ENGLISH IN THE ARTS, SOCIAL SCIENCE AND TECHNOLOGY: BONDING THREE BED FELLOWS FOR HUMAN DEVELOPMENT

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Introduction
The Arts, Social Science and Technology are at the heart of human and national development. They also refer to academic disciplines in tertiary institutions where courses leading to lifetime careers are chosen and studied by students. Academic programmes run in these three areas impart gradually but incrementally, ideas, knowledge, principles and values that are very useful to human existence and progress. The benefit derivable from courses in the arts has led to a conceptualisation of an interoperable relationship among the three faculties aimed at harnessing their combined resources towards achieving human development. However, out of these three disciplines, there has been a general preference for, or emphasis on the Social Sciences and Technology-related courses/careers in Nigeria, with less emphasis on those in the Arts and Humanities (Essien, 2008; Kure, 2011). Essien observes that operators in the financial sector such as economists, accountants and those in science and technology such as engineers, readily come to people's mind when human development is being discussed without acknowledging the relevance and contributions of those in the Arts and Humanities such as painters, musicians, literary writers, and linguists among others. But just as the Social Sciences and Technology are considered important, and contribute towards human development, the Arts in general and English in particular hold the key to human development in Nigeria.

What is Human Development?
Human development is an incremental but steady progress made by a human being, and the manifestation of the totality of the person's endowments (physical, intellectual and spiritual); it is the evolution and positive growth of a person which differs from environmental and infrastructural development (Udideem, 2014). An attempt at understanding human development examines how people grow in all aspects of their lives, and the possibilities available to them. But the United Nations' intellectual History Project (2009, p. 2) defined human development as a process that enlarges a wide range of people's choices, which include to live a long and healthy life, to be educated and have access to resources that are required for a decent standard of living as well as the choices to political freedom, guaranteed human rights and personal freedom.

This definition was later refined to include “the expansion of people's freedoms to live long, healthy and creative lives; to advance other goals they have reason to value; and to engage actively in shaping development equitably and sustainably on a shared planet” (UNDP, 2011). By this definition, human development therefore focuses on the expansion of the growth of humans, instead of only developing the growth of the economy in which human beings live. This approach to human development places emphasis on three important factors which include: the people, the opportunities available to them and their choices on how to live their lives. An improvement in the general well-being of the lives of the people is considered more important than the mere increase in income which although facilitates, but does not amount to human development. People’s abilities should also be developed, and opportunities made available to them such that they can make use of the developed abilities. The available opportunities create options leaving the ‘choice’ to the people as they only can decide what careers they want, what they value most, and what makes them happy. Human development therefore results from the creation of a conducive atmosphere for people to develop maximally in terms of their productivity and creativity, in order to live a long, healthy and creative life, to be knowledgeable, and to have access to resources needed for a decent standard of living. This is the United Nations perception of human development which has been adopted as the working definition in this paper.

The Arts, Social Science and Technology
In order to appreciate how important English is in the Arts, Social Science and Technology, it is important to put this discussion into its proper perspective by first providing brief definitions of these "Three in Bed" fellows, which is the theme of this conference, to see how strange or otherwise they are in ‘bed’, and to examine the role English plays in human development in Nigeria in relation to these three disciplines.
Arts may be classified in two ways: the liberal and non liberal arts. Whereas liberal arts (such as history, language arts, music, literature, drama, etc.) develop the human creatively, the non liberal art (which includes technology) creates tools that facilitate the production of goods and services, as well as infrastructure (Uttoodem, 2014). Although this division of the Arts into liberal and non liberal types suggests that the arts are inclusive of technology, when reference is made to the Arts, the liberal Arts are usually referred to, and this is the intended meaning held in this paper.

The Arts are a physical manifestation of the internal creative impulse, which results from the teaching and the development of the human mind on how to bring out the creativity that is locked within. As an academic faculty, the unlocking of this human creative ability is the primary concern of the course contents in the various departments of the Arts. When properly harnessed, the Arts create things like drama, paintings, music, sculpture, etc., in addition to making these aesthetic creations to appeal to the human culture and society. The Arts cover a wider spectrum of human lives (Prey, 2014). The Liberal Arts can be divided into three: the Visual Arts, the Literary Arts, and the Performing Arts. The Visual Arts comprise painting, sculpture, graphic designs, etc. The Literary Arts includes literature – poetry, novels and short stories, and epics, which is concerned with creative writing, while the Performing Arts consist of drama, dance, music, etc.

The Social Sciences on the other hand, study human society. Courses in this faculty attempt to understand every part of the society and proffer solutions to resolve social problems. Social Science deals with both the interpersonal relationships of individual members of the society as well as the institutions for the smooth running and the continuous existence of the given society. This Faculty covers such areas as archaeology, sociology, economics, political science, etc. The social sciences reveal patterns of human lives, diachronically and synchronically. It employs the observational and experimental methodologies of the natural sciences in its investigation and assist humans to come to the realization of their humanness by linking them to the global community (American Academy of Arts and Sciences, 2013).

The word Technology does not have a clear cut definition as the concept varies. According to Kumar, Kumar and Persaud (1999), there are two major components that make up technology: Physical components and information components. While the physical components refer to products, tools, equipment, techniques and processes; the information aspect refers to technical know-how, management, marketing, production, quality control, skilled labour, etc. This classification may lead to the wrong assumption that technology and social science are somewhat related based on the information perspective of technology and the management aspect of the social sciences. However, technology as a word is of Greek origin formed from two words, 'technē', which means 'art, skill, cunning of hand' and 'logia' which means the study of (Wikipedia). In other words, technology refers to the study of the art of forming things, how to create tools, as well as the processing of materials. Technology can be used in diverse ways such as to extract materials, for communication, transportation, learning, manufacturing, creating artefacts, securing data, scaling businesses, etc. The application of technology results in artefacts or finished products (such as electronic gadgets).

From the foregoing discussion, it is clear that these three disciplines are different. But does this difference mean that they are 'strange bed fellows'? They may appear so, but they are related by the human element in whose favour they share one goal in common, which is the improvement of human life and human development. This common goal underscores the importance of graduating students who have integrated these different disciplines in their studies in the tertiary institutions (Prey, 2014). For instance, Tol (2009), reports that Princeton University in the United States recently included drama in the curriculum of their engineering students. Based on this inclusion, no student can get a degree in electrical engineering from Princeton University without having participated and passed the drama class. This is informed by the ideology that while anyone can acquire skills, creativity which blossoms in the drama class is needed for one to have the competitive edge that leads to success in one's chosen career, which includes engineering. This view may also be what informed the statement credited to Steve Jobs, the owner of Apple Company during his presentation of iPad 2 in March 2011 when he stated that "It is in Apple's DNA that technology alone is not enough – it's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing." (Lehrer, 2011).

Interdisciplinary cooperation thus becomes necessary for human development. In Nigeria, English Language (in the Arts) plays a major role that cannot be ignored. This is because human
development can hardly be achieved in any of these three faculties: the Arts, Social Science, and Technology without English language. The view canvassed in this paper, therefore, is that English is the most common denominator of human development in Nigeria, and that all academic efforts geared towards human development will do better by acknowledging and rallying round English which has been designed to play the leading role in achieving this objective.

The English Language and Human Development in Nigeria

As the primary method of human communication, the role of language in human development is enormous. In Nigeria, this role is made more daunting by the introduction of English language which has co-existed with many other Nigerian languages, and has grown largely through the education system where it enjoys a privileged position (Udofot, 2007). Beyond the developments made by Nigerians of different ethnic groups during the pre-colonial era, sustainable human development in Nigeria has, to a large extent, been dependent on the education of her citizenry, which includes education in English on one part and education on other subjects delivered in English, on the other part.

English is the medium of instruction and the language of education in Nigeria. Although the National Policy on Education (2014) (NPE henceforth), advocates for the mother tongue to be used both at the pre-primary and primary school levels of education, the reality on the ground is that this policy is hardly implemented. What with the failure of government to insist on, and supervise the implementation of this policy, as well as the inability of the government to provide a conducive learning environment which has resulted to the proliferation of private schools at different levels everywhere including in the rural areas. Pre-primary and primary school children at present in most cases are forced to grapple with learning in English language as a medium of instruction very early in life contrary to the stipulation of the NPE. At the secondary school level, the NPE made English a compulsory subject in addition to being the language of instruction. Secondary school students must pass English at the ordinary level with a minimum credit score in order to graduate from the senior secondary schools (SSS), or to qualify for admission in tertiary institutions in Nigeria. Such candidates must compulsorily write English at the Unified Tertiary Matriculation Examination (UTME), as well as during the post-UTME examinations currently held by the higher institutions of learning in Nigeria; in which they are expected to do well also if they are to gain admission in the tertiary institutions of their choice.

At the tertiary institution level, the Use of English course is made a general course, which is compulsory to all students irrespective of the student’s course of study in the institution. This course is aimed at polishing the students’ competence in English, equipping them with better reading, writing and speaking skills needed for their academic work in the institutions. The general course in English prepares them also for effective use of these skills in their various endeavours when they graduate. In addition, English is equally the language of instruction in the higher institutions.

If education is a parameter for determining human development, or a factor that opens up the opportunities for people and broadens their choice. If education helps people to live healthy lives and facilitates their growth, it follows therefore that human development in Nigeria cannot be separated from English since good education in any discipline cannot be achieved in Nigeria without education in English language. In addition, as Barngose (1991) rightly observes, "...literacy liberates untapped human potentials and leads to increased productivity and better living conditions" (p. 71). The notion of literacy highlights the importance of English without which no Nigerian can be literate. The passport to advancement in education and human development in Nigeria is English (Oyetunde, 1984).

Outside the academic circles, job interviews are conducted in English and one of the determinant factors for employment irrespective of the applicant's area of specialization is his/her proficiency in the English language. First, a display of his/her writing skills, evidenced in the form and content of the application letter and second, the candidate's good command of English speaking skills. His/her competence in English through which he expresses his knowledge of his area of study when question related to it is asked increases his/her chances of being employed. English is also the official language, language of administration, law, worship, media, etc. In fact, English occupies a prestigious position in the linguistic, political, economic and inter-ethnic space in spite of the numerous languages in Nigeria (Danladi, 2013).

Global English and Human Development

The world has become a global village where inter-cooperation, international relations, diplomacy and trade are embarked upon by nations of the world. This is made possible through communication which
is facilitated mainly by language. International relationships are nurtured both at the individual and national levels. English plays an important role as the language of choice due to its attainment of a global language status (Graddol, 2000; Udofot, 2008). This global spread and status correlate with its political and economic power worldwide (Crystal, 2003), as there is an increase in the learning of English mainly as a result of the economic and political power attached to it. The global spread of English has broken geographical boundaries as people from all parts of the world have realised the importance of English, and now learn and speak it to some extent for different purposes. Most importantly, in these days of ICT and internet communication, English has become the dominant language on the internet and has become its lingua franca (Posteguillo, 2002).

Different English teaching and learning programmes are currently designed to accommodate different needs of learners especially in countries where English is either not a native language or where it was not brought about by colonisation. This is in recognition of the fact that the world at present cannot do without communicating in English. These programmes include English as a Second Language (ESL), which involves the acquisition of English by non-native speakers such as the case of Nigerians; English as a Foreign Language (EFL) designed for non-native foreign learners where it is not used as an official language; English for Speakers of Other Languages (ESOL), designed for the learning of English by non-native speakers among others. In fact, there is hardly any part of the world where English is not spoken to some extent.

At the individual level, no one can fully develop in isolation; hence it becomes important that humans communicate using the most attractive and most beneficial language, which incidentally is English. It is used to document events and keep records. Today we encounter English in our daily lives both as Nigerians and as humans through the news, radio and television, newspapers, etc. English is also used for court proceedings, Hollywood movies, prayers and church activities, lectures, literary and non-literary texts, etc. Graddol (2000) states, by the year 2000 it is estimated that over one billion people will be learning English. English is the main language of books, newspapers, airports and air traffic control, international business and academic conferences, science and technology, diplomacy, sports, international competitions, pop music and advertising (p. 2).

With the increase in communication activities occasioned by the increase in the use of the internet, the role of English increases astronomically. A good knowledge of English places one in a vantage position to interact with others globally where mutual intelligibility becomes an important factor. The impact of globalisation and economic development has made English the language of opportunity and a vital means of improving prospects for well-paid employment (Project English, 2009).

**Bonding the Three Bed Fellows**

In attempting to achieve human development in Nigeria, the first consideration should be given to the human beings that need to be developed either at the individual level or at the group level. This is because the success or otherwise of human development should be determined by the people based on their level of awareness, involvement in the developmental process and skills. Scientific, technological and material input into human development, though very important, will yield no results without a requisite investment in the human factor through informing the people, creating opportunities for them, impartation of knowledge and skills, and most importantly educating them. Humans are the ones that will make use of the available scientific and technological input. In addition to the consideration of the human factor, communication through the use of language is another issue to be considered. If development can be seen as the product of the combined activities of education, the individual, the society and the nation, the language which is used in communication represents the essential 'thread' that binds them together.

Language enjoys a robust relationship with the other departments in the Arts because language enriches and expresses the creativity in these areas. With literature, music, paintings, drawings, history, religion, etc, the relationship is very deep and intimate. Language features as part of the delivery system of these Art forms. Most Nigerian Artists have been able to reach out to Nigerians and foreigners alike through their employment of English language where the indigenous languages failed to break through their indigenous linguistic boundaries. In music, many Nigerian singers such as the late Fela Anikulapo Kuti, Late Christy Essien (gbokwe, D'banj, @Face Idibia, just to mention a few, have won awards locally and internationally through their music.
Literary giants like the late Chinua Achebe, Wole Soyinka, Chimamanda Adichie, Akachi Ezeigbo, etc., have turned out literary pieces in English that have humbled the ones written by the native speakers of English. Famous historians from Nigeria have also made their marks in history and international relations. The list is endless.

One of the characteristics of humans is that they are the only species that can use language both in its spoken and written forms. In other words, human interaction without language is unimaginable. The social sciences study all aspects of the human society, and language plays a very important role in the creation, maintenance, and change of social relations and institutions. In fact, every aspect of human and societal activity is facilitated by language which expresses the social context, structure of the given relationship and the culture. It follows therefore that language is at the forefront of social science without which the expected cooperation and interaction it has with the society becomes almost impossible.

Society (the primary concern of the social sciences) also develops language by using it because language is an indicator of social, cultural and ethnic identity of the people. Much of what we see as linguistic behaviour can be explained as human attempt at negotiating, realising or even rejecting identities through the employment of language (Wardaugh, 2006, p. 6). For the moment, language and the social sciences share a common relationship which is aimed at studying the people and the society — one from the linguistic perspective and the other from the sociological perspective. The linguistic perspective is exemplified in sociolinguistics which focuses on the society that uses language. The title itself is derived from sociology + linguistics (the scientific study of language), and the sociological perspective can be studied as the sociology of language. In Nigeria, the language that is most studied and used is English.

Language and technology share a good relationship also. This relationship is that of mutual cooperation between the two. While language is used for human to human communication, technology augments and facilitates this human communication mainly through information communication technology (ICT) and the internet. For instance, the use of language in telephone, email, texts messages, chats, etc, is one of the ways technology facilitates language to enhance human communication. Granted that ICT has enhanced human communication to a large extent, language can exist independent of ICT because it has been in existence prior to the emergence of ICT. Shortis (2000) affirms that technology advances language, particularly English, through the storage and transmission of information, digitisation of information/texts, transmission of texts and information across geographical space, introduction of new patterns of spelling, punctuation and symbols among other things.

In addition, Aeroplane, a product of technology, is used for the transportation of people and goods from one place to another. However, the air-traffic control is used to make this transport system safer and more efficient. This exemplifies how language and technology work together for the benefit of humanity. English is the language of airports and air-traffic control (Gradold, 2000). Education and information on products created by technology are usually disseminated through language. For instance, knowledge about such products as engines, electrical/electronic gadgets, tools, etc, is usually shared in English through instruction manuals and when they are produced in non-English speaking countries, the English version of the instruction is usually provided to ensure that users acquire sufficient knowledge on how to use or operate them. Such English instruction manual ensures that given products receive wider acceptance and sales worldwide thereby increasing the manufacturer's profit. This is an indication that technological products need English for information dissemination, advertisement and for its user's manual.

The answer to nurturing and enhancing the relationship that exist among these three disciplines, the Art, Social Science and Technology towards human development lies with parents/guardians, the educators and scholars. At the level of seeking admission in universities, candidates should be encouraged by all to apply for only courses of their choice having been advised and guided accordingly at home and the secondary school level. This should be without any bias to the candidate's chosen course of study. At the tertiary institutions level, the course content of the various disciplines should be planned to incorporate some elements of the other areas of study, such that the students will have richer knowledge and be better prepared to face their developmental challenges and needs when they graduate. It is also important that the global 'new thinking' which advocates for inter-disciplinary cooperation both in teaching and research be embraced.

In all, English in the Arts has a big role to play in bonding these three disciplines considering its position in Nigeria’s educational system and it role as the unifying language. For instance, through
language studies, incursion is already being made into other disciplines in recognition of the role language plays in human societies. Such courses as English for Specific Purposes (ESP) are already in place in the English Department of most Nigerian universities. Departments in the social sciences should take classes in such courses with students in the English departments. More of such innovations should also be introduced and encouraged by the different faculties in order to achieve interpenetration and interdisciplinary cooperation which will crystallize into a triad of academic nurturing of students with creative prowess’ fit for human development. This will also trigger off academic research of unimaginable proportion across these disciplines.

For the specialised institutions such as the Universities of Technology, Agriculture and education, the Directorate of General Studies through which English is taught in these institutions has a role of enriching the content of their Use of English course to reflect some of the special needs of learners and students in the social sciences in line with the global practices. Conceptualising the Use of English to incorporate such needs as English for specific purposes, English for Science and Technology, Language of Mathematics, language of ICT, etc., will address the English language needs in specific contexts and in relation to the various courses currently run in the Social Sciences and Technology disciplines. A contextualisation of the teaching and learning of English in line with the specific needs of the Arts, Social Science and Technology will equip graduates better to face their developmental needs upon graduation. It will also encourage and enhance interdisciplinary research among these “Three in bed” fellows.

Conclusion
The goal of education is the development of people who make up the society, and who would also through their education contribute to the development of their society. The examination of the Nigerian situation so far, has shown that education is tied in part to English, both as a medium of instruction and as a required subject that must be studied and passed at various stages. Given the evidence in the literature on the importance of education and in relation to English vis-à-vis human development in Nigeria, this discussion has focused on the need for the recognition of the place of English in the Arts as the unifying factor among the three faculties.

The relationship however, requires a tripartite commitment from all the three disciplines, devoid of any tension but genuinely recognising Nigeria’s educational and linguistic realities which place English at a vantage position. But cross disciplinarity is not easy in practice. It is best achieved through concerted effort from all concerned which will demonstrate that the joint efforts of the three disciplines are better than one in relation to human development in Nigeria.
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