

RE-CONCEPTUALIZING ENGLISH LANGUAGE EDUCATION PROGRAMME FOR A NIGERIA IN DISTRESS: IMPLICATIONS FOR TEACHER PREPARATION IN COLLEGES OF EDUCATION IN SOUTH EAST, NIGERIA

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Abstract

This study aimed at re-conceptualizing English language education programme for a Nigeria in distress and its implications for teacher preparation among colleges of education lecturers in South East, Nigeria, using a descriptive survey design. Two research questions and two hypothesis guided the study. The sample of the study comprised 150 English language lecturers drawn from the five public colleges of education in the South East, Nigeria. The instrument for data collection was Re-conceptualization of English Language Education Programme for Teacher Preparation Questionnaire (RELPTPQ), which was validated by three experts in English language and subjected to a reliability test that yielded an index of 0.87 using Cronbach's Alpha Method. Mean and standard deviation were used to answer the research questions while t-test statistics was used to analyze the hypotheses. The findings of the study revealed that English language educators in South East, Nigeria consented to the need for reconceptualization of English language education programme in Nigeria, especially in colleges of education. Based on the findings, it was recommended that in-service English language educators should periodically be trained and re-trained to prepare them to adopt and adapt to the outcome of such programme re-conceptualization. Such trainings will enhance their teaching performance and also prepare them for diverse professional developments in English language teaching in Nigeria.

Keywords: *Re-conceptualization, Distress, English language, Education, Teacher Preparation.*

Introduction

Distress is a simple but a complex concept that has no universally acclaimed definition and as such, it has many conceptions. For instance, while the National Institute of Health (2020) defines distress as the emotional, social, spiritual or physical pain or suffering that may cause a

person to feel sad, afraid, depressed, anxious or lonely, the American Cancer Society (2022) posits that it is feeling of sadness, fearfulness, anger, helplessness, hopelessness and unsure (uncertain) faith, purpose and meaning in life. But rather than define, McMillan (2020) explains that distress exists in three states namely: a distress state that occurs when an individual's ability to cope or adapt to an aversive condition or event is exceeded; the state that exists when distress responses lead to pathological changes and finally, the state that exists when adversity leads to abnormal and maladaptive behaviours.

The above definitions indicate that distress could be harmful, hurtful, dreadful, life-threatening and could also lead to death. This could be why Li (2022) submits that distress is destructive, unpleasant and usually evokes a negative feeling (especially) when the stressor is interpreted as a source of harm or threat, which one cannot overcome. The import of the above definitions and explanations is that distress is generally a feeling or state of extreme pain, hardship, suffering, discomfort, anxiety, unhappiness and fear as a result of looming danger and uncertainty. This uncertainty is what is presently overshadowing the contemporary Nigeria as majority of Nigerians are now living in anxiety, fear and uncertainty thereby putting the nation in a state of distress.

That Nigeria is in distress is not contestable. It was Awhwfeada (2014) who, in the Vanguard Newspaper, purported that Nigeria was about to relapse into a state of distress. However, Secundus (2020) categorically stated it that Nigeria is currently in distress. Nigeria is actually passing through a multi-layered distress, which manifests in multifarious ways such as poverty, agitations by irredentists, exploitations, banditry, thuggery, farmers-herders clashes, kidnapping, terrorism, ritual and mindless killings, insurgence, epileptic power supply, lack or denial of quality education and exorbitant prices of things in Nigerian markets. Awhefeada (2014) adds that other proofs of distress ranges from badly-run economy that has impoverished the populace to failed infrastructure, non-existent health sector, massive unemployment, unprecedented corruption, collapse of the energy sector (electrical and petrol), crime and malfunctioning Nigerian education system. All these appear to have assumed a political undertone as they seem to be the resultant effects of the socio-political 'war' orchestrated by the rift between the rich and powerful in the country. All to the detriment of poor and average Nigerians.

The foregoing actually paints the picture of a country whose education system has been grossly affected by its prevailing distress conditions and

as such, requires the rescue of its education for it to move forward. The importance of education is primarily to equip individuals to be able to solve identified societal needs thus, no society can rise beyond its education system. Also, the functionality of education programmes depend largely on how far they are able to address the demands of the nation. Ifarajimi (2019) believes that the primary purpose of any education system is to solve identified problems and that educating individuals means equipping them with skills and abilities required to be a functional part of the society. Ifarajimi equally notes that to serve functionally in solving various problems facing the society and in times of crisis (or distress), many look to education for assistance. Ifarajimi's belief means that great faith is reposed on the power of education to positively contribute to the sociological, economical, religious, intellectual development and sustainable growth of the society.

It, therefore, portends that the distress state confronting Nigeria today has placed education on a very challenging pedestal. It is believed that the degree to which education tackles the prevailing societal distress determines the degree to which it is relevant, functional and capable of sustaining the intellectual capacity of the nation. This is why, considering the inherent distress confronting individuals, communities and the nation at large, it has become necessary to reconceptualize English language education programme especially at tertiary level so as to equip its graduates with intellectual abilities, competences and skills relevant for confronting contemporary and prospective challenges facing the nation. This is because the current conceptualizations of (English language) education in Nigeria are inadequate for ensuring optimum contributions in meeting the demands and opportunities of the 21st century Nigeria (Ifarajimi, 2019). This paper focused on reconceptualization of English language education programme at the tertiary level, particularly in colleges of education.

Reconceptualizing the English language education programme relates relatively to the development, functionality, growth and sustainability of English language, which is used for mutual and intelligible communication in Nigeria. Nigeria is a nation with linguistic gap because of it's multilingual, multiethnic and it is a home country to different cultures and people of different ancestry. Bridging this linguistic gap and the establishment, maintenance and sustenance of functional relationship among these Nigerian populace from different tribe and tongues may not be possible without English serving as a unifying language. In this light, English could be seen as an instrument of peace, justice, transmission of

moral and national values as well as a tool for combating the distress situations in Nigeria. Olaoye (2007) states that (English) language is used as a social regulator, an instrument of action, a means for conveying information, instilling order, influencing people, enabling self-expression and a tool for expressing personal opinion or accepting that something is true or real. Olaoye's statement implies that English language is a common medium of relationship and since it is also the nation's medium of school instruction, it serves as the conventional channel for teaching and communicating social, economic, religious, psychological ways and solutions of combating or managing the distress situation and its challenges hence, the need for reconceptualizing English language education programme.

Reconceptualizing the English language education programme is aimed at drawing the attention of English language educators to the need for redesigning the programme to accommodate teaching, assessment and learning that will enable its recipients to cope with the present and future distress. It entails articulating English language education programme to be dynamic, transformative, holistic, relevant to prevailing circumstances and learner's environment, and also geared towards sustainability of linguistic skills and competences necessary for peaceful coexistence of Nigerians. Ifarajimi (2019) suggests that such reconceptualization could entail preparing would-be teachers in such a way that after graduation, they will in turn teach English as a medium of social equity, justice, cohesion, stability, respect for human right and responsible citizenship; as a catalyst for social change, transformation, innovation and positive disruption of the status quo; as a determinant of quality education and learning; as a tool for ensuring that learning occurs across diverse settings including formal, non-formal and especially informal settings; as a determinant of key cost drivers (number and level of teachers, teaching and learning materials, books and equipment) in education and learning; as a tool for disallowing disconnects in the education system as it may cause a chasm between teachers and learners thereby resulting in teachers teaching for passing examination rather than what ought to be taught; as an enabler of lifelong learning which has become the key source of human resilience and finally, as a tool for ensuring addition of new learning areas by accompanying the English language education programme with well-deliberated 'scope and balance' in view of the distress situation in Nigeria today. The above suggestions is a call for an effective teacher education programme that will give birth to effective, hardworking and efficient English language teachers.

English language educators are those tasked with the responsibility of nurturing learners to develop relevant skills, knowledge and attitudes to tackle the challenges they face in their day-to-day existence. According to Novak, Mintzes and Wandersea (2000), meaningful learning is only possible when learners could relate new concepts and proposition to relevant existing ones in their cognitive structures. This means that the success of English language education programme could, therefore, be determined by the extent to which such programme yields relevant results and the extent to which it could equip prospective English language teachers to meet challenges both in the field of teaching and in the nation.

English language teacher education is a continuous process that begins with the initial training (pre-service) and continues throughout the teacher's professional life through regular and sustained period of in-service trainings. The goals of (English language) teacher education, as stipulated by in the National Policy on Education (FRN, 2014), include production of highly motivated conscientious and efficient classroom teachers for all levels of education; encouraging the spirit of enquiry and creativity in teachers; helping teachers to fit into the social life of the community and the society at large and to enhance their commitment to the national goals; providing teachers with the intellectual and professional background adequate for their assignment; to have them adapt to changing conditions and enhancing teachers' commitment to the teaching profession. It is assumed that the best way to translate these goals into practical results is to reconceptualize the current teacher education programme, especially in colleges of education, to make it more relevant to the nation.

For English language teacher education programme to remain relevant, it has to be qualitative and quantitative enough to reflect the yearnings and aspirations of the people. Njoroge (2012) states that teacher education programme also has to be an intensive and extensive school-based internship linked to course work in addition to providing adequate opportunities for students' teachers to relate theory with practice. Njoroge notes that student-teachers graduate from colleges of education with more theories than practical applications. In the same vein, Kpaji (2018) laments that the standard of teacher education in Nigeria tertiary institution has fallen. This has also affected the quality of teacher education programme, the development and sustainability of quality education system, and by extension, the nation. English language educators need to be reminded that the world is fast changing and becoming globally digital and as such, in a country like Nigeria, which is facing so much distress, educational

institutions such as colleges of education need to keep abreast with relevant educational, pedagogical and technological advances in order to be successful in producing graduates that are relevant to themselves and to the society. Unfortunately, teachers are faced with challenges that their education programme and training did not adequately tackle.

Teacher education in Nigeria is facing a lot of challenges which include explosion in students' population, increase in tertiary institutions; lack of adequate infrastructure; inadequate training for teachers; poor funding; ineffective teaching method; poor teacher quality and low teacher motivation (Kpaji, 2018), including the distressed condition of the nation. The challenges and the rate with which things are changing (as a result of distress) implies that skills, competences and teaching strategies used prior to the present-day Nigeria may soon become obsolete hence, adapting to new approach has become a necessity. As lecturers, saddled with the responsibility of training teachers, doing the same thing in the same way can never yield a different result. To this effect, Okoyeukwu (2018) encourages language educators to think differently, be strategic in planning, promote innovation, know the system, promote a learning culture and above all, put the students' needs at the heart of their instruction.

While reconceptualizing English language education programme, educators need to bear in mind that the world is changing fast and that the place of the English language is highly significant in this era of globalization. The English language teacher has a greater responsibility now than before. They, therefore, need to be poised enough to help students to be in tune with global changes. Moreover, the present conceptualization of a teacher is different from the traditional concept that saw the teacher as all-knowing as well as one that has monopoly of knowledge. The implication is that the conception of teacher education has changed. It is high time English language educators reconceptualized the programme to ensure proper professional development, teacher quality and production of competent graduates equipped with the skills and resources to confront the distress situations prevalent in the country and the world at large.

For instance, the total lockdown in 2020 that followed Covid-19 outbreak brought a lot of shift from the way English language was taught. Most institutions, especially in the developed countries, resorted to the use of Zoom meetings, Google classroom and other forms of online teaching and learning. With the internet activities blooming every day, online teaching and learning has come to stay. English language teaching and learning will

never be the same again. The internet has made the world a global village and as such English language education programme has to keep up with relevant technological advances in order to successfully produce graduate that will be relevant to the society (Okoyeukwu, 2018). Information and communication technology, as a relatively new terminology, has widen the scope of practices in the teacher preparation programme so, incorporating and using the latest media and technology during English language instruction has become a necessity. And as the language learning process moves from teacher-centered to learner-centered and from language-based to a need-based approach, English language educators' responsibilities all change as well.

All these changes have implications for teacher preparation. For instance, English language educators are to strive to be familiar with the internet and media technologies to cope with the challenges they offer. What teachers know can make a difference and what they do not know can be an irreparable loss (Selvi, 2010). English language educators who want to be relevant in the teaching profession, and who desire to keep abreast of current best practices in language education teaching and learning processes must get involved with multimedia technologies like the computers, teleconferencing, Zoom meetings, Google classroom, WhatsApp, video/audio conferencing, electronic mail (e-mail), the world wide web (www) known commonly as the internet and the satellite communications.

Again, most of the exposures in our teacher training institutions are biased towards theories, which are highly separated from the content knowledge curriculum. Darling-Hammond (2006) states that instead of creatively harmonizing theory and practice, teachers who graduate from colleges of education come out with more theory than practical know-how for contextual application. Since the prospective English teachers seem to lack the practical aspect of the training, most of them are not able to teach effectively and as such the learners suffer. With these short comings in teacher education programme, student-teachers lack adequate opportunities to relate theory with practice within and outside the confines of their institutions. Course work without practice can only produce ineffective and inefficient English language teachers. Cochran-Smith (2011) argues that learning to teach takes place over time with constant practices rather than at isolated moment in time therefore, it ought not to be a one-time process of teacher training where student-teachers study theories of contents and methods and are then sent to practice. A

professional teacher is one who learnt from teaching rather than one who has finish learning how to teach (Njoroge, 2012).

English language educators need to thoroughly expose student-teachers to different English language contents including those relating to challenges in the country and to ensure mastery of such contents. As Ball and McDiarmid (1990) put it, teachers who lack understanding of the subject matter are likely to misrepresent knowledge to their students. Njoroge (2012) observes that there are cases where student-teachers graduate without adequate exposure to the contents they are expected to teach in schools and so, insists that teachers should be fully immersed in the content they are to teach and the appropriate instructional strategies needed to do that. Teachers' competence is partly measured by their ability to demonstrate a mastery of the subject matter so, a teacher who has not mastered the content area will definitely misrepresent facts. It is based on the above discussion that this paper focused on reconceptualizing English language education programme for a Nigeria in distress and its implications for teacher preparation among colleges of education lecturers in South East, Nigeria. The following research questions were formulated to guide the study:

1. What is the perception of English language educators on reconceptualizing English language education programme in South East colleges of education?
2. What are the implications of reconceptualizing English language education programme in South East colleges of education?

Two null hypotheses were formulated:

H₀₁: There is no significant difference between the mean ratings of male and female English language educators on reconceptualizing English language education programme in South East colleges of education.

H₀₂: There is no significant difference between the mean ratings of male and female English language educators on the implications of reconceptualizing English language education programme in South East colleges of education.

Method

The descriptive survey design was adopted for the study. The design was principally a non-experimental qualitative design administered on a sample to describe attitudes, opinions, experiences and characteristics of the population under study (Ogba & Ede, 2022). The area of the study was South East geopolitical zone of Nigeria, made up Abia (1), Anambra (2), Ebonyi (1), Enugu (2) and Imo State (1). The numbers in bracket represent

the number of federal or state colleges of education in each state. The participants of the study were 175 English language educators purposively drawn from all the seven (three federal and four state) colleges of education in the zone. In each of the seven colleges of education, 10 males ($10 \times 7 = 70$) and 15 females ($15 \times 7 = 105$) English language educators were drawn using stratified random sampling technique. This constituted the 175 ($70 + 105$) participants used as the sample for the study. Data were collected using the qualitative approach and the instrument used was Reconceptualization of English Language Education Programme Teacher Preparation Questionnaire (RELEPTPQ), which was made up of two sections (A and B). Section A centred on the bio-data information of the participants. Section B had 20 item statements divided into two clusters with a four-point rating scale pattern. In all the clusters, the items with mean values ranging from 3.50-4.00 were rated Strongly Agree (SA=4 points), 2.50-3.49 was rated Agree (A=3 points), 1.50-2.49 was rated Disagree (D=2 points) and 0.50-1.49 was rated Strongly Disagree (SD=1 point). RELEPTPQ was validated by one expert each from Federal College of Education, Eha-Amufu (Enugu State); Nwafor Orizu College of Education, Nsugbe (Anambra State) and Alvan Ikoku College of Education, Owerri, (Imo State) making three experts. All the experts are in the Department of English language of their various colleges. Cronbach's Alpha statistic was used to determine the internal consistency of the questionnaire items. A reliability coefficient of 0.87 was obtained. This was considered high enough for the study. Data analysis was done using mean and standard deviation to answer the research questions posed. A decision mean value of 2.50 and above indicated agree while 2.49 and below was disagree. The hypotheses were tested using t-test statistic at 0.05 level of significance.

Results

Table 1: Analysis of Demographic Data and Distribution of Participants by Gender

Gender	Frequency	Percentage
Male	70	40%
Female	105	60%
Total	175	100%

Table 1 is the distribution of the participants by gender. Data show that 70 males, representing 40% of the respondents and 105 females, representing 60% of the female respondents participated in the study. It therefore, implies that more female English language educators participated in the study than their male counterparts.

Table 2: Mean and Standard Deviation of Perception of English Language Educators on Reconceptualizing English Language Education Programme in South East Colleges of Education

S/N	Statement	Male			Female		
		Mean	SD	Decision	Mean	SD	Decision
1	English language education programme is one of the major education priorities in Nigeria.	2.63	0.91	Agree	2.71	0.82	Agree
2	The functionality of English language programme depends on how far it is able to address the demands of its recipients and the society.	2.52	1.17	Agree	2.67	1.10	Agree
3	A lot has changed concerning teaching and learning process in recent time hence, English language will not be an exception.	2.71	0.81	Agree	3.01	0.93	Agree
4	The world is fast changing so, English language education needs to keep abreast with relevant trends and technologies that align with these changes.	2.93	1.15	Reject	2.78	1.16	Reject
5	The content of English language education programme should reflect the	2.63	0.12	Agree	3.03	1.21	Agree

	paradigm shift to reflect the yearnings and aspirations of the people.						
6	English language education is a channel for addressing the distress conditions of this nation.	2.76	0.14	Agree	2.91	0.71	Agree
7	Quality English language education is by extension good for national and sustainable development.	2.63	0.07	Agree	3.23	0.78	Agree
8	English language education should be a dynamic and transformative articulation of collective expectations of current and prospective problems.	2.76	1.13	Agree	3.16	0.90	Agree
9	In a time of distress, people look up to education for assistance.	2.83	1.01	Agree	2.86	1.01	Agree
10	Competences and skills previously acquired may have become obsolete hence, the need to adapt to fast changing contexts.	2.71	0.12	Agree	2.62	1.06	Agree

Results in Table 2 reveal that all the items have mean scores within and above the criterion mean of 2.50. This indicates that all the English language educators agree on reconceptualizing English Language education programme in South East colleges of education in order to adapt to fast changing contexts and by extension, for national and sustainable development.

Table 3: Mean and Standard Deviation of English Language Educators on the Implications of Reconceptualizing English Language Education Programme in South East Colleges of Education

S/N	Statement	Male			Female		
		Mean	SD	Decision	Mean	SD	Decision
	By implication, English language should be taught and used as:						
1	A language capable of inculcating in its recipients the spirit of enquiry and rational mind for good moral behaviour despite the distressed situation in the country.	2.83	1.12	Agree	3.01	0.93	Agree
2	A medium of instruction for social justice, equity, cohesion, stability, unification and for reflecting the yearnings and aspirations of Nigerians in this distressed period.	2.83	0.97	Agree	2.71	0.81	Agree
3	A language for repositioning formal, non-formal and informal education for functional and sustainable education in Nigeria.	2.66	1.18	Agree	2.67	1.11	Agree
4	An enabler of lifelong learning that continually prompts English language educators to always reconceptualize their relevance in the present day Nigeria and globally.	2.56	1.17	Agree	2.78	1.02	Agree
5	A purveyor of quality language education teaching and learning process.	2.89	0.93	Agree	3.03	0.94	Agree
6	A medium for instructing Nigerians to learn, unlearn relearn and add new learning areas to their education considering the distress situation in the country.	3.16	1.16	Agree	2.62	1.03	Agree
7	A tool for disallowing disconnects that may cause a	3.18	0.77	Agree	2.57	1.16	Agree

	chasm between lecturers and students.							
8	A unifying language for instilling values law and order and for maintenance and sustenance of functional relationship among the diverse Nigerian populace.	2.73	1.14	Agree	3.16	0.90	Agree	
9	A catalyst for social change, transformation, innovation and positive disruption of the status quo.	3.06	0.71	Agree	2.86	0.91	Agree	
10	A language that guides students on how to participate and benefit from the global village into which technologies has turned the world.	2.92	1.01	Agree	2.96	0.76	Agree	

Data in Table 3 reveal that all the items have mean scores within and above the criterion mean of 2.50. This means that reconceptualizing English language education programme has implications for teacher preparation in South East colleges of education. Therefore, English language should be taught and used in line with the item statements listed above.

Table 4: Independent t-test Analysis of the Difference between Male and Female English Language Educators on Reconceptualizing English Language Education Programme in South East Colleges of Education

Respondents	N	Mean	SD	Df	Std Error	t-cal	P-value	Decision
Male	70	11.85	1.523	213	.427	-1.037	.278*	NS
Female	105	15.31	1.695					
Total	175	27.16	3.218					

NS = Not Significant, $\alpha = 0.05$

Table 4 shows the difference in the mean ratings of male and female English language educators on reconceptualizing English language education programme in South East colleges of education. The results indicate that Df =213, t-cal = -1.037 while p-value = (.278>0.05) which is greater than the 0.05 set as the criterion level of significance. Hence, the

null hypothesis is not rejected. The inference drawn is that male and female English language educators did not differ significantly in their responses on reconceptualizing English language education programme in South East colleges of education.

Table 5: Independent t-test Analysis of the Difference between Male and Female English Language Educators on the Implications of Reconceptualizing English Language Education Programme in South East Colleges of Education

Respondents	N	Mean	SD	Df	Std Error	t-cal	P-value	Decision
Male	70	14.31	1.61	213	.423	1.033	.279*	NS
Female	105	16.48	1.83					
Total	175	30.79	3.44					

NS = Not Significant, $\alpha = 0.05$

Results in Table 5 indicate that the t-calculated, 1.033, had an associated probability value of .279 which is greater than the 0.05 set as the criterion level of significance hence, the null hypothesis is not rejected. This implies that male and female English language educators did not differ significantly in their responses on the implications of reconceptualizing English language education programme in South East colleges of education.

Discussion

Data in Table 1 indicate that both male and female English language educators participated in the study however, the females were greater in number than the male educators. This is in line with Danner (2014) who found that females account for a large majority of tertiary, secondary and primary school teachers in Nigeria. Consequently, Uloh-Bethels (2018) laments that the continued influx of females into languages and arts has created gender inequality in educational opportunities and subjects offered in secondary and tertiary institutions and leaving this educational gender imbalance unchallenged creates unnecessary academic barriers, which may hinder lecturers and students from achieving their full potentials.

Table 2 reveals that there is a general consensus among English language educators that reconceptualizing English Language education programmes in South East colleges of education has become a necessity. This finding is in agreement with Kpaji (2018) who stated that the standard of teacher education in Nigerian tertiary institutions has fallen and this has also

affected the quality of education and by extension, the development of the nation. This finding also agrees with Ifarajimi (2019) who states that the current conceptualization of (English language) education in Nigeria is inadequate for ensuring optimum contributions in meeting the demands and opportunities of the 21st century hence, the need for reconceptualization.

Table 3 shows that there is a general agreement that reconceptualizing English Language education programme has implications for English language educators. According to Novak, Mintzes and Wandersea (2000), meaningful learning is only possible when learners could relate new concepts and proposition to relevant existing ones in their cognitive structures. This means that the success of English language education programme could, therefore, be determined by the extent to which such programme yields relevant results and the extent to which it could equip prospective teachers to meet challenges both in the field of teaching and in the nation. In their bid to ensure reconceptualization of the English language education programme, Okoyeukwu (2018), therefore, encourages language educators to think differently, be strategic in planning, promote innovation, know the system, promote a learning culture and above all, put the students' needs at the heart of their instruction.

The results on the null hypothesis as presented in Table 4 indicate that male and female English language educators did not differ significantly in their responses on reconceptualizing English language education programmes in South East colleges of education. This finding is contrary to that of Danner (2014) who found a significant difference in the response of male and female teachers on the utilization of technological tools in teaching.

Findings on null hypothesis two, as presented in Table 5, show that male and female English language educators in South East colleges of education also did not differ significantly in their responses on the implications of reconceptualizing English language education programmes. This result is also contrary to that of Hilao & Wichadee (2017) whose findings indicated that male and female students (teachers) did not differ significantly in their usage and attitude towards mobile phones for their learning performance. Male and female English language educators did not differ in their responses on the implications of reconceptualizing English language education programme because for teacher education to remain relevant, it has to be qualitative and quantitative enough to reflect the yearnings and aspirations of the people especially those in distress.

Recommendations

Based on the findings of this study the following recommendations were made:

1. English language education programmes should be reconceptualized because the functionality of any English language programme depends on how far it is able to address the demands of its recipients and the society.
2. The world is fast changing. The content of English language should, therefore, reflect the yearnings and aspirations of the people as well as keep abreast of relevant trends and technologies that align with its teaching and learning process. Thus, the need for reconceptualization of the English language education programmes.
3. Competences and skills previously acquired may have become obsolete hence, the need to adapt to fast changing contexts that ensure lifelong learning and which also encourage English language educators to continually reconceptualize their relevance both in the present day Nigeria and globally.
4. Finally, in a time of distress, people look up to education for assistance. English language education should be reconceptualized so that its contents should reflect a language capable of inculcating in its recipients the spirit of enquiry, problem-solving and rational mind for good moral behaviour despite the distressed situation in the country.

Conclusion

This study aimed at reconceptualizing English language education programme for Nigeria in distress and its implications for teacher preparation among colleges of education lecturers in South East, Nigeria. It is evident from the results of the study that there is an encouraging agreement among English language educators that English language education programmes need to be reconceptualized and that this reconceptualization has enormous implications for teacher preparation in colleges of education in South East, Nigeria. It is, therefore, concluded that conception of teacher education has changed hence, it is high time English language educators reconceptualized the programme to ensure proper professional development, teacher quality and production of competent graduates equipped with the skills and resources to confront the distress situations prevalent in the country and the world at large.

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