

# Imperative of English Language Proficiency in Journalism Training in Nigeria

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## Abstract

This paper advocates a synergy approach in communication training through a mix of specific English courses and communication courses. This is because a sound knowledge of the English Language is *sine qua non* to a communicator's proficiency in the dissemination of information in the contemporary Nigerian society. As a position paper based on library research, the study notes that performance deficit observed in the conduct of some media practitioners these days especially in terms of language use is clearly attributable to poor background in English Language, which incidentally is the language of communication in Nigeria. The paper recommends that communicators should be taught English Language throughout their training instead of relying on use of English and Communication Skills (a general studies one semester course) and English for journalists (also one semester course) as it is in the curriculum of most departments of communication in tertiary institutions in Nigeria today.

**Keywords:** Nigerian Journalism, Journalism Training, English Language, Communication Skills, Indigenous Languages, Mother Tongue

## Introduction

Language is a vehicle for human communication because whatever there is to be communicated is conveyed principally in words either written or spoken, except where signs are used. It is imperative, therefore, for every communicator/journalist, especially in a mass communication setting, to be proficient in the use of language. It becomes more tasking when the communicator uses a foreign language as a second language in going about his business. In Nigeria, the English Language is the lingua franca and this means that any professional communicator in the country who wants to reach out to the linguistically disparate audience as found in Nigeria should not be deficient in its use. Omojuyigbe (2004, p.107) has rightly posited that journalists only need to strive to attain correctness in the use of English Language so that whatever they write can be acceptable to other non-Nigerian users of English Language worldwide.

The fact that Nigeria is an archetypal blend of cultural diversities is incontrovertible. Here is a country with over 250 ethnic groups all lumped together by accident of history consummated through colonial conquest. One common feature in the composition of this heterogeneous society is the difference in the languages spoken by the constituent elements in spite of geographical proximity of some of the ethnic groups one to another, so much that a lot of dialectical disparities exist even among closely identical languages. Evidently, this has created a big problem in most states of the Federation when it comes to the issue of broadcasting in the local language. The station manager would have to recruit not less than three different broadcasters to do the translation in each newscast in at least three dialects if he is to effectively

reach an appreciable size of the audience. This adds to the running cost of the station. However, it merits mention that this problem is more pronounced among the minority ethnic groups than in the dominant ones like the Igbos, Hausas and Yorubas who have at least a tolerable common language each.

Obviously, it was an attempt to solve the linguistic problem of Nigeria that invariably compelled the pioneer indigenous leaders of the country to adopt the English Language; although, a foreign language and a colonial legacy, as our lingua franca, thereby making us Anglophone linguistically. Anyachonkeya (2006, p. 340) has observed that “it is only expedient to use the English Language to fill the seeming lacuna of communication gap which has arisen from the multi-ethnic and multi-linguistic composition of Nigeria.” It is unarguable that it would be a herculean task for the country to be governed centrally in the absence of a unifying language. Worst still, substituting the English Language with a local language would generate rivalry among the dominant tribes as to which of the indigenous languages to adopt as the official language of the country. So, the English Language has come to do us good, a dividend of colonialism, as some would say.

In Nigeria today, English Language is the language of business even though the Nigerian constitution, 1979 (as amended) in Paragraph 91, recognises the three major indigenous languages in the country—Hausa, Yoruba and Igbo— to be used in the deliberations of the National Assembly, the legislative arm of government. English is also the language of instruction in school from kindergarten to university. This is contained in the National Policy on Education (1981) as reported in Ogwuche (1996) cited in Konkwo (2008, p. 42). Anyachonkeya (2006, p. 337) affirms that “the English Language is the language of education and classroom instruction as well as that of (sic) profession. Competence in the English Language is considered a symbol of elite status.” Ogwuche captures the reality of the situation succinctly when he asserts that “learning of English as a second language should be of serious concern for all categories of students in Nigeria.” Need we say the trainee communicator requires a greater dose of this therapy! The multi-lingual setting in Nigeria poses a daunting challenge to the journalist because he is expected to communicate with a linguistically heterogeneous audience, especially if he is practising in a medium with a national audience outlook. The journalist’s best bet in this circumstance is for him to use a language that is understood by the generality of the audience and the option opened to him is the use of the English Language. This is why the training of a journalist in Nigeria has much to do with the use of English Language (in fact, it is a basic entry requirement that candidates seeking admission into tertiary institutions in the country must have a credit pass in the subject) and the journalist cannot afford to be deficient in it if he is to be taken seriously by anybody.

Ciboh & Iyorkyaa (2004, p. 17) posit that “more than anything else, the reporter must have an aptitude for grammar and its mechanics. He must understand English language well and be able to use it effectively. The knowledge of basic punctuation and the wisdom to consult a dictionary when in doubt over spellings is essential.” In other words, the journalist must be orthographically upright. However, it is important to note that the Queen’s English, which is the standard form the world over, has been subjected to local colouration and borrows much from other languages just as it gives out. Hoffman (1991) is quoted in Ugot (2007, p. 89) as saying that the English Language today is the most prolific donor and recipient of words to and from other languages and that has widely enriched the language. This has given rise to a variety of English such as American, Spanish, Scandinavian, and Scottish English among others whose words are perfectly engrafted into the English Language. Unfortunately, there is yet to be

African English with a global recognition. Ndimele (1999), cited in Ugot (2007) observes that borrowing pre-supposes some element of cultural contact and that the language that borrows from the other is said to be the recipient language, while that from which the item is borrowed is known as the donor language.

Interestingly, there seems to be a gradual evolution of what might be presupposed as the Nigerian English Language, which is identifiable by the alternative or customised usage of some English words, phrases and idioms in the local variety. This is quite different from pidgin which is an admixture of elements of various European languages spiced with a local flavour. Omojuyigbe (2004, p.101) observes the following in the comparative use of some idiomatic expressions by the British and Nigerian speakers of the English Language:

1. Brit: *Sauce* for goose is sauce for the gander  
Nig: *What* is good for the goose is good for the gander
2. Brit: *One swallow* does not make a summer  
Nig: *A tree* does not make a forest
3. Brit: The *proof* of the pudding is in the eating  
Nig: The *taste* of the pudding is in the eating

Evidently, this shows a local manipulation or better still, adaptation and not adulteration of the English Language. Omojuyigbe (2004, p.100) notes the wrong impression held by some critics that for the journalist's writing to be totally acceptable, the writing must not manifest any trace of cultural affiliation to the immediate environment. The fact, as he rightly submits, is that language is culturally transmitted which means then that one cannot separate culture from language if communication must be effective.

From the foregoing considerations, one could say boldly that the English Language has become the linguistic platform for the training of journalists in Nigeria. Omojuyigbe (2004, p. 105) cites Floyd, *et al* (1982) quoting Wallace Carroll, editor/publisher of *Winston Salem Journal and Sentinel*, figuratively that "the English Language is our bread and butter, but when ground grass is mixed with flour and grit with butter, our customers are likely to lose their appetite for what we serve them." Indeed, as this article argues, bad use of language in the business of journalism practice can put off even the most interested fan of any medium. On his part, Konkwo (2008, p. 41) posits that "the yardstick by which successful communication is measured is the ability of the communicator to speak and write clearly so that the recipient will not be at pains to understand the message." In the same vein, Amafilu (2002, p. 128) opines that "pronunciation of words is very important in the art of announcing because words not properly pronounced produce different meanings to the announcer's theme."

For this reason, most tertiary institutions where mass communication, journalism or media studies is offered as a discipline usually merge the infant department with English and Literary Studies or Theatre Arts before the programme matures into a full-fledge department. This usually applies in universities where communication is studied in the Faculty of Arts. In some other universities where the programme comes under the Social Sciences, some lecturers are 'borrowed' from English, Theatre Arts or Linguistics department to assist the foundation lecturers in the new department by teaching cognate courses. Sometimes, this association of communication studies with arts courses has led to a conflict at the Senate in some universities over where, between the Faculty of Arts and Social Sciences, the department of communication or media studies should be domiciled. Ukonu (2009), cited in Ukonu, Wogu, Anyadike & Ajala (2018, p. 76) has rightly stated that "mass communication has struggled with questions of academic identity over the years generally, as to whether it is a humanities concern or a social

science subject” adding that “the study of mass communication does not exist on its own, but it overlaps with many disciplines in the arts and humanities even in the social sciences.”

To those in the arts, communication is just an extension of linguistics because it involves predominantly the study of language use in the form of writing and speaking, while those in the social sciences pick their points from the behavioural approach to the study of human communication, particularly with regard to research methods applied in the discipline. It is not within the purview of this paper to take sides with any of the disputing schools of thought. In this paper, however, the relationship between communication and English Language is explored with a view to bringing out the relevance of the latter to the effective learning, mastery and use of the former. Our focus is on how a good knowledge of the English Language could be of help to a communicator in training and practice. The specific areas that need to be emphasised in such training in the use of English are also examined. As a caveat, this article does not bother itself with journalists’ stylistic use of English to express certain intended meanings as in headline writing which could create ambiguity at times (Ezekulie, 2018, p. 412). Such ambiguity is not much of a problem since the practice of stylising headlines is generally accepted as *journalese*, and usually makes a meaning to the reader based on the reader’s knowledge of world happenings.

### **Theoretical Framework**

This study is premised on the instructional theory of Education which provides a clear guidance on how to better help people learn and develop (Ogunyombo, 2018). Citing Reigeluth (1999 & 2012), the author states that the theory focuses on how to arrange materials for promoting the education of people, especially the youth. Materials in this sense, according to the author, may include the contents of the curricula for journalism education or any other form of education.

The instructional theory is said to have originated from the United States of America in the 1970s and was heavily influenced by the 1956 work of Benjamin Bloom, a university of Chicago professor. Ogunyombo further notes that “instructional theories are adapted based on the educational content and more importantly the learning style of the students” and that they are used by trainers and teachers as teaching guidelines/tools to facilitate learning. This theory suitably captures the crux of this paper’s argument which is on the integration of some English Language courses with the curriculum of communication studies in order to boost the quality of the latter. The essence of such integration is to make the best out of the trainee journalists by equipping them with added requisite skills from language-based courses because a major tool at the disposal of a communicator in going about his work is language. There is, therefore, every reason for the communicator to be grounded and proficient in the study and use of language, which in the context of this discourse, is English.

### **Methodology**

As a position paper, this study relies on library research to obtain information for analysis. It is a qualitative research, which x-rays the dynamics in the study of English Language and its relationship to the training of a communicator. This, therefore, means secondary data from the existing curriculum of English were used in exploring the nexus between the study of English Language and communication training. The study is prescriptive in nature and does not concern itself with the views of either experts in English or communication practice on the relevance of the proposed integration of courses in both disciplines as a way of enhancing quality training of journalists in Nigeria. For this reason, empirical data are not used in the study.

## **The Study of English in Perspective**

Communication is defined as the art or process of transfer of messages between a source and a destination. What is actually communicated is that part of the transaction that is shared between the sender and the receiver of the message. This means that both the sender and the receiver carry meanings in themselves, which are applied in the communication process. Meanings are not transferred, but reside with the parties to the communication encounter in the form of codes.

What the above postulation means is that for communication to take place, the codes used by the sender must be understood by the message receiver. This is the shared meaning between the sender and the receiver or what is better known as isomorphism in communication. If the meanings of the sender do not tally with those of the receiver, then the communication will not be effective. Therefore, since codes are of such importance in communication; there is the need to know how to use them, in order for communication to be effective. Every language has its own codes or symbols, which guide its usage; the English Language is no exception. Ugot (2007, p. 88) avers that “language comprises words and words being, but symbols by which man expresses his ideas, are an accurate measure of the range of his thought at any given time.” Codes in this sense refer to the unique ways or structure (combination of words) in the use of the language based on certain rules. The usage of English could be considered bad when such rules are broken, then the language is said to be adulterated. It is even worse when the language is used for public communication as in the media.

The spoken and written varieties of English, according to Omojuyigbe cited earlier, constitute the media of communication; that is, the form in which messages are encoded and decoded. He observes further that the spoken medium is rapid, persuasive, but ephemeral and takes certain elements of the language for granted. For instance, incomplete sentences can be supplemented by gestures to make a meaning because the addressee is present. A case in point in this direction is television broadcasting where a presenter has the privilege of using hands, facial contortion and other forms of body language to pass the message across. This is unlike writing in which case the addressee is absent and so the writer will have to make himself clear in sentence construction. It is even more tasking in radio broadcasting because the presenter will have to, as much as possible pronounce the words articulately so as not to confuse the listener. English, as it is applicable to all other languages in terms of usage, is studied under two basic headings: Lexis and Structure. Lexis has to do with words or the vocabulary of the language under which word origin (etymology), spelling, class and function are studied; i.e. the syntactic components. When a speaker is familiar with the vocabulary of a language, he is in a good position to use such words appropriately particularly after knowing how each functions in different contexts. On the other hand, mere familiarity with the vocabulary of a language is not enough. The user will have to know how to combine (structure) those words to make a meaning. Here, some technicalities in the use of the language come into play. The user has to know which word classes exist in the language and how these are combined to make sentences as well as the various ways words can be manipulated to perform different functions. Punctuation which indicates where to pause, thereby checking the speed (pace) of reading, is also important.

Therefore, a good knowledge of lexis and structure places the user at an advantage of mastering the syntax of any language. Lexis and structure as part of English language comes under the scope of grammar, which is the framework for the study and use of a language. A learner begins to use the English language through sentence construction from the simple to the complex. This is why it is important for any student of communication to register for syntax as

an elective or subsidiary course. Knowing the syntax of a language is a sure foundation for mastering writing skills in that language. In English language, writing skills are used in composition, article, letter, story, general essay, summary and comprehension. All these categories of writing require self expression on the part of the writer and much imagination through creativity; but before a learner can do well here, he must be acquainted with the basic grammar of the language.

Another aspect of the English language that has much relevance to a journalist's training is spoken English which has to do with phonetics. Phonetics is learnt by way of sound recognition because the English language is made up of phonetic symbols that represent the various sounds used in the language. Onuigbo (2003, p. 5) says that phonetics is divided into segmental features (vowels and consonants) and supra-segmental features (stress, rhythm and intonation). A good blending of these features would produce a flawless and easy-to-understand speech. Vowels and consonants are basic sound symbols like alphabets, while intonation; rising and falling pitch of voice in reading is used to lay emphasis on some aspects of what is being read by conveying the mood of the speaker. Stress is another aspect of phonetics that a learner of the English Language must master in order for him to be proficient in the use of the language verbally. A mastery of stress places the learner in a good stead to apply rhythm to whatever is written or read, thereby adding aesthetics to it. The English Language, itself, is described as stress governed unlike most African languages which are virtually stress-free. Onuigbo (2003, p. 5) further opines that:

In sentences...stressed syllables occur at regular intervals and because of this, English is called a 'stressed-timed' language. In many Nigerian languages, unlike what happens in English, syllables and words are pronounced with the same relative breath effort. Since these syllables apparently have the same prominence in speech, the Nigerian languages are called syllable-timed languages.

Stress applies primarily to words unlike intonation which has to do with sentences. Stress teaches that a part of the word or syllable can be pronounced higher than the other part(s), thereby bringing out the exact meaning the speaker attaches to the word. Equally, a word can be stressed in a sentence than other words in order to lay emphasis on the intended meaning of the given word. This is called sentential or emphatic stress. Interestingly, in the use of the English language, a particular word can be stressed in two different ways, depending on the function it is performing in a sentence, either as a noun or verb in most cases. Such words are called dual-purpose words and these include import, export, impact and produce, among others. A major problem that a learner of the English language as a second language would likely encounter in mastering stress and intonation is the interference of his mother tongue with the correct pronunciations of English words. This is called phono-linguistic interference which is culture-induced because it emanates from the learner's socio-cultural orientation. Omojuyigbe (2004, p. 101) observes that "every Nigerian living in Nigeria, has acquired one language, a first language, before coming in contact with English and so, he is a subordinate bilingual."

Omojuyigbe (2004) goes on to say that "interference is the mutual influence of the first language on the second, but this is more noticeable in the phonological aspect of the second language." In Nigeria today, only few users of the English language are able to scale this hurdle and that is why it is easy to tell when a Hausa, Yoruba or Ibo man is speaking even when the

listener has not seen the speaker. Owuamalam (2007, p.151) posits with regard to use of language in media business that:

It is pertinent to assert that rationalisation or tribal diction, in the rendition of a foreign language, is prohibited in broadcasting. Each language must be spoken according to its phonetic rules. Any deviation may generate channel noise, inimical to the clarification of meaning. Besides, ethnic biases are eliminated when a presenter represents the language of expression and not a clannish or parochial interest.

Not only in the field of communication is the English Language an imperative, but also in politics. Lamenting the negative consequence of poor use of the English Language among the political class in Nigeria, Professor Chinua Achebe (of blessed memory) has this to say as cited in Eyisi (2004, p.1):

I am convinced that a major flaw of our political culture is the inefficient and half-baked language in which we conduct our national affairs. The quality of the English Language spoken and written in Nigeria has been falling rapidly and will fall more dramatically in the next few years.

### **The Convergence of English and Communication Studies**

The discussion on the aspects of the English language has much relevance to the training of a communicator here defined as a journalist. The communicator must have a basic foundation in both spoken and written English as part of the entry requirements into journalism. A journalist who has not mastered the syntax of the language would always mix up tenses or may not know when he breaks the rules governing the language. For instance, it could be a whole lot of confusion to an unbiased mind as to why someone should say 'I have' and 'they have' considering the rule of number in grammar or why they would be adjudged wrong if they say 'I does' and 'he do.' Such an individual might not understand why it is right to say '...it is you, Susan, who are to do the work' and not '...it is you, Susan, who is to do that work.' Such a communicator would cause what Agba (2003, p.17) refers to as friction in communication. Agba defines this friction in written communication to mean "the resistance between reading and understanding as a result of error in language use and general communication presentation..." Making this more explicit, Agba says "when a reader skims through or scans a written piece with any degree of hardship or stress that is caused neither by illiteracy nor naivety in a field, that reader experiences friction". Common errors like the following pertaining to the use of tenses in reported speech, as itemised by Omojuyigbe (2004, p. 42) are often made by journalists:

- i. "...the Council boss said he discovered that some senior officials of the Council have been collecting spurious money...." The 'have' here should be changed to 'had' because it is a reported speech.
- ii. "...the Election Tribunal held that the results...are valid". The 'are' here should be changed to 'were'. The same rule above applies here.
- iii. "There is a general consensus among scholars that the mass media...." Here there is a case of redundancy. There cannot be a consensus without a general agreement.

In some instances, the communicator may not spell the words correctly as it is common these days on some television stations in Nigeria where fonts (words on the screen including

news headlines) are provocatively mis-spelt, even though the dictionary or even word spelling check on the computer could be of help in this direction. When the journalist fails in this respect, testing him on writing skills would be tantamount to wasting of time. In other words, such a communicator would not fit in whether in the print or broadcast media because one has to write before one can read what was written. Knowing the meaning and usage of words would be a great asset to any communicator. Indeed, a proficient communicator is a wordsmith but one that would not bamboozle his audience with a pack of grandiloquent expressions. Seyi Awofeso, Editor-in-Chief, *Grapevine Magazine*, Lagos is quoted by Omojuyigbe as saying “...your mastery of English is not measured by your ability to speak big grammar but by your ability to break your big grammar into simple components for people to understand”. Obviously, this assertion tallies with a statement credited to the world class writer, Jean Paul Sartre that “...I was born to simplify all complexities.”

A communicator that is not grounded in phonetics would usually pronounce words wrongly and stress them indiscriminately. That in itself constitutes semantic noise in the communication process. Such mistakes would be avoided if the communicator had knowledge of phonetics with which he could help himself by using a dictionary to know the correct pronunciation of each word. Many at times, words like *gesture*, *existence*, *fatal*, *listen*, *yacht*, *castle*, *urge*, *ewe*, *curfew*, *work*, *capital*, to mention but a few are wrongly pronounced by broadcasters. Alemoh & Ishima (2014, p. 191) have noted that a broadcaster who is not grounded in phonetics would make a mess of reading the following sentences:

- a) Joshua gave me the *money* this *morning*.
- b) The two men usually *walk* to *work* every day.
- c) A *carpenter* requires little *capital* to start business.
- d) The *principal* of the College is *principled*.
- e) There is no need to *fuel* the *feud* between the two parties.
- f) They could not read the *word* written on the door of the *ward*.
- g) A *curse* could be a *cause* of concern.
- h) It was the *noise* in the ward that attracted the *nurse*.

Therefore, proper articulation of sounds in English requires a good knowledge of phonetics.

### **The Way Forward**

The way out of this linguistic quagmire for journalists is to ensure that they are subjected to intensive drill in English language throughout their training. One is quite aware of the present requirements of O’L credit passes in English and Literature as entry qualifications for the study of mass communication in Nigerian tertiary institutions. Unfortunately, some institutions admit students with deficiencies in these key areas or at best a mere pass in either of the two subjects with the hope that the affected students would make it up before graduation. This is a dangerous foundation for the training of such would-be communicators. Again, with the towering stature of academic fraud in the country these days, how many candidates going for admission actually sat the exams by themselves? That is why many of them fall by the way side in the course of training. The introduction of post-UTME screening would have been a point of arrest of such dubious candidates but the well-conceived exercise has been hijacked by the hawks in the Nigerian educational system and has been turned into a money spinning venture for the tertiary institutions. Some universities have even modified the test to suit their interest not minding whether standards are maintained or lowered in the process.

The only thing to be done to save the situation in communication training in Nigeria is for English language courses to be introduced into the curriculum of communication studies. This should begin from the first to the final year, with at least a course taken in each session in cognate areas. Such courses should run in two semesters. A suggested approach could be in this form: syntax (year one), phonetics (year two), advanced composition (year three) and English for specific purpose (year four). The courses should be flexibly structured to fit into the existing curriculum and should reflect the various aspects of the English Language as outlined above, while the lecturers should be drawn from the English department or the students could simply offer the courses in the department of English as required/cognate courses which makes them compulsory. After all, French, which is a required course in media studies, is taught in the department of communication by French lecturers. It is better to put a square peg in a square hole.

The present experience of lecturers in tertiary institutions in Nigeria is one of pity for the students in training because of poor use of the English Language. The problem is not peculiar to communication students and that is why if possible, the above suggestion should be applied, albeit differentially, to every other discipline currently offered in the nation's higher institutions. The teaching of communication skills as a general studies course in the first year is a good step in the right direction but the realities in our educational system call for more concerted efforts than this to combat the national embarrassment occasioned by the poor use of English language by students and graduates from Nigerian tertiary institutions. To demonstrate how averse students are today towards learning the English language, they now frown at lecturers who correct their grammatical errors particularly in assessing take home written assignments. And the result shows! Mere writing a letter of application is like a nightmare for many graduates today. As a lecturer, one is subjected to unending heartaches whenever one comes across a script written by someone who was supposed to reflect the intellectual character of a distinguished place called an Ivory Tower. It is not completely surprising that the deterioration in the use of English among undergraduates/graduates in Nigeria at present is phenomenal. Why would it not be when many of such students had never at any time in their educational life read a novel or other helpful literary supplements to improve their vocabulary? Some would proudly though ignorantly defend themselves that they have always been science students right from the secondary school. The question is: a science student in what language?

The bastardisation in the use of English in Nigeria is easily noticeable even in the publishing industry in the country through the quality of books churned out recently in the industry. Some are so error-laden in terms of spellings and grammatical constructions that one sometimes wonders if such books were ever edited in the first place. Granted that the printer's devil is likely to be found in any published work, yet there is a palpable difference between a machine error and a human error. This is where the grammatical blunders inherent in such published works give credence to the submission that the so-called typographic mistakes are actually human errors resulting from lack of a good knowledge of the language used in such writings.

Sam Amuka-Pemu, publisher of *Vanguard Newspaper*, Nigeria is reported in the November 16, 2009 edition of *Newswatch Magazine* (p. 48) as lamenting the fallen standards in the practice of journalism in Nigeria today as compared to his day. In a news report by its Assistant Editor, Emmanuel Uffot, the former is said to have "...decried the present day practice, whereby radio and television broadcasters indulge in using slang and corrupt English that fail to adequately inform the public." This is evidence of apparent failure and a consequential

dysfunctional role the media are playing in the Nigerian society. Omojuyigbe (2004, p. 42) has cautioned that “journalism is influential and has a mass appeal. Many newspaper readers take every word and expression found in a newspaper as the standard form. That is why journalists, believably, can either help advance the standard usage of English or expedite its deterioration.” Succinctly put, the public should be educated on language use by the media. It is encouraging to note that some media organisations have taken it upon themselves to clean the stables in this respect. The Nobel Laureate, Prof Wole Soyinka while lambasting the Nigerian press at a public lecture for poor use of the English Language as quoted in *Weekend Concord* Nov., 9, 1991 and cited in Konkwo (2008, p. 44) still observes that:

...some newspapers have occasionally encouraged essays and columns which have sought to highlight the numerous linguistic infelicities that abound in such publications. Rather than sustain these columns, fellow media men have lashed out at the purists asking in a petulant tone: ‘who made you a judge over us?’

### **Conclusion and Recommendations**

In view of the foregoing argument, this article concludes that incorporating specific English courses into the curriculum of communication studies in Nigerian tertiary institutions to span through the duration of a communicator’s training would provide additional requisite skills for proficiency in media delivery. Communicators would be better equipped for the job and media contents would be of higher quality and more interesting to the audience, while the audience would learn and perfect their use of the English language from the media as such people read newspapers, magazines, as well as other publications or listen to the broadcast media. Also, graduates of communication studies would become more marketable. At each level of a communicator’s education, the trainee should be exposed to some specified English courses which align with his training. Also, such courses must be carefully selected to enhance the skills required for communication practice. Further, such courses are to be made compulsory and credit-earning for trainee communicators.

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