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Comparative Analysis of Teaching Pedagogy of English Language and Business Education Courses and Its Effects on the Academic Performance of Students in Nigerian Universities

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Abstract

This study is a comparative analysis of the teaching pedagogy of English Language and Business Education Courses and its effect on the academic performance of students in Nigerian universities. The study highlights courses offered by both English Language and Business Education departments, it identifies some of the courses that are offered by both departments with the aim to identify some of the courses that can be taught using the same teaching pedagogy. Furthermore, the study tries to identify various authors teaching pedagogy views in both English Language and Business Education departments, comparing them by identifying their areas of similarities and differences. Also discussed are effects of adopting wrong teaching pedagogy, various teaching pedagogy in Business Education and English Language Departments. Table of teaching methodologies adopted by world class business school. Conclusion and recommendations such as the need for regular training of Lecturers in teaching pedagogy in line with the ever changing society, regular review of university curriculum to meet the present technology and Lecturers consider all the variables in connection with the choice from any of the teaching pedagogy were made.

Keywords: University, lecturers, pedagogy, method, teaching, technology

Introduction

The university is an institution where teaching and learning takes place. It has various faculties and departments based on area of specialties with Lecturers who are specialist in their various disciplines. The common interest of all Lecturers is to teach students by impacting knowledge and making sure that the students are adequately taught to become manpower endowed with analytical and critical knowledge of the major factors in contemporary business world to influence the development of a virile economy; also to provide them with adequate educational foundation for interested graduates to pursue higher degree in business education and English Language or other relevant areas of their specialties. This is the common interest of all the Lecturers irrespective of their different disciplines. This common interest is what attracted the researchers from two different departments i.e. Business Education and English Departments to jointly carry out this research work which has the concern interest of their students, with a view to determine whether teaching pedagogy can affect the students' academic performance.

Office technology and management education is a programme that is offered in the Department of Business Education, Faculty of Education in Nigeria universities where business education courses are offered While Department of English is located in the Faculty of Arts, both faculties are in Nigerian universities where these courses are offered.

Some of the Courses offered in Business Education Department are:

1. Use of English and Library
2. Philosophy and Logic
3. Nigerian People and Culture

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4. History and Philosophy of Science
 5. Peace and Conflict Resolution
 6. Entrepreneurship Studies
 7. Entrepreneurship Studies II
 8. Introduction to Teaching Profession
 9. History of Education
 10. Developmental Psychology
 11. Introduction to Social Studies Education
 12. Introduction to Special Education
 13. Curriculum and Instruction
 14. Philosophy of Education
 15. Subject Methodology
 16. Measurement and Evaluation
 17. Sociology of Education
 18. Research Method and Data Processing
 19. Teaching Practice
 20. Educational Administration and Planning
 21. Educational Technology
 22. Student Project
 23. Practical Teaching
 24. Guidance and Counselling
 25. Continuous Assessment
 26. Educational Psychology
 27. Educational Administration
 28. Comparative Education
- (Source: Faculty of Education handbook (2018))

Some of the Courses Offered in English Language Department are:

1. Use of English and Library
2. Philosophy and Logic
3. Nigerian People and Culture
4. History and Philosophy of Science
5. Peace and Conflict Resolution
6. Entrepreneurship Studies
7. Entrepreneurship Studies II
8. Introduction to African Literature
9. English Language
10. Introduction to Poetry
11. Introduction to Drama and Theatre
12. Introduction to Computer Science
13. Basic English Grammar and Composition
14. Introduction to Fiction
15. Theatre Workshop (including Children's)
16. Advanced English Syntax
17. Introduction to Oral Literature
18. Introduction to General Phonetic and Phonology
19. Spoken English
20. African Oral Narratives
21. Peace and Conflict Resolution
22. English Literature: Romantic Movement: The Victorian Period
23. African Drama
24. African Poetry
25. Introduction to Applied Linguistics
26. African Fiction
28. Discourse Analysis
29. American Literature Survey
30. English Language in Nigeria
31. Studies in Fiction
32. New Trends in /syntax
33. Stylistics
34. Studies in Drama
35. Introduction of Semantics

36. Studies in Poetry
 37. Psycholinguistics
- (Source: Faculty of Education handbook (2018))

Courses offered by both Business Education and English Language Departments

1. Use of English and Library
2. Philosophy and Logic
3. Nigerian People and Culture
4. History and Philosophy of Science
5. Peace and Conflict Resolution
6. Entrepreneurship Studies
7. Entrepreneurship Studies II
8. Peace and Conflict Resolution

From the above analysis, these are some of the courses that are offered by both Business Education and English Departments, therefore, they required the same teaching pedagogy if positive students' performance could be achieved. The teaching pedagogy of entrepreneurship studies required practical participation by students from both Business Education and English Departments. It therefore means that demonstration method i.e. cycle motor teaching pedagogy is highly required here to enable students acquire the needed skills. While courses like English and Library, philosophy and logic, Nigerian people and culture and peace and conflict resolution can be taught with the Lecture teaching pedagogy in both Business Education and English Language departments.

Factors Militating against the choice of Teaching Pedagogy

The method of teaching studies in poetry in the department of English will not be feasible in the teaching of shorthand in the department of business education. This does not necessarily mean that the choice of teaching pedagogy depends solely on the department as that may be a factor but both departments may equally use the same teaching pedagogy depending on the following factors that will determine the choice of a particular teaching pedagogy for a particular course to be taught by both departments to achieve a desired positive result:

- (a) The Lecturer/Teacher
- (b) The student/learner
- (c) The Environment
- (d) Teaching aids
- (e) The course/subject/topic to be taught
- (f) The objectives of the lesson
- (g) The time allocated for the teaching of the class
- (h) The class population
- (i) The curriculum of the school
- (j) The culture of the people
- (k) The technology required
- (l) The equipment required
- (m) Electricity required
- (n) Lecturer's ability to choose appropriate teaching pedagogy

Effect of adopting wrong Teaching Pedagogy

The resultant effect of using wrong teaching pedagogy will negatively affect the students in many ways, some of which are:

- (a) Poor academic performance on the part of the students
- (b) Student's loss of interest on the subject and the teacher

- (c) Unserious attitude on the part of the student
- (d) Loss of class room management i.e. class control by the teacher/lecturer
- (e) High rate of examination malpractice on the part of the student

Various Teaching Pedagogies in Business Education Department

There are various teaching pedagogies in business education as explained by various authors below:

Kpangban and Onwuegbu (1995) opined as follows:

- (a) The lecture method
- (b) The project method
- (c) The discussion method
- (d) The discovery method
- (e) The question – answer method
- (f) The demonstration method
- (g) The playway method
- (h) The Dalton plan – also known as assignment method
- (i) The field – trip or excursion method.

Ughamadu and Okoye (2006) stated as follows:

- (a) Lecture method
- (b) Demonstration method
- (c) Student-Centred method
 - The discovery method
 - Playway method
- (d) Differentiation based on degree of individual student/pupil or group involvement
 - Group instructional method
 - Individual method
 - Question and answer method

Ezemonyih and Nwosu (2008) illustrated as follows:

- (a) Lecture method
- (b) Question and answer method
- (c) Demonstration method
- (d) Guest speaker method
- (e) Discussion method
- (f) Role playing method
- (g) The project method
- (h) Debate method
- (i) Field trip method

From the three different teaching pedagogies analyzed above, it is however expressively observed that they are presented in different methods. To the best of our knowledge, the authors stated above are Lecturers in highly respected higher institutions, this goes to further explain that if they are to present these teaching pedagogy in form of teaching, automatically it will affect the students' performance either positively or negatively. Again, Ughamadu and Okoye (2006) grouped project, discovery, discussion, inquiry, playway methods under student-centred method. While Kpangban and Onwuegbu (1995) stated them separately. Furthermore, a closed study of the three different methods by the authors posited that they have some similarities and differences that goes to show that if they are to choose teaching pedagogy for teaching their students they are likely to choose different teaching pedagogy. In consideration of choosing teaching pedagogy, teacher's ability to expressly choose the correct method will affect students' performance either negatively or

positively.

Albaqami (2016) on the other hand stated effective methods of teaching business education courses as:

- (a) Case study
- (b) Projects based on research
- (c) Industries visiting
- (d) Problem-based learning
- (e) Seminars and workshops

While Mohammad (2015) opined that to produce creative business graduates across colleges of technology in Oman, we can adopt the following practical methods in teaching business studies courses to enrich and enhance learning experience on the students. Below is a list of practical teaching methods of teaching business courses at colleges of technologies in Oman:

1. Case Study
2. Role play
3. Simulation and business games
4. Research based individual/group projects
5. Peer tutoring
6. Learning in communities(Team learning)
7. Hands on learning and Internships
8. Class room group discussions and brainstorming
9. Industry visits
10. Dummy money
11. Films and audio visual methods teaching with digital edge
12. Problem based learning(PBL)
13. Quiz
14. Workshops and conferences
15. Short written exercise

Mohammad (2015) teaching pedagogy is quite different from the three previously stated above. This is not unconnected with the teachers, the learner, the environment, culture, technology because the previous three above are from Nigeria while Mohammad experienced is based on Poland.

Teaching Pedagogy in English Department

According to Padmavat (2012) first Prime minister of Indian explained the importance of English as 'the major window of the world'. To open this window, it is necessary to understand the various methods and approaches of teaching English as a second language by Indian Teacher, to these authors so also in Nigeria. An approach is a set of correlative assumptions about the nature of language and language learning, but is does not involve the procedure or provide any details about how such assumptions can be translated into the classroom setting. This can hence be related to second language acquisition theory.

Padmavat (2012) further explained that there are mainly three principal views at this

Level:

1. The structural view: It treats language as a system of structurally related elements to code meaning (e.g. grammar).
2. The functional view: It sees language as a vehicle to express or accomplish a certain function, such as requesting something.
3. The interactive view: It sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and

interaction found in conversational exchanges. This view has been fairly dominant since the 1980s.

- (a) The direct method
- (b) The audio lingual method
- (c) The structural approach
- (d) Total physical response
- (e) The silent way
- (f) The lexical approach

(Source: Intesol Worldwide Ltd. (2018))

Nestorquixtan (2018) listed the four approaches to teaching English as:

- (a) Task-based approach
- (b) Project-based approach

- (c) Lexical syllabus
 - (d) Using smart phones in the classroom
- (Source: Fluent Flix Limited, 2018)

As teaching pedagogies are different in Business Education department, so also they are different in English Language department. For instance Inteso (2018) is equally different from that of Nertorquixtan (2018). Actually, it will be disadvantageous if all universities adopt one teaching pedagogy. This is because the teaching pedagogy that will work in one university may not be effective in another university. The reason is not unconnected with the Lecturer, the learner, the environment, the technology in place, the time allocated for the course etc.

Table-1: Teaching methodologies adopted by world class business schools

Rank	Top business schools	Case Study	Lecture	Experiential Learning	Simulations	+ Other
1	U. of Pennsylvania (Wharton)	55%	30%	15%		
2	Northwestern (Kellogg)	33%	33%			34%
3	Harvard	80%	15%			5%
4	MIT (Sloan)	45%	30%		10%	15%
5	Duke (Fuqua)	40%	45%		15%	
6	Michigan	40%	40%	20%		
7	Columbia	40%	40%			20%
8	Cornell (Johnson)	40%	25%			35%
9	Virginia (Darden)	70%	15%		5%	10%
10	Chicago	25%	50%		5%	20%
11	Stanford	55%	30%		10%	5%
12	UCLA (Anderson)	30%	50%			20%
13	NYU (Stern)	37%	38%			25%
14	Carnegie Mellon	30%	60%			10%
15	UNC -- Chapel Hill	40%	35%		10%	15%
16	Dartmouth (Tuck)	40%	30%	10%	10%	10%
17	Texas -- Austin (McCombs)	35%	45%		5%	15%
18	UC -- Berkeley (Haas)	50%	30%			20%
19	Yale	35%	60%	5%		
20	Indiana (Kelley)	40%	30%			30%
21	Rochester (Simon)	30%	50%			20%
22	Vanderbilt (Owen)	30%	50%			20%
23	Washington U. (Olin)	45%	25%	10%	10%	10%
24	USC (Marshall)	30%	50%	20%		
25	Purdue (Krannert)	30%	25%	25%		

Source: www.businessschooladmissions.com

The above table shows four different teaching pedagogies that have been tested in various schools. It is our believe that if these teaching pedagogies are tested in Nigeria or other countries from this present areas, we are likely to have different results because of other determinant variable earlier mentioned above.

Conclusion

This research reveals that there are various teaching pedagogies in both Business education and English departments. And it is the course that is to be taught that determines the teaching pedagogy to be adopted by the lecturer. However, there are other very serious variables that also need to be considered such as the teacher, the student, the course, the environment and technology, etc. This is because a close study of all the teaching pedagogies highlighted above from Nigeria have similarities but

different from Mohammad (2015) who is from Poland and Albaqami (2016) who wrote from U.S.A. This therefore means that countries and facilities are also determinant factors in addition to the variables earlier explained are responsible for choice of teaching pedagogy in our universities national and international. Conclusively therefore, there has not yet been one identified teaching pedagogy in Nigerian universities as well as any other country that has one chosen teaching pedagogy as the best.

Recommendations

In consideration of the above therefore, the authors hereby recommend as follows:

- 1. Lecturers need regular training on teaching pedagogy in line with the ever changing society.
- 2. There should be regular review of university curriculum to meet the present technology.

3. Lecturers should consider all the variables in connection with the chosen one from any of the teaching pedagogy.
4. There should be a holistic interaction among Lecturers in Nigeria as well as international conference interaction.

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