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EDITORIAL COMMENT

The Editorial Board announces the birth of Volume 4 Nos 1 &2 of Journal of the Association of Language Educators (JIALE). Each of nos 1 & 2 of this edition contains 20 well researched articles on various issues in Language Teaching and Learning, including Policy issues. This fourth volume of JIALE contains largely the articles which were presented at the 3rd Annual Conference of the International Association of Language Educators (IALE), and which are dedicated to the loving memory of the late first President of the Association, Prof. Yetunde Adedoyin Ajibade. The papers covered thematic areas of blind spots in Language and Literature Education. The contributors are seasoned scholars in Language Education. Articles in this volume address current issues, problems and blind spots in language teaching and learning as well as blind spots. There is no gainsaying the fact that volume 4 nos 1 & 2 (June, 2024) of Journal of the Association of Language Educators (JIALE) contains well researched and discussed academic papers that make positive contributions to knowledge, scholarship and practice. Consequently, the articles will contribute immensely to the growth and development of Language Education, not only in Nigeria but in the African continent and beyond. Therefore, individuals, researchers, teachers, educators, ministries and agencies saddled with the responsibility of addressing the problems of language teaching and learning would find the papers in Volume 4 nos 1 & 2 of JIALE useful reference materials. We expect more in subsequent volumes.

Thank you.

Prof Uche B. Gbenedio

EDITORIAL POLICY

GUIDELINES FOR SUBMISSION OF ARTICLES

The Journal of International Association of Language Educators (JIALE) is a peer-reviewed scholarly journal published by International Association of Language Educators(IALE).
Those wishing to submit papers for inclusion in any volume of the journal are expected to note the following guidelines carefully and allow them to guide the style and format of their papers.

i. Submission of articles is open to members and non- members across the globe.
ii. Articles submitted for publication must be in line with the objectives of the International Association of Language Educators (IALE) as follows:

1. To contribute positively to the theory and practice of Language Education globally.
2. To provide services to teachers at various educational tiers that will promote effective teaching and learning of language globally.
3. To promote the professional development of Language Education scholars and practitioners.
4. To provide technical assistance on language related matters to government and corporate bodies globally.
5. To consider regularly Language Education issues and advise government appropriately.
6. To increase awareness on the central role of language in instruction and the society.
7. To cooperate with organisations which have similar aims and objectives with those of the Association.

iii Papers must be original and may not have been previously submitted to any journal for publication.
iv. Papers must not be more than 18 pages maximum, including references, in MS words typed 1.5 line spacing on one side of A4 paper in Times New Roman 12-font size with an abstract of about 300 words with 5 keywords.
v. Contributors are required to make sure that they conform with current APA format and present their papers in MS word. Such papers must carry the names, institutional affiliation as well as the e-mail addresses of the contributors.
vi. Two hard copies of the paper must be sent to the Editor with N5000.00 (or 20 US Dollars for foreign contributors) assessment fee. This is, however, subject to review in line with the prevailing economic realities.
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ix. Submissions should be made on or before 30th April of each year to enable the publication of the journal latest 30th June. This will also enable us to advertise the published journal at the annual conferences of IALE in September of each year.
x. Acceptance letters will be issued in respect of articles assessed and found publishable, not later than 31st May of the publication year.
xi. Publication fees of 20, 000 Naira (for members in Nigeria) and 100 US Dollars(for members outside Nigeria), and 25,000 Naira (for non-members in Nigeria) and 150 US Dollars(for non-members outside Nigeria)must be paid upon the return of a clean/soft copy of the paper accepted for publication not later than two weeks after the issuance of acceptance letter.
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Effect of Multimodal Assessment Packages on Senior Secondary School Students' English Listening Proficiency in Ibadan Metropolis Oyo State, Nigeria.

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Abstract

The study determined the effect of curriculum-based multimodal technique on the listening skills proficiency among secondary school students in Ibadan metropolis. The quasi experimental design was adopted for this study. The instruments were Oral-based tests with reliability co-efficient of 0.89, Paper-based tests with reliability co-efficient of 0.70. A total of 200 students were randomly selected from public and private schools in Ibadan metropolis and were examined. Half of the students (100) are from public–based secondary schools while the remaining 50% (100) are from private schools. Analysis of variance was used in analysing the main and interaction effects of the data collected. The results revealed that there was no significant different in the overall listening skill proficiency of the students based on either of the school or test type. However, there exists a strong interaction between these independent variables. Students from public schools performed better in Oral-based test (ORT), while private school students tends to have better performance in paper- based tests (PBT). The public school students with a mean performance score of 79.38% performed better than the private school students ($\bar{x}$ = 78.5%) in term of the overall average in the conducted tests Based on the findings, the new (ORT) technique of assessing listening skill should be adopted by teachers and all public examining bodies in Nigeria in assessing students listening proficiency

Key words: Listening proficiency, Multimodal assessment, Testing package, Oral-based test, Paper-based tests

Introduction

Language is incredibly essential to individuals as it serves as the fundamental means of communication and for achieving social order in society (Coskun and Uzunyol Kopru, 2021). Through language, we express our feelings and thoughts and even ask questions. That is, language is the major vehicle of human communication. Long before the postmodernists began to question the importance of language, the dominance of language in human history was undeniable. Language serves as a vehicle of interaction and an instrument of communication in political and social policy, while it has always had an added cultural role as a weapon of the dominant ideology. That is, learning a language involves more than just reaching out to people; it is also about maintaining a range of social bonds, a common sense of values, and collective awareness. In addition, language is a powerful tool of control used by the colonial powers (Danladi, 2013).

In Nigeria, so many languages exist both foreign and local (within ethnic groups and tribes). Some of these local languages are similarly taught and assessed in our schools but the English language remains the language of instruction in the classroom because it is evidently the most colonial legacy of the British colonial masters who also brought Western education with them to Nigeria. It is also the only linguistic binding factor for all ethnic groups (Owolewa and Oyewole, 2017). Aside from being the medium of instruction in schools, English is widely practiced and occupies a prominent function both at the workplace and together

with the three crucial indigenous languages as well. The implication of Nigeria's complex language situation, due to the multiplicity of its indigenous dialects, is the lack of established effective communication between ethnic groups, which serves as the foundation not only for bigotry and hatred but also for resorting to the use of English as the dominant official language. It also means that selecting any of the three major indigenous languages as a national language will almost probably lead to disintegration or negative feelings. This has therefore shaped the vital character and role of English as a unifying compass in Nigeria (Danladi, 2013).

One would think, by now, that one of our indigenous languages would have been adopted for teaching and assessment purposes in the nation's education sector, given that, according to Fafunwa (1988:395), "the child learns better in his mother tongue and that his mother tongue is as natural to him as his mother's milk" (Mishina and Iskandar, 2019). Nonetheless, the English language remains a core subject that requires a credit pass to forge ahead into higher institutions of learning in the country. The study of this language is therefore pursued with much vigor by all despite being the country's second language. The study of the English language has come to stay in our educational attainment, hence, the need to be proficient in its understanding. Joseph and Joshua (2010) added that the government having recognized the importance of the English language for enhancing educational attainment as well as for improving communication competence and the ability of citizens has made it a core and compulsory subject for all in Nigerian schools. A complete study of the language, therefore, requires developing good mastery of the four basic components of the language. These are: listening, Speaking, reading, and writing.

These four components work hand in hand, none of them can operate in isolation. For an individual to be proficient in a language (whether local or indigenous), one must listen to conversations and dialogues before attempting to speak, so also to develop the ability to read before eventually writing. Based on findings from previous studies, including those on language acquisition skills, it has been established that language proficiency is acquired through writing (10%), reading (15%), speaking (30%), and listening (45%) while we communicate, see Figure 1.1.

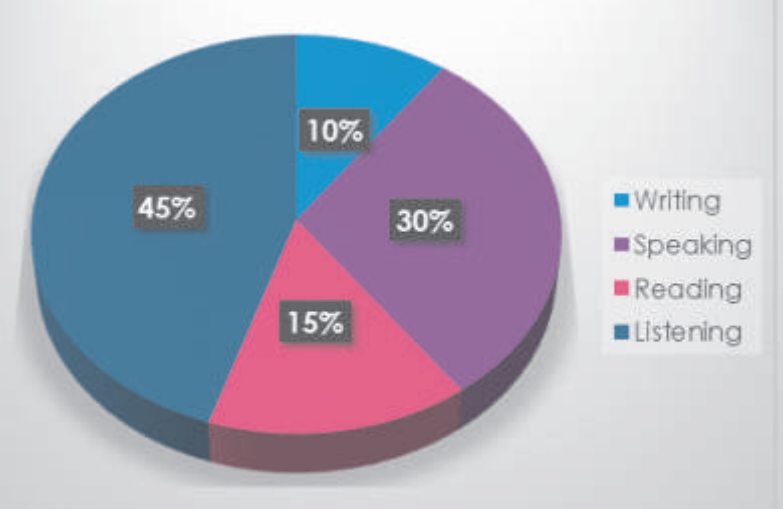

Figure 1: English language acquisition skills (Coskun and Uzunyol Kopru, 2021)

Listening skills, being the most prominent, are taught because they are very important parts of being able to use the English language to communicate. Listening accounts for half of verbal activity and is essential in educational, professional, social, and personal circumstances. It is also an extremely complex activity that necessitates a wide range of knowledge and processes that interact with one another (Nemtchinova, 2013). Listening to other speakers not only helps the students develop their pronunciation and fluency in English but is also crucial to the development of one's speaking skills. Listening has been posited to have a greater influence on the maturation process since it is the first comprehension skill. It is a combination of two tasks: paying attention to auditory signals and processing mental information (sound) for suitable meaning (Iliyas and Abdulmalik, 2017). Listening strategies are classified into three types based on the level of processing: metacognitive strategies, cognitive strategies, and social/affective strategies. Thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learnt are all examples of meta-cognitive methods. Meanwhile, cognitive strategies involve interacting with the content to be learned, manipulating the material mentally or physically, or using a specific technique for a learning activity. Furthermore, interacting with another person's control to assist learning or using emotional learning tasks are examples of social and affective methods (Osa-Omoregie and Musa, 2017).

Also, based on the Schema theory of information processing, listening can be grouped into three major sets, namely: bottom-top, top-bottom, and interactive processing. Bottom-up processing is the type of processing that is begun by new information. The incoming input is processed with the decoding of phonemes, and each phoneme is joined as minimal meaningful units to form words. Words are linked to form phrases, and phrases to sentences to conduct meaningful vocal and written compositions. This complex process culminates in meaning-formation. On the other hand, top-down processing is a concept in which listeners listen to incoming information holistically to capture the substance of the oral text rather than focusing on every single detail in the text. Listeners use top-down processing to reconstruct what the Speakers mean in their utterances by drawing high-level schemata. Lastly, the interactive process combines both bottom-up and top-down processing. Unlike the widely held belief in the literature on the magnitude of the effect of top-down processing on listening comprehension, listeners can overcome weaknesses in both bottom-up and top-down processing through interactive processing (Irgin, 2021).

The importance of listening skills in the classroom and everyday life cannot be overstated. Listening skills are as vital as speaking abilities since communication cannot occur without the development of both. Furthermore, listening skills are critical in the learning process because they enable students to accomplish successful and effective communication through acquiring knowledge and insights (Ngwoke , 2022). Sadly, listening is the most difficult skill to assess in students in comparison to any other language skill. It entails an oral input in which pupils must listen to and transmit the knowledge in their heads via auditory insight. The material is presented as spoken text, so students must use their best efforts to recognize the information or passage from what they hear, as opposed to written text, where students may read the entire passage in written form. Listening evaluation necessitates the understanding of both the concept and the ability being evaluated, as well as the test task format used to assess the ability (Rohaniyah and Nasrullah, 2021).

In Nigeria, several authors have identified a lack of in-depth teaching, teachers' poor educational background, and poor attitude on the part of students, as well as poor assessment technique by the examining bodies as the major factors contributing to the low performance of students (including listening and other aspects of English language studies) in the various secondary school leaving examinations. While conscious efforts have been directed toward the efficient teaching of listening skills in Nigeria, the studies promoting effective assessment of listening skills are still lacking in literature (Olusegun and Oyewole, 2017; Osa-Omoregie and Musa, 2017; Owolewa, 2017). For the above reasons, listening skills as one of the four basic components of the language need a full-fledged assessment if our secondary school leavers will be equivalent to their counterparts in other parts of the world where proficiency in the English language matters.

The need for proper assessment of listening skills cannot, therefore, be overemphasized. That is, the use of sound symbols alone as it is presently used is not enough to assess a candidate's ability to listen, understand, comprehend, and interpret spoken conversations in other to respond appropriately. Thus, reality must set in during assessment if not from junior secondary schools, then in senior secondary schools. Consequently, doing this will enable Nigeria secondary school leavers to become acquainted with the proper way of assessing listening skills as it is conducted by English language proficiency examining bodies such as IELTS (International English Language Testing System), TOEFL (Test of English as a foreign language), and others. Thus, making them qualify to compete with their counterparts outside Nigeria.

As previously stated, numerous researches have been conducted on the aspect of efficient teaching of listening skills within and outside Nigeria. But, to the best of my knowledge, no research has focused mainly on the roles of multimodal (traditional and novel) techniques that are applicable in ascertaining the listening skills proficiency among secondary school leavers in Nigeria with a specific target on the secondary school leaving examinations such as WAEC, NECO, and NABTEB. While the traditional mode of assessing listening skills proficiency is based on paper-based technique, the current approaches (modern testing techniques), as depicted in Figure 1.2, however, involve the use of techniques that either allow the learners to be tested through the aid of several technological media such as radio, DVD, video, computer, internet-based recordings or listen to a speaker (Onyebuchi and Ibrahim, 2017). The use of these technologies enables the students to recognize and get accustomed to the pronunciation style of the speakers (British or American), improves listening comprehension, and allows the teacher to save time and energy while preparing the assessment plans. However, the speed of the speech, the accent, pronunciation, and insufficient vocabulary on the part of students could pose major limitations towards achieving the effective evaluation of listening skills (Nasrullah, 2021).

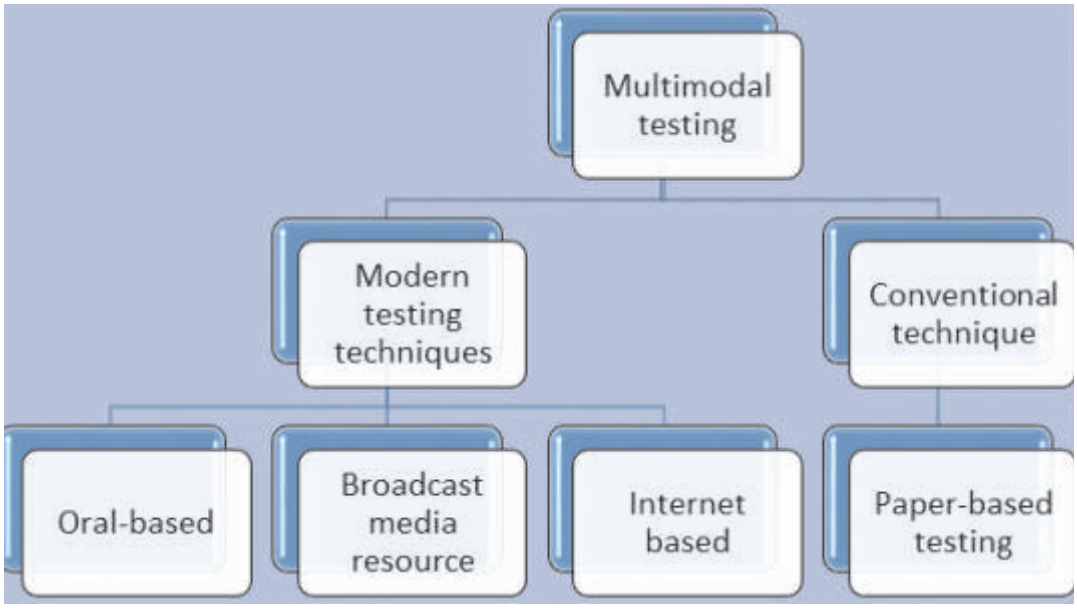

Figure 2: Multimodal testing techniques (Onyebuchi and Ibrahim, 2017).

Previous studies have elaborated more on the influences of the students' and teachers' involvement in ensuring effective learning of listening skills among junior and secondary students in Nigeria. Nicholas. (2022) analyzed the listening comprehension performance of senior secondary students in Abeokuta, Nigeria. The authors observed a high level of listening comprehension performance among the students; however, it was noted that the students' subject combination is a major factor in their performance at the discriminative, informative, and critical levels. Also, using the Listening Comprehension Strategy Questionnaire (LCSQ) by Oxford University, Osa-Omoregie and Musa (2017) tested the listening comprehension strategies among junior secondary school students in Edo state and concluded that the overall use of these strategies is low in comparison with the indicated average. Excelling in the use of these strategies has long been identified as a prominent way of improving the learning of listening skills.

The importance of improving listening skills through the use of a multimodal approach was addressed by Onyebuchi and Ibrahim (2017). The authors adopted the Listening Level Test (LLT) as an instrument to ascertain the objectives of the study. Results from the study indicated that listening proficiency is greatly enhanced due to the promotion of cognitive gain and arousal of interest among the students. To Owolewa (2017), the author believes that listening comprehension among secondary school students is chiefly influenced by the attitude and gender of the students; and thus recommended conscious effort from the teachers to encourage effective listening. The same conclusion was affirmed by Owolewa and Oyewole (2017), who further analyzed the relationship between attitude and different learning strategies, using tools such as the Listening Attitude Questionnaire (LAQ), Teachers' Instructional Guide on listening Strategies' instructions; Teachers Instructional Guide on Modified Conventional Strategy and Evaluation sheet

for Assessing Teachers' Performance on the use of the Strategies (ESAT).

In addition, the influence of teachers in the effective learning of listening skills cannot be over-emphasized. Teachers of English Listening Knowledge Test (TELKT) and Teachers' Extent of Teaching Listening Comprehension Questionnaire (TETLCQ) are tools utilized by Iliyas and Abdulmalik (2019) to assess the relationship between the teachers' knowledge depth and the listening comprehension among the students, it was observed that the teaching quality of listening skills is very poor. According to Regina and Obianuju (2019), this can be rightly attributed to the inefficient communication skills among the teachers and the outdated teaching methods. Using several prominent tools, several authors think that the use of multimedia teaching aids, exposing teachers to the current trend in teaching listening skills and the improvement of the curriculum by the curriculum planners and developers are the needed recommendations to achieve a higher proficiency in listening skills (Bello, 2018; Felicia and Ujunwa, 2019).

From the foregoing, it is evident that the challenges and the prospects of improving listening skills among secondary school students via efficient teaching have been explicitly studied and reported. However, the lack of studies focusing on assessing the impacts of listening proficiency testing techniques is glaring, leaving a significant knowledge gap that forms the basis for this study. In the research of Mosquera and Castillo (2019), it has been proposed that the design of evaluation procedures for any of the different aspects of the English language should uphold the principles of practicality, reliability, validity, authenticity, justice, democracy, and feedback. Practicality emphasizes rapid test development, convenience of administration, and a simple grading system. Reliability involves test consistency, whereas validity considers the relevance and significance of interpretations based on test results. Furthermore, justice captures the suitability of the test for all test takers, while authenticity is based on the proximity of the test's lexical and semantic settings to what the student would do with the language outside of the classroom context. In addition, democracy in test evaluation is concerned with safeguarding the interests of all test takers; and finally, feedback ensures that students receive succinct descriptions of their performance as well as critical and engaging comments.

It is from the above submissions that the purpose of this research remains essential/imperative. Also, since previous studies on listening skills majorly focused on teaching and learning listening skills in the classroom, it will therefore be essential to examine its proper way of assessment as well.

Statements of Problem

The relevance of listening skills in English language proficiency cannot be underrated. This is because the ability to be a good listener goes a long way as to what the respondent will be responding to. The response can then be in either spoken or written form. Good listening skills enable/enhance proper understanding. That is, it is what you hear and understand that you can respond accurately to. Unfortunately, listening skills of all four components of the English language are under-assessed by our S.S.C.E awarding bodies.

For instance, in Nigeria, focusing on WAEC, NECO, and NABTEB examinations, written sound symbols are commonly used with word options accompanying them, among which there is a key. This is not assessing /testing the candidates' listening ability in reality. Also, in testing topics like stress and intonation patterns, candidates are at the mercy of memorizing the prefixes and suffixes attached to a root word to be able to identify 'nonconformists' among the options

provided, thus assessing guessing ability and not the true ability of the candidate.

Numerous researches have been conducted on the aspect of efficient teaching of listening skills within and outside Nigeria. Also, previous studies have emphasized more on the influences of the students' and teachers' involvement in ensuring effective learning of listening skills among junior and secondary students in Nigeria. For instance, the analysis of the listening comprehension performance of senior secondary students in Abeokuta, Nigeria. Also, using the Listening Comprehension Strategy Questionnaire (LCSQ) by Oxford University, Osa-Omoregie and Musa (2017) tested the listening comprehension strategies among junior secondary school students in Edo state and concluded that the overall use of these strategies is low in comparison with the indicated average. Excelling in the use of these strategies has long been identified as a prominent way of improving the learning of listening skills.

This study, therefore, sees the need for assessing listening skills efficiently and practically, among school leavers, through the adoption of a curriculum-based multimodal strategy as against the use of the current traditional approach which is adopted and promoted by the S.S.C.E awarding public examination bodies. Hence, this study aims to assess the true ability of the students' listening proficiency as against the conventional method of assessing their guessing abilities through multimodal techniques (oral and paper-based assessment) on Senior Secondary School students listening proficiency in Ibadan.

Hypotheses

1. There is no significant main effect of treatment on students' achievement in English listening skills.
2. There is no significant main effect of school type on students' achievement in English listening skills.
3. There is no significant interaction effect of treatment and school type on students' achievement in English listening skills.

Methodology

The quasi-experimental design was adopted for this study, to establish a cause-and-effect relationship between the dependent and independent variables. A total of four secondary schools were randomly selected from Ibadan metropolis. Two schools were assigned to each treatment group. A total number of two hundred (200) students were randomly selected from public and private school in Ibadan metropolis of Oyo State. 50% of the students (100) are from public-based secondary schools while the remaining 50% (100) are from private schools Two instruments guided the study namely Oral-based test with reliability co-efficient of 0.89 and Paper-based tests with reliability co-efficient of 0.70

Data collected were analysed using a two way analysis of variance for the main and interaction effect of the studied variables.

Results

Hypothesis 1

There is no significant main effect of treatment on students' achievement in English Listening skills

Table 1: Result of the two-way ANOVA

Source	DF	SSE	MSE	F	P
School Type	1	41.41	41.41	0.88	0.349
Exam Type	1	15.12	15.12	0.32	0.571
School Type*Exam Type	1	496.12	496.12	10.54	0.001
Error	196	9223.22	47.06		
Total	199	9775.88			

A two-way analysis of variance was conducted to ascertain the effects of the assessment techniques (PBT = control and ORT = treatment) on the overall listening skills proficiency from both schools The assessment results showed that private school students performed exceptionally well in the PBT with a mean score of 78.08% and a standard deviation of 5.8%. On the other hand, the public school students outperformed in the ORT (mean score-=80.68%, SD= 5.8) with scores that varies from 68-91% Comparing the mean and standard deviation of the public school performance, it can be observed that they performed better in ORT than in PBT. The observed p-value for the test type main effect is 0.571, which is greater than the chosen significance level of 5%. The observed high p-value falls in the acceptable region of the null hypothesis. This implies that there is enough statistical evidence to support the fact that there is no statistically significant difference between the performances of students in the two assessment techniques of listening skills from both schools. Hence, it can be concluded that, regardless of the type of techniques for assessing listening skills, the performances of the students from both schools are not significantly different from one another. Though the students are more conversant with the PBT; their performance is not surprising. However, the outstanding performance of the students in ORT is largely attributed to excellent tutoring by the respective teachers who ensure that the students become familiar with the new assessment technique.

Hypothesis 2

There is no significant main effect of school type on students' achievement in English listening skills

The result reveals that the public school students ($\bar{x}$ = 78.45%) in terms of the overall average in the conducted tests. From the foregoing, a two-way ANOVA was used to compare the effects of the school type on students' listening skills proficiency. From the table above, the p-value obtained for the main effect of school type is 34.9 %. This p-value is much greater than the chosen significance level of 5%. This high probability implies that there is enough statistical evidence to accept the null hypothesis which connotes that there was no significant difference between the school types on the overall listening skill proficiency of the students in both tests. Hence, it can be concluded that the performances from both public and private schools in Ibadan metropolis are not significantly different from one another. These students are secondary school leavers who are in the process of writing their external examinations at this stage. It is therefore not surprising that students from both schools performed excellently and equally well.

Hypothesis 3

There is no significant interaction effect of treatment and school type on students' achievement in English Listening skills

In order to answer the third research question of this study, a two-way analysis of variance was similarly conducted as shown in the table 1 above to evaluate the interaction effect between the two independent variables. The observed p-value at a significance level of 0.05 is 0.001. Contrary to the results of the variables' main effects, this low p-value suggests that there is enough statistical evidence to not accept the null hypothesis at a significance level of 5%. This implies that an interaction effect exists between the independent variables. Hence, it can be concluded that the independent variables have a composite effect on the performances of the students. From the results, public school students tend to perform better in ORT as compared with PBT; the reverse was observed with students from private schools. The notion that public school students tend to

perform better in ORT than those from private schools could not be expressly established due to the low sample size used in this study. However, this interaction effect might be a result of the peculiarities of the teachers involved. Teachers in public schools are most times highly experienced with many years of teaching their subject areas which might have affected their way of imparting new techniques to the students.

Conclusion

It could therefore be concluded from the findings that the main effects of listening assessment techniques and school types on listening proficiency among students in Ibadan metropolis are insignificant. The students from both schools performed excellently well in both achievement tests. Although, there is not much gap in the significant levels of the independent variables. The revealed interaction effect affirmed that the type of school could influence the performance of students in the conventional and the modern approach of testing listening skills proficiency. The oral-based technique captured the real-life experiences that the students have during the teaching of listening skills in the classroom. That is, there is a direct and live auditory pronunciation of words, phrases, and sentences during assessment which makes it more real and enhances the attention of the students.

Recommendations

1. Listening comprehension, which has been expressly stated in the NERDC curriculum, should be revived and properly assessed using the oral-based technique.
2. The school management should create an enabling environment (if not a language laboratory, then a noise-free classroom) that supports oral-auditory communication processes.
3. Examining bodies in Nigeria should fully embrace and adopt the Oral-based technique in assessing students' true abilities in English listening proficiency.
4. Training programs on oral-based assessment technique should be organized for English Language teaching staff in schools, students, school management, and staff of examining bodies.

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Factors Influencing Academic Performance of Basic Four Yoruba Speaking Students in French Numbers and Arithmetic

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Abstract

The study examined the factors influencing academic performance in French numbers and arithmetic among basic four Yoruba speakers in Ogun State, Nigeria. It is a compulsory subject at the junior secondary school level and elective subject at the senior secondary school level. The specific objective of the study is sought to determine the extent to which the attitude of students toward learning French number and arithmetic influence basic four Yoruba speaker's academic performances in Ago-Iwoye, Ogun State. to evaluate the level of students' knowledge in French arithmetic influence the academic performance of the basic four Yoruba speakers in Ago-Iwoye, Ogun State. The study adopted a survey research design. The population of the study was gotten from the selected place in Ogun state which is Ijebu-North local government area. As a result, the research sample of 100 was adopted for the study. Data were interpreted with descriptive statistics. The study shows that students displays positive attitudes towards the learning of French number and arithmetic in the study area. The study also reveals that students display significant knowledge on French arithmetic. Study shows that there is a significant difference in male and female knowledge of French number and arithmetic. In light of the findings of this study, it is recommended that educators should continue to foster a supportive and encouraging learning environment, promoting the value and relevance of French arithmetic skills. Also, schools, education authorities, and parents should collaborate to support students' learning of French numbers and arithmetic.

Key words: Academic performance, French number and Arithmetic

Introduction

There is a growing concern about the attitude of Nigerians towards the study of French in schools. A good number of people are not sufficiently informed about the usefulness of the French in the educational system nor its importance as an international language (Githinji, 2014). Thus, they feel that people who study French language, especially in the tertiary institutions are slow learners or a course for dumping students who did not pass their intended course of study. Thus, most secondary school students think it is a waste of time studying it. In second language acquisition and pedagogy, the extent to how much learners' attitudes towards learning a second language affects their overall ability to learn that second language has been a soaring debate for nearly half a century (Brianna 2012).

The French numbers and arithmetic shares with mathematics the distinction of being taught as a foreign number in the education systems of most countries around the world, of which Nigeria is one of such countries. Thus, the Federal government of Nigeria stated in it is National Policy on Education (2013) edition among other things that, “French shall be the second official language in Nigeria and it shall be compulsory in primary and junior secondary schools…” Despite this policy statement and the status given to the language in Nigeria, it appears Nigerians and the government itself have lost interest in the teaching and learning of the language. Currently, French teachers are hardly employed. This negative attitude towards the subject has greatly contributed to the lack of interest in the matter. In fact, most Nigerians see the study of the French as a

mere waste of time, and as such, students often pay very little or no attention to the French as a subject in the few secondary schools where the subject is still taught.

Academic performance is a topical issue that cannot be glossed over. It seems that the song about the decline of the standard of education continues to be loud worldwide. The performances of students in their academic tasks according to Adepoju (2015) continue to generate special interest to educators and stakeholders in the education field. The reason could not be farfetched from the observations and comments from the public which show that the standard of our students' education at all levels continue to fall progressively. Our aim in this study, therefore, is to look at our students' intellectual struggle in order for us to compare their academic performances in some aspects of French language courses in their various Departments.

The academic achievement of kids is influenced by various factors both within and outside of the classroom. The students' lack of interest and unfavorable attitude toward the subject (particularly practical agriculture), the dearth of teaching aids, and insufficient funding are all associated with the underwhelming academic performance (Otekunrin and Otekunrin, 2020). Previous studies (Otekunrin et al., 2019) identified some key variables related to students' academic performance and divided them into three categories: (i) school-related variables (time spent studying, time spent in the library, interest in the subject, and distance from home to school, among others); (ii) home background-related variables (parents' educational level, family income, and family access to land); and (iii) individual student-related variables (age, gender, personal interest in the topic, duration of parent-free living). These elements may be classified as peer, family, school, and student influences, but they might differ from person to person and location to location (Salta and Tzougrak 2021). Parental participation, homework and tutorials, class size, school amenities, teacher competency, and principal leadership are just a few of the many variables that can be used to explore factors affecting student achievement. For instance, parents with greater incomes and levels of education are more likely to be knowledgeable about their children's educational alternatives, have higher expectations for their kids' educational achievement, and engage them in intellectual pursuits (Tremblay and Gardner, 2017).

Yoruba speakers both young and old considers every other language inconsequential aside from English language, therefore they channel all their resources to become vast in English Language. They became oblivious of the fact that French as a language can improve the economy and civilisation our Nation. Language serves a key that opens the heart of a people, tribe and Nation. Understanding the numbers and arithmetic of French language have some advantage to the Yoruba speakers, for instance it will grant incessant access to the French speaking country, bridge some differential gaps, opportunity for international trade which will also help address the issue of unemployment in the nation. Hence this study examines the factors influencing academic performance of basic four Yoruba speaking students in French numbers and arithmetic

Statement of the problem

French is a subject in the curriculum but few pupils have interest in studying it, probably owing to the fact that French teachers are usually not available. Be that as it may, the status of French language in Nigerian schools is unstable as many Nigerians are still in their state of confusion over whether French should be treated as a second official language or as a foreign language. French subject plays a very critical role in Nigeria, across the region and internationally as a

medium for economic, political, social and technological development. The growing influence of the French language international circle and national development cannot be overemphasized (Adebayo, 2017). Despite the important role of the language, its performance in WAEC is still below expectation. Efforts and resources have been put into the teaching and learning of French numbers and arithmetic to help improve the students' mastery of the French language. However, there are still many challenges facing the performance of the subject in secondary schools as a growing foreign language in Nigeria.

Scholars from various perspectives have identify factors that impede the learning of French among the indigenous language, but the study considers the aspect French numbers and arithmetic assimilation among basic four student and it future consequences to the student and the nation.

Objectives of the study

The main objective of the study is to examine the factors influencing academic performance in French numbers and arithmetic among basic four Yoruba speakers in Ogun State, Nigeria. The specific objectives of the study are sought to:

1 determine the extent to which the attitude towards learning French number and arithmetic influence basic four Yoruba speaker's academic performances in Ago-Iwoye, Ogun State.
2 evaluate the level of students' knowledge in French arithmetic influence the academic performance of the basic four Yoruba speakers in Ago-Iwoye, Ogun State.
3. examine the extent to which gender of students in French numbers and arithmetic influence the academic performance of basic four Yoruba speaker in Ago-Iwoye, Ogun State

Research Questions

The following questions are relevant to the study:

1 To what extent does the attitude towards learning French number and arithmetic influence basic four Yoruba speaker's academic performances in Ago-Iwoye, Ogun State?
2 To what extent does knowledge of French arithmetic affect the academic performance of the basic four Yoruba speakers in Ago-Iwoye, Ogun State?
3 To what extent does the gender of students in French numbers and arithmetic influence the academic performance of basic four Yoruba speaker in Ago-Iwoye, Ogun State?

Research Hypotheses

The hypotheses formulated for this study which is aligned to the objectives and research questions are as follows:

H_{01}: The attitude towards learning French number and arithmetic will not significantly influence the academic performance of the basic four (4) Yoruba speakers in Ago-Iwoye, Ogun State

H_{02}: Gender of students will not significantly influence the academic performance of basic four (4) Yoruba speaker in Ago-Iwoye, Ogun State.

H_{03}: Knowledge of French arithmetic will not significantly influence the academic performance of the basic four (4) Yoruba speakers in Ago-Iwoye, Ogun State.

Methodology

The participants for this study will be the primary school students in selected schools within Ijebu-North local government Area of Ogun State. The sample consisted of a hundred (100) students who were Yoruba natives and speak Yoruba as their first language from the selected primary schools in

Ago-Iwoye namely.Quantitative data will be obtained through primary data with the aid of structured questionnaires among the Basic four (4) Students in Ago-Iwoye Primary and Secondary School, Ago-Iwoye, Ogun state, Nigeria. This design best suits this study based on the need to examine the student's prosocial behavior at a particular period of time regarding their age, gender and other socio-demographics factors.

The Basic Four (4) students were chosen because they were still at a level where the first language habits still likely to affect French usage more than in advanced class. The Basic Four (4) were also sampled because they have reached a stage where a stable or solid foundation for the mastery of French is assumed to have been attained. The two sets of students would permit a reliable comparative projection of the extent of progress made by Basic Four (4) students over the years in the areas covered by this study.

The instrument used in gathering data will be based on questionnaires. The instruments are a researcher-designed questionnaire titled the 'Factors that influence academic performance in French numbers and arithmetic among Basic four Yoruba speakers' the questionnaire comprises of section A, B, C and D. Section A of the students' questionnaire requires the respondents' Demographic information which includes the name of the school, gender, class and students' age group. Section B in the questionnaire focus on the academic performance of the students. Section C focus on the usage of instructional method of teaching French numbers and arithmetic. Section D contains the influence of teaching methods on students' understanding of content during the teaching and learning process. The items in the questionnaire are rated on a modified four points Likert scale of strongly agree (SA), agree (A), disagree (D), and strongly (SD). Face and construct validity of the instrument was ensured by close perusal of experts in research field to scrutinize the instrument and modification will be done based on their suggestions.

Data Analysis and Presentation

The analysis of the data was carried out to provide reliable answers to the research questions raised in chapter one. To achieve this, descriptive statistics was used to explain the variables responses as gathered from the study samples (Respondents).

Presentation and prescription of data

This section presents details analysis of the data from the administered questionnaire with accompanying description of the information contained therewith.

Analysis of respondent's demographic data

Table 1: Demographic data

Respondents	**Gender**	**Frequency**	**Percentage**
	Male	50	50.00
	Female	50	50.00
	Total	**100**	**100.00**
Respondents	**Age**	**Frequency**	**Percentage**
	7-10years	57	57.00
	11-14years	43	43.00
	Others	-	-
	Total	**100**	**100**
Respondents	**School Type**	**Frequency**	**Percentage**
	Public	35	35.00
	Private	65	65.00
	Total	**100**	**100.00**

Source: Field survey, 2023

The above table shows the demographic distribution of respondents, it was seen that 50% of the respondents are male while 50% are female. There is a normal distribution between the gender of the distribution. The table also shows the age distribution of the respondents, it was seen that 57% 7-10years, 43% of the respondents falls within age 11-14years. It was seen that majority of the respondents falls within age 7-10years. The table further revealed the school type of the respondents, it was seen that 35% are public school students while 65% are private school students indicating that majority of the respondents are from private schools.

Analysis of Research questions

Research question one

Table 2: Attitude toward learning French number and Arithmetic

S/N	ITEMS	SA	A	D	SD	Mean	Remark
1.	I enjoy my French class	72	18	9	1	3.61	Agreed
2.	I like learning French numbers and arithmetic	47	39	11	3	3.30	Agreed
3.	French numbers and arithmetic are difficult for me	40	44	13	3	3.21	Agreed
4.	It is important to learn French numbers	40	47	11	2	3.25	Agreed
5.	I enjoy learning French numbers and arithmetic	39	45	15	1	3.22	Agreed
6	I would like to continue learning French numbers and arithmetic in the future	42	41	12	5	3.20	Agreed
	Total	**280**	**234**	**71**	**15**	**3.29**	**Significant**

Source: Field survey, 2023

The above table shows the mean response of respondents to the items on research question one. It was seen that all items were generally agreed upon indicating that there is a statistical significance between the study variables. A grand mean of 3.29 was recorded which is above the benchmark mean, it was seen that students displays positive attitudes towards the learning of French number and arithmetic in the study area.

Research Question two

Table 3: Knowledge on French Arithmetic

S/N	ITEMS	SA	A	D	SD	Mean	Remark
7	I can plus two numbers to get answer in French	60	27	10	3	3.44	Agreed
8	I can minus a small number from a big number to get the answer in French	42	51	6	1	3.34	Agreed
9	I can divide two numbers to get the answer in French	50	42	5	3	3.39	Agreed
10	I can multiply two or more numbers to get the answer in French	40	48	10	2	3.26	Agreed
11	I can divide big numbers with small numbers	37	56	6	1	3.29	Agreed
	Total	**229**	**224**	**37**	**10**	**3.34**	**Significant**

Source: Field survey, 2023

The above table shows the mean response of respondents to the items on research question one. It was seen that all items were generally agreed upon indicating that there is a statistical significance between the study variables. A grand mean of 3.34 was recorded which is above the benchmark mean, it was seen that students displays significant knowledge on French arithmetic.

Research question three

Table 4: Gender

S/N	ITEMS	SA	A	D	SD	Mean	Remark
12	In class the boys perform better in French number	52	40	6	2	3.42	Agreed
13	Female students perform better in French arithmetic	40	52	7	1	3.31	Agreed
14	Boys enjoy adding up numbers than the girls	50	42	6	2	3.40	Agreed
15	Girls love to divide small numbers from big numbers to get answer in French	52	42	3	3	3.43	Agreed
	Total	**194**	**176**	**251**	**232**	**3.39**	**Significant**

Source: Field survey, 2023

The above table shows the mean response of respondents to the items on research question one. It was seen that all items were generally agreed upon indicating that there is a statistical significance between the study variables. A grand mean of 3.39 was recorded which is above the benchmark mean, this means that there is a significant difference in male and female knowledge of French number and arithmetic.

Discussion of Findings

The study examines the factors influencing academic performance in French numbers and arithmetic among basic four Yoruba speakers in Ogun State, Nigeria. The finding from the study shows that students display positive attitudes towards the learning of French numbers and arithmetic in the study area. Numerous studies have explored students' attitudes towards learning a foreign language, and positive attitudes have consistently been associated with better learning outcomes. For example, a study by Elyas and Alfaki (2018) found that students with positive attitudes towards learning English as a second language performed better academically and displayed higher levels of motivation. Hattie (2021) revealed a positive correlation between students' attitudes towards mathematics and their mathematics performance. Dörnyei (2019) on language learning motivation emphasized the role of attitudes in shaping learners' motivation. Similarly, studies on mathematics education, such as the work of Martin and Dowson (2019), have shown that positive attitudes are linked to increased effort and persistence. Ellis and Yuan (2004) highlighted the importance of creating engaging and interactive learning experiences to foster positive attitudes in foreign language education. In mathematics education, studies such as those by Boaler (2020) emphasized the significance of providing real-world contexts and problem-solving opportunities to enhance students' attitudes and interest.

The study found that students display

significant knowledge on French arithmetic. Previous studies have indicated a positive correlation between language proficiency and mathematical abilities. For instance, research by Cummins (2017) suggests that students who have a strong foundation in the language of instruction tend to perform better in mathematics. This implies that students with good knowledge of French, the language of instruction for arithmetic in the study you mentioned, are likely to demonstrate significant knowledge in French arithmetic. Studies have explored the transfer of skills from language learning to other areas, including mathematics. Bialystok (2021) demonstrated that bilingual individuals, who possess proficiency in multiple languages, tend to exhibit enhanced cognitive abilities, including mathematical problem-solving skills. This suggests that students who have knowledge of French may have an advantage in grasping arithmetic concepts and performing arithmetic operations. Lindholm-Leary (2019), has shown that students in these programs develop language skills along with subject-specific knowledge. In the context of French arithmetic, students in a French immersion program are likely to acquire a significant understanding of arithmetic concepts and operations. Geary (2018) have highlighted the potential difficulties faced by students when learning mathematical concepts and vocabulary in a language that is not their first language. However, with appropriate support, including clear explanations, contextualized examples, and language scaffolding, students can overcome these challenges and develop significant knowledge in French arithmetic**.**

The study found that there is a significant difference in male and female knowledge of French number and arithmetic. Previous studies have consistently identified small but persistent gender differences in mathematics performance, with males tending to outperform females on average (Hyde, Fennema, & Lamon, 2020). These differences have been observed across various countries and educational settings. However, it's important to note that the magnitude of the gender differences may vary and can be influenced by cultural and contextual factors. Research has shown that gender stereotypes and societal expectations can influence students' self-perceptions and attitudes towards mathematics. For instance, Spencer, Steele, and Quinn (2019) demonstrated that stereotypes about gender and math ability can impact individuals' performance on math tasks. These stereotypes may contribute to differences in confidence and self-perception, which can ultimately affect knowledge and performance in specific mathematical domains such as arithmetic. Gender differences in mathematical knowledge and performance can also be influenced by socio-cultural factors. Studies have highlighted the role of family, cultural norms, and educational systems in shaping gendered expectations and opportunities for mathematical learning (Miller & Stipek, 2016). These factors may contribute to differences in exposure, experiences, and opportunities for practicing arithmetic skills, potentially leading to variations in knowledge between males and females. The interactions between teachers and students can also play a role in gender differences in mathematical knowledge. Research has shown that teachers' perceptions and expectations regarding students' mathematical abilities can be influenced by gender biases (Good, Aronson, & Inzlicht, 2021). Such biases can impact the quality and quantity of instructional support provided to students, potentially affecting their knowledge and performance in arithmetic.

If a student is to perform excellently or poorly, a number of factors must interplay. Among those factors that could contribute to either students' academic success or failure include: their family background, their

attitudes to learning and their interest in academic pursuance. Some evidence indicates that the relation between peer support and academic performance related outcomes is more social in nature (Cotterell, 2020; Wentzel, 2014; and Johnson, *et al.* (2001). For example, Wentzel (2014) found that academic support from peers was positively related to the pursuit of academic social goals, as well as effort to achieve academic social responsibility goals. Therefore, students who were supported by their peers were more engaged in socially responsible behaviour in the classroom. Appropriate social behaviour has been identified as an important factor in peer acceptance which, in turn, is related to academic performance (Walter and Bowen, 2017).

Conclusion

The study examines the factors influencing academic performance in French numbers and arithmetic among basic four Yoruba speakers in Ogun State, Nigeria. The study concluded that all items were generally agreed upon indicating that there is a statistical significance between the study variables. A grand mean of 3.29 was recorded which is above the benchmark mean, it was seen that students displays positive attitudes towards the learning of French number and arithmetic in the study area. It also concludes that there is a statistical significance between the study variables. This mean that students display significant knowledge on French arithmetic. Study shows that there is a significant difference in male and female knowledge of French number and arithmetic.

Recommendations

In light of the findings of this study and the conclusion drawn from the study, the following recommendation are necessary.

1. Educators should continue to foster a supportive and encouraging learning environment, promoting the value and relevance of French arithmetic skills.
2. Teachers can employ innovative and interactive teaching techniques, such as incorporating educational games, visual aids, and real-life examples to enhance students' understanding and engagement.
3. Educators should provide targeted support to ensure that both male and female students have equal opportunities to excel in these subjects. This might involve tailored teaching strategies, additional resources, or specific interventions to address any gender-related disparities.
4. To maintain and improve the quality of instruction, teachers should participate in regular professional development programs focused on teaching French numbers and arithmetic. These programs can provide teachers with updated pedagogical techniques, content knowledge, and strategies to address the unique needs of Yoruba-speaking students.
5. Schools, education authorities, and parents should collaborate to support students' learning of French numbers and arithmetic. This can involve organizing workshops, seminars, or parent-teacher meetings to foster effective communication and cooperation between all stakeholders. Such collaborations can contribute to a holistic approach to improving academic performance in these subjects.

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Mechanical Competence and Language Effectiveness of Text and Students' Achievement in English Reading Comprehension among Public Senior Secondary Students', Ogun State.

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Abstract

This study investigated text quality factors (Mechanical Competence and Language Effectiveness) as predictors of learning outcomes (achievement) in ERC among public senior secondary students in Ogun State, Nigeria. The simple random sampling technique was employed to select 2,500 SSII students (50 from each school). One hundred teachers (two per school) teaching English in SSII were purposively from the existing 20 in Ogun State were randomly selected. Fifty public SS schools (five per LGA) were randomly selected. The instruments used were ERC Achievement Test (r=0.87), Mechanical Competence Rating (r=0.81) and Language Effectiveness (r=0.86) scales. The quantitative data were analysed using descriptive statistics, Pearson product moment correlation and multiple regression at 0.05 level of significance. MC ($\bar{x}$=4.28) and LE ($\bar{x}$=3.95 were high, at the threshold of 3.0. Mechanical competence (r = -.121) has significant relationship with achievement in ERC, but LE (r =0.069) did not. Two variables of mechanical competence (β = -.039), language effectiveness (β = -.016) have no significant contributions. The composite contributions of the independent variables is 15.2%. Hence, it could be deduced that both the independent variables made no significant individual contribution to students' achievement in reading comprehension. Hence, it could be deduced that out of the two variables, only mechanical competence made individual contribution to students' achievement in reading comprehension. The finding might be as a result of the environment in which some of the learners grow and other more potent factors that tend to make relatively significant impact on attainment in ERC.

Key words: Text Factors, Mechanical Competence, Language Effectiveness, English Reading Comprehension and Students' Achievement.

Introduction

Reading and comprehension go together. The reader would be able to understand the written text after he has been able to read and interpret the written symbols. Reading goes beyond mere decoding and recognition of written or printed symbols, though it starts from there. Reading is a process that require the reader to decode and mentally process the written symbols in order to reconstruct the writers intended meaning. In relation to text, comprehension is the ability to read a text, process it, understand its meaning, interact with the text and come-up with a reasonable interpretation of the text. Snow (2002) that reading comprehension involves concurrent extraction and construction meaning through interaction with written language.

Texts have different forms such; Newspaper, literature, magazine, books, biography, Cartoon, et cetera. Also, in English language, reading passages in their different forms are regarded as texts. In language teaching, the inability to read and comprehend the text means that students will not be able to do well in any of the school subjects. Research studies in language teaching have discussed extensively on the reasons why student have problems with reading and comprehension

(RC). In an attempt to solve these problems, previous researches have focused on use of instructional strategies, school related factors, teacher related factors to improve RC. Scholars like Akinsowon (2016); Oni (2014) and Olagbaju (2019), carried out studies on efficacy of teaching strategies such as partner reading, paragraph shrinking and scaffolding.

As important as reading comprehension is to students' academic success and self-development, findings on secondary school students and their learning learning outcomes in reading have revealed poor attitude to reading and low achievement of students in reading comprehension (Otache, 2020). English language is the language of instruction, apart from being language of instruction, it is a compulsory subject that must be passed by students at all levels of education in Nigeria. As such, students' success at the end of secondary education is determined by their performance in external examinations like West African Examination Council (WAEC) and National Examination Council (NECO).

In teaching and learning of English reading comprehension, there has been little attention on the quality of the text(s) that students are given as reading passages. Therefore, this paper examined the mechanical competence and language effectiveness of as important factors to be considered to allow for effectiveness of comprehension passages which would allow for better performance

Statement of the Problem

English reading comprehension is indispensable to academic activities and success. This is because the central objective of teaching reading is to help learners achieve comprehension which is one of the critical aspects of reading instruction like fluency and phonemic awareness. It is also to help the learners understand the text by actively creating this representation and put whatever is read to use. Reading comprehension enables learners to access the vocabulary, grammar, and sentence structure of the language. Report has it that the students' performance in reading comprehension is poor. Reports from WAEC, NECO that students are not doing well in RC. And then their non-performance in RC is partly responsible for poor results in English. Many of them do not have credit in English because they do not do well in RC. One of the areas observed by External Examiner is the fact that many students do mindless lifting, many cannot supply simple answers to questions.

In an attempt to solve these problems, previous research have focused on use of instructional strategies, school related factors, teacher related factors to improve RC of students with little attention on the quality of the text that students are given as reading passages. That is why this paper examined the factors of text; Language Effectiveness and Mechanical Competence.

Research Questions

Two research questions were answered in this study

i. What is the level of mechanical competence of the reading comprehension passage used in this study?
ii. What is the level of language effectiveness of reading comprehension passage use

Null Hypothesis

Three null hypotheses tested at 0.05 level of significance

H_{01}: There is correlation between English reading text quality factors (mechanical competence, language effectiveness) with students' achievement in English comprehension.

H_{02}: There is no relative contribution of text quality factors (mechanical competence, language effectiveness) to students' achievement in English Reading Comprehension.

H_{03}: There is no composite relationship of English text quality factors (mechanical competence and language effectiveness) to students' achievement in English comprehension.

The scope of the study is the text quality factors of mechanical competence and language effectiveness and students' achievement in reading comprehension and achievement in reading comprehension. Public Senior Secondary Schools selected in 10 LGAs in Ogun State.

Literature Review

Scholars have identified quite a number of factors that could affect the English Reading Comprehension. Donaldson (2010) discovered that the problem students have with comprehension, is more or less foundational; according to him at the primary and secondary school levels of education, which are the foundation levels of education, most Nigerian students are not taught good reading habits and are not taught how to acquire effective reading comprehension skills (Fadhillah, 2018). Reading comprehension is a skill that must be acquired for anyone that aspires for a better living and as the mastery of any skill require a certain level of proficiency so also reading comprehension needs both physical and mental maturity (Egbe, 2015).

The learner must be prepared for the acquisition of the skill on a step-by-step basis. A bad start in reading may not be easily corrected for a long time afterwards. A child who did not start well may dislike reading which may not be corrected for many years. The emphasis here is foundation. It is obvious that most secondary school students lack good foundation and so they have nothing to build on, rather they indulge in ignorance and failure. Gregory-signal and Arroitia (2015) rightly observed that although some of the primary school pupils' always find their ways up to the secondary schools, problems of reading disabilities have always made a -great number of them to be academically weak. According to him, greater demand is made on the students reading ability because they have many subjects to cope with.

The most challenging aspect of the poor foundation problem is the persistent. high failure rate of students at the WASCE, SSCE, UTME and many other English Language examinations (Gul, Syed & Huhmart, 2015). It could be said therefore that general academic failure could be traced to reading failure which is directly or indirectly a consequence of poor language teaching and learning as observed by (Ezeokoli 2005). These scholars observed that teachers' attitude to students and reading, lack of teachers' exposure to modern methods of teaching and lack of easy access to required text materials to read, all these and many others are impediments to reading instruction.

Perhaps a glance at the responsibility of an effective reading classroom teacher will better clarify the point. Chall (2012) observes that the acquisition of reading empowerment like any other language skill is not innate, but has to be learned. Students should be provided with more than enough reading materials and given enough opportunities to practise independent reading. This will enable them to acquire the necessary skills and strategies for reading. This is consistent with the principles and practices of whole language philosophy that children can learn most reading when they actively pursue their own learning (Quan, 2014).

In terms of materials, Soiferman and Straw (2016) noted that if meaningful reading is to take place, school libraries should be well equipped with books to enhance vocabulary knowledge, dealing with several disciplines that will be of interest to the students. They, however, pointed out that majority of schools are under-equipped. Therefore, it becomes very difficult for students to develop interest

in reading when they do not have the where-withal to practise the much-needed reading skills (Tunde-Awe, 2014).

English RC is believed to educate the students on how to read and teach them how to write in English Language (EL). The goal of ERC is to understand but despite its simplicity there are several problems which the students are facing when it comes to RC class. Kolawole, 2009, observed the state of reading in some secondary schools in Oyo state, he found that reading was not given adequate attention in the school and students were left to their own discretion because teachers did not teach as they ought to. Other problems identified by Banjo, Ayodele, Ndahi and Akano (2018) are the fact that some students are psychologically defective, in a situation where a person is sad, he would not be able to concentrate. If one is also anxious, he cannot read to understand. Total absence of determination is also a problem. Apart from these identified problems, there is also a problem of language, when a passage has many difficult words, it can make the students miss the meaning of a whole passage.

Another challenge facing RC is a factor that is often neglected which is the quality of the communication and the delivery, lack of knowledge about grammar, phonetics, vocabulary (Roomy, Alhawsawi, 2019). Also, students' inabilities with the use of language, lack of focus and clarity of thoughts (Swan, 2015). As a non-native speaker, RC would require practice and building up a lexicon for the new language. Reading should not be mixed with scanning sentences as the level of comprehension would vary and clarity of thought would ensure that we are reading a sentence and considering the purpose rather than the assumed purpose.

Readability of English texts measures translation accuracy which manifests in the ability of a text to be readable. It is important in language as it fashions out readers' text interest, acceptability and presentation in a cohesive manner (Adeuja, 2017). By implication, the text should be informative and have a flow that makes one want to keep on absorbing what the writer is trying to inform the public.

Reading improves students' vocabulary, creates familiarity with specific terminologies which in turn enhances their academy. Readability is the level of difficulty or simplicity of texts for students to comprehend. Readability is an important factor that makes some audience or users stay glued to a text (Gilakjani & Ahmadi, 2011). There are so many contexts that best provide more background to students. The legibility of a given typeface in relation to different rendering parameters of such typeface matters while reading. For text to be readable by target audience, text should clearly be worded language and terminology familiar to the readers (Ismail, Kuppusamy, Kumar & Ojha, 2019).

Until when a textbook is reader-friendly, students' academic performance may not manifest what is expected of the learners (Griffith and Lim, 2014). Readers of texts partly determine the extent of the acceptability of a text. Readability is the ease with which a text can be read, this is because if a text must be accessible to a broad demographic, it is important not to write above the reading level of that demographic (Fredricks, 2011).This is because line length (or column width), alignment, justification, line spacing too tight, line length too long, fully justified text, too little tonal contrast between text and background, using extreme weights (too light or too bold) for text (or "body copy") or small type (Eyisi, 2006).

Lexical Density and Complexity of English Language Textbooks

The focus of the English language learning is to examine the way people make use of the language. One of the forms of English language learning is to assist students

to improve the four skills of language. Another form to the focus of language learning is to examine the way writers use language. To understand the complexity of language Kuiper and Allan (2004), analyse how language works. However, for most speakers, a language is a complex relationship between speech sounds and the meanings they indirectly convey. The complexity of written language is as a result of lexical density. Halliday (1985) noted that lexical density is a significant factor of intricacy of written language. Density as a concept indicates the complexity or intricacy that arises from the advancement of words. Density refers to the massiveness of words in written language.

Mechanical Competence of Language Text

Any text is said to be mechanically competent when such is free from error of punctuations, spellings and grammatical (syntactic) errors. Thus, texts should present these aspects of writing appropriately. As stated by Onukwugha (2007), mechanical competence or accuracy is the vulnerable spot of most writers. This means that the technical aspect of writing is the mechanics, that is, the differences between colons and semi colons, rules guiding capitalization, correct spellings and knowing the wrong and the right uses of words.

Language is said to be mechanical competent when it is devoid of errors in writing (Mahmood, 2001, Rauf and Saeed, 2001); the components of which include spellings, grammars and punctuations: capitalization, comma, colon and semi-colon.

Punctuation is a collection of marks used in writing and printing to facilitate the understanding of texts (Biays Wershoven, 2010). It fulfils a similar function with written text. It is the attempt in writing to designate this suprasegmental phonemic system, and helps in providing clarity to written communication and helps the writer convey his message correctly to readers.). Punctuation makes all the difference in tonal inflections if spoken and clarity is read (Fakeye, 2014). It means comma, full stop, semi-colon, apostrophe, question mark, exclamation mark, hyphen, inverted commas among others are used by the writer to show the different stages of a speech.

Language Effectiveness of English Texts

Language is an invaluable means that separates human being from animals. It is a form used in expressions and emotions (Kolawole, 2016 & Burns, 2017). Language lends words to emotions as it is a divine gift given by God to man. Language is the only element that makes man a living being, because no other being use language except human beings (Sethi, 2015). It could be verbal and non-verbal; oral and written forms. This is because it is based on human's strength and skill to speak as one of the primary functions of language is expression (Canale, 2016). It is through language that views are expressed, opinions, are expressed

According to Ezent (2015), for a language to be effectively used, the ideas expressed in the text should be complete and coherent, in sentences and paragraphs. Based on his submission, there are six characteristics of effective language. For a textbook to exhibit the quality of language effectiveness, the language to be used must be concrete and specific. Concrete in the sense that descriptions that will be created in the text must be tangible images with details the reader can see (Halliday and Matthiessen, 2004). The use of abstract language should be reduced as leads to vagueness, open ended with multiple interpretations. One of the indicators of language effectiveness of language text is the ability to express the intended message in some few words as much as possible (Griffith Lim, 2014). Good writers make use of language that is direct and candid.

Methodology

The quantitative research method was employed in this research. The quantitative form used numbers and numerals, that is, statistical methods were used to analyse the data in form of scales designed for this study, through the text quality factors of readability and lexical complexity. **Population of the study was constituted by the** selection of English Language students in the public SSS in Ogun State, Nigeria constituted the population. Ogun State has 20 Local Government Areas. Ten SS 2 students in public SSS from 10 Local Government Areas of Ogun State were selected. Fifty schools (five from each LGA and 2500 students 50 per school making a total number of 2500 were selected.

English Reading Text Mechanical Competence Rating Scale (ERTMCS) and Language Effectiveness of English Reading Comprehension Text Scale (LEERCTS) were used as research instruments.

The ELTMCS was an adapted scale from Litz (2011). The scale has two sections. Section a attempts to gather personal information which include: name of school, class taught, title and name of the author(s) to be assessed. Section B included 15 items designed to examine the mechanical competence of the reading passage. There was a trial testing of the instrument to evaluate the mechanical competence of two English passages selected using two scorers. Inter rater reliability value of 0.81 was found.

The LEERCTS was an adapted scale from Litz (2011). It was originally designed to measure language effectiveness of English language texts from native English context. The items were modified to reflect social cultural environment of the English as a second language (ESL) students as those in Ogun State. Items of reading texts in English as a mother tongue rated 0.81. The scale was used to measure the language effectiveness of English reading passage used in the study. There are two sections in this evaluation scale. Section A attempts to gather personal information which include: name of school, class taught, title and name of teachers. Section B included 10 items designed to examine the language effectiveness of the selected English language textbooks. There was a trial testing of the instrument to evaluate the language effectiveness of two comprehension passages using two calibrators. The inter-rater reliability value of 0.86 was found.

The English Reading Comprehension (ERC) attainment test was taken from Practical English for SSS two which is a textbook different from the ones being used in the selected schools. It was designed to measure students' achievement in reading comprehension. The questions were drawn parallel to the format adopted at WASSCE/NECO SSCE. The reading comprehension questions were in supply response and objective format. The instrument was trial tested on some students in a separate school using test-retest. The index of 0.87 was obtained.

Responses on the questions responses on both text factors were scored using four-point scale of (Exc, VG, G, F and P, stands for excellent, very good, good, fair and poor respectively) The scale of 4, 3, 2, 1, was assigned to the response options, respectively.

Method of Data Analysis

Multiple Regression Analysis (MRA), Pearson's Product Moment Correlation Coefficient (PPMC), frequency count, mean, percentage, and standard deviation were used to examine the collected data. These tools were used to assess the relative and combined effects of the independent variables on the dependent variables, including students' comprehension on the one hand and the readability and lexical complexity on the other. The hypotheses were tested at a significance level of 0.05.

Results and Discussion

The results of the study were presented in order of research questions. The results are also discussed in relation to literature and theories that anchored the study.

The results of the achievement test showed an average mark of 8.19 out of 20 points or an average percent of 40.

Research Question 1: What is the level of mechanical competence of the reading comprehension passage.

Table 1: Mean Responses of English Comprehension Text Mechanical Competence

Sn	Items	Exc.	VG	G	F	P	Mean	Std
1	Punctuation marks are judiciously used.	49 49.0	41 41.0	9 9.0	1 1.0	0 0.0	4.38	.693
2	Capital letters are properly used.	56 56.0	37 37.0	7 7.0	0 0.0	0 0.0	4.49	.628
3	The full stop is used correctly used in the text.	53 53.0	39 39.0	8 8.0	0 0.0	0 0.0	4.45	.642
4	The comma is correctly used throughout the text.	47 47.0	39 39.0	11 11.0	3 3.0	0 0.0	4.30	.785
5	The semi-colon is used appropriately in the text.	43 43.0	30 30.0	15 15.0	8 8.0	0 0.0	4.00	1.128
6	Punctuation marks convey special meaning in the text	46 46.0	44 44.0	9 9.0	1 1.0	0 0.0	4.35	.687
7	The font size is appropriate for the learners.	25 25.0	58 58.0	15 15.0	2 2.0	0 0.0	4.06	.694
8	The layout of the text is clear.	35 35.0	60 60.0	5 5.0	0 0.0	0 0.0	4.30	.560
9	There are adequate examples in the text.	23 23.0	57 57.0	17 17.0	3 3.0	0 0.0	4.00	.725
10	Paragraphs show enough emphasis on the main idea presented	41 41.0	51 51.0	7 7.0	1 1.0	0 0.0	4.32	.649
11	Paragraphs are coherent.	47 47.0	45 45.0	7 7.0	1 1.0	0 0.0	4.38	.663
12	Concepts are clearly explained.	50 50.0	42 42.0	6 6.0	2 2.0	0 0.0	4.40	.696
13	British spellings of words are consistently used.	21 21.0	69 69.0	9 9.0	1 1.0	0 0.0	4.10	.577
14	Paragraphs show unity of thoughts	45 45.0	49 49.0	5 5.0	1 1.0	0 0.0	4.38	.632
15	Topic sentences are clearly positioned in paragraphs.	43 43.0	41 41.0	12 12.0	4 4.0	0 0.0	4.23	.815
Weighted Mean: 4.28 Threshold: 3.0								

Key: Excellent (Exc), Very Good (VG), Good (G) Fair (F) and Poor (P).

Table 1 shows the responses of teachers' level of text mechanical competence of the reading comprehension passage used in this study. It reveals a weighted average of 4.28 which is higher than the threshold of 3.0. This implies that the level of text mechanical competence of the reading comprehension passage was high.

Research Question 2: What is the level of the language effectiveness of reading comprehension passage?

Table 2: Mean Responses of Teachers' Language Effectiveness of Reading Comprehension Passages

Sn	Items	Exc	VG	G	F	P	$\bar{x}$	Std
1	The language functions introduced in the text is appropriate.	30 30.0	63 63.0	7 7.0	0 0.0	0 0.0	4.23	.566
2	The language use in the reading text is formal and impersonal.	33 33.0	52 52.0	15 15.0	0 0.0	0 0.0	4.18	.672
3	The language used typifies English language in its original use.	21 21.0	62 62.0	15 15.0	2 2.0	0 0.0	4.02	.666
4	Paragraphs and sentence structures are logically presented.	31 31.0	56 56.0	13 13.0	0 0.0	0 0.0	4.18	.642
5	There is agreement between the subject and the verbs used in the text.	33 33.0	59 59.0	8 8.0	0 0.0	0 0.0	4.25	.592
6	The language use in the text is assertive.	51 51.0	37 37.0	11 11.0	1 1.0	0 0.0	4.38	.722
7	The vocabulary of the reading text/passage is suitable to the level of students.	20 20.0	44 44.0	35 35.0	1 1.0	0 0.0	3.83	.753
8	There is accuracy in the use of punctuation marks in the text.	25 25.0	63 63.0	11 11.0	1 1.0	0 0.0	4.12	.624
9	The grammatical items in the text are adequately presented	22 22.0	58 58.0	19 19.0	1 1.0	0 0.0	4.01	.674
10	Rhetorical devices are appropriately used in the text.	3 3.0	14 14.0	14 14.0	45 45.0	24 24.0	2.27	1.072
Weighted Mean: 3.95 Threshold: 3.0								

Key: Excellent (Exc), Very Good (VG), Good (G) Fair (F) and Poor (P).

Table 2 shows the responses of teachers' response to level of language effectiveness of reading comprehension passages used. It reveals a weighted average of 3.95 which is higher than the threshold of 3.0. This implies that level of language effectiveness of reading comprehension passages used was high.

Null Hypotheses

H_{01}: There is correlation between English reading text quality factors (mechanical competence, language effectiveness) with students' achievement in English comprehension.

From the statistical analysis, it was found that students' achievement in ERC did not correlate significantly with both mechanical competence (MC) ($r = -.121$, $p (.230) > .05$), and language effectiveness (LE) ($r = .069$, $p (.493) > .05$) This implies that though the factors are within the WAEC standard range, the students achievement in ERC is low.

H_{02}: There is no relative contribution of text quality factors (mechanical competence, language effectiveness) to students' achievement in English Reading Comprehension.

The statistical analysis reveals individual contribution of language effectiveness and mechanical competence to students' achievement in reading comprehension. Two variables of mechanical competence ($\beta = -.039$, $t = -.440$, $p > 0.05$), language effectiveness ($\beta = -.016$, $t = -.172$, $p > 0.05$) have no significant contributions. Hence, it could be deduced that both the independent variables made no significant individual contribution to students' achievement in reading comprehension.

H_{03}: There is no composite relationship of English text quality factors (mechanical competence and language effectiveness) to students' achievement in English comprehension.

Statistical calculation showed that text mechanical competence, and language effectiveness collectively impacted attainment in ERC ($F_{2; 95)} = 16.95$; Adj. $R^2 = .152$; $p<.05$). It also revealed a coefficient of multiple correlation $R = .645^a$ and a adjusted R^2 of .152. This implies that 15.2% can be said to account for the two identified variables when applied together. This means that combined contributions were significant when talking about students' achievement to reading comprehension. Also, some other variables could be responsible for the differences.

Level of Mechanical Competence of the Reading Comprehension Passage

It was found that the mechanical competence of reading comprehension passage was high. This implies that reading comprehension requires mechanical competence in terms of good punctuations, good paragraphing, good sentence structure for students to be able to understand and do well in ERC. This concurs with Burns, (2017); Khan, (2016); Griffith and Lim, (2014); Anagboso, (2010); Azikiwe, (2007), but it is contrary to that of Mart (2013) and Kleiser (2012). This result is in line with the findings of Nesia and Ginting (2014) who reported that extremely high effectiveness in language usage is responsible for high achievement in both internal and external examinations in English language. Onukaogu, (2007) agreed with the findings of the study which states that mechanical competence has direct link with reading skills. By implication, it means that mechanical competence is of paramount importance to reading comprehension passages.

Level of Language Effectiveness of Reading Comprehension passages

It was found that the level of teachers' language effectiveness of reading comprehension passage was high. This implies that teachers' language effectiveness of selected reading comprehension was adjudged to be positive. This is so because teachers are seen as trained entity to dispense knowledge to a chunk of learners who are yet to find their feet in their academics. Abidin (2020), found that the effectiveness of language in reading comprehension can be measured in terms of how it is used for communication.

Adediran (2019) found that the level of language effectiveness can be linked directly to leaning over grammar text, dissecting the rules and quirks of various languages, reciting often, identification and usage of irregular verbs and vocabulary while also reviewing language learned. It could be so because; a text with weak language usage arrangement may mar its readability and usability. The work affirms Afrin

(2016), which is also in line with **An, (2013**) which found that textbooks and dictionaries are direct link which have also taught students to learn and memorize the phonetics of the language to be able to read under the guidance of a teacher.

Impact of Text factors on Attainment in ERC

This finding from this study showed that language effectiveness and mechanical competence have no relative contribution to students 'achievement in English Language. The consequence of this is that, these variables made no relative contribution in predicting the students' achievement in reading comprehension. It shows that the variables did not significantly influence the prediction of students' achievement in reading comprehension. It suggests that the variable lacks adequate strength to predict students' achievement to reading comprehension. However, the two identified variables jointly contributed 15.2% significantly to students' achievement. This finding might be as a result of the environment in which some of the learners grow and other more potent factors that tend to make relatively significant impact on attainment in ERC. It supports Egbe (2015) and Belinda (2007) that no significant individual impact of LE on students' attainment in ERC in their studies.

Conclusion

This study investigated the text quality factors of language effectiveness and mechanical competence and learning outcomes in ERC among SS students and found that these texts factors contributed to attainment to ERC. It also found that the texts of language effectiveness and mechanical competence have relative contributions to academic achievement in English reading comprehension. Thus, language effectiveness and mechanical competence are important factors that determine the quality of reading comprehension which promote students' academic achievement to English reading comprehension

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Mother Tongue Education: An Aid to Influencing Teaching of English Language in Basic Schools in Nigeria.

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Abstract

This paper examined mother tongue education, an aid to influencing teaching of English language in primary schools in Nigeria. Based on the multilingual nature of Nigerian as a nation, many scholars continue to clamour for the use of indigenous language as a medium of teaching primary school in Nigeria. Mother tongue is valuable due to several reasons. Mother tongue is vital in framing the thinking and emotions of people. A child first comprehends what is around them, the language they hear their mother communicating with before they were born and taught. Many children across the developing world are learning very little in school, a reality that can be linked to teaching that is in a language they do not fully understand. It is a practice that leads to limited or non-existent learning acquisition of knowledge and skills, alienating experiences, high drop-out and repetition rates. Some researchers have found out that mother tongue can enhance the cognitive development of a child. In the old time pupils were taught in mother tongue and they were able to think deeply, produced some products in arts and crafts that are useful in their local environments such as bird cages, local aquariums, bamboo chairs etc. the skills developed can compete with the global world. Thus, there is need to encourage the language of instruction in basic education to improve the quality of language education in Nigeria.

Keywords: Mother Tongue, Influencing, Teaching, English Language, Basic School

Introduction

It is pertinent to note the importance of language as an aid for effective teaching which cannot be over emphasized particularly in teaching of English language and learning process in basic schools. Utilization of mother tongue in teaching English language in basic school is most effective when instructions, messages or concepts are well understood by the learners. It is normal for a child expecting to hear the same language spoken at home in school, however when the teacher begins to speak in an entirely different language, there would be confusion in the learning of the young children This may lead to distrust and unwillingness in the child to learn. There is a consensus among educationists that a child especially at his/her early school years learns better if instructed in his/her mother tongue.

In realization of the imperativeness of this strategy, Nigerian government in its National Policy on Education stipulates that children of lower basic schools, especially – basic one to three, should have mother tongue as their medium of instructions. In support of this view, Owolabi and Okebukola (2012) citing example of science education, asserted that teaching science in the language to which the learners is most familiar will receive more attention in the quest to win more students for science. In the same vein, Vanguard (2015) posited that if the medium of instruction is not well understood; there is no way a student will comprehend the subject well enough.

Language is one of the valuable gifts which has been passed to children. Mother tongue can often be referred to as your first language or native language. It is the language that you most commonly speak. Mother tongue for a child involves more than just language and includes the child's personal, social and cultural identity. It maintains that teachers should start where the students are and build new knowledge from what they already know. When students are taught in their mother tongue, they think more

effectively and perform better (Thomas & Collier, 2013). This type of education also prevents marginalization of speakers of minority languages. The first language is significant and builds the basis for all later communication progresses. Parents, family members, and professionals have very important role in the development and maintenance of the first language. Study of UNESCO (2005) found that knowing one language can assist the child to comprehend how other languages work. First or home language is particularly important for the child's development of a positive self-concept and wellbeing.

Children who have the chance to maintain their first language can extend their cognitive development while learning English as a second language. Their level of competence in the second language has relationship to the level of skill they have achieved in their first language (Garcia & Baker, 2007). The use of mother tongue as an instructional medium has been a recurrent statement in Nigerian policies on education which even stated in its recent edition that, "As a matter of policy, mother tongue should be used as a language of instruction for pupils right from primary one to three (FRN, 2013).

Many linguistic groups are becoming vocal about the need to ensure that the youngest members of their communities keep their linguistic heritage. Some governments, such as in the Philippines, have recently established language-in-education policies that embrace children's first languages. A compendium of examples produced by UNESCO (2008) attests to growing interest in promoting mother tongue-based education, and to the wide variety of models, tools, and resources now being developed and piloted to promote learning programs in the mother tongue.

UNESCO has encouraged mother tongue instruction in primary education since 1953 (UNESCO, 1953) and UNESCO highlights the advantages of mother tongue education right from the start: children are more likely to enroll and succeed in school; parents are more likely to communicate with teachers and participate in their children's learning; girls and rural children with less exposure to a dominant language stay in school longer and repeat grades less often; and children in multilingual education tend to develop better thinking skills compared to their monolingual peers (Cummins, 2000). Some educators argue that only those countries where the student's first language is the language of instruction are likely to achieve the goals of Education for All.

Concept of Mother Tongue

Mother tongue (first language, native language, or L1) is essential for learning as a part of intellectual ability. Mother tongue is the language human beings acquire from birth. It helps the child in his/her mental, moral, and emotional development. Mother tongue education refers to any form of schooling that makes use of the language or languages that children are most familiar with. This is usually the language that children speak at home with their family. The 'mother tongue' does not have to be the language spoken by the mother. Children can and often do speak more than one or even two languages at home.

For example, they may speak one language with their mother, another with their father and a third with their grandparents. Encarta DVD (2009) refers to mother tongue as the first language a child learns at home before learning any other language. This may not necessarily include his/her parents' language, but in most cases it is the language of the parents. In most developing countries, the language spoken by their colonial masters are accepted as a medium of instructions in their schools. This explain why English which is barely understood by some Nigerians is generally used in Nigerian schools for teaching and learning.

The mother language is noted as "first" because it is regarded as the most important language spoken by anyone due to its hereditary value as well as its cultural impact on the concerned individuals. Mother tongue is always referencing the language that the child has used from birth and in important and impacting times in the child's life. For example, there are instances where a child is brought up until school age using a particular language at home spoken by their mother, father or other family members, but due to living in another country begins to adopt the language spoken in their interactions in groups or school.

Mother tongue for a child involves more than just language and includes the child's personal, social and cultural identity. The choice of words and expression carry different meaning across cultures and where in one language asking direct questions is considered in another inquisitive. This means

Relevance of Mother Tongue in teaching English Language

Effectiveness and importance of mother tongue is viewed because when children develop their mother tongue, they are simultaneously fostering a host of other essential skills, such as critical thinking and literacy skills. It is these skills that they take with them into formal education, and research tells us that any skills and concepts gained in the learner's home language don't have to be re-taught when they transfer to a second language.

For example, if a child has developed the ability to guess the meaning of a word through its context, or to infer meaning by reading between the lines, these skills are easily transferred when they begin studying in a second language (Nwaozor, 2015). It is much harder, however, to teach these abstract skills directly through a second language. It's also well known that a strong mother tongue foundation equips children with the skills they need to learn additional languages, allowing them to transfer their understanding of the structure of language to several new languages. The intuitive understanding of grammar that develops when children learn their first language can easily be passed on to other languages.

Language and mother tongue also play a huge role in the development of personal, social and cultural identity. Children with a strong foundation in their first language often display a deeper understanding of themselves and their place within society, along with an increased sense of wellbeing and confidence. Naturally, this flows down into every aspect of their lives, including their academic achievement.

There are, however, many benefits to a child learning in their mother tongue language in the classroom: UNESCO, (2010)

I. Mother tongue makes it easier for children to pick up and learn other languages. If one has a strong understanding of their mother tongue, it is easier for him or her to master a new language. When a child reads out in their mother tongue since childhood, he or she would have stronger literacy skills in additional languages. Mother tongue advances a strong basis for learning additional tongues. Children are capable of learning numerous languages while young. Hence, having a strong basis in their mother's language equips them the skills to learn extra languages. Children achieve this by transferring the different structure of language to other languages. Grammar that advances when a child learns their native language is easily transferable, whereby a child can easily guess the meaning or read between the meanings of words in different languages.

ii. Mother tongue develops a child's personal, social and cultural identity. Personal identity emerges out of a

person's understanding of themselves, their surroundings and their history. An individual hears their native language first when in the womb, and it subconsciously begins determining their views and emotions. Thus, it develops the foundation of instance connection with family, society, culture, and identity. Its strong foundation makes a strong accepting of oneself through an understanding of social origin and character in the most basic and natural manner.

iii. Using mother tongue helps a child develop their critical thinking and literacy skills. Research shows that children learning in mother tongue adopt a better understanding of the curriculum.

iv. Skills learnt in mother tongue do not have to be re-taught when the child transfers to a second language.

v. Children learning in mother tongue enjoy school more and learn faster due to feeling comfortable in their environment. Studies have shown that cognitive development as well as intellectual improvement is relatively faster in those who are fluent in their mother tongue. It has also been noted that if a student is educated in his/her mother tongue, the proportion of his or her educational achievement is greater than someone who is taught in a different medium other than their mother tongue.

vi. Self-esteem is higher for children learning in mother tongue. Knowing your mother tongue well is a matter of pride. It boosts one's confidence and creates awareness in the individual's mind while also helping them connect with their cultural identity in a better manner. Mother tongue has a huge positive influence in defining the personality of an individual; however, the medium of education which is usually English also encourages parents to speak to their children in their second language. Thus, this leads to confusion in the minds of the children and hence, they face difficulties in mastering both first and second language.

Parent / child interaction increases with Mother Tongue.

How do parents influence their child's language development? One large-scale project which followed up children from pre-school to school found that what parents and care givers do makes a real difference to children development; activities, such as reading to children, teaching songs, taking them on visit and creating regular opportunities to play with friends at home were linked to improved learning. The fact that parents play an important role in young children language development has not gone unnoticed. It is often said that being a parent is the toughest job in the world, for first time parents, one of the reasons it is so tough especially in the very days, is the enormous sense of responsibility that came with the birth of a child. It can also be the best job in the world and one way to make it so is helping parents understand how they can positively influence their child's development.

Encouraging language, starting as early as when the child's is in the womb, is one very important element of human development, so lets work together to spread the word-literally.

Studies show that children that capitalise on learning through mother tongue enjoy a higher socioeconomic status. Languages are the greatest significant way of keeping our culture alive. The direct translation of one language to another language might not carry the same essence as it is in the source language. Thus, the best way to recognize a culture is to know the language. Mother tongue enhance our stay to our culture and our roots. Okoro, (2012)

Mother Tongue as an Aid Influencing Teaching of English language in Basic Schools

Children learn best when the first language of instruction is their mother tongue (Benson, 2004). Results of learning assessments show that when home and school languages differ there is a negative impact on test scores (UNESCO, 2016). According to an analysis of SACMEQ III data in 2010, there is a positive correlation between speaking the language of instruction and pupil achievement, especially in reading (Trudell, 2016). Using the mother tongue in the classroom has been found to enhance classroom participation, decrease attrition, and increase the likelihood of family and community engagement in the child's learning. In order to enhance their learning, students also need access to inclusive and culturally relevant curriculum and learning materials in a language with which they are familiar (UNESCO, 2016).

Most research now concludes that learning achievement is enhanced when children are taught in their mother tongue for at least the first six years of primary school before the second language, the main language of instruction, is introduced (Ball, 2011; UNESCO, 2016). Bilingual and/or multilingual education has been found to increase a student's self confidence and self-esteem. In bilingual models, students continue to use both mother tongue and second language as languages of instruction for a range of academic subjects throughout primary and secondary schooling (Ball, 2011). If the transition from mother tongue to second language is too rapid, the risk is that students will not attain full mastery of either language. Mother tongue-based bilingual education – the use of the child's mother tongue alongside a second language is now a recommended strategy (UNESCO, 2016).

The use of mother tongue as medium of instruction during one's early years of schooling, results in improved acquisition of knowledge by pupils (Byram & Fleming, 2008). It has also been established that the use of the mother tongue as language of instruction is effective in helping with the acquisition of second language (Heugh, 2006). Experiences in Africa and many parts of the world have shown that cognitive development is achieved faster by using the mother tongue as language of instruction in primary education (Bunyi, 2009). The use of indigenous language for instruction promotes culture and identity of the people. It facilitates the integration of African culture into the school curriculum thus creating a culturally sensitive curriculum and develops a positive perception of culture (Alidou, 2006). This will also ensure that the parents are involved in school activities hence making the school part of the community. It is through indigenous languages that education can best perform the role of cultural transmission. Alidou further note that use of imperial languages as the media of instruction leads to differential educational treatments and consequently to the maintenance of socioeconomic inequalities. It excludes the common man from participating fully in development activities.

The benefits of mother tongue in the education of the child, especially at primary school level cannot be overemphasized. Psychologically, the proper development of the child is closely bound with the uninterrupted use of the language in which he has acquired his first experience of
life, the one in which he dreams and thinks and in which he can effortlessly express his feelings and emotions (Cummins, 2000).

To ignore this familiar language and begin to teach him a foreign and unfamiliar language as soon as he comes to school, says Ogunnowo (2006), is like taking the child away from his home and putting him among strangers. Educationally, instruction in the mother tongue will help the child to

understand concepts easily, because he is familiar with their vocabularies. Thinking in his mother tongue and expressing himself in the same will enhance his academic achievement. This implies that, if the medium of instruction at the early stages is the language that the learner understands very well, he/she can understand instructions and fully participate in the educational processes. Findings of that report stated:"
…the best medium for teaching a child is his mother tongue" (Pflepson, 2011). It is also pointed out according to Ande (2010) that use of the first language is a factor in educational achievement and that the educational process in any society ought to be conducted through a language that both learner and teacher command well.

Nolasco (2012) found that when pupils use and master their first language used I n their immediate environment or the entire country. Pupils are able to develop critical, reasoning and problem-solving skills that they can use for life-long learning. The National Policy on Education (FRN, 2013) affirmed that Government recognizes the importance of language as means of promoting social interaction, national cohesion and preservation of our culture. The policy endorsed the need for every child to learn the language of the immediate environment, which is the first language (FL), home language, native language or vernacular used by every individual at home (Sumbalan, Caterial, Jimeno & Balane, 2017). In the interest of national unity, it is expedient that every child shall be required to learn one of the three major Nigerian languages Hausa, Ibo or Yoruba. It is not surprising that many children cannot speak any of the indigenous languages including their Mother tongue. World Bank (2005) estimated that half of the out-of-school children globally do not have access to the language of school in their home lives, indicating the significance of language barriers in education. The use of indigenous language as a means of instruction in all subjects alongside with English Language at any level of education will not only overturn a long held dismissive attitude towards Nigerian Languages, but immensely strengthen the status of indigenous languages across in the by providing a positive result in the performance of every learner. It provides an opportunity for the children to exercise their right to learn in their first language (Sumbalan et al., 2017). It will enforce additive bilingualism, address the goal of social equity as well as forge equal access to education and equal language rights for all citizens of the democratic country. In this 21st century, Nigeria should place emphasis on right policies that promotes not only access but inclusion and quality.

Skutnabb-Kangas (2000) stated that language and culture are inseparable. Hence, a child who has been in contact with the mother tongue will imbibe cultural values that will guide him to respect basic values of the society where he lives. Although English language usage is relevant to our modern living and Nigerian children must learn it in schools, the point still remains that the best medium for starting off the child's education is the mother tongue, and it is after a sound linguistic foundation has been laid, that there can be a change to use a foreign language (English) as a medium of instruction at later stages. However, the reverse is the case as many parents take delight in sending their children to nursery schools to learn English language so that their dreams of wanting them to become doctors, lawyers, engineers and teachers will be realized as fast as possible. Results have shown that professionals in the various fields of life who are fluent in English language but can hardly express themselves in their mother tongue (Musa & Musa, 2007). Education wise, students who learn a second language and continue to develop their native language would have chances of higher academic achievement in later years than

those who learn their second language at the expense of their first language. More so, economically, there are available better employment or job opportunities in Nigeria and in the diaspora for individuals who are conversant with official language as well as another language probably a native (Nwaozor, 2015). Nigerian's philosophy of education is hinged on the premise that education is an instrument for national development. According to the National Policy on Education (NPE, 2004), education fosters the worth and development of the individual, for each individuals sake and for the general development of the society, it is also believed that there is need for quality educational opportunities for all Nigerian children, as well as the need for functional education for the promotion of a progressive and united Nigeria. To this end, school programmes need to be relevant, practical and comprehensive for the full integration of the individual into the community (Musa & Musa, 2007). The realization of the National Education goals of inculcating national unity, right type of values and attitudes for the survival of the individual for the Nigeria society for instance, depends on a variable like the mother tongue. The destruction of language and culture in schools is highly counterproductive for any society (Adediran & Adu, 2013). Mother tongue and other indigenous languages will enhance national development. The challenge therefore is for educators and policy makers to shape the evolution of national identity in such a way that the right of the school children are respected, the culture, linguistic and economic resources of the nation maximized.

Perception of English as a Global Language

English language is widely spoken, it has often been referred to as a "world language" the lingua franca of the modern era and while it is not an official language in most countries, it is currently the language most often taught as a foreign language.

There has been a significant increase in the number of English speakers globally, with the majority of them being non-native speakers who rely on diverse varieties of the language. Throughout its history, English has been disseminated through a number of processes, ranging from colonialism to globalization. This has ultimately resulted in the formation of various relationships between English and target communities.

What makes English a global language are:

- The power of British Empire
- Post-war, USA becomes popular
- The proliferation of English in the arts and entertainment
- English serves as the language of Trade, Finance and Technology
- The snowball effect, including news and social media, English is easy to learn

The world has shrunk, but without any physical evidence of contraction. This explains the assertion of Tomlison (1999) that the time necessary to connect distinct geographical locations is reduced; distance or space undergoes psychological and cultural compression. In other words, the technological progress man has recorded over the years has shrunk the once-a-very-big-world to the extent that when one country sneezes, others will catch cold. One must note that coupled with technology, language has played a vital role in this compression. In the case of Nigeria, it is English language that is sneezing and all indigenous languages are catching cold, there is no other reason for this, rather the perception by most Nigerians that English language is most suitable for formal education because it is widely spoken in the global scene.

Problems of Mother Tongue in Nigerian Basic Schools.

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Insufficient Trained Teachers

Ngu (2004) conducted an assessment of teacher training institutions in Africa on behalf of UNESCO. He submitted that teacher training programmes were developed before most African countries got their political independence. This implies that student-teachers are being prepared to teach in languages which are unfamiliar to children (English, French, Spanish and Portuguese) (Alidou and Brock-Utne, 2006). In other words, the problem in Africa and Nigeria in particular is the lack of pedagogical competence in the use of mother tongue. As a matter of fact, it poses a great danger to the teaching learning process, as explained by Benson (2004) that when teachers "lack sufficient training on how to carry out mother tongue-based teaching, they avoid the 'unknown good' and regress to the 'known bad'.

Lack of political will by the government to implement the policy

Functionalists have described the society as a complex whole with interconnected parts which function independently to maintain a state of balance and social equilibrium for the whole (society). To them, whether simple or complex, developed or underdeveloped, societies share a common feature, which is the presence of social institutions such as family, economy, religion, politics and education. These social institutions serve as parts keeping the society whole. In particular, politics is the machinery responsible for the day to day administration of the society; meaning that other social institutions are at the mercy of its decision and will. In Nigeria, education can be best described as a victim of politics. The use of mother tongue was first championed in 1953 by UNESCO; it could be said that Nigeria accepted the idea when it included the use of mother tongue instruction in the 1977 policy, which was revised in 1981, 1998, 2004, 2007 and 2013. Yet, the language of instruction in many primary schools remains English language. A visit to some of these schools will confirm this observation. The reason for this is not far-fetched - it is the absence of will on the side of the political machinery to enforce the written laws.

Conclusion

Children from cornee developing world are learning very little in school, a truth that can be connected to teaching that is in a language they do not completely understand. It is a practice that leads to inadequate or non-existent learning and acquisition of knowledge and skills, alienating experiences, and high dropout and repetition rates. To develop the quality of education, language policies need to take account of mother-tongue learning. Models of education which ignore the mother tongue in the early years can be unproductive, ineffective and have a negative effect on children's learning. Mother tongue teaching at least in early years can enable teachers to teach, and learners to learn further effectively

Recommendations

i. Nigerian language policy should be revisited; and to actualize this, the researcher recommends that teacher

education in Nigeria be revitalised, while adequate training is given to teachers, so as to enable them to comfortably and conveniently teach their subjects in the indigenous languages.

ii. Efforts should also be made to enlighten members of the public on the relevance and benefits mother tongue in education.

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PUMonitoring agencies should be setup to ensure that schools, private and public, adher

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Effectiveness of Expository, Graphic and Narrative Advance Organisers in Improving Students' English Language Writing Skills in Ile-Ife, Osun State, Nigeria

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Abstract

The study assessed the frequency of use of expository, graphic and narrative advance organisers in improving English Language writing skills in Ile-Ife, Osun State, Nigeria and compared the effectiveness of expository, graphic and narrative advance organisers in improving students' English Language writing skills in the study area. Additionally, it examined the attitude of students towards English Language writing skills after being exposed to expository, graphic and narrative advance oganisers. For the investigation, pretest, posttest quasi-experimental research design and descriptive research design were employed. Data for the study were collected using Questionnaire on Students' Attitudes towards Writing Skills (QSAWS) with a reliability coefficient value of 0.742 using Pearson's Product Moment Correlation Coefficient. English Language Writing Attitude Test (ELWAT) with reliability value of 0.82 using Inter Rater Reliability. Teachers' use of Expository Advance Organisers Observation Guide (TUEAOOG), Teachers use of Graphic Advance Organisers Observation Guide (TUGAOOG), Teachers use of Narrative Advance Organisers Observation Guide TUNAOOG yielded reliability score of 0.72, 0.82 and 0.82 respectively using Cronbach Alpha Reliability Coefficient. All students of their intact classes and six English Language teachers took part in the study. The findings revealed that narrative advance organiser was the most frequently used in the study area and there was no significant difference in the effectiveness of the three advance organisers. Also, it was found that there was no significant difference in the attitude of the students after exposure to the three advance organisers. Based on the findings of the study, the study concluded that advance organisers improved the writing skills of student; advance organiser strategies are not different in their superiority and relative effectiveness. The study recommended that the three advance organisers could be used in isolation for teaching English language writing.

Keywords: Writing, Skill, Effectiveness, Strategies, Attitude, Students, Teachers

Introduction

One of the four competencies of English language as a topic is writing. It permits learners to express their impressions on paper, to arrange them, and convey meaning through well-written text. Writing ability is a measure of a person's intellectual or degree of expression. It occupies a peculiar position in language instruction. This is because to acquire skills in writing, an individual has to have the knowledge and be able to practice other three skills of language. As a foundational language skill for Nigerian students; writing is given proper attention. English language Writing is essential for students since it is used for teaching and learning at academic institutions being the second and official language of Nigeria. Government has been making every effort to improve performance of students in writing and how to achieve these remains wearisome for English teachers (Bonala, 2020).

Letter writing is taught in English Language classes. In Nigeria's secondary school English language syllabus, formal, informal and semi-formal are the three main letter writing types. Every year, two of the essay questions in English language Senior Secondary School Certificate (SSCE) Examination papers 2 are on letter writing. Although, the study acknowledged the significance of the three letter types, the study

concentrated on formal letters. It has been established that Nigerian students' proficiency in writing is not satisfactory. Success in English language examination depends on students' ability to express themselves (Muhammad & Mohammed, 2018). Researches confirmed that students' written English is subpar and they have negative attitude towards writing. It is important that their attitudes regarding writing and dealing with its issues are changed.

Writing, according to Bolarinwa (2022) seems fundamental to work with because of a number of conventions that must be followed. Sama and Ibrahim (2018) observed that students who were not given writing encouragement performed horrible in formal writing task. The researchers found that it appears teachers assigned formal letter writing to pupils without providing adequate training on the skills to be employed; this led to students' failure. If learners could receive help structuring their thought and ideas, writing might be taught effectively. To teach writing skills in the classroom, a variety of strategies could be utilised. English teachers are expected to choose the best strategy for teaching writing to particular students as only this will benefit both the teachers and students attain success.

Senior Secondary School Certificate (SSCE) administered annually in May/June and June/July by West African Examinations Council (WAEC) and National Examinations Council (NECO) is the most popular ordinary level examination in Nigeria for students who are still enrolled in school. Although both exams are recognised internationally, WAEC was chosen for this study because it has a larger scope than NECO which is more of a national examination for Nigeria. Some candidates, according to the WAEC Chief Examiners' Report (2021), were unable to employ the required format for a formal letter, and their content was poorly written. Osun State was carefully examined for the purposes of this study. Data from the National Bureau of Statistics (NBS)'s WAEC Results Statistics (2011–2021) reveals the outcomes of Osun State Candidates as seen in Table 1

Table 1: Senior School Certificate Examination Results of Osun State Candidates in English Language (WAEC, May /June 2010-2019)

Year	Total Numbers of Candidates	Credit and Distinction in English	Percentage of credit and Distinction %	D7, E8 and F9	Percentage of D7, E8 and F9 %
2017	34,906	14,466	41.44	20,440	58.56
2018	38,185	15,047	39.41	23,138	60.59
2019	48,818	8801	18.028	40,017	81.97
2020	32950	10,659	32.35	22,291	67.65
2021	31,932	18,239	57.12	13,693	42.88

Source: National Bureau of Statistics (2021)

The low performance of Osun State students in the May/June WAEC in English from 2017 to 2021 is seen in Table 1 above. In all the years that were studied, there were more ordinary passes and failure grades than distinction and credit passes. This is

consistent with the findings of Shamsulbahri and Aziz, 2020, who found that learners' poor performance in the English language is extremely alarming. In the English language examination, essay writing accounts for 50% of the total marks. Content 10 marks, Organisation 10 marks, Expression 20 marks, and Mechanical Accuracy 10 marks (WAEC marking guide, 2023). These seem to determine their failure or success in English language**.**

When students have 20 errors in essay writing, such students are awarded zero in mechanical accuracy. This is because what constitute M.A has not been properly taught. Students fail comprehension and summary writing but the level of failure has observed, is not as poor as essay writing. Mostly, English language teachers seem not to give essay writing activities a priority in class. Students with credit grades and above can be said to have passed the subject because credit grade is the lowest grade admissible for admission into tertiary institutions. The competence to write explicitly and effectively is significant to learners' performance.

Previous studies such as *Al-Tahir, Abdal, Najla, & Abd al* **(2019)** and Shamsulbahri and Aziz (2020) linked this poor performance to teaching strategies adopted by English teachers in developing the writing skills among students and negative attitude of students towards writing. Advance organisers were officially put into use by Ausubel in 1960 to test the research that learning of unknown content can be understood with the introduction of advance organisers (Ausubel, 2000). Advance organisers provide a way of thinking to learners directly. Teachers command the intellectual structure by relating the new content to the advance organisers and asssisting students to distinguish new topics from previous ones. Olorundare and Kenni explained that advance organisers function as reference for assimilation of new ideas to be learnt.

Concept of Advance Organisers in Teaching English Language Writing

English language teachers must make good plans so that writing classes will not become cumbersome for both learners and the teachers. Students are being challenged with the conventions of written English to express themselves at accurate level of grammatical accuracy and rhetorical organisation. If care is not taken, they will be short of words and tired with composition writing. This is why English language teachers must know which strategy he must use for learners. Advance organisers are teaching instructions that bridge the gap between what learners already know and what learners need to know (Ausubel, 2000). Ausubel defined advance organisers as relevant introductory materials. This theory of meaningful verbal learning centres on three major areas: -

1) How knowledge is organised by students
2) How the mind of the students process new information and
3) How teachers can apply the ideas of curriculum and learning when they present new material to students. This model is designed to strengthen student's cognitive structure. Ausubel believed that learning proceeds in a top-down, or deductive manner. Ausubel theory consists of three phases, presentation of an advance organiser, presentation of learning task or material, and strengthening the cognitive organisation.

In this strategy, teachers are to organise and present content. The learner's basic role is to master ideas and information. The advance organisers provide ideas to the students directly. The teachers control the intellectual structure, relate the learning material to the advance organisers and help students differentiate new topics from previous ones. Ausubel explained that advance organisers function as ideational support or reference for

the assimilation of new ideas to be learnt. Advance organisers provide concepts, principles and structures for students thought.

Relevance of Advance Organiser in Teaching and Learning

An advance organiser assists students in the classroom to understand, retain and remember new topics. It introduces the content and relates it with learners' previous experience. The major concepts of the subject are presented first then progressively differentiated in details. These instructional strategies are used to integrate new material with previously presented information by comparing new information with old ideas.

According to Mohammadi, Moenikia and Zahed-Babelan (2010), advance organisers functioned as a link between learners' previous knowledge and the knowledge needed to learn. Jafari and Hashim (2012) supported that advance organiser assist to organise new concept by outlining, arranging and sequencing the main idea of the new concept based on what the learners already know. This will help to create the new concept into long term memory. Mohammodi, Moenika, & Babelan (2010) stated that advance organisers are efficient ways to break down learning task so that the students can overview new topic. Advance organisers are instructional strategies that make learners relate new information to already known concept and create their own ideas (Omodi & Keraro, 2018). TanveeruzZaman, Farkhunda and Arshard (2015) affirmed that advance organiser placed the most effective and understandable concepts at the commencement of a lesson and progress to more structure and detailed information.

Kapri (2017) envisaged that similarities and comparisms are always used as advance organisers to assist students recognise the topic they are about to learn which is not new, but rather can be linked to something they are already familiar with. This will encourage and motivate students, and makes them more confident in what they are about to learn. They also help teachers fit the new information into a larger framework. They help students understand the governing questions, issues and principles that are reflected in the topic. If students understand the basic outline of the structure, they are able to fill in the gaps with new and related information as it is presented to them. Therefore, the Ausubelean advance organisers are different from instructional aids such as overviews and previews, as the Ausubelean organisers provide more of ideas, generality, and inclusiveness. Advance organisers are also to explain, integrate and interrelate the concept of learning with previously learnt materials (Olorundare & Kemi, 2020). According to Ausubel (2000), Here are common types of Advance Organisers; Expository, Narrative, Graphic, Skimming, Know, want to know, and learned chart (KWL) among others. For the purpose of this study, the three Advance Organisers explained below will be examined;

1. Expository Advance Organiser: This is an instructional strategy that explains a concept vividly and making connections with learners' previously knowledge. Expository Advance Organisers give students a wider the lesson's purpose before the lesson commence in a form of explanation and logical order (Ausubel, 2000). According to Maarof anvd Embi (2017) an Expository Organiser is an organiser used for unknown learning concepts which consist of more inclusive concepts that could provide insight for the new concept.

Expository advance organisers help to structure learners thought about a topic. Expository advance organisers link the concept learners are trying to learn with what they already know. Expository advance organisers help learners to pay attention, develop and organise their own idea. These

expository strategies set up the lesson and prepare the students for what is to come, by moving from general to specific. The strategy allows students to assimilate the detailed explanations of the information and link those explanations their previous knowledge.

Benefits of Expository Advance Organiser

Expository advance organiser is similar to the traditional method of teaching; however, it is introduced to learner before content of topic. It gives an explanation related to content of topic prior to the presentation. Expository advance organiser can easily be connected to content of the topic. Expository Advance Organiser makes it easy to appropriately teach pupils with special needs and inform therm what they will be learning, thus reducing fear of unknown which has reduced students' performance drastically. Expository advance organiser encourages learners to directly involve and be attentive throughout the lesson. At the beginning of the lesson, teachers can use the expository advance organiser to facilitate whole class discussion about upcoming concept, getting students thinking and talking about what they already know.

2. Narrative Advance Organiser is about storytelling. Narrative advance organiser is an instructional strategy which relates a sequence of events relating to the new topic to learners prior to real teaching of the content (Alkaaf, 2017). Story telling narrative advance organiser may be fictional or non-fictional. At the commencement of the class, the teacher might narrate a story that relates to important concepts in the lesson. Story telling validate student experience; it can be related to what is going on in lives, expose students to different areas, provide a significant meaning that encourages students interest and makes learning a pleasant process (Lemonidis & Kaiafa, 2019). It promotes creativity and valuable teaching strategies. Storytelling is a teaching and learning tool in education Douglas (as cited in Alkaaf & Al-Bulushi, 2017). It enables learners to equip themselves with the existing knowledge. Khodabandeh (2018) stated that story telling is the primary method for imparting knowledge among students and one of the strategies to assists students in other skills in their first and second language.

Effectiveness of Expository, Narrative and Graphic Advance Organisers in Improving English Language Writing

Expository advance organiser is an instructional strategy used to introduce new concept and ideas through explanation and making link with the previous experience. Graphic organiser according to Styati and Irawati (2020) is a visual picture of the content in a topic made to put learners through and improve their understanding. They are also known as concept. Graphic organiser's structure information is mostly in pictures. They are easy for students to visualise before teaching the content of the lesson. For instance, a tutor might display a picture showing the format of formal letter or a story map of what learners will write in the body of a letter. As the lesson progresses, the students can write a letter with the help of the organiser. Narrative advance organiser is about storytelling. Narrative advance organiser is an instructional strategy which relates a sequence of events relating to the new topic to learners prior to real teaching of the content (Gocen & Duman, 2021). Story telling narrative advance organiser may be fictional or non-fictional. At the commencement of the class, the teacher tells an interesting story that relates to important concepts in the new topic. It promotes creativity and valuable teaching strategies. Storytelling is a teaching strategy in education It enables learners to equip themselves with the existing knowledge.

Edward, Randel, and Eriee (2022) investigated the effect of graphic organisers on ELT students' writing Quality among the second term students of English Department Unversitias PGRI Madium, Indonesia. The study found that graphic organiser influenced the writing of the students. Styati and Irawati (2020) investigated the effect of graphic organisers on ELT students' writing Quality among the second term students of English Department Unversitias PGRI Madium, Indonesia. The study found that graphic organiser influenced the writing of the students. Darma, Syahrul and Taufina (2018) examined the development of teaching materials for narrative writing using graphic organiser type circle organiser for teachers and students of grade V elementary school, Batu Hampar, Indonesia. The study discovered that development of writing material using graphic organiser type circle organiser was found effective to improve students writing skills. Maarof and Embi (2017) examined the effect of expository strategy instruction on English as a Second Language (ESL) intermediate proficiency learner writing performance in upper secondary school level, Bangi Selangor, Malaysia. The study found that Explicit Instruction of writing strategy had a positive effect on ESL students writing performance.

Statement of the problem

The problem of low performance in English language and students' attitude towards writing are issues of concern that have generated a lot of research work. This problem of low performance has been linked to poor performance in answering comprehension passage, summary writing and essay writing (Ezeokoli & Igubor, 2016). West African Examination examiners' Report commented on the failure of English Language students mostly in Essay writing. According to WAEC Chief Examiners' report, (2021), 1.53 million candidates sat for WASCE in Nigeria in 2021. Candidates who passed the examination that year were 65.24% out of the candidates who wrote exam. Despite the encouraging results released overall, the provisional results for Osun State released by WAEC in the same year indicated that 32,950 candidates were examined in the State. However, 10,659candidates representing 32.35 % passed English language. For the purpose of this research, Osun State was closely studied. Chief examiners further reported that students failed English Language as a result of their essays dominated by poor tenses, verb concord, poor expression, common spelling, and lack of ability to construct simple readable sentences. Previous studies such as Akinwamide (2012) and Muhammad and Mohammed (2018) linked these woeful results to the teaching strategies employed by English teachers in developing the writing skills among students and negative attitude of students towards writing. Several scholars such as Alkaaf and Al-Bulushi (2017), Burke (2017) Bishop (2013) among others researched on various advance organiser strategies and found the advance organisers effective in English Language teaching and learning. However, the most effective advance organiser for curbing failure rate so as to improve writing skills is yet to be identified; hence this study. Specifically, the study

a. assessed the frequency of use of expository, graphic, and narrative advance organisers for teaching writing skills in English Language Ile- Ife, Osun State, Nigeria;
b. compared the effectiveness of expository, graphic and narrative advance organisers in improving students' English language writing skills in the study area;
c. examined the attitude of students towards English Language writing skills in Ile-Ife after exposure to expository, graphic and narrative advance organisers.

Research Questions

Based on the objectives of the study, one research questions was raised to guide the study

i. How frequently are expository, graphic, and narrative advance organisers used for teaching English Language writing skills in Ife- East Local Government Area, Osun State?

Hypotheses

Two hypotheses were tested in the study at 0.05 level of significance

i. There is no significant difference in the effectiveness of expository, graphic, and narrative advance organisers in improving students' English language writing skills of students in the study area;
ii. There is no significant difference in the attitudes of students towards English language writing skills after exposure to the advance organisers.

Methodology

The research adopted ex-post-facto research design. All the students of three intact classes and six English Language teachers were selected as sample for the study. Three public senior secondary schools were selected using simple random sampling technique. From each of the schools, an intact class of Senior Secondary School II (SSII) students was selected using simple random sampling technique making a total of three intact classes; comprising three experimental groups. The students selected were assigned to experimental group A (Expository), B (Graphic), C (Narrative). The instruments were used for the study, namely: Teachers' Use of Expository Advance Organiser Observation Guide r=0.74, Teachers' Use of Graphic Advance Organiser Observation Guide, Teachers' Use of Narrative Advance Organiser Observation Guide, Questionnaire on Students' Attitude towards Writing r=0.82 and English Language Achievement Test.

Validation of Research Instruments

Field testing of the instruments was carried out by administering the instruments on three intact classes of SSII students in three senior secondary schools that were not involved in the study, in another Local Government Area within the study area. Questionnaire on Students' Attitudes towards Writing Skills (QSAWS) yielded a reliability coefficient value of 0.742 using Pearson's Product Moment Correlation Coefficient. Inter Rater Reliability was used to test ELWAT and yielded a reliability value of 0.82 showing the instrument was judged reliable. The instrument was given to two respondents to score the responses of those used for the field testing. Cronbach Alpha Reliability Coefficient was used to test TUEAOOG, TUGAOOG, TUNAOOG yielded reliability score of 0.72, 0.82 and 0.82 respectively.

Results

Research Question 1: How frequently are expository, graphic, and narrative advance organisers used for teaching English Language writing skills in Ife- East Local Government Area, Osun State?

To answer this research question, the total score for each type of the advance organiser was determined by adding the responses of the respondents for each of the instrument. The score to a great extent, moderate extent and not at all were scored 2,1 and 0 respectively. A total maximum obtainable score of 20 was obtained for 20 items. The descriptive table for the mean score for each strategy was presented in Table 2 below

Descriptive Summary for strategy used by respondent

	N	Minimum	Maximum	Mean	Std. Deviation
Graphic	6	6.00	18.00	9.6667	5.12510
Narrative	4	8.00	20.00	15.500	5.44671
Expository	5	11.00	20.00	15.000	3.31662
Valid N (listwise)	3				

Field tested of instrument

From Table 2, it was observed that the use of graphic organiser had a mean score of 9.67 with a maximum of 18 and minimum of 6 while that of narrative had a mean score of 15.5 with a maximum score of 20 and a minimum of 8. For expository, mean score of 15.00 was observed with minimum and maximum scores of 11 and 20 respectively. This showed that narrative advance organiser was the most used by respondents in the study area while graphic advance organiser was the least used advance organiser in English Language writing skills in the study area.

Hypothesis One: There is no significant difference in the effectiveness of expository, graphic, and narrative advance organisers in improving students' English language writing skills in the study area

Analysis of Covariance (ANCOVA) was used for this analysis. This was done because the respondents were given tests. This was essential to test the significant difference in the performance of the respondents after pre-test, before treatments were administered. The pre-test which then served as the covariate ascertained the performance before test administration hence revealing the level of significance after the treatment was done. The result of the analysis is presented in Table 4.

Table 4: ANCOVA of Effectiveness of the three strategies on Students' writing Skills in English Language

Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	47.935[a]	3	15.978	.721	.541	.015
Intercept	11092.341	1	11092.341	500.458	.000	.784
Pretest	38.923	1	38.923	1.756	.187	.013
Group	12.7 75	2	6.388	.288	.750	.004
Error	3058.685	138	22.164			
Total	35478.000	142				
Corrected Total	3106.620	141				

a. R Squared = .015 (Adjusted R Squared = -.006)

Field tested instrument

The result of the analysis showed that no significant difference existed in the writing skills of the respondents exposed to the three strategies before the treatment was administered (F=1.756, p>0.05). More so, it was observed that no significant difference existed in the effectiveness of the three strategies in improving the writing skills of the respondents in the study area (F=0.288 p>0.05). The result of the analysis showed that the strategy used account for 0.4% small

differences in the performance of the respondents as shown in the partial eta squared value of 0.004. Hence, the null hypothesis that stated that there no significant difference in the effectiveness of expository, graphic, and narrative advance organisers in improving students' English language writing skills in the study area was not rejected.

Hypothesis Two: There is no significant difference in students' attitudes towards English writing skills before and after exposure to the advance organisers

Analysis of Covariance (ANCOVA) was used for the analysis. ANCOVA was used because the respondents administered questionnaire before and after the treatment to ascertain that the initial performance of the respondents before the treatment was administered had no effect on the difference in post attitude. Hence, the pre attitude served as the covariate and the post revealed the level of significance after the treatment was done. The result of the analysis is presented in table below:

Table 5: ANCOVA of Effectiveness of the three strategies on Students' attitude towards writing Skills in English Language

Tests of Between-Subjects Effects

Dependent Variable: post

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partia Eta Squared
Corrected Model	18.144[a]	3	6.048	.353	.787	.016
Intercept	513.205	1	513.205	29.962	.000	.312
Totpre	.197	1	.197	.011	.915	.000
Group	16.525	2	8.262	.482	.619	.014
Error	1130.499	66	17.129			
Total	48729.000	70				
Corrected Total	1148.643	69				

a. R Squared = .016 (Adjusted R Squared = -.029)

Field tested instrument

The result showed that no significant difference existed in the attitude of the respondents towards writing skills before the treatment was administered (F=0.011, p>0.05). It was discovered that there was no significant difference existed in the effectiveness of the three strategies in improving attitude of the respondents in writing skills in the study area (F=0.482 p>0.05). The result of the analysis showed that the strategy used account for 1.4% small difference in the performance of the respondents as shown in the partial eta squared value of 0.014. Hence, the null hypothesis that stated that there was no significant difference in students' attitude towards writing skills before and after exposure to the advance organisers **was not rejected.**

Discussion of Findings

The researchers found that all the three advance organisers were used in the study area. Narrative advance organiser was the most used by respondents in Ife- East local government area, Osun State while graphic advance organiser was the least used advance Organisers in English Language writing skills in the study area. This is in line with the submission of Gocen and Duman (2021) who discovered that implementation of digital

storytelling strategy was effective for developing learners writing skills. This also corroborated with the submissions of Shamsulbahri and Aziz (2020) who revealed that narrative advance organiser was mostly used by teachers to improve learners writing skills. It was seen that no significant difference existed in the effectiveness of the three strategies in improving the writing skills of the respondents in the study area. The null hypothesis that stated that no significant difference in the effectiveness of expository, graphic, and narrative advance organisers in improving students' English language writing skills in the study area was hereby not rejected.

This implies that all types of advance organisers can be encouraged to be used in classes by teachers as they would all improve learning. This showed that advance organisers in any of its forms would improve learning outcomes and, in this case, writing skills irrespective of its forms.

It was seen that no significant difference existed in the effectiveness of the three strategies in improving attitude of the respondents in writing skills in the study, so the null hypothesis that stated that no significant difference in students' attitudes towards writing skills after exposure to the advance organisers was hereby not rejected. Different researches carried out on the use of different types of advance organisers showed that the advance organisers used would significantly improve attitude of learners towards learning outcomes in all of its forms. *Al-Tahir, Abdal, Najla, & Abd al* (2019) found that graphic organisers improved attitude of students towards writing skills and even in its teachings. Shamsulbahri and Aziz (2020) and Alkaff supported that narrative advanced organiser also improved learning outcomes while studies like Burke (2017) explained improvement in the use of expository advance organiser.

Conclusion

Based on the findings of the study, the study concluded that advance organisers improved the writing skills of student; advance organiser strategies are not different in their superiority and relative effectiveness.

Recommendations

Judging that, expository, graphic and narrative advance organisers are not different in terms of relative effectiveness; the following recommendations were made:

1. Teachers should promote active and participative learning through the use of advance organisers so as to improve students' creativity in English language writing, specifically, formal letter writing and enhance their attitude towards it.
2. Schools and educational institutions should provide opportunities for English language teachers to attend workshops, seminars and training sessions focused on teaching strategies.
3. Curriculum planners should include advance organisers as one of the teaching strategies for teaching writing.
4. English language teachers should provide adequate training on the skills to be employed in structuring ideas for writing.

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Students' Attitude to Literary Text Utilisation and Achievement in Prose Literature-in-English

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Abstract

The study investigated the influence of attitude of students towards utilizing prose literary on their achievement in Prose Literature. A total of 498 senior secondary two students (SS 2) of Literature in English from 10 schools in Abeokuta South Local Government Area of Ogun State participated in the study. The survey design was adopted. The instruments used included Attitude (r = 0.78), Text Utilisation (r= 0.76) and achievement test in prose literature (r = 0.81). Data were analysed using Pearson Product Moment Coefficient (PPMC) and Multiple Regression at 0.05 level of significance.
Findings showed that 25% of the students engaged with literary text while 85% did not engage with literary text. Utilisation of literary text had a positive relationship with students' achievement in literature (r = 0.381). There was a significant composite relationship between students' attitude to literary text and literary text utilisation with achievement in Literature in English (F(2,495)=6.310;R=0.355 Adjusted R2 = 0.118; p<0.05). The study recommended that students should cultivate positive attitude to engaging with literary text which is the vital way of attaining academic excellent in prose literature.

Key words: Attitude, Utilisation and Achievement test in Prose Literature

Introduction

Literature is a rich and multifaceted field of human expression that encompasses a wide range of written and spoken works. It is a work of imagination and creativity which reflect life experiences, respond to contemporary social and political issues. It serves as a reflection of society, culture, and the human experience. It often draws inspiration from the vast spectrum of human experiences, emotions, and relationships. It documents cultural and historical events. Aside from the fact that literature entertain readers, whether through gripping narratives, humour, or emotional engagement, literature offers enjoyment and diversion. It equally provides opportunities for learning. It teaches readers about historical events, cultures, human psychology, scientific concepts, and moral values.

In recognition of the prominent role of literature as a vital tool for developing language competence in students, the Nigerian government mandates the teaching and learning of literature-in-English for all students. From upper primary class to junior secondary school, literature is taught as an aspect of English Language (National Policy on Education. 2014). However, in senior secondary school, it is called Literature in English and it is offered by all students in Arts Class. It is one of the core subjects in West African Senior School Certificate Examination (WASSCE) (WASSCE Syllabus, 2021-2025). It is a major criterion for admission into tertiary institutions to study, Law, English Language, Literature, Philosophy and other art related course and it must be passed at credit level in Senior School Certificate Examination (SSCE) (Unified Tertiary Matriculation Examination Brochure, 2022).

The commonest way to access students' performance in Literature-in-English in Nigeria is through their yearly final senior school exams which are conducted by West African Examination Council (WAEC) and National Examination Council (NECO). In order to ensure adequate preparation for Literature-in-English examinations, these

two examining bodies synchronised their syllabi to accommodate the same recommended literary texts for both examinations. More so, students have the privilege of "preference", especially for the paper two, prose and the drama section of paper 3. Out of eight (8) selected texts, they are free to read only four, for prose genre (2 African prose and 2 Non-African prose) and drama (2 African drama and 2 Non-African drama). Similarly, they have 3 years (SS1-SS3) to study these texts. With this ample opportunity, it is expected that students be adequately prepared and ready for these final school examinations. Nevertheless, their yearly recurring poor performance seems to suggest the opposite.

Reports from the WAEC Chief Examiners on May/June examination from 2005-2022 reveal recurring errors and weaknesses in students' writings. The weaknesses include; lack of in-depth knowledge of content of the texts, misinterpretation of questions, over reliance on summarised texts, inadequate knowledge of literary appreciation and poor expression in English language. It could therefore be deduced that many students lack physical and mental possession of the selected texts which inhibit their performance in Literature-in-English. Hence the continuous decline in students' performance as shown in the following table.

The WAEC statistical results between 2005-2022 reveal that less than 50% of the students had credit in the subject. This indicates that the percentage of students that could probably use the result to further their studies in higher institutions within these years would not be up to 50%. Similarly, in NECO Senior School Certificate Examination (SSCE), the Chief Examiner noted that out of 1,195, 063 students who sat for literature between 2011-2015, less than 2% had distinctions and most of those who passed had C6 (50%-54%) (National Bureau of Statistics, 2015). This means that about an average of the students had credit pass in the subject. The results from the two examining bodies responsible for final year examinations in secondary schools help to understand the situation of teaching and learning of Literature-in-English in the school system.

Literature as a literary work is made up of three genres, namely; prose, poetry and drama. However, of these three genres, this study is centred on the teaching and learning of prose literature. This is because prose as a genre of literature encompasses diverse themes such as cultural issues, politics, diseases, science fiction, history, genders, technology, religion, education, and heroism. It does not only develops students' critical thinking skills, but also enables them to recognise the values embodied in fiction. It generally appeals to many readers, including students because of its narrative style and story structure.

Whereas prose is written in simple and ordinary language which are easily understood by its readers, students still find it difficult to interpret questions set on prose literature which is taken as paper 2 in WASSCE. The continuous decline of students' academic performance in prose literature and at large in Literature in English has been attributed to various factors such as; non-availability of textbooks (literary text) (Ike, 2004), poor reading culture (Adegbite, 2003), non-utilization of literary text (WAEC Chief Examiner Report, 2007), environmental factors (Morakinyo, 2003, Aremu and Sokan; 2003).

In a bid to address the problem of poor performance in prose literature, lots of studies have been carried out by researchers. Some of the studies which reported the effectiveness of some instructional strategies in the teaching and learning of prose literature include, explicit teaching of multiple reading comprehension instruction strategies on students' achievement in prose literature-in-

English (Gafar 2012), narrative text structure awareness of student's achievement in prose literature (Akinsulire 2012), as well as scaffolding instruction on students' achievement in prose literature (Ibidapo 2014) Other studies focused on the influence of pedagogical factors on the teaching and learning of prose literature some of which include teacher' Characteristics and students' Achievement in selected Prose fiction (Paul 2014), students' knowledge of selected prose literary terms (Oladepo 2012) and students' attitude to prose fiction, (Olaniyan 2014). Despite the contributions of these studies, the academic performance of students in prose literature and Literature in-English at large is still not encouraging.

Perhaps, some other variables that are yet to be considered could be responsible for the students' poor performance in prose literature and Literature-in-English in general. Two of such variables are; text utilization and attitude.

Text can be viewed as the linear connected discourse typified by textbooks, magazines, or newspaper. This textual form remains a centre piece of human learning. Stevenson (2010) opines that books are valuable substitute for life. Text utilization refers to the effective and purposeful use of textual information in various contexts. Students must learn to select and flexibly use materials from text, not simply read the words on the page (Davey, 2010). The process of learning from the text depends significantly on the genre, structure and quality of the messages students encounter in books.

In a study that investigated the literary textbooks selection and development appropriateness for nursery school pupils in Osun State, Ajayi and Lamidi 2022 discovered that selection of literary text could either enhance or hampered learners' development appropriateness. Hence, school administrator should consider the readability and assessment levels, literacy skills of the learners as well as availability and affordability of the texts. It is expected that WAEC and NECO would have considered all the aforelisted criteria before selecting the recommended prose texts.

Attitude refers to a set of emotions, beliefs, and behaviours toward a particular object, person, situation, or concept. It encompasses cognitive (thoughts), affective (emotional), and behavioural components. Attitudes can be positive, negative, or neutral, influencing how individuals perceive and respond to various aspects of their environment. These predispositions are shaped by personal experiences, culture, upbringing, and social influences. Attitudes can be explicit (conscious and easily expressed) or implicit (unconscious and automatic). Students' attitude play a crucial role in shaping their behaviour and decision-making as regards to learning prose literature.

Eureka and Obeka (2021) attribute students' poor attitude to learning drama literature in Ebonyi state to high cost of texts, teachers' methodology, as well as lack of uniformity in WAEC and NECO selected texts. Students are likely to be unfavourably disposed to teaching methods which do not actively engage them in the teaching learning activities. This is why, Ezeokoli and Igubor (2014) suggest that literature teachers should be creative and provide a variety of learning experience and resources. Teachers should employ the three stages of reading namely; pre reading, while reading and post reading activities to stimulate the interest of students in reading a given text. In the aspect of uniformity, WAEC and NECO syllabi seem to be harmonised because both examine bodies prescribed similar literary texts for both drama and prose (WAEC and NECO syllabi, 2021-2025).

Statement of Problem

Most of the previous studies which addressed students' poor performance in

Literature-in-English centred on availability of literary texts and teachers' pedagogical factors. A very few studies addressed students' psychological factors and text utilization. Since, effective teaching and learning of literature is essential for the overall growth of students, it is therefore imperative to conduct a study that would investigate the factors that would predispose students to effective learning of prose literature which is the objective of this study. Therefore, the study examined students' attitudinal levels to prose literature, the extent to which their utilization of literary texts correlate with their achievement in Literature in English in selected senior secondary schools in Abeokuta South Local Government Area of Ogun State.

Research Questions

The study provided answers to the following research questions;

1. What is the relationship between students' attitude and achievement in prose literature?
2. What is the relationship between text utilization and achievement in prose literature?
3. What is the relative contribution of students' attitude to prose literature to achievement in prose literature?
4. What is the relative contribution of text utilization to achievement in prose literature?
5. What is the composite contribution of students' attitude and utilization to achievement in prose literature?
6. Which of the variables (students' attitude or text utilization) would predict students' achievement in prose literature?

Scope of the study

The study investigated the extent to which students' attitude and their utilization of literary texts (especially, prose texts) affect their performance in Literature in English. It covered 500 Arts students from 10 selected senior secondary schools in Abeokuta South Local Government Area of Ogun State.

Significance of the study

The study revealed that students' attitude was a factor which predisposed students to utilise prose literature texts. It discovered that students' attitude alone does not guarantee academic success in prose literature but their attitude towards reading prose literature text could greatly affect their performance in Literature-in-English. Moreoso, it ascertained that students' attitude to utilizing literature text is greatly dependent on other factors, especially finance, access to literary text and the structure of texts. Hence, it recommended that all stakeholders of education should ensure that students have easy access to literature texts which will lead to effective utilization of literary text as well as enhance students' performance in prose and in Literature-in-English in general.

Methodology

This study adopted descriptive research design of correlational type. Simple random sampling technique was adopted to select ten (10) schools out of the twenty (20) senior secondary schools in Abeokuta South Local Government. In each of the selected senior secondary schools, a Literature in English class was purposively selected. Proportionate random sampling technique was used to select 50 Literature in English students, precisely senior secondary two (SS 2) students from the selected class across each of the selected ten schools. The expected total was five hundred (500) but 498 SS2 Arts students participated in the study. The instruments used for this study were; Attitude ($r = 0.78$), Text Utilisation ($r= 0.76$) and achievement test in prose literature ($r = 0.81$). The researcher sought and obtained the consent of the principals and teachers of Literature-in-

English. The first stage involved the distribution of questionnaire on the independent variable to the teachers of English Language. The second stage involved the administration of the instruments on dependent variables to the students. The study covered a period of four weeks. Data were analysed using Pearson Product Moment Coefficient (PPMC) and Multiple Regression at 0.05 level of significance.

Results

The results of data analysis were presented in the order of the research questions raised.

Research Question 1: What is the relationship between students' attitude and achievement in prose literature?

Table 1: Summary of Pearson correlation statistics showing [Students' Attitude and achievement in Literature in English

	N	Mean	standard deviation	R	Significant	remark
Students' Attitude to Prose Literature	498	15.11	2.45		.47()	Not Sig.
Achievement	498	21.43	6.57			

Table 1 shows that there is no significant relationship between textbook availability and students achievement in Literature in English r= -0.003; p> 0.05

Research Question 2: What is the relationship between text utilization and achievement in prose literature?

Table 2: shows relationship between text utilization and achievement in Literature

Variables	N	Mean	standard deviation	R	significant	remark
Achievement	498	21.43	6.57	.381		significant
Text utilization	498	17.23	2.37			

Table 2: showed a positive significant relationship between utilization and students achievement in prose literature; r= 0.38; p<0.05. The relationship indicates that utilization of literary text could influence students' achievement in prose literature.

Research Question 3: What is the relative contribution of students' attitude on achievement in Literature?

Table 3: Summary of Multiple Regression Analysis showing relative contribution of students' attitude and utilization to achievement in Prose

Model	Unstandardized Coefficients	Standardized Coefficients		Sig.	
		Std. Error	Beta		
1 (Constant) Students' attitude Textbook utilization	20.143 -2.83E-02 9.950E-02	2.593 .123 .127	-.011 590	7.770 -.230 4.783	.ooo 818

Table 3 presented that there was no significant relative contribution of students' attitude to achievement in literature. 13=-.011, t= -.230, p>0.05

Table 3 also presented that there was significant relative contribution of literary texts utilization on achievement in Literature. ß=0.590; t= 4.783; p<0.05

Research Question 4: What is the relative contribution of literary text utilization to achievement in Prose Literature?

Research Question 5: What is the composite contribution of students' attitude and utilization to achievement in Prose Literature?

Table 4: Summary of Multiple Regressions showing the composite contribution of text availability and utilization to achievement in Literature

Model Regression Residual Total	Sum of square	Df	Mean square	F	Sig	Remark
	547.017 21457.191 21484.040	2 496 497	273.508 43.348	6.310	.034*	Sig
.355 .126 Adjusted .118						

Table 4 shows that students' attitude and utilization of literary text jointly have relationship with students' achievement (R= 0.355). It also revealed that the two accounted for 11.8% of total variance in the students' achievement (Adjusted R_2=0.118). This contribution is also shown to be significant (F (2,495) =6.310; p<0.05). In another words, there is a significant composite contribution of attitude and utilization of texts to students' achievement in Prose Literature in English.

Research Question 6: Which of the variables (attitude and text utilization) could predict students' achievement in Literature in English?

Table 5 shows which of the variables (attitude and text utilization) could predict students' achievement in Literature in English

	Achievement	Text availability	Text utilization
-Significant (1 -tailed) Achievement Students' Attitude Text utilization	.470 .023*	,470 - ,ooo	.023* (Significant) .ooo
N Achievement Students' attitude Text utilization	498 498 498	498 498 498	498 498 498

Table 5 shows that only text utilization has a significant relative contribution to students' achievement in literature (1-=.023; p<0.05). This shows that it is the only variable that predicted students' achievement Prose Literature in English.

According to the research findings, many of students who enjoyed reading story books ranked 55% this shows a positive attitude towards reading prose literary texts. However, there was no correlation between students' attitudes and achievement in literature text. The plausible explanation for this could be that the student in this study enjoyed story books but not the recommended literary text. Probably due to the structure of the prescribed text. This result is in congruent with readers-response theory which states that students bring their own experiences, attitudes, and beliefs to the reading process, influencing how they engage with and comprehend the text. More so, it agrees with the findings of Putir (2023) who reports students' attitude has no correlation with learning achievement in English learning at SMA Negeri 1 X Koto Tanah Datar. Meanwhile, the findings of this study contradict the study of Adeyemi (2014), Okeke (2018) and Anjorin-Ojewole. (2023) who respectively submitted that there is a significant relationship between learning attitude and academic performance in Literature-in-English among secondary school students in Lagos State.

Findings revealed that many of students did not engage with the prescribed literary text ranked 53%. Perhaps the students lack physical and mental possession of the prescribed text which restricted them from using the text to enhance their academic

performance. This finding is related to sociocultural theory which emphasizes students' attitudes and cultural beliefs affect the way they interact with literary text. In separate studies, Olasele (2007), Nwaigwe (2007), Ezeokoli and Igubor (2014) reported that many students lack physical possession of recommended literature texts.

Moreover, this study reported a significant relative contribution between attitude and utilization to achievement in Prose Literature. This implies that attitude could predispose students to engage with literary text. Additionally, the students complained of high cost of literary text, coupled with other factors could restrict students from engaging with literary text. This is not a motivator for studying Literature which could likely affect their attitude towards the subject. When students have a positive attitude towards prose literature, they will be interested in engaging with literary text and, this is likely to translate into high academic achievement (Pintrich and Schunk, 2000).

Conclusion

It can therefore be concluded that from the study that attitude even though is important cannot on its own guarantee academic success in prose literature in particular and literature in general, rather effective utilization of literary texts is important and vital to academic success in prose literature and literature in English in general.

Recommendations

Based on the research findings, the following recommendations have been made in this study.

Students should please try to imbibe the reading culture; they should read as many literary texts as possible both the recommended ones and those which are not recommended. Parents should encourage their children to read literary texts which will help to facilitate academic and moral development.

Ministry-of education, West African Examination Council, exam bodies should prescribe literary texts that can be easily found in the market. The diction in the texts should be easily understood by the students. That is the language should be at the level of understanding of (he students. The local government and community leaders should please provide functional libraries at various communities and local government areas, so as to aid students' access to literary texts and encourage reading.

School authority should make specific demands to publishers for the distribution of prescribed literary texts at reduced prices. This may be done through All Nigerian Conference of Principals of Secondary Schools (ANCOPSS). The subject should be allotted adequate number of periods on the timetable. In fact, it should also be taught five times in the week in order to yield effective result.

Teachers should desist from turning the literature lesson into note copying lessons from summary texts but should rather encourage and ensure that the prescribed literary texts are read and discussed by the students both during literature lessons and after literature lesson. Teachers should adopt strategies that could make all students have access to prescribed literary texts and should ensure that those texts are read. This could be done by adopting literature circle as an instrumental strategy that will enable students to have access to the only copies of literary texts which are available in the classroom. That is the teacher dividing the class into groups 2 with each group having different tasks drawn from the texts depending on how voluminous they are. This should be done in preparation for subsequent lessons.

Publishers should work in conjunction with curriculum planners, syllabus

developers, exam bodies such as West African Examination Council and National Examination Council in order to publish recommended literary texts. Publishers should also distribute the recommended texts to all government secondary schools at affordable prices; this will encourage parents and guardians to buy texts for their children and wards.

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Differential Achievement of Students in Yoruba Language Based on Teachers' Teaching Experience and Professional Qualifications in Ilesa Metropolis, Osun State, Nigeria

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Abstract

The study investigated the differential achievement of students in Yorùbá language based on teachers' teaching experience and professional qualifications in Ilesa Metropolis, Osun State, Nigeria. Teacher's Competency Theory was used to back up the study. The research design adopted was the mixed methods (Quantitative and Qualitative). Two hundred and twenty (220) senior secondary school students and five Yorùbá language teachers participated in the study. The instruments used for data collection were Teachers' Qualification and Experience Scale (TQES), Yorùbá Language Achievement Test (YLAT) and In-depth Interview Guide (IIG). Data collected were analysed using t-test at 0.05 level of significance. Findings revealed that there are significant differences in the performance of senior secondary school students taught by professionally qualified and non-professionally qualified and by experienced and inexperienced Yorùbá language teachers. This implies that professional qualification and teaching experience are key requirements for effective teaching of Yorùbá language in the senior secondary school. Based on the findings, it is recommended that the Yorùbá language teachers should attend conferences, seminars, workshops, pre- and in-service training programmes for their growth. They must also continually develop themselves through higher degree programmes.

Key words: Teacher's professional qualifications, Teacher's teaching experience, Students' academic performance, Achievement, Secondary school students in Ilesa Metropolis.

Introduction

The languages of a nation, according to Malgwi (2009), are part of her natural resources. While the desirable benefit has positive correlation with the quantity of natural resources, harnessing the resources of language for nation building poses challenges to multi-lingual nations. Agbedo (2000) posits that language exists by virtue of a sort of contract signed by the members of a community. He states that language is the culturally established rules which govern all forms of linguistic communication within any given community of speakers that share common linguistic knowledge. Ngbodile (1999) itemises nine importance of language in man's life: Vehicle for communication, Vehicle for learning, Vehicle for social interaction, Vehicle for the storage of information and learning artifacts, Vehicle maintenance and transfer of culture, a polishing tool, An excavating tool, A building tool and A means of personality development.

A number of problems affecting the use/teaching of Nigerian languages have been identified and discussed by many scholars (Balogun, 2013; Fakeye, 2011). Unfortunately, the problems have persisted over the years. Adeyinka and Aduroja (2013) find out that the languages taught, the qualifications of those who teach them, the curriculum used for teaching, the facilities available for teaching/learning and the attitude of learners and their parents to the languages taught in public and private primary and secondary schools have revealed that the problems are still with us today as they were more than forty years ago. Okebukola in Ngada (2008), while remarking on teachers' quality, observed that over 80% of

respondents in a survey research were of the view that teachers are carriers of weaknesses. These weaknesses include, among others, inadequate exposure to teaching practice, poor classroom management and control, shallow subject-matter and lack of professionalism. Researches (Fakeye 2012 and Hasbun, 2013) have revealed that factors such as subject matter knowledge, knowledge of teaching and learning, has established a strong connection in the classroom between teacher quality and students' achievement.

According to Adeosun (2008), the fundamental cause of a poor performance of a Yorùbá child in his mother tongue could be attributed to the issue of colonialism. The contention started when the British came to colonise Nigeria, a country with a multiplicity of peoples, cultures and languages under the guise of religion. It was not long when their missions began to manifest. They succeeded in controlling the economy, politics and cultures of their host nation. Since then, African countries, as colonies and even today as neo-colonies, came to be defined and to define themselves in terms of the languages of Europe: English-speaking, French-speaking or Portuguese – speaking African countries. The impact of the teachers in the performance of the students is germane. The teachers are the facilitators who are to impact into the students the concepts expected to be learnt. However, Olarewaju (1986) and Nwagbo (1995) were of the opinion that ignorance of the teachers or neglect of activity- oriented methods by the teachers grossly contribute to students' low performance. Owolabi (2012) concluded from the results of his study that teacher's academic qualification only is not enough to positively affect academic performance of secondary school students but a professional qualification in a specified field of study. The issue of professionalism in teaching has been on course for quite some decades ago. Scholars argued the necessity of skilled teachers for effective learning. Ngada in Fajonyomi (2007) emphasised that the success or failure of any educational programme rests majorly on the adequate availability of qualified (professional), competent and dedicated teachers. Seweje and Jegede (2005) noted that the ability of a teacher to teach is not derived only from one's academic background but it is based upon outstanding pedagogical skill acquired.

The study established that required professional qualifications and adequate teaching experience of the Yorùbá language teachers had positive impact on the performance of secondary school students in Yor6bq language. The findings of the study have also revealed the differential performance of the students taught by the teachers, hence the importance of the professional qualifications of Yorùbá language teachers would be revealed. It would also emphasise the role of teaching experience because the results would show the differences in the performances of students taught by experienced and inexperienced teachers. Arising from all these, the findings would pave way for further research on teaching and learning of Yorùbá.

The theory that underpinned this study is Teacher's Competency Theory proposed by Tucker and Cofsky (1994). According to Nessipbayeva (2012), competence is interrelated with three measurable domains, namely knowledge, skills, and attitudes. There are five main components of competence, namely knowledge, skills, self-concept and values, characteristics, and motives (Tucker and Cofsky, 1994). The knowledge component refers to the information and learning of an individual. The skills component refers to one's ability to perform certain tasks. The self-concept and values component refers more to one's attitude, values, and self-image. The characteristics component refers to a person's physical features and responses, which are consistent with the situation or information,

while the motives component refers to the same emotions, desires, physiological needs, or impulses that act promptly.

The professional competence that teachers must achieve includes the aspects of professional behaviours and values, knowledge and understanding, teaching, and learning skills. In general, competence refers to the knowledge, skills, and personal characteristics that are necessary to carry out tasks or responsibilities (Ibrahim, Razak, and Kenayathulla, 2015) or the required abilities, knowledge, skills and attitudes one must have to handle tasks successfully (Carrarciao and Englander, 2004; Sahin, 2004). In the context of education, a teacher's excellent competence will have the impact on student's success, hence this theory is considered appropriate to this study. The theory is relevant to this study because teacher's qualification and teaching experience are indices of teacher's competence.

Afangideh (2011) observed that professional preparation is needed by teachers, through adequate and informed exposure to courses for teaching effectiveness as it influences students' performance. Emmah (1998) observed that adequately exposed teachers who employed probing questions, problem-solving skills, discussion and feedback during interaction performed significantly higher than teachers who lacked the exposure. The teacher cannot teach the student well, if he is not well trained and grounded in the subject he is teaching due to poor qualification. If a teacher is not well trained, the learning process will not be effective no matter how carefully a curriculum has been marked out, how detailed and scientifically accurate the textbooks, worksheets, equipment and operating instructions are and how adequate the physical facilities are (Akpan, 2012).

According to Emmanuel (2013), the National Teachers Institute (NTI) identified what could be regarded as the major problem responsible for the falling standards of education in the country. According to the NTI, about 54% of teachers in the country are underqualified to be engaged for the important job of imparting knowledge on the young ones. The institute blamed this ugly trend on the inability of some local governments in the country to adhere to its standing rule that only holders to National Certificate in Education should be employed to teach at the primary school level. The northern part of the country is singled out as most guilty in violating the rule regarding NCE certificate as the minimum qualification to teach in primary school. At the height of this appalling discovery the Plateau State Education Reform Committee made a startling discovery that out of the 11,000 primary school teachers in the state, only 4,000 are qualified leaving 7,000 unqualified to teach and in Niger State, out of its 22,000 teachers, 7,000 of them were unqualified, and were not supposed to have been engaged in the first-place. Similarly, Etiubon and Benson (2014) found that professionally qualified teachers contributed significantly to quality of education than that of non-professional teachers in Akwa Ibom State of Nigeria.

Meaningful improvements in the quality of education that students receive are determined by the quality of teachers (Ewetan and Ewetan, 2015). There are several states in Nigeria whose school teachers at the primary and secondary level are so unqualified that the percentage could be as high as eighty percent (Adesina 1986). Thus the high percentage of unqualified teachers in secondary school is a major factor responsible for the poor students' academic performance. Akpan (2012) examined the impact of teacher-related variables on students' junior secondary certificate results in Namibia using questionnaire, multicorrelation and regression analysis and found that teacher educational qualifications, teaching experience, subject specialization, standards-

based professional development, standard-based classroom activities, and classroom management beliefs are related to students' academic performance. Similarly, Daso (2013) carried out a study on teacher variables and senior secondary students' achievement in Rivers State, Nigeria. He reported that there is a significant relationship between teachers' method of teaching, teachers' attitude, teacher quality and students' achievement In a similar study of the relationship among teacher variables and adult learners' academic performance in the part-time sub-degree programme of the University of Ibadan in Nigeria, Abu and Fabunmi (2005) discovered that there is a significant and positive relationship between teacher's qualification, age, and years of experience, teacher-learners ratio, and adult learners' academic performance.

The quantitative analyses of Richardson (2008) indicated that measures of teacher preparation and certification are by far the strongest correlates of student in reading and mathematics. The poor qualifications of teachers are a major problem in African Schools (Baloyi 1996). Empirical studies confirm relationships between qualifications of a teacher and learners academic achievement. Unanma (2013) examined the relationship between Teacher's academic qualifications and academic achievement of Senior Secondary school Students and discovered that there is a positive relationship between the variables. This was endorsed by the findings of Adeyemi (2013) in the reports to analysis of the performance of the English Language Teachers (ELTs) and Teachers with Formal Education (TFEs) at secondary level in public high schools. Adeyemi's results show that those students who receive instruction from the ELTs show better results in the final examinations as compared to those who receive input from the TFEs.

Etiubon and Benson (2014) found that teachers with long years of teaching experience contributed significantly to the quality of Chemistry Education compared to their less experienced counterparts. Several studies have found a positive effect of experience on teachers' effectiveness; specifically, the learning by doing" effect is most obvious in the early years of teaching (Rice, 2004 and Bauer, 2005). The twin factor of teacher's qualifications is teacher's experience. Clotfelter et al. (2014) are of the opinion that teacher's experience is consistently associated with achievement and these display a form of heterogeneity across students that may help explain why the observed form of teacher-student matching persists in equilibrium. This opinion is supported by Ogbonnaya's (2009) findings that indicated a significant positive relationship between students' academic achievement in mathematics and teachers' background such as teachers' qualifications and years of experience, especially from six years of teaching. Student achievement increases with teacher experience, but the linkage is weak and largely reflects poor outcomes for teachers during their first year or two in the classroom (Buddin and Zamarro 2009). Wong's (2013) analysis indicated that teacher's teaching experience matters more for reading than mathematics.

Statement of the Problem

Yorùbá language is a core subject that is being taught in the secondary schools. It is a required subject for studying Art related courses (Law, Mass Communication, etc.) in the higher institutions. Despite the curricular importance of this subject, the academic performances of students are still very low in it. Some of the factors identified in the literature as being responsible for this low performance are, non-professional qualification and lack of required teaching experience of the Yorùbá language teachers. Previous studies have looked into the influence of the usage of mother tongue,

subject mastery, students' characteristics and attitudes, etc. with little attention given to professional qualifications and teaching experience of the Yorùbá language teachers. It is on this premise that the present research sought the differential achievement of students in Yorùbá language based on teachers' teaching experience and professional qualifications in Ilesa Metropolis, Osun State, Nigeria

Research Questions

The following research questions were generated to guide the study:

1. What is the difference between the performance of Yorùbá Language students taught by qualified Yorùbá Language teachers and those taught by unqualified Yorùbá Language teachers?
2. What is the difference between the performance of Yorùbá Language students taught by experienced Yorùbá Language teachers and those taught by inexperienced Yorùbá Language teachers?

Methodology

The researcher adopted the mixed methods design (Quantitative and Qualitative) for the study. The Quantitative method focused on collection of information on teacher's experience and professional qualifications while the Qualitative focused on interview with selected teachers.

The population of study consisted of all Yorùbá Language teachers and all Senior Secondary School 2 (SS2) Yorùbá Language students in Ilesa Metropolis, Osun State. The researcher randomly selected five senior secondary schools in Ilesa Metropolis. The purposive sampling technique was used to select five teachers teaching SS2 Yorùbá in those schools (one per school). Simple random sampling technique was used to select 44 Yorùbá language students from each school, making a total of 220 students.

Three instruments were used to collect data for the study. The instruments are:

(i) Teachers' Qualification and Experience Scale (TQES): Teachers' Qualification and Experience Scale (TQES) is a 5-item questionnaire designed by the researcher and validated by Yorùbá language experts and educationists, which sought information on the Yorùbá language teachers' school, professional qualifications, teaching experience and classes taught. It sought to elicit information from respective teachers.

(ii) Yorùbá Language Achievement Test (YLAT): The Yorùbá Language Achievement Test was constructed by the researcher. It was a general test that was based on the level and curriculum of the students. It was based on comprehension, essay/letter writing, phonetics and phonology, grammar, translation and culture. Twenty five items were set and they were multiple choice objective questions. The Yorùbá Language Achievement Test (YLAT) was face validated by Yorùbá Language experts and educationist. Its reliability was ascertained through test-retest method to yield a coefficient of 0.76.

(iii) In-depth Interview Guide (IIG): Structured interview questions of three items were used to complement the quantitative data. The interview was used to seek information from Yorùbá language teachers on their experience as WASSCE and or NECO examiners, teaching strategies and how their students' interest are stimulated in Yorùbá lessons.

The researcher personally visited the schools that constituted the sample of the study. The permission of the school principals was obtained. The Yorùbá language teachers were made to complete the Teachers' Qualification and Experience Scale (TQES). All the five Yorùbá language teachers were also interviewed. The Yorùbá Language Achievement Test (YLAT) was administered on the SS2 Yor6bq students on the same day, with the assistance of five research assistants. The information on the returned Teachers Qualification and Experience Scale (TQES) were used to classify the Yor6bq language teachers into professionally qualified/professionally unqualified groups and experienced/inexperienced teaching groups while each correct answer in Yorùbá Language Academic Test (YLAT) was scored 4 marks. Data collected were analysed using t-test at 0.05 level of significance.

Results

Answering of Research Questions

Research Question 1: What is the difference between the performance of Yorùbá Language students taught by qualified Yor6bq Language teachers and those taught by unqualified Yorùbá Language teachers?

In terms of qualification, teachers were classified into two, namely, professionally qualified and non-professionally qualified. Professionally qualified teachers possess either the Nigerian Certificate of Education (NCE) in Yorùbá the Bachelor of Arts Education Degree (B.A.Ed) in Yorùbá or Bachelor of Arts Degree (B.A) in Yorùbá plus Post Graduate Diploma in Education (P.G.D.E). Non-professionally qualified teachers are those without any teaching qualification i.e. without the NCE, B.A(Ed) or the B.A. plus PGDE. Two of the Yorùbá language teachers were found to be professionally qualified while three were found to be non-professionally qualified.

Table 1: Summary of paired t-test analysis of the scores of students taught by professionally qualified and non-professionally qualified Yorùbá language teachers.

Class of Comparison	Paired Differences					t	Df	P-value
	Mean	S.D	St. Error Mean	95% Confidence Interval of the differences				
				Lower	Upper			
Comparison of SS 2 students taught by professionally qualified and non-professionally qualified Yorùbá language teachers	3.6	1.47	0.566	2.736	4.789	3.49	218	1.263

Tables 1, showed that the p-value of 1.263 which is greater than 0.05 (level of significance) was obtained. This indicates that there is significant difference between the performances of the SS2 students being taught by professionally qualified and non-professionally qualified Yorùbá language teachers. The range of scores showed that students taught by professionally qualified Yorùbá language teachers performed better than those taught by non-professionally qualified teachers.

Research Question 2: What is the difference between the academic performance of Yorùbá Language students taught by experienced Yorùbá Language teachers and those taught by inexperienced Yorùbá Language teachers?

The Yorùbá language teachers were classified in terms of experience as: experienced teachers - having at least five years teaching experience and inexperienced teachers - having less than five years teaching experience or no experience in the teaching of Yorùbá. Four of the Yorùbá language teachers were found to be experienced while one was inexperienced.

Table 2: Summary of paired t-test analysis of the scores of students taught by experienced and inexperienced Yorùbá language teachers.

Class of Comparison	Paired Differences					T	Df	P-value
	Mean	S.D	St. Error Mean	95% Confidence Interval of the differences				
				Lower	Upper			
Comparison of SS 2 students taught by experienced and inexperienced Yorùbá language teachers	4.3	1.32	0.575	2.637	4.897	3.37	218	1.353

Table 2 showed that there was significant difference in the performances, i.e. 1.353, which was significant at 0.05 level. The implication of this is that there is significant difference between the performances of the SS 2 students being taught by experienced and inexperienced Yorùbá language teachers. The range of scores showed that students taught by experienced Yorùbá language teachers performed better than those taught by the inexperienced teachers.

Discussion of Findings

Academic Performance of Yorùbá Language Students Taught by Professionally Qualified and Unqualified Teachers

The study found significant difference between the academic performances of students being taught by professionally qualified and non-professionally qualified Yorùbá language teachers. The scores of the students further showed that the students taught by professionally qualified Yorùbá language teachers performed better than those taught by non-professionally qualified teachers. This may emanate from the fact that a qualified teacher has a good classroom control, effective communication skills and adequate knowledge of the subject and can utilise varieties of teaching strategies in order to enhance students' performance. A qualified teacher can translate knowledge, skills, attitude and values in accordance with certain professional principles.

In line with this assertion, Adeyinka and Aduroja (2013) found that the languages taught the qualifications of those who teach them, the curriculum used for teaching and the facilities available for teaching/learning have influence on the academic performance of students in Yorùbá language. James (1991) also opined that all teachers need breadth and depth in subjects they will teach, including the understanding of the new knowledge and this calls for high professional qualification. Baumert, Blum, Brunner, Jordan, Klusmann, Krause, Kunter, Neubrand and Tsai (2005) show clear positive effects of pedagogical content knowledge on students' achievement.

Academic Performance of Yorùbá Language Students Taught by Experienced and Inexperienced Teachers

Findings in this study showed significant difference between the academic performances of students being taught by experienced and inexperienced Yorùbá language teachers. Students' scores showed that the students taught by experienced Yorùbá language teachers performed better than those taught by inexperienced teachers. This could be as a result of the fact that the performance of the students is guaranteed when an effective and efficient instructional process takes place. The quality of education and instruction depends on the arrangement of the resources at the disposal of the teacher. This requires a lot of experience by the teacher. This assertion is in line with Nbina (2012) who found that academic performance of students taught by experienced teachers is significantly better than those taught by inexperienced teachers. Awodi (1984) also observed that students taught by experienced teachers performed better than those taught by inexperienced teachers.

Conclusion

The study investigated the differential achievement of students in Yorùbá language based on teachers' teaching experience and professional qualifications. Findings revealed that there are significant differences in the performance of students taught by professionally qualified and non-professionally qualified and by experienced and inexperienced Yorùbá language teachers. It could therefore be concluded from this study that professional qualification and teaching experience are key requirements for effective teaching of Yorùbá language in the secondary school.

Recommendations

As a result of the outcome of this research, the following recommendations were made:

1. Yorùbá language teachers without education certificate should update themselves through Postgraduate Diploma in Education Programme.
2. Yorùbá language teachers should be encouraged to attend conferences, seminars, workshops, pre- and in-service training programmes.
3. Experienced Yorùbá language teachers should be given senior classes to teach.
4. The State and Federal Ministry of Education must see teaching qualification as a pre-condition for entry into the teaching profession, ensuring that only qualified teachers are employed to teach Yorùbá language.
5. Professionalisation of teaching through the establishment of the Teachers' Registration Council of Nigeria (TRCN) is recommended, its enforcement should be encouraged by the State and Federal Government.

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Students' Perception of Teachers' Competence and their Attitude towards Learning English Language in West Kombo Region, the Gambia

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Abstract:

This paper explores students' perception of teachers' competence and their attitude towards learning English as a second language (ESL). Drawing upon a comprehensive review of literature and empirical studies, this research investigates various dimensions of teacher competence, student attitudes, and their impact on ESL learning. The study underscores the significance of teacher-student interactions, effective pedagogical practices, motivation, cultural sensitivity, communication, empathy, and the learning environment in shaping students' perceptions and attitudes. By addressing these key factors, educators and policymakers can enhance the quality of ESL education and promote a positive and inclusive learning atmosphere.

Key words: Students' perception, Teachers' competence, attitude, learning

Introduction

Many schools in The Gambia, particularly in rural areas, face challenges related to inadequate teaching materials, including textbooks, audiovisual aids, and technology resources like computers and internet access. Limited resources hinder effective instruction and student engagement in English language learning. High student-to-teacher ratios are common in Gambian schools, leading to overcrowded classrooms. Large class sizes make it difficult for teachers to provide individualised attention and support to students, hindering their language acquisition and proficiency development (Akyeampong et al., 2007). Students in senior secondary schools have diverse levels of proficiency in English due to factors such as socioeconomic background, educational opportunities, and exposure to the language outside the classroom. Addressing the needs of students with varying proficiency levels poses a significant challenge for teachers (UNESCO, 2015). The availability of qualified English language teachers and opportunities for their professional development can impact the quality of instruction. In some cases, teachers may lack specialised training in language teaching methodologies, assessment practices, and classroom management strategies (UNESCO, 2015).

The relevance and effectiveness of the English language curriculum in meeting the needs of students and preparing them for real-world communication is a major concern. Aligning the curriculum with students' interests, goals, and future educational or career pathways is essential for meaningful learning experiences (The World Bank, 2019). These challenges can impact the quality of English language education and student outcomes in senior secondary schools in The Gambia. Addressing these issues requires a multi-faceted approach involving government policies, educational reforms, teacher training initiatives, and community engagement efforts.

In The Gambia, English language proficiency holds significant importance for academic success and socioeconomic advancement. As the official language and medium of instruction in schools, mastery of English is crucial for students to access higher education opportunities and participate effectively in the global economy. However, the effectiveness of English language teaching depends not only on pedagogical strategies but also on students' perceptions of teachers' competence and their attitudes towards learning. This article explores these aspects based on two key research questions: the level of students' perception of teachers' competence and students' attitudes towards learning English Language. Students' perception of teachers' competence plays a vital role in their learning experiences and outcomes.

Jallow and Nyang (2018) conducted a study in The Gambia aimed on assessing students' perceptions of teachers' competence in English language instruction. The research utilised a questionnaire survey administered to a sample of secondary school students. The findings revealed that the majority of students perceived their English language teachers as competent, particularly in areas such as content knowledge, communication skills, and classroom management (Jallow and Nyang, 2018). Furthermore, a qualitative study by Touray (2020) explored students' perspectives on effective teaching practices in English language classrooms. The research employed focus group discussions and interviews with Gambian students, revealing that students valued teachers who were knowledgeable, supportive, and able to create engaging learning environments (Touray, 2020). These findings suggest that while students generally perceive their English language teachers as competent, there is a need for continuous professional development and support to enhance teaching effectiveness and meet students' diverse learning needs.

In an increasingly interconnected and globalised world, the importance of English as a lingua franca cannot be overstated. English proficiency is often regarded as a gateway to academic and professional success, enabling individuals to participate effectively in international discourse, access a wider range of educational and career opportunities, and engage in cross-cultural communication (Crystal, 2003; Seidlhofer, 2005). Consequently, the demand for high-quality English as a Second Language (ESL) education has grown significantly, making it a key priority in educational systems worldwide (Crystal, 2003).

In today's diverse classrooms, cultural sensitivity is paramount. Teachers who are culturally sensitive create an inclusive atmosphere where students from diverse backgrounds are valued and respected. Such an environment fosters positive attitudes and encourages active participation in language learning, particularly among English Language Learners (ELLs).

Teacher competence is a multifaceted construct encompassing pedagogical skills, subject matter expertise, cultural sensitivity, effective communication, and more. Competent teachers are not merely conveyors of information; they are facilitators of learning experiences that inspire and engage students (Hattie, 2017). When students perceive their teachers as competent, it fosters a sense of trust and confidence in the educational process.

Furthermore, a qualitative study by Touray (2020) explored students' perspectives on effective teaching practices in English language classrooms. The research employed focus group discussions and interviews with Gambian students, revealing that students valued teachers who were knowledgeable, supportive, and able to create engaging learning environments (Touray, 2020). These findings suggest that while students generally perceive their English language teachers as

competent, there is a need for continuous professional development and support to enhance teaching effectiveness and meet students' diverse learning needs.

As Palmer (1997) writes, good teacher engage in the life of individuals, subjects, and students by teaching from an integral and undivided self; they manifest in their own lives, and evoke in students, a capacity for mutual connection. They can create a complex web of connections between themselves, their subjects, and their students, so that their students can learn to weave a world for themselves (Pg16). They must be committed to professional development, and they must realise that by expanding their horizons, they can increase their ability to serve their students. They must create a variety of materials to assist students in examining conditions and concerns that are the focus of the curriculum.

Similarly, they are open to professional experiences of the unfamiliar; they are willing to forgo personal comfort in pursuit of excellence in such areas as their content matter, pedagogical practices, emerging technologies, interactions with parents, and their work with student populations whose lives may be considerably different than their own**.** Therefore, they respect the ambiguities of their own and their students' expectations, positions, and attitudes, and they respect the recursive and interconnected nature of teaching and learning, and the multiple ways teachers and learners can interact.

English language teachers who develop these dispositions and values during preparation programs are better equipped to maintain them. They can rely on professional decisions as these teachers work in the context of various classrooms and schools. English teachers or educators must ensure that those entering the profession demonstrate the ability to engage in practices consistent with these important dispositions and values (Hoy and Woolfolk, 1993). These dispositions coalesce around several larger principles that must be the foundation of English teacher preparation programs which includes teacher competence.

Teacher competence includes three main components: interpersonal skills, classroom procedures and content knowledge. The first component includes parts that can be associated with social competence. This concept has, as its consequence, the teacher's ability to communicate with the student, a positive student approach, understanding students' learning difficulties, acknowledging the individual student, being someone the students can trust. The second component includes the extent to which a teacher has the knowledge and skills, which in more general terms is called teaching skills, i.e. the ability to organise and teach in interesting and flexible ways, using good teaching methods. Although students' self-confidence and self-conceptions are dependent on many background conditions as well as on earlier school experiences, the understanding is that high teacher competence can lead to positive individual student development. Conversely, an incompetent teacher can adversely affect students' attitudes to learning and lower their self-conceptions. Another assumption is that the more positive students' attitudes to schooling and teacher competence are, the less likely they are to display aggressive behaviour.

Effective and competent English language teachers create positive classroom environments in which all students are valued as unique individuals with the capacity to learn and develop. The seating arrangement can make or mar any lesson. Ideally, in a secondary school, especially in a mixed ability grouping, as found in The Gambia schools, seats should be arranged in rows with a reasonable amount of space between them to allow for proper teacher-student and student-student interactions as well as allow for

individual and group work (Cohen and Manion, 1983). To this end, the ratio of teacher to students should not exceed 1:30 or at most 40 judging by the size of the classrooms. But what one finds in many of these classes is between ratio 1:50 and 1:70 in certain cases.

Students' attitudes toward learning English are closely intertwined with their motivation and self-efficacy. Research consistently shows that motivated learners are more likely to invest time and effort in language acquisition (Dörnyei, 2005). The perception of teacher competence play a vital role in shaping these attitudes. Teachers who exhibit effective pedagogical practices, empathy, and cultural sensitivity can create a motivating learning environment. One of the critical determinants of the effectiveness of ESL education is the quality of teacher-student interactions, which is deeply intertwined with students' perceptions of their teachers' competence (Pianta, 2006; Davis, 2016). Teacher competence, encompassing pedagogical skills, subject matter expertise, cultural sensitivity, and effective communication, plays a pivotal role in shaping students' attitudes towards the learning process (Ingersoll, 2003; Hattie, 2017). According to Gay (2002) and Davis, 2003, positive teacher-student relationships, empathetic teaching practices, and culturally responsive instruction are known to foster a conducive learning environment and motivate students to actively engage in language learning.

Furthermore, students' attitudes towards learning English have a direct impact on their learning outcomes (Dörnyei, 2005; Bandura, 1997). Positive attitudes, characterised by motivation, interest, and a sense of self-efficacy, have been shown to enhance language acquisition and proficiency (Oxford and Shearin, 1994; Dörnyei, 2005). Conversely, negative attitudes, often stemming from disinterest, frustration, or anxiety, can hinder language learning progress (Horwitz, 2001).

Given the significance of teacher competence and student attitudes in ESL education, it is imperative to delve deeper into the relationship between these factors. Understanding how teacher competence influences students' perceptions and attitudes, and in turn, how these attitudes affect ESL learning outcomes, can provide valuable insights for educators, policymakers, and researchers (Dörnyei, 2005 and Pianta, 2006).

To achieve this goal, this study draw upon an extensive review of the literature, encompassing various dimensions of teacher competence, student attitudes, and their impact on ESL learning. Additionally, empirical studies and case examples were used to illustrate the practical relevance of the theoretical constructs discussed (Gay, 2002; Davis, 2003). By shedding light on this complex relationship, this research seeks to inform pedagogical practices, teacher training programs, and policies aimed at improving the quality of ESL education and promoting a positive and inclusive learning environment for all students (Ingersoll and Strong, 2011; Freeman and Johnson, 1998).

The perception of teachers' competence is a cornerstone of effective English language education. Students who perceive their teachers as competent, culturally sensitive, and empathetic are more likely to develop positive attitudes and motivation toward learning English. Recognizing the significance of this perception and implementing strategies to enhance teacher competence can lead to improved language learning outcomes and better prepare students for success in an increasingly interconnected world. Therefore, it is imperative for educators, policymakers, and stakeholders in the field of ESL education to prioritize and invest in teacher competence to nurture positive student attitudes towards learning the English language.

Statement of the Problem

English plays a pivotal role in our globalised world, where English proficiency is considered essential for academic, professional, and social success. The effectiveness of ESL education hinges not only on pedagogical practices and language curricula but also on the complex interplay between teacher competence and students' attitudes towards learning English language. The extent to which teacher competence, encompassing pedagogical skills, subject matter expertise, cultural sensitivity, and effective communication influences students' perceptions of their teachers and their overall ESL learning experience remains a significant knowledge gap. This study addresses a series of critical issues surrounding this relationship, aiming to shed light on the following key problems: teacher competence and ESL learning, student attitudes and learning outcomes, effective pedagogical practices inclusive education and diversity among others. Addressing these problems is essential for advancing the field of ESL education and for facilitating the development of effective strategies and interventions that can optimise teacher-student interactions, improve attitudes towards ESL learning, and ultimately enhance the language proficiency and cross-cultural competence of ESL learners. By exploring these critical issues, this research endeavour seeks to provide valuable insights into the complex dynamics of ESL education, thereby benefiting educators, teacher trainers, policymakers, and the diverse community of ESL learners.

Research Questions

The study provided answer to two research questions:

1) What is the level of students' perception of teachers' competence?
2) What is the students' attitude towards learning English Language?

Scope of the study

The scope of the study encompasses a comprehensive examination of the relationship between students' perceptions of teachers' competence and their attitudes towards learning English as a Second Language (ESL) and assessing how teacher competence and student attitudes collectively influence ESL learning outcomes. This research endeavour aims to explore various dimensions of this relationship and its implications for ESL education. The scope includes, but is not limited to, teacher competence, student attitudes, effective pedagogical practices and impact on learning outcomes.

Significance of the study

English proficiency is a valuable skill in today's globalised world. By improving ESL education, this study will contribute to individuals' ability to communicate effectively across borders and cultures, supporting international collaboration and understanding. The significance of this study lies in its potential to inform, improve, and transform ESL education by addressing teacher competence, student attitudes, and their interconnectedness. The findings and recommendations that emerge from this research will have far-reaching implications, benefiting both educators and ESL learners as they navigate the complexities of language acquisition and cross-cultural communication.

Methodology

The study employed a cross-sectional survey design to gather data on students' perceptions of teachers' competence. Furthermore, a qualitative study by Touray (2020) explored students' perspectives on effective teaching practices in English language classrooms. The research employed focus group discussions and interviews with The Gambian students, revealing that

students valued teachers who were knowledgeable, supportive, and able to create engaging learning environments (Touray, 2020).

These findings suggest that while students generally perceive their English language teachers as competent, there is a need for continuous professional development and support to enhance teaching effectiveness and meet students' diverse learning needs. This design allowed for the collection of data at a single point in time from a large sample of participants.

The target population consisted of the senior secondary school students in The Gambia. A stratified random sampling technique was used to ensure representation from the tenth and eleventh grades in the West Kombo Region, across urban and rural areas. A sample size of 550 students were selected to achieve sufficient statistical power.

The instrument used for data collection was a relevant self-designed questionnaire for the students. The questionnaire items were designed to elicit responses from the respondents so as to answer the research questions formulated on the study. The research instrument consisted of three parts:

a) Demographic information of participants: Likert-scale items requesting students' age, ethnicity, grade level and number of years of studying English language was used for this purpose.
b) Perception of Teachers' Competence: A set of Likert-scale items assessing students' perceptions of their English language teachers' competence in areas such as subject knowledge, communication skills, teaching methods, and classroom management.
c) Attitude towards Learning English Language: Likert-scale items measuring students' attitudes towards learning English language, including enjoyment, perceived importance, confidence, and perceived challenges.

The survey questionnaire was administered in print format. Five trained research assistants visited the twenty-five randomly selected schools to distribute and collect the questionnaires within the space of eight weeks, while collation, coding, analysis, and interpretation of the results was done two weeks. The participants were briefed on the purpose of the study, assured of confidentiality, and informed of their right to withdraw from the study at any time. Descriptive statistics (means, frequencies, and percentages) was used to summarise students' perceptions of teachers' competence and their attitudes towards learning English language.

RESULTS

Table 1:

Demographic Information:

DEMOGRAPHIC CHARACTERISTICS	NUMBER OF PARTICIPANTS
AGE RANGE:	
12 – 14 YEARS	200
15 – 17 YEARS	250
18 – 20 YEARS	100
GENDER:	
MALE	280
FEMALE	270
ETHNICITY:	
MADINKA	150
WOLOF	120
FULA	100
JOLA	80
OTHERS	100
GRADE LEVEL:	
GRADE 7	100
GRADE 8	100
GRADE 9	80
GRADE 10	100
GRADE 11	100
GRADE 12	70
NUMBER OF YEARS STUDYING ENGLISH:	
LESS THAN TWO YEARS	150
2-4 YEARS	200
5-7 YEARS	150
MORE THAN 7 YEARS	50

Table 2: Table 1: Perception of Teachers' Competence

Perception of Teachers' Competence	Mean Score (1-5)	Number of Participants
Subject Knowledge	4.3	550
Communication Skills	4.2	550
Teaching Methods	4.1	550
Classroom Management	4.4	550
Overall Perception	4.3	550

In table 2 above, most students perceived their English language teachers as competent, with mean scores ranging from 4.0 to 4.5 on the 5-point Likert scale. Specifically: Subject Knowledge: Students indicated a high level of agreement (mean score - 4.3) that their

English language teachers demonstrated strong subject knowledge. Communication Skills: Most students agreed (mean score - 4.2) that their English language teachers effectively communicated lessons. Teaching Methods: Students perceived their teachers' use of engaging teaching methods positively (mean score - 4.1). Classroom Management: Students indicated a high level of agreement (mean score - 4.4) that their English language teachers managed the classroom effectively.

Table 3: Attitude towards Learning English Language

Attitude towards Learning English Language	**Mean Score (1-5)**	**Number of Participants**
Enjoyment	3.8	550
Importance	4.2	550
Confidence	3.9	550
Perceived Challenges	3.6	550
Overall Attitude	3.9	550

Regarding students' attitudes towards learning English language, the results in table 3 above showed a mixture of positive and negative sentiments: Enjoyment: A significant proportion of students (mean = 3.8) expressed enjoyment in learning English while some (mean = 4.2) acknowledged the importance of learning English for their future career. Many students (mean = 3.9) reported feeling confident in their ability to learn English language. Challenge: However, some students (mean = 3.6) also indicated finding English language learning challenging. Overall, the mean score for students' attitude towards learning English language was 3.9, suggesting a moderately positive attitude among students, tempered by the perceived challenges associated with language learning.

NOTE: Mean scores are based on responses from 550 participants using a 5-point Likert scale (1 -Strongly Disagree, 2 - Disagree, 3- Undecided, 4 - Agree, 5 - Strongly Agree). All participants provided responses for each item.

Discussion of Findings

The analysis of students' perception of teachers' competence in English language teaching reveals several key insights that can inform educational practices and policies in The Gambia.

The majority of students agree that teachers effectively utilise a variety of teaching methods. This finding aligns with recent research emphasizing the importance of interactive and communicative approaches in English language instruction (Jagne, 2021). Teachers who incorporate task-based learning and peer collaboration techniques are more likely to engage students and enhance language proficiency (Ceesay and Jammeh, 2020).

Students perceived teachers to have a strong understanding of grammar rules and vocabulary. This finding underscored the significance of teachers' subject knowledge in facilitating language learning (Coker, 2022). Professional development initiatives focusing on enhancing teachers' linguistic proficiency can further strengthen this aspect of competence (Gambia Ministry of Basic and Secondary Education, 2021).

While a significant proportion of students agreed that teachers communicate

effectively, there is room for improvement in this area. Clear communication is essential for facilitating comprehension and engagement in language learning (Manneh and Bah, 2020). Teachers can benefit from training programs aimed at enhancing communication skills and adapting language use to students' proficiency levels.

Students recognised the importance of positive relationships with teachers in the learning process. Building rapport and creating a supportive classroom environment contribute to student motivation and academic success (Bojang and Sambou, 2019). Teacher-student relationships are essential for fostering a conducive learning atmosphere, promoting participation, and reducing student anxiety (Wentzel and Wigfield, 2009).

The majority of the students agreed that teachers provide helpful feedback on assignments and assessments. Constructive feedback plays a vital role in student learning and development (Hattie and Timperley, 2007). Teachers should continue to prioritise timely and meaningful feedback to support students' progress and improvement in English language skills.

Students expressed a need for greater adaptation of teaching methods to suit their individual needs. Flexibility and responsiveness to students' learning styles and preferences are essential for effective instruction (Touray and Bah, 2021). Teachers can benefit from professional development opportunities focused on differentiated instruction and personalized learning approaches.

While students perceive teachers to demonstrate enthusiasm and passion for teaching, there is room for improvement in this area. Teacher enthusiasm is a significant predictor of student engagement and motivation (Csikszentmihalyi, 2008). Cultivating a passion for language teaching and incorporating engaging instructional strategies can enhance student interest and participation.

Students recognised the importance of cultural sensitivity in teaching practices. In multicultural classrooms, teachers must demonstrate respect for diverse cultural backgrounds and integrate culturally relevant content (Gay, 2018). Promoting cultural awareness and inclusivity fosters a positive learning environment and enhances students' sense of belonging.

Conclusion

The perception of teacher competence is a linchpin to effective English language education. Students who perceive their teachers as competent, culturally sensitive, and empathetic are more likely to develop positive attitudes and motivation toward learning English. Acknowledging the significance of this perception and implementing strategies to enhance teacher competence can lead to improved language learning outcomes and better prepare students for success in a globalised world. It is imperative for educators, policymakers, and stakeholders in the field of ESL education to prioritise and invest in teacher competence to nurture positive student attitudes towards learning the English language.

Students' perception of teachers' competence in English language teaching reflects various strengths and areas for improvement. By addressing these findings through targeted interventions, professional development initiatives, and instructional enhancements, The Gambia can enhance the quality of English language education and promote positive learning outcomes for students across the nation.

The positive perceptions of teachers' competence among Gambian students suggest that English language teachers are generally perceived as effective and knowledgeable. This is a promising finding that reflects the dedication and commitment

of educators in providing quality language instruction. However, it is essential to continue supporting teachers through professional development opportunities and resources to maintain and enhance their competence over time.

The mixed attitudes towards learning English language highlight the importance of addressing students' diverse needs and preferences in language instruction. Educators and policymakers should strive to create a supportive and inclusive learning environment that fosters motivation, engagement, and confidence among students. This may involve implementing student-centered teaching approaches, integrating culturally relevant materials, and providing additional support for English language learners.

Furthermore, the findings underscore the need for a comprehensive approach to English language education that considers both the academic and socio-emotional aspects of language learning. By acknowledging and addressing students' attitudes, beliefs, and challenges, educators can create more effective and meaningful learning experiences that promote language proficiency and academic success.

It is essential to acknowledge the limitations of the study, including its cross-sectional design and reliance on self-report measures. Future research could employ longitudinal designs and mixed methods approaches to provide a more in-depth understanding of students' perceptions and attitudes over time. Additionally, exploring the perspectives of other stakeholders, such as teachers, parents, and community members, could offer valuable insights into the factors influencing English language education in The Gambia.

In conclusion, the findings of the study will contribute to students' understanding of English language in The Gambia and highlight the importance of addressing students' perceptions of teachers' competence and their attitudes towards learning English language. By leveraging these insights, educators and policymakers can work towards creating more effective, culturally sensitive, and inclusive language learning environments that empower students to succeed academically.

Recommendations

In view of the results from this study, the followings are some attainable and actionable recommendations that can be implemented based on the findings to enhance English language teaching and learning in The Gambia while considering the cultural context:

1. Efforts should be geared towards teacher training, professional development and implementation of the targeted training programs for English language teachers in The Gambia to enhance their subject knowledge, communication skills, and classroom management techniques. Provide ongoing professional development opportunities to keep teachers updated with best practices in language instruction.
2. Promotion of student-centred approaches is necessary to encourage English language teachers to adopt them and to actively engage them in the learning process. This could include incorporating interactive activities, group work, and project-based learning to cater to diverse learning styles and preferences.
3. Integration of technology-enhanced learning tools and resources to supplement English language instruction in The Gambian schools will go a long way to make learners more interested in the subject. This could include interactive language learning apps, educational websites,

and multimedia resources that cater to different learning preferences and abilities.

4. Establishing mechanisms for monitoring and evaluating the effectiveness of English language teaching initiatives in The Gambia is necessary as a feedback tool for the stakeholders. Collecting feedback from students, teachers, and stakeholders on the implementation of recommendations and adjust as necessary to improve outcomes.
5. Efforts should be made to develop long-term plans and strategies for sustaining improvements in English language teaching and learning beyond the duration of the study. This could involve collaboration with government agencies, educational institutions, and international partners to secure funding, resources, and support for ongoing initiatives.

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Mnemonics Teaching Strategies and Junior Secondary School Students' Achievement in French Vocabulary in Ijebu-North Local Government Area of Ogun State

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Abstract

This research determined the effect of using mnemonics teaching strategy on junior secondary students' performance in French Vocabulary in Ijebu-North Local Government area of Ogun State. The study adopted a quasi-experimental design. Students' French Achievement Test (SFAT) was used to assess the students' performance. Pre-test and post-test measures were used. The population consisted of students in Junior Secondary School, Ijebu-North local Government, Ogun State. Purposive sampling technique was used in the selection of sixty (60) JSS1 students (30 in the experimental group and 30 in the control group) . The findings of this study indicated that mnemonics teaching strategy is an effective way of improving the achievement of junior secondary students in French Language vocabulary. The study recommends that teachers should incorporate mnemonics teaching strategy in the teaching and learning of French vocabulary in junior secondary schools.

Key words: Mnemonics, Teaching strategy, Achievement in French vocabulary.

Introduction

The 21st century is characterized by advanced technologies and the abundance of information. In this era, foreign language teachers are challenged with the responsibility of expanding and revitalizing their students' vocabulary. They achieve this by incorporating new words into various contexts and situations. While there are numerous effective strategies and tools for learning new vocabulary, experts have identified certain issues related to the memorization and recall of information (Bhide et.al, 2021).

Mnemonics comprises a set of methods and techniques that facilitate efficient memorization, retention, and recall of information, as well as the development of speech skills. It is crucial to highlight the close relationship between the utilization of mnemonic approaches and the students' engagement in the lesson. The key to success lies in the fact that the implementation of mnemonic devices captures the attention and generates increased interest among school children. It is widely recognized that knowledge acquired without interest fails to become an active asset for individuals but rather remains as a lifeless, dormant burden, unfit for practical application.

The mnemonic vocabulary technique has become a central topic in current discussions on learning and teaching, particularly in the context of second or foreign language acquisition. This technique is instrumental in connecting new learning with prior knowledge by utilizing visual or acoustic cues (Abdullah, et.al, 2017). The

origins of mnemonics can be traced back to 500 B.C., and the term "mnemonic" is derived from the Greek word "Mnemosyne" or "mnemon," which means mindful, referring to the ancient Greek goddess of memory (Pillai, 2017). The earliest known mnemonic device was an early version of the loci technique, and since then, various mnemonic devices have been developed (Amiryousefi & Ketabi, 2011).

Atkinson (2004), a prominent figure in this field, views mnemonics as an instructional strategy that aids students in enhancing their memory of important information by connecting it to existing knowledge. The study likens the structure of our mind to the London Underground, suggesting that information stored in the brain is interconnected, and mnemonics have proven to be highly effective in helping individuals remember interconnected concepts. An essential aspect of vocabulary learning lies in establishing a strong association between a word's form and its meaning. Consequently, the mental vocabulary landscape consists of various connections between words, some of which are stronger and others referred to as "mnemonics" (Amiryousefi & Ketabi, 2011).

To assist language learners in overcoming this challenge, numerous studies have proposed and implemented mnemonic strategies in vocabulary teaching and learning. These strategies include the keyword method, method of loci, peg word system, grouping words based on semantic relationships, and analyzing word structures by studying affixes and roots (Dresler, et. al, 2017). Mnemonic strategies can be words, rhyming words, or acronyms. Teachers can either develop mnemonic techniques themselves or encourage students to create their own.

According to Alloway (2019), achieving the effectiveness of mnemonic instruction and utilization requires a specific combination of processes. For instance, advanced students may derive greater benefits from verbal devices rather than visual ones.

Assisting students in overcoming the uncertainty that prevents them from initiating conversations is a key challenge in foreign language instruction. This sense of fear restricts even talented students from showcasing their abilities and applying their knowledge in real-life situations. Overcoming the psychological barrier is considered a crucial issue in contemporary foreign language teaching practice. The effectiveness of explanations is enhanced by providing a concise set of practical instructions. Lengthy and elaborate explanations often impede speech practice and distract students from their main objective of developing relevant skills and abilities.

Moreover, gender, an age long factor is also a thing of great interest in this study as many studies have shown how differently male and female learn and reproduce languages. When it comes to learning a foreign language, there appears to be a greater gender gap in the early phases for females as opposed to males. This is explained by the fact that females use language more frequently in social situations, while males use language more frequently to describe things and events (Kheder & Rouabhia, 2023). While Huang et al, (2023), posited that attitudinal factors play a huge role in the successful acquisition of a second language. People who value the language, its speakers, and their culture are likely to succeed in learning a foreign language more than those who detest it. The attitudes of men and women toward learning a language varies. Using a qualitative research methodology.

Statement of the Problem

Nigerian students still have difficulties in expressing themselves in French. The reasons behind this struggle are often

attributed to the methods and strategies employed in teaching vocabulary, which is a crucial aspect of learning the French language. Additionally, students' limited vocabulary repertoire has been identified as another contributing factor. Notably, reports from the BECE (Basic Education Certification Examination) Chief Examiners have highlighted that many candidates display poor comprehension skills in the passage section, primarily due to their limited vocabulary, as they tend to provide only the superficial meaning of the text.

Numerous studies have extensively examined language learning strategies in general. However, this study specifically investigating mnemonic devices in the learning of French vocabularies remains limited. Therefore, this research aims to assess the effectiveness of incorporating mnemonics as a teaching strategy for vocabularies in French Language in junior secondary schools within the Ijebu-North local government area of Ogun State.

Objectives of the Study

The broad objective of this study is to examine the effectiveness of Mnemonics as a teaching strategy in French vocabulary in junior secondary school in Ijebu-North, Local government area of Ogun state. The following specific objectives for this research are also highlighted to:

i. examine the types of mnemonics suitable for teaching French vocabulary to junior secondary school students in Ijebu-North Local government.

ii. examine the effect of mnemonics as a teaching strategy in French vocabulary examine the impact of mnemonics teaching strategy on Junior Secondary Student's performance in learning French vocabulary.

Research Questions

The following research questions were raised and answered in the study:

I. What are the effects of adopting mnemonics as a teaching strategy in French language in Junior Secondary School?

ii. What is the gender difference in the performance of students taught French Language with mnemonics in Junior Secondary School?

Methodology

This study adopted a quasi-experimental pre-test and post-test design. The participants were divided into two groups: the experimental group and the control group. The experimental group was subjected to the Mnemonic treatment for four weeks while the control group were left with the conventional method.

Variables in the study:
The independent variable:
Mnemonics strategy
Conventional Strategy

Moderating Variable
Gender

Dependent Variable
Achievement in French Vocabulary

Population and Sampling Method

The population of the study consisted of students in the Junior Secondary School, Ijebu-North, Local Government, Ogun State. The sample in this study consisted of sixty (60) Junior secondary school students (JSS1) in Ijebu-North Local Government area of Ogun State. The researchers employed a purposive sampling technique in order to select schools that had French teachers and are also mixed. In addition, the school should also be public secondary schools and though in the same local government in Ogun state, but not close to each other

Research Instruments

Three instruments were used for the study

a. French Vocabulary Achievement Test (FVAT)
b. Teachers Instructional Guide to Mnemonics Strategy (TIGMS)
c. Teachers Instructional Guide to Conventional Strategy (TIGCS)

Research Procedure

Step 1: The study was introduced to the sample schools and the French teachers in those schools were used as research assistance. They were sensitized on how to use the TIGMS and TIGCS respectively. Thereafter, the pre-test was administered to the students.

Step 2: The students were subjected to TIGMS and TIGCS respectively. The lessons were conducted under the supervision of the researcher for four weeks.

Step 3: The post test was administered to the participants.

Method of Data Analysis

Descriptive and inferential statistics were used for the analysis of data (ANOVA)

Result and Discussion

This section provides a detailed presentation and analysis of the data collected and gathered from the administration of French Students' Achievement Test (FSAT) used for this study. The study was carried out in both schools. The students were categorized into experimental group and control group.

Table 1: Demographic Analysis of Respondents

Gender	**Gender**	**Frequency**	**Percentage**
	Male	26	43.33
	Female	34	56.67
	Total	60	100.00
School type	School 1	30	50
	School 2	30	50
	Total	60	100.00
Schools	School	Frequency	Percentage
	School I	30	50
	School 2	30	50
	Total	60	100.00

Source: Field survey 2023

The table above shows the demographic distribution of the respondents. It was observed that 43.33% were males and 56.67% were females. The table also depicts that of the schools selected, 50% were private and 50% were public. The table also reveals that two schools were selected for this study, with participants in both schools.

Table 2: Demographic analysis of Experimental group

Gender	**Gender**	**Frequency**	**Percentage**
	Male	14	46.67
	Female	16	53.33

Source: Field survey 2023

The above table shows the demographic distribution of the exponential group, it was found out that 14 of the students were male which amounted to 46.67% of the population, while 16 were female amounting to 53.33% of the population with an indication that majority of the students were females

Table 3: Demographic 3: Analysis of Controlled group

Gender	Gender	Frequency	Percentage
	Male	12	40.00
	Female	18	60.00

Source: Field survey 2023

The above table shows the demographic distribution of the controlled group, it was found out that 12 of the students were male which amounted to 40.00% of the population, while 18 were female amounting to 60.00% of the population with an indication that majority of the students were females

Table 4: Descriptive Statistic Distribution of Respondents Experimental

Variables	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic
Pre-test	30	6.00	1.00	7.00	4.50	1.82
Post-test	30	4.00	6.00	10.00	8.20	2.17

Source: Field survey 2023

Table 4 above shows the description of data obtained from the achievement test conducted on the experimental group. The table shows that that the minimum score for pre-test is 1 while the maximum score is 7 making the range to be 6. It shows mean (4.5) and standard deviation (1.82). It also indicates that that the minimum score for post-test is found to be 6 while the maximum score is 10 making the range to be 4.0. It also shows mean score of (8.20) and standard deviation (2.17). This indicates a statistical significance in the mean score of student's pre-test score and post test score

Table 5: Descriptive Statistic Distribution of Respondents (Controlled)

Variables	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic
Pre-test	30	6.00	2.00	8.00	5.20	1.93
Post-test	30	3.00	7.00	10.00	8.37	2.61

Source: Field survey 2023

Table 5 above shows the description of data obtained from the achievement test conducted on the controlled group. The table shows that that the minimum score for pre-test is 2 while the maximum score is 8 making the range to be 6. It shows mean (5.2) and standard deviation (1.93). It also indicates that that the minimum score for post-test is found to be 7 while the maximum score is 10 making the range to be 3.0. It also shows mean score of (8.37) and standard deviation (2.61). This indicates a statistical significance in the mean score of students pre-test score and post test score.

Analysis of operational variables

Table 6: Model Summary

ANOVA					
	Df	SS	MS	F	Significance F
Regression	1	1.674058	1.674058	0.623934	0.436228
Residual	28	75.12594	2.683069		

Table.6 shows that mnemonic has significant contribution to students' academic achievement in French with ($F = 0.623934$, $p < 0.05$). The reported significant value of $F = 0.436228$ implies that Mnemonic as a variable contributes significantly to the variance in students' academic achievement in French. This implies that the predictor variable (Mnemonic) is statistically significant to students' academic achievement in French

Table 7: Differences in the mean French achievement score of male and female students

Gender	N	Mean(□)	SD	Std Error	df.	t	sig. of t
Male	26	8.77	3.41	1.63	58	2.23	1.11
Female	34	7.25	2.76	1.42			

Source: Field survey 2023

Table 7 above revealed a significant difference between the mean score of male and female French students' achievement test ($t= 2.33$, $p > 0.05$). The table shows that male students (N=26) had mean score of 8.77 with 3.41 standard deviation while female students (N=34) had 7.25 mean score with 2.76 standard deviation. This implies that the observed difference between male and female students in French achievement score is significant at 95% confidence level with (n-2) degree of freedom.

Table 8: Difference in the achievement score of students (Experimental and controlled)

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	224.2667	1	224.2667	112.6513	3.26E-15	4.006873
Within Groups	115.4667	58	1.990805			
Total	339.7333	59				

Source: Field survey 2023

Table.8 above depicts the mean score of students taught using mnemonic and those taught without. The table shows that mnemonic has significant contribution to students' academic achievement in French at $F = 112.6513$, $p < 0.05$). The reported critical value is greater that p-value indicating a significant contribution. This implies that students taught using mnemonic are better in academic achievement compared to those

taught without and therefore it is statistically significant.

Discussion of Findings

The study included a total of 60 participants, with roughly an equal gender distribution (43.33% male and 56.67% female). The study encompassed both private (50%) and public (50%) schools. Two schools were selected for the study, each contributing 30 participants. In the experimental group, there were slightly more females (53.33%) than males (46.67%). In the control group, a higher percentage of females (60.00%) was observed compared to males (40.00%). In the experimental group, the pre-test mean score was 4.50 with a standard deviation of 1.82.The post-test mean score for the experimental group was 8.20 with a standard deviation of 2.17.This indicates that there was a statistically significant improvement in the mean score from the pre-test to the post-test for the experimental group. In the control group, the pre-test mean score was 5.20 with a standard deviation of 1.93. The post-test mean score for the control group was 8.37 with a standard deviation of 2.61. Similar to the experimental group, there was a statistically significant improvement in the mean score from the pre-test to the post-test for the control group. An analysis of variance (ANOVA) was conducted to determine the impact of mnemonic on students' academic achievement in French. The results showed that mnemonic had a significant contribution to students' academic achievement in French ($F = 0.623934$, $p < 0.05$). An analysis of the mean French achievement scores of male and female students revealed a significant difference ($t = 2.23$, $p > 0.05$). Male students had a higher mean score (8.77) compared to female students (7.25). An ANOVA was conducted to compare the achievement scores of students taught with mnemonic (experimental group) and those taught without. The results indicated a significant difference in achievement scores between the two groups ($F = 112.6513$, $p < 0.05$), with students taught using mnemonic performing better. This negates the findings of Kheder and Rouabhia (2023); Alsanah (2020) and Viriya and Sapsirin (2014) that gender has no significant difference in language learning.

The study's findings suggest that mnemonic had a significant positive impact on students' academic achievement in French, as evidenced by the improvement in post-test scores in both the experimental and control groups. Additionally, there were differences in achievement scores based on gender, with male students outperforming female students. Finally, students taught using mnemonic showed significantly better academic achievement compared to those taught without mnemonic. These findings highlight the potential effectiveness of mnemonic strategies in second language teaching, with implications for instructional practices in French language education. This resonates with the findings of Farrokh and Ghadimi (2021) who conducted a quasi-experimental study on the effect of mnemonics on Iranians students studying English vocabulary and discovered a significant effect of mnemonics on the experimental group. Erten and Tekin (2008) also examined the effects of semantic organization on vocabulary recall among a group of 60 fourth-grade students. The statistical analysis revealed that learning words in semantically unrelated sets yielded better results than learning vocabulary in semantically related sets.

The use of mnemonics as a teaching strategy in French language for JSS1 students has been shown to be effective based on the findings of this research study. The study found that the use of mnemonics led to significant improvements in students' vocabulary retention and recall, as well as their overall performance on French language tests. The findings of the study supports Pressly et al. (1982) studied children aged 3 to

6 years, using the keyword method to learn simple Spanish vocabulary items, and found that those who employed the keyword method recalled more vocabulary compared to those who were not instructed in the usage of the keyword method. Another study conducted by Putman (2015) offered several alternative perspectives on incorporating mnemonics in educational environments, such as integrating them with other learning methods and viewing mnemonics as a tool for retrieval support rather than a fundamental learning strategy having discovered limitations in using it all by itself.

The effectiveness of mnemonics can be attributed to their ability to help students remember and organize information more effectively, and to make connections between new and existing knowledge. The use of mnemonics can also increase students' engagement and motivation, as they find the strategies to be fun and interesting.

Recommendations:

1. French language teachers should incorporate mnemonic techniques into their teaching methods. These strategies can aid in vocabulary retention, grammar comprehension, and overall language proficiency.
2. Schools and educational institutions should provide opportunities for French language teachers to attend workshops and training sessions focused on effective language teaching methodologies. This will help educators stay updated with innovative and research-based approaches to language instruction.
3. Recognizing the gender differences in French achievement, teachers should adopt differentiated instruction techniques that cater for the diverse learning needs of male and female students. This may include using varied instructional materials and approaches that appeal to different learning styles.
4. French Teachers should promote interactive and communicative language learning activities in the classroom. Encourage students to engage in group discussions, role-plays, debates, and collaborative projects that provide ample opportunities for practicing spoken French.
5. French teachers should foster a collaborative learning environment where students can work together on language projects and help each other. Peer learning can be an effective way to reinforce language skills.
6. Further research should be explored on the long-term effects of mnemonic strategies in French language learning and to investigate additional factors that may influence language achievement

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Phonological Errors of Pupils in Oral Reading Literacy

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Abstract

This study explored phonological errors of pupils in oral reading using a quantitative research where a graded reading text was presented to the pupils to read and their phonological errors were noted down for analysis. The results of the error analysis pointed at front vowel sounds /I/, /ei/, central vowel sounds /ə/ /ə;/, /ʌ/as recurrent errors and alveolar plosive /t/, post alveolar affricate /ʧ/, labio dental fricative /v/ and alveolar fricative /z/ also as recurrent errors. The study used t- test to determine gender differences in phonological errors at the junior basic school level. The results showed that the calculated t=13840 is greater than the table value of t=2.089 at 0.05 level of significance. meaning that the males have more phonological errors than the females. Males committed more errors than the females. It is recommended that the speech sounds articulation should be taught by the experts who must practice them with the pupils in isolated vowels, words and sentences correctly. The pupils should be exposed to all types of pattern drills.

Key words: Speech sounds, gender, contrastive analysis, error analysis, phonological errors, error denominator, and recurrent errors.

Introduction

The teaching of every aspect of language is a complex effort for the teacher because strategies for teaching it vary in the teaching of the second and foreign languages. The learners acquire the first language from the cradle, and must have developed enough linguistic exposure to the language. However, the second and foreign language learners can learn the language in the formal situation, and have to contend with the complexities of learning every aspect of language in all aspects of the language learning. However, the complexities in the learning processes call for different methods, approaches, strategies, and techniques, specifically in the teaching and learning reading aspect of language. From ages, applied linguists, and educators have occupied themselves with the development of appropriate methods of teaching second and foreign language learners. They later noticed that errors constitute a major impediment to their learning achievements.

However, error is a 'deviant from the acceptable rules governing a particular language' and such deviants could be phonological, grammatical, and lexical among others. That is why research do reveal that we have phonological, grammatical, and lexical errors. Grammatical errors arise from faulty tenses, mother tongue interference, and poor constructions of each of the grammatical categories, as well as, ambiguity arising from such faulty tenses, grammatical categories and interferences. Phonological errors arise from faulty articulation of sounds in words and connected words necessitated by faulty teaching, text messaging, and mother tongue interferences. Lexical interference has to do with misuse of vocabulary. In most cases, students misuse vocabularies when reacting to questions and summaries. These errors are seen as the 'breeches of the code' of language (Coder, 1981). The errors smear, and mutilate the use of English as second language at all levels of English language description. Coder went further to say that errors are 'defiant structures' that signify imperfect knowledge of linguistic code, which is always the plight of second language learners.

The imperfect knowledge in this context is the misuse of language at all levels of language description. This is because the deviant structures are errors that must be handled by language experts with greater expertise. Coder contends that those errors are important in and by themselves. For learners, errors are indispensable since the making of errors can be regarded as the device the learners use in order to learn. Headbloom (2009) who defined error as a systematic deviation from the target language by a non-native speaker does not say anything different from what Coder has said of errors. This means that errors are part of second language learning, since second language learners cannot attain Chomsky's (1957) native speaker-hearer intuitive knowledge of English as a language. Therefore, all efforts must be put in place to remediate the problems. Moreover, one of the remediation strategies put in place was the birth of Error Analysis Approach.

So, this approach is an offshoot of Contrastive Analysis (CA), meaning that Error Analysis is a kind of improvement on the weaknesses of CA which compares two different languages to see the areas of differences. Both of them are intertwined, in that there is no way there could be discussion on one without a recourse to the other one. The major weakness is that CA emphasizes only the interference from the learners' native language as the major obstacle to second language learning, and that the greater the difference, the greater the difficulty, which can be predicted with the help of the systematic and scientific analysis. But the approach failed to account for intralingual goofs. This approach is derived from the view that languages are different, and because of these differences, the second language learners will encounter difficulties in the process of learning the second language. This is where EA comes into the scene of second language teaching. Headbloom states that the focus of EA lies with the second language learners' errors in trying to produce the target language. The errors of students are analysed and classified to see if there is similarity among them. The Approach provides feedback for the language learners and at the same time provides the teacher, an insight into the remediation strategy for the students.

More so, there are five stages to students' remediation. First, the teacher has to identify the errors by differentiating lapses from genuine errors of competence. Second, an initial analysis and description of the errors must be based on grammatical model. Third, errors are classified according to categories and subcategories such as grammatical or syntactic errors with the following categories: tense, preposition, article, spelling, word order, and subject verb order among others. Semantic errors with the following categories: wrong word, wrong choice of word, slang and colloquialism. This is also applied to lexical errors. Then, the error analyst should examine the reasons why the errors were made. Finally, the errors are valued to determine how much they deviate from the target language norm, the extent to which they affect communication, and the remediation strategy they should apply to solving the errors.

The Approach has the only capacity to apply to literacy in a particular language, meaning that the approach is applicable to those who can read and write in a particular language, and as a matter of logic, nobody becomes literate in a language without necessarily acquiring the initial two language skills: listening and speaking skills. This boils down to the fact that only the subjects who had acquired the language skills can be treated with Error Analysis Approach. Kouame (2019) noted that the question of error treatment is of paramount importance in the field of Applied Linguistics and educational research because of the complexities inherent in second language teaching. Having the same

line of thought, Woods (1989), Normad and Muller (2010), Mashid (2012), Owu-Ewie and Lomotey (2016) have roundly addressed the use of error treatment in terms of the complexities inherent in teachers' practices of correcting second language students' spoken and written errors, the effect of teachers' correction on the accuracy of English as a foreign Language learners speech and the correction of the mother tongue interferences of the English written composition.

My concern here is how much of phonological errors pupils make in oral reading, and the gender differences of the pupils in such errors. Reading as it were, is the first literacy skill, the child must learn in the school. The skill is so complex that it demands the child's ability to first learn the alphabets like (a,b,c..) orally from letters to words, associate sounds orally to letters to form words like (at, on, tea) and read words orally in isolation, in sentences and paragraphs, respect the rules of punctuation and above all, vary his intonation patterns, and convert his stress placement in the reading to indicate the intended word classes, and sentence meanings. With these complexities in the reading in the ESL, the pupils are bound to make errors, specifically, phonological errors in this context. In fact, Fasanmi (2008) hold the view that making errors is a major developmental stage in learning a language. Therefore, errors are part of second language learning. There are two different environments for the teaching of second language; the two environments are 'green field' and 'cultivated field'. So, in the green field ESL learning situation, the reading skill is just being introduced for the first time, whilst in the cultivated field, ESL has been taught with different methods as deemed suitable by the teacher, and has been used as well for some time. The predicted error which is the first strategy is common for both environments but 'the activity errors' do not function at all in the green field, but in 'cultivated field'. So, the major concern of this paper is to diagnose the phonological errors in the oral reading of pupils in the 'cultivated field' of Junior basic school with the aim of providing error analysis approach as a remediation programme for them, so that they can benefit maximally from the UBE (2004) free and compulsory basic education.

Theoretical framework

Theoretically, error analysis is an offshoot of Contrastive Analysis (CA) approach. However, there is no way error analysis is discussed without a recourse to CA. The relationship between the two approaches is that contrastive analysis explains the mistake of the learners from the point of view of contrasting the two languages to bring out the similarities and differences that may cause mistakes while error analysis predicts likely errors before they occur (Fasanmi, 2008). Selinker (1972) identified two major sources of errors: interlanguage and fossilization, and according to him, inter-language is the language of the learner. Moreover, Coder sees inter-language as idiosyncratic dialect of the target language, and it is a transitional competence in that, it is the language the learner develops on the moves from his Mother Tongue (MT) to the target language. Kouame (2019) further explained the foregoing that inter-language is the transfer of LI, the transfer of the initial training, the learning strategies of communication, and overgeneralization of the target language models.

On the other hand, Rustipa (2011) noted that fossilization is a linguistic feature, rules and subsystems that a speaker of a given language tends to keep in his first language and his second language he is learning. In the foregoing, we can conclude that fossilization is an error of the first language that redevelops in the second language, the source of errors could be interference and lack of proper training. Weinrish (1982) sees interference as

a deviation from norms of LI or L2, while Bangbose (1995) sees it as the interference of the speech habit of first language (LI) on second language (L2). There is a different view on interference in language learning. Some had the view that it facilitates learning of target language, while some believe that negative transfer is similar to intelligibility. Williams (2001) observes that no single source can be the source of speech errors made by L2 English learners. (Fasanmi, 2008).

However, Williams (2001) noted that one of the sources of errors in interlingual interference arises from the structure of the target language. William's point of view is that the source of error is the developmental error that reflects the strategies which the learner utilized to acquire a language. Brown (1980) classified sources of errors into four: First is interlingual transfer. Here MT influence causes inter-lingual errors. Second is intra-lingual negative transfer or interference is the causes of intra-lingual errors. In his explanation, Brown (1980) noted that only over generalizations as a representation of negative inter-lingual transfer is misanalysing, which means that the learner has formed hypotheses in L2 which are put into practice. Next is the context learning where language is learnt.

Finally, are the communication strategies used by the learner to get messages across to the learner, whilst the learner is involved both in verbal and non-verbal communication mechanisms. According to Crystal (1987), error analysis is a technique used for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning foreign language, and making use of the procedure provided by linguistics.

The corpus and methods of analysis

For the purpose of studying the pupil's phonological errors, 30 pupils at senior basic school level were tested with a reading text. Each of the pupils was confronted with the reading text one after the other, while the researcher observed the pronunciation of the words of the pupils in the reading text and noted them down. This formed the linguistic data known in this context as corpus, which was collated and was systematically analysed to bring out the pupils' phonological errors and their patterns of recurrence, such as the category and the frequency of the errors. Through this analysis, regularities and variations of the errors are identified. The data was analysed strictly according to the theory of errors analysis whose process involves identification of errors, description of the errors, explanation of the errors and the proposed treatment. In sum, the errors are quantified and the percentages of occurrence are provided, after which they are described, explained, and the treatments suggested.

Discussion of findings

RQ1. What are the phonological errors of pupils reading achievement at junior basic level?

Word	**Error**	**Error analysis**	**Source of Errors**	**What to teach**
upon	Upon	Substitution of/ ɔ / for /ʌ /	MT interference	Pure vowel 10/ʌ/
was	as	/s/ for /z/	Training	Voice alveolar/ fricative /z/
an	an	/a/ for /ə /	Training	Shwa vowel 12 /ə/
living	living	/f/ for /v/	MT Interference	Voiced labio -dental /v/
Village has	Village has	\f/ for \ѵ/ /s/ for /z/	MT Interference Training	Voice labiodentals fricative \ѵ/ Voice alveolar fricative /z/
first	first	/ ɔ: / for /ə: /	Training	Pure vowel /ɔ:/ /ə:/
child	child	/ʃ/ for /tʃ/	MT Interference	Affricate /tʃ/
farmer	farmer	/a/ for /ə:/	Training	Pure vowel /a:/ /ə: /
sitting	sitting	/ i/ for /I /	Training	Pure vowel /I/
picture	picture	/ ɔ:/ for /ʃ/	Training	Palatal alveolar fricative /ʃ/
entered	entered	/ɘ / for /ə: /	Training	Pure vowel /c/ /ə:/
picked	picked	/d/ for /t/	Training	The /t/ allomorph
supported	supported	/e/ for /I/	Training	The /id/ allomorph
up	up	/ ɔ/ for / ʌ/	Training	Pure vowel /ʌ/
welcome	welcome	/ ɔ/ for / ʌ /	Training	Pure vowel /ʌ/
play	play	/ee/ for /ei/	Training	Diphthong /ei/
but	but	/ ɔ / for /ʌ /	Training	Vowel 10 / ʌ/
escaped	escaped	/d/ for /t/	Training	The /t/ allomorph

Table 1: Phonological errors

The pattern of errors in Table above shows that pupils mispronounced eight (8) pure vowel sounds, one (1) diphthong, five (5) consonant sounds and are unaware of the operations of allomorphs of /t/ and /d/. Out of the nineteen (19) errors committed, only four of them had their source in Mother Tongue (MT) and interference, while, (15) were lack of teaching and faulty training (practice). The overall errors in reading detected at the diagnostic stage are stated. More so, it was discovered that pupils' oral reading aspect of

English Language is taught and learnt with phonological errors and such errors were mostly substitution of vowel sounds /ɔ/ for /ʌ/, /a/ for /ə/, / ɔ:/ for /ə:/, /a/ for / ɔ:/, /i:/ for /I/, / ɔ:/ for /ʃə/ and the diphthong /ee/ for /ei/. Moreover, pupils also show remarkable substitution of voiced alveolar fricative consonants of /ʃ/ for /z/, voiced labio- dental fricative consonants /f/ for /v/ and affricate /s/ for /t/. The pupils also show lack of knowledge of the operations of allomorphs of /t/ and /id/ as they often substitute /d/ for /t/ and /e/ for /i/. The source of / ɔ / for /ʌ/, /f/ for /v/ and /ʃ/ for /t ʃ/ are traceable to mother tongue interference while other errors are as a result of faulty training. Atolagbe (2006) opined that many Nigerians have problems with some of the English consonants and vowels sounds because such sounds are either present in their (MT) or are not exactly as those that exist in their (MT) and as a result, they might substitute for an English phoneme similar in their MT. Okebukola (2005) also identified the influence of Yoruba on English in the areas of substitution of labio -dental fricatives /f/ for /v/ and / ɔ / for /ʌ/ as in country. Atolagbe also confirmed training as part of the problems militating against the pupils, but all add to poor role models of teachers, lack of motivation, and lack of native speaker environment.

Table 2 The general recurrent errors and their treatment

S/N	ERROR DENOMINATOR	RECURRENT ERRORS	NUMBER	%	SOURCE OF ERRORS	WHAT TO TEACH
	Front vowels	/I/, /ei/	3	17	Training	/I/, /ei/
	Central vowels	/ə/, /ə:/, /^/	7	39	Training	/ə/, /ə:/, /^/
	Alveolar plosives	/t/	2	11	Training	/t/
	Post alveolar affricates	/tʃ/	2	11	MT Interference	/tʃ/
	Labio dental fricatives			11	MT	
	Alveolar fricative	/v/	2	11	Interference	
	TOTAL			100	Training	/v/
		/z/	2		2	/z/
		9	18			9

The Table above shows the six general recurrent errors contained in the pupils' oral reading achievement and their treatments. The first set of recurrent error denominator is front vowel sounds /i/ and diphthong /ei/. They are intralingual errors and are three in number which account for 17% of the total errors. Diphthong exists in English Language and it is a glide from one vowel sound to another vowel sound. However, pronunciation of the detected diphthong poses difficulty for Yoruba speakers of English Language because Yoruba is a tonal language and does not have diphthongs in their phonemic inventory. Lack of training is the major source of the errors because the pupils who made those errors have not acquired adequate and prerequisite training in the articulation of the sounds and their usage in both oral speech and reading texts. However, the teacher ought to revisit the course on articulation of these sounds and teach /i/ and

/ei/ vowel sounds. Phonetics and phonology are a specialist area in language and this area needs to be well taught using native speaker's models. The tongue is the most important aspect of the speech organs used in the production of the vowel sounds. However, one of the parameters used in describing vowel sounds is tongue height, part of the tongue, lip rounding, and length of the tongue. It is rounded. However, the sorry aspect of it is that most teachers at basic school level are incapable of using the articulated sounds using the parameters.

Similarly, articulation and pronunciation of words with central vowels /ə/, / ə:/ and /a/, constitute major problem of articulation and pronunciation of words in which those vowel sounds exist. They are also intra lingual errors which are seven (7) in number and which account for 39% of total errors identified. Like the first set of errors, lack of training account for the cause of the errors because the pupils who make such errors have not received sufficient training in the articulation of such sounds and their practices in words and sentences. To solve this problem, the teacher ought to revisit articulation of these sounds and their practices in words and sentences.

In addition, another recurrent error concerns the poor articulation and pronunciations of Alveolar plosive /t/ both in isolation, words and in sentences. Indeed, it accounts for 11% of the total errors and it is as a result of negative transfer of substitution of /d/ for /t/. The only solution for remediation is to teach the error /t/ and its allomorph correctly. Finally, the rest are post alveolar affricate/ tʃ /, labio dental fricative/v / and alveolar fricative which are all as a result of mother tongue interference (MT). Most of these sounds are not in Nigeria, specifically, Yoruba languages and they are likely to cause more problems for learners.

Kouame (2019) reported that Bardaki (2015) conducted a study to identify the pronunciation problems of Turkish pre-service English teachers, and twenty-two of them were subjected to an oral text. The pronunciation, when carried out by these participants were analysed by the participants themselves and the researcher. The results revealed a dominant mispronunciation of /s/ along with other sounds such as /Ʉ/ /Ŋ/ and /ǽ/ in Turkish, and that could be the reason for such pronunciation problems. He argues that the cause is not that straight forward for /ə/ in Turkish vowel inventory because of the existence of a similar sound /w/. The main justification to this mispronunciation was an analogy to the Turkish pronunciation. Okebukola (2006) noted that phonological interference occurs when the linguistic background of a learner brings about modification in pronunciation in second language situations because whenever two languages come in contact, they may resolve into mutual interference. The major implication of the foregoing is that it will smear intelligibility, and comprehension.

Hypothesis 1: States that there is no significant difference in the phonological errors of male and female pupils at Junior Basic School Level.

Table 3

Variables sex	M	Mean X	SA	T-calc.	Table value	Dt	P
Male	25	12.53.33	3.6814	13.840	2.089	23	0.05
Female	20	13.8000	3.0111				

The result of the analysis above shows that the calculated t = 13.840 is greater than the table value of t=2.089 at 0.05 alpha level of significance. As a result, the null hypothesis is rejected. This shows that there is significant gender difference in the phonological errors of pupils oral reading literacy. However, the female pupils committed more errors in oral reading literacy than their male counterparts. This finding agrees with Gorman, white and Brooks (1998) who reported a significant difference in the performance of attitudes between sexes in favour of girls. Nevertheless, the study disagrees with Apari and Toyib (2018) who carried out a study on the perception of male and female students towards vocational training and reported that female students with mean score of 3.50 have a favourable and positive disposition to vocational training than men with 3.34 mean score. To be more explicit, the females who committed more errors in this study do not have the favourable and positive disposition to oral reading, hence they committed more errors in oral reading than their male counterparts. Apari and Okebukola (2023) carried out a study on gender dichotomy in reading difficulties of undergraduates in south west Nigeria and reported that there was no significant difference in their reading difficulties, meaning that they are at par in reading difficulties as they did not outperform each other. Gender is a critical issue in education pedagogy, and has to be considered seriously, while planning and delivering lessons in classroom situation because mental abilities of males and females differ considerably, and they may not acquire knowledge at the same pace.

Conclusion and recommendations

This study has shown that phonological errors are the major impediments to the pupils 'oral reading literacy at Junior Basic School level. Most of the errors detected are errors of substitution of front and central vowels, alveolar plosives, post alveolar affricates, labio dental fricatives, as well as, alveolar fricatives. The errors are so severe that intelligibility of the oral text cannot be guaranteed. The sources of the errors are lack of proper training on the part of the pupils, as well as, their teachers. The teachers who teach at this level are not necessarily specialists in oral English as majority of them specialized in other disciplines and are appointed to teach all subjects in their classes. Mother Tongue interference is another major source of phonological errors where pupils replace the language item not in the target language with that in their language. This phenomenon almost permeates the oral reading processes of the pupils. The female students committed more errors than their male counterparts. The solution to the problem is to teach the actual errors. The following steps are recommended to be taken when carrying out studies using error analysis approach on Oral Reading Literacy and other language categories:

- Diagnose the pupils' reading problems and the sources of the errors.
- Categorize the errors into its types.
- Categorize the errors on the bases of gender
- Teach the errors using the appropriate technique.
- Teachers should embrace every approach.
- And error analysis approach should be considered by curriculum planners when designing their curriculum.

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Transmitting Yoruba Cultural Heritage through Oral Tradition: A Case Study of Egungun Elewe Songs

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Abstract

This work examines the transmission of Yoruba cultural heritage through oral tradition, using Egungun Elewe songs as a case study. It looks at the concepts of Egungun among the Yoruba people, cultural heritage, cultural transmission and oral tradition. The various processes through which the cultural heritage of the people are transmitted by way of oral tradition, using Egungun Elewe songs as a case study, are equally discussed. The paper identifies some virtues and values of Yoruba cultural heritage such as homage paying, promotion of good character as well as praise-singing, and discusses how they are being preserved and transmitted from generation to generation through relevant and selected Egungun Elewe songs. Drawing a conclusion that Egungun Elewe songs constitute a powerful instrument for the transmission of Yoruba cultural heritage, this paper recommends, among others, that there is the need to document the performances of Egungun Elewe masquerades through deliberate recording for both sustenance, easy future reference by posterity, and that ministries of culture and education in states dominated by Yoruba-speaking people have significant roles to play in ensuring that this rich cultural heritage does not go into extinction with the passage of time.

Key words: Transmitting, Yoruba Cultural Heritage, Oral tradition, Egungun Elewe Songs.

Introduction

From time immemorial, every ethnic group has evolved ways through which its cultural tradition is being preserved through transmission to the new members of the society which continues from generation to generation. The Yoruba people, spread over the world, are not an exception. While some aspects of the culture, such as royal grooming for princes and princesses, preparing girls for adulthood and marital lives, arts and craftsmanship, language and dialects, among others are consciously transmitted, some others, such as non-verbal communication, cultural norms and etiquette just to mention a few, are unconsciously transmitted. Yoruba people, especially, have an adage that admonishes people to practice any tradition that one does not want to go into extinction in the presence of the younger generation. This is a clear recognition of the power of cultural transmission by the people from one generation to generation. A major cultural heritage of the Yoruba people is the practice of *Egungun* while *Egungun Elewe* is just one of the various types. *Egungun* is a Yoruba word used to describe the religious (or traditional) performance in which the performers are gabbed in face masks. This is the reason some authorities refer to them as playful performers, masque dramatists and masked dramatists (Ottenberg and Binkley, 2004; Adagbada, 2005). It should, however, be noted in parenthesis that the masks in reference here are neither to those introduced to the society during the advent of COVID-19 nor those being used by Muslim women in purdah, but to those deliberately prepared for the purpose of covering the faces of performers because they represent the spirits of departed ancestors.

The Concept of Egungun among Yoruba People

The idea behind *Egungun* lies in the belief of the Yoruba people that their good, but departed (dead) ancestors still have impacts on their social, political, economic and religious lives. These ancestors, though dead, are believed to regularly come from their abodes in heaven to visit their living children in order to make their lives straightened. This is, in fact, the etymological origin of the concept of *Egungun*, *Egungun* (*Eegun* or *igungun* among the Ekiti Yoruba). As this is an essential feature of Yoruba culture showing the deliberate, occasional and purposeful physical appearance of the dead spirits among the living, the *Egungun*, otherwise popularly referred to as masquerades in English language, are usually dressed in various colours of cloths with their faces covered with decorated masks or nets so as to prevent the effect of seeing their faces on their living children. In fact, masquerades derive their nomenclature from the masks which the representatives of these departed ancestors use in covering their faces at ceremonies, though the whole costume, called *eku* or *ago* in Yoruba language, makes them masquerades. It is this physical manifestation with the use of masks that led to the nomenclature given to them as masked performers or masked theatre groups. Masquerades are referred to as performers because their activities in the process of interaction with the living involve masking, dancing, singing, acrobatics, magical displays and use of charms. The combination of these activities leads to the glamour and pageantry which Sheba (2002) observes in the performance of masquerades. The Yoruba people regard them as "heaven dwellers" ("*ara orun*") because they are believed to have been living in heaven since their death, but only come occasionally to impact the lives of their children on earth because they possess the ability to see both the earth and heaven together. The practice of masquerading is, however, an exclusive preserve of those who belong to the *Egungun* cult because it is both religious and sacred (Lucas, in Adejuwon, 2015) involving a lot of spiritual practices which only the initiates can perform. In the same manner, one must not forget to mention the fact that, though the practice of *Egungun* is predominant among the Yoruba people, Bodjawah, Seid'ou, Kofigah and Sosu (2018) and Famule (2005) observe that the tradition of masking remains an integral part of the communal life of many parts of Africa. *Egungun*, therefore, is the masked or costumed representative of an ancestor who has come to the earth to intervene positively in the affairs of his living generation. Masquerades represent the physical manifestation of the dead in the affairs of the living and have been variously categorized. According to Atolagbe (2024), if the categorization of **purpose** is adopted, we would have the ritual or sacred masquerades (*Egungun ajemetutu*), the entertainment or profane masquerades (*Egungun Adanilaraya*) and the ritual-entertaining masquerades (*Egungun Ajemetutu-Adanilaraya*). If one uses the yardstick of the **time** masquerades come out, we would have two categories of them – those that come out in the daylight (called *Egungun Ojumomo*) and those that come out in the night (*Egungun Oru*). Atolagbe presents another parameter as their use of **costume** (dress), in which case, we would have those who use the same costume throughout their performance (*Egungun Alagangan*) and those who change their costumes before they return to the " sacred forest" (*Egungun Alarinjo*).

Among Yoruba people, masquerades are used for a lot of purposes. Since they are believed to be the spirits of the dead, they are said to be more powerful and knowledgeable about sacred and unseen forces than the living. This confers on them the generally accepted power to proffer solutions to the

problems being faced by their living children and grandchildren. Masquerades may, therefore, be used to appease the gods or ancestors, fight wars, perform rituals, serve as guards, announce the death of prominent members of the community, send identified wicked and dangerous people (like witches) out of the community, send evil occurrences (such as pestilences) out of the midst of the community, and entertainment, among several others. From this, one might observe that masquerades were initially and mostly used by the Yoruba people for sacred purposes. Today, however, the sacred purpose of these masquerades are gradually giving way to profane (social) one as a result of commercialization, loss of the sacred aura attached to the practice, modernization, the incursion of foreign religions and what Pemberton (2015) refers to as adaptation to changing contexts. In spite of the continuous transformation of the status of masquerades, however, they are still very much relevant and recognized among Yoruba people as a symbolic cultural heritage of the people which has survived current challenges and must be preserved.

Cultural Heritage

Having referred to masquerades of the Yoruba people as an essential part of their cultural heritage, it becomes necessary to clarify what is being implied when we mention cultural heritage. Culture, itself, is a reference to the ways of life of a people. It is defined by Ferraro (2015) as encompassing social behavior, norms, language, beliefs, customs, traditions, rituals, arts, and technologies that characterize a group of people at a particular time. Cultural heritage, therefore, is a reference to both tangible and intangible things that are or may be inherited by an individual or a group of people from a previous generation. UNESCO (2002) defines it as encompassing the tangible (like monuments, buildings, artifacts, and landscapes) and intangible assets (such as traditions, languages, rituals, and knowledge systems), inherited from past generations that hold cultural significance and are preserved for the present and future generations. UNESCO posits that it plays a crucial role in identity formation, social cohesion and sustainable development, thereby fostering some sense of belonging and pride within communities. By cultural heritage in this work, therefore, it is simply meant, a wide variety of tangible and intangible things inherited by the Yoruba people from past generations, one of which is masquerading.

Cultural Transmission

Cultural transmission is the process by which a people passes its ways of life, often referred to as culture, to the upcoming generation. Mesoudi (2016) opines that it is a reference to the process through which cultural information, beliefs, values, practices and norms are passed from one generation to another within a society or between different societies. Mesoudi observes that this transmission process may occur through such mechanisms as oral tradition, written texts, art, media, education and socialization and that, it is important in shaping individuals' identities, behaviours and worldviews, and in the continuity and evolution of cultures over time. We can, therefore, see cultural transmission as the process of passing the inheritance of the Yoruba people from one generation to another.

Oral Tradition

Tradition is a reference to beliefs, customs, practices or rituals passed down through generations within a society or culture. It means a cultural inheritance or a collective memory which is transmitted from an older generation to the upcoming one. When a tradition is regarded as oral, the implication is simply that such tradition is being transmitted through the words of mouth

as against the use of written documents. It is also regarded as oral literature. The oral tradition of Yoruba people (also known as oral literature) is described by Ogunyemi (2018) as a dynamic and central aspect of their cultural heritage which includes cultural knowledge, customs, storytelling, proverbs, songs, rituals and other forms of verbal expression passed down through generations. Other component parts of Yoruba oral tradition are myths, praise poetry*, ifa* verses, riddles, wise sayings, chants and songs that accompany specific ceremonies and rituals (such *as ekun iyawo, ijala ode*, burial of the initiates among others), among others. Ogunyemi posits that the tradition is a means of preserving and transmitting knowledge, history, values and cultural identity within the community, and that through oral narratives, The Yoruba people learn about their ancestry, societal norms, religious beliefs and moral codes, thereby fostering a sense of continuity and belonging.

Transmitting Yoruba Cultural Heritage through Oral Tradition

There are several channels of cultural transmission available to various ethnic groups. In this work, however, we are concerned about such cultural transmission with particular reference to the Yoruba ethnic group. These include music and dance (Adeyemi, 2012), rites of passage (Lawal, 2016), oral literature, visual arts and language. The main thrust of this work is the transmission of the cultural heritage of the Yoruba people through oral tradition, using the *Egungun Elewe* songs of the Yoruba people as a case study. In this work, we shall examine some *Egungun Elewe* songs and what virtues the worshippers are trying to pass across to the general public.

Homage Paying

Paying homage to those who have passed away is an essential characteristic of Yoruba masquerades. While it is called *Ijuba* in Yoruba, the Oxford Languages, (n.d) defines it as the act of showing respect, reverence, or honour to someone or something, often through gestures, rituals, or expression of admiration or loyalty. Through this, the masquerades honour and pay respect to their ancestors as a way of acknowledging their continuous positive impact on the lives of the living. By paying homage, these *Elewe* masquerades remember, acknowledge, appreciate and commemorate the spirits of the dead among the living. This act clearly shows the recognition of the importance of ancestors by the masked performers as these 'heaven dwellers" are believed to be a link between the past and the present, thereby reinforcing bonds between the two parties. It should be noted that respect for elders is a cornerstone in Yoruba traditional education and the people, therefore, reverence both the living elders and their ancestors. So, it is not uncommon to see the Yoruba masquerades paying homage to the living elders of the *Egungun* cult. This virtue of paying homage, usually the first thing to be done before a masquerade starts his performance, is transmitted through songs. An example of such songs is given hereunder:

Lile: Iba o,
Iba o,
Emi o juba ki n to sere,
Iba o.
Egbe: Iba o,
Iba o,
Emi o juba ki n to sere,
Iba o!
(Source: Gbebolaja, L. 2022).

With this song, the masquerade was saying that he must first give honour by paying homage before his performance.

Promotion of Good Characters

One of the virtues being taught, practiced and passed from generation to

generation by Yoruba people is good and positive attitude, popularly referred to as *Omoluabi* among them. An *Omoluabi* is a person of good character and one who is capable of promoting peace, love and harmonious living among the society. Falola (2015) describes *Omoluabi* as a Yoruba concept representing the ideal of a person of good character, integrity, and moral excellence which encompasses such virtues as honesty, generosity, respectfulness and responsibility that are highly valued within Yoruba culture. All the agents of socialization are actively involved in attempting to impart the attributes of the great virtue to the upcoming generations as it is a pride to be referred to as an *Omoluabi*, but a shame, disgrace and an insult to be called otherwise. Because masquerading is part of the cultural heritage of the Yoruba people, it is used to pass this acknowledged and highly-rated virtue to the society by way of songs. One *Egungun Elewe* song goes thus:

Lile: Ma roro o,
Ma roro o,
Agba to roro
Kii ko yan jo,
Ma roro o!
Egbe: Ma roro o,
Ma roro o,
Agba to roro
Kii ko yan jo,
Ma roro o!
(Source: Olojede, O.L; 2022).

The song above shows that the Yoruba *Egungun* teaches that bad temperament is not good as those who display it do not attract people.

One of their songs that condemn theft or robbery goes thus:

Lile: Bi mo bimo to n jale,
Emi ni n o pa a,
Bi mo bimo to n jale,
Emi ni n o pa a,
Emi ko fomo ti ko nitiju,
Emi ko fomo aalrinka o,
Bi mo bimo to n jale,
Emi ni n o pa a!
Egbe:Bi mo bimo to n jale,
Emi ni n o pa a,
Bi mo bimo to n jale,
Emi ni o pa a,
Emi ko fomo ti ko nitiju,
Emi ko fomo aalrinka o,
Bi mo bimo to n jale,
Emi ni n o pa a!
(Source: Ojewale, O. 2022).

In the above song, the masquerade said if his son is engaged in stealing, he himself will personally kill him.

Praise-singing

Praises, are recognized all over the world, as an act that is capable of inducing positive response from the person that is being praised. Among the Yoruba people, praise-singing is known as *oriki*, praising or appeasing the head, since it is believed to house the essence of an individual's being, through it humans communicate with the spiritual world and the ancestors, among others. Praise-singing, or *oriki*, which could be recited or sung, is a type of oral poetry which could be used to celebrate the attributes, achievements and linage of people, individuals, families or communities. In other words, praise-singing could be used to invoke blessings, honour or appease ancestors, maintain cultural identity, entertain or educate. Babatunde (2014) opines that praise-singing in Yoruba culture means the poetic and musical expression of admiration, honour and reverence for individuals, ancestors or deities which are characterized by elaborate verses, rhythmic patterns and symbolic language and serve as means of celebrating achievements, linage and spiritual connections within the community. In most cases, praise-singing precedes songs, but there are some praises that have been woven

into songs. It is a part of Yoruba cultural tradition that has been passed from generation to generation through various channels, including *Egungun Elewe* songs. An example of such songs was rendered by *Egungun Elewe* in Isanlu-Isin, in Isin Local Government Area of Kwara State, thus:
Lile: E e fe e somo oro nileyi mo o?
Egbe: Odede la wa, a po bi esu o.
Lile: Ita o!
Egbe: Oro!
Lile: Afuni lowo,
Egbe: Oro!
Lile: Afunni lomo,
Egbe: Oro!
(Adebayo, J. A; 2022).

In the above song, the masquerade asked his audience whether there were no more oro descendants in the town again while the latter answered that they were in the compound and as plenty as the locusts. The song gingers the Isanlu-Isin audience to get up and participate in dancing with the masquerade by charging them with their praise as descendants of *oro* and *ita* cults. The praise song usually charges the audience for active participation, even when they do not want to take part of are tired and it is a means of transmitting the cultural heritage of the Yoruba people from generation to generation.

Enlightenment

Yoruba *Egungun* masquerades play very crucial roles in preserving and transmitting cultural heritage and fostering family and community cohesion. During their performances, they enlighten the people about their historical backgrounds and stress the need to maintain the cord of unity binding the people together, through songs. The songs transmit the cultural heritage of the people and enlighten them about their past for the purpose of preservation. Such songs also have the positive impact of educating the younger generations, families and communities about their traditions, beliefs and values, thereby encouraging spiritual and cultural enrichment. An example of such songs is usually rendered by the *Egungun Elewe* of Isanlu-Isin in Isin Local Government Area of Kwara State thus:
Lile: Eyin le loke-epa o,
To fi dele Ologba,
Eyin le loke-epa o,
To fi dele Ologba,
Eyin naa re e, omo Asanlu,
Egbe: Hin in.
Lile: Eyin naa re e, omo Ologba,
Egbe: Hin in.
Lile: Omo Iya meta o,
Eyin naa re e, omo Iya meta!
(Adeniyi, E; 2022).

In the example of the song above, the masquerade enlightens the audience that the people from the compounds of Oke-Epa, Ologba and Asanlu are of the same origin and, are therefore, referred to as three children of the same mother. This kind of enlightenment cannot but foster social cohesion, cultural continuity, support system and spiritual bonds and, in general, love, especially when the songs are being passed from generation to generation.

Information

Information is very crucial to any group of people or society. With it, people get enlightened and educated, and are carried along with happenings in their communities. Yoruba masquerades are used to disseminate various types of information to community members. While masquerades are known to weave oral tradition and story-telling into their songs to transmit historical narratives, myths, legends and moral lessons to their audiences, they also disseminate specific and current information to in order to update people. One of such songs rendered by *Egungun Elewe* of Ila-Orangun is stated hereunder:

Lile: E je ka telofin ijoba,
E je ka telofin ijoba,
Nitori korona fairos,
E je ka telofin ijoba.
Egbe: E je ka telofin ijoba,
E je ka telofin ijoba,
Nitori korona fairos,
E je ka telofin ijoba.
(Dodo, J; 2022).

The song above urges, at the advent of COVID-19, that people should adhere strictly to the rules laid down by government so as not to fall into the hands of the epidemic, thus keeping the audience informed about the need for a healthy living and the avoidance of avoidable untimely death.

Recognition and Appreciation

During their performance, Yoruba *Egungun* may decide to recognize and appreciate specific members of the audience by introducing verbal praises-singing, called *oriki*, into their songs. Such may be based on the importance of the individual or his linage to the masquerade or community or other reasons. Apart from the various types of praise-singing available to these masquerades, the *Egungun Elewe* Yoruba are also known to have the ability to compose and render songs to recognize and appreciate people without prior rehearsals. Examples of such songs are here below:
Lile: Mo redukesan kan na,
Mo redukesan kan na o,
Amin n be,
Amin n be,
Laya onitemi,
Mo redukesan kan na!
Egbe: Mo redukesan kan na,
Mo redukesan kan na o,
Amin n be,
Amin n be,
Laya onitemi,
Mo redukesan kan na!
(Source: Yusuf, O; 2022).

The above song was once rendered by an *Egungun Elewe* at Agbonda in Irepodun Local Government Area of Kwara State when the masquerade recognized a member of the audience who was a student of a college of education because the latter was putting on a vest of his institution of learning. The song said the masquerade had seen a college of education student because there was a mark on the chest (vest) of the latter.

A similar gesture was extended to Gen. Olusegun Obasanjo by the Cultural Troup of Irepodun Local Government Area, Omu-Aran in order to recognize his role in the advent of the mobile phones in Nigeria. The song that meant "Thank you, Obasanjo for making phone usage to get to everybody" was rendered thus:
Lile: Hello, hello to kari,
Egbe: Hello, hello to kari,
Lile: Hello, hello to kari,
Egbe: Hello, hello to kari,
Lile: Obasanjo, e seun,
Egbe: Hello, hello to kari!
(Abidoye, V; 2022).

Gratitude is a virtue much appreciated by the Yoruba people and is being passed on from generation. This could be seen in the way the above song was rendered by *Egungun Elewe*.

The various *Egungun Elewe* songs above are some of the ways by which some aspects of Yoruba cultural heritage are being preserved and transmitted from generation to generation.

Conclusion

Egungun Elewe songs constitute a powerful and remarkable oral tradition highly useful for the transmission of the cultural heritage of the Yoruba people. Though, the practice of masquerading is an age long tradition of Yoruba people, their various songs, often rendered during performances, remind us of the power of the resilience of oral

tradition in preserving and perpetuating cultural heritage across generations. The various virtues and values of the people such as homage paying, good characters, praise-singing, enlightenment and others, are clearly and neatly woven into the performance of these masquerades and are being transmitted, whether consciously or unconsciously, from generation to generation.

Recommendations

Consequent upon the discussion in this work, it is suggested that:

Egungun Elewe performers and the various actors in this cultural heritage should make deliberate efforts to document their activities, by way of recording, so that future generations can easily access them.

The ministries of culture in the various Yoruba States should make it a point of duty to ensure the sustenance of this rich cultural heritage by documenting and archiving *Egungun Elewe* songs.

The ministry of education should set up a Board to revive, monitor and sustain the practice of social and cultural activities in schools so as to ensure that *Egugun Elewe* songs are incorporated.

Public institutions could ensure that *Egungun Elewe* songs are used during important occasions to entertain audiences with a view to keeping the cultural heritage alive.

Teachers of various categories that are involved in the teaching and learning of Yoruba language and culture who publish books and Yoruba play writers should strive to weave *Egungun Elewe* songs that teach desirable attitudes, values and skills into their works.

Yoruba dramatists should try as much as possible to introduce *Egungun Elewe* songs into their performances.

Table of Informants (Àtẹ Àwọn Abẹ́nà-Ìmọ̀)

S/N	ORÚKỌ	IṢẸ́	ÀDÍRẸ́SÌ	ỌJỌ́ ORÍ	ỌJỌ́ ÌWÁDÌÍ
1	Olóyè John Adébáyọ̀	Agbẹ	Ilé Asánlú Isánlú-Ìsin	102	04/06/2022
2	Olóyè Emmanuel Adeniyi	Agbẹ	Ilé Asánlú Isánlú-Ìsin	62	04/06/2022
3	Abídoyè, V.	Onísòwò	Òmù-Àrán	65	05/06/2022
4	Bábá Dódó Jimoh	Eléégún	Ìlá Òràngún	65	08/06/2022
5	Gbẹ̀bọ́lája, L.	Eléégún	Ìlá Òràngún	70	08/06/2022
6	Ojewale, O.	Eléégún	Ilé Ọlọ́ta, Ìkìrun	68	11/06/2022
7	Ọlọ́jẹ̀dé Ọjẹ́wọ̀yè Lébe	Eléégún	Ilé Lébe, Ẹ̀rìn-Ọ̀ṣun	48	21/08/2022
8	Ore Yusuf	Alákọ̀wé	Agbọ̀nda	80	21/08/2022

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Linguistic, Social, Psychological and Pedagogical Determinants of Second/Foreign Language Acquisition- Blindspots in ESL/EFL Instruction

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Abstract

Second/foreign language, especially the English language becomes indispensable and unavoidable in Nigerian education system. To learn a second language, a physical, intellectual and emotional involvement is needed to successfully send and interpret linguistic messages. Also, teachers' competence in mastery and teaching is a key to successful learning of second language. This study is an analysis of some blind spots in learning and teaching Second Language Acquisition (SLA). The objectives of the study were to find out the blind spots in second/foreign language instruction and make recommendations. A number of issues were raised in the study- anxiety in learning second language, differences in the production (and reception) of Native Speakers-NS and Non-Native Speakers-NNS (non-native speakers), interference of mother tongue, age factor, psychological factors, social factors, teaching aids, and monolingual instructor. Based on the identification of the problems, relevant recommendations were offered. Efficacy of different instructional strategies aimed at assisting second language learners should be employed in future research so as to adjust their self-assessments with outside assessment. Also, using of distinct measures of response bias and metacognition.

Key words:

Introduction

The teaching or learning of a nonnative language outside of its typical speaking environment is referred to as foreign language learning and teaching. Learning a language is frequently divided into "foreign" and "second" languages. Learning a second language suggests that the student lives in a community where the language they have learned is spoken. Within the field of study, the phrase "second language acquisition" (SLA) refers to the overall concept of acquiring a foreign language and explores the ability of humans to pick up new languages after mastering their native one. Academic research on the process of learning a non-native language spans the fields of psychology, linguistics, education, neuroscience, sociology, and anthropology.

Second language acquisition, which has been limited to morphosyntax, is the result of many factors pertaining to the learner (internal factor) and learning situation (external factor). It is the subconscious or conscious processes in picking up another language besides the mother tongue. The processes can be in a natural or a tutored setting. It covers the development of phonology, lexis, grammar, and pragmatic knowledge.

If a language is mostly acquired in a classroom and is not used in the community where it is taught, it is deemed foreign. Learning a second language enables a person to participate in authentic cultural contexts and communicate in an efficient and innovative manner using the language of that culture. Acquiring knowledge in a second language offers insight into an alternative viewpoint, enhances the capacity to perceive correlations across many subject areas, and fosters an interdisciplinary outlook while acquiring cross-cultural comprehension. Effective human-to-human communication depends on language, which also helps people comprehend their own languages and

cultures. Learning a language gives students the chance to become more linguistically and socially aware, as well as to understand who to say what to and when (National Standards in Foreign Language Education Project (NSFLEP) 2014).

Blindspots in Second/ Foreign Language Instruction

According to Jenkins (2006), when learning a foreign language, achieving near-native competence is probably the ultimate goal - though it's not a given - if the L2 learner wants to be able to have meaningful conversations with native speakers of that language. In this sense, differences in the production (and reception) of NS and NNS (non-native speakers) can be interpreted as errors resulting from incomplete L2 acquisition that need to be remedied, and differences in code-switching/code-mixing that primarily stem from gaps in knowledge of the appropriate NS forms. Although there are opposing viewpoints even in this area, the "deficit" concept is typical of Modern Foreign Language Teaching, which includes EFL, and is typically accepted as uncontroversial by both educators and scholars.

According to Gajendra (2018), there are number of blind spots of foreign language education. He identified interference of mother tongue, age factor, psychological factors, social factors, teaching aids, and monolingual instructor. Regarding the age aspect, studies have shown that some adults or adolescents who begin learning a second language will not be able to become fluent in it, whereas young children who are exposed to a second language appear to be fluent speakers of the language. Additionally, environment poses danger to the second language education. For instance, as language learners begin the process of learning a foreign language, linguistic contexts are crucial. When children are immersed in a foreign language, they appear to be engaged in the process of learning the language effectively, which lends weight to this theory (Ruyun, 2016).

One topic that is still up for debate in the field of teaching foreign and second languages is whether or not attaining native-like proficiency is a necessary or desirable aim in the modern, globalized world. The issue of whether speakers of English as a Foreign Language (EFL) should adhere to native speaker standards has been hotly contested in recent years due to the language's growing usage in global contexts (Timmis, 2002). Many academics in the field have questioned why native speaker communities are frequently used as role models for English language learners abroad in light of this difficulty. Many words have been created in response to this, some of which question the notion that only native speaker community variants are valued (e.g., Global English, International English, International Standard English, World English, or World Englishes) (McArthur, 2001). The concept that English belongs to everyone who uses it, regardless of how they use it, is promoted, for instance, by proponents of the phrase "Global Englishes" (p. 4).

The usage of computers and their impact on foreign language acquisition constitutes another major area of research that needs further investigation. The usage of social media, including Facebook, Twitter, Skype, Voice Thread, and others, adds a new dimension to the teaching and learning process as assignments in the classroom become more problem-solving oriented and centered on real-world situations, texts, or events. Students can modify language and learning resources using digital media at their own speed and in accordance with their own needs.

In second/foreign language education, one of the major blind spots is the lack of focus on real-life communication skills. Many language programs tend to prioritize

grammar rules and vocabulary memorization, but fail to provide enough opportunities for students to practice and develop their speaking and listening skills in authentic situations. This can lead to students feeling ill-prepared to communicate effectively in real-life conversations. To address this blind spots, language educators can incorporate more speaking and listening activities into their curriculum. This could include role-playing exercises, group discussions, and interactive tasks that simulate real-life communication scenarios. Additionally, integrating technology and multimedia resources can provide students with exposure to authentic language use and help bridge the gap between classroom learning and real-world application.

The teacher's involvement is crucial in helping students become more motivated to study a second language. Some teacher are not competent to teach second language. A very noticeable blind spot of second language acquisition is anxiety. One component of learner differences that has to be prioritized in study is anxiety because students who are not native English speakers find it difficult to master the language when they are learning it as a second or foreign language—in this case, English. Anxiety is one element that affects whether language learning and instruction are successful or unsuccessful. The performance of foreign language learners in the classroom is significantly impacted by anxiety.

According to Elkhafaifi (2005), who cites Horwitz, Horwitz, & Cope (1986), anxiety is a significant factor in deciding whether or not pupils succeed in foreign language classes. Many students of foreign languages struggle with anxiety. Anxiety and academic accomplishment have been the subject of several studies carried out by educators, language instructors, educational specialists, and researchers. For some years, they have been intrigued by the occurrence of anxiety related to learning a foreign language.

According to Wörde (2003), studies have repeatedly shown that worry can hinder the creation and proficiency of foreign languages. Both second and foreign language learners may experience language anxiety, which can be problematic "because it can interfere with the acquisition, retention and production of the new language" (MacIntyre & Gardner, 1991, p. 86). There exists an inverse relationship between pupils' anxiety levels and their proficiency in a foreign language. In other words, pupils who experience high levels of anxiety will not achieve as well as those who experience low levels of anxiety.

In a nutshell, to solve the arrays of challenges associated with second/foreign language education, the educational officers should arrange guidance and orientation programmes in second language for language education teacher at all levels of education. Stakeholders in language education studies should encourage the management of various schools to conduct reading test in second language education. Provision of second language education should be supervised in schools by expert in second language education. Teachers of language education should be motivated and trained on frequent basis. Teachers should adopt pedagogies that are capable of enhancing learning.

It is important to discuss the psychological factors that contribute to blind spots in foreign language acquisition. In doing this, the Dunning- Kruger effect comes to mind. The Dunning-Kruger effect, which has been seen in a variety of domains, including arithmetic problem-solving and grammatical error detection (Dunning, 2011), quantifies the propensity of incompetent performers to exaggerate their own abilities in comparison to outside evaluations. Instead, skilled performers—who are frequently equally wrong—tend to overestimate their abilities. At least for low achievers, this discrepancy between self- and other assessments is

attributed to persons lacking meta-knowledge. This mismatch can prevent people from making skill-appropriate decisions, such as whether to pursue a given vocation (Dunning, Heath, and Suls, 2004).

In other words, those with low skill levels not only make mistakes but also fail to recognize that those with higher ability levels may act or perform differently (Schlösser, Dunning, Johnson, and Kruger, 2013). In order to better understand how second language (L2) speakers evaluate the comprehensibility (easiness of understanding) of their L2 speech, we set out to examine the Dunning-Kruger effect.

Previous studies on L2 speakers' self-evaluations of their speaking abilities have mostly concentrated on the connections between instructors' assessments and speakers' assessments of themselves (usually for university students). The results of this research have frequently shown that there are only weak correlations between L2 speakers' assessments of their performance on a task and those of their instructor (Babaii, Taghaddomi, and Pashmforoosh, 2016) or between L2 speakers' assessments of particular aspects of their speech (such as vowels and intonation patterns) and those of their teacher (Lappin-Fortin and Rye, 2014). However, correlations between self- and other-assessments appear to improve for L2 speakers who get self-assessment training. For example, speakers' self-evaluations become more constructive, explicit, and detailed when they talk about their performance or learn about the rating criteria, and they also tend to align with the assessments of their instructors (Babaii et al., 2016; Kissling and O'Donnell, 2015).

It is unknown whether L2 speakers' self-assessments become more in line with external evaluations over time without receiving focused self-assessment training, and whether there is individual variation in how easily L2 speakers' self-assessments line up with external evaluations, even though their inaccurate self-assessments may be corrected. Fundamentally, it's also unclear if L2 speakers' false self-evaluations (those that align with the Dunning–Kruger effect) encompass global dimensions like comprehensibility, which measures how simple it is for a listener to understand a speaker (Munro and Derwing, 1995) in addition to their assessments of specific task performances or specific speech features.

Conclusion

This paper's information provided important insights into the self-assessment practices of language learners in the classroom, despite a few flaws. In the absence of any targeted awareness-raising exercises, there were differences between high and low performing L2 learners in terms of how much they calibrate their self-assessments of comprehensibility with the assessments of external listeners. Furthermore, the degree to which students practiced the target language outside of scheduled classes was strongly correlated with their accuracy in self-assessment over time. Future research on the efficacy of different instructional strategies aimed at assisting L2 learners in adjusting their self-assessments with outside assessments in a range of assessment scenarios is encouraged by this methodology.

Researchers should also distinguish metacognitive contributions to self-assessments from statistical or methodological biases in future L2-focused studies. This can be done by using distinct measures of response bias and metacognition.

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Perceived Role of Female Parents' Psycho-Demographic Variables on Children's Communicative Competence

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Abstract

This study examined the impact of psycho- demographic factors of female parents on children's communicative competence. This is a descriptive research. The participants in this study comprised 50 female parents from Ijebu North Local Government Area in Ogun State. A self-constructed questionnaire show reliability index was developed by the researchers to gather relevant information from the respondents. The questionnaire was administered to the respondents to gather information which was analysed using descriptive statistic. Purposive sampling technique was used to select the respondents. The findings of this study indicated that psycho- demographic factors of parents are a major determinants of children's communicative competence, also parental interest is a significant determinant of children's communicative competence. The study recommended that female parents should be linguistically equipped to consciously develop their children's communicative competence.

Key words: Psycho Demographic Factors, Children's Communicative Competence

Introduction

The impacts of parents are enormous on the children. Scholars have identified some areas whereas the impact of parents are well felt on the children but the issues of parents contribution on children communicative competence have been a phenomenon in which people tend to be unaware of and in most cases ignorantly ignored. Just like Robert (2007) perspectives on language contact that there come times when the place of fact in a descriptive configuration changes, when new topics become relevant, when all phenomena can no longer be easily accounted for, when explanatory principles lose their absolute validity. A change of perspective upsets the descriptive framework and diverts attention to new problems which presage conceptual renewal and theoretical reconstruction founded on a changed understanding of the reality to be described. The subject of parental influence on child communicative competence is currently undergoing a process of this kind. Hence, this study examines the extent to which psycho demographic factors of the female parents determine children's communicative competence.

The development period in children is a very important phase. At this age, children will experience rapid development both in terms of physical, cognitive, emotional, and linguistic (Dwi etal 2020). Parents are generally the first caregiver a child is influenced by. By influencing a child, they build their self-concept, self-esteem, and verbal skills that are necessary to be able to communicate effectively. Research efforts have effectively proven that communication skills are learned through parents, though little have, however, shown the influence of specific parents and again that skills for communication are developed through the parental influence whether that be mother, father, grandparent or brother playing the parental role (Black & Schutte, 2006; Weeb, 2010).

The type of conversation between adults and child is known to be influential on linguistic development. Language acquisition, as well as communicative competence might be supported by actors in

the environment by the simplification of linguistic input (Saxton, 2008). Parents' educational level, educational resources, and family economic status are all predetermined children's performance in language learning. *Thus, parent–child communication can be an effective way for parents to promote their children's foreign language learning. Studies have found that both the way and content of parent–child communication can affect children's communication capacity. For example, supportive communication between parents and children can greatly enhance children's communicative competence (Markkula et al., 2021), The current study aims to explore the impact of* psycho demographic variables of female parents on children's communicative competence.

Communicative competence was developed by Hymes (1972), in reaction to Chomsky's notion of grammatical competence to describe, and account for the knowledge that speakers and listeners have in order to communicate appropriately in different social contexts (Kiessling & Götz, 2021). Communicative competence means having 'a competence to communicate.' This competence can be oral, written or even non-verbal. Communicative competence is the ability to achieve communicative goals in a socially appropriate manner. Whyte (2019) posits that communicative competence captures the notion that the ability to use language in interaction requires not just control of linguistic form but also awareness of rules of use in different contexts. It is organized and goal-oriented, i.e. it includes the ability to select and apply skills that are appropriate and effective in the respective context. It includes verbal and non-verbal behaviour. Communicative competence also entails knowing how to engage in conversations in appropriate and informative ways. Communication competence is needed in order to understand communication ethics, to develop cultural awareness, to use computer-mediated communication, and to think critically (Spitzberg, 2003).

Children do not just need only linguistic knowledge but also background knowledge relevant to the communicative context in which learners need to operate, the good or bad performance of some children is traceable to their family background as revealed that the foundation of most children are shaped by their parents, while, others build on it. Communication is one of the most important categories of human functioning, constituting both the manifestation and the condition of social life (Ahmed, 2018). Numerous factors determine the communicative competence of a child. Scholars in the field of language development have identified some of these factors. Nevertheless, for the purpose of this paper, female parents' psycho demographic factors as the determinant of children communicative competence shall be examined.

Psycho-demographic factors are characteristics of a person that relate to both psychological and demographic traits. These factors are important because they can provide insight into the motivations, needs and developments of others. Generally, they address the complex phenomenon that influences human behaviour and wellbeing. Demographic factors, such as socioeconomic status, access to resources, cultural background, educational opportunities, exposure to diverse language environments and cultural background can influence a child's communicative competence and as well shape a child's language development. For example, children from lower socioeconomic backgrounds may have limited access to resources, which can affect their language development. It is important to recognise these factors and provide support to ensure that all children have the opportunity to develop strong communicative skills. The psycho demographic factors to be considered in this work are interest and social class and

their significant impact on children's communicative competence.

Female parents have a profound impact on their children's lives. They provide love, care, and guidance, helping to shape their children's character and values. They also serve as strong role models, inspiring their children to achieve their goals and dreams. Their influence can have a lasting and positive effect on their children's overall well-being and future success. Female parents have a profound impact on their children's lives. Female parents play a crucial role in helping children develop communicative competence. They provide a nurturing and supportive environment that encourages open and effective communication. Female parents engage in conversations with their children, actively listen to their thoughts and feelings, and provide guidance on how to express themselves appropriately. Through their interactions, they learn the importance of clear and respectful communication; help children build vocabulary, develop language skills, expand their vocabulary, and learn how to effectively communicate their needs and emotions.

Statement of the Problem

Children communicative competence ranges from low to high. Some children are in the category of low-level of language proficiency, while, some are classified as mid-level language user. Some students speak both the indigenous and foreign languages fluently, while, some cannot, even when taught in the same school environment and with the same set of teachers. Scholars have observed the effects of the educational system, teaching method and teachers on students' communicative competence. To this effect, this study examined the extent to which psycho demographic variable of female parents' determine the level of student communicative competence. All children have the tendency of becoming high level language users; however, parents serve as great determining factor. Hence, this study considered psycho demographic factors of parents as determinant of children's communicative competence.

Objectives of the Study

The main aim of this study is to examine the extent to which psycho demographic factors of parents' serve as determinant of children's communicative competence. Specifically, however, the objectives are to:

1. investigate the extent to which parent interest value determines children's communicative competence; and
2. explore the level to which the social class of parent determines children's communicative competence.

Research Questions

1. What is the extent to which parental interest determine children's communicative competence?
2. Does female parents' social class determine children communicative competence?

Methodology

This is a descriptive research. The total population for this study comprised of fifty female parents in Ijebu North Local Government Area and Abeokuta south local government Area of Ogun State. purposive sampling technique was used to select the respondents for this study. A self-constructed questionnaire shows reliability index was developed by the researchers to gather relevant information from the respondents. The questionnaires were administered to the respondents to gather information which was analysed using descriptive statistical tools. The questionnaire was given to experts in the field of test and measurement before it was administered.

Presentation and Prescription of Data

This section presents details analysis of the data from the administered questionnaire with accompanying description of the information contained therewith.

Analysis of Demographic Data

Demographic Distribution of Respondents' Data

Table 1: Analysis of Demographic Data

Respondents		Frequency	Percentage (%)
Marital Status	Married	43	68.00
	Single Parent	5	10.00
	Divorced	1	2.00
	Separated	1	2.00
	Total	**50**	**100**
Number of Children	1-3	42	84.00
	4-6	8	16.00
	Total	**50**	**100**
Parental Experience	0-5years	26	52.00
	6-10years	3	6.00
	11-15years	6	12.00
	Above 15years	10	20.00
	Total	**100**	**100**
Level of Education	FSLC	1	2.00
	Non-Formal Education	1	2.00
	Tertiary Education	48	96.00
	Total	**100**	**100**

Source: Field Survey, 2023

Interpretation: The above table shows the demographic distribution of the respondents, the table also shows the distribution of respondents by marital status, it was seen that 74% were married while 16% were single, 10% of the respondents were found to be single parents. The table finally reveal that 2% of the respondents were divorced, separated and also in other relationships. On the basis of the number as regards to the children of the respondents, it was observed that 84% have between 1-3 children and only 16% have above 3 children. The table finally revealed that majority of the respondents have been parents only between 0-5years which accounts for about 52%, it was also found out that larger percentage of the respondents possessed tertiary education which amount to about 96% of the respondents.

Research question one

Table 2: What is the extent to which female parent interest determines children's communicative a competence?

S/N	Parental interest as determines of children's communicative competence	A	S	H	N	Mean	Remark
1	Parents' interest is a great determinant of children communicative skill	34	13	1	2	3.58	Accepted
2	The interest of parent s over the children determines their general outcome	31	17	1	1	3.56	Accepted
3	There is no relevant relationship between parents' interest and communicative skill	8	12	11	19	2.18	Rejected
4	When female parent s take enough time to invest in children communication, it makes work easier for the school teachers.	38	10	2	-	3.72	Accepted
5	No matter the efforts of parents, it does notimpact any change to children's communication skill	8	14	6	22	2.16	Rejected
	Overall	**119**	**66**	**21**	**44**	**3.04**	**Significant**

Source: Authors' Field Work

Interpretation: The above table shows the descriptive statistics of respondents' responses to research question two investigating the extent to which parental interest determines children's communicative competence. The mean response was set to be 2.5 on a benchmark and a grand mean of 3.04 revealing a significant association between the variables. The findings made it easier to conclude that parental interest is a significant determinant of children's communicative competence.

Research Question Two

Table 3: Does female parents' social class determine children communicative competence?

s/n	Social class determines children communicative competence	A	S	H	N	Mean	Remark
6	Children of female parents with high social class have a very high level of communicative competence	24	19	4	3	3.28	Accepted
7	Children of female parents with low social class have a very low level of communicative competence	10	26	8	6	2.80	Accepted
8	Parents' social class is a great determinant of children communicative competence	20	20	2	8	3.04	Accepted
9	Social class and children's communicative competence have nothing in common	9	20	8	13	2.50	Accepted
10	Female parent s with high level social class are very sensitive to their children 's communication performance and therefore invest to give them the best training.	25	19	2	4	3.30	Accepted
	Overall	**88**	**104**	**24**	**34**	**2.98**	**Significant**

Source: Authors' Field Work

Interpretation: The above table shows the descriptive statistics of respondents' responses to research question three investigating social class determine children communicative competence. The mean response was set to be 2.5 on a benchmark and

a grand mean of 2.98 revealing a significant association between variables. The findings made it easier to conclude that social class is a significant determinant of children's communicative competence.

Discussion of Findings

This study considered the extent to which psycho demographic factors of the female parents determine children's communicative competence. The psycho demographic factors considered in this work are interest and social class and their significant impact on children's communicative competence.

The descriptive statistics of respondents' responses to research questions one and two investigating the extent to which parental interest determine children's communicative competence. The mean response was found to be 2.5 on a benchmark and a grand mean of 2.75 was generated indicating a statistical significance between, while, question three investigated social class as it determined children's communicative competence. The mean response was set to be 2.5 on a benchmark and a grand mean of 2.98 revealing a significant association between variables. These findings made it easier to conclude that parental interest and social class are significant determinants of children's communicative competence. These findings are consistent with the results of indices for the determination of the degree of communication skills improvement in prelingual children with cochlear implantation by Manal & John (2014) and also Zheltukhina, et al. (2020) in their work titled the development of communicative competence of primary school children based on competency-based approach further established that there is variable that aids communicative competence.

Conclusion

Based on the findings of this study, it was concluded that psycho-demographic factors of female parents play a pivotal role in modelling children's communicative competence. The reason which is not farfetched is as a result of the bond and closeness between mother and child. More so, female parents spend ample time with their wards than their male counterparts as this is evident in children having their mothers playing the role of the first language teachers.

Recommendations

Since it has been empirically verified that female psycho-demographic variable is a major determinant of children's communicative competence, hence female parents should be linguistically equipped to consciously develop their children's communicative competence; provisions should be made to train them so that they can positively impact the children; government and other relevant stakeholders should made adequate provisions to teach/sensitise parents with low communicative competence in order to have viable mental effects on students' cognitive ability at schools.

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Àgbéyèwò Lílo Àfihàn Eré Onítàn lati kọ́ Àṣà àti Ìṣe nínú Èto Kọ̀ríkúlọ̀mù Èdè Yorùbá

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Àṣamọ̀

Ìwádìí yìí se àgbéyèwò àfihàn lílo eré oníse láti kọ́ àṣà àti ìṣe nínú èto kọ̀ríkúlọ̀mù èdè Yorùbá. Ohun tí ó mú ìwádìí yìí wáyé ni àwọn ìṣòro tó ń dojú kọ akẹ́kọ̀ọ́ àti olùkọ́ ní kíkọ́ àṣà àti ìṣe Yorùbá, pàápàá ìjákulẹ̀ nínú àwọn ìdánwò àṣekágbá tí ó jẹ́ ti àjọ WAEC àti NECO. Àwùjọ ìwádìí yìí jẹ́ àgbájọpọ̀ olùkọ́ ati akẹ́kọ̀ọ́ ní àwọn ilé ìwé ní apá ìwọ̀ oòrùn ilẹ̀ Naijiria. Àṣàyàn àwùjọ yìí sì jẹ́ ọgọ̀rún akẹ́kọ̀ọ́ ati ogóòjì olùkọ́ èdè Yorùbá. Àtòjọ ìbéèrè ni a lò láti gba èrò àwọn olùjọ́ nípa lílo eré oníṣe láti kẹ́kọ̀ọ́, pẹlu àlàkalẹ̀ àkànṣe ìdánilẹ́kọ̀ọ́ nípa lílo eré oníṣe, bẹ́ẹ̀ni ìwádìí ṣe àmúlò àwọn ìbéèrè fún àwọn akẹ́kọ̀ọ́ ṣáájú àti lẹ́yìn ìdánilẹ́kọ̀ọ́. Lẹyin ìwádìí yìí, ó hàn pé ìmọ̀ àwọn akẹ́kọ̀ọ́ nínú abala àṣà ati ìṣe Yorùbá ko ju tásẹ́rẹ́ tí kò sì gbéwọ̀n. Lẹ́yìn lílo eré oníṣe láti kọ́ àṣà ati ìṣe Yorùbá, àlékún bá ìjáfáfá àwọn akẹ́kọ̀ọ́. Ìwádìí dáa lábàá pé, olùkọ́ gbọ́dọ̀ máa ṣe àmúlò ọgbọ́n ìkọ́ni loòrèkoòrè láti ṣe ìdánilẹ́kọ̀ọ́ nínú àṣà ati ìṣe Yorùbá. Ki olùkọ́ èdè Yorùbá tubọ̀ fúnka mọ́ kíkọ́ àṣà àti ìṣe Yorùbá láti lè jẹ ki ìmọ̀ àwọn akẹ́kọ̀ọ́ gboòrò. Kí olùkọ́ èdè Yorùbá mú abala àṣà àti ìṣe ni òkúnkún dùn laíṣè èyí ó lewu fún ìjáfáfá àwọn akẹ́kọ̀ọ́. Àwọn olùkọ́ èdè Yorùbá ni ó gbọ́dọ̀ máa wá ìmọ̀ kún ìmọ̀ ki wọn sì wà ní ìgbáradì ní gbogbo ìgbà lati lè wé ojútùú sí ìṣòro tí ó bá ń koju àwọn akẹ́kọ̀ọ́ nínú kíkọ́ àṣà ati ìṣe Yorùbá.

Àwọn kókó ọrọ: Èdè Yorùbá, kọ̀ríkúlọ̀mù, àṣà àti ìṣe, ọgbọ́n ìkọ́ni, eré oníṣe

Ìfáárà

Èdè jẹ́ ohun ìní àwùjọ tí ó mú ìgbé ayé èniyàn rorùn, tí ó sì jẹ́ kí wíwà láàyè wọn kí o ní ìtumọ̀. Èdè ni ọ̀nà tí ó rorùn jù lati lè fi bá ara ẹni sọ̀rọ̀. Èdè ni ojúlówó ogún èyí tí ó mú kí èrò ọmọ èniyàn lè fẹsẹ rinlẹ̀. Èyí ni ó mú kí ète àti ìrònú èniyàn le hàn sí gbangba nipa gbígbé èrò wọ̀nyí hàn jáde. Fajenyọ (2011) sàlàyé pé irinṣẹ́ tó jẹ́ koseémànì tí a fi ń gbé èrò ọkàn wa jáde séti gbogbo ẹdá èniyàn ni èdè jẹ́, ohun èlò pataki fún àjọṣepọ̀ láàrin àwùjọ. Ègbé àpapọ̀ ọmọ Yorùbá (2018) tumọ̀ èdè gégé bí àkójọpọ̀ ìró ohùn tí ó ń ti ẹnu eniyan jade tí a fi ń gbé èrò ọkàn wa jáde fáráyé gbọ́ ní àwùjọ, wọn fi kún un pé èdè jẹ́ ohun tí àwùjọ kan fọwọ́ sí fún ọ̀nà ìbá ara ẹni sọ̀rọ̀ ati wí pé ohun tí à ń pè ní èdè gbọ́dọ̀ jẹ́ àgbọ́yé.

Èdè Yorùbá jẹ́ àgbájọ èdè tí àwọn èyà Yorùbá tí ó sọ̀dọ́ sí apá Ìwọ̀-Oòrùn orílẹ̀ èdè Naijiria ń lò gégé bí àjùmọlò. Nínú ìwé imọ Wikipedia (2021), ó tọ́ka si èdè Yorùbá gégé bí èdè tó ṣakójopọ̀ gbogbo ọmọ kú oótù oòjíire bí? tí èyà yìí sì wà ni apá Ìwọ̀-Oòrùn orílẹ̀ èdè Naijiria. Yàtọ̀ sí síṣọ, èdè Yorùbá wà lára àwọn èka èkọ́ ní àwọn ilé-èkọ́ alákọ̀ọ́bẹ̀rẹ̀ títí dé yunifásitì.

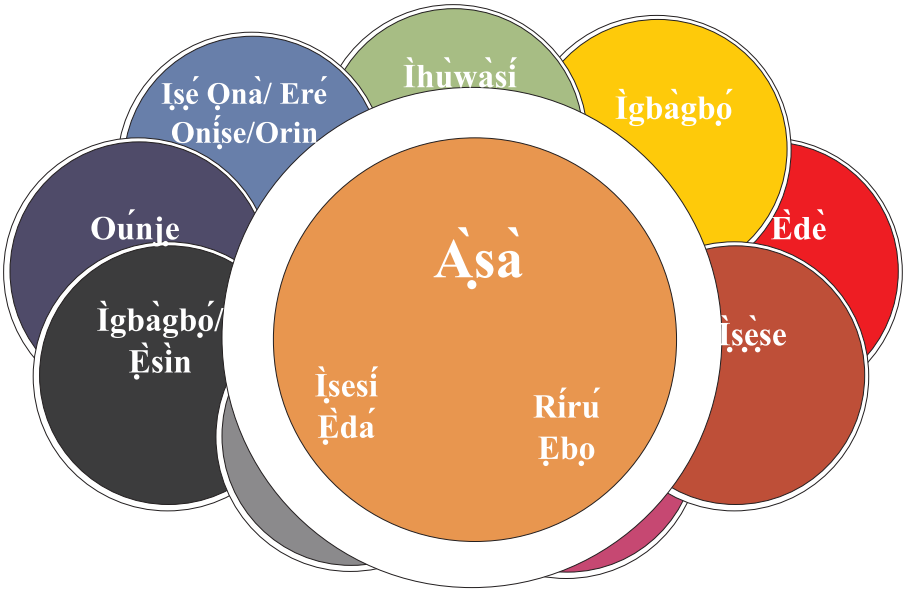
Àlàkalẹ̀ èto kọ̀ríkúlọ̀mù ti ilé-èkọ́ sẹ́kọ́ndírì ṣàlàyé ìdí pàtàkì tí a fi ń kọ́ èdè Yorùbá. Lára ìdí wọ̀nyí ni lati jẹ́ kí àwọn ọmọ Yorùbá mọ èdè yìí sọ dáadáa, kí wọ́n le gbọ́ èdè yìí dáadáa láìsí ìṣòro. Yàtọ̀ sí èyí, kíkọ́ èdè Yorùbá ṣe pàtàkì lati le jẹ́ kí èdè náa máa gbèèrú sii, ki àwọn akẹ́kọ̀ọ́ nípàtàkì àwọn ọmọ Yorùbá le mọ àṣà ati ìṣe wọn. Fún ìdí èyí,

òguna gbòngbò ni kíkọ́ àṣà àti jẹ́ ninú ètò kọ́rikúlọ̀ọ̀mù èdè Yorùbá.

Àṣà ni a le pè ni ìwà ati ìṣe àwọn ẹ̀yà kan. Ohun àjùmọ̀lò àwọn ẹya kan. Àṣà jẹ́ ohun àdámọ̀ ẹ̀yà kan ti a lè fi dá irú ẹya bẹ́ẹ̀ mọ̀ nipa ìṣesí ati ìhùwàsí wọn (Adéjùmọ̀, 2019). Tyler (2020) ṣàlàyé pé "culture is the complex whole that includes knowledge, beliefs, arts, morals, laws, costumes and other capabilities and habits acquired by man as a member of society". Ohun tí àkọsílẹ̀ yìí tumọ̀ sí ni pé àṣà jẹ́ ohun ìjìnlẹ̀ tí ń ṣe àhunpọ̀ àwọn ìwà, ọgbọ́n, ìgbàgbọ́, ìṣesí, iṣẹ́ ọnà, àwọn òfin ati ìlànà ìgbé ayé eniyan ṣe àfihàn rẹ̀ gégé bi òkan lára èda àwùjọ. Bákan náà, Ogunsina (2006), ṣàlàyé pé àṣà jẹ́ ohun tí ó máa n ṣe àfihàn ìwà, ìṣesí ati àwọn ohun ìṣẹ̀nbáyé àwùjọ kan, ohun tí àṣà ń ṣe ni kí ó ṣe àfihàn ẹ̀yà, èdè àti àwọn ohun tí ó sodó sí àwùjọ kan, kí ó sì pe àkíyèsí wa sí àwọn ohun àmúyangàn ati àwọn ohun àmúsogò kí ó si gbọn ìwà àìtọ́ tí ó kún àwùjọ fọ́fọ́ sọnù. A wá le sọ wí pé, àṣà jẹ́ ohun àdámọ̀ àwọn ẹ̀yà kan ti a fi máa n dá wọn mọ̀ nipa ìṣesí ati ìhùwàsí wọn. Àṣa sì jẹ́ àjùmọ̀lò àwọn alásà náà.

Ayodele (2015), ṣàlàyé àṣà gégé bí ohun gbogbo tó jẹ mọ́ ìgbé ayé àwọn èníyan kan ní àdúgbò kan bẹ̀rẹ̀ lórí èrò, èdè, èsìn ètò ìṣèlú, ètò ọrọ̀ ajé, ìṣẹ̀dá ohun èlò, ìtàn, òfin, ìṣe, ìrísí, ìhùwàsí, iṣẹ́ ọnà, oúnjẹ, ọnà ìṣe nnkan, yíyí ayíká tabi àdúgbò kọ̀ọ̀kan padà. Pàtàkì jùlọ èsìn ìbílẹ̀, eré ìbílẹ̀ ati iṣẹ́ ìbílẹ̀. Gbogbo nnkan wọnyí ni wọ́n kóra jọ pọ̀ ń jẹ àṣà.

Àwọn òjọ̀gbọ́n ninú ìmọ̀ àṣà ṣe àfihàn àwọn èrò jà tí ó máa ń farahàn ninú àṣà lára wọn ni:



Àwòrán Ìtọ́kasí

Ní àwùjọ Yorùbá, gégé bí àwọn ẹ̀yà míràn ni àgbáyé, àwùjọ yìí ní àṣà tirẹ. Àṣà Yorùbá jẹ ọnà kan to ṣe kókó ti àwùjọ yìí àti ẹ̀dá inú rẹ̀ máa n lò lati fi gbé àṣà ati ìṣe wọn kalẹ̀ titi dé ìrònú wọn àti gbogbo ọgbọ́n àtinúdá wọn lọ́nà tí ó fi jẹ́ ìtẹ́wọ́gbà fún gbogbo ìran Yorùbá.

Oníruúrú àṣà ní ó farahàn ninu àṣà àti ìṣe Yorùbá. Lára àwọn wọnyí ni – ìkíni, ọmọluabi, ìwọṣọ, oúnjẹ ati ìpèsè oúnjẹ, ìgbéyàwó, ìsọmọlórúkọ, ìsìnkú, ogún ati ogún pínpín, oge ṣíṣe, èto ẹbí, iṣẹ́ ọwọ́, àṣà ìran ara ẹnilọ́wọ́, àjọ ati èsusu ati bẹ́ẹ̀bẹ́ẹ̀lọ. Gbogbo ìwọnyí ni o farahàn ninu akọsílẹ̀ ati àlàkalẹ̀ èto kọ́ríkúlọ́ọmù èdè Yorùbá.

Ìdí tí a fi n kọ́ àṣà ati ìṣe Yorùbá

Kíkọ́ àṣà ati ìṣe Yorùbá ṣe pataki nípàtàkì ni àwọn ilé-ẹkọ́ sẹ́kọ́ndìrì gbogbo. Lára ìdí yìí ni pé kí àṣà Yorùbá ma bàá parun. Ó ṣe pataki kí a kọ́ àwọn akẹ́kọ̀ọ́ ni àṣà kí ó le ṣe okùnfà fún ìdàgbàsókè àwùjọ Yorùbá. Ó ṣe pàtàkì kí àwọn akẹ́kọ̀ọ́ èdè Yorùbá ní ẹ̀kún rẹ́rẹ́ ìmọ̀ nipa àṣà ati ìṣe èyà Yorùbá èyí ti àwọn pàápàá jẹ̀ alábàápín. Àṣà Yorùbá gbajúmọ̀ ní gbogbo àgbáyé. Àṣà Yorùbá wúlò lati dánilárayá, ó jẹ́ okùn èkọ́, òun ni ó sí máa ń ran èdè kíkọ́ lọ́wọ́. Ó ṣe pàtàkì kí àwọn akẹ́kọ̀ọ́ máa ṣe àmúlò àwọn àṣà ati ìṣe Yorùbá lóòrèkóòrè nínú gbogbo ìṣesí wọn. Àṣà ní ó le jẹ́ ki ìgbé ayé wa ó ní ìtumọ̀. Ọmọ tí a lè fi yangàn lawujọ ni ọmọ tí ó gbọ́n ninu àṣà. Nínú àkọsílẹ̀ Brunner (1966) "culture is believed to shape human's mind and also provides the toolkits by which we construct not only our world but the very conception of ourselves and our power with which we acquire the skill of communication". Èyí tumọ̀ pe "Àṣà ni a gbàgbọ́ pé ó fún ọkàn èníyàn ní ìtọsónà tí ó sì n ṣe atọ́nà àti irinṣẹ́ lati lè mú kí ọkàn wa tayọ tí ó fi lè rorùn fún àwa pàápàá lati ni ìbáṣepọ̀ àti ìrọ́rùn fún ọ̀rọ̀ síṣọ". Brummer sàlàyé pé a ni ìgbàgbọ́ pé àṣà ni ó gbé ọkàn èníyàn dúró tí ó sì n ṣe àkóso rẹ̀ tí ó ń ṣe ìránlọ́wọ́ lati ya àwòrán ati agbára lati ni ìbáṣepọ̀.

Àṣà ni ó fún wa ní èròjà tí ó le ṣe àtìlẹyìn lati mú ìgbé ayé wa ni ẹ̀kún rẹ́rẹ́ ìmọ̀ ninu èyí tí a lè fi yangàn tí a sì lè fi sọ̀rọ̀ lawùjọ. Bakan náà ni Bilingual (2019) gbé èrò rẹ̀ jade pé "culture influences our values, traditions and methods of interaction while language facilitates these interactions". Èyí tumọ̀ si pé àṣà máa ń ran àwọn àmúyẹ àwùjọ wa lọwọ, o máa n ṣe okùnfà fún ìtẹ̀síwájú àwọn ìṣe wa, òun ni okùnfà àjọṣepọ̀ nígba ti èdè pàápàá sì máa n tìí lẹ́yìn láti le ṣe àseyọrí. Kíkọ́ àṣà Yorùbá ṣe iyebíye fún ìdàgbàsókè ati ìfẹsẹmúlẹ̀ eya Yorùbá. Àwọn Yorùbá jẹ́ awùjọ tí ó di òpó aṣa rẹ̀ mú danindanin. Ẹnikẹ́ni tí kò bá sì fara mọ́ àṣà wọnyí irú ẹni bẹ́ẹ̀ ni a le sọ wí pé ó kùnà lati bá awujọ pé. Lára èrèdí kíkọ́ àṣà ati ìṣe Yorùbá ni láti lè ni àwọn akẹ́kọ̀ọ́ tí ó wuyì tí ó sì gbayì lawùjọ ti yóò máa ṣe àmúlò ìṣẹ̀ṣe lóòrèkóòrè, kí wọn si le máa fi àṣà wọnyi lé ìrandíran lọ́wọ́. Kí àṣà ati ìṣe Yorùbá má bàá parun. Ìgbàgbọ́ ti olùwádìí yìí ní ni wí pé àṣà ni ó so àwùjọ ró. Fún ìdí èyí àṣà ati awujọ ṣòro lati yà nípa nítorí wọn so mọ ara wọn tímọ́tímọ́. Àṣà ati ìṣe àwùjọ kan ni a fi ń dá àwọn èníyàn irú àwùjọ bẹ́ẹ̀ mọ̀. Àṣà ni àmì ìdámọ̀ àwùjọ.

Aládéjánà (1979) ṣàlàyé pé the Yoruba aims at the preservation of its traditional heritage. Èyí tumọ̀ sí pé ohun tí ó jẹ́ eya Yoruba lógún ni dídá àṣà wọn sí fun ìran tí ó ń bọ̀.

Ohun tí ó wuyì jù ni fún akẹ́kọ̀ọ́ èdè Yorùbá lati le kọ́ nipa àṣà ati ìṣẹ̀ṣe Yorùbá ni àwọn ilé-ẹkọ́ gégé bí àfikún ìmọ̀ sí ohun tí akẹ́kọ̀ọ́ ti mọ̀ tẹ́lẹ̀, ó ṣeéṣe kí àṣà wa yìí parun, ọ̀pọ̀lọpọ̀ àwọn àṣà wọnyí ni àwọn akẹ́kọ̀ọ́ máa ń fojú rénà wọn tí wọn kò sì náání wọn. "Culture maintains or modifies through education by the way of curriculum development" (Wikipedia 2010). Tí ó tumọ̀ sí pé èto ẹkọ́ jẹ́

okùnfà lati lè máa tójú àṣà, a sì máa ń lòó lati jé́ kí àṣà gbèrú síi. Ó tún wa láti tún àṣà ṣe. Fún ìdí èyí àṣà àti ìṣẹ̀ṣe Yorùbá ni ó gbọ̀dọ̀ kó ipa pàtàkì ninu kòríkúlọ̀ọ̀mù èdè Yorùbá.

Tíórì ìṣẹ̀ ìwádìí yìí

Tíórì tí a lò fún ìṣẹ́ ìwádìí yìí ni tíórì tí ó jẹ mọ́ kíkọ́ àṣà. Tíórì yìí ni a mọ̀ sí Theory of Cultural Transmission. Tíórì yìí ni Charles F. Hocket gbé kalẹ̀ tí ó dá lórí bí èdè àti aṣà ti ṣe máa n rékọjá lati ìran kan sí ìkejì tí yóò sì di mímọ̀. Èyí tí a le pè ní àjogúnbá. Hocket sọ wí pé "the idea of traditional transmission details the process by which language is passed down from one generation to the next, where it is a mechanism of iterated learning common processes would include imitation of teaching." Ohun tí èyí túmọ̀ sí ni pé kí a maa lo ìlànà ṣíṣe àwòkọ́ṣe lati ìran kan si ìkeji náa ni ó wọ́pọ̀ julọ ninu ẹ̀kọ́ kíkọ. Èyí sì ṣe pataki pàápàá ninu kíkọ́ àṣà. Hocket tẹ̀síwájú pé learners acquire the cultural behaviour, that is, language in this instance by observing similar behaviour in others who acquired the language the same way. Ohun ti Hockett n tẹnumọ́ ni pé ọ̀nà ti akẹ́kọ̀ọ́ máa n gbà kọ àṣà ati ìṣe ni ṣíṣe àwòkọ́ṣe ati àfarawé àwọn mìíràn tí ó ní ìrírí nínú irú àṣà bẹ́ẹ̀, tí ó sì jẹ́ pé bákan náà ni àwọn wọ̀nyí ti ṣe kọ́ọ.

Nínú àkọsílẹ̀ Rebel (1995), "cultural transmission is defined as the process of learning through which the values, standards, norms etc of a culture are passed on to succeeding generations". Àlàyé Rebel ni wí pé, kíkọ́ nipa àṣà àti ìṣe ni a túmọ̀ sí pé ìlànà ètò ẹ̀kọ́ nipa èyí tí àwọn àmúyẹ, gbèndéke, ìsesí ati bẹ́ẹ̀bẹ́ẹ̀ lọ tí ó wà nínú àṣà ṣe ń di mímọ̀ fún àṣàmọdọ́mọ.

Bakan náà ni Taylor (1871), ṣàlàyé pe cultural transmission is the process through which cultural elements in the form of attitudes, values, beliefs and behavioural scripts are passed on to and taught to individual and groups. Àlàyé Taylor ni pé, ṣíṣe àrékọjá ni ọ̀nà tí àwọn àkóónú inú àṣà bíi ìwà àti ìṣesí, ìgbàgbọ́ àti onírúrurú ìhùwàsí fi ń gbà ré kọja sí ọ̀dọ̀ àwọn èniyan àwùjọ kan tí a sì fi ń kọ olórí-kò-jorí tàbí ẹlẹ́gbẹ́jẹgbẹ́.

Onírúkulukú àwùjọ ni ó gbọ́dọ̀ ní ọ̀nà ti yóò fi máa mú kí àṣà rẹ di mímọ̀ lati ìran kan sí èkejì. Èyí wà lati jẹ ki àṣà yìí pẹ́ láwùjọ kí ó ma bàá di ohun ìgbàgbé. Ojúṣe àwùjọ ni lati kọ ọmọ ni àṣà rẹ̀. Níwọ̀n ìgbà tí ó sì jẹ́ pé ilé-ẹ̀kọ́ dúró gégé bi aṣojú àwùjọ, ibi tí ó rọrùn náà lati kọ́ àṣà ni ilé-ẹ̀kọ́ àti wi pé nínú ààto ẹ̀kọ́ èdè Yorùbá náà ni àṣà kíkọ́ wa. Àwòkọ́ṣe ni àṣà fi maa n gbèèrú síi. Akẹ́kọ̀ọ́ nílati maa ṣe àwòkọ́ṣe àwọn tí ó ni ìmọ̀ àṣà lati lè ṣe àwòta fún ìmọ̀ àṣà lati lè ṣe àwòta fún ìmọ̀ kíkún ninu irúfẹ́ àṣà bẹ́ẹ̀. Kíkọ́ àṣà maa ń ran akẹ́kọ̀ọ́ lọ́wọ́ ninu kíkọ́ èdè Yorùbá. Ó jẹ́ okùnfà nínì ìmọ̀ kíkún nípa ìran Yorùbá. Àìnfàní ni ó jẹ́ lati mọ ìtàn ilẹ̀ Yorùbá, àwọn ìṣẹ̀ṣe ilẹ̀ Yorùbá. Èyí yóò mú kí àwọn akẹ́kọ̀ọ́ èdè Yorùbá lè fi awọn àṣà yìí yangàn láwùjọ. Yóò jẹ́ kí wọ́n le tójú àwọn àṣà yìí dé àrọmọdọ́mọ wọn.

Àwọn ìṣòro tí ó súyọ

Olùwádìí yìí ṣe àkíyèsí wí pé ìṣesí ati èrò àwọn akẹ́kọ̀ọ́ jáde nínú ede Yorùbá láwùjọ lẹ́yìn ìkẹ́kọ̀ọ́ wọn nínu èdè ati àṣà Yorùbá kò fi bẹ́ẹ̀ wú ni lórí. Bákan náà ni a wòye pé ìjáfáfá àwọn akẹ́kọ̀ọ́ nínú ìdánwò lórí abala àṣà àti ìṣe ní pàtàkì ìdánwò abẹ́lé ati àsejáde ni kò ṣee gbé ounjẹ fẹ́gbé kí á gbàwo bọ. Ohun tí a tún rí ni wí pé òye àwọn akẹ́kọ̀ọ́ ninu àṣà ati ìṣe Yorùbá ni kò kún ojú òṣùwọn rárá. Nínú àkíyèsí ajọ WAẸ̀ẸKÌ si ìdánwò 2019, àjọ yìí tọ́ka sí àwọn àìṣedéédéé àwọn akẹ́kọ̀ọ́ ninu ìdáhùn si àwọn ìbéèrè lábẹ́ ìsọ̀rí aṣa. Lára

ohun tí wọn ṣe àfihàn ni pé, 'candidate's performance under culture was poor'. Ìyẹn ni pé èsì àkọsílẹ̀ ìdánwò àwọn akẹ́kọ̀ọ́ lábẹ́ ìsòrí àṣà kò dára rárá. Wọn tẹ̀síwájú pé – 'most of the candidates who attempted these questions could not define the term, this led to poor performance' (WAEC Examiners' report, 2019). Ni 2018 pàápàá, àjọ yìí ṣe àfihàn èsì àkọsílẹ̀ ìdánwò awọn akẹ́kọ̀ọ́ nínú àṣà orúkọ àmúṣòrunwá àti ìgbẹ́ ọ̀dẹ̀ wí pé 'most of the candidates who choose these questions did not quite understand them. These is no evidence of their exposure to this aspect of Yoruba culture' (WAEC examiners' report, 2018). Ohun ti èyí túmọ̀ sí ni pé púpọ̀ àwọn akẹ́kọ̀ọ́ tí wọn dáhùn ìbéèrè lábẹ́ ìbéèrè tí ó jẹyọ lábẹ́ orúkọ àmúṣòrunwá ati ìgbẹ́ ọ̀dẹ̀ ni kò mọ ìtúmọ̀ orí ọ̀rọ̀ wọ̀nyí. Kò sì si àrídájú pé wọ́n ni òye rara lórí àwọn ìsòrí wọ̀nyí.

Bákan náà ni orí ọ̀rọ̀ ilà kíkọ, àbájáde àjọ WÀẸ́ẸKÌ 2019 ni wí pé 'most candidates who attempted this question could not name the tribal marks. This led to the poor performance'. (WAEC examiners report 2019). Eléyìí tumọ si pé púpọ̀ àwọn aṣèdánwò tí wọn mú ìbéèrè yìí ni wọn kò le dá àwọn ilà mọ ati orukọ wọn. Eyi ni ó fa ìjákulẹ̀.

Bẹ́ẹ̀ náà ni orísiírísìí ìjákulẹ̀ máa ń wá nínú àwọn èyà àṣà mírán lóòrèkóòrè. Ohun tí olùwádìí yìí lérò pé ó le fa èyí ni wí pé àìbìkítà àwọn akẹ́kọ̀ọ́ sí kíkọ́ àṣà àti ìṣe nínú èdè Yorùbá. Orísiírísìí àwọn nnkan ni ó le fa èyí. Àwọn akẹ́kọ̀ọ́ lérò wí pé kò pọn dandan fún wọn lati kọ́ àṣà dójú àmi ki wọn tó lè kojú ìdánwò níwọ̀n ìgbà tí ó jẹ́ wi pé abala èdè, lítírẹ́sọ àti àṣà ni a máa n ́ ro gbogbo máàkì wọn pọ̀. Nínú àṣekágbá ìdánwò, ọ́seẹ́se kí àwọn akẹ́kọ̀ọ́ lè tẹpẹlẹ mọ́ àwọn abala mìíràn lati fi gbé ìwọ̀n wọn sókè ninu ìdánwò. Ohun tí eléyìí túmọ̀ sí ni wí pé akẹ́kọ̀ọ́ máa n fojú rénà abala àṣà ninu ìdánwò. Yàtọ̀ si èyí ìwà ọ̀làjú tí o mú kí àwùjọ wa kó fara mọ́ àṣà àtọ̀hùnrìnwà máa ń ṣe àkóbá fún àwọn akẹ́kọ̀ọ́. Onírúurú ló ń jìjàdù ati figagbaga nínú ṣíṣe àmúlò àṣà àtọ̀hùnrìnwá. Gbígba àṣà àtọ̀hùnrìnwá wọlé lápòjù máa n ṣe àkóbá fún àṣà Yorùbá. Orísìíríṣìí àkóbá ni àṣà àjòji wọ̀nyí máa ń ṣe. Lára àwọn àṣà wọ̀nyí ni àdàmọ̀dí ìdána, nínú èto ìgbéyàwó, àdàmọ̀di aṣọ wíwọ́ bíi ti Kénbérí, àìsí àṣà mọ́ nínú ìkíni, tí gbogbo àwọn wọ̀nyi sì wọ àwùjọ wa tó bẹ́ẹ̀ tí àwọn Yorùbá pàápàá fi máa ń ṣáátá àṣà Yorùbá, tí wọn.

Nínú àkọsílẹ̀ Akínṣolá (2020), o sọ wí pé 'losing touch with their culture since the youths who are supposed to ensure the continuity of culture from one generation to another have fallen for, cherished and adopted western ways of life in all ramifications'. Èrò Akínsọla ni pe àwọn alágbọ̀ dúdú ni wọn ti n sọ àṣà ati ìṣe wọn nù niwọn ìgbà tí ó jẹ́ wí pé àwọn tí ó yẹ kí wọ́n mú àṣà ati ìṣe wọ̀nyí lọ́kùnkúndùn kí ó lé máa gbèrú sii lati ìrandéran ni àṣà ọ̀làjú ti wọ̀ lẹ́wù ti wọn kò sì náání àṣà tiwọn. Níwọ̀n ìgbà tí àwọn nnkan wọ̀nyí bá ń ṣẹlẹ̀, gbogbo ìgbìyànjú olùkọ́ nínú kíláásì le má yorí sí daadaa.

Ohun tí olùwádìí yìí tún ṣe àkíyèsí ni wí pé, àìkún ojú òṣùwọ̀n àwọn olùkọ́ èdè Yorùbá mìíràn sábà máa ń ṣe àkóbá fún àṣeyorí akẹ́kọ̀ọ́ nípataki nínú èto àṣà ati ìṣe Yorùbá. Kíkún ojú òṣùwọ̀n olùkọ́ jẹ́ ọ̀nà ti akẹ́kọ̀ọ́ fi le ṣe àṣeyorí nínú èto kíkọ́ni pàápàá ninu kíkọ́ àṣà. Kíkún ojú òṣùwọ̀n olùkọ́ dá lórí kí olùkọ́ ni akitiyan lati lè ṣe àwọn ìṣẹ́ wọ̀nyí nínú èto èkọ́ kíkọ. Lára ìṣe ti a sà yàn fún olùkọ́ ni kíkọ́ akẹ́kọ̀ọ́ ni àkóyé ati àkóyege. Ó yẹ kí olùkọ́ èdè àti àṣà Yorùbá lè farabalẹ̀ lati lè yanjú ìṣòro tí akẹ́kọ̀ọ́ bá kojú nínú èto èkọ́ kíkọ́ kí ó lè mú àlá ọjọ́ iwájú rẹ̀ṣe.

Lára ohun tí olùwádìí yii ṣe àkíyèsí níinú àwọn nǹkan tí ó mú ìfàsẹ́yìn bá ìjáfáfá àwọn akẹ́kọ̀ọ́ nínú kíkọ́ àṣà ni àìnító àti àìkìíṣe àmúlò ohun-èlò ìkọ́ni. Ipa tí ohun-èlò ìkọ́ni ń kó nínú ètò ẹ̀kọ́ kò kéré rárá. Ohun èlò ìkọ́ni jẹ́ àwọn ohun èlò tí ó máa ń ran olùkọ́ lọ́wọ́ lati le ṣàlàyé ìdánilẹ́kọ̀ọ́ dunjú. Ó jẹ́ àwọn èròjà ìkẹ́kọ̀ọ́ ti olùkọ́ le lò lati ṣe àtìlẹ́yìn fún ìdánilẹ́kọ̀ọ́ lọ́nà tí irúfẹ́ ìdánilẹ́kọ̀ọ́ bẹ́ẹ yóo fi túbọ̀ yé àwọn akẹ́kọ̀ọ́ síi.

Púpọ̀ àwọn ohun ìṣèmbáyé ni ó ṣe àjọjì sí àwọn akẹ́kọ̀ọ́, ogunlọ́gọ̀ àwọn àṣà ilẹ Yorùbá ni wọn kò mọ̀, yóò ṣe akẹ́kọ̀ọ́ ni àǹfàànì tí olùkọ́ ba ń lo àwọn ohun èlò ikọni, tí ó dúró fún àṣà wọnyí tàbí kí wọn tilẹ̀ mú lára wọn wọlé sínú kíláàsì lásìkò ìkọ́ni fún àrídájú. Púpọ̀ àwọn olùkọ́ ni kìí ṣe èyí. Èyí sì máa ń mú ki òye wọ́n dínkù nínú orí ọ̀rọ̀ tí wọn ń kọ́. Ohun tí akẹ́kọ̀ọ́ bá rí sójú, tí wọn fọwọ́ kan máa ń pẹ́ lọkan wọn dáadáa.

Yàtọ̀ si èyí, olùwàdìí yìí wòye ọgbọ́n ìkọ́ni ti àwọn olùkọ́ ń ṣe àmúlò kò wú ni lórí rárá. Ọgbọ́n ìkọ́ni jẹ́ ọ̀nà ti olùkọ́ máa ń tèlé lati gbé ìdánilẹ́kọ̀ọ́ kalẹ̀ kí olùkọ́ tó lè ṣe àṣeyọrí nínú ètò ẹ̀kọ́ kíkọ́. Ọgbọ́n ìkọ́ni jẹ́ èté tí olùkọ́ ń lò lati kọ́ akẹ́kọ̀ọ́ ni ẹ̀kọ́ kí òye akẹ́kọ̀ọ́ lè yé kooro. Adéléké (2009) ṣàlàyé ọgbọ́n ikọ̀ni gégé bi èté tí olùkọ́ ń lò lati kọ́ àwọn akẹ́kọ̀ọ́. Èyí jẹ́ lára ohun tí ó ṣe pàtàkì tí olùkọ́ sì ni lati ṣe àmúlò nínú ètò ìdánilẹ́kọ̀ọ́. Ọgbọ́n ìkọ́ni jẹ́ ìmọ̀ tó gbòòrò àti ọgbọ́n adáṣe tí olùkọ́ lè lò láti túbọ̀ tẹpẹlẹ mọ ìdánilẹ́kọ̀ọ́ lójúnà àtimú kí ìrírí àwọn akẹ́kọ̀ọ́ gbòòrò sí i. Ọgbọ́n ìkọ́ni gba ki olùkọ́ fún ra rẹ̀ ṣe àwárí àwọn ọ̀nà àrà ọ̀tọ̀ tí yóò fi mú kí ìdánilẹ́kọ̀ọ́ rọrùn fún òun ati àwọn akẹ́kọ̀ọ́ rẹ̀. Teach.com (2023) ṣọ wí pé 'teaching method refers to the general principles, pedagogy and management strategies with which to teach successfully'. Ohun ti èyí túmọ̀ sí ni wí pé, ọgbọ́n ìkọ́ni ni àlàkalẹ̀ ètò ìkọ́ni ati ṣíṣe àmúlò àwọn àlàkalẹ̀ tí ètò ẹ̀kọ́ ń tẹ̀lé ti o le mu ki ẹ̀kọ́ kíkọ́ yọrí sí rere o jẹ́ ọ̀nà tí a lè gbà lati lè ni àṣeyọrí àti àṣeyege. Irú ọgbọ́n ìkọ́ni wọnyí sábà máa n ṣe kóríyá fún àwọn akẹ́kọ̀ọ́. Olùwádìí yìí ṣe àkíyèsí pe, púpọ̀ olùkọ́ èdè àti àṣà Yorùbá ni kò ni ọgbọ́n ìkọ́ni kan tí a lè rí gbámú ti o n lò lati fi ṣe ìdánilẹ́kọ̀ọ́.

Àì kii ṣe àmúlò ọgbọ́n ìkọ́ni yii ni ó máa ń ṣe àkóbá fun kíkọ́ àṣà Yorùbá gégé bí ó ṣe jẹyọ ninu kọ́ríkúlọ́mù ti ilé-ẹ̀kọ́ sẹ́kọ́ndìrì. Ayodele (2015) ṣe atótónu pé púpọ̀ olùkọ́ èdè ati àṣà Yorùbá ní o sì n kọ́ ọmọ ni ilana ayé àtijọ́ èyí ti àwọn gan-an là kọja. Bẹ́ẹ̀ ni Ayodele (2015) ṣọ wí pé ọ̀pọ̀lọpọ̀ olùkọ́ èdè Yorùbá ni kò mọ ọ̀nà tó tọ́ tí wọn lè fi kọ́ akẹ́kọ̀ọ́ ni èdè Yorùbá. Èyí náà pẹlu àṣà Yorùbá kíkọ́. Michelle Bouslog (2019) nínú èrò rẹ̀ ṣọ wí pé "effective teaching method are the methods, procedures or work processes that an educator uses during classroom instruction." Eyi ni wí pé ọgbọ́n ìdánilẹ́kọ̀ọ́ tó péye jẹ́ àlàkalẹ̀ àwọn ìlànà ti olùkọ́ máa ń lò lati gbé ètò ìkọ́ni kale. Olùkọ́ tí ó bá mọ ìṣẹ́ rẹ tí ó sì mu ní òkúnkúndùn gbọ́dọ̀ maa lo oríṣiiríṣìí ọgbọ́n ìdánilẹ́kọ̀ọ́ bíi, ìjíròrò, ṣíṣe àfihàn, ṣíṣe ìwádìí òkodoro lati ṣe ìdánilẹ́kọ̀ọ́ àṣà Yorùba. Laìsi èyí ó léwu fún jíjáfáfá ati ṣíṣe àṣeyọrí iru ètò ẹ̀kọ́ bẹ́ẹ̀.

Àìsí ìṣàmúlò ọgbọ́n ìdánilẹ́kọ̀ọ́ tí ó lóòrìn ni ó sábà máa ń mú ìfàsẹ́yìn bá àṣeyọri àwọn akẹ́kọ̀ọ́ ní pàtàkì nínú kíkọ́ àṣà àti ìṣe Yorùbá. Ìdí nì yi tí ìwádìí yìí fi yiri rẹ̀ wò pé lílo eré onítàn gégé bí ọgbọ́n ìdánilẹ́kọ̀ọ́ lati kọ́ àṣà ati ìṣe Yorùbá.

Eré onítàn ni a le pè ni tíátà tí ó n ṣe àfihàn bí àwùjọ ṣe rí. Ó jẹ́ ìṣẹ́ tí ó múni lọ́kàn tí ò sì máa ń panilẹ́rìn ín. Eré onítàn jẹ́ eré orí ìtàgé èyí tí èniyàn méjì tabi jù bẹ́ẹ̀ lọ ti máa ń kópa lati lè fi ìrírí wọn hàn nípa ìṣẹ̀lẹ̀ ti o máa n

sábà wǫ́pǫ̀ láwùjǫ. Eré onítàn máa ń ṣe àfihàn ìhùwàsí àti ìríri àwọn olùkópa, èyí sì lè mú kí àwọn akẹ́kọ̀ọ́ máa rántí àwọn ìṣẹ̀lẹ̀ tí ó ṣẹlẹ̀ nínú iru eré bẹ́ẹ̀. Ó jẹ́ ògunná gbòngbò nínú èto ẹ̀kọ́ àti ẹ̀kọ́ kíkọ́. Ó máa ń sábàá mú ìtàkúrọsọ lọ́wọ́, ṣíṣe àfihàn lóríìṣíríìṣí, ó máa ń mú ìwàríri, ó sì máa n sọ èrò ọkàn ró. Nígbà miíràn, àwọn olùkópa le máa dánìkan sọ̀rọ̀ sí ara wọn láti lèṣe àfihàn ìríri wọn ti àtẹ̀yìnwá tàbí láti wá ojútùú sí ìṣòro kan pàtó. Ó jẹ́ ọ̀nà kan pàtàkì láti ṣe àfọmọ́ àwùjọ. Ó sì tún jẹ́ ọ̀nà lati ṣe àtilẹ́yìn fún mọ̀ọ́nkọmọ̀ọ́nkà. A máa ń lòó láti lè mú kí ọpọlọ àwọn akẹ́kọ̀ọ́ jí pépé. Ó jẹ́ àkànṣe ìmọ̀ lati lè mú ki ìdánilẹ́kọ̀ọ́ rorùn, kí ẹ̀kọ́ tí àwọn akẹ́kọ̀ọ́ kọ́ le pẹ́ lọkan wọn. Eré onítàn sì tún jẹ́ ọ̀nà lati yan àṣàyan ìṣẹ́ àkànṣe nítorí pé ó le mú kì ìríri àwọn akẹ́kọ̀ọ́ gbòòro. Okùnfà ìbádọ́ẹ̀ẹ́ tó yi danindanin ni eré-onítàn jẹ nínú kíláàsì. Ó wúlò púpò fún ìtàn síṣọ, yóò sì ṣe akẹ́kọ̀ọ́ lánfàani ti olùkọ́ èdè Yorùbá bá ń ṣe àmúlò eré onítàn nínú kíkọ́ àṣà àti ìṣe Yorùbá.

Ringle Job (2020) fi èrò rẹ hàn pé 'drama is primarily a living experience and that it is a recreation of the experiences of human relationship of people, of character, of situation, stories and emotions. It helps the child to expand the boundaries of his life space experience and enables him to express the imaginations'. Èyí sì túmọ̀ si pe eré onítàn jẹ ìríri ayé àti àfihàn ìbágbépọ̀ àwọn ènìyan, ìhùwàsí wọn àwọn iran ati ìsonilọ́kàn ró. O mú ki igbé ayé ènìyàn gbòòro ki wọn si le ṣe àfihàn àwòṣe wọn. O máa ń jẹ ki akẹ́kọ̀ọ́ ni ìgboyà lati kẹ́kọ̀ọ́. Èyí si máa ń jẹ́ kí ó rorùn fún olùkọ́ lati ṣe ìdánilẹ́kọ̀ọ́ kí àwọn akẹ́kọ̀ọ́ sì lè kó ipa tí ó jọjú nínú èto ìdánilẹ́kọ̀ọ́. Ọ̀pọ̀lọpọ̀ àgbárìjọ ohun èlò ìdánilẹ́kọ̀ọ́ ni ó máa ń padé nínú lílo eré onítàn lati ṣe ìdánilẹ́kọ̀ọ́.

Ìṣòro tí ó súyọ

Ohun tí ó mú iṣẹ́ ìwádìí yìí wáyé ni ìwòye àti ìríri olùwádìí yìí lóri kíkó àṣà Yorùbá ati àìjáfáfá tó àwọn akẹ́kọ̀ọ́ sẹkọndìrì nínú abala àṣà nínú òsùwọ̀n kọ́ríkúlọ̀ọ́mù èdè Yorùbá. Ìṣòro yìí ni a tọpinpin rẹ̀ dé ọgbọ́n ìkọ́ni tí olùkọ́ èdè Yorùbá n lo, ohun èlò ìkọ́ni, àṣà àtọ́hunrìnwá tí ó gbòde kan. Tí a ba ṣe àkíyèsí ìhùwàsí àwọn akẹ́kọ̀ọ́ jade èdè Yorùbá, a o rí pé àṣà Yorùbá ti ń di àtẹ̀mọ́lẹ̀. Fún ìdí èyí ni ìwádìí yìí ṣe n ṣe àfihàn àgbéyèwò lílo eré onítàn lati kọ àṣà àti ìṣẹ́ Yorùbá lọ́nà ó ti lè mú kóríya bá àwọn akẹ́kọ̀ọ́ nipa kíkọ́ àṣà ati ìṣe Yorùbá.

Èròngbà Ìwádìí

Ìwádìí yìí wáyé lati le ṣe àgbéyèwò lílo eré onítàn lati kọ àṣà ati ìṣe èdè Yorùbá ni àwọn ilé ẹ̀kọ́ sẹ́kọ́ndírì ni pàtàkì àwọn ilé ẹ̀kọ́ tí ó wà ni apá ìwọ̀ oorun orílẹ̀ èdè Naijiria. Ìdí míran ni láti ṣe àyèwò bi ìmọ̀ àwọn akẹ́kọ̀ọ́ nínú àṣà ati ìṣe Yorùbá ti ṣe rinlẹ̀ tó. Lati le ṣe àyèwò ipa ti eré oníṣe le kó nínu kíkọ́ àṣà ati ìṣe Yorùbá lójúnàá à ti lè mú kí àlékún ìmọ̀ kí ó wáyé.

Ìbéèrè fún ìwádìí

Àwọn ìbéèrè yìí ni yóò jẹ́ atọ́nà fún iṣẹ́ ìwádìí yìí.

- Báwo ni ìjáfáfá àwọn akẹ́kọ̀ọ́ nínu abala àṣà ati ìṣe Yorùbá ni àwọn ilé ẹ̀kọ́ sẹkọndírì ní ìwọ̀ oorun Naijiria ti rinlẹ̀ tó?
- Ǹjé ṣíṣe àmúlò eré onítàn lati kọ àṣà ati ìṣe Yorùbá ni àwọn ilé ẹ̀kọ́ sẹkọndírì ni Ìwọ̀ Oòrùn orílẹ̀ èdè Naijiria le mú ki alékún bá ìjáfáfá wọn?
- Ǹjé ṣíṣe àmúlò eré onítàn lati ṣe ìdánilẹ́kọ̀ọ́ le ṣe àtilẹyìn fún àwọn olùkọ́ lati ṣe ìdánilẹ́kọ̀ọ́ ni àwọn ilé ẹ̀kọ́

sẹ́kọ́ndìrì ni Ìwọ̀ Oòrùn orílẹ̀ èdè Naijiria?

Ìlànà Ìwádìí

Ọgbọ́n ìwádìí ìṣàpèjúwe (descriptive) ni a ṣe àmúlò, ọgbọ́n yìí dá lórí ṣíṣe ìtọpinpin lati ṣe ìwádìí ní pa lílo àwùjọ ti o gbòòro. Àwújọ tí a sì ṣe àmúlò rẹ ni àwọn akẹ́kọ̀ọ́ àti olùkọ́ Yorùbá ni àwọn ilé ẹ̀kọ́ tí ìjọba tí o wa ni apá Ìwọ̀ Oòrun orílẹ̀ èdè Naijiria. Àṣàyàn àwùjọ fún ìṣẹ́ yìí jẹ́ ọgọ́rùn-ún akẹ́kọ̀ọ́ àti ogójì olùkọ́. Èyí ti a yàn nípa lílo gbèdéke ìṣàpẹẹrẹ tó rọrùn lái ni ẹnikẹni lọ́kàn (simple random sampling technique). Ohun èlò ìwádìí si ìṣẹ́ ìwádìí yìí ni àtòjọ ìbéèrè lati lè gba èrò àwọn olùkọ́ sílẹ̀ nípa lílo eré onítàn lati kọ́ akẹ́kọ̀ọ́, àlàkalẹ àkànṣe ìdánilẹ́kọ̀ọ́ lati lo eré onítàn lati kọ́ àṣà àti àwọn ìbéèrè ti àwọn akẹ́kọ̀ọ́ yóò dáhùn ṣáájú àti lẹ́yìn ìdánilẹ́kọ̀ọ́.

Àwọn ohun èlò ìwádìí yìí ni a ṣe àyẹ̀wò fínní fínní sí lati rí i pé ó fẹsẹ̀múlẹ̀ tí ó sì kún ojú òṣùwọ̀n. Bẹ́ẹ̀ sì ni èsì àyẹ̀wò wọnyí lẹ́yìn tí a lo àlàkalẹ̀ Pearson Moment Correlation, àtójọ ìbéèrè láti gba èrò àwọn olùkọ́ sílẹ̀ wà lórí kọ̀ẹ́fíṣiẹ̀tì 0.76, (òdojúàmi èje èfà). Ìbéèrè ṣáájú àti lẹ́yìn ìdánilẹ́kọ̀ọ́ jẹ́ 0.81, (òdojúàmì ẹ̀jọ enì).

Ìbéèrè Kínní: Báwo ni àyọrísí èsì ìdánwò àwọn akẹ́kọ̀ọ́ ninú àṣà Yorùbá látẹ̀yìn wá ti ṣe gbòòrò tó?

Tabili Kinni: Òdiwọ̀n Ìjáfáfá àwọn akẹ́kọ̀ọ́ ninu àṣà Yorùbá

S/N	Òdiwọ̀n àṣeyọrí/Ìṣesí àwọn akẹ́kọ̀ọ́ Gbèdéke Ìṣesí àwọn akẹ́kọ̀ọ́	Frequency/Ìyàsọtọ̀	Ìdá Ọgọ́rùn (%)
Ìkínní	Ìwọ̀n kékeré (Low) 35-45	50	50%
Ìkejì	Ìwọ̀n agbedéméjì (Average 46-60)	35	35%
Ìkẹ́ta	Ìwọ̀n tí ó ga (High Above average (61-100)	15	15%
	Àpapọ̀	100	100

Tábìlì yìí ṣé àfihàn bi àwọn akẹ́kọ̀ọ́ ṣe já fáfá tì sí ninu èdè Yorùbá. Ninu àpeere ọgọ́rùn-ún ti ìwádìí yìí ṣe àmúlò. Ó hàn ninu tábìlì yìí pé ida àádọ́ta ninu ọgọ́rùn-ún ni ó gba máàkì aárùn-dín-lógójì títí de aárùn-dín-láàádọ́ta (35-45) tí o ja sí wí pé òdiwọ̀n yìí kéré púpọ̀. Bákan náà ni tabili yìí fihàn pé ìdá áárún-dínlógójì ni ó wa ni òṣùwọ̀n àárín ti o wa láàrin ẹẹ́rìndínláàádọ́ta ati ọgọ́ta (46-60). Ó sì tún fihàn pé àwọn márùn-dínlógún ní ó wà ninu òṣùwọ̀n òkè ti won wà ní àárín máàkì ọ̀kàn-lé-lọ́gọ́ta títí dé ọgọ́rún.

Ìbéèrè Keji: Ǹjẹ́ ṣíṣe àmúlò eré onítàn lati ṣe ìdánilẹ́kọ̀ọ́ le ṣe àtìlẹ́yìn fún àwọn olùkọ́ sẹ́kọ́ndìrì ni ìwọ̀ oòrùn orílẹ̀ èdè Naijiria?

Tábìlì Keji: Ìdáhùn sí ìbéèrè

Àwọn àkóónú	**Bẹ́ẹ̀ni**		**Bẹ́ẹ̀kọ**	
	Ìṣeyàtọ̀	Òdiwọ̀n ọgọ́ọ̀rún	Ìṣeyàtọ̀	Òdiwọ̀n ọgọ́ọ̀rún
Lílo eré onítàn yóò mú kí ó rọrùn fún àwọn olùkọ́ lati kọ́ àwọn akẹ́kọ̀ọ́ èkọ́ àṣà ati ìṣe yóò si jẹ́ ki ẹ̀kọ́ yí wani ìrántí àwọn akẹ́kọ̀ọ́ fún ìgbà pípẹ́	38	95	2	5
Lílo eré onítàn yóò mú kí wọn kó ipa tí ó jọjú láwùjọ lórí àṣà ati ìṣe Yorùbá	37	92.5	3	7.5
Lílo eré onítàn yóò mú kí àlékún bá jíjáfáfá àwọn olùkọ́ ati akẹ́kọ̀ọ́ ninú kíkọ́ àṣà ati ìṣe Yorùbá	37	92.5	3	7.5
Lílo eré onítàn jẹ́ ọ̀nà kan pàtàkì lati mú kí okùnfà ìfẹ́ tí om wa láárin olùkọ́ ati akẹ́kọ̀ọ́ yi dáadáa yóò sì ran ẹ̀kọ́ kíkọ́ lọ́wọ́	37	92.5	3	7.5
Lílo eré onítàn yóò jẹ́ okùnfà ọgbọ́n ìkọ́ni pàtàkì tí ó rorùn fún olùkọ́ lati kọ́ ẹ̀kọ́ àṣà ati ìṣe Yorùbá	37	92.5	3	7.5
Lílo eré onítàn yóò jẹ́ ki olùkọ́ mọ àwọn akẹ́kọ̀ọ́ rẹ̀ dájú ati ìṣòro tí wọn ni nínú ẹ̀kọ́ àṣà ati ìṣe Yorùbá	37	92.5	3	7.5

Tábìlì kejì yìí ṣe àfihàn iye àwọn olùkọ́ àpapọ̀ ogójì. Nínú ìbéèrè kínní èjìdínlógòjì àwọn olùkọ́ (38) tí ó jẹ ìdá aárúndínlógórún 95% ni ó fọwọ́ sí pé lílo eré onítàn láti kọ́ àṣà ati ìṣe Yorùbá yóò mú kí ó rọrùn fún àwọn olùkọ́ láti kọ́ àwọn akẹ́kọ̀ọ́, yóò sì jẹ́ kí ẹ̀kọ́ yìí wà ní ìrántí wọn fún ìgbà pípẹ́. Nígbà ti méjì (2) nínú wọn tí ó jẹ́ ìdá márùn-ún 5% sọ wí pé rárá. Bẹ́ẹ̀ ni olùkọ́ mẹ́tàdínlógójì (37) tí ó jẹ́ àádọ́rùn-ún lé méjì àbọ̀ 92.5% faramọ́ọ́n pé lílo eré onítàn yóò mú kí àwọn akẹ́kọ̀ọ́ kó ipa tí ó jọjú láwùjọ lórí àṣà àti ìṣe Yorùbá nígbà tí méta (3) tí ó jẹ ìdá méji àbọ̀ 7.5% kò fara mọ́ èyí. Bákan náà olùkọ́ mẹ́tàdínlógójì (37) tí ó jẹ́ ìdá àádọ́rùn-ún lé méjì àti àbọ̀ 92.5% tán fara mọ́ọ́ pé lílo eré onítàn láti kọ́ àṣà àti ìṣe Yorùbá yóò mú àlékún bá jíjáfáfá àwọn olùkọ́ àti akẹ́kọ̀ọ́ nínú kíkọ́ àṣà àti ìṣe Yorùbá. Nígbà tí àwọn méta (3) tí ó jẹ́ ìdá méje àti àbọ̀ 7.5% kò fara mọ́ èyí. Nínú tábìlì yìí olùkọ́ mẹ́tàdínlógójì (37) tí ó jẹ́ ìdá aádọ́rùn-ún ó lé méjì àti àbọ̀ 92.5% náà tún fọwọ́ sí pé lílo eré onítàn jẹ́ ọ̀nà kan pàtàkì lati mú kí okùnfà ìfẹ́ tí ó wà láárin olùkọ́ àti akẹ́kọ̀ọ́ yi dáadáa nígbà tí àwọn méta (3) tí ó jẹ́ ìdá méje àti àbọ̀ 7.5% kò fara mọ́ èyí. A tún tẹ̀síwájú lati rí i pé lílo eré onítàn láti kọ́ àṣà àti ìṣe Yorùbá yóò jẹ́ okùnfà ọgbọ́n ìkọ́ni pàtàkì tí ó rọrùn fún olùkọ́ láti kọ́ ẹ̀kọ́ àṣà àti ìṣe Yorùbá àwọn olùkọ́ mẹ́tadínlógójì (37) tí ó jẹ́ ìdá àádọ́rùn-ún ó lé méjì àti àbọ̀ 92.5% ni ó fara mọ́ èyí. Nígbà tí àwọn méta (3) tí ó jẹ́ ìdá méje àti àbọ̀ kò fara mọ́ọ́. Bákan náà olùkọ́ mẹ́tàdínlógóòjì (37) tí ó jẹ́ ìdá méjìlé ni àádọ́rùn-ún ó lé àbọ̀ ni 92.5% náà ni ó tún fọwọ́ sí pé lílo eré onítàn lati kọ́ àṣà àti ìṣe Yorùbá yóò jẹ́ ki olùkọ́ mọ àwọn akẹ́kọ̀ọ́ rẹ̀ dájú àti ìṣòro tí wọn ni nínú ẹ̀kọ́ àṣà àti ìṣe Yorùbá nígbà ti méta (3) tí ó jẹ́ ìdá méje àti àbọ̀ 7.5% kò fara mọ́ èyí.

Ìbéèrè Keta: Njẹ́ ṣíṣe àmúlò eré onítàn lati kọ́ àṣà ati ìṣe Yorùbá ní àwọn ilé-ẹ̀kọ́ sẹ́kọ́ndìrì ni ìwọ̀ oòrùn orílè èdè Naijiria le mú kí àlékún ba ìjáfáfá àwọn akẹ́kọ̀ọ́?

Tábìlì Keta: Ìdánùn si ìbéèrè kejì

Àwọn àkóónú	N	Mean	SD	r_{cal}	r_{tab}
Ìdánwò àkọkọ́ fún gbèndéke	100	16.01	2.01	0.528*	0.195
Àtèlé ìdánwò	100	15.13	2.50		

*Ṣíṣe kókó P<0.05

Tábìlì kẹ́ta ṣe àfihàn eré onítàn láti kọ́ àṣà àti ìṣe Yorùbá ní àwọn ilé ẹ̀kọ́ sẹ́kọ́ndìrì ní ìwọ̀ oòrùn orílẹ̀ èdè Naìjiria bí ó ti ṣe nípọn tó tí ó sì mú àlékún bá ìjáfáfá àwọn akẹ́kọ̀ọ́. Nígbà tí ìbéèrè àfojúsùn yìí ṣe àkọsílẹ̀ rẹ̀ pé ipa tí ó nípọn ni eré onítàn ń kó ninu kíkọ́ àṣà àti ìṣe Yorùbá.

Ìjíròrò

Nínú iṣẹ́ ìwádìí yìí, àwọn ìbéèrè fún àfojúsùn fihàn pé àwọn akẹ́kọ̀ọ́ ni ìmọ̀ tàsére nínú àṣà àti ìṣe nítorí pé èsì ìdánwò wọn fihàn pé ọ̀pọ̀lọpọ̀ wọn ni kò kún ojú òṣùwọn. Èyí wà ní ìbámu pẹ̀lú àkíyèsí àjo WAEC (2019) lórí àìjáfáfá àwọn akẹ́kọ̀ọ́ nínú àṣà àti ìṣe Yorùbá. Bẹ́ẹ̀ ni ìbéèrè ṣe àfihàn àníàní tí eré onítàn máa ń mú bá jíjáfáfá àwọn akẹ́kọ̀ọ́ nínú ẹ̀kọ́ ní pàápàá àṣà àti ìṣe Yorùbá. Èyí wà ní ìbámu pẹ̀lú àkọsílẹ̀ Michelle Bouslog (2019) tí ó ṣe àtìleyìn ọgbọ́n idánilẹ́kọ̀ọ́ gégé bí ọ̀nà kan pàtàkì láti gbé ètò ìkóni kalẹ̀ àti wí pé láìṣe èyí ó lewu fún jíjáfáfá àti ṣíṣe àṣeyọrí àwọn akẹ́kọ̀ọ́.

Àlékún tí ó bá èsì ìdánwò àwọn akẹ́kọ̀ọ́ léyìn tí wọn ṣe àmúlò eré onítàn láti kọ́ àwọn akẹ́kọ̀ọ́ fihàn pé àlékún dé bá jíjáfáfá àwọn akẹ́kọ̀ọ́ yìí nínú kíkọ́ àṣà àti ìṣe Yorùbá. Èyí pàápàá wà ní ìbámu pẹlu èrò Ringle Job (2020) tí ó fihàn pé eré onítàn máa fún àwọn akẹ́kọ̀ọ́ ní ìgboyà lati kẹ́kọ̀ọ́. Ni ọ̀nà mìíràn, àlékún yìí èrongbà olùwádìí han pé a máa ń lo eré onítàn láti lè jẹ́ kí ọpọlọ àwọn akẹ́kọ̀ọ́ ji pépé tí ó sì máa n jẹ́ ki ìdánilẹ́kọ̀ọ́ rorùn fún àwọn akẹ́kọ̀ọ́.

Ìkádìí

Ìwádìí yìí ṣe atótónu lori àṣà àti ìṣe Yorùbá. Ó ṣe àlàyé pé àṣà àti ìṣe ni a lè pè ni ìwà èyà kan ati ohun àjùmòlò irú èyà bẹ́ẹ̀. Ó ṣe àgbéyèwò àwọn àkóónú inu àṣà Yorùbá bí àṣà ìkíni, ìwà ọmọlúàbí, aṣọ wíwọ̀, oúnjẹ àti ìpèsè oúnjẹ, àṣà ìgbéyàwó, ìran-ara-ẹni-lọ́wọ́, ìsìnkú àti okú sísin, ogún àti ogún pínpín àti bẹ́ẹ̀ bẹ́ẹ̀ lọ. Púpọ̀ nínú àwọn àṣà wọ̀nyí ní ó ṣokùnkùn sí àwọn akẹ́kọ̀ọ́. Èto kọ́ríkulọ̀mù fihàn àwọn ìdí tí a fi nílati kọ́ àwọn àṣà wọ̀nyí ni àwọn ilé-ẹ̀kọ́ pàápàá ilé-ẹ̀kọ́ sẹ́kọ́ndìrì ni apá Ìwọ̀-Oòrùn orílẹ̀-èdè Naìjíríà. Lára ìdí wọ̀nyí ni pé ki àṣà Yorùbá ma bàá parun, ki àwọn akẹ́kọ̀ọ́ le fi àṣà wọ̀nyí yangàn láwùjọ, púpọ̀ ninu àṣà wọ̀nyi ni ó ti di ohun ìgbàgbé tí ó sì jẹ́ wí pé àkọsílẹ̀ èsì ìdánwò àwọn akẹ́kọ̀ọ́ kò fi bẹ́ẹ̀ dára tó fún àwọn ìdí kan tí a ti tọ́ka sí nínú àkọsílẹ̀ yìí. Àlàkalẹ̀ ìṣe ìwádìí yìí wá ṣe àgbéyèwò lílo eré onítàn lati kọ́ àwọn akẹ́kọ̀ọ́ ní àṣà ati ìṣe fún akókún ìmọ̀. Èyí tí àyọrísí rẹ̀ fihàn pé lílo eré onítàn lati kọ́ àṣà àti ìṣe Yorùbá ni ó dára lọ́pọ̀lọpọ̀ tí ó sí nílò ki àwọn olùkọ́ èdè Yorùbá máa ṣe àmúlò rẹ̀ lati kọ́ àṣà ati ìṣe Yorùbá.

Ìmọ̀ràn

Lẹ́yìn gbogbo atọ́tónu ninú ìwádìí yìí. A dábàá pé kí olùkọ́ èdè Yorùbá túbọ̀ fúnka mọ kíkọ́ àṣà àti ìṣe nínú ètò kọ́ríkúlọ̀mù èdè Yorùbá. Bẹ́ẹ̀ sì ni kí àwọn olùkọ́ èdè Yorùbá máa lo ọgbọ́n ìkọ́ni lóòrèkóòrè lati mú kí ìdánilẹ́kọ̀ọ́ ó lóòrin lọ́kàn àwọn akẹ́kọ̀ọ́. A tún dáa lábàá pé kí àwọn olùkọ́ máa ṣe àmúlò erè onítàn ní pàtàkì ní kíkọ́ àṣà àti ìṣe Yorùbá. A sì tún dáa lábàá pé kí àwọn olùkọ́ èdè Yorùbá máa fi gbogbo igbà wá ìmọ̀ kún ìmọ̀ ní pàtàkì lórí àṣà àti ìṣe Yorùbá kí ìmọ̀ wọn àti ti àwọn akẹ́kọ̀ọ́ le gbéwọ̀n tí ó níṣọ̀n.

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English Language Teachers' Perception of Teaching and Teaching Skills in Senior Secondary Schools in Ekiti State, Nigeria

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Abstract

This study examined English Language teachers' perception of teaching and their teaching skills exhibited on the job in Senior Secondary School in Ekiti State, Nigeria. English Language is a core subject in schools, and success in it is a part of the requirements for certification and academic advancement. Previous studies focused more on interventions, students' and home factors to improve learning outcomes in English Language than on teacher-related factors. The simple random sampling technique was adopted in selecting 12 Local Government Areas from each of the three Senatorial Districts in Ekiti State. The simple random sampling technique was utilised in selecting 60 senior secondary schools (5 from each Local Government Area and 1 teacher from each school). The instruments used were English Language Teachers' Teaching Skills (r=0.81), and English Language Teachers' Perception of Teaching (r=0-79). Data were analysed using descriptive statistics. Findings revealed that teachers had a good perception of teaching ($\bar{x}$ = 3.23) but poor teaching skills ($\bar{x}$ = 2.19) at a threshold of 2.50. Based on the findings, it was recommended that English Language teachers should attend more conferences, workshops and seminars to hone their teaching skills so as to improving classroom learning experiences and ultimately learning outcomes.

Key words: Perception, teaching skills, learning experience, English Language Teachers

Introduction

Teachers play a critical role in curriculum implementation, student academic progress, and overall school improvement. The quality of English language teaching and learning is mainly determined by teachers' competence and ability to motivate and assist students in achieving their intended outcomes. Teachers can be compared to the steering wheel of an educational system since they direct classroom instruction. That is why it is that educational effectiveness is usually linked to the competence of the instructors available to drive it.

The National Policy on Education expects Nigerian teachers to achieve the best attainable standards. It also stated that no school system could advance above the calibre of its instructors and that teacher education should remain a top priority when it comes to school administration. Similarly, the policy stated that all levels of our educational system need highly motivated, diligent, and effective classroom teachers. Teacher education therefore aims to foster the spirit of inquiry and creativity in educators while equipping them with the knowledge and skills necessary for their jobs and preparing them to adapt to changing circumstances...." Section 5, sub-section B, p. 39 (Federal Republic of Nigeria, 2013).

In Nigeria, a country with a multilingual linguistic complexity, the English language is a significant means of developing and maintaining unifying relationships with individuals of varied cultures and mother tongues. The English language has a critical role to play in the education of Nigerians and this is vital to all stakeholders. It is the basis upon which all other academic blocks are built. English language is essential in Nigerian education. In Nigeria, English Language is accepted as a school subject throughout the first three years of primary education and, beginning in the fourth year, it becomes the language of education for all topics up to the tertiary level of education. In addition, except for foreign language textbooks, most textbook writers use English language.

Despite the important roles that the English language plays in Nigeria, it has been reported that the learning outcomes of students in English language has not been impressive, causing concern among parents, educators, and stakeholders in Nigeria (Kolawole, 2019). Adekunle (2019) and Aydin, Erolu, and Horzum (2017) revealed that learners' inability to succeed in English Language at the Senior School Certificate Examinations did not occur overnight but has been consistent over the last twenty years. This poor performance is due in part to factors that are detrimental to the teaching and learning of English Language (Bateye, 2017). Olatunji (2016) reported a negative attitude of many teachers towards work due to insufficient incentives whereas Fakeye (2017) highlighted personal characteristics such as attitude and home background as reasons for the failure. Despite the cited findings and recommendations, students' poor English language proficiency remains.

Previous research efforts on English Language as a school subject focused primarily on interventions through effective teaching strategies, learners' and home factors. There is, however, little attention on teachers' classroom practices and psychological predispositions as evidenced by their teaching skills and perception of teaching English Language. Investigating students' English Language performance in Nigeria has evolved from simply collecting the numerous shortcomings detected in learners' spoken and written skills to pinpointing variables responsible for such deficiencies and providing efficient remediation techniques. One fundamental omission has been an overemphasis on English Language teaching methods without equivalent consideration devoted to the expertise of the English Language teacher.

Students spend at least one-third of their waking hours in schools (from 8 a.m. to 4 p.m.), most of which is spent in classrooms, which is one of the most proximate and potentially consequential locations for affecting children and teenagers. Insofar as they engage, really challenge, and provide social and relational support to learners, instructors either encourage or impede developmental change in their connections and interactions with them. In this regard, the talent and orientation brought into the lesson by a facilitator will significantly impact the quality of education that students under him receive.

As a result, some of the issues that should provoke research on the lack of learners' adequate success in English Language in Nigeria are: Who are teaching the learners English Language? How good are they at what they do? What is their perception of the profession? These are significant because the effectiveness and efficiency of the teachers determines the success of any teaching and learning process that affects students' academic attainment (Schneider & Plasma, 2011). Teachers serve as facilitators, influencing learners to learn the concepts expected of them (Owolabi et al., 2011). Teachers are the most significant aspect of the

efficacy of schools and the quality of a child's education (Akinsolu, 2010).

Guerriro (2017) identified three major elements under the teachers' control that substantially impact learners' growth. These aspects are instructional abilities, professional traits, and classroom climate. Two criteria, professional traits and teaching skills, are relevant to this study. These are the characteristics that instructors bring to the work. The capable teacher knows what to teach and how to teach it, has a repertoire of teaching and evaluation procedures, empathy and dedication, and administrative competence (Darling-Hammond et al, 2017). Dhillon (2013) compared learning how to teach to learning to fly an aeroplane and transplanting a heart, both of which involve a considerable number of talents. A significant number of skills are required to complete the end goal of teaching. He stated that teaching skills are verbal and nonverbal acts and behaviours meant to aid and encourage students' learning, either directly or indirectly.

Teaching abilities range from very broad and general skills, such as lesson preparation, to much more specialised skills, such as the right length of time to wait for a student to answer a question in a specific setting. There has been a plethora of writings about and use of a number of teaching skills throughout the years, both by individuals involved in teacher education and by educational researchers. As a result, it is impossible to define a list of teaching abilities that will be all-encompassing and approved by all. Cooper (2011) also listed the following teaching skills: planning, student engagement, questioning, differentiating instruction, teaching in a way that is sensitive to students' culture, classroom management, cooperative learning, and assessment. In the same vein, the Teachers' Registration Council of Nigeria (2010) identified the following professional skills that teachers should possess: planning, resourcefulness, teaching and communication, evaluation of learners' performance, feedback/reporting, record keeping, programme monitoring and evaluation, adherence to health, safety, and human rights, and teamwork and collaboration. Significantly, teachers' skills are rated second only to teachers' attitudes and behaviour in the Teachers Registration Council of Nigeria (TRCN) Professional Standards for Nigerian Teachers Checklist (PSNTC).

Nzilano (2013) found out that teachers have insufficient abilities and skills in the classroom. More specifically, he reported that teachers had a language problem in classroom communication, had challenges bridging instructional materials and pedagogical knowledge in various learning situations and showed insufficient skill in creating high-quality evaluation instruments, all of which are indicators of poor teaching skills. This implies that teaching skills have a major impact on students' academic success. Teachers' proficiency and instructional quality are the most effective influences on students' learning outcomes (Hattie, Gan and Brooks, 2016). Hattie, Gan and Brooks (2016) on the other hand, found out that seeing learning "through the eyes of students" would be an "excellent beginning" to making teaching progress for educators as activators of students' learning. They said that teachers must be able to see their teaching abilities and teaching in general from the correct perspective. Perception, also known as 'teacher role identity' by Ping, et al (2021), is how people regard themselves as teachers. According to Ogunrin (2011), in order to experience meaningful interactions with the outside world, living organisms organize and interpret sensation through a process called perception. It is a manifestation of how one perceives the world, which is influenced by various societal factors. According to Bryan (2012), this concept may or may not be accurate or held by others. He

interchangeably employs the following constructs with perception: belief, conceptions, and views. People's behaviours are based on their impression of reality, not the truth itself; hence perception is essential in organisations. Their decisions could be biased or made under duress.

The individual's self-concept is also an essential determinant of perception. People with good self-concepts perceive positive traits in their occupations and in others, whereas negative self-concept sufferers see negative qualities in their work and in others. According to Witt (2019), the procedure that occurs when humans choose, arrange, and translate information from their senses into knowledge about their working environment is known as perception. They contend that perception is the single most significant predictor of human behaviour and that "no behaviour can exist without perception." As a result, a teacher's image of himself and his job is crucial since it influences the teacher's attitude towards his job. Teachers are also essential in language teaching and are accountable for inspiring their pupils to learn. Therefore teachers must be aware of the perspectives that influence their language instruction in the classrooms, whether directly or indirectly. Teachers may consider whether their perceptions and teaching practice are compatible and worth retaining or need to be revised in light of English's current role as a global language.

In Nigeria, the main responsibility of teachers is to assist students in their quest for knowledge and abilities that will enable them to coexist peacefully with all other Nigerians. As the ultimate strength of the country consists in the social duty, economic contribution, and moral strength of each individual, an appropriate perception of teachers will aid students in becoming more content, functional, and responsible to society. The teaching profession is thus a unique career, and it is thought that the quality of the teaching profession in Nigeria has a direct influence on the future of the nation and its population (Olatunji, 2016). Whittle, et al. (2018) noticed that teachers' perceptions would affect a variety of teaching abilities, styles, models, and methods that compose a teacher's repertoire, providing a clear framework for describing the teacher's actions. It is crucial for teachers to understand what students do with information - how students attend to rehearse, alter, code, store, and retrieve. Therefore, teachers who are aware of the learning process and use strategies and methods to create an effective learning environment are worthy of investigation (Schunk, 2011).

Statement of the Problem

Due to its importance to the overall success of students, the English Language is indispensable to academic endeavours. Success in all school topics heavily depends on students' abilities to read and interpret notes and textbooks and articulate their opinions in various school disciplines. According to reports, Senior Secondary students are lacking in most parts of English, which explains some of the bad outcomes recorded in public examinations. Furthermore, a preliminary investigation of some English Language classrooms in secondary schools in Ado-Ekiti, Ekiti State, revealed that the majority of teachers' classroom practices are unsatisfactory, particularly in terms of teaching skills and teaching perception. Previous research has focused chiefly on instructional methodologies and teacher-student factors influencing reading comprehension; nonetheless, poor student performance in the subject persists. Teachers' competence and degree of skill, as demonstrated by their teaching skills and perception of teaching appear undervalued. Thus, this study fills the above gaps by focusing on English Language teachers' teaching skills and perception of teaching in Ekiti State, Nigeria.

Research Questions

The following research questions were raised and answered in the study:

1. What is the rating of English Language teachers' teaching skill?
2. What is the English Language teachers' perception of teaching English?

Methodology

The survey design was employed in this study. The population of the study comprised all public senior secondary school English Language teachers in Ekiti State. Four Local Government Areas were randomly selected from each of the three senatorial districts of Ekiti State which made a total of 12 Local Government Areas covered. Five schools from each Local Government Area were randomly selected for the study, making a total of 60 schools. Purposive sampling technique was used in selecting one SSII English Language teacher per school. This made a total of 60 teachers. English Language Teachers' Teaching Skills Observation Rating Scale (r=0.81) and English Language Teachers' Perception of Teaching Questionnaire (r=0.79) were used to collect data. During the study, the researchers pre-informed the teachers about the purpose of the study. Thereafter, each teacher was observed twice to ascertain their teaching skills, while the perception questionnaire was administered on the teachers after the second observation. The data generated from the questionnaire and observation rating were analysed using the inferential statistics of Pearson's Product Moment Correlation (PPMC) and multiple regression at 0.05 level of significance as well as various descriptive statistical tools of frequency counts, percentages, mean and standard deviation.

Results

Research Question 1: What is the rating of English Language teachers' teaching skill?

Table 1: The rating of English Language teachers teaching skill

S/N	Items	Poor	Fair	Good	V.Good	$\bar{x}$	St. D.
1	Presents lesson plan that covers approved topics.	-	6 (10%)	44 (73.3%)	10 (16.7%)	3.06	.516
2	Links previous lesson with the present one.	9 (15%)	11 (18.3%)	27 (45%)	13 (21.7%)	2.73	.971
3	Presents topics in a way that is captivating to the students.	13 (21.7%)	22 (36.7%)	25 (41.7%)	-	2.20	.776
4	Gives adequate attention to individuality of students.	23 (38.3%)	28 (46.7%)	9 (15%)	-	1.76	.697
5	Clarifies students' misconceptions about the topic taught.	8 (13.3%)	44 (73.3%)	8 (13.3%)	-	2.00	.520
6	Uses good instructional pacing.	27 (45%)	33 (55%)	-	-	1.55	.501
7	Uses different mechanical practices to help students use English fluently.	48 (80%)	12 (20%)	-	-	1.20	.403
8	Makes appropriate use of the chalkboard.	3 (5%)	7 (11.7%)	44 (73.3%)	6 (10%)	2.88	.640
9	Involves learners actively in the lesson.	11 (18.3%)	15 (25%)	32 (53.3%)	2 (3.3%)	2.41	.829

10	Lesson progresses from simple to complex.	2 (3.3%)	15 (25%)	41 (68.3%)	2 (3.3%)	2.71	.584
11	Exemplifies concepts taught with daily life experiences of students.	4 (6.7%)	10 (16.7%)	41 (68.3%)	5 (8.3%)	2.78	.691
12	Delivers the lesson in a clear voice.	7 (11.7%)	22 (36.7%)	31 (51.7%)	-	2.40	.693
13	Ensures that students carry out adequate activities on the topic taught.	-	16 (26.7%)	41 (68.3%)	3 (5%)	2.78	.523
14	Makes use of appropriate instructional materials.	8 (13.3%)	48 (80%)	4 (6.7%)	-	1.93	.445
15	Uses questions frequently to determine students' learning during the lesson.	4 (6.7%)	33 (55%)	23 (38.3%)	-	2.31	.596
16	Teacher communicates with learners in simple English.	5 (8.3%)	42 (70%)	13 (21.7%)	-	2.13	.535
17	Uses reward and reinforcement appropriately.	25 (44.6%)	31 (55.4%)	-	-	1.55	.501
18	Demonstrates awareness of and uses various assessment techniques.	35 (58.3%)	22 (36.7%)	3 (5%)	-	1.46	.595
19	Teacher modulates voice as appropriate while teaching.	16 (26.7%)	35 (58.3%)	9 (15%)	-	1.88	.640
20	Uses appropriate lesson closure.	3 (5.1%)	52 (88.1%)	4 (6.8%)	-	2.01	.346
Weighted Mean= 2.19; Threshold = 2.50							

Table 1 showed the rating of the selected English language teachers' teaching skills. The result indicated a weighted mean of 2.19 which is lower than the threshold set at 2.50. This implied that the selected English language teachers were rated low in teaching skills. Out of the 20 items used, 10 items contributed to this low in teaching skills, because their mean scores are lower than the weighted mean. In their order of magnitude, the items are: item 7 – Uses different mechanical practices to help students use English fluently ($\bar{x}$ = 1.20<2.19), item 18 – Demonstrates awareness of and uses various assessment techniques ($\bar{x}$ =<2.19), item 6 – Uses good instructional pacing ($\bar{x}$ = 1.55<2.19), item 17 – Uses reward and reinforcement appropriately ($\bar{x}$ = 1.55<2.19), item 4 – Gives adequate attention to individuality of students ($\bar{x}$ = 1.76<2.19), item 19 – Teacher modulates voice as appropriate while teaching ($\bar{x}$ = 1.88<2.19), item 14 – Makes use of appropriate instructional materials ($\bar{x}$ = 1.93<2.19), item 5 – Clarifies students' misconceptions about the topic taught ($\bar{x}$ = 2.00<2.19), item 20 – Uses appropriate lesson closure ($\bar{x}$ = 2.01<2.19), item 16 – Teacher communicates with learners in simple English ($\bar{x}$ = 2.13<2.19). In conclusion, according to the rating, the selected English Language teachers demonstrated low level of teaching skills.

Research Question 2: What is the English Language teachers' perception of teaching?

Table 2: The English Language teachers' perception of teaching

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	St.D
1	Teaching is a respectable job.	50 (83.3%)	10 (16.7%)	-	-	3.83	.375
2	Teaching is a humanitarian job.	39 (65%)	16 (26.7%)	5 (8.3%)	-	3.56	.647
3	Teaching is a job for intelligent people.	50 (84.7%)	9 (15.3%)	-	-	3.84	.362
4	Teaching is the mother of all careers.	51 (85%)	9 (15%)	-	-	3.85	.360
5	Teachers are nation builders.	56 (93.3%)	4 (6.7%)	-	-	3.93	.251
6	I can fulfil my career aspiration in teaching.	44 (73.3%)	10 (16.7%)	6 (10%)	-	3.63	.662
7	I can succeed as a teacher.	45 (75%)	15 (25%)	-	-	3.75	.436
8	Training as a teacher is worthwhile.	45 (75%)	15 (25%)	-	-	3.75	.436
9	Teaching is a noble job.	47 (81%)	10 (17.2%)	-	1 (1.7%)	3.77	.531
10	Being a teacher is the worst thing that can happen to someone.	6 (10%)	6 (10%)	13 (21.7%)	35 (58.3%)	1.71	1.00
11	Teaching is not a valuable job.	1 (1.7%)	8 (13.3%)	14 (23.3%)	37 (61.7%)	3.45	.790
12	I can not make a successful career from teaching.	3 (5%)	6 (10%)	10 (16.7%)	41 (68.3%)	3.48	.873
13	Teaching is not a profession.	9 (15.3%)	7 (11.9%)	6 (10.2%)	37 (62.7%)	3.20	1.15
14	Teaching should be used as a stepping stone to other professions.	15 (25%)	12 (20%)	18 (30%)	15 (25%)	2.55	1.12
15	There's nothing rewarding in teaching.	3 (5.2%)	9 (15.5%)	18 (31%)	28 (48.3%)	1.77	.899
16	Speaking good English does not make me an effective teacher.	14 (23.3%)	17 (28.3%)	10 (16.7%)	19 (31.7%)	2.56	1.16
17	Teaching is a time-wasting job.	5 (8.3%)	3 (5%)	21 (35%)	31 (51.7%)	3.30	.907
18	Teaching is a poor man's job.	4 (6.7%)	9 (15%)	16 (26.7%)	31 (51.7%)	3.23	.945
19	Teaching is too tasking a job.	8 (13.8%)	7 (12.1%)	25 (43.1%)	18 (31%)	2.91	.996
20	Teaching is the least paid job.	16 (26.7%)	9 (15%)	17 (28.3%)	18 (30%)	2.61	1.18
Weighted Mean= 3.23; Threshold = 2.50							

Table 2 showed the perception of the selected English Language teachers about teaching. The result indicated a weighted mean of 3.23 which is greater than the threshold set at 2.50. This implied that the selected English Language teachers had a good/positive perception about the teaching profession. Out of the 20 items used, 13 items contributed to this good perception because their means are greater than the weighted mean. In their order of magnitude, the items are: item 5 – Teachers are nation builders ($\bar{x}$ = 3.93>3.23), item 4 –

Teaching is the mother of all careers ($\bar{x}$ = 3.85>3.23), item 3 – Teaching is a job for intelligent people ($\bar{x}$ = 3.84>3.23), item 1 – Teaching is a respectable job ($\bar{x}$ = 3.83>3.23), item 9 – Teaching is a noble job ($\bar{x}$ =3.77>3.23), item 8 – Training as a teacher is worthwhile ($\bar{x}$ = 3.75>3.23), item 7 – I can succeed as a teacher ($\bar{x}$ = 3.75>3.23), item 6 – I can fulfil my career aspiration in teaching ($\bar{x}$ = 3.63>3.23), item 2 – Teaching is a humanitarian job ($\bar{x}$ = 3.56>3.23), item 12 – I cannot make a successful career from teaching ($\bar{x}$ = 3.48>3.23), item 11 – Teaching is not a valuable job ($\bar{x}$ = 3.45>3.23), item 17 – Teaching is a time-wasting job ($\bar{x}$ = 3.30>3.23), and item 18 – Teaching is a poor man's job ($\bar{x}$ = 3.23=3.23). In conclusion, the selected English Language teachers had a good perception about the teaching profession.

Discussion of Findings

English Language teachers' teaching skill in Ekiti State

The selected English Language teachers in Ekiti State demonstrated a low level of teaching skills. The result showed that English Language teachers at senior secondary schools in Ekiti State have poor teaching skills at the time of the study as exemplified by poor lesson planning, lesson delivery, poor use of questions and instructional materials, poor instructional pacing, logical and systematic presentation of ideas in class. This might be as a result of irregular and inconsistent exposure of teachers to professional development activities such as attending workshops, conferences and seminars although they are qualified by certificate and experienced according to their years of teaching. It was also found out that many of the teachers did not apply appropriate methods and materials that are suitable for bringing lesson content to their students.

This finding was at variance with that of Popoola (2021) who found out that the teaching skill of teachers of English supra-segmental features was high. The reason for this is not unconnected with the fact that Popoola researched only one aspect of English supra-segmental features while this study measured teachers' skills in teaching all aspects of English holistically. Therefore, a teacher that has high rating in teaching supra-segmental features may not perform so well in teaching other aspects of English, hence, their poor rating in this study. The finding also disagreed with that of Anthony (2021) who found that pre-service English Language teachers' lesson delivery was high in colleges of education in southwestern Nigeria. The contradiction in the results of this study and that of Anthony could be attributed to the fact that the pre-service teachers are still freshly exposed to microteaching theory and practice which might have contributed to their high teaching skills. Whereas, in-service teachers may have lost their motivation and enthusiasm over the years in applying skills they learnt in school

English Language Teachers' Perception of Teaching in Ekiti State

It was found that the selected English Language teachers in Ekiti State had a good/positive perception about the teaching profession. Findings further revealed that the sampled English language teachers at senior secondary schools in Ekiti State have a positive perception of teaching as a profession. This perhaps is traceable to the fact that they were adequately trained as teachers in their various universities. Another explanation for this finding is the fact that the government of Ekiti State accords adequate

recognition to teachers. Salaries were paid regularly, and promotions were given to teachers at the appropriate time.

This finding is notable because it showed that the positive perception about teaching among English Language teachers in Ekiti is indicative of the fact that they attend in-service training and workshop where they can gather experiences. It also indicated that majority of them have gone for higher degrees that have positioned them to develop such positive perception about teaching. Therefore, they rank equally with other professions which could be catalytic to effective classroom practices. Thus, the respondents are happy and proud to be teachers. In addition to regular and prompt payment of salary, teachers also benefit from largesse provided by government through car loans, car refurbishing loans, housing loans, and the elevation of hardworking teachers to the status of Tutor-general which gives them enhanced status like their counterparts in the civil service. All these combine to account for their positive perception of the teaching profession because they realised that their rewards are here on earth and no longer in heaven. This finding upheld that of Okedeyi, et al (2013) who found out that Science teachers exhibited a positive perception of teaching. The finding was however, at variance with Adetunji (2022) who reported that teachers of orature did not show positive perception of resource improvisation for teaching and learning of Yoruba orature.

Conclusion

From the analyses carried out, it was revealed that teachers had low teaching skills. It was also found out that perception of teaching as a profession by teachers was positive. The qualitative results showed that the major challenges facing the teaching of English Language were mother tongue interference, and irregular engagement with professional development which inhibited them from serving as good models to their students. It could be concluded from this study that good teaching skills and positive perception to teaching English Language are indispensable factors for sound learning experience and ultimately better learning outcomes.

Recommendations

Based on the findings of the study, it is recommended that:

1. English Language teacher preparation programmes in Colleges of Education and Faculties of Education should concentrate more on the pedagogy, particularly micro-teaching and teaching practice than content of English for improved teaching skills of the products.
2. English Language teachers should engage in constant refresher courses and trainings to improve their teaching skills.
3. The International Association of Language Educators (IALE), English Studies Association of Nigeria (ESAN) and Linguistics Association of Nigeria (LAN) should organise regular conferences and seminars for teachers of English Language in order to increase their teaching skills.

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Blind Spots in the Teaching of Poetry in Senior Secondary Schools in Ibadan North Local Government Area, Oyo State, Nigeria

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Abstract

This study examined the blind spots in the teaching of poetry in senior secondary schools in Ibadan North. A descriptive survey research design was adopted and the sample comprised of Literature-in-English teachers of senior secondary schools classes from 15 secondary schools in Ibadan North Local Government Area. The instruments used were Teacher Blind Spots Questionnaire (r =0.76) and Oral interview (r =0.87). Two research questions were answered and the data collected were analyzed using frequency counts, percentages, mean and standard deviation, and thematic analysis. Findings revealed few blind spots in the teaching of poetry. This is because students were not given enough time for active participation and the teachers needed to be exposed to many in- service trainings. Recommendations were therefore made that teachers should be more exposed to the use of internets, emerging technologies and encouraging group study among students.

Key words: Blindspots, Poetry, Poetry teaching.

Introduction

Poetry is one of the genres of literature alongside prose, short stories, and dram. Poetry genre deals a lot to with emotions. It appeals to man's feeling, and by so doing, improves the emotional and creative aspects of a person. It is a form of literature where the artistic and musical qualities of language are used to convey meanings and messages. It is a literary art where aesthetic qualities of language are used to express one's thoughts and feelings. The main goal of teaching poetry is for one's pleasure and appreciation. Poetic words and expressions are always a source of profound pleasure for students so as to develop their feelings and for their real enjoyment. If words are cautiously selected and used creatively, poetry may encourage the development of students' affective, communicative and intellectual domains. Poetry also encourages an accuracy and economical use of words, just like other forms of literature as well, Hlabisa (2020). However, teachers are expected to carefully select approaches that will facilitate the teaching of poetry and these approaches should be innovative, learner-centred, and should be able to sustain the interest of learners.

Poetry is educationally beneficial to the learners and these are as follows: first, it exposes learners to the different perspectives of how language, rules of grammar, syntax and vocabulary can be used beyond the normal usages and, how it can prompt indifferent learners to be open to examination and different interpretations of language. Second, it arouses the feelings and thoughts thereby making learners conversant with variety of literary devices like simile, metaphor, irony, personification, imagery because of daily language use Bassey, (2020). Poetry is important because it makes human beings think and imagine. It opens a new window for people to not only discover the cultural values, but also see the way of life in different cultural contexts. Learning a new language means to learn about a new culture, its beliefs, linguistic patterns, social habits and arts. Hence, poetry, in general, may work to encourage the discourse of tolerance and

mitigate cultural differences for both the student and the teacher.

Teaching poetry provides students an opportunity to explore the rich prospects of language. Hlabisa (2020) affirms that poetry is taught because it gives students the prospect of exploring the language of the written text without necessarily concentrating on the mechanics of the language. Poetry makes us to be more aware of the world that we live in and it uses its complexity to educate certain phenomena. The teaching of poetry offers both learners and teachers the chance of studying language in a more open and freer environment. Poetry teaching also extends its proximities by offering the readers comfort, and a better understanding of their environment. Dimensions of human experiences and engagement with self and the world are accessed and shared, through poetry. Also, poetry uses language in such a way that it can evoke and exalt distinctive qualities of life, and suffices readers with feelings (Sugandi and Husnaini, 2015).

Poetry teaching is generally meant for enjoyment and appreciation. Poetic words and phrases are always a source of keen pleasure to the learners to develop a genuine feeling and real enjoyment so that learners get interested in learning. Research shows that it is a usual occurrence for students to give discouraging responses when teachers tell them they are to learn or be taught poetry (Harraldson's 2011). This is because students see poetry to be difficult, unimportant, uninteresting and out of date. The study gives a more detailed explanation on why students might find it difficult to assimilate poetry and how students, unfamiliar with it, might have trouble grasping what it offers. In many cases, experienced readers believe the meaning of a text can be arrived at spontaneously and as straight forward as possible. In some ways, constructing meaning from poetry runs contrary to this expectation. To construct meaning from a text, entails effort and scrutiny. The reader of a poem may feel the frustration that comes with the dearth of knowledge of the poem, rather than constructing meaning automatically. This explains, to a certain extent why even some mature readers dislike poetry.

Some other students fault poetry exposition practices for the negative attitudes, while others fault discouraging or apathetic attitudes of students on the fact that they are disconnected from the process of learning because they are only exposed to works of professional poets (Ayanniyi, 2009). Another reason given for students' reluctance to read poetry and the problems of understanding it is that the study of poetry is difficult for the students as it requires them to talk about poetry as well as reflect on their feelings. It also argues that being able to reflect on their feelings is indispensable, if the students are to articulate their feelings and relate to the poem. Chukwudi (2015) enumerates major problems in the teaching and learning of poetry. To him, most of the students are not well-versed and linguistically competent, and some of the selected poems for students to study are mostly advanced. The problems also occur due to the teachers' use of wrong strategies and students do not develop interest in this aspect of literature because the language is found to be too incomprehensible.

Other factors identified as being responsible for the negative trend include; lack of individual drive on the part of the learners and large class size in poetry lessons (Adegoke, 2005; Ademola, 2005; and Amokeodo, 2012). The use of strategies in which students are actively engaged can be a great solution to the problem of class size and lack of motivation. Nsubuga (2013) identifies ineffective instructional techniques and learning environment that are not conducive to the teaching of poetry using innovative strategies like peer conferencing and socratic dialogue. Obiero (2013) also reveals that lack of positive attitude on the part of teachers,

ineffective communication skills and poor text possession on the part of the students as being responsible for the negative trend. Anang (2013) also includes other factors such as students' inability to go beyond the literal to the implied meaning of texts, cultural and linguistic, and racial disparity between the lives of students and what is contained in the texts.

Many studies related to poetry teaching dwell, mostly, on effectiveness of teaching strategies, approaches and methods in enhancing the performance and attitude of learners in literature-in-English in general and poetry in particular, using a quasi-experimental designs (Danmole and Femi-Adeoye, 2004; Nwachukwu and Nwosu, 2007; Longjohn, 2009). Some also dwelled on the challenges and constraints of teachers in the teaching of poetry. But blind spots especially on the part of the teachers, in the teaching of poetry to senior secondary school students, particularly in Ibadan North Local Government Area, have not been considered. This paper aimed to achieve this.

Conceptual Reviews

Blind spot can be seen as the lack of ability to notice learners' struggles when they are exposed to a new domain of knowledge, (Pedzinski, 2023) When one has a deep understanding of a subject, one tends to forget how difficult it was to learn the content initially. This phenomenon is known as the expert blind spot. The view that proficiency and competence in a particular subject matter is essential for effective teaching, especially in secondary and tertiary institutions, is widely accepted. Yet few studies have investigated the difficulties or the blind spots for instructions that may be attributed to expert subject- matter knowledge. The concern here is that teachers' subject –matter expertise often overshadows their pedagogical knowledge about how their novice students can learn and develop intellectually in their chosen field, Nathan and Petrosino (2003). Gough (2002) further reveals that materials that provoke scholars' curiosity and bring to the fore blind spots in areas in which established theories, approaches and views can affect our ability to see phenomena as clearly as we ought. He opines that what is familiar to us or what we care about can be our blind spots. It can also be seen as the biases that adversely affect teachers' classroom practices (Hedreich, 2021). The study also reveals that tackling one's prejudices can be challenging, but the discomfort can be reduced so that teachers can continue making progress and improve on their school activities by relating their reflections on bias to the instructional strategies that they are adopting.

According to Pedzinski (2023), being knowledgeable in a particular subject matter gives one the ability to recollect and expound on some specific topics. It can, however, alienate the teachers from the students who, most of the time, are coming in contact with the content for the first time, with their different background and judgments. Nathan and Petrosino (2003) added that expertise comes with its own limitations. Studies have shown expertise with large amount of domain knowledge may actually be a drawback in comparison with beginners in certain task. Nathan et al (2001) reports from professionals and learners show that professionals are less likely to have access to memory traces of their cognitive processes when engaged in tasks within their domain of expertise (Ericsson and Simon, 1984). This can be because of the automatization of certain intellectual progressions in experts. Among learners, these progressions are deliberate and stepwise, and so they leave a memory trace which is more likely to be verbalizable. Professional teaching is a complex phenomenal that encompassed expertise in multiple domains including curriculum, subject matter, student behavior and

development, and pedagogy. Professional teachers are different from learners in numerous proportions: they see different things about the classroom environment, they plan more and differently from the learners and they organize their knowledge of subject matter, students and pedagogy more deeply, in ways that clearly and easily facilitate lesson planning and teaching (Nathan and Petrosino, 2003).

Examining possible blind spots in one's course content can be a very difficult task; if one is not too sure of where to start, the following strategies can be considered. Firstly, the teacher should ponder on what students normally struggle with. This may be a particular assignment that students constantly have a low score on, or a trend in the feedback at the end of the semester. These students' struggles can be a pointer of a missed step, a gap in vital connections, or an underestimation. Secondly, the teacher should examine the educational literature that is specific to his or her discipline**.** What pedagogical topics are prevalent in his or her field? Does your field of study dwell heavily on primary source of analysis, graphic literacy, critical reading, or writing? What have other researchers done to work with students on these essential skills? Thirdly, the teacher can solicit for help from an *advanced novice***.** *Advanced novice,* according to Pedzinski, (2023), are those who are in the earliest stages of learning in a particular field. This can include undergraduate teaching assistants, graduate students, and so on. Advanced novices can help identify difficult areas in a particular topic and provide recommendations on the way out.

Nathan, Koedinger and Alibali (2001) also affirm that within mathematics education settings, blind spots in the process of teaching can make teachers blind to the processes of learners who are struggling to learn new concepts during their constructive learning process. Two areas for expert blind spot were considered in the study. Experts have the tendency of making assumptions about student learning which normally turn out to clash with students' actual performance and developmental tendencies. The initial illustration examines the so-called 'New Math' association of the 1950's in the USA. The second area examines teachers' perceptions towards students' mathematical development. These illustrations show how advanced knowledge of mathematical content make professional teachers to believe that learners will easily find symbolic formalisms of quantitative relations and mathematical concepts most accessible because of their relative thrift. Nonetheless, studies of middle, high school and college students showed that learners have difficulties with abstract representations and formal procedures, and mostly acquire new domain knowledge through informal and concrete forms of representation and reasoning (Case, 1991).

Olibie and Akudolu, (2009) found in their study that many blind spots continue to exist in teacher education institutions in Anambra State of Nigeria. For effective and efficient teaching in dynamic environment characterized by rapid changing tasks, teachers-in-training need creative capacities. To foster creativity students need access to dynamic learning environments that offer engaging experiences, leverage innovative technologies and prioritize creative expression across all subjects and activities. 21st century teacher education institution should cultivate talented and creative educators who are equipped to inspire and innovate in today's schools and shape the future of education. They emphasize the importance of integrating three key aspects into education: mastering essential knowledge, fostering innovation and a sense of responsibility for learning and effectively utilizing instructional technologies like ICT across all subjects. By implementing these elements, education can be more

comprehensive and empowering. Without these, according to them, creativity will remain a blind spot in the quality of teacher education curriculum in Anambra State.

A study by Abrose, Bridges, DiPieto, Lovett and Norman (2010) suggests that teachers can identify blind spots areas for improvement in their teaching by adopting a beginner's mindset in their subject area. This involves reflecting on their own early learning experiences, remembering the challenges they faced, and considering how to break down complex concepts into simpler, more manageable parts for their students. It was also added that recognizing one's preconceptions or blind spots is not an easy task. If one is aware, one will always find more – and that is not a bad thing on its own, because finding these blind spots will help in examining how one's expectations and behaviour towards certain learners are affected by the blind spots, how they affect the students' behaviour, and what can be done to correct them. The primary objective should be to empower students to synthesize the knowledge, concepts and skills of our field into practical applications that will enable them to tackle future challenges effectively. By acknowledging and addressing our own blind spots, we can create engaging and effective learning experiences that help students integrate them for future success.

This study, therefore aimed at investigating blind spots in the teaching of poetry in senior secondary schools in Ibadan North Local Government Area, Nigeria.

Statement of the problem

The teaching of poetry is often approached with trepidation by the teachers. This is because poetry is seen as being difficult, unimportant, uninteresting and out of date. Some teachers leave the teaching of poetry almost till the last term of the school year or the whole SSS level, where they end up doing a shoddy job. To correct this anomaly, scholars have come up with a lot of strategies and approaches in the teaching of poetry with the aim of improving teachers and students' attitude towards poetry, and also improving the students' academic performances. While studies have shown the effectiveness of various strategies and approaches in teaching poetry, a significant knowledge gap exists in Nigeria, where no research has specifically explore the blind spots and areas of improvement in teaching poetry to senior secondary school students. A blind spot in teaching refers to the difficulty experienced by experts in recognizing the challenges new learners face when encountering new knowledge. As a result, teachers may struggle to understand the learning needs of their students, who are just starting to explore a subject. The blind spot can make it hard for teachers to effectively share their knowledge as they may not be able to put themselves in their students' shoes and understand their perspectives. This study therefore aimed at investigating blind spots in the teaching of poetry and the possible way out.

Research Questions

The following research questions were answered in the study.

1. What are the blind spots in the teaching of poetry in senior secondary schools in Ibadan north?
2. How can the blind spots be controlled?

Significance of the study

This study is calling the attention of the stakeholders in education to the areas of professional developmental needs of literature-in-English teachers in Ibadan, Nigeria. The findings of this study are expected to enhance the teaching and learning of poetry, leading to improved educational outcomes. Additionally, this research will contribute to the growing body of knowledge on teaching and learning of poetry, providing

insights for future studies and educational practices.

Methodology

The study adopted the survey research design. The 15 secondary schools selected from Ibadan North Local Government of Oyo State were purposively sampled for the study. In each of the schools, all the Literature-in English teachers participated in the study, making a total of 45. The instruments used were Teachers Blind Spots Questionnaire (r = 0.76), designed by the researcher and oral interview guide (r= 0.87). The questionnaire comprised of two sections; the demographic information and the in section 1 and 25 items in section 2. The response options were based on modified Likert scale of strongly agreed (4), agreed (3), disagree (2) and strongly disagree (1). Their reliability was obtained through trial testing on 10 teachers that were not part of the study. Data collected were analyzed using descriptive statistics of frequency counts, percentages, mean and standard deviation, and thematic analysis.

Results

1. **Research Question 1:** What are the teachers' blind spots in the teaching of poetry in senior secondary schools in Ibadan north?

Table 1: Teachers blind spots in the teaching of poetry.

S/N	Items	Strongly agree	Agree	Disagreed	Strongly disagreed	mean	Standard/ deviation
1	I encourage few students to read poems aloud in the class?	10 22.2%	30 66.7%	5 11.1	-	3.11	2.62
2	I allow little time for class discussion on a particular topic in poetry teaching?	8 17.8	25 55.6	10 22.2	2 4.4	2.86	2.43
3	I foster a collaborative learning environment where diverse perspectives and ideas can emerge.	8 17.8	22 48.9	15 33.3	1 2.22	2.77	2.33
4	I give enough time for students to analyse a poem by themselves.	1 2.22	18 40	23 51.1	3 6.7	2.37	1.92
5	Students are allowed to get analyses of poems from known textbooks.	3 6.7	24 53.3	17 26.8	1 2.22	2.64	2.18
6	It is expected that students should transfer the knowledge of figure of speech to poems appreciations.	12 26.7	24 53.3	7 15.6	2 4.4	3.02	2.59
7	I give the same time to all the students to complete a task irrespective of their learning pattern.	7 15.6	18 40	12 26.7	8 17.8	2.53	2.19
8	I give and mark assignments after every topic.	7 15.6	8 17.8	20 44.4	10 22.2	2.26	1.95
9	Students engage in discussion of each poem in the class	3 6.7	15 33.3	20 44.4	7 15.6	2.31	1.92
10	I make time for the slow learners in my class.	-	16 35.6	19 42.2	10 2 2.2	2.35	1.89
11	I focus my attention more on the intelligent students.	1 2.22	4 8.9	23 51.1	17 37.8	1.75	1.34
12	Knowing the meaning of words through the dictionary, the students should be able to deduce the meaning.	18 40	14 31.1	22 48.9	1 2.22	2.88	2.50
13	I take time to explain each poem line by line.	9 20	15 33.3	21 46.7	-	2.77	2.36

14	I give notes on a general analyses of a poem for the students.	9 20	19 42.2	11 24.4	6 13.3	2.64	2.31
15	I allow the students to be creative in their learning of poetry.	5 11.1	15 33.3	25 55.6	-	2.51	2.06
16	I use different approaches and strategies in teaching poetry.	1 2.22	13 28.9	30 66.7	1 2.22	2.33	1.86
17	Students have selected texts for their classes.	1 2.22	17 37.8	24 53.3	3 6.7	2.26	1.83
18	I encourage study group and tutorials outside the class.	3 6.7	12 26.7	20 44.4	10 22.2	2.08	1.68
19	I expect student to check the difficult words in a poem from the dictionary.	3 6.7	25 55.6	14 31.1	3 6.7	2.35	1.95
20	I give chance for the students to ask questions in the class.	5 11.1	27 60	12 26.7	1 2.22	2.35	1.87
21	I expect the students to be able to form notes on the poem after my explanation.	5 11.1	27 60	12 26.7	1 2.22	2.35	1.87
22	I expect the students to relate the content to real life situations after I have explained the verses of the poem.	11 24.4	16 35.6	15 33.3	3 6.7	2.31	1.87
23	I assist the students in appreciating the poem to save time.	5 11.1	26 57.8	12 26.7	2 4.4	2.44	2.01
24	I expect the students to read and understand the poems without much input from me.	2 4.4	22 48.9	20 44.4	-	2.46	1.97
25	I sometimes ask the students to form notes on their own	10 22.2	15 33.3	12 26.7	8 17.8	2.26	1.86
Weighted mean=2.38							

Table 1 showed that the total mean score obtained is 2.38 which is less than the standard mean of 2.50. This revealed the blind spots in the teaching of poetry in Ibadan North Local Government Area.

Research Question 2: How can blind spots in the teaching of poetry be eliminated?

Reports from the oral interview revealed teachers perceived solutions to blind spots in the teaching of poetry. According to some of them, '*We need extra time to teach the students and for them to participate fully. (*IDI Ibadan, July, 2023*)*

Some of the teachers also agreed that they need to demystify their own mastery of the subject matter. To them, '*This will encourage the mindset of growth in the students and increase their belief in their ability to master the content of a poem. (*IDI, Ibadan, July, 2023)

They also agreed that group study or discussion should be encouraged among the students. '*It will provide them with necessary tips needed to overcome their challenges in learning and appreciating poetry.*' (IDI, Ibadan, July, 2023).

In service training was also recommended as way out of teachers blind spots. '*They should attend conferences, read professional journals, and use the Internet and emerging technologies to improve their own learning and the ability to handle their novice students.*' (IDI, Ibadan, July, 2023).

They agreed that the time was too short for effective class discussion, *'Double periods should be used for Literature-in-English and the classes should be at least twice a week.'*

Discussion of findings

Teachers' blind spots in the teaching of poetry

The results revealed that there were some blind spots in the teaching of poetry, some of this include; teachers inability to give the students enough time to analyse poems by

themselves, teachers not giving enough assignments on every topic. And even when the assignments are given, they are usually not marked. Other blind spots are; students not given enough time to engage in discussion of each poem in the class, teachers not making time for the slow or intelligent students, teachers not giving room for creativity because of lack of time, teachers using mostly teacher-centered strategies and approaches in teaching poetry, teachers not encouraging study group or tutorials among students and teachers teaching students who do not have the selected texts. The reason for these could be the fact that blind spots are teachers' inability to perceive the difficulties that their faced by their students when encountering new knowledge. Hedreich (2021) opines that when one has a deep understanding of a subject, one tends to forget how difficult it was to learn the content initially. This phenomenon is known as the expert blind spot. According to Gough (2002), effective research materials should not only answer existing questions but also prompt new inquiries, reveal blind spots, and challenge existing theories, methods and perceptions that may be limiting and obscuring our view of phenomena.

The finding is consistent with Olibie and Akudolu (2009) whose findings revealed many blind spots of teachers in Anambra State of Nigeria, and creativity was one of such. The study revealed that lecturers failed to provide a diverse range of learning experiences that foster creativity in studetns. This is a missed opportunity, as developing creative capacities is essential for teachers-in-training to adapt and teach effectively in dynamic environments where tasks are constantly eveolving. Specifically, the lecturers did not encourage students to engage in activities that promote creative thinking, such as students-led discussions, exploring alternative solutions, reflective thinking, brainstorming and peer feedback. Other blind spots showed in the findings include; lack of opportunities for students' teachers to innovate, brainstorm, create, and take risks through extensive clinical experiences and the abuse of powerful learning environment in the institutions. Ajeyelami (2007) argued that teacher education programmes have fallen shorts of their goals and should be critiqued for not providing sufficient opportunities for teachers to develop their creative skills, thereby limiting their ability to foster creativity in their students.

The finding is, however, inconsistent with Nathan and Petrosino (2003) study who confirm that pre-service teachers were able to control their blind spots or keep them at check because of their exposure to educational programme. They generally agree with reform-based views of students-centered learning and instructions in the survey because of their enrollment in a reform-oriented teacher education programme that emphasized constructivist views of learning and students-centered instruction. This is in contrast to teachers who with no formal teacher education who tend to promote text-centered view of instruction. The lessons developed from this view were often too analytical, insufficiency engaging and quite disconnected from students' own personal experiences.

Perceived Solutions to the blind spots in the teaching of poetry

From the findings, there is need to control these teachers' blind spots so they can effectively teach the students. Blind spots in teaching should be a major concern to teacher-educators because teacher' beliefs about the goals of teaching in their subject areas act a conceptual plan for instructional decision making, serving as the foundation for judgment about textbooks, classroom objectives, assignment and assessments of students (Nathan and Petrosino, 2003). One of the ways of managing the blind spots is to adequately maximize the time allotted for the

class. Reports from the oral interview revealed that teachers complain of lack of time to fully engage their students in the process of teaching and learning. This is where creativity comes in. Creativity is enhanced through learning experiences and instructional technologies especially the computer and Internet. These learning experiences include the subject matter, its organization and method of delivery, the articulation of these learning experiences and their evaluation. Such learning experiences will help student teachers to be able to demonstrate a good deal of understanding on how to emphasize creativity across the curriculum, when eventually they become teachers (Olibie and Akudolu, 2009).

According to Pedzinski (2023), recognizing and addressing expert blind spots can be a difficult task for educators, regardless of their level of experience. However, by doing so in a thoughtful and intentional manner, teachers can create more effective lessons, leading to improved students outcomes and higher success rates. To achieve this, Pedzinzki (20223) suggests dedicating class time or breaking it up into smaller segments to allow students to practice subjects-specific skills, which can have a profound impact on their academic success. Providing students with guided practice supplements their out-of-class learning and allows them to replicate the experience with their homework. The teachers, in the reports, also agreed that there is need to demystify their own mastery of the subject matter. They believe that thinking back and articulating their own challenges to students encourages a growth mindset which testifies to the ability to master content and achieve an expert status. Walking students through their ideas step-by-step allows students to see all the thinking behind the academic work. (Kimamia, Ngugi and Thinguri, 2014) also affirm that teachers' mastery of the subject matter enables the teacher to adequately prepare for content delivery. In their preparation, they should simplify information in specific subjects for learners' understanding, and this is possible if teachers undergo periodic trainings.

The oral interview also revealed teachers disposition towards group study and discussion. They are of the view that encouraging group discussion and study among students is another way of reducing the manifestation of blind spots by the teachers. Group discussion provide students the opportunities to interact with one another and gain knowledge. It is a learning form where students discuss ideas or issues together. This helps them develop critical thinking skills and encourages them to express themselves. This, according to Pedzinski (2023) is the best way of helping a struggling student to learn- from her peers. Mckee (2015) also confirm that class discussion has the potential to enhance the learning environment and encourages students to become active participants in the educational process. To him, students' participation in classroom discussion has been shown to significantly improve the students learning experience. It was confirmed in the findings of Galle, Alaku and Paul (2022) that students were taught English language reading comprehension in group discussion performed better than those taught in conventional teaching method. It was therefore concluded by the teachers in the oral interview that encouraging group study and discussion will provide the students with necessary tips needed to overcome their challenges in learning and appreciating poetry.

The teachers also recommended in-service training to teachers. They believe that organizing in-service training like seminars, conferences, workshops for teachers improve their own learning. They can also read professional journals, and use the internet and emerging technologies to improve themselves, (Pedzinski, 2023).

Conclusions and Recommendations

The study investigated teachers' blind spots in the teaching of poetry. The results revealed that teachers' blind spots in the teaching of poetry is at a low degree. However, these blind spots can be checked or controlled by the teachers. This will enable them teach the students effectively.

Based on these findings, the following recommendations were made:

1. Teachers should be encourage to give more time for students to effectively analyse poems and these should be marked or corrected promptly.
2. Slow learners can be encouraged by the creation of small group study or tutorials. Students should be encouraged to do this.
3. Double periods should be allotted to literature-in-English to encourage students' active participations and creativity.
4. Teachers should be encouraged to attend seminars and workshop that will expose them strategies that will help in reducing or eliminating blind spots in the teaching of poetry.
5. Teachers should also be more exposed to the use of internets and emerging technologies.

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Relevance of Reading Club in Boosting Students' Performance in Literature in English: Students and Teachers' Perception

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Abstract

This study investigated the relevance of reading club activities in boosting students' performance in Literature in English by teachers and students' in Ibadan North Local Government Area, Oyo State. It adopted the survey research design. Ten out of the existing 42 public secondary schools in Ibadan North Local Government were randomly selected. A total of 500 SS2 students (50 per school) and 20 Literature in English teachers (two per school). Two research instruments used for data collection were Questionnaire on Teachers' Perception of Reading Clubs (r=0.78) and Questionnaire on Students' Perception of Reading Clubs (r=0.88) were used. Data collected were analysed using descriptive statistics of frequency counts, percentage, mean and standard deviation. Findings of the study revealed teachers' perception mean of 2.99 that is greater than the threshold of 2.50. The result also revealed the mean of 3.07 for students' perception, which is greater than the threshold of 2.50. Based on the findings, it was recommended that Literature in English teachers should incorporate reading clubs into the teaching process in order to improve students' performance in the subjects. Teachers of Literature in English should create awareness for students on benefits of participating in reading club activities.

Key words: Reading club activities, students' perception, teachers' perception, students' performance, Literature in English

Introduction

Literature has a broad scope and it covers all aspects of human endeavour (Sanato, 2017). There is no a single aspect of human existence that has not been mirrored in literary works. According to El-Helou (2010), literature offers students with vital understanding and analysis tools in addition to language. Students learn to identify and evaluate conflicts, themes, topics, and characters via literature. The study of Literature in English could go a long way towards assisting individuals to improve skills and qualities that will enable them to become productive citizens in today's society, contributing not only to development at various levels of human life but also to the resolution of societal disputes. According to Kateregga (2014), Literature in English can be used as a tool in resolution of conflicts among individuals and nations as a part of society. The curriculum for literature in English states that the overall goal of literature in English is to improve learners in the following areas: i) intellectual or cognitive, ii) emotional or affective, and iii) linguistics. It also assists learners in the acquisition of knowledge, skills as well as good attitudes and values of the society in which they live.

Literature in English is taught in Nigerian Senior Secondary Schools for many objectives, including cultural awareness, enhancement of language skills, personal development and adequate preparation of students for the school certificate examinations. It is taught as drama, prose and poetry selected from African and non-African

literary texts. Teachers are expected to enrich the content of their teaching with "relevant materials and information from their immediate environment" (NERDC, 2019). Despite the rich and broad objectives set in the school curriculum, the level of students' performance in Literature in English is very low. For three consecutive years, (2017-2019), less than 25% of them got a credit (A1-C6) in the West African Senior School Certificate Examination (WASSCE). The reports of the West African Examination Council (WAEC) Chief Examiner Reports on students' performance indicate that the situation is deteriorating on yearly basis. The recurring high rate of failure points to specific problems in the teaching-learning process which limit students' learning. Urgent and adequate interventions are needed if the trend is to be reversed. If not, Literature in English may become an endangered school subject in Nigeria. Despite these apparent advantages of teaching and learning Literature in English, students' performance in the subject is still below expectations in Nigeria.

The paper's quality (General Comments) compares favourably to past years' papers. The questions were straightforward and within the scope of the syllabus. The performance of candidates has generally regressed through some flaws/solutions: According to the WAEC Chief Examiners report from (2019-2021), some candidates did not display good knowledge of the assigned texts. Their references to the texts in their answers demonstrated this. Furthermore, some candidates have the necessary linguistic skills to organise their thoughts. The Chief Examiners reports (2019-2021), have identified the following as some of the candidates' weaknesses: Inability to meet the demands of the questions, Shallow knowledge/ understanding of set texts, wrong interpretation of questions, violation of rubrics, little or no knowledge of literary appreciation, illegible handwriting, writing of irrelevancies, inability to express answers in good English, Dependency on summarized texts, poor attitude toward literature, lack of motivation, aspiration and a sense of direction. Furthermore, just a few of the candidates have the necessary linguistic skills to organize their thoughts. Numerous efforts have been made by notable scholars to improve the performance of students in literature in English; in spite of several efforts made by notable scholars to improve the performance of students in Literature in English, they have however not considered the teachers and students perception of co-curricular activities (reading club) in Literature in English instruction to improve the performance of students in Literature in English.

Co-curricular activities are programmes or learning experiences that are not part of the regular curriculum but complement what pupils are studying (Yaacob & Haron,2013). These are after-school programs or activities that provide curriculum-related learning and character-building experiences that are overseen and funded by the school (Bashir, 2012). Co-curricular activities are part of educational institutions that complement the curriculum or major syllabus activities. They are aimed at developing students' personalities as well as boosting classroom learning.

Co-curricular activities are quite valuable. These have been shown to be significant and necessary for human psychological and social development. These serve as a guide for self-evaluation and socialization. Furthermore, these activities help to develop leadership qualities. These provide a sense of belonging, motivation to learn, as well as physical, mental, social, ethical, emotional, and disciplinary development. Thus, teachers' perceptions are vital not only in curriculum aspects, but also in co-curricular activities to give a well-

rounded education; students' comprehension of co-curricular activities aids them in developing their interests and abilities, which come in a variety of forms and should be equally valued and supported by catering for their learning requirements; such demands are satisfied through well-designed and substantial co-curricular activities (Singh & Sigh, 2007).

One co-curricular activity that is significant and important to learning is the participation in reading club. Reading club is a group of students who gather on a regular basis to improve their English speaking, listening, reading, and writing skills (Malu & Smedley, 2016). It is a language programme consisting of students who come together to improve their mastery of Literature in English skills such as reading, listening, speaking and writing. The reading club has many important goals to support the fluency of students in mastering Literature in English skills, especially in speaking skills. Hadley (2001) stated that the aims of the club are to encourage students to join the reading club, provide opportunities for students to develop speaking skills, maintain the present club's continuity, and promote shared responsibility for activities between students and administration.

Nurteteng and Eltayeb (2020) stated that the objectives of the reading club are to: create a friendly setting in which participants may practice their spoken English, increase the vocabulary and phrasal use of participants, correct frequent grammatical and/or pronunciation errors, encourage participants' self-assurance when speaking and practice a variety of speaking and listening skills in a realistic situation. According to Shrum and Glisan (2000), the purpose of reading club is to help students develop a positive attitude toward the English language and to make them more aware of the importance of communicating. Furthermore, the major objectives of reading clubs are to communicate and practice reading, writing, listening, speaking, and critical thinking; however, the focus of Reading clubs is on developing oral language skills—speaking and listening to English (Malu & Smedley, 2016).

Statement of the Problem

Literature in English is an important subject in the Senior Secondary Schools in Nigeria. In spite of its importance especially for arts related courses/disciplines, the performance of students in it is not quite encouraging. Attempts have been made by several scholars to improve the performance of students in the subject; like extra-curricular Activities and Student Motivation, Participation in Literary Club Activities, Study Habit, Text Possession and Utilization as Predictors of Students‟ Learning Outcomes in Literature-in-English. In spite of efforts made by these scholars to improve the performance of students in Literature-in-English Enriching Literature-in-English Instruction in the Context of Informal School Literary Clubs in Nigeria. Less emphasis has been put on the teachers' and students' perception of reading club in Literature in English in senior secondary schools. This study, therefore, investigated teachers' and students' perception of reading club activities in Literature in English in senior secondary schools in Ibadan North Local Government area of Oyo state.

Research Questions

1. What is teachers' perception of reading club activities in Literature in English instruction in Senior Secondary Schools?
2. What is students' perception of reading club activities in Literature in English instruction in Senior Secondary Schools?

Methodology

It adopted the survey research design. Ten public secondary schools were randomly selected from 42 public secondary schools in Ibadan North Local Government Area of Oyo state. Fifty SS2 students were randomly selected from each school making a total of 500 SS2 students and two teachers of Literature in English were selected making 20 teachers of literature in English. In all, 500 SS2 students and 20 teachers of Literature in English participated in the study. Two research instruments were used for data collection: Questionnaire on Teachers' Perception of Reading Clubs (r=0.78) and Questionnaire on Students' Perception of Reading Clubs (r=0.88) were used. Data collected were analysed using descriptive statistics of frequency counts, percentage, mean and standard deviation.

Research Question One: What is teachers' perception of reading club activities in Literature in English instruction in Senior Secondary Schools?

Table 1: Teachers' Perception of Reading Club Activities in Literature in English Instruction in Senior Secondary Schools

Items	SA	%	A	%	D	%	SD	%	Mean	SD
Teachers do not generally show interest in reading club activities.	6	28.6	14	66.7	1	4.8	-	-	3.33	1.56
Reading clubs improve cognitive skills specifically critical thinking in Literature in English learning	14	66.7	5	23.8	1	4.8	1	4.8	3.15	.65
Reading club activities do not motivate students' learning.	2	9.5	9	42.9	5	23.8	5	23.8	2.99	.96
Reading club activities help students during the literary activities, like drama for full expression	7	33.3	12	57.1	1	4.8	1	4.8	2.85	.88
Teachers do not actively participate in reading club activities.	7	33.3	13	61.9	-	-	1	4.8	2.94	.91
Teachers form a relationship with the students in the reading club.	12	57.1	8	38.1	1	4.8	-	-	3.28	.79

Reading clubs help students' skills in writing in Literature learning process.	11	52.4	8	38.1	1	4.8	1	4.8	3.03	.84
Teachers believe that there should be equal opportunities for students in reading clubs activities	8	38.1	2	9.5	7	33.3	4	19	2.82	1.03
Teachers' participation in reading clubs raise the students' level of learning spirit.	7	33.3	13	61.9	-	-	1.	4.8	2.68	1.10
Teachers believe that students' participation in reading club activities gives an outlet bringing in the learning process.	7	33.3	10	47.6	2	9.5	2	9.5	3.05	.88
Reading club activities do not give students an opportunity for healthy competition among their peers.	2	9.5	7	33.3	7	33.3	5	23.8	2.99	.88
Reading club are beneficial because it helps the learners grasp the content of the Literature in English learning.	6	28.6	14	66.7	1	4.8	-	-	3.02	.93
Reading club help teachers be more active in the teaching and learning process in Literature in English.	9	42.9	9	42.9	2	9.5	1	4.8	3.05	.82
Reading club activities are not supervised by teachers	5	23.8	11	52.4	3	14.3	2	9.5	2.86	1.03
Reading club activities creates reading accountability.	7	33.3	10	47.6	3	14.3	1	4.8	2.74	1.02
Weighted Average = 2.99	**Threshold = 2.50**						**44.78**			

Table 2: Students' Perception of Reading Club Activities in Literature in English Instruction in Senior Secondary Schools

Variable	SA	%	A	%	D	%	SD	%	Mean	SD
Reading clubs make learners acquire the knowledge of Literature in English.	258	51.6	152	30.4	50	10	40	8	3.24	0.54
Reading clubs engage students in the learning process.	140	28	302	60.4	50	10	8	1.6	3.52	0.81
Reading clubs do not facilitate students' concentration in Literature-in-English	176	35.2	194	38.8	80	16	50	10	2.38	0.97
Reading clubs' activities provides an avenue for interaction which helps students in Literature in English.	104	20.8	274	54.8	66	13.2	56	11.2	3.19	0.75
Students are very reluctant in showing interests reading clubs activities in literature teaching and learning.	142	28.4	240	48	66	13.2	52	10.4	3.29	0.56
The cost of purchasing the approved books needed for the reading club activities is expensive.	228	45.6	206	41.2	46	9.2	2	4	3.48	0.75
Reading clubs' activities do not provide new learning opportunities for ongoing skills in Literature in English.	154	30.8	238	47.6	78	15.6	30	6	3.38	0.80
There is minimal acquisition of new knowledge decrease productivity in reading clubs.	158	31.6	168	33.6	102	20.4	72	14.4	2.52	1.33
Reading clubs' activities do not help in learning about long term commitments.	142	28.4	162	32.4	90	18	106	21.2	3.28	.56
Reading clubs improve students' passion for reading Literature in English texts	156	31.2	224	44.8	84	16.8	36	7.2	3.05	0.92
Reading club activities creates reading accountability among the learners of Literature in English	144	28.8	256	50.8	56	11.2	46	9.2	2.29	0.96
Students do not generally show interest in reading club activities	174	34.8	208	41.6	74	14.8	44	8.8	3.19	0.68
Reading club activities in Literature in English learning helps create reading accountability.	128	25.6	284	56.8	48	9.6	40	8	3.24	0.83
Reading clubs' activities does not improve the writing skills in students studying Literature in English	170	34	152	30.4	114	22.8	64	12.8	2.90	0.89
Reading clubs' activities helps in fostering a continuing love for Literature	136	27.2	176	35.2	108	21.6	80	16	3.10	0.83
Weighted Average = 3.07									**46.06**	

The result indicates a weighted average of 3.07. This is greater than the threshold set at 2.50. This implies that the students had high perception of reading club activities in Literature-in-English instruction in Senior Secondary School.

Discussion of Findings

Table I revealed that that teachers of Literature in English in the study area has a negative perception of reading club activities in Literature in English instruction in Senior Secondary Schools. Mourgues, Preiss & Grigorenko (2014) revealed that teachers identified that soft skills, also referred to as 21st century skills, such as creativity and imagination, had improved during the course of the programme. Some researchers have found a link between high levels of reading ability and creativity and imagination. However, there was little evidence of a direct connection between reading and increases in imaginative or creative thinking. It could be that discussions about stories that the students read gave teachers the impression that their overall creativity and imagination had improved, when in fact it was simply more creative and imaginative talk. Teachers commented on the perceived development of learning dispositions such as preparedness to learn. Teachers wrote about the reading programme "centring" and "settling" the students to create an environment in which they were readier to engage with curriculum. This seemed to be a different theme to that of the wellbeing of the students as it was the direct impact that the act of reading had on the students as they transitioned out of the reading and into learning in a different domain, although, it could be argued that reading and literacy crosses all domains of learning.

Table II revealed from the findings of this study that revealed that secondary school students have a positive perception of reading club activities in Literature in English instruction in Senior Secondary Schools. Melviza, Syamsul and Nira (2017) have done the research with the title Students' perception toward reading club activities. The research investigated students' perception on reading club activities in speaking. The result of the research showed that the reading club is seen to have a vital role in assisting students in practicing their speaking skills. Carter and Nunan (2001) assumed that the advantages of Reading club are to encouraging students to practice Literature in English in a real-life situational environment, instilling self-assurance in students in terms of the basic socialization process, expanding students' communicative skills, creating a welcoming social environment for students.

Conclusion

The study has revealed the perception of teachers' and students' perception of co-curricular (reading club) activities in Literature in English instruction in Senior Secondary Schools. It could thus be concluded that teachers' and students' role in Literature in English Instruction cannot be over-emphasized.

Recommendations

1. Teachers and students of Literature in English should make effective use of reading clubs and have positive perception towards it.
2. Teachers of Literature in English should give equal attention and motivation to students in reading club and other clubs. Best student in reading club activities should be awarded to enhance better performance.
3. Teachers of Literature in English should create awareness for students about expected goals in participating in reading club activities

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Revisiting Children's Literature and Orature in Nigeria: Addressing Perceived Moral Disruptions in The Digital Age

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Abstract

This study explores the potential link between the moral disruptions observed and the dearth of ethical guidance from contemporary children's literature and orature in Nigeria. Children's literature and orature, historically instrumental in shaping the moral compass of past generations, have played a transformative role in nurturing values, fostering empathy, and transmitting cultural norms. This contribution is deemed to have suffered a nuanced setback in the digital age, with these essential narrative mediums often relegated to the background. This study delves into the dynamic between the diminishing emphasis on children's literature and orature and the apparent rise in moral disruptions. It examines how the infusion of digital technologies and an evolving societal landscape have influenced the accessibility and relevance of these traditional storytelling forms. Additionally, it assesses the impact of this shift on the ethical formation and social behavior of the newer generation. The research underscores the significance of children's literature and orature as moral touchstones in shaping children's character, values, and sense of responsibility. It seeks to uncover the missing link between the ethical teachings of the past and the present challenges. By analyzing iconic works from the past, like Eze Goes to School, the study aims to highlight the evolving nature of these narrative forms and their potential to reclaim their pivotal role in moral formation. This study advocates for a renewed emphasis on integrating culturally rich children's literature into the educational curriculum. By bridging the gap between tradition and technology, educators can foster values such as respect, empathy, and ethical behavior among the younger generation. The study also calls for a reassessment of how these narratives can adapt to the digital age while retaining their cultural significance.

Key words: Children's literature, Orature, Moral disruptions, Digital age, Innovations.

Introduction

The rapid influx of innovations and technologies in recent years has brought about a complex interplay between progress and moral challenges, especially among the younger generation in Nigeria. The emergence of smartphones and its proliferation has heralded a new wave of development, and also ushered in a dispensation of moral disruptions as its attendant consequences. The digital age, as it has been widely known, has led to cataclysmic disruptions of socio-cultural values, leading to the emergence of hard drugs, alcohol misuse, moral depravity, and disrespect for elders, among other societal ills. These then signal a perceived moral disruption that requires examination. Uko (2015) lends credence to this, by asserting that "[t]he [shocking] reality confronting many contemporary African societies is that [several] values have been lost over the years, and more are steadily fading off through the combined impact of colonization, Western education, foreign religions and civilizations, modernity and globalization" (17).

Arguably, Nigeria retains the chieftainship title in the community of nations, whose values and virtues are being eroded, in the face of the twin factors of modernization and digitization. Due to prevailing trends, contemporary Nigerian generations, notably the younger populace, possess limited awareness regarding the customary customs of their heritage. Consequently, there exists a diminished recognition of the fundamental significance inherent in these notable traditional practices,

prompting an insufficient appreciation concerning the distinctiveness and inherent pride associated with Nigerian identity, both within the national borders and amongst the Nigerian diaspora. This awkward and bizarre loss of customs and traditions, chiefly orchestrated by the digital space, has prompted Wole Soyinka, the 1986 Nobel Prize laureate, to voice out the displays of "barbarians [that] have taken over social media…swap[ping] the intellectual quotient which used to make and still makes social media valid in other societies" (Soyinka, 2023, para. 10). Soyinka's outburst signifies the inherent witnessing of the decadence that has ruptured the moral fabrics of the nation. His lamentation is a further testament to the degrading morals of young ones and their reckless displays of uncouthness and eccentricity on the internet, underscoring the relevance of this study.

One critical question that comes readily to mind is how the issues of morals and ethical composure have degenerated within a generation. Traceable to the potpourri of problems is the absence of socio-cultural values in this present generation that were visible in the lives of older generations. These socio-cultural values were transmitted, originally, through word of mouth, and "have been rehashed and artistically presented in prints termed literature in the modern epoch" (Emmanuel, 2022: 286). As Ayodeji (2008) aptly captures, the essence of this socio-cultural transmission "is to ensure continuity of the community and its development by entrenching those values, characters and attitudes that enhance productivity, honesty, diligence, positive interpersonal relations and consequently an egalitarian society" (319). These values in times past have been accentuated through oral traditions that include, among others, folktales, folklores, lullaby, and stories, but have now been rejigged to fully embrace the written aspect, infamously known as literature.

Literature is life. It is not only the mirror of life; it is but an effective tool for dogmatic advancement. Contrary to popular beliefs that its main aim is to entertain, it however transcends this subjective opinion, as its valuation is limitless. Confirming this, Norton and Norton (2010) affirm that literature positively improves peoples' attitudes toward their cultural values, which are essential for socio-personal growth and development. Cementing Norton and Norton's view, Emmanuel (2022) shares the same view by outlining that the values of literature extend beyond the realm of entertainment alone, and delves into the realm of integral socio-cultural values. Thus, through literature, children are instilled with values needed to enhance, guide, shape, and mold their thoughts, actions and inactions. In light of the assertion by Simpson and Cremin (2022) that literature inherently encapsulates power dynamics and reflects active ideologies, the provision of exposure to significant ideas and authors characterized by authenticity and integrity serves as a catalyst for children to comprehend diverse perspectives and cultivate opinions on complex issues.

Several studies have highlighted the pivotal role literature plays in shaping young ones into responsible, successful, and compassionate beings (Ogunyemi, 2013; Otitigbe, 2015; Shittu, 2017; Ozofor, 2018; Uche & Dominion, 2020; Emmanuel, 2022; Ismail, 2023). They further expressed the view that acquainting children with literature holds the potential to instigate transformation, characterized by a comprehensive alteration from an undesirable state of affairs to a favorable one. Transformation, in their perspective, extends beyond the conventional roles of facilitating infrastructural developments to building of noble and worthwhile characters. Instead, as Emmanuel (2022) notes, it encompasses the complete metamorphosis of an individual, transitioning from a state of illiteracy to education.

Nonetheless, these fundamental values capable of fostering transformation evolve over time, fluctuating across generations due to each era's distinct focal points and unique perspectives on perceiving and comprehending the world. To this end, this study thus aims to explore how the changing societal landscape and the infusion of digital technologies have impacted the accessibility, relevance, and influence of content-rich literature in shaping ethical values and social behavior.

Several studies have emerged in the field of children literature. Kamalu's (2013) research into the exploration of the social semiotic features of Nigerian children's literature reveals that the rhetoric of metaphorization has enabled Nigerian literary artists to stir up national advocacy in their readers. Furthermore, Otitigbe's (2015) study on the survey of children literature as the bedrock for Nigerian child education and cultural change found that power failure, low habit of reading culture and internet exposure, among others, pose a big challenge to the Nigerian child. Similarly, Aleequ's (2015) research on the usage of children's literature in teaching moral education in Nigerian primary schools reiterates the importance of children's literature in teaching moral education in children. Further, Haruna-Banke and Ozewe (2017) explores gender-bias and parities in Nigerian children literature. Their study addresses the huge imbalance in the representation of gender roles in children's literature in Nigeria. In the same way, Umo's (2017) study reveals the scarcity of content-rich literature materials and paucity of qualified literature teachers, among others, as the factors militating against impartation of transformation values in Nigerian children. Nwachukwu, Ezugwu and Ewa's (2020) research on Nigerian children's literature as a viable tool for addressing social issues in Nigeria reveals that most children's literature have a projected theme. Thus, if the themes are well-projected, they could go a long way in the formation of a child's attitude from a tender age.

However, despite the researches in the field of children literature, there has been a gap in the literature on the potential diminishing emphasis on children's literature and orature in the digital age and its perceived correlation with the apparent rise in moral disruptions among the younger generation in Nigeria. While acknowledging the historical significance of these narrative forms in shaping values and nurturing empathy, their transformative role may have suffered a nuanced setback with the advent of digital technologies. Thus, the study points towards a need for renewed emphasis on integrating culturally rich children's literature and orature into the educational curriculum as a potential solution to bridge the perceived gap between tradition and technology, fostering values such as respect, empathy, and ethical behavior among the younger generation.

Conceptualizing Children Literature: The Debate

Ever since the emergence of the field of children's literature in the 1970s, the term has not only been a dynamic but also an elusive one that necessitates precise definition and elucidation. Scholars have grappled with the challenge of formulating a comprehensive definition for this term, as Otitigbe (2015) noted that Lobban in 1989 first underscores the difficulty in encapsulating its essence. For over four decades, the compositional elements as to what children literature is have generated a wide-range of differing perspectives on the concept. A decade after, Otitigbe (2015) further highlights that Hanson compiled a range of quotations to underscore the complexities inherent in producing a concise characterization of "children's literature." Hanson (1998) in Otitigbe (2015) proposes a judicious definition as "...the material created for and widely read, viewed

and heard by children, that has an imaginative element…" (523).

Anderson (2006) provides a definition that excludes certain works, stating that children's literature includes all books for children, but excludes items like comic books, joke books, and nonfiction works not meant to be read linearly, such as dictionaries and encyclopedias. Anderson's definition, while inclusive of literary works for children, excludes certain forms such as comic books and nonfiction works, potentially limiting the scope of materials that contribute to children's literary experiences. Contrastingly, Redmond (2008) characterizes children's literature as writing intended to captivate children, whether read to them or by them. This category encompasses fiction, poetry, biography, history, as well as riddles, jokes, precepts, fables, myths, legends, and folktales rooted in oral tradition. Redmond's characterization of children's literature is expansive, including various genres and oral traditions. However, its breadth raises concerns about the potential inclusion of materials that may not be developmentally appropriate for specific age groups within the category of children.

Otitigbe (2015) views children's literature as literary creations specifically designed for children, setting them apart from works targeted at adults and young adults, spanning various genres such as poetry, prose, fiction, and nonfiction. Otitigbe's definition is broad, encapsulating various genres but lacking specificity regarding the essential elements that distinguish children's literature. While it acknowledges the diversity of literary forms, it falls short in articulating the distinctive features catering to the cognitive and emotional development of children. Schneider (2016) suggests a different perception, associating children's literature with baby books and predictable plots. Nnyagu (2018) broadens the scope to include all literary genres (drama, prose, and poetry) catering to children's enjoyment and positive development. Schneider associates children's literature with baby books and predictable plots, while Nnyagu broadens the scope to include all literary genres. Both perspectives risk oversimplifying the richness and diversity inherent in children's literature.

Emmanuel (2022) emphasizes the importance of considering children's interests, fantasies, backgrounds, and inexhaustible illusions when selecting literary texts for them. Emmanuel emphasizes the importance of considering children's interests, backgrounds, and fantasies. However, the definition could benefit from specificity regarding the criteria for selecting literature that resonates with diverse experiences.

In what ways do we define children's literature to accommodate several features? Children's literature, in its most comprehensive sense, is intentionally crafted literary or spoken works that span diverse genres and themes. It is designed to cater to the cognitive, emotional, and educational needs of children, providing age-appropriate content that aligns with their developmental stages. This definition encompasses various literary forms, including books, comic books, folklore, and oral traditions, ensuring inclusivity and richness in the literary landscape. Moreover, it involves thoughtful consideration of children's interests, backgrounds, and fantasies, aiming to provide a diverse and enriching literary experience that resonates with the multifaceted nature of childhood. In alignment with this discourse, it is contended that children's literature serves as inspirational intellectual compositions, preserving human communication and extending its longevity beyond the span of individual recollection.

Tracing the History of Children Literature in Nigeria: From Orature to Manuscript

Just as speaking predates writing, the

history of children literature in Nigeria predates the advent of colonialism in Nigeria. From the legendary moonlight tales encapsulating the heroic deeds of figures in traditional Nigerian communities to allegorical tales involving animals, the traditional communities have devised ways of instilling transformational values to their offsprings. Uko (2015) further corroborates this by noting that these narratives, comprising accounts of heroic deeds, folktales, legends, epics, and riddles, serve the dual purpose of not only entertaining but also meticulously preserving the historical narratives and cultural customs of the people. Since storytelling constitutes an integral component of oral tradition, similar to practices observed in various regions globally, it has been ingrained in the cultural fabric of Nigeria.

In Nigeria, storytelling held significant prominence in the historical context, primarily due to the absence of a written medium for documenting narratives concerning the land, its inhabitants, evolutionary trajectories, and cultural traditions (Uko, 2015). In the absence of written records, the preservation of these stories relied exclusively on oral transmission, perpetuated from one individual to another and from one generation to the next. Complementary methods of conserving cultural values included mnemonics, carved symbols, sculpture, and other tangible story-prompts, as well as ancient forms of scripting (Utley, 2008).

Children's stories in Nigeria assume a distinctive categorization due to their dual role: firstly, as sources of entertainment elucidating the origins of various practices, beliefs, taboos, myths, and everyday phenomena; and secondly, as narratives that anthropomorphize animals, assigning them human attributes to convey profound wisdom. Despite the unconventional nature of these features, Uko (2015) asserts that they leave a lasting impact on the young audience, creating enduring impressions. Particularly noteworthy within this narrative framework are trickster tales, wherein animals are employed by storytellers to illuminate aspects of human nature and behavior. The genesis of these tales can be traced to the historical context where ancestral Nigerians coexisted closely with wild animals in their shared land and environment (Uko, 2015).

It has already been noted that Nigerian children's literature is deeply rooted in the continent's tradition, wherein storylines are infused with profound values and moral lessons (Ngwuchukwu & Nwachi, 2020). Ngwuchukwu and Nwachi (2020) further note that the adaptation of Nigerian literature for children in the contemporary era spans various formats, including fiction, folktales, fables, fairy tales, poetry, myths, epics, and ballads collectively referred to as folk literature. These narratives find expression in diverse mediums such as picture books, beginning readers, novels, and oral forms during story hour periods. Apart from traditional folktales deeply embedded in Nigerian cultural life, there existed early examples of literature for children, such as Ekwensi's *Ikole the Wrestler and other Ibo Tales* (1947).

Moreover, a more concerted effort towards children's literature emerged after the civil war, as noted by Roscoe (1971) in Shittu (2017), stating that Nigerian literary figures seemed to be assuming responsibility for the societal rehabilitation, acknowledging the pivotal role of school children in this cultural battle. For instance, Kemi Morgan was driven to create children's literature with the aim of collecting and preserving Yoruba folktales for Nigerian children. Similarly, Ekwensi's motivation was to inspire children, rescuing them from the monotony of syntax and instilling high moral standards. According to Shittu (2017), Chinua Achebe initiated his foray into children's literature upon

discovering troubling racial and cultural ideologies in his child's reading material.

To elaborate on the developmental trajectory of children's literature in Nigeria, Ezeigbo delineates the transformative trends within the movement spanning from the 1950s to the present. Acknowledging the impact of Western influences, particularly through notable figures like Cyprian Ekwensi, who drew inspiration from Western juvenile literature, including classics like *Treasure Island*, she emphasizes the enduring contribution of these pioneers. Notable authors from the subsequent decades, such as Chinua Achebe, Mabel Segun, Flora Nwapa, Eddie Iroh, and Dan Fulani, continued this literary legacy with significant titles. The subsequent generation of authors from the 1990s onward, including Anezi Okoro, Olajire Olanlokun, Naiwo Osahon, Dapo Adeleke, and Uche Peter Umez, further enriched the genre. Due to space constraints, other contributors who have played a role in shaping Nigerian children's literature remain unlisted.

Bridging the Gap: A Thematic Exploration of Nigeria's Children Literature

The examination of select works in Nigerian children's literature reveals a consistent thematic focus on the experiences of children as central characters. Notable examples, including Ifeoma Onyefule, Okonkwo Nkala, and Chinua Achebe's literary contributions, underscore the enduring tradition of placing children at the forefront of narrative exploration. In these literary pieces, elders play a pivotal role, assuming the responsibility of advising, admonishing, and guiding the young protagonists, thereby aligning with the longstanding cultural practice of communal upbringing for moral development. Furthermore, the inclusion of specific works such as Ginikanwa Ugochukwu's *My Dream Comes True* and Chinua Achebe's *The Flute* suggests an intentional exploration of cultural and social values within the literary context. These narratives become vehicles for cultural preservation, presenting stories that resonate with the lived experiences of the younger generation. The resulting connection between literature and real-life situations enhances the relatability of the stories, establishing them as effective instruments for moral education.

A notable departure from the conventional portrayal of children as primary characters is observed in Uche Nnyangu's *Adamma Goes to Jail*, where an adult, Adamma, assumes a central role. However, the emphasis in this instance remains on the child entrusted to Adamma's care. This narrative choice signifies a nuanced approach to storytelling, wherein issues such as the manhandling of young individuals and the perils of street hawking are addressed. This shift in perspective reflects the adaptability of children's literature to engage with contemporary challenges and underscores its relevance in preparing the younger generation to navigate the complexities of modern society.

Also, the examination of Nwachukwu's *A Journey to Maturity* and Nnyagu's *The Strong Desire*, illuminates a thematic undercurrent wherein the consequences of moral transgressions are explicated through the character trajectories. In *A Journey to Maturity*, the protagonist, Sopuru, succumbs to the unrestrained persuasions of Ikpeama, leading him to deviate from the path of virtue and embrace a truant lifestyle. The narrative arc, however, concludes with an overarching encouragement of virtue. A parallel narrative unfolds in *The Strong Desire*, where Emeka, in collaboration with other gangsters, orchestrates the kidnapping of an innocent boy named Ekene. The denouement of this narrative is marked by the inevitable suffering endured by Emeka as a retribution for his malevolent actions.

Central to both narratives is the didactic

design that subtly discourages readers, particularly children, from emulating the actions of the protagonists-turned-antagonists. The careful construction of the stories ensures that the characters engaged in criminal activities ultimately face the consequences of their actions. While the thematic focus revolves around crime, the nuanced authorial approach refrains from glorifying delinquency; instead, it underscores the inevitability of suffering for those who deviate from ethical norms. The pedagogical potential of these narratives is pronounced, as children engaging with these novels are likely to internalize the moral lessons embedded within the stories. The unfolding consequences for characters involved in criminal acts serve as cautionary tales, prompting young readers to reflect on the repercussions of unethical behavior. In this manner, the novels function as instructive tools, steering children away from the actions of the antagonists and reinforcing the importance of virtuous conduct.

Furthermore, within the realms of Nigerian children's literature, Ugochukwu's *My Dream Comes True* and Nwachukwu O Nwachukwu's *A Journey to Maturity* exemplify didactic narratives that impart moral lessons while chronicling the journeys of their protagonists. In *My Dream Comes True*, the chief character, Afamefuna, embodies the pursuit of ambition against all odds. The narrative unfolds as Afamefuna perseveres in the face of challenges, eventually reaching the zenith of his aspirations. The moral underpinning of the short novel asserts that "hard work does not kill; rather, it pays," encapsulating a lesson that resonates with readers, urging them towards a positive outlook on life.

A Journey to Maturity by Nwachukwu O Nwachukwu introduces Sopuru, an obedient and intelligent boy whose optimism about attaining personal treasures through education is juxtaposed with the proverbial warning that "bad company corrupts good thoughts." As Sopuru's narrative progresses, his association with Ikpeama, a childhood friend, nearly derails his path until divine intervention prevents such an outcome. The novel echoes thematic similarities with Uche Nnyagu's *Price of Disobedience*, where major characters grapple with the repercussions of their actions in a police cell, prompting a realization that steers them back to the path of righteousness

In the narratives of Ifeoma Onyefulu's *Ogbo: Sharing Life in an African Village*, *Emeka's Gift: An African Counting Story*, and *A is for Africa*, the authors intricately weave cultural nuances and educational elements, offering a rich tapestry that reflects African and Nigerian life while imparting essential knowledge to young readers. In *Ogbo*, the exploration of the concept of 'Ogbo'—an age group or grade—serves as a poignant reflection of unity, group-affinity, sharing, and communal responsibility within African and Nigerian societies. Narrated by Obioma, a six-year-old girl from Akwuzu village, the story elucidates that 'Ogbo' encompasses individuals born within a five-year period, transcending familial ties or social status. This inclusive structure ensures that everyone has companionship and a lifelong sense of belonging. The communal obligations within each 'Ogbo' underscore the interconnectedness of community members, emphasizing shared values and responsibilities.

Onyefulu's *Emeka's Gift: An African Counting Story* employs a narrative approach to teach children counting skills. Emeka's journey to visit his grandmother becomes a canvas for skillful counting instruction. Each item counted from one to ten is accompanied by a brief description of its origin, significance, and cultural relevance. This method not only imparts numerical knowledge but also provides cultural context, enriching the educational experience by

connecting numbers with tangible aspects of African and Nigerian life. Similarly, *A is for Africa* by Onyefulu extends the educational approach to teaching the English alphabet. Each letter introduces a concept essential to African and Nigerian environments, offering descriptions of the notions and values they represent. For example, 'Aa is for Africa,' portrays the continent as a great home to diverse countries and peoples who may differ in dress and language but share a common African identity. This alphabetic exploration serves as an engaging and culturally rooted introduction to the English alphabet. Both *Emeka's Gift* and *A is for Africa* align with a didactic approach to children's literature, seamlessly integrating educational content with engaging narratives. By intertwining counting and alphabet lessons with cultural elements, the authors contribute to a multifaceted learning experience that fosters an appreciation for African and Nigerian cultures while nurturing essential cognitive skills.

In the realm of African culture, the acculturation of children into the principles of respect for elders, especially parents, is exemplified in Nzekwu and Crowder's *Eze Goes to School*. The teacher, Mr. Okafor, leads Eze and his peers to Obodo after passing an examination. During the journey, the children maintain a restrained silence, speaking only in response to Mr. Okafor's cues. This taciturn demeanor is not born out of fear but is regarded as a mark of respect. The narrative illustrates how the cultural teachings emphasize restraint in expressing thoughts or feelings to an adult figure, highlighting the delicate balance between respect and self-expression in the acculturation process. In essence, the depiction of childhood curiosity in these classics mirrors the complex interplay between cultural norms and the innate need for self-expression. The paradox of requiring bravery to pose a simple question underscores the challenges children face in navigating the delicate cultural terrain that places immense value on respecting elders. These narratives serve not only as literary constructs but as cultural artifacts, offering insights into the multifaceted nature of childhood within the African context.

Conclusion

In the examination of Nigerian children's literature and orature within the context of addressing perceived moral disruptions in the digital age, a multifaceted narrative emerges. The study delves into classic and contemporary works, unraveling the intricate interplay between tradition and the challenges posed by digital advancements. Through a thematic exploration of selected works, including *My Dream Comes True*, *A Journey to Maturity*, *Ogbo: Sharing Life in an African Village*, and others, the study navigates the evolving landscape of childhood in Nigeria.

The exploration commences with an analysis of the inherent characteristics of childhood, emphasizing the pivotal role of curiosity. Classic works such as *Chike and the River*, *More Tales out of School*, and *My Father's Daughter* illuminate how curiosity propels the protagonists on journeys of self-discovery, while simultaneously unveiling the paradoxical need for bravery to express oneself in a culture that accentuates respect for elders. This paradox becomes even more nuanced as it intersects with the digital age, where the influence of technology shapes the narrative of childhood.

In dissecting the impact of digital technologies on moral disruptions, the study scrutinizes the contemporary landscape marked by the proliferation of smartphones and their attendant consequences. The rapid influx of innovations becomes a catalyst for moral challenges, prompting an examination of the potential link between perceived moral disruptions and the diminishing emphasis on traditional narrative forms. This digital age

phenomenon underscores the need to reassess the role of culturally rich children's literature and orature in shaping the ethical foundations of the younger generation.

The study unearths the didactic potential inherent in children's literature, emphasizing how narratives serve as powerful tools for moral education. The analysis of specific works, such as *Emeka's Gift: An African Counting Story* and *Ais for Africa*, reveals an intentional fusion of educational content with engaging narratives, contributing to a holistic learning experience. These works not only impart numerical and alphabetical knowledge but also seamlessly integrate cultural elements, fostering an appreciation for African and Nigerian cultures.

Furthermore, the exploration extends to the dynamics of age groups or grades, as seen in *Ogbo: Sharing Life in an African Village*. This narrative illuminates the communal aspects of Nigerian life, emphasizing unity, group-affinity, and shared responsibilities within the 'Ogbo' framework. The cultural insights embedded in such narratives transcend the digital age, presenting timeless lessons that resonate with the intricacies of collective living.

As the study progresses, it unveils the delicate balance between tradition and contemporary challenges. The tension between preserving cultural values and adapting to the digital age becomes palpable, especially concerning the blurred line between respect for elders and the right of a child to express themselves. Classic works like *Eze Goes to School* exemplify the acculturation process, showcasing how the child's self-expression is restrained as a mark of respect, yet revealing the nuanced challenges this poses in a society navigating the digital era.

In conclusion, the study paints a comprehensive portrait of the evolving landscape of children's literature and orature in Nigeria. The narratives analyzed serve not only as literary expressions but as cultural artifacts that bridge the gap between tradition and the digital age. The didactic potential of these works emerges as a powerful force in addressing perceived moral disruptions, providing a pathway to instill values, ethics, and cultural pride within the younger generation. Through the reevaluation of the significance of traditional narrative forms, educators and stakeholders are prompted to integrate culturally rich literature into educational curricula. As Nigeria navigates the digital age, this study advocates for a harmonious coexistence between tradition and technology, harnessing the timeless power of storytelling to shape the moral fabric of future generations.

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Blind Spots in the Teaching and Learning of Yoruba Orature: An Example of Teacher Resource Improvisation

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Abstract

This paper examines the importance of Yoruba education and argues for more support for students who learn in a language other than their first language. Mother tongue education is a means to sharing a common identity and maintaining unity among its users. It is our identity, expressing our culture and values. By learning in their native language, students will be able to understand and appreciate their culture more effectively. Due to the importance of mother tongue education, more support is needed for students to learn. Research has shown that students who learn in their first language have better academic outcomes, higher self-esteem and better social and emotional development, but research light has not been beamed on teacher resource improvisation thus creating a blind spot in the teaching and learning of Yoruba Language in schools. Hence, this paper focuses on the teacher resource improvisation which is a blind spot in the teaching and learning of Yoruba in schools.

Key words: Mother tongue education, Blindspot, Resource improvisation, Yoruba oral literature, Learning outcomes

Introduction

The aim of including Yorùbá language in the curriculum is partly to instill the moral and traditional values into the learners who belong to the younger generation. As a school subject at senior secondary schools, Yorùbá is taught and examined at public examinations. The least patronised section of Yorùbá by students is its literature. This, according to Abíjọ (2013), is as a result of lack of interest in reading by students. In the examination's syllabus, Yorùbá Literature section is subdivided into Oral Literature and Written Literature. Instruction in Yorùbá literature is transparently skewed in favour of the written literature. This is perhaps due to the fact that while there are prescribed literary texts for teaching Yorùbá Written Literature, oral literature is largely a verbal art (Abijo, 2013).

Reader (2018) defines orature as artistic use of language in oral form. It is referred to in shortened form as orature. Oral Literature, therefore, relies extensively on verbal portraiture, while using other senses as support devices to amplify its message (Finegann, 2012). Okpewho (1992) defines oral literature as an artistic form rendered in spoken form. These definitions characterise orature as a primordial literary form that involves folktales, work songs, festival performances, tongue twisters, chants and incantations. The foregoing definitions are similar in that they refer to oral literature as literature or text delivered orally. This means that it becomes popular by being communicated.

Yorùbá oral literature exists in the three traditional genres of literature, namely, poetry, prose and drama. As the name implies, this type of literature is purely oral. It is the type of literature before the emergence of written literature. It is commonly found in daily lives, activities, festivals and ceremonies among the Yorùbá. Olúkojú (1978) explains that such literature is often spoken, sung or chanted. It is also very close to music. No wonder then that Okpala (2006) wrote that oral literature is a very old phenomenon which existed in almost every

sphere of human society, and it is a mark of cultural identity. Stick to a reporting tense

Yoruba oral literature has its own characteristic features. These differentiate it from the written category. Ọlátúnjí (1984) have worked extensively on features of Yorùbá oral poetry generally and specifically on each of the genres. However, Ọmọlasọyè (2011) observes that the manner of presentation depends on the nature and context of presentation or performance. He also identifies some of the specific characteristics of poetry as collections of words spoken and (or) sung in an artistic way; the language of poetry is usually richer than standard language; it is usually presented in short sentences full of rhythm.Oral literature is one of the most vibrant aspects of cultural heritage. It is intricately related to the social environment of the people who create and perform it. As the creative expression of a people's culture, it manipulates language to express their values, beliefs, traditions and entire worldview. Oral literature is a powerful tool for facilitating this cultural dynamism. It is both a reservoir and a creative expression of cultural values; hence, it is the vehicle for propelling the society along its moral path. It is an art based on the cultural aesthetics of a people so that, besides giving a society a sense of direction, it responds to the human need to appreciate beauty, and in this way contributes towards making the world a better place to live in.

Olúkojú (1978) identifies recitatives, chant and song as three modes of Yoruba orature. The recitative (Àrángbọ̀) is sub-divided into minor and major. Minor includes proverb (òwe), riddles (àlọ́-àpamọ̀) and word-play (Àrọ̀) Major includes panegyric (oríkì), divination chant (ẹsẹ - ifá), incantation (Ọfọ̀). Under the chants, there are religious chants and ceremonial chants (Religious chants: Ẹ̀sà egúngún, ìyẹ̀rẹ̀- ifá , òrìṣà pipe),Ceremonial chants: It belongs to certain areas; (Ọ̀yọ́-ìjálá, Rárà, yùngbà, Ẹ̀gbá-Ègè, Ẹ̀gbádò-Ẹ̀fẹ̀, Èkìtì - Alámọ̀, Ìjẹ̀sà-olele, Òndó -àsìkò àti Àdàn, Ifẹ̀ - ọ̀ṣàre, Ọ̀wọ̀ - Reso,laghalogo/oseghe. In **Songs**, there are Ceremonial song (Orin Ayeye) and Political song (Orin òṣèlu), among many others.

Effective teaching and learning of orature requires the deployment of appropriate resources to facilitate the understanding of orature concepts taught. Oral Literature is presented through words, mouth and actions. This is often reinforced by drums and other musical instruments and with the emerging technology, media like radio, video, audiotapes, televisions and films are expected to be used. Where these resources are not available, Yorùbá orature teachers are expected to improvise.

With the important position occupied by orature in the preservation of Yoruba cultural heritage, it is expected that it will be well taught for students to record high achievement. However, the opposite is the case and this has led to reported cases of poor performances recorded in this aspect by students in Yoruba Language at public examinations. The spate of poor performance in the aspect of Yoruba orature at public examinations has been traced to poor attitude of students to Yoruba orature because many view it as encouraging idol worshipping (Bateye, 2017; Adediran, 2019).

Prominent causes of poor learning outcomes in Yoruba orature are the problem of non-use appropriate resources in the teaching of Yoruba orature. Efforts to address the problem of poor achievement and attitude to Yoruba orature focused extensively on teaching strategies and student factors. Despite the various insights provided by these studies to the teaching and learning of Yoruba orature, teacher resource improvisation factors have not been sufficiently researched. These include Yoruba orature teachers' attitude, knowledge, perception, skill and practice of resource improvisation. Thus, teachers' resource improvisation factors need

be investigated in the quest for improving teaching and learning of Yoruba orature.

High quality instruction in orature requires deployment of appropriate resources. Although oral literature is presented through words, mouth and actions, this is often reinforced by drums and other musical instruments and with the emerging technology, media like radio, video, audiotapes, televisions and films are expected to be used.

It is the prerogative of the teachers of Yorùbá orature to make use of relevant accompanying resources in orature delivery and instruction (Fajola, 2008). Where these resources are not available, Yorùbá orature teachers are expected to improvise. Also, when the instructional materials are not provided or adequate, the ability to improvise in the classroom will substitute for the instructional materials. The teacher may also task the students to look for locally sourced materials for improvisation. Also, when the instructional materials are not provided or adequate, the ability to improvise in the classroom will substitute for the instructional materials (Fájolá, 2008). The production of the improvised resources is initiated by the teacher and done either by him or the local craftsmen

On knowledge of improvisation, Al-Sibai (2004) said that learners need a guide (teacher) who will impact positively on them in the teaching-learning process of orature. For orature to be effectively taught, there is the need for teachers to have adequate knowledge of resource improvisation. Apart from knowledge of resource improvisation, teachers' attitude to improvisation is another factor that is being examined in this study. In the views of Sherin (2012), teachers' attitude towards improvisation is a function of their personal interest in it and commitment to it.

Teachers' skills of resource improvisation are also important for effective teaching of Yorùbá Oral Literature. For any teacher to produce effective instructional materials using available local resources, he/she needs to undergo expert training, workshops and seminars to develop relevant skills of resource improvisation. (Olúmọ̀rìn, Yusuf, Ajídàgbà, and Jẹ́káyinfá, 2010; Smith, 2014; Bawa Ibrahim, 2014).

Another important factor on resource improvisation is teachers' practice of it. Aiyédé (2017) avers that it is not enough for teachers to have the knowledge of resource improvisation, they should practice it. Ekpo (2004) aptly declares that teachers' practice of improvisation is the frequency with which teachers of Yoruba orature improvise resources to teach different concepts in orature. These include sourcing for local materials to produce such as gongs, Egungun costumes, Oro masks, palm fronds and leaves to make Ogun dress, Ifa divination trays and cowrie shells, among others.

Perception of improvisation is another factor. Borko (2004), reasoned that teachers' perception of improvisation may be influenced by their beliefs about it. Teachers' perceptions of improvisation result in how they deal with shortcomings in their teaching situations (Moloi, 2009). .

Statement of the Problem

Yorùbá orature, a verbal and performance-based art, is expected to be taught effectively in order to preserve the Yoruba cultural heritage. With the important position occupied by orature in the preservation of Yoruba cultural heritage, it is expected that it will be well taught for students to record high achievement. However, the opposite is the case at public senior secondary schools in Ibadan, and this has led to reported cases of poor performances recorded in this aspect by students in Yoruba Language at public examinations. At the root of poor performance in the aspect of Yoruba orature is poor attitude of students. One of the prominent causes of poor learning outcomes

in Yoruba orature is the problem of non-use of appropriate resources to improve instructions in Yoruba orature which is a blind spot in Yoruba orature instruction. This paper therefore discussed resource improvisation as a blind spot in Yoruba orature instruction.

Literature Review

Yorùbá Oral Literature

Yoruba oral literature helps in preserving Yoruba culture, Yoruba oral literature can also be used for warning, teaching, preaching, and to teach morals. Just as oral literature can be used in attacking someone, so can it be used to praise someone, just as it can be used to address people, so can it be used to entertain. For example, Yoruba oral poetry can be used for a variety purposes:

For moral

Tẹtí kí o gbọ́ ọ̀rẹ́ mi
Ìwà rere lẹ̀ṣọ́ ènìyàn
Bí a bí ọ ní ilé ọlá
Bí o sì fa wàrà ọ̀rọ̀ mu dàgbà
Bí o kó ẹ̀kọ́ àkọ́dórí
Bí o rẹ́ni bá ọ wá iṣẹ́ rere
A gbọ́ pé ó pé ná, ìwà yìí ń kó ?
Ṣé ìwà rere lẹ̀ṣọ́ ènìyàn

Which literally translates to

Listen attentively, my friend,
Good character is a man's adornment
If you are born in a family that has prestige
And you drank the milk of riches till you are an adult,
If you have very sound learning,
And you have someone to find you a good job,
Granted that you are all settled, what about your character?
It is good character that is a man's adornment
Ọdúnjọ (1961)

For warning

Ẹ má fìwà òjòwú kọ́kọ́ sí làásìgbò
Ìyá òjòwú aláyàà kànga
Ó rojọ́ rojọ́ ó gbẹ tán wàáràwà

Literally translates to

Do not through your possessiveness put your husband in trouble

The jealous woman with a chest deep like a well

She has talked complained/ quarreled so incessantly that she is very thin.

Yorùbá used this to caution because when a person talks too much, he/she would not know when he/she will say what is not supposed to say. Also, oral literature can also be used for preaching and moralising, and entertainment. The forms of Yoruba orature include but are not limited to panegyric or oriki, lyrics in song forms and folktales, incantations and chants, ijala and esa Egungun, ekun iyawo, work songs and satirical forms to discourage unacceptable behaviours in the community.

Concept of Resource Improvisation

Improvisation is essential in teaching. Ability to be creative in the classroom as a teacher helps students' attainment because instructional material employment when teaching helps the students to remember the object used in presenting a particular subject and also helps the students to have a clear understanding of what is being taught. Also, when the instructional materials are not provided or adequate, the ability to improvise in the classroom will substitute for the instructional materials.

Different scholars have identified various concept of improvisation which are as follows: Cheta (2002) improvisation is a word of the resourceful teacher who never complains of lack of instructional materials. He asserted that, it connotes the ability to compose and perform an activity or the spur of a given moment which in this case is the non-availability of the desired needed instructional resource materials. Its further defined by National Teachers' Institute, Kaduna (2009) as the making of substitutes from local materials.

Onoife (1999) referred to improvisation as creating resources using locally sourced materials. To Omoifi (1999), improvisation connotes two major factors, namely: role substitution - the constructed instructional materials take on the role or place of the standard or real item, and role item, and role simulation lives the illusion of reality. Similarly, Akunde (1996) sees improvisation as the act of making up for deficiencies in the process of teaching and learning.

The concept improvisation simply refers to making use of locally available materials within an environment to provide object that carry instructional messages. Pencils, markers, cardboard sheets, papers, old cartons, old calendar or clay can be used to improvise instructional resource materials, old rags can be used as duster, old calendars for maps, diagrams and sketches. Improvisation calls for the integration of substitutes to factory made equipment. To Oblobou (2002) clarified the concept of improvisation as follows: to compose and recite, or perform without preparation; to make or contrive off. To do anything off-hand or in emergency. To improvise is to produce something for use in an emergency responding to the occasion, to an otherwise hopeless situation and solving a problem. There is no school management that can supply all the instructional materials needed by all its teachers in all its classrooms and laboratories all the time. Teachers are, therefore, required to develop minds set for improvisation some of the time. Improvisation is possible using cheap, readily available materials, and with the cooperation of pupils/students. For instance:

- Discarded pieces of paper can be assembled, soaked, mashed and mixed with baked starch to make moulds of various kind.
- A flannel board can be secured from discarded blankets, flat planks and nail.
- From Cylindrical pieces of wood, flat pieces of metal and nails, the semblance of guns can also be produced.
- From discarded flat metals, wires, and short cylindrical objects things like automobiles can also be made.
- Wires, pieces of paper and gum can be used to construct and illustrate various kinds of houses,
- Solid cartons cut open on one side and alongside with strip of whitepaper-roller, carrying pictures fitted within can be prepared and used functionally in many class activities.

In fact, the list of possible improvisation is inexhaustible, and teachers should feel challenged. Improvisation is given expression to the creative ingenuity of teachers and their students/pupils, and translating same in the pedagogical benefits. Teachers should not look up to their school managements for every instructional material needed. They should learn to improvise; they should brace up for improvisation. Improvisation is essential in teaching, ability to be creative in the classroom as a teacher helps to improve the performance of the students in Yoruba language because the use of instructional material when teaching helps the students to remember the object used in presenting a particular subject and also helps the students to have a clear understanding of what is being taught. Also, when the instructional materials are not provided or adequate, the ability to improvise in the classroom will substitute for the instructional materials.

Achimugu and Onojah, (2017) identify the following as types of improvised materials:

1. Locally produced instructional materials that can be constructed or modified (Adu and Adu, 2014).
2. Improvisation by Modification/ Duplicated Materials: In the absence of standard materials, available local resources can be modified to serve the

same purpose. For instance, empty carton can easily be altered to serve the purpose of first aid box. In the process of adjusting local recourses to serve a particular purpose, some alteration will be made against its normal shape and size.

3. Improvisation by Construction/ Collected Materials Construction is a process of bringing different components together to form a meaningful whole. As the name implies, a teacher will have to gather different resources, cuts, joins, pastes, and sometime copy to produce an effective improvised instructional material. Example, if a teacher wants to teach students some components of a car, empty carton can be used as body of the car, bottle tops as tares, and so on.

Pre-requite Competence for Improvisation

Olúmọ̀rìn, Yusuf, Ajídàgbà, and Jẹ́káyinfá, (2010) aver that for any teacher to produce effective instructional materials using available local resources, he/she needs to undergo expert training, workshops and seminars on improvisation. The teacher must also have knowledge of the basic principles and elements of design. Some of the basic skills include: pen lettering skill, modelling technique, free-hand writing, calligraphy skill, use of colour in graphics, weaving, painting and other crafts.

Pen Lettering Skills

Lettering can be simply defined as the art of drawing letters with an impressive typographical structure. Priority has not been given to learning lettering skills in the modern days. This is for the fact that, most of the typography needed are already there on computers as typefaces. Example, Times New Roman, Comic Sans MS, Algerian, Calibri, and so on. As a teacher, lettering skill is needed, the need may arise when a teacher is teaching.

Modelling Technique

Model is a three-dimensional representation of instructional material or a proposed structure, typically on a smaller scale than the original. On the other hand, modelling can be seen as all the processes involved in producing/creating a model. Though it is a bit complex, constant training and practice will help teacher becomes expert in modelling.

Free-Hand Writing (Quick Sketch)

Free-hand writing is any form of writing done without mechanical aids or devices. Freehand writing skills help teacher manipulate letters during class instruction to achieve desired learning goal. Free-hand writing is any kind of writing characterized by the use of hands and pen or pencil for easy manipulation of letters. Hand-writing skill is required to enable a teacher puts letters in different shapes, this helps effective delivery in the learning process. One major importance of this skill is, quick sketch allows teacher to teach time consciously (Johnson, Do, Gross, & Hong, 2014).

Calligraphy Skills

Calligraphic skills help teacher uses sign to motivate students' learning process especially in nursery and primary schools (Shabiralyani, Hasan, Hamad & Iqbal, 2015).

Use of Colour

Colour is one of the important components of visual instructional materials production, thus, its skill is a complement to visual literacy. Applying colour on object/image/table makes it looks beautiful, meaningful, motivating and real. Colour is being categorized as primary, secondary and tertiary. As the name implies, no colour can be manipulated to form primary/raw color because they are foundation to all other colours/hues. These colours include yellow, blue and red. Secondary colour is any colour derived from the combination of two primary/raw colours. It could be the combination of yellow + red = orange; yellow + blue = green; red + blues = purple. The combinations can only become

meaningful if equal proportions of any of the two primary/raw colours are mixed. Tertiary colour is the combination of three or more colours, this could be combination of primary/raw and secondary colour, or mixing more than two secondary colours. Example, Red-Purple, Yellow-Green, Red-Orange. The use of tertiary colours rest on expertise. To be able to use colour appropriately, one needs to understand the principles and elements of design such as rhythm, harmony, balance, contrast, and so on.

Weaving and other Crafts

Weaving is a technique of textile production in which two different sets of threads/yarns are interlaced/knitted at right angles to form a structure/fabric such as mat, carpet, cloth, and so on. Other crafts include; knitting and decorating (Smith, 2014).

Painting

Painting is a component of creative arts which has to do with the use of brush to apply paints of different tones to create momentous impression on surfaces to represent objects/figure/table. The mastery of the therapy of colour helps the instructional materials producer (teacher) to manipulate brush and paint in a way that gives accurate resemblance of the intended object/ figure/ table. Painting could be sprayed/rubbed. It is worthy to note that to be able to improvise effectively, Yoruba oral literature teachers must have adequate knowledge, positive attitude, good perception and desirable skills of resource improvisation.

Mieder (2005) presents and interprets eighty examples of English proverbs in the mass media, with an emphasis on American proverbs of the 20th century. Mieder declares that the frequent appearance of traditional and new proverbs, both in their standard form as well as in innovative variations, is especially noticeable in the mass media. Magazines and newspapers employ proverbs as headlines of articles or as slogans of advertisements, and they also appear quite often as captions or blurbs of cartoons and comic strips. Since the core of this research is to find out whether new Sesotho proverbs have a role to play in society, Mieder's study is going to be helpful in the development of this research.

Adésọjí (2006) analyses Yorùbá proverbs. The aim is to examine their relevance as a source of or as a tool for the understanding of oral traditions by dwelling on those texts that contain historical information or have historical basis. The intent is also to establish the fact that, beyond the general usage of these proverbs in the modern times, either to warn, correct or commend, some of them came about as a result of certain historical developments, which eventually became reference points. Adesoji detects that in addition to learning some lessons from the usage of those proverbs in modern times, they also serve as reminders of certain developments that happened in the past. He indicates that given that one important lesson of history is to learn from the past with a view to avoiding or overcoming the problems or pitfall of the past in the present, a discussion of historically related proverbs becomes important. He further notices that in addition to the general lessons that could be learnt, would serve to remind and teach of the past, with a view to living better in the present. He further affirms that despite the advance in modernization and the seemingly unending technological breakthroughs, the knowledge of the past is still very relevant. Adésọjí analyses traditional proverbs which is not what the present study does, however, his study is going to inform the present research.

Gomez (2007) examines a particular subset of linguistic perspective; this specific work explicitly integrates creative uses of proverb and proverb-like statements in bilingual, Spanish-English conversation. In this essay, Gomez endeavours to merge general proverb scholarship, code-switching and Spanish language proverb research to specifically address the role of proverb use within ever growing, and constantly changing bilingual, Mexican-descent communities in the United States. She argues that for one to say

that proverbs function primarily to ornament conversation is an oversimplification of their poetic function. She emphasizes that this is especially true when proverbs are utilized by bilingual speakers. Gomez further asserts that the most noticeable distinctions surface when speakers interpose proverbs into particular cultural and linguistic contexts and it is at this point that these proverbs potentially serve a unique dualistic purpose. They function as markers of a dialogic negotiation between linguistic and cultural identities. These functions are discerned by examining changes in the textural elements of conversation while paying close attention to the multiple, coexisting levels of micro and micro social settings. Gomez deals with proverbs from a linguistic perspective while the current study tests the availability and durability of Sesotho proverbs.

In a study, Lauhakangas (2007) indicates that use of proverb is not neutral phenomenon in social interaction. When a single proverb user is concerned, a need to use a proverb is always a sign of some kind of emotional loading. He avers that using a proverb represents speech of "a third party". By this kind of indirect speech, it is possible to avoid pleading one's own authority. The two studies confirm that proverbs contribute to societal cohesion; they are therefore going to be useful to the present study.

Orwenjo (2009) discusses how different Kenyan politicians and political parties used proverbs to strengthen and further their respective political positions. Nhlekisana (2010) discusses the use of proverbs in advertising in Botswana. In her paper, she indicates that proverbs serve many social functions and they have always had a role to play in the society. Nhlekisana asserts that "proverbs are an integral part of African society. They can be used to impart advice, comment on human experiences, deliver, inform and advertise new and existing products". She concludes by indicating that proverbs play an important role in contemporary Botswana. Nhlekisana has looked at the use of proverbs in advertising in Botswana and has not said anything about new ones that are being coined so this makes her study different but insightful to this study.

Orwenjor further professed that many Africans also use orality to facilitate the understanding of environmental education. Lebeloane and Madise discuss the use of some identified proverbs to facilitate the understanding of environmental education in literature.

Quan-Baffour (2011) discusses some selected Akan proverbs and their educational value for today. This paper sets out to demonstrate the importance of proverbs as part of popular culture and means of educating people through wise sayings and metaphors. The paper analyses few important Akan proverbs pointing out their respective educational value for modern people, especially the youth of today. Even though some scholars have claimed that the proverb has lost value in the 21st century, Quan-Baffour strongly maintains that in Ghana, the proverb as an aspect of folklore has remained an important part of the Akan culture, heritage and identity despite the colonial encroachment or incursion on African culture. He acknowledges that the proverbs and wise sayings portray Akan beliefs and stories about every aspect of life, such as birth, childhood, adulthood, death, the origins of humans, the earth, the universe or *Onyame* (God), the Supreme Being and His relationship with people. Further, he asserts that as indigenous people who are traditionally a non-literate group, the Akan have preserved and transmitted their culture through orality and works of art for centuries. Furthermore, he notes that as Africa renews itself in this [21st] century it is prudent for its peoples to look at their cultural and indigenous practices to enable the continent to develop, protect and project its heritage and identity to the outside world.

Mhlambi (2011) intends demonstrating the deployment of folklore material, proverbs in particular, in commenting on contemporary society by arguing that proverbs' migratory properties - their fluidity and flexibility - allow

for the absolute authority embodied in them to shape perceptions on how contemporary challenges, informed by change and modernity, should be comprehended. This is achieved through didactically laced maxims contingent on life experiences. Equally, it will be observed that in instances where the proverbs' authority is short of its universal truth, it is then extended to incorporate the newness and the unpredictability of modern life experiences. A reading of Radebe's *Aphelile Agambaqa* and Buthelezi's *Impi YaboMdabo Isethunjini* is made to demonstrate how proverbs, as performance texts and discursive practices, underpin African value systems.

Mhlambi maintains that the study of proverbs has led to significant advances in understanding their nature and their function as localised in discourses of orature, literature, and every day speech acts. He claims that not only the thoughts of the society are presented through proverbs but also the philosophical views of the society are reflected and passed down from one generation to the next. He further observes that in some African societies, the uses of proverbs in daily conversations is the most valued verbal experience because their application brings about the ingenuity that could be viewed as the preparatory linguistic field for the performance of lengthy verbal art forms like folk stories or *izibongo* (praises). The fact that Mhlambi shows that proverbs have a place in the modern age, makes his study significant to the present day and study.

In the opinion of Momoh (1990), since teachers are critical to the attainment of educational objectives at all levels, it is important that issues relating to their welfare/well-being be given adequate attention. Because teaching is an intellectual enterprise, the teachers need must be adequately addressed if his concentration and devotion are to be secured. The similarity in the improvisation of instructional materials. Despite that the research work contributed to the current study.

Balarabe and Mannir (2003), surveyed the opinions of the respondents on the impact of teachers' improvisation. The study was conducted with three objectives and three research questions. The population comprised of six hundred and twenty (620) secondary school students, sample size was 108 selected randomly, the researcher also used oral interview for some students. They submitted that resource improvisation impacted students' learning. This study and the present one has something in common which is the fact that both studies focused on improvisation of instructional materials. Despite that the research work contributed to the current research work. The previous research was conducted without the use of hypotheses and was survey research.

Conclusion

The conclusion that is drawn is that teachers' resource improvisation is an area that has not been adequately explored in Yoruba orature instruction. When teachers engage in regular practice of improvisation, they are likely to develop ability to use the materials to improve the learning outcomes of students in orature because possession of a high degree of improvisation skills is very beneficial to effective learning outcomes in Yoruba orature.

Recommendation

It is recommended that teachers of Yoruba orature should deploy improvised materials to enrich classroom activities, while regular capacity building programmes should be held for teachers of Yoruba orature to increase their knowledge, skill and practice of resource improvisation. Also, Yoruba orature instruction should be made more practical with the use of improvised resources.

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Principals' Perspectives on Teachers' Creativity in English Language Classroom: A Blind Spot in English Language Education in Nigeria

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Abstract

This study investigated the views of selected school principals through in-depth interview on the extent to which English Language teachers exhibited creativity in their classroom practices. The findings of this study highlighted a pressing need for addressing the deficiency in creative teaching among teachers, which directly impacts students' engagement and learning of English Language. While it cannot be controverted that English Language teacher preparation programme in Nigeria produce dedicated and well-qualified teachers, many of these teachers lack creativity in English Language teaching. This is a blind spot in the teaching of English language that needs attention. Many past studies concentrated more on English Language teachers' lesson preparation and delivery than deployment of creativity as a way of increasing levels of learning outcomes on the part of learners and preparing them with the flexible skills they need for the future. Recommendations were made to inform policy interventions and professional development initiatives, geared towards enhancing the quality of English Language education in Nigeria.

Key words: Blind spots, English Language, Teacher Preparation, Creativity, Classroom practices

Introduction

Embedded within the core tenets of the National Policy of Education in Nigeria lies a steadfast commitment to nurturing a realm of learning that not only resonates with the societal fabric but also champions innovation and creativity as integral components of pedagogical practices. By delving into the perspectives of school principals on the creative ingenuity of English teachers, this intervention seamlessly aligns itself with the national educational agenda aimed at cultivating a vibrant and immersive educational milieu that equips students with the requisite skills to thrive in the contemporary era.

Amidst the ever-evolving landscape of education, the intrinsic value of creativity in pedagogy stands as a cornerstone for fostering a stimulating and enriching learning environment. Within the realm of secondary school education in Nigeria, the creative prowess of English educators holds profound significance in shaping the linguistic proficiency and cognitive acumen of students. This study endeavours to serve as a conduit for bridging the chasm between policy delineations and on-the-ground insights from educational stakeholders- principals and teachers, thereby propelling the ongoing discourse on augmenting the quality of secondary school education in Nigeria through the prism of teacher creativity. In the dynamic landscape of education, the fusion of creativity with pedagogy serves as a transformative force, igniting a passion for learning and innovation among students. Within the Nigerian educational sphere, the creativity exhibited by English teachers not only shapes linguistic proficiency but also nurtures critical thinking and problem-solving skills essential for students' success. Furthermore, this intervention embarks on a captivating journey into the realms of principals' perspectives on teachers' creativity in Nigerian secondary schools, unravelling the profound impact on educational excellence and student empowerment.

Delving into the realm of teacher creativity, a plethora of studies underscore its pivotal role in enhancing student engagement and academic achievement. Research by Craft (2003) illuminates the multifaceted nature of creativity in education, emphasizing its transformative power in fostering a dynamic learning environment. The works of Runco and Jaeger (2012) delve into the cognitive processes underlying creative teaching practices, shedding light on the intricacies of innovative pedagogy which should be original and effective in promoting learning.

Furthermore, the seminal work of Amabile (1996) on the "Componential Theory of Creativity" provides a comprehensive framework for understanding the factors that drive creativity in educational settings. The theory specifies that creativity requires a confluence of all components: creativity should be highest when an intrinsically motivated person with high domain expertise and high skill in creative thinking works in an environment high in support for creativity. Building upon these foundational theories, the research of Sawyer (2012) explores the social dynamics of creativity in education, highlighting the collaborative nature of creative endeavours in the classroom.

The Systems Model of Creativity (Csikszentmihalyi, 1988) asserts that creativity results from the dynamic operation of a system composed of three elements: a culture that contains symbolic rules, a person who brings novelty into the domain and a field of experts who recognize and validate the innovation. The model unravels the intricate web of factors that contribute to teacher creativity. By applying these theoretical lenses to the domain of English language teaching, a holistic understanding of creativity in education emerges, paving the way for transformative pedagogical practices. Olaniyi and Adewale (2018) offers insights into the challenges and opportunities in promoting teacher creativity within the secondary school system. Their findings underscore the need for effective leadership and supportive school environments to cultivate a culture of innovation among educators.

Teachers are central to curriculum implementation. This is because the delivery of the content of any curriculum to learners is the sole responsibility of teachers. Thus, the quality of English Language instruction depends largely on the competence of the teachers and their capacity to motivate and encourage their students to reach their desired goals. In order to boost the competence of teachers of English, provision is made for their preparation in colleges of education and faculties of education in universities. Prominent among the courses designed to ensure the professional competence of teachers in training are Microteaching Theory and Microteaching Practicum, classroom observations of teachers in the schools as well as exposure to modern teaching strategies in the methodology courses. Teachers can be likened to the steering wheel in an educational system as they determine the direction of classroom instruction. And that is why the saying that the quality of education attainable in a society is determined by the quality of teachers available to drive it through.

The ***National Policy on Education (2013)*** has the expectation that teaching in Nigeria shall attain the highest standards possible. It also asserted that no education system could rise above the quality of its teachers, and that teacher education should continue to be given major emphasis in all educational planning and development. Similarly, the policy provided among others, “the goals of teacher education shall be to: *produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system, encourage further the spirit of enquiry and creativity in teachers*

and to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations…" (Federal Republic of Nigeria 2013, Section 5, sub-section B, p39) *Also,* the National Teacher Education Policy (2009) contains the vision, goal and objectives of Teacher Education in Nigeria which is to *produce quality, highly skilled, knowledgeable and creative teachers based on explicit performance standards through pre-service and in-service programmes that are able to raise a generation of students who can compete globally, and English Language is the major means of communicating and achieving the stated goals.*

Teaching skills vary from very broad and general skills such as planning of lessons to very specific skills, such as the appropriate length of time to wait for a student to answer a question in a particular situation. Over the years there has been a wealth of writing about and use of lists of teaching skills, both by those involved in teacher education and by educational researchers and as such it is somehow difficult to identify a list of teaching skills that will be all-encompassing and accepted by all. But for the purpose of this study only teaching skills identified and accepted within the last decade by professionals and teacher organisations would be of relevance.

Morris (2016) also listed the following teaching skills: instructional objectives, planning, involving students in learning, questioning, differentiating instruction, culturally responsive teaching, classroom management, cooperative learning and assessment. In the same vein, the Teachers' Registration Council of Nigeria (2010) identified the following to be professional skills teachers should imbibe; planning, resourcefulness, teaching and communication, evaluation of learners' performance, feedback/reporting, record keeping, programme monitoring and evaluation, adherence to health, safety and human rights, building team work and collaboration. Importantly, teachers' skills are the second most rated after teachers' attitude and conduct from the Professional Standards for Nigerian Teachers Checklist (PSNTC) made by the Teachers Registration Council of Nigeria (TRCN).

Akinsola (2018) *revealed the limited competencies and skills among teachers in classroom teaching. More specifically, he reported that teachers* had a language problem in classroom communication, had difficulty in linking the teaching resources and pedagogical skills in different learning environments, and showed limited competence in designing high quality evaluation instruments, which are all hallmarks of poor teaching skills. Therefore, this implies that teaching skills have a significant relationship on students' academic performance. One feature of good teaching of English Languages is the ability to inculcate in the learners the capability to use the language effectively in oral and written communications. This demands that the teacher should employ creativity in the delivery of contents and usage of relevant instructional materials.

According to Okuh (2017), creativity in teaching largely depends on effective utilisation of relevant instructional resources and the skill of the teacher. Creativity in teaching is necessary to meet the complex educational needs of diverse student population. There abound many diverse definitions of creativity as a subject of concern. Fleith (2020) observes that the term creativity is used and abused sometimes by philosophers, psychologists, sociologists, managers, advertisers, and representatives of many other branches of science and society. Fleith further observes that the definition of creativity depends on the angle of one's perception. That is, whether one focuses on the processes of creating, or, on the end-

product of creative endeavour or the personal or phenomenological aspects of behaviour. Animasaun (2021) submits that some definitions require socially valuable products to qualify an act or person as creative. They concluded that others see creativity as valuable and do not require that it produces anything of social value.

Some other interpretation of creativity signifies the monumental works of arts, science, technology, and mathematics produced by people like Leonardo da Vince, Michael Angelo, William Shakespeare, Louis Pasteur, Albert Einstein, Archimedes and the like. Hosseinee (2020) likened creativity to a spirit' that works like yeast in dough. He reasons that creativity is a disturbing force in a society, since it strives to do things in unusual ways. Oyewobi and Oyelade (2019) shared this view too. However, in this study an attempt is made to explore some of the various definitions of creativity that have been suggested in the literature over the past 100 years (a century). Common themes from the various definitions are extracted and finally, a composite definition that integrates these themes is suggested. Olakunde (2023) defines creativity as a process of learning new ways of doing things. Animasaun (2021) sees creativity as carrying out activities in a novel way that make the performance of such activities interesting. One can thus talk of creativity when the teacher adopts novel techniques in classroom practices. In doing so, the teacher engages in careful planning and adds variety to lesson delivery in such a way that divergent thinking is stimulated in learners. In the learning context, creativity helps to stimulate, engage, motivate learners. Mercheth and Cullen (2021) identified two modes of teacher creativity as teaching creatively and teaching for creativity.

Teaching creatively is a deliberate effort on the part of the teacher to employ creativity in his or her classroom practices by doing things in irregular but stimulating ways (National Advisory Committee on Creative and Cultural Education (NACCCE) 2009). In other words, in teaching creatively, the teacher exhibits creativity in his/her classroom practice. Conversely, teaching for creativity is that in which the teacher employs innovative activities in his or her lesson to develop creativity in learners. The major concern of the teacher in this mode is to engender creativity in students. This distinction has been useful in highlighting the importance of creativity in teaching generally and particularly in microteaching. In seeking to teach for creativity, the teacher adopts innovative approaches and engaging activities to develop the student's capacity for creative thinking. The teacher also adopts a democratic stance by making learning to be flexible and responsive to different students. Through extrapolation, the teachers understand of creativity and how it works in classroom practices.

An important cross-cutting sustainability skill ascribed to behaviour changes by individuals, government, corporate and non-governmental bodies is creativity. From wide adoptions, creativity is viewed by Olakunde (2023) as the interaction among aptitude, process, and environment by which an individual or a group produces a perceptible product that is both novel and useful as defined within a social context. This definition recognises both traditional and contemporary elements of various approaches arising in the holistic conceptualisation and realisation of creativity across cognitive, affective, and socio-cultural constructs. The implications thereof demonstrate that educational practices in schools and classrooms within the society should be creatively delivered to address factors militating against students' critical thinking.

Teachers are seen as mentors, guides, and facilitators; hence it is reasoned that where a teacher's own creativity is stifled, students' creativity or critical thinking is

unlikely to blossom and more significantly, teachers' creativity might even escalate to crush students' creative instincts and performances. In the rapidly changing environment of Nigeria, educators as well as other stakeholders in education recognise the importance of creativity in teaching and learning. Perhaps, this is one of the reasons the *National Policy on Education* (2013) captures the need for developing and nurturing creativity in learners particularly children. In this process, it is the responsibility of the teachers to provide growth of students' endowed abilities to the best of their capabilities. As a result, there is every need for teachers to recognise and understand the characteristics of potentially creative learners to enable them to nurture their unconventional way of thinking and learning.

Despite the importance of teacher creativity in carrying out effective instruction in English Language, Okuh (2017) discovers that many teachers of English Language seem not to exhibit creativity in their English lessons. They affirm good disposition towards creativity in self-reports, but when observed, they not only underperform creatively but also object to students' creativity in areas of independence, risk-taking, expressiveness and creative thinking. Akinsola (2018) reveals similar issues within Nigerian language classes and questioned whether language teachers really understand the creative dimensions of language teaching and how to execute it in classroom practice.

Creativity and innovation are the essence of teaching and learning. They bring about interest and motivation to learners of English as well as English teacher-trainees, which eventually lead to learning. Gone are the days of a professor delivering a lecture while standing behind a rostrum in a large lecture hall in a one-way communication mode where his/her words are words of God, and students sit quietly embracing his/her words, busy taking down notes; those days have long been over and they have been replaced with more innovative and creative ways of disseminating, sharing and facilitating knowledge development in students. Students are tired of the old school approach to learning a language; they want something practical, relevant, and useful for their professional life (Fleith, 2020).

With computer skills being in students flesh and blood; and living in the era where students are allowed to question on things and empowered to be partly responsible for their learning, creativity and innovation should be incorporated in General English teachers' teaching and learning, assessment, and supervision programmes. Creativity and innovation could be incorporated into the teaching of General English, using slides and videos of real-life occurrence of interpersonal behaviours that could be used to enhance understanding of the topics being taught. Students are given the opportunity to practice the skills just learned based on real life situations.

Teacher creativity is a cluster of skills that are needed to produce ideas that are both original and valuable (Morris, 2016) and teaching creatively has been described as teaching using imaginative approaches to make learning more interesting, exciting, and effective. Creative classrooms give an opportunity for students to learn with fun. The teaching activities such as storytelling and skits help them to learn without the pressure of learning. Teachers should encourage this quality in students from the lower class and inspire them to believe in their own creativity. Creativity is often paid lip service, but most schools are currently experiencing a creativity occurring outside of school. Numerous psychologists argued that creativity is not just an enrichment to add on in the classroom. It is a definable, a measurable, a set of psychological skills that enhances learning and it is a necessity in the 21st century workforce (Mercheth and Cullen 2021).

Akinsola (2018) remarks that a well-accepted definition of creativity is the generation of a new product that is both novel and appropriate in a particular scenario. There is not just one way for a person to be creative or one set of characteristics that differentiates the creative person. Instead, many experts think of creativity as a set of skills and attitudes that anyone can tolerate ambiguity, redefining old problems, finding new problems to solve, taking sensible risks and following an inner passion. Amadi (2016) observes that many experts in psychology and education argued that creativity skills are psychological skills needed for success in schools and in the future workforce. As such, schools have a duty to teach them and value them. Creativity also directly enhances learning by increasing motivation, deepening understanding, and promoting joy. Intrinsic motivation is essential to the creative process and relies on students pursuing meaningful goals.

Hosseinee (2020) points out that the strategies that support creativity solving problems, exploring multiple options, and learning inquiry also support depth of understanding. Morris (2016) has argued that creativity could predict college success above and beyond just what we get from standardised test scores. Beyond academic achievement, creativity could make learning more fun, leading to joy and positive emotional engagement in students. Creativity is not just about innovating or making art, it is about living creatively. Teachers who could model creative ways of thinking and playfully engage with content to express their ideas would beget creative students. Students need to see teachers who have passions; that contagion of passion and positive emotion are needed for creative thought. Okuh (2017) suggests that engaging in a creative activity, doodling, playing a musical instrument, knitting, designing, just once a day could lead a teacher into a more positive state of mind. This positive state of mind sustains the teacher and spreads to the students.

Innovation and creativity are two separate but related key concepts, and each is required for a teacher's success. Creativity does not always drive a teacher's inventions and growth; innovation does. However, innovation does not happen without being a creative teacher. Generating creativity means allowing teachers to think outside the box and go against the norm sometimes. When a teacher allows bureaucracy to stop creativity, innovation would be the victim in his/her teaching (Fleith, 2020). The two complex concepts are being an innovative and a creative teacher and having a passion driven professional duty expression in the form of a teacher's practices and it is seen by the researcher as a relational process rather than an outcome. In this study, innovativeness and creativity are seen as interconnected in a teacher's practices: a creative teacher implements the innovative steps of being the first to identify possibilities of teaching and learning.

Some researchers Morris (2016); Olakunde (2023) do not hypothesise the strong links between innovation and creativity or provide evidence of the relationship between these conceptual notions and did not look for elements that would combine these two concepts into one complex concept of being an innovative and a creative teacher. The creativity was extended as an antecedent and outcome of innovativeness in a teacher's practices, and being an innovative and a creative teacher in this research was perceived as natural co-existence of innovativeness and creativity in a teacher's professional life. The meaning of being an innovative and a creative teacher considered in this research was seen through the lens of surprising serendipity rather than planned provision. Innovation in education encourages teachers and students to explore, study and use all the tools to uncover

something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it helps teachers and students to develop their creativity in teaching and learning, and that is related to innovativeness (Oyewobi and Oyelade, 2019).

The creativity of a teacher is multivariate and includes cognitive, emotional, and environmental factors. A creative teacher or teacher's creativity is seen as a capability, habit, or professional feature, which is related to a teacher's courage to take risks to create unpredictable learning situations for students to promote their autonomy and self-confidence (Olakunde, 2023). Thus, innovativeness and creativeness are the capacities that need to be actively encouraged in all aspects of schooling about a teacher's work. However, what innovation and creativity are, and how they may be promoted through formal teaching and learning approaches, remain contested. There are differences between teachers in terms of how they understand, perceive, discuss, conceptualise, and implement/apply these complex concepts in teaching and learning practices (Mercheth and Cullen, 2021). Both innovativeness and creativeness are necessary in teaching and learning, and both translate to real revenue, which makes teaching and learning practices, the teacher's professional passion.

Creativity requires a safe environment in which to play, exercise autonomy and take risks; it is the responsibility of teachers to establish this kind of supportive classroom. Teacher could develop creativity in their students through one or a combination of the following: creating a compassionate and accepting environment; identifying the passion areas of the students and building those into ones approach; encouraging self-assessment and independence; re-wording assignments to promote creative thinking; giving students direct feedback on their creativity; assisting students to know when creativity is more or less helpful; using creative instructional strategies, models, and methods as much as possible in a variety of domains; channeling the creativity impulses in “misbehaviour”; protecting and supporting students' intrinsic motivation; intrinsic motivation fuels creativity (Morris, 2016).

The right mix of creativity along with curriculum helps students to be innovative and encourages them to learn new things. Students could grow up as good communicators in addition to improving their emotional and social skills. Creative classrooms could transform the way students acquire education and how they apply it in their real life. In fact, creative expression plays a key role in a student's emotion. Students are always fun loving and including creative activities along with curriculum gains their interest in learning. Creativity enhances freedom of expression unlike the conventional teaching methods. This freedom of expression gives them a sense of goodness and happiness. Creativity gives the students that freedom to explore their surroundings freely without setting any boundaries thereby building in themselves great confidence (Fadele, 2022).

Also, creativity stimulates the imaginative thinking capacity in students; therefore, teachers should promote activities such as open-ended questions, creative team building activities, brainstorming sessions and debates amidst busy curriculum schedules. Encouraging productive discussions as well as making the classroom layout flexible matters a lot in gearing up a creative classroom atmosphere. Creativity could alter the way students approach a problem and it could be impressively optimistic once they go through creative teaching sessions. Students think out of the box and become more imaginative and innovative; problems or opportunities are redefined by the students and the solutions, or

the responses turn out to be innovative (Fadele, 2022).

The skills and the confidence that might have been acquired by the students throughout their school days would make an impact in the way they handle their future careers because classrooms serve as the basement for future opportunities. A teacher with a creative mindset always has that desire to learn new things every time, thereby, helping him or her to impact feeling of lifelong learning among students. The education apps are on the increase in mobile market; however, it is the responsibility of a good teacher to bring in the right mix of creativity in the classroom setting to bring out the best in the students (Falade, 2022). The pleasure of creativity in teaching gingers the students to be physiologically, sociologically, and psychologically balanced for academic activities. The significance of conducting in-depth interviews with school principals within the context of scrutinizing their perceptions of English teachers' creativity levels cannot be overstated. These interviews serve as a pivotal means to delve into the nuanced perspectives, beliefs, and experiences of school leaders regarding the creative practices of their teaching staff.

The qualitative nature of interviews provides a rich platform for school principals to articulate their thoughts and views concerning teachers' creativity. Moreover, the interactive nature of interviews fosters a dynamic exchange of ideas and insights, enabling researchers to gain a deeper understanding of the complex interplay between principal perspectives and teacher creativity. By engaging directly with school leaders, this study not only facilitates the exploration of individual viewpoints but also unveils broader patterns, themes, and challenges that may influence the cultivation of a culture of creativity within schools.

Statement of the Problem

One of the goals of teacher preparation in Nigeria as stipulated in the National Policy of Education (2013) is to develop creativity in teachers. It is, therefore, expected that the English Language teacher preparation programme in colleges of education and universities will turn out teachers who have penchant for creativity in their classroom practices. This is hardly so as many English Language teachers who are products of these institutions do not bring a creative disposition to English Language teaching. This is because little or no emphasis is laid on promoting creativity in preservice teachers in the various methodology and professional practice courses they are exposed to while in training. Many past studies concentrated more on English Language teachers' lesson preparation and delivery through innovative strategies than on use of creativity as a way of increasing levels of motivation and self-esteem on the part of learners and preparing them with the flexible skills they need for the future. In this study, therefore, the views of selected school principals were sought through in-depth interview on the extent to which English Language teachers exhibited creativity in their classroom practices.

Objectives of the Study

The study set out to investigate:

1. The extent to which English Language teachers exhibit creativity in teaching the subject.
2. Factors that could promote creativity in the teaching of English Language.

Research Questions

The following research questions were answered.

1. To what extent do English Language teachers exhibit creativity in the teaching of English Language?

2. What factors promote creativity in the teaching of English Language?

Scope of the Study

The study covered secondary school principals in 20 senior secondary schools in Ibadan North Local Government Area, Ibadan, Nigeria. The study focused on the extent to which teachers of English Language exhibited creativity in the teaching of English Language

Significance of the Study

The study has revealed the extent to which English Language teachers exhibited creativity in the teaching of English Language thereby revealing area of professional development needs of teachers. It further showed the factors capable of promoting creativity in English Language instructional processes.

Methodology

The study employed the qualitative design using in-depth interview with selected principals of secondary schools in Ibadan North Local Government Area. The participants were 20 principals from 20 randomly selected senior secondary schools in the local government area. An in-depth interview guide was the instrument used for data collection. Data were analysed using content analysis.

Results

Content analysis of interview conducted

An in-depth interview was conducted with 20 selected school principals on the extent to which English Language Teachers exhibited creativity in their teaching of the subject. The themes teased out from their responses to questions are presented and discussed as follows:

Research question 1: To what extent do English Language teachers exhibit creativity in the teaching of English Language? Each principal was asked about his/her opinion on the extent to which English Language teachers exhibit creativity in the teaching of English Language. One respondent said: *As far as am concerned, I have not seen much creativity in the teaching of English Language. Technology is not integrated into the teaching of the subject. Teachers still make use of direct expository teacher dominated teaching which no longer brings quality learning among students.* **(Respondent C, male: 15/1/2024)**

According to others:

> *I could observe that teachers lack creativity in the handling of the subject. The in-thing now is the integration of ICT into teaching. Even though they use android phones and their subscription to different online platforms, classroom instruction in English Language is still largely abstract* **(Respondent B, male: 14/1/2024).**

In the same vein, a respondent cited absence of creativity in the teaching of oral English:

> *The teaching of speech-work is far from being creative. Instead of teachers making use of electronic gadgets and using non-enculturating online devices to teach phonemes, stress and intonation, many teachers rely on their own personal model which in most cases are far from standard. It is expected that experts in English pronunciation would be engaged as models to add variety to lessons* **(Respondent G, female: 24/1/2024).**

In the same vein, another respondent noted that the environment is not conducive enough for teachers to exhibit their creativity skills:

> What creativity are you expecting from them when there are no logistics to drive it? Creativity thrives in an environment where the logistics are available. For instance, an English test is expected to utilise some gadgets to teach the oral aspect of the discipline, but they are not available in schools. In fact, there are high workloads, that is a teacher has to teach nothing less than 5 classes per day, because English Language is a daily school subject. In the same vein, there is administrative demands which may not allow them to be focused on their teaching, some of them are HODs, HOSs, VPs and several others. They attend various meetings to ensure school aims and objective are achieved. Also let us think about the population of students in class. Here, due to limited number of classrooms some of students are merged in classrooms (**Respondent F, male: 16/1/2024)**.

One of the principals remarked that;

> In terms of the creativity, I have not seen much of it during English lessons. For instance, it is the teacher that will read the textbook and narrate the event during comprehension lessons. If the students have their own textbooks, at least 60% or 70% of the students have textbook, so why reading it for the students? They students are not given opportunities to read and analyze the content of their lessons. They are inactive during lessons. When students participate in lessons, it makes learning more interesting and easier. The school is so blessed because nearly every day you see non-governmental organizations having one or two things to contribute to the development of our school. At least, as at yesterday morning, two groups that came to give the students some books. One group is Geological something and the other group is Project '24, talking about writing, reading and the likes, anyway, I still have one of the jotters given to them on my table there. Getting the students involved too, the school is always organizing different programs at least our students were out on Wednesday, they were at University of Ibadan for a program under Agriculture as a way of exposing them. Also, they've been to Koladaisi, some of them went out yesterday and team A and team B that went out yesterday for inter-house sport and on each part, both team A and team B came back with prizes. One inter-house sport was held at Yinbol and another at Ojoo. **(Respondent A, female: 12/1/2024).**

Another participant stated that; "*I have not really seen a distinguished teacher in terms of creativity. There is limited support either from students, parents, and even government"* **(Respondent E, female: 19/1/2024)**.

A participant with vast years of teaching experience submitted that;

> If I want to be sincere with you, they are trying, it is just that one would expect the teachers to use all kinds of techniques to teach their students but what I see among the English teachers is that they don't bother to get their students active in their various lessons. When I go round to observe their lessons, I see many students sleeping during lesson periods and when I direct teachers

'attention to the students, they will hide under the guise that students are no longer interested in lessons. If students are not interested in lessons, is it not the duty of teachers to motivate and arouse their interest in the lesson **(Respondent D, female: 16/1/2024)?**

Another respondent stated that:

You see, for you to be an English teacher, you are supposed to be creative. Many of the teachers lack classroom control and for a teacher not to be able to control the class very well, what level of creativity do you expect from the teacher? Although, our teachers here understand the subject they teach, they are not able to impart the knowledge on the students. It is not enough to understand or know what to teach, you still have to try multiple way to encourage the students to be engage in the lesson. Many of them complain of poor enumeration but does one need money to activate students' prior knowledge? I have not seen teachers using any means to do so, this is a step towards creativity. They don't even use different types of questions to elicit the extent to which the students have learnt what they have managed to teach during lessons. What about the use of instructional materials? Well in that area, not all teachers make use of instructional materials and one of the reasons accountable for that is most of those things are not available and teachers don't have enough money to buy or improvise instructional materials, so most, times they teach without instructional materials (Respondent B, male:13 /1/24).

A respondent also stated that:

The truth is that many English teachers do not want to go extra miles for anything. I wonder whether they were actually taught various teaching methods during their training in school. When they are teaching, it is either their students are making noise or playing games at the back of the class and they aren't bothered, they just carry on with the teaching! Can such teachers be seen as creative? (Respondent M, female 23/1/24)

It could be seen that the principals interviewed agreed that teachers of English did not exhibit creativity in their teaching of the subject. This could be due to unconducive teaching/learning environment or teachers' inability to apply the right methodology/ technology for teaching creativity.

Research question 2: What factors promote creativity in the teaching of English Language?

The qualitative analysis of the interview conducted revealed that practical-approach to teaching and learning, motivation, technology, professional development, schools atmosphere, learners' interest, adequate curriculum engagement, teaching approaches are some of the factors promoting creativity in English classroom. The following are excerpts of the responses.

One of the principals remarked that;

Thank you, this can be made possible if teaching/learning should be made practical. Technology should be deployed in teaching English Language. Innovative methods of teaching should be employed in which teachers and students could collaborate to bring quality teaching and learning ***(Respondent C, female: 12/1/2024)***

A respondent submitted that: Teaching for creativity entails the adoption of a liberal attitude in the instructional process to cater for varying needs of learners **(Respondent H, male: 18/1/2024).**

A respondent further identified ingredients of creative teaching as:

> A creative teacher is expected to demonstrate novelty in filling records, marking attendance registers, conducting assembly, writing lesson notes, planning lessons, directing teaching, improvising resources, lesson presentation, questioning, treatment of answers provided by learners, testing, evaluating, reinforcing, exemplifying, and motivating learners **(Respondent G, female: 18/1/2024).**

In carrying out evaluation of teaching and learning, some respondents make the following suggestions:

> Variety of assessment formats should be deployed such as tests and examinations, informal interviews of children, practical observation etc. and the results of all these have to be taken into consideration in any decision we make about the programme or the learners. This includes the end of course evaluation known as summative evaluation. There must be a proper record of the results of evaluation to help us in making future decisions and in appraising our education over the years **(Respondent E, male: 19/1/2024).**

Another respondent said:

> ….. For instance, if we do not find out what the learners are, we may be teaching them at a level much higher than they are capable of grasping. In other words. we may leave a gap between what they know and what we are teaching them. On the other hand, we may start dealing with them at a level much lower than what they had previously attained. In both cases, we would be wasting our time and theirs **(Respondent J, male: 19/1/2024).**

A highly placed principal stated that:

> One of the factors is professional development programmes. This will help in providing opportunities for teachers to attend workshops, conferences, or training sessions that are focused on creativity in education which can inspire fresh ideas. I know for sure, when we ensure teachers have access to resources like technology, art supplies, or experimental materials that can facilitate innovative teaching methods. In the same vein, helping teachers see the real-world relevance of their subject matter can inspire them to develop creative, hands-on learning experiences that resonate with students **(Respondent Q, Male: 21/1/2024)**.

One of the respondents said:

> To me, it is curriculum issue, the system should lay much emphasis on creativity-based learning. Thus, there is need for government agencies and parastatals to create means of encouraging English teachers to design lessons that spark curiosity and critical thinking, leading to innovative teaching strategies **(Respondent R, Male: 22/1/2024).**

Another respondent said:

> I want to also believe that there is a place for school factors. This is because schools can create an

environment where creativity thrives among secondary school teachers, leading to enhanced student engagement, learning outcomes, and overall satisfaction with the educational experience. **(Respondent S, Male: 22/1/2024).**

It can be deduced from the interview responses that there are several factors promoting creativity in English language classroom among which include technology, motivation, curriculum issues among others.

Conclusion

In the tapestry of Nigerian education, the threads of creativity and innovation are woven into the fabric of progress and transformation. This intervention stands as a beacon illuminating the path towards a renaissance in educational practices, where the harmonious interplay of principal perspectives and teacher creativity heralds a new dawn of learning and growth. Teachers of English Language need to be creative in handling the subject to promote high quality instruction. Pre-service teachers should be made to watch expert teachers, especially in lesson preparation and lesson delivery to help them to develop their teaching skills. Also, integrating technology into the implementation of microteaching theory and practicum is an important step in developing creative teaching skills in English Language teachers. Finally, teachers should put into consideration factors that promote creativity like relaxed learning environment, use of technology, culturally responsive teaching, differentiating instruction, collaborative teaching, questioning style, review of students' answers, assessment, and feedback in the delivery of instructions. All these missing links in the teaching of English Language are blind spots to be given serious attention.

Recommendations

The following recommendations are made

1. There is need for workshops and training sessions for English Language teachers on fostering creativity in the classroom, such as brainstorming techniques, storytelling, or using multimedia tools.
2. English Language teachers should be encouraged to explore new teaching methods, materials, and resources to keep their lessons fresh and engaging.
3. Schools should ensure English Language teachers have access to a variety of resources, such as books, technology, and art supplies, to support their creative endeavours in the classroom.
4. There is need to consider offering incentives or recognition for teachers who demonstrate exceptional creativity in their teaching, such as awards, grants, or professional development opportunities.
5. Essentially, there is need to integrate technology tools and platforms that promote creativity, such as digital storytelling apps, collaborative writing platforms, or multimedia presentation tools.

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