

## English Language Teacher Education for Instructional Media Production: A Neglected Component of Edupreneurship

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### Abstract

*Many scholars have observed that Teaching, though a noble profession, is one which most Nigerians would venture into only as a last resort. The general misconception that it lacks entrepreneurial values is largely responsible for this. Unfortunately, most pre-service and in-service teachers hold the misconception sacrosanct. This study is underpinned by the Opportunity-Based Entrepreneurship Theory and The Entrepreneurial Value Creation Theory.*

*Through a synthesis of findings and submissions in extant literature including the National Universities Commissions' Benchmarks, it probes the veracity of the claim that pre-service English Languages teachers are being prepared to be fit only for classroom activities. Among the findings is that the attention being given to entrepreneurial skills acquisition in the English Language teacher education programmes is grossly inadequate. It is imperative to deliberately empower the pre-service teachers to become producers of instructional media in both print and electronic formats. This is one sure way of keeping them relevant in these days of irrepressible advances in technology and its affordances of ample opportunities for language learning without physically present human teachers, a positive development that may soon render many teachers redundant. Practical steps to keep English Language teachers abreast with the changing landscape of their expected relevance to societal needs are then suggested.*

**Keywords:** innovation, responsiveness, relevance, Edupreneurship

### Introduction

The Nigerian government, realising the need to help tertiary institution graduates to be self-employed or employers of labour, has introduced entrepreneurship education contents into the curricula at that crucial level of education. This is also in line with current global practices. English Language teacher education, too, offers courses in entrepreneurship.

Findings and submissions about the effectiveness of entrepreneurial education being offered to Nigerian tertiary institution students are diverse and conflicting (Adelaja, Akinbami, Jiboye & Ogbolu, 2023). However, most authors have observed gross inadequacies in the execution of the entrepreneurship contents of the curricula. More studies, both theoretical and

empirical, into this topical issue can be expected to continue for some time. The current study is, therefore, a synthesis of reports from extant literature to investigate the factors inhibiting the entrepreneurship development of English Language teacher education students in Nigeria.

### **Teaching; A Profession Once Despised but Now Reclaiming Its Nobility; the Nigerian Spectacle**

Teaching is indeed a noble profession. Its nobility is underscored by a number of factors including being reputed as one of the earliest occupations to be recognised as professions (Ishumi, 2013). Its successful practice requires rigorous training and certification as well as certain natural psycho-social qualities (Popova, Evans, Breeding & Arancibia, 2022). The teacher must be versed in subject-matter knowledge and dexterous in pedagogic skills (Rusilowati & Wahyudi, 2020; Murkatik, Harapan & Wardiah, 2020; Ikediugwu & Agbaizu, 2023). Love for the teaching profession, the subject to teach and the students, is also an essential quality that must be manifest in a teacher (Anderson, Rabello, Wass, Golding, Rangi, Eteuati ... & Waller, 2020).

Teaching used to be seen in Nigeria as what anyone could do. Even the different tiers of government and other employers of people into the teaching workforce used to employ people with no teacher education background (Ozuah, 2020). So, there were many people who graduated from departments and faculties other than Education employed to teach English Language in Nigerian schools.

In acknowledgement of the need to be a specialist teacher to be a successful practitioner, the Nigerian government stopped the old practice of employing people without specialist training in education into classrooms. Only graduates from the field of education are now being employed to teach in Nigerian public schools. The Teachers Registration Council of Nigeria was also established and backed up with an Act to ensure that only trained teachers are employed to handle subject teaching in schools (Filgona & Sakiyo, 2020). Graduates from faculties of Education are also required to obtain further certification by the Council. Whether this translates into improved teaching outputs or not, however, remains a topic for serious research.

In the context of formal Western education, the role of the teacher in executing entrepreneurial education is also immense. Filgona and Sakiyo (2020, p.193) emphasise the teacher's importance by describing him variously as "the closest person to the learner and the cynosure of all eyes on whom the implementation or otherwise of the curriculum hinge, "the

fulcrum about which the entire business of curriculum implementation in school revolves”. The teacher is thus supposed to be vast in knowledge.

### **Entrepreneurship: An Old Field Receiving New Acknowledgements in Tertiary Education**

Entrepreneurship is the ability to recognise viable business prospects in a turbulent and problematic situation, generate a workable business plan appropriate to the contexts, establish and manage the business to solve the problem for a target population, generate income therefrom for personal use and contribute meaningfully to the Gross Domestic Products of the society (Adedeji & Mohammad, 2018). Entrepreneurship thus has to do with more than technical know-how and includes attitudinal factors and some other subtle qualities. For example, a sound knowledge of the English language cannot suffice in the context of entrepreneurship except combined with such traits as openness, calculated risk taking stamina, tenacity of purpose and emotional intelligence. One of the findings that is worthy of note from Ożańska-Ponikwia’s (2023) study is that such higher- and lower-order personality traits as extraversion, openness, and emotional intelligence were highly instrumental to the taking of entrepreneurial initiatives. It is gladdening that temperament and talent can be taught and learnt (Adedeji & Mohammad, 2018). So, the personality traits can be inculcated with proper education. Being able to identify career opportunities is an integral component of entrepreneurial literacy (Achim & Dragolea, 2011).

Entrepreneurship and innovation are intricately interwoven and policy makers in forward-looking countries, especially in Europe, have realised this and work accordingly (Achim & Dragolea, 2011). Outside Europe, Universitas Negeri Makassar in Indonesia, in response to this development, has introduced a course titled “English Language School Management” (ELSM) into her English Language Education Study Programme (Rasyid, Alfian, Djamereng & Nurwahida, 2024). The course is meant to complement and as well train workforce for the non-formal educational institutions providing English tuition along with other specialised education programmes. It is noteworthy that the beneficiaries of English Language School Management course are likely to be empowered to start their non-formal institutions or secure gainful employment with already existing ones.

The Nigerian government, in consonance with global trends, introduced a compulsory entrepreneurial education module into the undergraduate curricula in 2006 (Chukwuma-Nwuba, 2021) It should, however, be noted that the conception of entrepreneurship should not be confined

to a select group of specialties but to all fields of academic endeavours. It is also to be noted that the mastery of hard skills is not all there is to entrepreneurial acumen; It must be grounded in such soft skills as

the pursuit of new opportunities, enormous discipline, prevention of exhaustion, adaptive execution, and engagement of the energies in their domain. ....: (a) lifelong learning and openness to change; (b) engagement in a complex and uncertain world; (c) creative and innovative approaches to problem solving; (d) belief and confidence in one's own capacity and competency to be entrepreneurial; (e) desire, motivation, and intention to practice entrepreneurship and behave entrepreneurially; (f) taking initiative and personal responsibility for actions; (g) a pursuit of goal attainment through personal mastery and value creation; (h) recognizing opportunities; (i) grit and perseverance in the face of challenges; (j) taking risks that lead to learning, growth, and value; and (k) a belief in one's ability to influence

(Park 2019, pp. 74-75)

Even the undergraduates studying Languages, History, Philosophy, and others, need entrepreneurial skills and they must be exposed to the skills (Achim & Dragolea, 2011). For example, trained English Language teachers exposed to the entrepreneurship courses ought to be able to design technological learning materials to help learners to master particular subject-matters that have been identified as generally poorly taught. A case in point is essay writing that scholars have observed to be widely taught through the teacher-centric product approach (Olatunji, 2018). A teacher with solid entrepreneurial mindset and acumen may design a technology that will take students through the step-by-step interactive process approach based on the constructivist philosophy. Venturing into the commercial scale production of just one such software can empower the English Language teacher for self-employment and eventually become an employer of labour.

Arslan and Tariq (2023) identify a strong symbiotic interrelationship between English language proficiency and entrepreneurship. According to them, English proficiency positions an entrepreneur for global openings, boosts communication and networking skills, affords access to an ocean of knowledge and resources, mitigates language barriers, and increases aspiring entrepreneurs' self-efficacy. This shows that English language proficiency places whoever has entrepreneurial skills on a higher pedestal than any person in any other field.

The participants in Sabaté Dalmau's (2020, p.174) study with six case-study lecturers see English as an economically-convertible "career skill" through which they get involved in "marketization of English". The English language is generally professed as superior (Kubota, 2021). This perceived superiority, though linguistically incorrect, has potential market value for entrepreneurial endeavours. English medium education is a viable market commodity consequent on the global dominance accorded it among world languages (Phyak & Sharma, 2021).

As asserted by Adelaja, Akinbami, Jiboye and Ogbolu (2023), self-employment intention and entrepreneurship intention are two different constructs that are often used interchangeably because they share several similar features, including opportunity recognition and exploitation. Self-employment intention is described as individual's enthusiasm to start a new venture after graduation (Al-Qadasi, Zhang & Al-Jubari, 2021) but the authors did not seem to differentiate between the two but use the two terms interchangeably. Mengesha (2020) write "the entrepreneurial intention of the students towards self-employment. One conclusion that can be drawn from the relationship is that entrepreneurship education should result in the willingness to venture into self-employment and subsequently job creation.

## **Theoretical Underpinning of the Study**

### **Opportunity-Based Entrepreneurship Theory**

The Opportunity-Based Entrepreneurship Theory was propounded by Peter Drucker and Howard Stevenson. It recommends that entrepreneurial skills should empower people to recognise and exploit opportunities proffered by change rather than struggle to create change (Kwabena, 2011). Applying this theory to English Language teacher education programmes would call the attention of education policy makers and implementers to need to make the curriculum catalytic to correct identification of learners' language needs and challenges, the services that can be provided to ameliorate the problem, and the possible profit that can be made therefrom.

English is Nigeria's only operational official language. It is also the language of school instruction. Lamentations have, however, often been raised about Nigerian students' perpetual failure in the examination of their proficiency in the language at various levels. All these factors afford English Language teachers huge entrepreneurship opportunities to make fortunes from being private lesson providers and instructional material producers. The fact that a sea of graduates from English Language teacher education programmes are either completely unemployed or

grossly under-employed is a serious indictment on the type of education they have been offered. The much necessary elements of the opportunity-based entrepreneurship theory must have been absent in their curriculum. They are thus ill-equipped to recognise the opportunities, seize them and provide symbiotic services along the line of developing culturally customised instructional materials for the Nigerian learners of English.

### **The Entrepreneurial Value Creation Theory**

Propounded by Mishra and Zachary, the theory identifies two iterative stages as components of the Entrepreneurial Value Creation Theory. The first is the venture formulation (Stage 1) and the venture monetisation (Stage 2). It is at the formulation stage that the entrepreneur identifies the opportunities and begins to initiate a new enterprising endeavour for service delivery to get rewarded afterwards. As observed by Mishra and Zachary (2014), this is the stage at which many ventures are truncated.

At the second stage, additional investments are necessary to set up vibrant matching competencies that are to be synergised within the design of the business super-structures and structures. A business venture that fails at this stage may revert to Stage 1. If the intending entrepreneur lacks required fortitude and tenacity, however, the venture may be abandoned completely. A careful consideration of this theory during English Language teacher education curriculum development will engender the inclusion of the contents that can instil business analytical spirit, innovative and value creation mindset, organisational acumen and other necessary traits. The building of the quality of tenacity would be accommodated. The skills needed discern when to start all over again or go back to make necessary adjustments to the basics will be embedded in the curriculum.

### **The Edge of English Language Proficiency Combined with Entrepreneurship**

While no language is superior to the other, languages are being accorded greater prestige and prominence than one another. And this makes the commodification of the more prestigious languages almost unfairly advantageous (De Costa, Park & Wee, 2019). Equitable or not, the teacher of the English language who can harness the market value of the English language in this dispensation will be exceedingly advantaged.

Korompot, Fauzan and Sahril (2023, p.795) describes the relationship between English language and entrepreneurship as “synergistic”. Elements of Opportunity–Based Entrepreneurship Theory, if embedded in the curriculum and diligently actualised, would prepare the English-Language-teachers-in-training to identify the aspects of the numerous opportunities afforded by the prestige enjoyed by the language they teach. An English Language Teacher education curriculum that incorporates adequate features of the Entrepreneurial Value Creation Theory is most likely to empower its beneficiaries to ascertain the specific areas in which they are equipped to add value to the business of English Language teaching and learning, draw a viable business plan, secure necessary collaboration with relevant people from other disciplines, say technology, and coordinate the project into fruition.

### **Is Nigeria Lagging Behind?**

After considering findings and literature from various world countries, Chukwuma-Nwuba (2021) conclude that the nurture of entrepreneurial intention is given prominence by many nation’s governments among the goals of the curriculum re-engineering that incorporate entrepreneurial education programmes (EEP). Calculating from the submission by Keyhani and Kim (2021), it is clear that teacher entrepreneurship began to gain increasing attention around 2006. This has unfortunately remained underdeveloped and scarcely studied.

Shoge (2023) observes that though the Nigerian government included entrepreneurship in the tertiary education curriculum in 2006, graduate unemployment has been on an alarming increase till date. The steps being taken by the Nigerian government to get citizens to develop entrepreneurship mindset are not producing results as expected (Akinbode, Olokundun, Moses, & Adeniji, 2018). In 2016, the figure for the unemployed Nigerian youth population was put at 64 million to which 1.6 million underemployed youth were added in 2017. This is excluding the teeming population of unemployed and underemployed oldies who had been laid off for redundancy or other factors (Ayoade, Odetunde & Falodun, 2020). Small scale and medium scale enterprises, if established in abundance, can significantly reduce unemployment. However, many more SMEs are required to make significant employment impact in Nigeria (Ogunjimi, 2021).

With the serious attention being paid to entrepreneurship education across disciplines worldwide (Park, 2019), the Nigerian higher education system, particularly English language teacher education, cannot afford to lag behind. If otherwise, entrepreneurial products of English

Language educators from foreign countries will take over the market opportunities that their Nigerian counterparts have failed to identify and exploit. This, of course, is already happening. A census of all Nigerians who use such language learning applications as Duolingo, FluentU, Babbel, HelloEnglish, Memrise, and so on for English Language learning activities would suffice to validate this claim.

All Nigerian secondary school students, irrespective of Science base, Arts base and Social Sciences base differentials, are required to obtain a credit pass in English Language to be eligible for admission into any programme of study in any tertiary institution. In the tertiary institutions, all students are required to pass the General Use of English courses offered. This definitely means the employment rate for English Language teachers is relatively higher than other disciplines. Expectedly, the departments for English Language teacher education are also exceedingly subscribed. By implication, the graduates from English Language teacher education programmes constitute a large percentage of the 80% unemployed graduates that keeps swelling up yearly (Undiyaundeye & Otu, 2022).

It is, however, not always gloom and hopelessness in Nigeria as regards entrepreneurship education. The assessment of the quality of entrepreneurship education programme design, implementation, acquired skills and performance levels of beneficiaries conducted by Iweh, Yukongdi and Bhujel (2021) on 430 students, 130 graduates and 64 instructors of Nigerian public universities, 66 entrepreneurs and 15 policy makers shows that over 75% of the respondents indicated that the programmes' curricula are modestly well-designed, facilitators are adequately knowledgeable and experienced, over 90% of student recipients professed that their exposure to the programmes honed their entrepreneurial competencies and triggers intention for entrepreneurial livelihood.

### **Factors Inhibiting Entrepreneurship in English Language Teacher Education in Nigeria**

The good intention of the Nigerian government for incorporating entrepreneurship into tertiary education curricular is undoubtedly not being realised. This is obvious from the fact that the number of unemployed graduates keep soaring yearly. Graduates from English Language teacher education programmes are not exempted from this unpleasant population of professionally stranded Nigerians. This seems to be a generally acknowledge problem as the study by Odia and Anuoluwapo (2019) on 273 students from the Departments of Accounting and English &



Literature (E & L) of the University of Benin shows, among others, that the current form of the Entrepreneurship Education in the University of Benin does not significantly affect the entrepreneurial intentions the students. Some of the factors responsible for the lacklustre effect of the curricular content are discussed as follows:

***Paucity of Teachers Skilled in the Peculiar Technicalities of Entrepreneurship***

No nation can rise above the quality of its teachers (Nigerian Educational research and Development Council, 2013). Teachers teach the way they were taught (Hopper, 2000). Ebo, Nnaka and Okoye (2023) thus find it lamentable that many people teaching entrepreneurship to pre-service and in-service teachers are not qualified to do so and they use inappropriate techniques. The study carried out by Amadi and Eze (2019) on 382 lecturers of entrepreneurship in the six tertiary institutions in Rivers State shows that the factors militating against effective implementation of entrepreneurship education include shortage of skilled lecturers. Rusilowati and Wahyudi (2020) categorise teachers according to the range of their knowledge, identifying those who only know, those who adequately know, or those who understand the implementation of knowledge. Put differently, this distinguishes teachers with only textual from who possess contextual abilities established on their knowledge, consequently demonstrating enviable innovative skills in the discharge of their pedagogic duties. The short supply of teachers with entrepreneurial skills implicates the non-exposure of the educators to practical preparation in entrepreneurship, unimpressive working conditions for the few employed and other factors.

***Inappropriate Teaching Methods***

One of the findings from Chukwuma-Nwuba's (2021) interview with six EEP lecturers drawn from six different Nigerian federal universities shows that the lecture method, which is grossly inappropriate for the goals of the entrepreneurial programmes are mostly employed. The unpardonable and excessive use of lecture method can be blamed on inadequate training of the lecturers, over-sized classes and paucity of infrastructures (Chukwuma-Nwuba, 2021). He (2020), too, blame the unimpressive achievements from entrepreneurial education of College English programmes on faulty teaching approaches and deficient incorporation of curriculum designs, among others. One of the findings by Amadi and Eze (2019) also confirms this.

Originating from their findings, Adelaja, Akinbami, Jiboye and Ogbolu (2023) recommend significant emphasis on peer learning, group activities, self-study, and performance support to make up for the deficiencies of excessively formal variety of the entrepreneurial education in

Nigerian tertiary institutions. Further, the computation and analysis of pre-test and post-test data from the study carried out by Özdemir (2015) prove that embedding theme-based activities in entrepreneurship education inspires entrepreneurship spirit and supports entrepreneurial mindset of English-as-a-Foreign-Language students.

The Content and Language Integrated Learning (CLIL) method will facilitate entrepreneurial skill inculcation in pre-service Language teachers (Achim & Dragolea, 2011). This is a method in which non-language subject-matters are taught in such a way that as the learners are helped to master the non-language contents, they are also consciously empowered to learn the linguistic components, thus making the pedagogic activities serve dual purposes. More importantly Mureşan and Paştîu (2016) recommend the simulated version of CLIL pedagogic strategy for optimal positive effect in teaching both the hard and the soft entrepreneurial skills to language teacher-in-training. This will afford the learners the opportunities to encounter the similitude of the experiences offered by the environment where their entrepreneurial skills will be required after graduation. Simulation provides the learners with the opportunity to take on such challenges of authentic workplace experience requiring ingenuity, competitiveness, critical thinking, analytical thinking, problem solving, decision making, responsibility taking, collaboration, resourcefulness, adaptability, persistence, self-organisation and self-assessment of individual and team resources, flexibility, and so on.

The strategies that the foregoing findings have proved to be well suited to the making of entrepreneurs are not found to be in vogue in Nigerian education programmes for English Language teachers. The impressive results obtained where such teaching strategies are employed have thus continued to be a mirage in the Nigerian context. Employing the same techniques, especially unproductive ones, while expecting better results as far as inculcation of entrepreneurship in English Language teacher education is extremely illogical and illusionary.

This problem, is not peculiar to Nigeria. It is highly commendable that 84% of the respondents sampled in a study conducted by Ożańska-Ponikwia (2023) indicated positive attitudes towards entrepreneurship. However, only 40% affirmed that they took an entrepreneurial enterprise of various types. Similarly, one of the findings from a study carried out on 217 randomly selected pre-service and in-service English Language teachers in Poland by Polok and Bieńkowska (2023) is that knowledge and understanding of the concept of entrepreneurship do not always translate into entrepreneurship actions.

One of the most salient factors attributable to the disconnect between the affect (good disposition to entrepreneurship) and the psychomotor-based actual step towards entrepreneurial step is the predominantly theoretical teaching approaches being employed. Students leave the most interesting entrepreneurship classes with enthusiasm. But the enthusiasm soon fizzles out because concepts that can be best learnt by doing are taught through mere words of mouth and textbooks.

Among the findings by Wang, Lin and Li (2024) in a cross-country study of undergraduates' innovation and entrepreneurship training programmes is that instilling the innovative entrepreneurship spirit in English Major students particularly requires their teachers' ability to guide them to participate in collaborative activities. They also emphasise building the students' capacity for autonomous engagements. They then recommend that effective mechanisms for two-way feedback between teacher and students facilitate the students' mastery of entrepreneurial skills. All these border on the teacher educators' competence.

### ***Inappropriate Assessment Techniques***

In the findings by Babatunde, El-Gohary, and Edwards (2021), the sampled university students in both Nigeria and Britain consider most assessment strategies employed to determine students' entrepreneurial skills inadequate. Faulty approaches to assessment cannot detect the reality of the programmes' effectiveness level. Proper diagnosis will be elusive. Improvement will be impossible and entrepreneurship skills will be unattainable to the English Language teachers-in-training. He (2020) thus recommends improved multiple evaluation systems that will give prominence to demonstration of practical entrepreneurial skills Learning is meaningless if it is not translated into practical application to real life situations (Amir & Suryana, 2018).

### ***Poor Funding and Deficient Government Support***

Amadi and Eze (2019) decry the Nigerian government's failure to provide adequate funding for entrepreneurship education in the tertiary institutions. This results, among others, in the paucity of necessary technologies and thus hampers the attainment of entrepreneurship education in the institutions (Oluwasina, Onokpaunu & Durojaye, 2019). In this age of information and communication technologies (ICT) that are being exploited for language teaching and learning, a Nigerian teacher of English Language who is able to design ICT-driven instructional software for the learning of difficult learning contents will be beneficial to self and the users of such software. Wang, Lin and Li (2024) found the imperative of the English majors' skills in manipulating relevant technologies in related fields to for profitable market services as they deploy

composite talents. The teacher education environment that is not technology-rich, cannot develop that type of innovative teacher. This, unfortunately, is the spectacle of English Language teacher education programme environments in most Nigerian institutions.

### **Mismatch between Curriculum and Societal Felt Needs**

There is a lacuna between the knowledge gained from entrepreneurial education offered by academic institutions and the felt entrepreneurial knowledge needs of the society, as shown by the analysis of data collected from 532 students randomly sampled across the six federal universities in the Southwestern region of Nigeria (Adelaja, Akinbami, Jiboye & Ogbolu, 2023). The neglect of practical work-based oriented curriculum contents and pedagogy hampers the attainment of entrepreneurship education in Nigerian tertiary institutions (Oluwasina, Onokpaunu & Durojaye, 2019).

Entrepreneurship education is maximally facilitated when the contributions of all the three forms of education (formal, informal and non-formal) are synergised. The exclusion of any one of them from the process is a clear invitation to failure, or mediocre achievement at best (Adelaja, Akinbami, Jiboye & Ogbolu, 2023). The separation of the three as if they are mutually exclusive is, unfortunately, the practice in Nigerian schools.

### **Nigeria's Multi-Ethnic, Multilingual and Multicultural Nature**

Customising the entrepreneurship content of the English language teacher education in Nigeria poses a great challenge as a result of the country's multicultural composition. There cannot be a one-size-fits-all provision to accommodate the cultural distinctive of every ethnic nationality in Nigeria. Badzińska's (2022) advocacy for injecting multicultural dimensions into entrepreneurship education will be really relevant to Nigeria's successful implementation of the entrepreneurship-in-English-Language-teacher-education drive. This will significantly exert on human and material resource requirements.

Unfortunately, without introducing the element of cultural appropriateness into entrepreneurship training in teacher education, the Nigerian education providers have been indicted for failure to provide adequate funds, human resources and material facilities required for successful implementation of the current entrepreneurship education (Ebo, Nnaka & Okoye,

2023). Culturally relevant pedagogy enhances student participation and thus increases success rates of the students (Abacioglu, Volman & Fischer, 2020)

One of the cultural elements is the culturally-induced use of gendered lexicon in the conception and description of the contents of entrepreneurial aspects of English Language teacher education. The implications of this are most likely to be overlooked often, or at best underestimated. The findings from Jones and Warhuus' (2018) analysis of 86 course descriptions from 81 universities in 21 countries shows that they are mostly masculine in diction. And the subtle but enormous negative implications of this remain under-reported.

## **Conclusion**

The impact of the entrepreneurship content of English Language teacher education in Nigeria has not reflected in the entrepreneurial mindset, intention and success of its recipients. This is particularly obvious from the paucity of home-made technologies for English Language learning. Many Nigerian learners of the English language thus patronise foreign-made language learning applications. Some issues that need to be looked into by English Language teacher educators and government agencies to engender effective entrepreneurship education for English Language teachers are therefore highlighted in this study.

## **Recommendations**

The making of entrepreneur teachers necessarily requires the embrace of different classes of people that are to be invited to interact with the students. Among them are teachers, industry practitioners, ex-entrepreneurs, and researchers (Foliard, Pontois, Fayolle & Diermann, 2018). Students are much more likely to respect the submissions of a known and successful entrepreneur on certain issues than those of the most brilliant of their lecturers who has not ventured into practical entrepreneurship or is yet to succeed in such ventures.

As submitted by Wiczorek (2023), the recipes for effective inculcation of adequate entrepreneurship intention and competence in English Language teachers-in-training include teaching them entrepreneurship rather than about entrepreneurship by facilitators who are successful practising entrepreneurs. This very important goal of entrepreneurship education (equipping the beneficiaries to start and sustain their businesses) should determine the content as well as the pedagogic strategies employed (Haliem, 2023). The learning activities also have to be

activity-based. The teaching and learning should be innovative and explorative while the evaluation techniques need to be multidimensional and multidirectional rather the rigid system currently in place in many English teacher education programmes (Bing He, 2020)

Adequate attention needs to be given to Content and Language Integrated Strategy in the English Language teacher education programmes. The social entrepreneurship project built into the English for Business course at the Centre for Preparatory Studies, Sultan Qaboos University, Oman is a good example of Content and Language Integrated strategy that works well (Tuzlukova & Heckadon, 2020). With the practice of this strategy, the teachers-in-making will not be overwhelmed with the consciousness of learning subject-matters from the two different fields of Language and the specialised discipline involved.

English Language teacher educators need to emphasise Özdemir's (2015, p.293) observation that "Having an entrepreneurial mindset" and "speaking English well" are equally essential to the pre-service and in-service teachers' career relevance and success. This should also reflect in the learning experiences packaged for the teachers-in-training. Neither of the two should be made subservient to the other. The English Language teacher who has only subject content mastery but inadequate entrepreneurship quality cannot succeed at producing and marketing his or her instructional products. Similarly, the teacher who has a good mastery of language but lacks the spirit of entrepreneurship may end up poorly packaging his or her instructional technology material.

Nigeria needs not be overwhelmed by the challenges to and the failings in her drive towards making successful entrepreneurs of her graduates from various fields of study, including English language teacher education. Other countries like Russia, and Indonesia have challenges with they are contending (Afrianto, 2018; Vershitskaya, Mikhaylova, Gilmanshina, Dorozhkin & Epaneshnikov, 2020). What should be avoided at all cost is a situation in which others are making serious efforts to overcome the challenges while Nigeria continues to watch helplessly while her situation worsens daily.

If Nigerian teachers of English Language are helped to develop the entrepreneurial mindset and follow it up with all necessary hard skills, they will become financially empowered as individuals and increase the Gross Domestic product. Equally important is the advantage of providing culturally relevant learning materials that will take care of the cultural peculiarities of Nigerian learners of the language. Making culturally learning materials available to Nigerian

learners of the English language has been emphasised by scholars as an irreplaceable antidote to the myriad of challenges confronting the learners (Olatunji, 2018).

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