluster sampling technique, 20 secondary schools were selected. From each school, five English teacher respondents were selected, using stratified random sampling through balloting. The distribution of the teacher respondents according to variables were as follows:

• Gender:	male	20	female	80	100
• Qualification:	graduate	64	Non-graduate	36	100
• Location:	urban	64	rural	36	100
• Experience:	experienced	57	inexperienced	43	100

The respondents had a minimum qualification of National Certificate of Education (NCE) and a maximum of a Bachelor of Arts (BA) degree in English or a Bachelor of Education (BEd) degree with subject specialization in the teaching of English. Incidentally, the NCE qualification is a three-year sub-degree teacher training program diploma for teaching either in the primary or secondary schools. In the binary set for Nigerian teacher stereotypes described above, NCE teachers are labelled *non-graduate teacher* with the binary feature set (-graduate teacher). Each teacher respondent has a minimum teaching experience of five years. Consequently, inexperienced teachers were those with not more than five years teaching experience.

Data were collected, using a self-constructed questionnaire tagged *Nigerian English teachers' awareness of EIL (NETEA-EIL)*. NETEA-EIL is a 4-point Likert-scale questionnaire comprising two sections – bio-data and questionnaire. The bio-data elicited information on the respondents' gender, educational qualification, location of school where the respondent was teaching, and length of teaching experience. On the other hand, the questionnaire, in respect of this study, consisted of one cluster on the concept of EIL. The cluster contained eight statements on the basic concepts of EIL. See Appendix A. The respondents reacted to each statement in the cluster by ticking any of the following:

- SA = strongly agree (4)
- A = agree (3)

- D = disagree (2)
- SD = strongly disagree (1)

The questionnaires were distributed by our postgraduate students. The respondents were made to respond to the questionnaire on the spot. Thereafter, the questionnaires were collected. There was, therefore, zero mortality rate on the returns.

The responses were classified according to the four teacher stereotypes identified earlier as follows:

- Gender induced teacher stereotypes  $\left( \begin{matrix} \pm male \\ \pm graduate \\ \pm urban \\ \pm experienced \end{matrix} \right)$  teacher
- Qualification induced teacher stereotypes  $\left( \begin{matrix} \pm graduate \\ \pm urban \\ \pm experienced \end{matrix} \right)$  teacher
- Location induced teacher stereotypes  $\left( \begin{matrix} \pm urban \\ \pm graduate \\ \pm experienced \end{matrix} \right)$  teacher
- Experience induced teacher stereotypes  $\left( \begin{matrix} \pm experienced \\ \pm graduate \\ \pm urban \end{matrix} \right)$  teacher

Data from these stereotypes were analyzed, using mean (X) and standard deviation (STD). A criterion value of 2.50 was chosen for decision.

**Findings**

Four research questions were generated to guide the study and discussed under the following sub-heads:

- Gender Induced Teacher Stereotypes
- Qualification Induced Teacher Stereotypes
- Location Induced Teacher Stereotypes
- Experienced Induced Teacher Stereotypes

Each research question is discussed in turn.

**Gender Induced Teacher Stereotypes**

The following constitute the research question: What is the mean response of gender induced teacher stereotypes on awareness of EIL concept?

**Table 1: Mean and Standard Deviation of Gender Induced Teacher Stereotypes' Response on Awareness of EIL Concept**

Gender	Qualification	Location	Experience	N	X	STD	Decision	
Male	Non-graduate	Secondary School						
		Urban	0-5 years	2	2.3	4.24	Disagree	
	6-10 years	-	-	-	-	-	-	
		above 10 years	-	-	-	-	-	
	Rural	Non-graduate	Rural	0-5 years	4	1.8	0.00	Disagree
				6-10 years	-	-	-	-
			above 10 years	-	-	-	-	
Graduate	Urban		0-5 years	10	3.22	0.84	Agree	
			6-10 years	-	-	-	-	
			above 10 years	-	-	-	-	
Rural	Non-graduate	0-5 years	4	3.20	0.84	Agree		
			6-10 years	-	-	-	-	
			above 10 years	-	-	-	-	
Female	Non-graduate	Urban						
		Urban	0-5 years	12	2.63	1.07	Agree	
	6-10 years	-	-	-	-	-	-	
		above 10 years	-	-	-	-	-	
	Rural	Non-graduate	0-5 years	18	2.52	0.91	Agree	
				6-10 years	-	-	-	-
			above 10 years	-	-	-	-	
Graduate	Urban		0-5 years	40	3.63	0.61	Agree	
			6-10 years	-	-	-	-	
			above 10 years	-	-	-	-	
Rural	Non-graduate	0-5 years	10	3.05	0.61	Agree		
			6-10 years	-	-	-	-	
			above 10 years	-	-	-	-	

Before discussing the table, it must be remarked that the symbol  $N = \text{number}$  in the table above reflect the number of each category of gender. According to Table 1, male, non-graduate (NCE) teachers in urban secondary schools and their counterpart in the rural secondary schools have mean scores of 2.3 and 1.8 respectively. These scores are below the criterion value of 2.50 chosen for decision. This means that this category of respondents are not aware of the concept of EIL. On the other hand, male graduate teachers in urban schools and their counterpart in the rural schools register mean scores of 3.22 and 3.20 respectively.

These scores are above the criterion value of 2.50 chosen for decision. This means, therefore, that male graduate teachers in both urban and rural schools are aware of the concept of EIL. Table 1 further reveals that female non-graduate teachers in urban secondary school and their counterpart in the rural schools have mean scores of 2.63 and 2.52 respectively. Since the mean scores are above the criterion value of 2.50, female, non-graduate (NCE) teachers in both urban and rural schools are aware of the concept of EIL. Similarly, female graduate teachers in urban schools and their counterpart in the rural schools register mean scores of 3.63 and 3.05 respectively. These scores are above the criterion value of 2.50. Consequently, female graduate teachers in both urban and rural schools are aware of the concept of EIL. From the scores in the table, it appears reasonable to claim that all female respondents (graduate and non-graduate; urban and rural) teachers are aware of the concept of EIL. The picture is different from their male counterpart. The table shows that male, non-graduate teachers in both urban and rural schools are not aware of the concept of EIL whereas their graduate counterpart in urban and rural schools are aware of the concept of EIL.

**Qualification Induced Teacher Stereotypes**

The following research question is chosen to guide the study: What is the mean response of qualification induced teacher stereotypes on awareness of the concept of EIL?

**Table 2: Mean and Standard Deviation of Qualification Induced Teacher Stereotypes’**

Qualification	Location	Experience	N	X	STD	Decision	
Non-graduate	Secondary School Urban	0-5 years	5	2.63	1.07	Agree	
		6-10 years	9	2.95	0.83	Agree	
		above 10 years			-		
	Rural	0-5 years		18	2.42	0.91	Disagree
		6-10 years		4	2.50	0.03	Agree
		above 10 years			-		
Graduate	Urban	0-5 years		12	3.22	0.84	Agree
		6-10 years		20	3.63	0.61	Agree
		above 10 years		18	3.67	0.92	Agree
	Rural	0-5 years		8	3.12	0.72	Agree
		6-10 years		4	3.20	0.84	Agree
		above 10 years	2	3.22	0.84	Agree	

Table 2 shows that non-graduate (NCE) teachers in urban schools with 0-5 and 6-10 years of teaching experience have mean scores of 2.63 and 2.95 respectively. These scores are above the criterion value of 2.50. This means that this category of teachers are aware of the concept of EIL. On the other hand, their counterpart in the rural schools with corresponding length of teaching experience score 2.42 and 2.50 respectively. Since the score of 2.42 is below the criterion value of 2.50, it means that non-graduate teachers with 0-5 years of teaching experience are not aware of the concept of EIL while their counterpart with 6-10 years of teaching experience with a mean score of 2.50 are marginally aware of the concept of EIL. Their awareness is described as marginal because it is at the same level as the criterion value of 2.50 chosen for decision. Table 2 further reveals that graduate teachers have three levels of teaching experience unlike the non-graduates with two levels. Thus, graduate teachers in urban schools with 0-5, 6-10, and above 10 years of teaching experience score 3.22, 3.63, and 3.67 respectively. Since these scores are above the criterion value of 2.50, it means that this category of teachers are aware of the concept of EIL. Their counterpart in the rural schools with corresponding levels of teaching experience score 3.12, 3.20, and 3.22 respectively. Because these mean scores are above the criterion value of 2.50, graduate teachers in the rural schools are aware of the concept of EIL. It is observed that the mean scores of graduate teachers in both the urban and rural schools are above the 3.0 level whereas those of the non-graduate teachers (urban and rural) are below the 3.0 level. This means that graduate teachers are more aware of the concept of EIL than the non-graduate teachers. This shows that qualification induced teacher stereotypes’ awareness of the concept of EIL is proportionate to their level of education – the higher the education, the more the awareness.

**Location Induced Teacher Stereotypes**

The research question for this variable states: What is the mean response of location induced teacher stereotypes’ on awareness of EIL concept?



**Table 3: Mean and Standard Deviation of Location Induced Teacher Stereo Types' Response on Awareness of EIL Concept**

Location	Qualification	Experience	N	X	STD	Decision
Secondary School Urban	Non-graduate	0-5 years	5	2.63	1.07	Agree
		6-10 years	9	2.95	0.83	Agree
		above 10 years	-			
	Graduate	0-5 years	12	3.22	0.84	Agree
		6-10 years	20	3.63	0.61	Agree
		above 10 years	18	3.67	0.92	Agree
Rural	Non-graduate	0-5 years	18	2.42	0.91	Disagree
		6-10 years	4	2.50	1.03	Agree
		above 10 years	-			
	Graduate	0-5 years	8	3.12	0.72	Agree
		6-10 years	4	3.20	0.84	Agree
		above 10 years	2	3.22	0.84	Agree

Table 3 reveals that urban, non-graduate teachers with 0-5 years, and 6-10 years teaching experience have mean scores of 2.63 and 2.95 respectively while their graduate counterpart with 0-5 years, 6-10 years and above 10 years register mean scores of 3.23, 3.63, and 3.67 respectively. Since the above mean scores are above the criterion value of 2.50, it, therefore, means that all urban teachers (non-graduate and graduate with different levels of teaching experience) are aware of the concept of EIL. On the other hand, rural, non-graduate teachers with 0-5 years and 6-10 years teaching experience have mean scores of 2.42 and 2.50 respectively. Because the mean score of non-graduate teachers with a minimum of five teaching experience is below the criterion value of 2.50, it means that rural, non-graduate teachers are not aware of the concept of EIL. However, their counterpart with teaching experience above five years are marginally aware of the concept of EIL because their mean score is just at the margin of the critical value of 2.50. The table further reveals that rural, graduate teachers with 0-5, 6-10, and above 10 years of teaching experience score 3.12, 3.20, and 3.22 respectively. These scores are above the criterion value of 2.50. Consequently, rural graduate teachers, regardless of their teaching experience, are aware of the concept of EIL. The differences in the mean scores demonstrate that urban teachers (non-graduate, graduate) with the same range of teaching experience as their rural counterpart are more aware of the concept of EIL than the rural teachers (non-graduate, graduate).

**Experience Induced Teacher Stereotypes**

The following research question is generated to guide the study: What is the mean response of experienced induced teacher stereotypes' response on awareness of EIL concept?

**Table 4: Mean and Standard Deviation of Experienced Induced Teacher Stereo Types' Response on Awareness of EIL Concept**

Experience	Location	Qualification	N	X	STD	Decision
0-5 years 6-10 years above 10 years	Secondary School Urban	Non-graduate	5	2.63	1.07	Agree
			9	2.74	0.89	Agree
			-			
0-5 years 6-10 years above 10 years		Graduate	12	3.01	0.82	Agree
			20	3.46	0.59	Agree
			18	3.55	0.89	Agree
0-5 years 6-10 years above 10 years	Rural	Non-graduate	182.34	0.94		Disagree
			4	2.510.98		Agree
			-			
0-5 years 6-10 years above 10 years		Graduate	8	3.04	0.76	Agree
			4	3.12	0.78	Agree
			2	3.16	0.91	Agree



Table 4 makes an interesting revelation. It shows that the level of awareness steadily increases with experience. Even when the mean score indicates non-awareness as in the case of rural, non-graduate teachers with a minimum of five years teaching experience, a marginal increase is recorded in awareness with the same category of teachers whose teaching experience is above the five years mark. Similarly, for other categories of teacher stereotypes which recorded awareness, the level of awareness appears to increase marginally with experience. For instance, urban, non-graduate teachers with 0-5 and 6-10 years of teaching experience, the mean scores are 2.63 and 2.74 respectively. There are no teachers in this category with a teaching experience above the 10 year mark. Similarly, urban, graduate teachers with 0-5, 6-10, and above 10 years of teaching experience register mean scores of 3.01, 3.46, and 3.55 as mean scores respectively. The same is true of rural, graduate teachers with 0-5, 6-10, and above 10 years of teaching experience. The mean scores are 3.04, 3.12, and 3.16 respectively. Although the increases in all the cases in the Table are marginal, nonetheless, the increases appear meaningful. It demonstrates that the level of awareness increases with length of teaching experience.

## DISCUSSIONS

From the findings, the following observations are made:

- Female teachers ( $\pm$ graduate,  $\pm$  urban,  $\pm$  experienced) have greater level of awareness of EIL concept than their male counterpart.
- Graduate teachers ( $\pm$ urban,  $\pm$  experienced) are more aware of the concept of EIL than non-graduate (NCE) teachers.
- Urban teachers ( $\pm$ graduate,  $\pm$ experienced) are more conversant with the concept of EIL than their rural counterpart.
- The more experienced a teacher ( $\pm$ graduate,  $\pm$ urban) is; the more aware he/she becomes of the concept of EIL.
- In discussing the finding, it is observed that the study is handicapped by supporting empirical studies since trends in EIL studies, as far as it is observed from available literature, are not concerned with awareness of concept, features, and pedagogy of EIL as Oluikpe & Nwodo (2014) study has pioneered. However, the discussion will focus on Nigerian social factors that have contributed to the findings.

That female teacher stereotypes ( $\pm$ graduate,  $\pm$  urban,  $\pm$  experienced) have greater level of awareness of the concept of EIL is not strange when the mix ( $\pm$ male) in teacher population in Nigerian secondary and even primary schools is taken into consideration. That the female teacher stereotypes dominate the secondary schools is illustrated by the ratio of 1:4 in favor of the female in the number of respondents used for this study. This disparity is not accidental. It demonstrates the realities in the schools. It is common knowledge that the female teachers show more sense of commitment to their teaching responsibilities than their male counterpart as they dominate not only in the classroom but also in the administration of the schools. Their commitment to duties implies that they are more motivated to improve themselves professionally by attending re-training workshops or even attending the equivalent of summer classes in the universities than their male counterparts who undertake teaching jobs for lack of better options. This accounts for, in the view of this study, the difference in the levels of awareness between the males and the females.

For the sake of economy, qualification and experienced induced teacher stereotypes are collapsed into one for discussion. It is common knowledge that the higher one climbs the educational ladder, the more knowledgeable one is.

Similarly, the more experienced one is in one's profession, the better is one's professional performance in terms of knowledge and skill. Consequently, it is natural for graduate teachers to be more knowledgeable than their non-graduate counterpart. In this regard, graduate teachers are expected to have a higher level of awareness of the concept of EIL than their non-graduate counterpart because of their wider exposure to knowledge. The findings of the study reflect this point of view. In like manner, experienced teachers are more likely to be exposed to the literature of EIL than their inexperienced counterpart because of the length of their teaching experience which has exposed them to new trends in the teaching profession. One of these new trends is the advocacy for EIL pedagogy. The findings of this study confirm the expectation that experienced teachers have a higher level of awareness of EIL concept than their inexperienced counterpart.

With regard to location induced teacher stereotypes, it is also common knowledge that Nigerian urban schools are better equipped in terms of manpower and infrastructure than their rural counterpart. Better qualified and more experienced teachers are posted to the urban schools than their rural counterpart as the numbers of respondents in Table 3 indicates. Similarly, Table 4 brings to the fore that more experienced teachers dominate the urban schools. That such is the case is shown by the fact that no respondent with a length of teaching experience above 10 years is found in the rural schools where there is only two-tier range of length of teaching experience—0-5 and 6-10 years whereas in the urban schools respondents with a length of teaching beyond 10 year mark are present. There is a three-tier range of length of teaching experience – 0-5, 6-10, and above 10 years- in the urban schools. Thus, the urban schools are more advantaged than their rural counterpart. With rural schools dominated by less qualified and less experienced teachers, it is, therefore, not strange to note that urban teachers are more aware of the concept of EIL than their rural counterpart because they have more exposure to knowledge than their counterpart in location induced stereotypes.

## CONCLUSIONS

From the findings and its discussion, it is logical to conclude that the various variables, which have induced different teacher stereotypes that served as the respondents in this study, have exerted varying levels of influences on the respondents' awareness of the concept of EIL in Oluikpe&Nwodo (2014) which registered a grand mean score of 3.11 on the respondents' awareness of EIL concept. The significance of the varying levels of influences of the variables is, in the view of this study, indeterminate and thus not generalizable.

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## APPENDICES

### Appendix A

#### Nigerian English Teachers' Awareness of English as an International Language (Netea-Eil) Questionnaire

The questionnaire is in two parts as follows:

- A. Bio-data
- B. Questionnaire

#### PART A: BIO-DATA

Tick as appropriate

1. SEX                                      Male         Female  

2. EDUCATIONAL LEVEL

NCE  

B.A

## 3. PLACE OF TEACHING

Urban Secondary School Rural Secondary School 

## 4. LENGTH OF TEACHING EXPERIENCE

0-5 years 6-10 years 10+ years **PART B: QUESTIONNAIRE**

Tick the appropriate column against each statement. The abbreviations mean the following:

- SA Strongly agree  
 A Agree  
 D Disagree  
 SD Strongly disagree

**Section I: Awareness of Eil Concept**

No.	STATEMENTS	SA	A	D	SD
1.	EIL is a global lingua franca.				
2.	It is spoken by all educated non-native speakers globally.				
3.	It is the language used globally by speakers for inter-social, technological, economic, and diplomatic interaction.				
4.	No nation claims ownership to it.				
5.	Globalization accounts for its emergence.				
6.	It is a language of accommodation ( i.e interlocutors accommodate deviants from Standard English).				
7.	Types of interaction consist of non-native speakers speaking to one another and non-native speaker speaking to native speakers.				
8.	Population of non-native speakers outnumbers native speakers by available statistics.				