

# REPOSITIONING THE ENGLISH LANGUAGE EDUCATION FOR SUSTAINABLE YOUTH EMPOWERMENT, UNITY AND NATIONAL DEVELOPMENT IN NIGERIA

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## **Abstract**

*The paper gives an overview on repositioning the English language education for sustainable youth empowerment, unity and national development in Nigeria. The work is a literature based paper. It addresses the needs for the repositioning of the English language education in Nigeria. Language in general is the only sustainable weapon that can bind a multilingual nation like Nigeria together. However, the English language occupies a very significant role in the formation of national values and integration of the Nigerian nation especially in the sustainability of youths. The aims and objectives of this study is to re-examine the structure and content of the English language education in Nigeria. This in another language means repositioning of the English language education in Nigeria. The writers maintain that the repositioning is for sustainability of Nigeria youths empowerment, unity and national development. This is because, it enables Nigerian youths acquire the life skills which simply mans critical thinking and problem solving needed to understand the impacts of their activities on the environment they found themselves. The writers highlight some concepts in the paper starting with the concept of repositioning of the English language education in Nigeria for sustainable development. Education, youth and sustainability. English language as a tool for sustainability of youth empowerment, unity and national development. The researchers also introduced or used two suitable theories such as “theory of transformative learning and a whole school approach theory to highlight the work more. Popular empirical studies related to the topic were expressed. Conclusion and recommendation was finally made by the writers on how and the needs for repositioning of the English language education for sustainable youth empowerment, unity and national development in Nigeria.*

**Keywords:** Repositioning, repositioning of the English language, youth, sustainability, sustainability of youth empowerment and national development

Igiri, Awa and Ogayi (2021), “education serves as a source of development and transformation for societal existence. It is indeed indispensable in the life of individual and nations, and all these cannot be achieved without effective and efficient teaching-learning process.

In the same Igiri et al (2021), the writers maintain that African education especially in Nigeria has been facing uncountable challenges and poor implementation of sustainable functions. All these now motivated the researchers of this work to present a topic, “repositioning the English language education for sustainable youth empowerment, unity and national development in Nigeria. The aims and objectives of the work are to outline and attempt solving the challenges and poor implementations found in Nigeria system of education. The researchers however, deemed it a better approach to start by repositioning the English language education.

This is because, in Nigeria, the English language is used as an instructional language in her educational curriculum. It is also used in political, economical, social and religious fields of Nigeria. Again, Nigeria as a multilingual country decided to adopt the English language to solve the problem of communication. So, in all these explanations above, the solution should be to reposition the English language education hence, it is the key for sustainable youth empowerment, unity and national development in Nigeria.

The paper highlights some related concepts and definition of terms: repositioning of the English language education in Nigeria for sustainable development, youth, sustainability and education. English language, a tool for sustainability of youth empowerment and national development. Two suitable theories such as “theory of transformative learning” and a “whole school approach theory were presented by the researchers for better understanding of the work.

Finally, a conclusion and recommendation was made by the writers.

### **Conceptual Clarification and Definition of Terms**

#### **Repositioning of the English language education in Nigeria for sustainable development**

In Obiegbu (2015) “language is the only sustainable weapon that can bind a multilingual nation like Nigeria together”. Obiegbu emphasizes that “English language occupies a very significant role in the formation of national values and integration of the Nigerian nations”. More than a decade after decolonization of Nigeria, English continues to enjoy its primacy in our educational system as a medium of instruction. Economically, politically and socially, the English language is crucial for economic growth. Obiegbu (2015), says “the fragile unity that we still enjoy in Nigeria would have been an unrealized dream without the English language. Citing again from the same Obiegbu (2015) “the Nigerian constitution stipulates that the English language of our colonial masters and indeed a second language to Nigeria is our official language.

She says that language and society are so much related. She maintains that their relationship cannot be underestimated. She cited Chomsky (1957) and says that language is an indispensable medium that helps man to achieve effective communication as it mirrors the mind in deep and significant ways. Adegbite (2004:56) in Obiegbu (2015) expresses that the English language has taken the position of a national language in Nigeria. There is no gain saying the fact that English has become a Nigerian language. She maintains that the language has become an invaluable legacy of the British colonial masters. For the fact that the English

language several years after Nigerian independence in 1960 still survives and has assumed a more important status in Nigeria has actually placed the language to a very high state for sustainability of Nigeria youths, their empowerment, unity and national development. This paper examines and sees the English language education as the language of economics, politics, empowerment, national development and also language of unity in Nigeria especially among the Nigerian Youths. These are very important avenues for meeting the much needed sustainable youth empowerment and national development that we all need in Nigeria. So, the need for repositioning of the English language education for sustainable youth empowerment, unity and national development in Nigeria forms the core of this paper. An important question here is how do we reposition the English language education? To answer the above question, the researchers coined out the answers from the work of Igiri, Awa and Ogayi (2021:186).

So, in Igiri et al (2021:186) the writers explained the concept by discussing the implementation and challenges of sustainable functional English language education. In this topic, the researchers explained that to maintain a sustainable functional English language education, which in other words means repositioning the English language education, the type of implementation used to achieve its matters so much. The term implementation is the process that turns strategies and plans into actions in order to accomplish strategic objectives and goals. It is a process of putting a decision or plan into effects or execution. It is the same thing as application carrying out, carrying through, performance, accomplishment and so on. However, to execute a plan, it is obvious that they must be uncountable challenges.

In Vuzo (2019) school of education, university of Dar es Salaam, Tanzania in his article as cited in Igiri et al (2021), the researchers outline and explained the implementation and challenges that can be found in sustainable functional language education as thus:

**(a) English language teaching** - It is important to note that the English language teaching is different from the language of instruction. In Vuzo (2019) says, in order to promote sustainable development language, proficiency in its diversity is a necessary tool for communication. Zygnunt (2016) in relation to sustainable development stresses that a speaker should function in a variety of socio-cultural levels on both the micro and macro scale, which entails teaching how to communicate and be creative in expressing thoughts and ideas. This he says, it entails implementing appropriate language programs which means proper repositioning of the English language education.

**(b) Teaching of the English language through code switching and code-mixing** – These should be encouraged in Nigeria English language education, especially in primary and secondary levels of educations. This can be an effective workable strategy for sustainable functional or repositioning of the English language education especially in Nigeria with her multilingualism.

**(c) Mindful of professionalism and competence in employing the English language teachers in Nigeria schools** – In this case, classroom teachers are expected to be trained teachers not only on the English language but also on educational courses. This will help to boost the professionalism and proficiency of the teacher, applying teaching methodology in his teaching of the language.

### **Youth, Sustainability and Education**

The researchers expressed the above concept by using the work of Ugwu (2019), Ugwu in his explanation started with the words of a German dictator, Adolf Hitler about the youth and says “He alone who owns the youth, gains the future the words of this dictator are reflective and should not be toyed with hence appreciation of it may result to “gain”-ing the future as Adolf Hitler said.

Ugwu in his paper shows the world’s population of the youths, using the records from the formal UN Secretary General, Ban Kimoon and that of the UNESCO data. From the above records, Ugwu, Quoting the speakers, says that half of the world’s population is now under the age of 25. He says that with the current population standing at 7.7 billion, it means that there are about 385 billion young people in the world today. He also quoted the former UN Secretary General, Ban Ki-moon whom he said rightly noted that the largest generation of young people in history is this generation. We should hope on the young people, they are the huge population of creative minds and the way to sustainability in all the field of lifes even on the English language education which is our core research. However, irrespective of the necessities of repositioning the English language education for sustainable youth empowerment, unity and national development in Nigeria, less or no attention was still paid to the children and youths’ education in Nigeria today. A UNESCO data according to Ugwu (2019) shows that 262 million children and youth are out of school across the globe, that one out of five adolescence is left out of secondary school. Still, that on this planet, one child out of eleven does not go to primary school. Really, these are serious education challenges. The question now is what should be the hope of the world without education. How can uneducated children and youth assume the mantle of leadership. How can such people become active change agents in today’s world and the coming generation? So, for sustainability to be possible, children and youths education is the answer.

Now, what is sustainable and sustainability? In Igiri et al (2021), sustainable means the quality of causing little or no damage to environment and therefore able to continue for a long time and able to be maintained of a certain rate or level like sustainable economic growth, sustainable functioning language education etc. Sustainable is also able to be upheld or defended such as sustainable definition of good educational practice and sustainability in the same Igiri means meeting our own needs without compromising the ability of future generations to meet their own needs.

In Ugwu (2019), “sustainability is not just a noun, it is also a dynamic, “balancing act” that goes far beyond the walls which define how biological systems endure and remain diverse and productive. It emphasizes the necessity and urgency to develop ideals that supports both human race and the earth, a world where development meet the needs of the present without compromising the well-being of future generations. Sustainability talks on the sort of global transcended existence that respects universal human right, culture, nature, economic justice and peace. It is also a global society with equal access to health care, education, clean water, energy, economic opportunities and empowerment.

In conclusion, repositioning of the English language education for sustainable youth empowerment, unity and national development in Nigeria has to do with those systems, strategies, methods hat are practically workable and retainable in the English language education in Nigeria.

An article written by Nevin (2008) expresses the roles education plays in sustainable development. The writer presents that good quality education is an essential tool for achieving a more sustainable world. He emphasized this at the UN world summit in Johannesburg in (2002) where the re-orientation of current education systems was outlined as key to sustainable development. Nevin (2008) maintains that Education for Sustainable Development (ESD) promotes the development of the knowledge, skills, understanding, values and actions required to create a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability. The writer, Nevin in the same article says that the concept of education for sustainable development developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviours in people to care for their environment. He explains that the aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning.

Interesting, education is fundamental to the sustainability success in an ideal society. Ugwu (2019), affirms that through education, we can affect drastically the above, data on educational challenges from UNESCO. From this writer's work, one can found that to achieve sustainability means our willingness to unleash the potentials of the human mind in a creative and productive way which can only be possible through education. So, the importance of education for sustainable youth empowerment, unity and national development in Nigeria is what really motivated the writers of this paper into attempting to research on how the English language education can be repositioned to achieve the purpose of the work.

### **English language as a tool for sustainability of youth empowerment, unity and national development**

Obiegbu (2015) expresses that English language is a tool for sustainable development in Nigeria. He pinpoints that this can be seen in the areas of education, economic growth and as a driving force for national unity in Nigeria. The writer, Obiegbu in his article made a detailed explanation of the importance of the English language. He cited Ndimele (2006), which says that the English language is the language of education in Nigeria. He further explained that apart from the first three years of a child's life in the primary school that was mentioned in the national policy on education, the rest of the child's life in the primary, secondary and tertiary institutions, at academic activities must be done in the English language. The English language according to Obiegbu is a language of prestige per excellence and a firm knowledge of, it is an assurance of climbing the educational ladder of success in Nigeria.

Below are more explanations from the work of the same Obiegbu on the importance of the English language in economic growth and empowerment and also on national unity and development in Nigeria.

#### **(a) Economic Growth and Empowerment**

Economically, the English language is the avenue to sustainable development in Nigeria. Economists in Nigeria believe that English is crucial for economic growth and empowerment, as it helps them trade more widely on an international scale. Nigeria can do international

business because we have English as our official language. English is very important when hiring a new employee. This underlines the fact that the English language skills enhance business and trade, while also improving an individual's economic conditions. An individual's economic empowerment in Nigeria is closely linked with good command of English. A wide range of business categories in Nigeria including the banking industry, technology, the pharmaceutical industry, and even vocational workers such as carpenters and electricians see increased need for the English language skills. The government of Nigeria firmly recognized that English is a key element of business communication and it is essential for attracting new investments.

**(b) National Unity and Development**

English language also serves as a tool for sustainable development in the area of national unity in Nigeria. Amidst, the compounding complexities and wars in the northern part of Nigeria, the only language that still emits the spirit of oneness in Nigeria is the English language. More often than not, activities conducted in indigenous languages are seen as being ethnic or tribal, except in cultural celebration or ethnic displays. This explains why, even during the first republic and during the colonial era, when English had not attained its present level of ascending in national and international affairs, political parties were formed in the English language. However, the parties might have regional bases but the fact that they were named in English entailed their national identity. The Northern People's Congress (NPC) the Action Group (AG), The National Council of Nigeria Citizen (NCNC) after the excursion of Southern Cameroon, National Elements Progressive Union (NEPU) etc, were formed to integrate all Nigerian and give them a sense of belonging.

This trend has necessarily survived until today with all the national political parties formed and sloganeered in the English language. Hanna (2008) as cited by Obiegbu (2015) says that English is equally the language of nationalism. Obiegbu continued his highlights by saying that the love of a country has to be manifested through the language that everybody can understand lest the ethnic agenda be implied. This was why, even in the old political days, nationalists like Herbet Macaulay, Obafemi Awolowo, Ahmadu Bello, Nnamdi Azikiwe etc had to use the English language as a weapon of nationalist struggle. A nationalist bases his patriotic views in English. If the English language is not used to express the same ideas for which he is known as a nationalist, he is seen instantly as a tribalist and not a nationalist. English is the language of authenticity in Nigeria.

Collective identity of Nigeria is stamped on national institutions through the medium of the English language. The Army, the Navy, the Air Force, and the Police, that all safeguard the territorial integrity of Nigeria and its peaceful existence is propelled with the English language (Standard British English and Pidgin English). The National Youth Service Corps (NYSC) which is aimed at bringing together all the educated Nigerian youths from the universities is a great ideal of the Nigeria government. This ideal would not have been possible without the English language which binds all together at the camps and at their primary places of assignment. The idea of the national youth service corps is geared towards reinforcing the spirit of oneness among Nigerian youths.

The constitution of the Federal Republic of Nigeria is written in the English language to create a level playing ground for all Nigerians. The National Flag, the National Anthem, the National Independence Day, the National Associations as well as several national monuments are designed in English and all of these "assert" that English is the foundation of

the giant structure called Nigeria. All these have the effects of reducing what Adebayo (1985:2) in Obiegbu (2015) refers to as “deep rooted mutual suspicion that result in prejudice, stereotypes and subtle linguistics hostility among various linguistics groups”. With all the above expressions with practical examples and illustrations, the English language remains a very big tool in favour of sustainable youth empowerment, unity and national development in Nigeria.

As a result of all these, the writers were motivated to engage on the work of repositioning the English language education in order to achieve the aim of sustainability of youths empowerment, unity and national development in Nigeria.

### **Theoretical Frameworks**

The work of Igiri, Awa and Ogayi (2021:187-190) was fully coined by the writers of this paper hence the two theories formally used by the writers were found by the researchers to be suitable for their work:

- (1) Whole school approach theory
- (2) Theory of transformative learning

#### **(1) Whole school approach theory**

A whole school approach propounded by Janes and Boufford (2012) in Igiri et al (2021) aim at integrating skill development and sustainability into daily interactions and practices using collaborative efforts that include all staff, teachers, families and children. Meyers et al (2016) stress that family and community partnership involves extending learning to the home and community contexts.

The approach also aims to raise quality and standards across the entire school. For this approach to be effective, schools need to identify and address the needs of the school community and engage in continuous, cyclical processes for improvements of the extending learning to the home and community contexts.

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#### **(2) Theory of transformative learning**

In Igiri et al (2021) the word transformation means to change in composition or structure. It is also change the outward form or appearance to change in character or condition. From Jisse Schrage and Frans Lenglet (2016), the field of education and especially teaching and learning in the context of sustainability, has brought considerable attention to the theory of transformative learning with its emphasis on learning processes and outcomes. Theory of Transformative Learning (TTL) has enabled a re-training of the role of education in relation to sustainability. As argued by Wals (2010) and Sterling (2005, 2011), the pluralistic society we live is (characterized by a wide range of values, interests and actors, along with the complex nature of sustainability issues) requires a way of learning that addresses divergent interests. Described as a pluralism of thought, TTL places emphasis on a critical, problem-based and reflective practice of education, (Thomal, 2009). Mezirow (2000:10), Education fosters critically on reflective thought, and imaginative problem solving. “The discourse is

learner-centered, participatory, and interactive. It involves group deliberation and group problem solving”. Wals, (2007:42), transformative learning in the context of sustainability is a form of learning that enables alternative and new kinds of thinking and solutions that are co-created and co-owned by more reflexive citizens living in a more reflective and resilient society”.

The TTL focused on the processes that facilitate a collaborative reflection of the learners involved. It assumes that the reflexive interaction with heterogeneous and mind-sets with those of others in the groups. Wals (2010) stressed how a carefully balanced collaborative setting enables what he terms the “deconstruction” (or de-framing) of individual assumptions and ideas which are then further challenged and assimilated with other ideas in a processes of co-creation. For the TTL, this process of frame deconstruction is assumed to occur in, but not be limited to group deliration and social interaction. Not all participatory learning processes automatically result in a transformed understanding of an issue, but the transformed understanding that on occasion does occur, especially within the context of sustainability and through group processes, has been qualified as “transformative social learning” Wals (2010).

Essentially, this refers to the notion that a pluralistic and heterogeneous group will be able to identify new ways of approaching a problem as the group’s internal diversity will help with “switching back and fort” between different mind-sets and understandings of an issue. Wals and Corcoran (2007) identified eight modalities that, integrated into higher education settings, foster autonomous thinking and an inclination toward systematic change among students and educators alike (see the table below as coined from the same Igiri et al (2021). By applying the TTL in teacher education institutions in Botswana, we wished to determine whether and how these modalities manifest themselves in the different ESD – related change projects.



**Table 1: Eight Modalities of Transformative Learning in Higher Education**

S/N	Modalities	Description	Example
1.	Total immersion	Fostering experienced with a real-world phenomenon	Observing and monitoring sustainability acts in managing a specific issue
2.	Diversity in learning style	Being sensitive to the variety of learning styles and preferences that can be found in a single group	Offering a variety of didactic approaches. Reflecting on the learning processes with learner
3.	Modalities active participation	Description developing discourse and ownership by utilizing learners' knowledge and ideas	Example soliciting the learners' own ideas, conceptions and feelings
4.	The value of valuing	Exposing the learners to alternative ways of knowing and valuing through self-confrontation	Giving learners opportunities to express their own value, creating a safe and open learning environment
5.	Balancing the far and near	Developing empowerment by showing that remote issues have local expressions which one can influence	Relating issues of biodiversity or sustainability to last night's dinner
6.	A case study approach	Digging for meaning by studying as issue in depth and looking for transferability to other areas	Assigning different people to explore different angles of a particular theme and bringing the different angles together
7.	Social dimension of learning	Mirroring learners' idea, experiences and feelings with those of others, through social interaction	Taking time for discussions and exchange. Addressing controversy. Stimulating flexibility and open-mindedness
8.	Learning for action	Making the development competences an integral part of the learning process	Allowing learners to develop their Own course of action and to follow through with it. Studying example of action taking else where

**Source:** Wals and Corcoran (2007) Coined from Igiri et al (2021).

### **Discussion of the Framework**

In the above table, we have shown how each of the two theories have their own explanatory power. However, each of them remains partial in its ability to grasp the whole, especially when evaluating such a complex endeavour as an education for sustainability. So, proper implementation of the above information helps in repositioning of the English language Education for sustainable youth empowerment unity and national development.

### **Empirical Studies**

Research topics like “Repositioning the English Language Education for sustainable Youth Empowerment, Unity and National Development in Nigeria” as a title of this paper or other closely related paper topics have been presented by so many researchers and educationists in both national and international levels in this work, the researchers have

carefully selected some of those closely related topics to express their paper better for their reader and other scholars or researchers.

In Pahwa (2020), the meaning, reasons and examples of repositioning were lucidly explained in this article. In the work, the language was originally designed for interactive television but was too advanced for the digital cable television industry in 1991. Its positioning was faculty. The founders realized it quite early and “repositioned” the brand to serve web browsers in 1996, and the rest in history this is just an example of repositioning. The writers of this paper now decided to choose it as a suitable illustration to explain the main key word in the topic of this paper.

So, Pahwa A. in his article maintains that the term “repositioning” means a process of altering the existing space a brand occupies in the brains of the customers. In simple terms, it is a process of changing how the target market perceives the brand or its offering with respect to its features and competitors.

The researcher, Pahwa (2020) still expresses that with repositioning, the business tries to change the way the customers view the brand without always altering the bond between the customer and the business. It involves changing the brands promise and personality with an updated or refreshed marketing mix, Brand identify, Target customer and Brand essence.

### **Reasons for Repositioning**

Pahwa states that a brand would want to change the customer perception because of innumerable industry related, competition related and customer related reasons. Some of them are.

#### **(i) Increased Competition**

Often times, increased competition in the market results in the lack of perceived differentiation of the brand compared to its competitors. This requires the brand to reposition itself in order to highlight its particular advantages. Relating all these illustrations to the topic, the English language is not the only popular or international language used in the world today. So, the increased competition as said before should be one of the reasons for the repositioning of the discipline.

#### **(ii) Faculty Existing Positioning**

There are cases when a brand is either under-positioned or over-positioned. It is said to be under-positioned when the existing positioning is too weak or vague to make customers associate emotions, traits, feelings and sentiments with it. It is also over-positioned when the existing positioning is too narrowly defined which restricts its growth. Really, either condition is bad for the brand and requires it to reposition itself. What happened in this area of production of goods also applied to the English language and so the repositioning of it becomes necessary for sustainability.

In Vuzo (2019) as cited in Igiri et al (2021), language is the main way of communication among people. Uzoma (2016) in Vuzo (2019) as also quoted in Igiri et al (2021) emphasizes that language is the key to sustainable development as the most essential tool that can bring development in the economic, social and environmental life of the people of any nature. According to Vuzo (2016) in the same Igiri et al (2021), it is therefore important to critically analyze our struggle towards sustainable development through the English language education.

Tudell (2009) in the same Vuzo (2019) as quoted also in Igiri et al (2021) accentuates that sustainable development is not possible without attention to the questions of language choice and literacy ability. Having discussed the meaning, reasons and examples of repositioning in the empirical studies of this work and considering the important of the English language as an international and a recognized language in Nigeria, it become necessary that the researchers should present the topic that can address the concept of “repositioning of the English sustainable youth empowerment, unity and national development in Nigeria”.

## **Conclusion**

Vuzo (2019) communication is one of the vital skills for the 21<sup>st</sup> century. Language is a central aspect for communication and hence language teaching should be promoted to acquire requisite skills necessary for the future of students and for sustainable language education needed for education and development.

Obiegbu (2018), if the idea of sustainable development is to create a system that is sustainable, which means that one can keep going indefinitely into the futures then the English language becomes key factor to unending development in Nigeria in the areas of education, economic, empowerment and national unity.

Aboluwodi A. and Owolewa O. O. (2018) expressed that the greatest challenge with the use of education to achieve sustainable development goals in Nigeria is found with the severe deficiencies in the structure that carries its education system. By structure the writers mean the school buildings, teachers, assessment, procedure, and soon. Aboluwodi and Owolewa most of these elements still carry the old order as left behind by the colonial education officials. The problem remains the same across the country. Most of the buildings inherited from the colonial officials are still being used, assessment are designed to measure performance in examinations, and the quality of teachers is declining by the day. Most institution of learning in Nigeria hardly emphasized strict adherence to the teaching of 21<sup>st</sup> Century skills and competencies identified by the world Economic Forum.

The world Economic Forum (2015) as cited by the same Aboluwodi A. and Owolewa O. O. (2018) identified the skills and competencies needed to thrive in today’s innovation driven economy as collaboration, creativity and problem solving, character qualities like persistence, curiosity and initiative. These competencies constitute the elements of quality education that may support the achievement of the Sustainable Development Goals (SDGS). Lauric, Nonoyama-Tarumi, Mckeson and Hopkins (2016:231), expressed that absence of such competencies may hinder the desired quality education needed to stimulate students or Nigeria youths to ask questions, analyze, think critically and make good decisions.

With all these pinpointed challenges in Nigerian educational systems and the roles the English language education and play in restructuring, repositioning of the system, the researchers were motivated to go into this work.

So, proper adherence to the information, theories used, recommendation, suggestions in this work can help in repositioning the English Language Education for sustainable youth empowerment, unity and national development in Nigeria.

### **Recommendation/Suggestions**

From the topic “Repositioning the English Language Education for Sustainable Youth Empowerment Unity and National Development in Nigeria”. The researchers carefully outlines reasons and how the English Language Education can be repositioned in order to help in the sustainability of youths empowerment, unity and national development in Nigeria.

Vuzo (2018) in Igiri et al (2021) illustrated that using an unfamiliar language of instruction contributes to school dropout. To handle this challenge, the researchers suggest that qualified and competent English Language teachers should be employed to handle the subject in schools and colleges which can increase the learners’ capacity to maximize their learning potentials and there by repositioning the English Language Education.

UN world Summit in Johannes bury in 2002 emphasized on the need for good quality education which suggestions were made on the necessities of reorientation or repositioning of current education system development of the English language teaching curriculum in Nigeria as a language instruction in Nigeria schools means that a serious need for repositioning of the language should be made. Development of the English language proficiency in its diversity is necessary for sustainability. English Language Education Curriculum in Nigeria should also be repositioned in such a way that it can expose and build a speaker of the language to be able to function in a variety of socio-cultural levels on both the micro and macro scales. The above expression entails teaching on how to communicate and be creative in expressing thoughts and ideas which can help in the sustainability of youths’ empowerment, unity and national development in Nigeria. For the English language education more interest should be on wider institutional and administrative context than just focus in examination and thereby limiting the learners’ know ledge to pass and not necessary to acquire the necessary information needed to empower the learners after their education. For proper and practical repositioning of the English Language Education in Nigeria schools, the educators’ capacity should strategically planned and implement changed in teaching and learning skills and after extra—curricula activities.

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