

ENGLISH STRESS AND ITS PEDAGOGICAL IMPLICATIONS IN NIGERIAN LANGUAGE SITUATION

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ABSTRACT

As a second language in Nigeria, English enjoys great prestige and fulfils an essential role in the educational and economic life of the nation. It is the language of much of the country's broadcasting, many of its newspapers, and often novels and other works of literature too; of secondary and higher education, the higher courts of law, and the civil service; and of international business contacts, of course. However, in spite of the long period of teaching and learning of the English language in Nigeria, there appears to be very little evidence to show that parents and guardians particularly in some parts of the North really care much about the proficiency of the spoken English of their wards particularly at the level of stress. This paper argues that appropriate use of stress is central to the learning and teaching of English language and therefore should by no means be neglected. Remedial exercises that could be of help to both the teachers and the learners are given and recommendations on the possible solution to the problem are suggested. The papers concludes that the problem of neglect of the teaching and learning of stress in schools and colleges can best be approached through concerted efforts by the government, the community, the students, the teachers, the parents, and all the stakeholders in providing relevant teaching materials and learner friendly environment.

KEYWORDS: English Stress and its Pedagogical Implications in Nigerian Language Situation