

## INFLUENCE OF NIGERIAN ENGLISH TEACHER VARIABLES ON AWARENESS OF EIL PEDAGOGICAL PRINCIPLES

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### ABSTRACT

The purpose of the study was to investigate the influence of such variables as gender, qualification, location and experience on Nigerian English teachers' awareness of the pedagogical principles of English as an International language (EIL). The variables were converted into teacher variables, using Nigerian teacher taxonomy, and the complementary opposites of the taxonomy in binary sets, as the attributes of the teacher variables. Respondents were 100 teachers from the schools in the south-eastern part of Nigeria. The chosen schools were determined by cluster sampling technique. Respondents were selected, using stratified random sampling. Data were generated, using a self-constructed 4 point Likert-type questionnaire. Data were classified into teacher variables identified for the study and analyzed, using mean and standard deviation. A criterion mean value of 2.50 was chosen for decision. The findings revealed that female teacher variable ( $\pm$ graduate,  $\pm$ urban,  $\pm$ experienced), graduate teacher variable ( $\pm$ urban,  $\pm$ experienced), urban teacher variable ( $\pm$ graduate,  $\pm$ experience) and experienced teacher variable ( $\pm$ graduate,  $\pm$ urban), were more aware of EIL pedagogical principles than their corresponding counterparts respectively. The study concluded that the variables exerted varying degrees of influences on the respondents' awareness.

**KEYWORDS:** EIL Pedagogical Principles, EIL, Gender Studies, Awareness