JOURNAL OF INTERNATIONAL ASSOCIATION OF LANGUAGE EDUCATORS (JIALE)

VOLUME 4 NUMBER 2 JUNE 2023

ISSN: 2782-7712

A Publication of International Association of Language Educators



JOURNAL OF INTERNATIONAL ASSOCIATION OF LANGUAGE EDUCATORS (JIALE)

A Publication of International Association of Language Educators

ISSN: 2782-7712

Vol. 4 No. 2 (June 2023)

EDITORIAL BOARD

Editorial Board
Prof. Uche B. Gbenedio- University of Benin, Nigeria- Chairman
Prof. D.O. Fakeye- University of Ibadan, Ibadan, Nigeria- Business Editor/ Secretary
Prof. A. A. Adeyinka- University of Ibadan, Ibadan, Nigeria
Prof. G.O. Oyinloye-Ekiti State University, Ado-Ekiti, Nigeria
Prof. Bola Adelabu- Federal University of Agriculture, Markurdi, Nigeria
Prof. Josephine Egbor Odey- Federal University of Lafia, Nigeria
Dr Adeola Oyenike Adeosun-University of Lagos, Nigeria
Dr Kehinde Olojede, Federal College of Education (Technical) , Akoka-Lagos, Nigeria
Dr Olusegun Owolewa- Adekunle Ajasin University, Akungba-Akoko, Nigeria
K.P Amore, Tai Solarin University of Education, Ijebu-Ode, Nigeria

Editorial Consultants
Emeritus Prof. PAI Obanya-Institute of Education, University of Ibadan, Nigeria
Prof. C.O.O. Kolawole- University of Ibadan, Nigeria
Prof. Adejoke V. Jibowo- Olabisi Onabanjo University, Ago-Iwoye, Nigeria
Prof. Margaret Oluranti Ogunbiyi- Lagos State University, Ojoo, Lagos
Prof. S.O. Makinde- Lagos State University, Ojoo, Lagos
Prof. D. O. Fakeye- University of Ibadan, Ibadan, Nigeria
Prof. Sarah Oden-University of Calabar, Nigeria
Prof. Chinwe Muodumogu- Benue State University, Makurdi, Nigeria
Prof. Theresa Odumuh- University of Abuja, Nigeria
Prof. Uju Umo- University of Nigeria, Nsukka
Prof. S. Amuseghan- Adekunle Ajasin University, Akungba-Akoko, Nigeria
Prof. Agnes Gathumbi- Kenyatta University, Kenya
Prof. A Matiki- University of Botswana, Gaborone, Botswana
Prof. Richard Tabulawa-University of Botswana, Gaborone, Botswana
Prof. Peter L. Barasa- Moi University, Kenya
Prof. S. Masembe- Makerere University, Uganda
Prof. Caroline Omulando, Moi University, Kenya

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.
vii. Papers could also be sent in soft copy to the dedicated e-mail of the journal which is jialeeditorial2020@gmail.com
viii. Contributors of successful papers will be contacted for the payment of the current publication fee which changes from time to time to reflect current economic realities.
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.
xii. Assessment and publication fees should be paid directly into the association's account

LIST OF CONTRIBUTORS

Enu Evelyn N. Ph.D
Emmanuel Alayande University of Education, Oyo

Olagunju Taiwo Olayemi Ph.D
Emmanuel Alayande University of Education, Oyo

Awolere Olumoroti Olaniyi Ph.D
Emmanuel Alayande University of Education, Oyo

Famuyiwa Folasade Rotimi
English Department, Lagos State University of Education, Epe campus

Prof. Busurat O. Adekola
Department of Assed, Olabisi Onabanjo University, Ago - Iwoye

Prof. S. A. O. Oladunjoye
Department of Assed, Olabisi Onabanjo University, Ago - Iwoye

G. A. Awodi
Joseph Sanwuan Tarkaa University, Makurdi

P. O. Onukutu
Joseph Sanwuan Tarkaa University, Makurdi

A. O. Adaje
Joseph Sanwuan Tarkaa University, Makurdi

Yusuff Bolaji Lasisi
Department of Arts and Social Sciences Education, University of Ibadan

Hendeweh Dorcas Hunpegan
Department of Language, Arts and Social Science Education, Lagos State University, Nigeria

Solomon Olanrewaju Makinde Ph.D
Department of Language, Arts and Social Science Education, Lagos State University, Nigeria

Mopelola S. Olakunde Ph.D
Department of General Studies, Adeyemi Federal University of Education, Ondo

Obadare Felicia Tomi
Department of Linguistics and Languages, School of Multidisciplinary Studies Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti.

Sulaimon Adewale Ogundoyin
Department of Arts and Social Science Education, University of Ibadan, Nigeria.

Sheriff Olamide Olatunji, Ph.D
Department of Arts and Social Sciences Education National Open University of Nigeria, Abuja

Stella Adebimpe Okueso
Department of English, School of Languages, Sikiru Adetona College of Education, Science and Technology, Omu-Ajose. A Degree awarding Institution in Ogun State.

Oladunjoye, Oluwayomi S., Ph.D
Department of Arts and Social Science Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State

Bankole, Oluyemi James
Department of Arts and Social Science Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State

Dr. Oludare, BosedeAbiola
Department of Curriculum and Instruction, Adeyemi Federal University of Education, Ondo

Dr. Olagundoye Olubunmi Christianah
Department of Curriculum and Instruction, Adeyemi Federal University of Education, Ondo

Beatrice Idowu Oluwadare Ph.D
Department of Languages and Communication Department, The Federal Polytechnic, Ado- Ekiti. Ekiti State, Nigeria.

Omoseebi, Augustine Abimbola
Department of Arts and Social Science Education, Faculty of Education, University Of Ibadan, Ibadan, Nigeria

Olaseinde, Basirat Oluwafunmilayo
Department of Arts and Social Science Education, Faculty of Education, University Of Ibadan, Ibadan, Nigeria

Asemadahun, Felicia Oluwaseun
Department of Arts and Social Sciences Education, University of Ibadan, Ibadan, Nigeria

Nathaniel Eniola Oyekunle
Department of Arts and Social Sciences Education, University of Ibadan, Ibadan, Nigeria

Sheriff Olamide Olatunji
Department of Arts and Social Sciences Education, National Open University of Nigeria, Abuja

Joy Eyisi
Department of English, National Open University of Nigeria, Abuja

Bolanle Mistura Shanu
Department of Arts and Social Sciences Education, Faculty of Education, University of Lagos

Adeola Oyenike Adeosun
Department of Arts and Social Sciences Education, Faculty of Education, University of Lagos

Dauda Oladele Tijani
Department of Arabic, School of Secondary Education (Language Programmes), Federal College of Education (Special), Oyo, Oyo State

Opara, Ugochi Pauline
Department of Social Science Education, Faculty of Education, University of Lagos, Nigeria.

Adeola Oyenike Adeosun
[1]Department of Arts Education, Faculty of Education, University of Lagos, Akoka, Lagos

Kehinde Olojede
Department of Curriculum and Instruction, Federal College of Education (Technical), Akoka, Lagos

Mopelola, S. Olakunde Ph.D
Department of General Studies, Adeyemi Federal University of Education, Ondo

J. O. Adedigba, Ph.D
Department of Arts and Social Sciences Education, University of Ibadan, Ibadan

CONTENTS

1. **Environmental Variables Influencing English (L_2) Proficiency of Pre-Service Teachers in South West, Nigeria**
   Enu Evelyn N. Ph.D, Olagunju Taiwo Olayemi Ph.D and Awolere Olumoroti Olaniyi Ph.D 1

2. **Community Read Aloud and Literacy Performance in Early Grade Pupils**
   Famuyiwa Folasade Rotimi, Prof. Busurat O. Adekola and Prof. S. A. O. Oladunjoye 10

3. **Effect of Explicit Grammar Instruction on the Use of Adjectives in Comparative Constructions of Senior Secondary School One Students in Makurdi, Benue State Nigeria**
   G. A. Awodi, P. O. Onukutu and A. O. Adaje 15

4. **Key-Words and Context Clues English Vocabulary and Reading Comprehension Strategies: Teaching a Child to Fish**
   Yusuff Bolaji Lasisi 26

5. **Analysis of Blindspots in Oracy Skill Development among Yorùbá Language Education Undergraduates in Selected Public Universities in Southwestern, Nigeria**
   Hendeweh Dorcas Hunpegan and Solomon Olanrewaju Makinde Ph.D 35

6. **Influence of Information and Communication Technology on Academic Performance of NCE Students in English Language in Adeyemi University of Education, Ondo**
   Mopelola S. Olakunde Ph.D 46

7. **The Effect of Language Games on Students' Proficiency in Spoken English: A Focus on Junior Secondary Schools in Ikere Local Government Area of Ekiti State**
   Obadare Felicia Tomi 55

8. **Feedback Strategies and Students' Achievement in English Grammar in Iseyin Local Government Area, Oyo State**
   Sulaimon Adewale Ogundoyin and Sheriff Olamide Olatunji, Ph.D 64

9. **The Use of Orature in Rejuvenating Moral Values in Nigeria Society: Perceptions of Primary School Teachers in Ogun State, Nigeria.**
   Stella Adebimpe Okueso 71

10. **Teachers' Motivation: Implications for Senior Secondary School Students' Academic Achievement in English Language in Oyo State, Nigeria**
    Oladunjoye, Oluwayomi S., Ph.D and Bankole, Oluyemi James 80

11. **Achievement in Summary Writing: Impact of Emotional Intelligence and Motivation in Secondary Schools in Ondo West Local Government Area, Ondo**
    Dr. Oludare, BosedeAbiola and Dr.Olagundoye Olubunmi Christianah 87

12. **Blindspots in Teaching and Learning of Oracy in English Language among the Polytechnic Students**
    Beatrice Idowu Oluwadare Ph.D 95

13. **Blind Spots in the Medium of Instruction in Science Classroom: A Call for Bilingual Mode of Instruction**
    Omoseebi, Augustine Abimbola, Olaseinde, Basirat Oluwafunmilayo and Asemadahun, Felicia Oluwaseun 102

14. **Disposition to Formative Assessment and Corrective Feedback in English Language among Secondary School Teachers and Students in Odigbo Local Government, Nigeria**
    Nathaniel Eniola Oyekunle 113

15. **Licensing Indigenous Languages for Use in Modern Education for Rapid Development**
    Sheriff Olamide Olatunji and Joy Eyisi 124

16. **Interactive Electronic Texts and the Development of Students' Creative Reading Abilities**
    Bolanle Mistura Shanu and Adeola Oyenike Adeosun 130

17. **Assessment of Implementation of Arabic Curriculum in Junior Secondary Schools in Oyo West Local Government Area of Oyo State**
    Dauda Oladele Tijani 143

18. **Implementation of Early Child Care Development and Education Programme in the South - East, Nigeria**
    Opara, Ugochi Pauline 151

19. **Patterns of Social Media Lingo in Senior Secondary Students' Writings in Lagos Mainland LGA, Lagos State**
    Adeola Oyenike Adeosun and Kehinde Olojede 159

20. **Development of Students' Critical Thinking-A Blindspot in English Essay Writing Instruction**
    Mopelola, S. Olakunde Ph.D and J. O. Adedigba, Ph.D 171

Environmental Variables Influencing English (L_2) Proficiency of Pre-Service Teachers in South West, Nigeria

[1]Enu Evelyn N. Ph.D, [2]Olagunju Taiwo Olayemi Ph.D and [3]Awolere Olumoroti Olaniyi Ph.D
Emmanuel Alayande University of Education, Oyo
[1]evelynazuka16@gmail.com, [2]olagunjutaiwoolayemi@gmail.com,
[3]olumorotiawolere@gmail.com

Abstract

This study examined environmental variables (learning strategies, peer level interaction, social media usage and frequency of reading) as factors influencing pre-service teachers' English language proficiency. The study answered four research questions using the survey research design of the correlational type. The respondents were 450 pre-service teachers selected across three colleges of education in southwestern Nigeria. Two instruments were used for data collection. The data were analysed using inferential statistics at 0.05 level of significance. Findings revealed that learning strategies and frequency of reading had positive significant relationship with pre-service teachers' English proficiency while peer level interaction and social media usage had significant negative relationship. The joint contribution of the environmental learning variables was significant. However, learning strategies was the variable that had highest relative contribution. It was concluded that all the stakeholders involved in pre-service teacher education must provide learning opportunities through which their English can be well developed therefore, it was recommended that pre-service teachers should use learning strategies that will self-motivate them to engage in reading.

Key words: Learning strategies, Peer level interaction, Social media usage, Frequency of reading, English language proficiency

Introduction

The teaching and learning of English language in Nigeria has long been a major concern to stakeholders in education because of the importance attached to the use of English as means of social communication and instruction in schools. It has also become a major concern because the majority of Nigerian students acquired the skills to use English language from different social and educational environments. They acquired and learn the language from different sources. Some acquired the language from formal learning environment, while some acquired it from informal learning environment with little amount of exposure to the usage of English. However, majority are still less proficient in the use of English.

Despite much effort by teacher educators at enhancing effective communication among pre-service teachers, many are still less proficient in the use of the target language. Opoola cited in Adegbite and Adetunji (2004) explained that many students fail in the courses of study for lack of expected skills in the use of English. Lasisi and Fakeye (2021) in a recent study revealed that communication skill of English language pre-service English teachers is low. Also, field reports from teaching practice exercises (2021/22, 2022/23) indicated that pre-service teachers on the average lack effective communication skills (2020, 2023 Teaching Practice Supervisors' Report).

Proficiency is fundamental in language teaching and testing. Knowing language entails being able to use it for social communication and academic purposes. Two aspects of language proficiency that must be acquired by a second language learners and

users are the Basic Interpersonal Communicative Skills (BICS), also known as conversational proficiency and Cognitive Academic Language Proficiency (CALP), also known as academic proficiency (Cummins, 2000, Miller, 2014). The BICS can be described as consisting of context specific communication and shared experiences, while the CALP encompasses language skills that served cognitive and academic purposes, in particular, academic vocabulary and reading comprehension (Miller, 2014).

However, there are many important factors predicting English Language proficiency of second language learners (SLL). Different factors are involved in the process of users acquiring and learning English as a second language. Some of the factors are within the learner's personal domain, such as age, intelligence, cognitive style, personality, attitude, etc. (Ellis, 1985, Khasinah, 2014, Fakeye, 2014, Yen, Hien & Quyen). According to Yen, Hien and Quyen (2019) some of the factors contribute to enhancing their English proficiency, while others mitigate and even delay the process. To support the formal exposure of students to language development, this study focused on the variables of school learning environment that may have direct influence to L_2 proficiency of pre-service teachers.

The focus of this study is on some of the variables within the school learning environment that have direct relationship with formal English language learning and exposure. The variables include, (i) learning strategies; (ii) peer level interaction; (iii) social media usage, and (iv) frequency of reading. According to Lamidi and Oni (2012), the environment in which individuals live and interact is critical to language acquisition and vocabulary development. The writers noted that the language environment factors impact receptive and expressive skills for vocabulary development. It can be added that language learning environmental factors in this study fall into categories of formal English learning (e.g. strategies used in the classroom, frequency of reading) and English learning extracurricular exposure (e.g. peer interaction, social media usage).

The language acquisition - learning hypothesis is one of the five main hypotheses of language acquisition by Krashen (1985). It emphasized the importance of the 'acquired' system and the “learned” system. The two systems are relevant in this study as they relate to formal learning and exposure to English language. Ellis (1991) informed that in the case of classroom acquisition and learning of the L_2, the role of interaction is enhanced by the learning strategies. In addition, Awolere and Olagunju (2023) reiterated that appropriate language learning strategies result in improved proficiency and greater self-confidence.

Most studies in the past have obtained strong correlations between variables of formal learning environment and English proficiency. For example, Kouicem (2010) explained that teaching based on interaction in the classroom can be the best pedagogical strategy in language development. The writer emphasized the use of free discussions, repeated interactions and seminar presentations to assist students in enhancing their L_2 proficiency. Several studies found in Yen, Hien and Quyen (2019) have shown positive relationship between learning strategies and proficiency using Strategy Inventory for Language Learning (SILL), Oxford, 1990). The SILL (Oxford, 1986, 1990) is designed to measure the frequency with which ESL students use learning strategies such as acquisition, retention in learning a second language. Followed by the use of SILL survey, the studies in different context of English as a second language, disclosed a strong correlation between strategy used and language proficiency. Some of the strategies used include: problem-based learning strategy, demonstration strategy,

inquiry-based strategies and modelling. Learning strategies used in the language classroom (e.g. General English classroom) will help students to understand course content better and to produce meaningful expressions.

There are close link between variables of input and output opportunities that are considered in this study. Classroom interaction (through the use of learning strategies) and peer-to-peer interaction outside the classroom facilitate L_2 communicative competence through output opportunities. Jimenez (2015) found interactions between L_2 learners to contain as much modified input, feedback and output opportunities through constant usage. The level of achievement in the use of the target language which is connected to the level of peer interaction is supported by Long's (1990) interaction hypothesis. The hypothesis states that the development of language proficiency is promoted by face-to-face interaction and communication.

The level of peer-to-peer interaction is also link to language input. The current interactionists theories found in Lightown and Spada (2013) are traced to Krashen's input hypothesis. According to Krashen (1985), the L_2 communicative competence emerges as a result of exposure to 'comprehensive intput' (i.e. input beyond learner's current proficiency level). Ellis (1991) noted that in the naturalistic acquisition of the language, importance of face-to-face interaction with other speakers of L2 is self-evident. Learning context is enhanced when learners have the opportunity to interact and communicate with one another. Peer interaction will afford students more time and opportunity to use the target language. Normazidah, Koo and Hazita (2012) identified learners' insufficiency or lack of exposure to use English language outside the classroom as a factor that impact the EFL learners' poor performance in English.

The role of extensive reading is further highlighted in this study from the view that proficiency is enhanced through frequency of reading or time spent on reading. Proficiency can be enhanced by diverse reading. Learners' most direct source of information about the target language is the target language itself. Frequency of reading will enhance the development of enough vocabulary of the target language. Extensive reading is a strong input variable (Nation 1997, 2001). In Nation (2001) vocabulary acquisition research, it was revealed that about 98% of the words in a running text should be previously known in order for extensive reading to be effective.

The more the goal of extensive reading is enhanced, the more the goal of learners' target language proficiency (Mackey, 1999). It can also be inferred that the high the frequency of reading or the number of time spent on reading, the more student acquire and learn the vocabulary of the target language. Vocabulary is central to communicative competence and to the acquisition of a second language. To learn a language is to learn its vocabulary first (Osman, 2011, Awolere and Olagunju, 2023). The number of time spent on reading or frequency of reading can have positive impact on vocabulary study and development. However, it has been observed that in recent years students spent less time on reading, while much of their time is spent on social media usage.

The use of social media is considered another important variable influencing pre-service teachers L_2 proficiency. According to Obanya (2019), the digital age is a communication age where the computer and the internet are used to create a world of e-everything. Students in higher institutions of learning have exchanged time spent on reading with number of time spent on social media. Obanya (2019) added that the use of social media has implications on language development. Students also learn a lot from social media which they are now more familiar with.

Students use social media chat such as Facebook, Twitter, Linkedin, etc., for multi-contact conversations, peer conversations which in turn can replace face-to-face conversation and help them improve on interpersonal language proficiency (Abidoye, 2023). The writer added that the use of internet is the most important factor that can influence educational performance of many students positively and negatively. Through this study, the researchers examined how social media usage influence L_2 proficiency of pre-service teachers. The study also examined the influence of social media usage on both interpersonal conversation and academic performance of pre-service teachers. The variables used in this study are yet to be combined in a single study as environmental variables. Thus, the study also found out the relationship among the variables especially as they influence pre-service teachers English proficiency.

Statement of the Problem

Pre-service teachers in Nigeria, learn to use English Language (L_2) from different learning environments, and this made majority of them less proficient in the use of the language. This is evident in their lack of expected skills to use English for social communication and academic purposes. It was found in a recent study that communication skill of English language pre-service teachers is low. Also, research has shown that pre-service teachers fail in their courses of study for lack of expected skills in the use of English language. A suitable learning environment makes it easy for learners of foreign language to learn the language and use it very well. School learning environment variables have been found to provide necessary stimulus for learning to use a second language. The environmental variables used in this study are: learning strategies, peer level interaction, social media usage, and frequency of reading. The variables also relate strongly to the language acquisition – learning hypothesis and current interactionists theories of language learning. The variables have been suggested to contribute to enhancing students' English proficiency. However, little effort has been geared towards the investigation of the variables. Also, the variables investigated in this study have not been combined together in a single study to the best knowledge of the researchers.

Research Questions

In this study, answers were provided to the following research questions:

1. Do learning strategies influence L_2 proficiency of pre-service teachers?
2. Does peer level interaction influence L_2 proficiency of pre-service teachers?
3. Does social media usage influence L_2 proficiency of pre-service teachers?
4. Does frequency of reading influence L_2 proficiency of pre-service teachers?

Significance of the Study

Findings from this study has revealed that the variables of school learning environment and formal language learning can exert much influence on L_2 proficiency of pre-service teachers. Students' level of proficiency is crucial in academic environment, thus, the study also points out important component of pre-service teachers' communicative skills and how learning tasks and learning activities can be used to maximize the development. This study will add to the pool of studies being carried out to improve the teaching and learning of English Language in Colleges of Education.

Methodology

This study adopted the survey research of the correlation type. The population of the study comprised pre-service teachers in Colleges of Education in South West Nigeria. The target population comprised 300 level

students in three Colleges of Education selected for the study. The researcher used simple random sampling technique to select thirty 300 level students from five schools in each of the following Colleges of Education; Emmanuel Alayande College of Education, Oyo; Federal College of Education Special, Oyo and Federal College of Education, Osiele, Abeokuta, making a total of four hundred and fifty (450) participants. The instruments used in data collection were English Language Proficiency Test (ELPT, r = 0.84), and Pre-service Teachers' English Proficiency Variables Questionnaire (PSTEPQ, r = 0.79). The questionnaire was developed by the researchers while the test was adapted. Data collected from the study were analysed using descriptive statistics and inferential statistics of t-test at 0.05 level of significance.

Results and Discussion of Findings

Research Question 1: What is the relationship that exists between the independent variables (Learning strategies, Peer level interaction, Social media usage and Frequency of reading) and preservice teachers' English language proficiency?

Table 1: Correlation Matrix of the independent variables (Learning strategies, Peer level interaction, Social media usage and Frequency of reading) and preservice teachers' English language proficiency

Variables	**Preservice Teachers English Language Proficiency**	**Learning Strategies**	**Peer Level Interaction**	**Social Media Usage**	**Frequency of Reading**
Preservice Teachers English Language Proficiency	1				
Learning Strategies	.554* (.000)	1			
Peer Level Interaction	.138* (.003)	.213* (.000)	1		
Social Media Usage	-.069 (.141)	-.193* (.000)	.166* (.000)	1	
Frequency of Reading	.115* (.015)	-.032 (.495)	.096* (.041)	.392* (.000)	1
N	450	450	450	450	450
Mean	7.23	5.98	9.54	13.49	13.45
Standard Dev.	3.46	2.89	3.05	7.11	8.54

Table 1 shows that preservice teachers' English language proficiency has a positive significant relationship with learning strategies (r=.554; p=.000<0.05), peer level interaction (r=.138; p=.003<0.05), and frequency of reading (r=.115; p=.015<0.05). This implies that learning strategies, peer level interaction and frequency of reading were directly related to preservice teachers'english language proficiency. However, social media usage had a negative relationship with preservive teachers' English language proficiency (r=-.069;p=.141>0.05). This implies that social media usage was inversely related with preservice teachers' English language proficiency.

Research Question 2: What is the joint contribution of the independent variables (Learning strategies, Peer level interaction, Social media usage and Frequency of reading) to preservice teachers' English language proficiency?

Table 2: Summary of the Multiple Regression of the Joint Contribution of independent variables (Learning strategies, Peer level interaction, Social media usage and Frequency of reading) to preservice teachers' English language proficiency

R=.570; R Square=.325; Adj R Square=.319; Std. Error of the Estimate=2.85						
ANOVA [a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1747.905	4	436.976	53.495	.000[b]
	Residual	3634.975	445	8.168		
	Total	5382.880	449			

Table 2 shows that the joint contribution of the independent variables (Learning strategies, Peer level interaction, Social media usage and Frequency of reading) to preservice teachers' English language proficiency ($F_{(4;\ 445)}$ = 53.495; Adj. R^2 = .319; p=.000<0.05). This implies that when the four independent variables were pulled together, they significantly contributed to preservice teachers' proficiency in English. The result also indicates an Adj. R^2 of .319, which implies that 31.9% of the total variance in preservice teachers' English language proficiency was accounted for by the joint contribution of the four independent variables while other variance of 69.1% were due to other factors not included in this model.

Research Question 3: What is the relative contribution of the independent variables (Learning strategies, Peer level interaction, Social media usage and Frequency of reading) to preservice teachers' English language proficiency?

Table 3: Summary of the Multiple Regression of the Relative Contribution of independent variables (Learning strategies, Peer level interaction, Social media usage and Frequency of reading) to preservice teachers' English language proficiency

Coefficients[a]							
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Rank
1	(Constant)	2.530	.548		4.615	.000	
	Learning Strategies	.662	.049	.553	13.451	.000	1st
	Peer Level Interaction	.011	.046	.010	.237	.813	-
	Social Media Usage	-.009	.021	-.019	-.437	.662	-
	Frequency of Reading	.057	.017	.140	3.291	.001	2nd

Table 3 shows that learning strategies (Beta = .553; p<0.05) and frequency of reading (Beta=.140; p<0.05) had significant relative contributions to preservice teachers' English language proficiency while the relative contributions of peer level interaction (Beta=.010; p>0.05) and social media usage (Beta=-.019; p>0.05) were not significant. This implies that only learning strategies and frequency of reading had individual contribution to preservice teachers' English language proficiency

Research Question 4: Which of the independent variables (Learning strategies, Peer level interaction, Social media usage and Frequency of reading) best predicted preservice teachers' English language proficiency?

Table 3 shows the rank of the two independent variables (learning strategies and frequecy of reading) that had relative contributions to preservice teachers' English language proficiency through their standardised coefficient beta weight. The result indicates that learning strategies had the higher beta weight of .553. This implies that learning strategies is the variable that would best predict preservice teachers' English language proficiency.

Discussion of Findings

The findings of the study from the results in table 1 revealed that pre-service teachers' English proficiency has a positive significant relationship with learning strategies, peer level interaction and frequency of reading. The implication is that the variables of this study are capable of influencing pre-service teachers English language proficiency. This is in line with Krashen (1985) that L_2 communicative competence emerges as a result of exposure to "communicative input". The findings also confirmed the findings of previous studies which proved the prominent roles of content of formal learning environment in developing English language proficiency.

Findings from the study as shown in Table 1 also revealed that social media usage was inversely related with pre-service teachers' English language proficiency. This may be as a result of the fact that social media usage tend not to lead to more effective processing of input. Although, several studies including and Oni (2012) have shown that the environment in which individuals interact is crucial to language acquisition and development, however, researchers have also shown the negative impact of social media usage on language acquisition and development (e.g. Abidoye, 2022). Learners may not have the opportunity to clarify meaning and concept during interaction on social media.

Findings from the study shows on Table 2 that all the four variables significantly contributed to preservice teachers' English language proficiency (with an Adj. R^2 of 319), which implies that 31.9% of the total variance was accounted for by the joint contributions of the four variables. This is in consonance with other studies which shows that language acquisition is strongly facilitated by the use of the target language in interaction (Long, 1990, Jimenez, 2015) and that learners' most direct source of information about the target language is the target language itself (Kouicem, 2010, Yen et al, 2019).

Additionally, the findings as shown on Table 3 revealed that learning strategies and frequency of reading had significant relative contributions, and best predicted preservice teachers' English language proficiency. Learning strategies had the higher beta weight of .553. This result is in strong support of some of the studies in the past. For instance Yen et al (2019) noted that an important variable for students' learning is the classroom. It implies that input and interaction are available for language learners in the classroom. These findings are also in line Miller (2014), who accentuated that proficiency is enhanced through diverse reading.

Conclusion

The findings of this study revealed that there are many factors predicting English language proficiency of second language learners (SLL) in teacher training institutions. The findings showed that the learning and school environment variables used in this study had direct relationship with the development of L_2 competence through

formal classroom interaction, reading exposure and language input opportunities. The variables of learning strategies and frequency of reading had strong influence on the development of L_2 proficiency as it was evident across literature. Language acquisition theories are also in support of input-interaction and output opportunities created by the variables in this study. The onus lies in the hands of all stakeholders including, the pre-service teachers themselves, professional teacher trainers and policy makers to find ways of improving the process through which English proficiency can be well developed in teacher trained colleges and universities.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. There is a need to introduce new methods of teaching into the teaching of English Language and use of English courses in Colleges of Education to impact pre-service teachers' communicative skills.
2. Pre-service teachers should be made to participate in curricular activities such as seminar, classroom group discussion and co-curricular activities outside the classroom, like debate, speech and dialogue presentation and activities that promote input and output opportunities.
3. Government should provide necessary financial support to make teacher training programme strive. This can be done through proper finding of the institutions.

References

Abidoye, A. B. (2023). Influence of social media on students' academic performance: Implication for counselling. *EKSU Journal of Education*, 10(1), pp. 234-252.

Adegbite, N. and Adetunji, A. (2004). English as first language (L_1) in a second language context. AJCI, 2(1); pp. 117-126.

Awolere, O. O. and Olagunju, T. O. (2023). Enhancing the teaching and learning of English vocabulary in Nigeria: An experience in lexical chunk instructional strategy. *EKSU Journal of Education*, 10(1), pp. 41-50

Cummins, J. (2000). Language, power and pedagogy: Bilingual children in Crossfire. Clavedon, UK: Multilingual Matters.

Ellis, N. (2002). Frequency effects in language processing. *Studies in Second Language Acquisition*. 24(2): 143-188. Doi: 10:1017/s0272263102002024

Ellis, R. (1991). The interaction hypothesis: A critical evaluation. Paper presented at the Regional Langauge Centre Seminar, Singpore.

Fakeye, D. O. (2014). English proficiency as predictor of academic achievement among EFL students in Nigeria. *Journal of Education and Practice*. 5(9). (online www.jiste.org)

Jimenez, S. M. (2015). Peer-to-peer interaction in the L_2 English classroom. Universitat Antonoma de Barcelona.

Kouicem, K. (2010). The effects of classroom interaction on developing the learner's speaking skill: The case of third year LMD students of English at Constantine University. Unpublished MA Thesis. Mentouri, University, Constantine.

Krashen, S. (1985). The input hypothesis. London: Longman.

Lamidi, M. T. and Oni, O. Y. (2012). The impact of the environment on language acquisition and vocabulary development among pupils in selected pre-schools in Ibadan, Nigeria. Papers

in English and Linguistics (PEL) v. 13; pp. 66-89.

Lasisi, Y. B. and Fakeye, D. O. (2021). English language pre-service teachers' communication skills in two Colleges of Education in Oyo State, Nigeria. *African Journal of Educational Research,* 24, pp. 35-43

Lightown, P. and Spada, N. N. (2013). How languages are learned (Fourth edition). Oxford: Oxford University Press.

Long, M. H. (1990). Native speaker/non-native speaker conversation and the negotiation of comprehensive input. Applied linguistics. University of Hawaii at Menoa. 4(2) pp126-141.

Mackey, A. (1999). Input, interaction and second language development. *Studies in Second Language Acquisition*, 21, pp557-587.

Miller, L. A. (2014). The effect of extended time on reading comprehension performance for English as a second language college students: Is there a need for accommodations? Dissertations: Syracuse University. Retrieved from www.http://surface.syr.edu/etc.

Namaziandost, E. and Nazri, M. (2019). A meticulous look at Long's (1981). Interaction hypothesis: Does it have any effect on speaking skill? *Journal of Applied Linguistics and Language Research*. 6(2), pp. 218-230. www.jailn.com

Nation, P. (1997). The language benefits of extensive reading. The language teacher online. 21. 5. *JALT Journal.* Retrieved on 14 September, 2019 from http://www.com.jaltpublication.org/tlt/files/97/may/extensive.htm/

Nation, P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press. ISBN 978-0-521-80498)

Obanya, P. A. I. (2019). Language education this digital age. Keynote paper presented at the first annual conference and teachers' workshop of International Association of Language Educators, held at Obafemi Awolowo University, Ile-Ife.

Osman, N. B. (2011). Routinizing lexical phrases on spoken discourse. *International Education Studies* 2(2) pp. 188-191. Oxford Collocations Dictionary for Students of English.

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. New York: Newbury House. 342 pages.

Vietnam National University (2023). English proficiency test. ENGLISH TESTING CENTER. VNO-EPT samp.cial versionpdf info@etc.evnu.edu.vn.2023). Hochi Minh City

Yen, P. H., Hien, T. M. and Quyen, V. A. (2019). A review of factors influencing learners' gain of English proficiency. *Can Tho University Journal of Science.* 11(1) pp. 49-59. Retrieved from https://www.researchgate.net/publication/332610616.

Community Read Aloud and Literacy Performance in Early Grade Pupils

[1]Famuyiwa Folasade Rotimi, [2]Prof. Busurat O. Adekola and [3]Prof. S. A. O. Oladunjoye

[1]English Department, Lagos State University of Education, Epe campus

[2&3]Department of Assed, Olabisi Onabanjo University, Ago - Iwoye

Abstract

This quasi-experimental study, titled "Community Read Aloud and Literacy Performance in Early Grade Pupils", aimed to investigate the impact of community read aloud on the literacy performance of early-grade pupils in Nigeria. Utilizing a pre-test and post-test quasi-experimental design, 150 participants were selected from three Local Government Areas in Lagos State through the multistage random sampling technique. The study employed the ESSPIN Monitoring Learning Achievement Test and Community Read Aloud Questionnaire, with ANCOVA used to test the formulated null hypothesis. Results indicated a significant positive effect of community read aloud on literacy performance ($F_{(1, 54.7)} = 42.24$, $p < .05$). Recommendations included promoting and expanding such programmes, providing training and resources for community readers, fostering collaboration between community initiatives and educational institutions and implementing continuous monitoring and evaluation to ensure sustained impact.

Key words: Community read aloud, Literacy performance, Early grade pupils.

Introduction

Education is a crucial aspect of human development, and literacy plays a fundamental role in shaping individuals' intellectual and social capabilities. Literacy is crucial for the cognitive development and academic success of young learners. In Nigeria, as in many other countries, early grade literacy is considered a critical foundation for lifelong learning. Shoaga, Akintola, and Okpor (2017) observed that there is a noticeable decline in reading proficiency among primary school students over the past decade. Literacy serves as the cornerstone for academic success and is intrinsically linked to cognitive development and future opportunities (Epstein, 2019; National Policy on Education, 2013). The ability to read and comprehend written information is not only essential for academic success but also for active participation in societal affairs (Prescott, Bundschuh, Kazakoff, & Macaruso, 2018), hence, understanding the factors that influence early grade pupils' literacy development is of paramount importance.

The importance of early literacy development cannot be overstated, especially in countries like Nigeria, where ensuring high-quality education remains a priority. According to the World Bank (2019), Nigeria's commitment to improving education is reflected in various policy initiatives aimed at enhancing literacy outcomes among primary school students. Despite these efforts, challenges persist, necessitating a closer examination of alternative strategies such as Community Read Aloud programmes to supplement formal classroom instruction. It has been observed that most early grade teachers employ the basal method of teaching reading and many pupils do little or no reading. Although pupils are faced with a lot to read in order to succeed in school, most pupils are not effective readers by any standard hence majority perform poorly in public examinations. Therefore, this study examined the effect of community read aloud on the literacy performance of early grade pupils.

Recognizing the important role of literacy in shaping a child's future, educators and researchers alike are exploring innovative approaches to enhance reading proficiency in early grade pupils (National Early Literacy Panel, 2019). One such approach gaining traction is the implementation of Community Read Aloud programmes, where community members actively engage in reading activities with young learners. Exploring the impact of community engagement in reading activities can give valuable insights into the potential benefits and challenges associated with this approach (Park & Holloway, 2017). It is imperative to consider the unique cultural and socio-economic factors that may impact the implementation and outcomes of Community Read Aloud programmes in Nigeria. By shedding light on the potential benefits and challenges, this study aims to inform educational policymakers, practitioners and community leaders, offering evidence-based recommendations to strengthen early literacy initiatives in Nigeria.

Community read-aloud programmes have gained attention as potential interventions to enhance early grade pupils' reading literacy and comprehension. Community read-aloud refers to the act of reading aloud. It involves a shared experience, promoting a positive environment for language acquisition and literacy skills development (Bus, Takacs, & Kegel, 2020). In the Nigerian context, where community ties are strong, integrating community read-aloud sessions into educational practices may have unique cultural relevance. However, despite the potential benefits, there is a lack of comprehensive studies examining the effectiveness of community read-aloud programmes on early grade pupils' reading literacy and comprehension in Nigeria. Most studies focus on individual factors, such as teaching methods or curriculum content, neglecting the potential impact of community involvement. Hence, the major objective of this study is to investigate the effect of community read aloud on literacy performance of early grade pupils in Nigeria.

Hypothesis

There is no significant main effect of treatment (community read aloud) on literacy performance of early grade pupils in Nigeria.

Methods

Research Design

This study adopted a pre-test and post-test quasi-experimental design.

Population

The population for this study was made up of all early grade pupils in Lagos State, Nigeria. The essence of targeting early grade pupils is to make sure that the interest for education and the freedom of learning is molded early at that stage.

Sample and Sampling Techniques

A sample of 150 participants, made up of 60 community personnel and 90 early grade pupils was selected from three Local Government Areas of Lagos State, namely, Alimosho, Ikeja and Epe Local Government Areas. The multi-stage sampling technique was used to determine the local government areas and the communities that participated in this study. Random sampling was used for the selection of three LGAs. For the choice of community, the simple random sampling method was used. The total number of selected was 60. The purposive sampling technique was used to select the 60 community personnel. The researchers ensured that each of the community personnel has an early grade pupil and also lives in the area used. Efforts were made to ensure that an equal number of male and female participants constituted the sample.

Research Instruments

Two instruments used for this study were:

1. ESSPIN Monitoring Learning Achievement Test (EMLAT)
2. Community Read Aloud Questionnaire (CRAQ)

ESSPIN Monitoring Learning Achievement Test (EMLAT)

The ESSPIN Monitoring Learning Achievement Test (EMLAT) was the main instrument used to collect data for the study. The instrument was adapted from the ESSPIN Observation Sheet and the LEAP rating scale. The first part of EMLAT sought information on pupils' gender and as well as their perception of the learning environment whether they are free or it is normal as it was in the conventional school system. The second part contained the achievement test that was used for the early grade pupils. It was used for both the pre-test and post-test. It contained questions on reading literacy for the pupils.

Community Read Aloud Questionnaire (CRAQ)

Community Read Aloud Questionnaire (CRAQ) is the second instrument used for this study. The first section of the instrument sought questions that request for information on the socio demographic data of the community personnel involved in the study, such as name, sex, type of community personnel and whether or not they have an early grade pupil or live in the environment.

The second part contains the rating scale which was used to collect data on their perceptions and opinion as regards the treatment used in the research work.

Validity and Reliability

Since some of these instruments were adapted, this work relied on the fact that they were already validated. Other instruments were face validated by colleagues, content validity by experts in the Department of Arts and Social Sciences Education (ASSED) of Olabisi Onabanjo University, Ago Iwoye, as well as colleagues and experts in the field. The Cronbach's alpha was .79 and .81 for the EMLAT and CRAQ respectively. Expert opinion was relied upon to determine the validity of the instruments.

Method of Data Analysis

Both descriptive and influential statistics were used for the data gathered. Descriptive statistics was used to analyze the Research Questions while inferential statistics was used to test the research hypothesis. The analysis centered on testing the null hypothesis to determine and describe the influence of Community Read Aloud with Support on early grade pupil's academic achievement in literacy and comprehension. Analysis of Covariance (ANCOVA), was used to test the hypothesis. The hypothesis was tested at 0.05 level of significance or 95% certainty of prediction. The post-hoc analysis was analysed using Eta Squared. This is to get the potency of the significant interactions between the various levels of the independent and moderating variables.

Results

Table 1: Socio-Demographic Data: Gender

VARIABLE	LEVELS	Community Personnel	Early Grade Pupils
SEX	MALE	32	46
	FEMALE	28	44
TOTAL		60	90

Table 1 showed that 60 community personnel and 90 early grade pupils participated in the study. In total, 78 participants were male, while 72 participants were female.

Test of Hypothesis

There is no significant main effect of treatment (community read aloud) on literacy performance of early grade pupils in Nigeria.

Table 2: Analysis of Covariance for Effect of Treatment

Source	Sum of Squares	Df	Mean Square	F	Sig.
Intercept	19408.16	1	19408.16		
Treatment	5239.75	2	2619.87	42.24	0.02
Error	4102.23	54.7	74.94		

Table 2 showed that there was a significant effect of community read aloud (i.e., treatment) on the literacy performance of early grade pupils in Nigeria ($F_{(1, 54.7)} = 42.24, p < .05$). The null hypothesis is hereby rejected in favour of the alternative hypothesis, leading to the conclusion that there is a significant main effect of treatment (community read aloud) on literacy performance of early grade pupils in Nigeria.

Discussion

The finding of this study provided valuable insight into the impact of community read aloud on the literacy performance of early-grade pupils in Nigeria. The major objective of the study was to investigate whether there is a significant main effect of the treatment, which in this case is the community read aloud, on the literacy performance of these pupils. The null hypothesis stated that there is no significant main effect of treatment on literacy performance. However, the results, as analyzed using ANCOVA, revealed a statistically significant effect of community read aloud on the literacy performance of early-grade pupils in Nigeria. The obtained $F_{(1, 54.7)} = 42.24$, with $p < .05$, suggested that the observed effect is unlikely to be due to random chance, indicating a meaningful impact of the community read aloud intervention. The significant finding is noteworthy as it underscores the potential of community read aloud programmes in enhancing literacy skills among early-grade pupils. The positive influence of the treatment indicated that exposure to community read aloud sessions has a measurable impact on the literacy performance of the participants.

The result aligned with existing literature emphasizing the importance of early literacy interventions and the role of community engagement in fostering educational development. Community read aloud programmes contribute not only to the acquisition of reading skills but also to a broader understanding and appreciation of literature. This communal approach to literacy development may be particularly relevant in settings where access to educational resources is limited, as it harnesses community resources to support early-grade pupils. Despite the positive findings, it is important to consider potential limitations of the study. Factors such as the duration and intensity of the community read aloud sessions, the characteristics of the participating communities, and the generalizability of the finding to other contexts may have impact when interpreting the results. Further research could explore these aspects to provide a more comprehensive understanding of the dynamics of community read aloud interventions. Conclusively, this study provided evidence supporting the effectiveness of community read aloud in improving the literacy performance of early-grade pupils in Nigeria. This finding is implicative to educational policymakers, practitioners and community leaders, highlighting the potential of community-based initiatives in fostering early literacy development.

Recommendations

Based on the findings, the following recommendations were made:

1. Educational authorities and community leaders should actively promote and expand community read aloud programmes. These initiatives can be integrated into school curricula or organized as extracurricular activities to ensure a broader reach. By encouraging and supporting such programmes, educators and communities can contribute to improved literacy outcomes for early-grade pupils.
2. To enhance the effectiveness of community read aloud programmes, government and other stakeholders should provide training and resources for community members who serve as readers. Training can focus on effective reading techniques, selecting age-appropriate materials and understanding the cognitive development of early-grade pupils. Additionally, access to a diverse range of reading materials suitable for different age groups and reading levels should be made available to community readers to ensure engaging and enriching sessions.
3. Collaborative efforts between community read aloud programmes and local educational institutions should be fostered as these can further strengthen the impact of literacy interventions. Schools, teacher training colleges or universities can provide expertise, resources and support for community-based initiatives. This collaboration can also facilitate the exchange of best practices, ensuring that community read aloud programmes align with educational objectives and complement formal classroom instruction.
4. Continuous monitoring and evaluation of community read aloud programmes should be made to assess their ongoing impact and identify areas for improvement. Establishing a robust system for data collection, including pre- and post-programme literacy assessments, can help track the progress of early-grade pupils over time. Feedback from both community members and early grade pupils can also inform programme adjustments and ensure that the intervention remains relevant and responsive to the needs of the pupils.

References

Bus, A. G., Takacs, Z. K., & Kegel, C. A. T. (2020). Affordances and limitations of electronic storybooks for young children's emergent literacy. *Developmental Review, 57*, 100918.

Epstein, J. L. (2019). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.

National Early Literacy Panel (2019). *Developing early literacy: Report of the National Early Literacy Panel*. National Institute for Literacy.

National Policy on Education (2013). *National Policy on Education.* Federal Republic of Nigeria Official Gazette.

Shoaga, O. Akintola, O., & Okpor, C. I. (2017). Nurturing reading proficiency of pupils through phonics: Entrepreneurial opportunities for early childhood educators in Nigeria. *Journal of Education and Practice, 8,* 103-108.

World Bank (2019). Nigeria: Overview. Retrieved from *https://www.worldbank.org/en/country/nigeria/overview*

Prescott, J. E., Bundschuh, K., Kazakoff, E. R., & Macaruso, P. (2018). Elementary school–wide implementation of a blended learning program for reading intervention. The Journal of Educational Research, *111*(4), 497- 506.

Park, S., & Holloway, S. D. (2017). The effects of school-based parental involvement on academic achievement at the child and elementary school level: A longitudinal study. *The Journal of Educational Research*, *110*(1), 1-16.

Effect of Explicit Grammar Instruction on the Use of Adjectives in Comparative Constructions of Senior Secondary School One Students in Makurdi, Benue State Nigeria

G. A. Awodi, P. O. Onukutu and A. O. Adaje
Joseph Sanwuan Tarkaa University, Makurdi

Abstract

The study examined the effect of Explicit Grammar Instruction (EGI) on the use of adjectives in comparative constructions of Senior Secondary School One Students in Makurdi, Benue State Nigeria. Quasi-experimental research design using experimental and control groups were employed for the study. Four specific objectives with corresponding research questions guided the study and four hypotheses were formulated and tested at 0.05 level of significance. The study population is made up of all SSSI students in Makurdi and a sample size of 52 students was drawn using purposive sampling technique. The instrument for data collection was a Test on Use of English Adjectives in Comparative Constructions (TUEACC). The instrument was subjected to face and content validation by three experts. The validated instrument was trial-tested on 25 students. The scores obtained from the trial-test were subjected to reliability test using Cronbach alpha value method which yielded a coefficient of 0.87. Descriptive statistics and inferential statistics were used for the study. Mean and standard deviation were used to answer the research questions and independent t- test was used to test the hypotheses at 0.05 level of significance .The main finding is that students who were exposed to EGI performed better than those who were not. However, there is no significant difference between the students who were taught irregular use of comparative forms of adjectives and those who are not. It is recommended that teachers should employ Explicit Grammar Instruction to teach grammar at secondary school level.

Key words: Adjectives, Explicit Grammar Instruction comparative superlative

Introduction

English language is the language of instruction in most schools in Nigeria. The educational ordinance of 1882 ascribes it that status. For a student to be admitted into any institution of higher learning in Nigeria, a credit pass in English language is required. Despite this prime role of English language in formal and informal affairs in Nigeria, secondary school students' performance in English language is poor in both internal (end of term or session examinations) and public examinations organized by: West Africa Examination Council, (WAEC), National Examination Council,(NECO) and Joint Admissions and Matriculation Board, (JAMB). This poor performance has prompted researchers to investigate students' problems with various components of English language: vocabulary, structure, pronunciation, reading, composition, punctuation and spelling.

An adjective is a word that has the semantic role of providing further information about quality of nouns, or state of being and the syntactic role of pre or post modifying nouns. It can describe an object, form comparisons, intensifies nouns, provides specific opinions, general opinions and mitigates nouns. Adjectives and adverbs as word classes are used for comparison. They exhibit both regular and irregular forms in comparison and students are to be exposed to the formation of the forms.

Comparative construction is a grammatical means of showing two or more items in order to note similarities and differences between them. Comparison in English is the ability of adjectives to form three degrees which are positive, comparative and superlative. Adjectives used to talk about the quality of a person, place, or thing are known as the positive degree. At the

comparative level, adjectives are used to compare two persons or things or their qualities. Adjectives used to talk about more than two persons or things or their qualities are known as the superlative degree.

Previous researches on secondary school students' English may be divided into two; namely, investigation into students' difficulties with the core aspects of English language such as grammar, vocabulary, phonology and writing skills and secondly, investigation into the effectiveness of various language teaching methods in improving the students' written and spoken competence.

Research efforts to provide solutions to students' poor performance in English language are either on the teaching methods or difficulties with English language, and other non-linguistic factors such as grammatical errors (Yande, 2017), mother tongue interference (Adelabu, 2014), tenses (Adaje, 2015; Abah , 2019), and essay writing (Ezeokoli and Igubor, 2016).

This present study belongs to one of the categories of research efforts so far undertaken to improve secondary school students' use of English. Various English language teaching methods have been developed to improve students' learning of English. Some of the methods include Communicative Language Teaching (CLT), Communicative Grammar Instruction Model (CGIM) and Grammar Translation Method (GTM). A number of studies have been conducted on teaching methods such as challenges facing teaching and learning of English language in public schools (Ogbonna, 2019), effects of two methods of instruction on students' critical response to prose literature text in English (Ezeeokoli, 2016), impact of English language as instruction medium on academic (Adegbile, 2017) and developing models for teaching English grammar and communication in senior secondary schools. However, students, both males and females in either science or art classes exhibit weakness in word class such as adjectives use in comparison because they lack the basic knowledge of the rules underlying the structure of English language which is the focus of Explicit Grammar Instruction in this study.

Explicit grammar instruction (EGI), refers to the direct teaching of grammar rules and structures. In EGI, the teacher gives information concerning the rules underlying the structure of a language to learners who receive and practise them for effective communication. The aims of EGI are to develop learners' explicit knowledge of grammatical structures and develop their implicit knowledge by enabling them to use target language grammatical features accurately in fluent communicative language use.

There are four types of explicit grammar instruction which are grouped into two dimensions; the deductive and inductive version, the proactive and reactive. (Ellis, 2008 as cited in Belkacem 2015). One of the most persistent questions in second language acquisition research and pedagogy concerns the impact that explicit grammar instruction may have on acquiring a second language. A number of second language acquisition researchers have argued that directing the learners' attention and presenting them information about the rules governing the target language's structures (explicit instruction) can be beneficial to second language learning. For explicit grammar instruction, learning the form is the primary focus of all the tasks. In explicit grammar instruction, a selected form is taught, either by the presentation of the rules and then the giving of examples (deductive reasoning) or by giving examples and then eliciting the rules (inductive reasoning) from the learners. Learners usually practise the form in language tasks. Some cognitive psychologists have explained the effectiveness of explicit instruction by claiming that conscious

awareness of the form of input at the level of noticing is a necessary condition for second language development to occur.

Grammar is the study of the classes of words, their inflections, and their functions and relations in the sentence. (Webster dictionary) Grammar functions as an aid to learning. The importance of grammar cannot be ignored or neglected. Grammar helps students discover the nature of language, that language consists of predictable patterns that make what we say, read, hear, and write /intelligible. To speak English effectively, one should have minimum idea on basic grammar items like tenses, articles, prepositions, verbs conjunctions nouns, pronouns adverbs adjectives and interjections. When writing letters, E-Mails, notices, Minutes of Meeting, reports, articles, documents, projects, journals and other forms of writings, meanings are changed by the wrong use of items in sentences which leads to misunderstanding and ineffective communication. When reading or hearing what others are saying, punctuation which is an aspect of grammar that clarifies meaning, avoids ambiguity and a supporting system that indicates when to pause and what to stress impedes effective communication when they are lacking. English grammar is indispensable in learning second language effectively, accurately and fluently. For a second language learner, grammar is not acquired naturally, so it needs to be learned. Previous researchers have found out that students' weak areas include; grammatical errors (Yande, 2017); use of tenses (Adaje, 2015; Abah, 2019); conjunctions (Unubi, 2019) and prepositions (Saravanan, 2015).

Wrong use of adjectives in comparative constructions could mar the students' prospect of good performance in internal and public examinations in descriptive essays and comparison of nouns. It could also, impede their communication in English in all professions in future. For instance, a doctor uses adjectives in comparative construction as he monitors his patients in the hospital to determine the dosage of drugs to prescribe. Likewise the teacher compares students' performances to indicate their progress; the engineer does the same as he works on site, the economist and accountant are not left out, to mention but a few.

It is against this backdrop that this study intends to find out effect of Explicit Grammar Instruction on the use of adjectives in Comparative Constructions by senior secondary school one students in Makurdi, Benue State, Nigeria.

Statement of the problem

Adjectives are essential to language learning, allowing English as Second Language students to better describe and compare the world around them with increased details and accuracy. As a medium of instruction and a core compulsory subject, English language is taught and learnt in our schools to enable learners carry out innumerable communicative activities such as describing predicting, explaining, directing, comparing and a host of other linguistic activities required in daily human interactions. The study of English grammar in particular exposes learners to the forms of words and the functions of the forms in communication. English word classes; adjectives and adverbs are specifically, in addition to other communicative functions used for comparison. Students' written and spoken English exhibit weak knowledge of word classes, including adjectives and adverbs. To improve the students' weak base in English grammar which invariably affects their communicative competence, researchers have examined various teaching methods that could improve their competence in English; others have studied the students' difficulties with various aspects of English grammar. Nevertheless, students have continued to exhibit poor use of English in both writing and

speaking, implying that more research is required to improve students' use of English. This study seeks to find out if Explicit Grammar Instruction can improve students' use of adjectives in comparison in English.

Research Questions

In order to achieve the stated objectives, this study will be guided by the following research questions:

i. What is the effect of Explicit Grammar Instruction on the students' formation of regular comparative form of English adjectives?
ii. What is the effect of Explicit Grammar Instruction on the students' formation of irregular comparative forms of English adjectives?
iii. What is the effect of Explicit Grammar Instruction on the students' use of regular comparative forms of English adjectives?
iv. What is the effect of Explicit Grammar Instruction on the students' use of irregular comparative forms of English adjectives?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference between the mean scores of students taught formation of regular comparative forms of English adjectives using Explicit Grammar Instruction and those taught using conventional teaching method
2. There is no significant difference between the mean scores of students taught formation of irregular comparative forms of English adjectives using Explicit Grammar Instruction and those taught using conventional teaching method
3. There is no significant difference between the mean scores of students who are taught the use of regular forms of comparative forms of English adjectives using Explicit Grammar Instruction and those taught using conventional teaching method.
4. There is no significant difference between the mean scores of students who are taught the use of irregular forms of comparative forms of English adjectives using Explicit Grammar Instruction and those taught using conventional teaching method.

Methodology

The study employed quasi - experimental design using pretest-posttest control and experimental groups. This design suits the study because it eliminates the bias caused by pre-exposure to the research instrument. The study was conducted in Makurdi, Benue State, Nigeria. The study population is made up of all SSS1 students of all secondary schools in Makurdi, Benue State, Nigeria. A sample size of fifty two (52) SSS1 students found in the intact classes of the purposively sampled school constituted the subjects for the study. The researcher adopted purposive sampling technique to selecting the students for the study. Since the students were already grouped into science and arts classes, twenty six (26) science students and twenty six (26) arts students were selected for the study.

The instrument for data collection was a Test on Use of English Adjectives for Comparative Constructions (TUEACC). It consists of fifty (50) test items divided into four (4) sections. These items were generated from the literature reviewed. Section A contains fifteen (15) questions on the formation of regular adjectives used in comparative and superlative constructions

based on the five regular formation rules. Three questions per each rule. Section B is on the formation of irregular adjectives used in comparatives and superlatives comprising of ten (10) questions. In these sections the respondents are required to write out the correct forms of comparative and superlative forms of adjectives. Section C has objective test of fifteen (15) questions on the uses of regular comparative and superlative forms of adjectives. Section D has ten (10) objective questions on the uses of irregular comparative and superlatives forms of adjectives in communication.

Two lesson plans were developed on the formation and use of regular and irregular comparative forms of English adjectives. The lesson plans and instrument for data collection were validated by three experts: two from English unit and one from Test, Measurement and Evaluation unit off the Department of Educational Foundations and General Studies, Joseph Sarwuan Tarka University, Makurdi. These experts were required to examine the appropriateness of the instruments in terms of relevance to research objectives, language and clarity of items. The specialists made very professional corrections and suggestions; they critically looked at the face and content validity of the research instruments and made corrections. All the suggestions and corrections made by the specialist who validated the instruments were incorporated accordingly.

To determine the reliability of the instrument, (TUEACC) it was trial tested on one of the secondary schools in the study area. A sample of twenty five SSI students from a non-participating school in the study area was used for the trial test. These students were considered to possess similar characteristics with the subjects under study. The reliability of the instrument for data collection was established using Cronbach's alpha value of 0.87. Based on the calculated value; the instrument was deemed moderately reliable and suitable for the study.

The study lasted five weeks. The administration of pre-test was done in week one. The experimental group was exposed to EGI on the formation and use of regular forms of English adjectives in comparison in week two and ended in week three on the formation and use of irregular forms of English adjectives in comparisons. One lesson was taught every week using a double period. A post-test was administered to the experimental group two weeks later. The performances of the two groups were assessed. The statistical difference between the scores of both the control and experimental groups decides the effectiveness or otherwise of EGI.

The data collected for the study uses descriptive statistics and inferential statistics. Mean and standard deviation were used to answer the research questions. Independent t-test was used to test the research hypotheses at 0.05 level of significance. The decision rule was based on P-value and alpha values. The decision rule was that when $P < 0.05$ the test statistic will be considered "significant" and the null hypothesis will be rejected, and when $P \geq 0.05$, the test statistic will be considered "not significant" and the null hypothesis will not be rejected.

Data Analysis and Interpretation

The data collected for this research were analyzed and interpreted in line with the research questions and hypotheses as follows:

Research Question 1.What is the effect of Explicit Grammar Instruction on the students' formation of regular comparative forms of English adjectives?

The data for answering research question one is presented in Table 1

Table 1: Mean Scores and Standard Deviation of Regular Formati on of Comparative forms of English Adjectives by SSSI Students in Makurdi, Benue State

Group	N	Pre-test		Post-test		Mean Gain
		Mean	Standard Deviation	Mean	Standard Deviation	
Experimental Group	26	11.85	4.433	53.58	15.559	41.73
Control Group	26	10.65	5.635	29.62	4.964	18.97
Mean Difference		**1.20**		**23.96**		**22.76**

Table 1 shows that the mean pre-test scores of students taught formation of regular comparative forms of English adjectives using Explicit Grammar Instruction (EGI) are 11.85 with a standard deviation of 4.43 while that of the students taught formation of regular comparative forms of adjectives using the conventional method (without EGI) 10.65 with a standard deviation of 5.63. However, the mean post-test scores of the experimental group are 53.58 with a standard deviation of 15.55 while the mean post-test scores for the control group are 29.62 with a standard deviation of 4.96. The mean gain for the experimental and control groups are 41.73 and 18.97 respectively. The difference between the mean scores of experimental and control group is found to be 22.76. This shows that Explicit Grammar Instruction has positive effect on the students' formation of regular comparative forms of adjectives in English among senior secondary school one students in Makurdi, Benue State.

Research Question 2 What is the effect of Explicit Grammar Instruction on the students' formation of irregular comparative forms of English adjectives?

The data for answering research question two is presented in Table 2

Table 2 : Mean Scores and Standard Deviation of Irregular Formation of Co mparative forms of English Adjectives by SSSI Students in Makurdi, Benue State

Group	N	Pre-test		Post-test		Mean Gain
		Mean	Standard Deviation	Mean	Standard Deviation	
Experimental Group	26	10.85	4.460	50.27	13.663	39.42
Control Group	26	8.08	3.463	29.92	8.313	21.84
Mean Difference		**2.77**		**20.35**		**17.58**

Table 2 shows that the mean pre-test scores of students taught formation of irregular comparative forms of English adjectives using Explicit Grammar Instruction (EGI) are 10.85 with a standard deviation of 4.460 while that of the students taught formation of irregular comparative forms of adjectives using the conventional method (without EGI) is 8.08 with a standard deviation of 3.46. Nevertheless, the mean post-test scores of the experimental group are 60.27 with a standard deviation of 13.66 while the mean post-test scores for the control group are 29.92 with a standard deviation of 8.31. The mean gains for the experimental and control groups are 38/42 and 21.84 respectively. The difference between the mean scores of experimental and control groups are found to be 17.58. This

shows that Explicit Grammar Instruction has positive effect on the students' formation of irregular comparative forms of adjectives by senior secondary school one students in Makurdi, Benue State.

Research Question 3 What is the effect of Explicit Grammar Instruction on the students' use of regular comparative forms of English adjectives?

The data for answering research question three is presented in Table 3

Table 3: Mean Scores and Standard Deviation of Use of Regular Comparative forms of English Adjectives by SSSI Students in Makurdi, Benue State

Group	**N**	**Pre-test**		**Post-test**		**Mean Gain**
		Mean	**Standard Deviation**	**Mean**	**Standard Deviation**	
Experimental Group	26	12.50	4.50	46.77	12.96	34.27
Control Group	26	10.96	4.40	29.00	4.58	19.04
Mean Difference		**2.54**		**17.77**		**16.23**

Table 3 shows that the mean pre-test scores of students taught use of regular comparative forms of English adjectives using Explicit Grammar Instruction (EGI) are 12.50 with a standard deviation of 4.50 while that of the students taught use of regular comparative forms of adjectives using the conventional method (without EGI) are 10.96 with a standard deviation of 4.40. Nonetheless, the mean post-test scores of the experimental group is 46.77 with a standard deviation of 12.96 while the mean post-test scores for the control group are 29.00 with a standard deviation of4.58 The mean gain for the experimental and control groups are 34.27and 19.04 respectively. The difference between the mean scores of experimental and control group is found to be 16.23. This shows that Explicit Grammar Instruction has positive effect on the students' use of regular comparative forms of adjectives among senior secondary school one students in Makurdi, Benue State.

Research Question 4 What is the effect of Explicit Grammar Instruction on the students' use of irregular comparative forms of English adjectives? The data for answering research question three is presented in Table 4

Table 4: Mean Scores and Standard Deviation of Use of Irregular Comparative forms of English Adjectives by SSSI Students in Makurdi, Benue State

Group	**N**	**Pre-test**		**Post-test**		**Mean Gain**
		Mean	**Standard Deviation**	**Mean**	**Standard Deviation**	
Experimental Group	26	17.96	5.444	50.2692	13.66326	32.30
Control Group	26	10.85	4.478	46.7692	12.95626	35.92
Mean Difference		**7.11**		**- 3,5**		**- 3.62**

Table 4 shows that the mean pre-test scores of students taught use of irregular comparative forms of English adjectives using Explicit Grammar Instruction (EGI) are 17.96 with a standard deviation of 5.444 while that of the students taught use of irregular comparative

forms of adjectives using the conventional method (without EGI) are 10.85 with a standard deviation of 4.478. However, the mean post-test scores of the experimental group are 50.2692 with a standard deviation of 15.55 while the mean post-test scores for the control group are 29.62 with a standard deviation of 13.66326. The mean gain for the experimental and control groups are 32.30 and 35.82 respectively. The difference between the mean scores of experimental and control groups is found to be -3.63 This shows that Explicit Grammar Instruction has no effect on the use of irregular comparative forms of adjectives in English by senior secondary school one students in Makurdi Benue State.

Hypothesis 1 There is no significant difference between the mean scores of students taught formation of regular comparative forms of English adjective using Explicit Grammar Instruction and those taught using conventional teaching method

To test the above hypothesis, the mean scores of students taught formation of irregular comparative forms of adjectives in English using Explicit Grammar Instruction and those taught using conventional teaching method were analyzed using t-test statistical tool and presented in Table 5

Table 9: Independent t-test of the effect of EGI on formation of regular comparative forms of English adjectives by SSSI students in Makurdi, Benue State

Group	N	Mean	Std.	Std. Error Mean	df	Sig.	Alpha Value	Remark
Experimental	26	53.58	15.559	3.051				
					50	0.000	0.05	S, R
Control	26	29.62	4.964	0.974				

N= Number of respondents, Std = Standard deviation, df = degree of freedom, Sig. = P-value; P < 0.05, S = significant, R = rejected.

The result presented in Table 9 shows a p-value of 0.000 which was less than the alpha value of 0.05 at 50 degrees of freedom (i.e .000 < .05; df = 50). This reveals that the test is statistically significant, indicating that there is significant difference between the mean scores of students taught formation of regular comparative forms of adjectives using Explicit Grammar Instruction and those taught using conventional teaching method, Therefore, the null hypothesis, is rejected

Hypothesis 2 There is no significant difference between the mean scores of students taught formation of irregular comparative forms of English adjectives using Explicit Grammar Instruction and those taught using conventional teaching method.

To test the above hypothesis, the mean scores of students taught formation of irregular comparative forms of adjectives in English using Explicit Grammar Instruction and those taught using conventional teaching method were analyzed using t-test statistical tool and presented in Table 6

Table 10: Independent t-test of the effect of EGI on formation o f irregular comparative forms of English adjectives by SSSI students in Makurdi, Benue State

Group	N	Mean	Std.	Std. Error Mean	df	Sig.	Alpha Value	Remark
Experimental	26	50.27	13.663	2.680				
					50	0.000	0.05	S, R
Control	26	29.92	8.313	1.630				

N= Number of respondents, Std = Standard deviation, df = degree of freedom, Sig. = P-value; P < 0.05, S = significant, R = rejected.

The result presented in Table 6 shows a p-value of 0.000 which was less than the alpha value of 0.05 at 50 degrees of freedom (i.e .000 < .05; df = 50). This reveals that the test is statistically significant, indicating that there is significant difference between the mean scores of students taught formation of i regular comparative forms of adjectives using Explicit Grammar Instruction and those taught using conventional teaching method, Therefore, the null hypothesis, is rejected.

Hypothesis 3 There is no significant difference between the mean scores of students taught the use of irregular comparative forms of adjectives in English using Explicit Grammar Instruction and those taught using conventional teaching method.

To test the above hypothesis, the mean scores of students taught the use of irregular comparative forms of adjectives in English using Explicit Grammar Instruction and those taught using conventional teaching method were analyzed using t-test statistical tool and presented in Table 7

Table 7: Independent t-test of the effect of EGI on the use of regular comparative forms of English adjectives by SSSI students in Makurdi, Benue State

Group	N	Mean	Std.	Std. Error Mean	df	Sig.	Alpha Value	Remark
Experimental	26	46.77	12.956	2.541				
					50	0.000	0.05	S, R
Control	26	29.00	4.587	.900				

N= Number of respondents, Std = Standard deviation, df = degree of freedom, Sig. = P-value; P < 0.05, S = significant, R = rejected.

The result presented in Table 7 shows a p-value of 0.000 which was less than the alpha value of 0.05 at 50 degrees of freedom (i.e .000 < .05; df = 50). This reveals that the test is statistically significant, indicating that there is significant difference between the mean scores of students taught the use of regular comparative forms of English adjectives using Explicit Grammar Instruction and those taught using conventional teaching method, Therefore, the null hypothesis, is rejected

Hypothesis 4 There is no significant difference between the mean scores of students taught the use of irregular comparative forms of English adjectives using Explicit Grammar Instruction and those taught using conventional teaching method.

To test the above hypothesis, the mean scores of students taught the use of irregular comparative forms of adjectives in English using Explicit Grammar Instruction and those taught using conventional teaching method were analyzed using t-test statistical tool and presented in Table 8

Table 8: Independent t-test of the effect of EGI on the use of regular comparative forms of English adjectives by SSSI students in Makurdi, Benue State

Group	N	Mean	Std.	Std. Error Mean	df	Sig.	Alpha Value	Remark
Experimental	26	50.2692	13.66326	2.67959				
					50	0.348	0.05	NS,NR
Control	26	46.7692	12.95626	2.54093	.			

N= Number of respondents, Std = Standard deviation, df = degree of freedom, Sig. = P-value; P > 0.05, N S = Not significant, N R = Not rejected.

The result presented in Table 8 shows a p-value of 0.348 which is more than the alpha value of 0.05 at 50 degrees of freedom (i.e .0.348 > .05; df = 50). This reveals that the test is not statistically significant, indicating that there is no significant difference between the mean scores of students who are taught the use of irregular comparative forms of English adjectives using Explicit Grammar Instruction and those taught using conventional teaching method, Therefore, the null hypothesis, is not rejected

Discussion of Findings

The findings of the study revealed that a significant difference exist between students who are exposed to Explicit Grammar Instruction and those who are not, in the formation and use of regular and irregular comparative forms of adjectives in English. These findings agree with the findings of (Ling, 2015; Belkacem, 2015 and Abugharsa, 2014) who found a significant difference between means of the control and the experimental groups on the posttest which indicated that subjects in the explicit grammar condition outperformed the subjects in the implicit condition in both simple and complex rules. This result also supports previous findings such as Nazari, (2013) hose findings indicated the participants in the explicit group performed better than those in the implicit group in both productive and receptive modes and that explicit instruction leads to gains in learning second/foreign language grammatical items. It could be generalized here that EGI significantly improve students' performance in grammar. The findings however, revealed that there is no significant difference between the students who were taught irregular use of comparative forms of adjectives in English and those who are not

Conclusion and Recommendations

Based on the findings of the study, it was concluded that Explicit Grammar Instruction does make a difference. Students who received EGI outperformed those not exposed to it in both formation and use of comparative forms of adjectives in English. It was therefore recommended that;

1. Teachers should employ Explicit Grammar Instruction as one of the methods for teaching grammar to their students.
2. The students should practice more on English grammar and read more grammar books to help them improve their formation and use of comparatives and superlatives forms of adjectives as they describe and make comparison of objects.
3. Teachers should strive to maintain the effectiveness of EGI which has proven to be key factors in improving students' formation and use of comparative forms of adjectives in English.

References

Abah, G. (2019), Assessment of the Use of Tenses among Senior Secondary School students in Lafia Local Government Area of Nasarawa State: Implications for Language Teaching Unpublished M. Ed Thesis. University of Agriculture, Makurdi.

Abugharsa, A. F. (2016). The Usefulness of Explicit Grammar Teaching: An investigation of Syntactic Satiation Effects and Acceptability Judgement in Libyan EFL Contexts. PhD thesis, Middlesex University. [Thesis]

Adaje, O. A. (2015), An Investigation of the Use of the Past Tense in the Written English of some Advanced Students. *The Journal of Communicative English*. Vol. II. Makurdi: University of Agriculture; Makurdi. Pp 1-7

Adebule, S. O, and Omirin, M. S, (2016), A comparative Analysis of the Attitude of Students

Towards Arts and Science Courses. *European Journal of Education Studies* Retrieved on Ocober 5, 2023 from www.oapub.org/ed. www.oapub.org/ed

Adegbile, E. T. (2017). The Impact of English Language as Instruction Medium on the Academic Performance of Yoruba Speaking Second Language Learners in Selected Secondary Schools in Ilesha. (A case Study of Ilesha West Local Government). B. A. ED Thesis, University of Ibadan.

Adelabu, B (2014), A Contrastive Analysis of Adjectives in English and Yoruba *International Journal of Education and Research* Vol. 2 No 4 Retrieved December, 16 2019 from www.ijern.com

Akay, E., and Toraman, Ç. (2015). Students' attitudes towards learning English grammar: A study of scale development: *Journal of Language and Linguistic Studies,* 11(2), 67-82 Retrieved September, 27 2023 from https://files.eric.ed.gov/fulltext/EJ1105171.pdf-

Belkacem, B. K. (2015). Teaching Simple and Complex Grammar Rules Through Explicit Grammar Instruction: The Case-study of First Year Economics Students at the University of Oum El Bouagh

Ezeololi, F. O. (2016), Effects of Two Methods of Instruction on Students' Critical Response to Prose Literature Text in English in Secondary Schools in Benin City. *International Journal of Language Education*. Vol.4 Issue 2.P102.

Ezeokoli, F. O. and Igubor, P. (2016). Improving Senior Secondary Students' Achievement in English Essay Writing Using Two Modes of Essay Structured-Based Instructional Strategies. *International Journal for Innovation Education and Research* Vol. 4 No. 7 pp 34-62

Ling, Z. (2015). Explicit Grammar and Implicit Grammar Teaching. *Sino-US English Teaching* Vol.12 No. 8 PP 556-560

Nazari, N. (2013), The Effects of Implicit and Explicit Grammar Instruction on Learners' Achievement in Receptive and Productive modes. *Procedia - Social and Behavioral Sciences* Vol. 70 page 156 – 162

Ogbonna, M. N. (2019). Challenges Facing Teaching and Learning of English Language in Public Secondary Schools in Enugu State, Nigeria. *Asian Journal of Education and Social Studies*. Vol.4 No. 2 Pp 1-9

Saravanan J. S. (2015).The use of English Prepositions: An Empirical Study. Journal of NELTA V 19:1-2

Unubi, A. S. (2019). Conjunctions in English: Meaning, Types and Uses. *International Journal of Social Science and Humanities* Research Vol.4:3 pp (202-213)

Webster Dictionary www.metiam.webster, com,gram

Yande, T. J. (2017). Grammatical Errors Found in the Use of English as a Second Language: A Case Study of Secondary School Students in Gboko. Department of Language and Linguistics B.S..U . Makurdi, Unpublished M. A. Thesis

Key-Words and Context Clues English Vocabulary and Reading Comprehension Strategies: Teaching a Child to Fish

Yusuff Bolaji Lasisi
Department of Arts and Social Sciences Education, University of Ibadan

Abstract

This study investigated the effects of Key-word and context clues reading strategies on students' attitude to and achievement in English Vocabulary and reading comprehension in selected secondary schools in Atiba Local Government Area of Oyo State, Nigeria. This study adopted the pretest-posttest quasi-experimental research design. Four intact classes were used and two classes were assigned to each of the treatment and control groups. In all, 124 students and their English language teachers participated in the study. The instruments used were Reading Comprehension Achievement Test (RCAT), Students Attitude to English Reading Comprehension Questionnaire (SAERCQ), Instructional Guide for Keyword and Context Clues Instructional Strategies (IGKCIS), and Instructional Guide for Conventional Strategy (IGCS). Data collected from the study were analysed using descriptive statistics of mean and standard deviation as well as inferential statistics of Analysis of Covariance (ANCOVA). Findings revealed that the adoption of key-word and context clues reading strategies is more effective in teaching and learning of reading comprehension than the conventional strategy. The implication of this is that students' engagement with the use of key-word and context clues had already equipped them with prerequisite skills that could be used during reading comprehension lesson. It is therefore concluded that using key-word and context clues reading strategies in a classroom situation will enhance students' understanding of English texts. Recommendation is therefore made that English teachers should equip students with these strategies to enhance their vocabulary development and achievements in reading comprehension.

Key words: Context Clue, Reading Comprehension, Reading Strategy

Introduction

Reading is one of the basic language skills. It is central to students' academic activities, and it is the main instrument for exploring intellectual depth. The world we live today is continuously waded with information most of which is either in print or electronic texts and which have to be accessed through the singular activity of reading. Reading, therefore, provides avenues for participating in the social, political and economic life of the society.

Reading is the single most important skill necessary for a happy, productive and successful life (National Reading Panel, 2000). To Ayeni (2012), reading is indispensable to knowledge acquisition and consequently the education process. Anthony (2015) defines reading as a cognitive process that involves decoding symbols to arrive at meaning. Getrude (2015) sees reading as a way of understanding the printed words or symbols. For Brown (2016), reading is the act of knowing the mind of the author. Bright (2018) asserted that reading is the identification of symbols and association of appropriate meaning with them. Akubuilo, Okori, Onwuka and Uloh-Bethels (2015) notes that reading is a basic tool of education. It is noteworthy that the indispensability of reading to students and general human development is encapsulated in the submissions above and this establishes the fact that good reading skill is the gateway to all learning.

The crucial importance of this skill in language competency has brought about a remarkable increase in the number of studies on reading in academic contexts. However, given the strategic role of reading in human personal and social development, students and indeed, members of the society in general

are found to be deficient in embracing reading as a socio-cultural behaviour. There is a general decline of interest in reading globally which is however worse in developing countries. In Nigeria for instance, there is a general dislike for reading among the people especially students. Many students do not like to read because they lack the use of appropriate reading strategies when reading (Oyetunde and Muodumogu, 1999). This unfortunate dislike for reading was described by Unoh (1972) as the unwillingness to read syndrome. The lack of interest in reading has negatively affected students' performance in school. They perform poorly in reading comprehension tasks which has led to poor performance in English language and even in other school subjects. There is therefore the need to address students inability to read and comprehend texts (both narratives and expository).

Studies have acknowledged the importance of vocabulary knowledge as a critical component of connecting to a text and of the resulting comprehension of what was read (Beck, McKeown, and Kucan, 2002; Silva and Cain, 2015; Paris, Carpenter, Paris, and Hamilton, 2005; Wright, and Cervetti, 2017). Increases in the depth and breadth of one's vocabulary are an excellent indicator of how well one understands what he or she is reading (Akyol, 2011; Rupley, Logan, and Nichols, 1999). In other words, the richer and more developed a student's vocabulary, the better he or she is able to analyse text for meaning and to comprehend text. Moreover, the better a student is at understanding what he or she is reading, the more likely that student is to continue reading, thus increasing his or her exposure to a new and enriched vocabulary (Lewis, 2009, p. 179). In contrast, a lack of word knowledge or knowledge of the word meanings reflected in the text may explain difficulties in reading comprehension (Leslie and Caldwell, 2011, p. 48). It is clear that vocabulary growth requires the learning of a number of words and is recognised as a predictor of the student comprehending the text being read (RAND Reading Study Group, 2002; Graves, 2006; Graves, Schneider, and Ringstaff, 2018).

Meanwhile, the current situation of the English language teaching and learning is unbecoming; not due to the nature of the language itself (syntax, structure or patterns), but mainly on account of the methodology adopted in teaching-learning situation by the teachers (Othoman, 2017). However, in recent time, new methods of teaching English language have been worked on by English language scholars. Among these methods are Computer Mediated Method, Plan-Oriented Learning Models, Key-words teaching strategy among others. The focus of this study, therefore, is to investigate the efficacy of Key-word and Context Clue teaching strategies in improving students' achievement in English vocabulary and reading comprehension.

The adoption of modern effective strategy is believed to be very important in teaching reading comprehension as it can help students to comprehend reading texts easily. Teachers tend to apply strategies based on their reflection on the students' context and problem. To comprehend the context, some students tend to use dictionary when they read texts in order to find the meaning of difficult or unfamiliar words. Some students use electronic dictionary or gadget that can be connected with internet. These set of students think that using internet is very effective to understand the meaning of words as well as sentences. As a result they can understand texts that they have to read. The students are allowed to use dictionary, electronic dictionary or gadget in the process of teaching and learning. However, if the students are allowed to use dictionary, electronic dictionary or gadget in the process of teaching and learning, such practices will not be allowed during examinations. This condition makes it difficult for students to comprehend

the given texts because they face different context. They have been familiar with finding the meaning of words by using dictionary. They therefore cannot get good scores in examinations. It is therefore recommended that students should know about effective reading strategy/strategies that can increase their reading comprehension without using dictionary or another instrument. Teachers need to consider using appropriate strategies to inform their classroom practices in teaching reading comprehension. One of the appropriate reading strategies to increase the students' reading comprehension ability is key-word and context clue reading strategies.

Key word reading strategy is best adopted in teaching English reading comprehension or vocabulary using a mother tongue language that sounds like English language. In general, the key word has no relationship to the foreign word except for the fact that it is similar in sound. The key word teaching strategy divides vocabulary into two stages. The first stage requires the subject to associate the spoken foreign word with the key word, an association that is formed quickly because of acoustic similarity. The second stage requires the subject to form a mental image of the key word interacting with the English translation; this stage is comparable to a paired-associate procedure involving the learning of unrelated mother tongue words (Yaakub, 2007).

On the other hand, Spears (2000) states that the word context refers to the way a word is used in a particular sentence or passage, while the clues are other words or phrases that help reveal the meaning of a difficult word. Zieitzoff Helev (2005) says that context clues is a strategy of using words, title, and pictures to determine the meaning of missing or unknown words. Eanes (1997) also defines Context Clues as referring to the use of surrounding word, sentence, and paragraph meaning to decode words or determine their meaning. He also argues that Context Clues may be the most important for two reasons. First, context clue emphasises decoding for the purpose of finding meaning. Second, it should be used in conjunction with other words within the sentence; if a decoded word does not make sense in context, it probably has not been decoded correctly.

Moreover, Yuen (2009) investigated the use of context clues to gain knowledge of new words during reading. Context clues strategies taught during intervention included locating appositives, searching for explicit definitions, and using prior knowledge. The study occurred in a self-contained third grade classroom at a public school. The twenty students in the experimental group were taught the above-mentioned strategies for three weeks. Findings of the study suggested that teaching students how to use context clues while reading improves their understanding of new vocabulary words. Furthermore, results from the classroom observation demonstrated that students became more attentive to their reading throughout intervention implying that they were implementing context clues strategies to assist their reading.

Some experts describe the advantages of using context clues in reading comprehension. According to Rynette (2010), there are some advantages of context clues. First, context clues can help the reader build on the vocabulary they have in order to learn the meaning of words they do not know. Second, context clues help readers decide how to pronounce word. Third, readers who are able to use context clues in understanding what they are reading may enjoy reading more. Previous studies have shown that teaching English as a foreign language is not an easy task, but good teaching strategies and other related materials or practices could make it effective and productive.

Statement of the Problem

Reading is a basic tool for social

interaction and academic achievement. Access to knowledge available in electronic and print modes depends largely on the ability to read and comprehend information. However, many students find it difficult to read, understand and interpret what they read. This has resulted in poor performance in reading comprehension and also in low achievement in different subject areas. The low achievement of students in reading and content area subjects could be related to many factors such as: lack of qualified teachers of reading, inadequate provision for the teaching of reading, poor methods and strategies of teaching, students' poor attitude to reading and lack of sufficient knowledge of reading strategies, and the likes. To improve students' performance in reading, studies have focused on: reading interests of students, methods and strategies of teaching reading, factors of poor reading performance and causes of students' unwillingness to read or poor reading culture. The adoption of modern effective strategy is believed to be very important in teaching reading comprehension as it can help students to comprehend reading texts. The focus of this study, therefore, is to investigate the efficacy of Key-word and Context Clue teaching strategies in improving students' achievement in English vocabulary and reading comprehension in selected junior secondary schools in Oyo Township, Oyo State.

Research Hypotheses

The following research hypotheses were tested at .05 level of significant:

H_{o1}: There is no significant main effect of treatment on students' achievement in English reading comprehension.

Ho_2: There was no significant main effect of vocabulary knowledge on students' achievement in English reading comprehension.

Ho_3: There is no significant interaction effect of treatment and vocabulary knowledge on students' achievement in English reading comprehension.

Scope of the Study

This study focused on the efficacy of the adoption of key-word and context clue strategies on students' achievement in English vocabulary and reading comprehension. It covered J.S.S. II in three public junior secondary schools in Oyo Township, Oyo State.

Significance of the Study

The study is expected to be of benefit to students, teachers and other stakeholders in the education sector. The study will provide information on the efficacy of key-word and context clue strategies on students' achievement in English vocabulary and reading comprehension to teachers of English language. This would enable teachers to identify the students' deficiency in reading comprehension which is as a result of their strengths and weaknesses in the use of key-word and context clue strategies. This in turn would improve students' ability to engage in independent study as well as the students' performance in the content area reading and hence reduce the failure rate in examinations.

Methodology

This study adopted the pretest-posttest control group quasi-experimental design using a 2x2 factorial matrix. The experimental group was taught using Key-word and Context clues reading strategies while the control group was exposed to the conventional strategy. A total number of 124 JSS 2 students from three selected public co-educational Junior Secondary Schools in Atiba Local Government Area participated in the study. The data collected were analysed

using descriptive statistics of mean and standard deviation. Also, inferential statistics of Analysis of Covariance, (ANCOVA) was used using the pretest scores as covariates. In addition, Estimated Marginal Means (EMM) was computed to show the mean scores of the groups. All hypotheses were tested at 0.05 level of significance.

Results

H_{o1}: There is no significant main effect of treatment on students' achievement in English reading comprehension.

Table 1 : Analysis of Covariance (ANCOVA) of Post-test Achievement scores in English reading comprehension by Treatment and Vocabulary knowledge

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	19483.569[a]	4	4870.892	35.747	.000	.485
Intercept	13148.638	1	13148.638	96.496	.000	.388
Pretest	13161.515	1	13161.515	96.591	.000*	.389
Treatment	1005.131	1	1005.131	7.377	.007	.046
Vocabulary knowledge	15.763	1	15.763	.116	.734	.001
Treatment * Vocabulary knowledge	220.942	1	220.942	1.621	.205	.011
Error	20711.628	123	136.261			
Total	749666.000	124				
Corrected Total	40195.197	56				

R Squared = .485 (Adjusted R Squared = .471) Significant at $p<0.05$

Table 1 shows that there was a significant main effect of treatment on students' achievement in reading comprehension ($F_{(1,123)}$ =7.377; $p<0.05$, partial $\eta^2 = 0.046$). The effect size is 4.6%. This means that there is a significant difference in the students' post-achievement mean score. Thus, hypothesis 1 was rejected. In order to determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment groups was carried out and the result is presented in Table 2.

Table 2: Estimated Marginal Means for Post-test Achievement scores by Treatment

			95% Confidence Interval	
Treatment	Mean	Std. Error	Lower Bound	Upper Bound
Experimental	70.24	1.411	60.447	73.023
Control	64.76	1.365	62.064	67.459

Table 2 revealed that students in experimental Group had the highest adjusted post-achievement mean score (70.24), while the Control Group had the least adjusted post-achievement mean score (64.76). This order is represented as Experimental > Control.

Ho_2: There is no significant main effect of vocabulary knowledge on students' achievement in English reading comprehension.

Table 1 showed that there was no significant main effect of vocabulary knowledge on students' achievement in English reading comprehension ($F_{(1,123)}$ = 0.734, p>0.05, partial η^2 = 0.001). Hence, hypothesis 2 was not rejected.

Table 3: Estimated marginal means for post-test achievement scores by vocabulary knowledge

Vocab_Mod	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1 Low	67.173[a]	1.410	64.387	69.959
2 High	67.824[a]	1.292	65.271	70.377

Table 3 indicates that High vocabulary knowledge students had highest adjusted mean (67.82) in post-achievement score while their counterparts had (67.17) but not significant.

Ho3: There is no significant interaction effect of treatment and vocabulary knowledge on students' achievement in English reading comprehension.

Table 1 showed that there was no significant two-way interaction effect of treatment and vocabulary knowledge on students' achievement in English reading comprehension ($F_{(1,123)}$ = 1.621, p>0.05, partial η^2 = 0.011). Thus, the null hypothesis 3 was not rejected. This implies that treatment and vocabulary knowledge had no effect on students' achievement in English reading comprehension.

Discussion of Findings

Effects of Keyword and Context Clues Strategies on Students' Achievement in English Reading Comprehension

The findings revealed that reading comprehension instruction based on the use of keyword and context clues strategies was found to be more effective in improving students' achievement in English reading comprehension than the conventional strategy. This is as a result of the effective use of the strategies the students were exposed to in the study. This supports the proposition of Anderson that Bottom-up theory of reading which stipulates that bottom-up processing focuses on how readers extract information from the printed page, claiming that readers deal with letters and words (keywords) in a relatively complete and systematic fashion. This theory of reading that stresses bottom-up processing claims that the reader processes all the letters in the word of the sentence, regardless of the word predictability while the schema theory involves an interaction between the readers own knowledge of the text which results into comprehension. The ability to use this schemata or background knowledge plays a fundamental role in ones trial to comprehend a text.

This findings shows that students exposed to the use of keyword and context clues reading comprehension strategies performed better than their counterparts as a result of the instructional strategy utilized in the study. This is consistent with that of Harvey (2000) who found that keyword strategy helped learners successfully learn Spanish nouns. This finding also corroborates the claim of Nation (2001) which states that more than one hundred studies have been

conducted to discover how effective the keyword strategy works and states that the keyword strategy is primarily a way of making a strong link between the form of an unknown word and its meaning during reading comprehension. This is further buttressed by the findings of Rodriguez and Sadoski (2000) and Kasper (1993) who in their separate studies suggested that the strategy may benefit learners in terms of facilitating second language word retention.

The result equally showed the efficacy of the strategies (keyword and context clues) to enhance students learning outcomes and ensure that instructional objectives are met over the conventional strategy as supported by Denner, Rickards, and Albanese, (2003); Alp and Bäuml, (2009); Zaromb and Roediger III, (2009). Denner, Rickards and Albanese (2003), Alp and Bäuml (2009), AhmadiSafa and Hamzavi (2013), Piribabadi and Rahmany (2014), Köksal and Çekiç (2014) and Dolean (2014) who in their various studies investigated the efficacy of keyword strategy on second language word retention and comprehension found out that the strategy helped students in word retention, memorization and comprehension as those exposed to keyword cues and treatment performed better than their counterparts.

Also, the result equally showed that introduction of different teaching strategies by English language teachers during teaching and learning tend to stimulate and capture the attention of students. This is supported by Rhoder and Huerster (2002) and Greenwood and Flanigan (2007) who in their various studies agreed that context clues merits careful teaching and students need to realize that authors choose their words carefully and purposefully. Sampson, Valmont, and Allen (1982) and Rhoder and Huerster (2002) also agreed that the most important skills that can be taught in order to promote comprehension growth in students is context clues which is further supported by Buettner, (2002) and Gambrell and Headley, (2006). The use of combined strategy in reading comprehension brought about the best result. The study showed that students performed better with the keyword and context clues strategies than those in the control group. The implication of this is the fact that students' engagement in the use of keyword and context clues had already equipped them with prerequisite skills that could be used effectively during reading comprehension lesson.

The results of this study further revealed that teaching readers the strategic use of reading comprehension strategies (keyword and context clues) can aid student's memory in explicit and implicit comprehension of a reading comprehension text as Harvey (2000) and Shanahan, (2005) indicated in their studies that students improve their comprehension abilities the most when multiple strategies were taught in combination. This was supported by Rodriguez and Sadoski (2000) and Hagaman (2010) who in their studies found that combining two strategies provides better performance at the end of an instructional programme as shown in this study and remains relevant as seen in the use of keyword and context clues (context-keyword) strategies in English reading comprehension.

The result revealed that students' are attracted by new innovations and they are more than willing to know the meanings of words that are strange to them. Students who participated in this study showed their attraction and readiness to understand the strategies and patiently applied it during learning process. This means that the strategies have direct significant influence on students which in turn determines their achievement in reading comprehension. Also, the result showed that teaching how to use Keyword and Context clues reading comprehension strategies can develop students' into independent learners as supported by Goerss, (1999), that the purpose

of strategy instruction is to develop students into readers who can determine that the meaning of words are based on the context where they were found and not vice versa.

Conclusion

Key-word and context clues reading strategies are more effective in enhancing students' achievement in reading comprehension than the conventional strategy. It is therefore concluded that using key-word and context clues reading strategy in a classroom situation will enhance students' understanding of English texts or comprehension passages. The adoption of these strategies will, to a large extent, make the students independent learners in reading comprehension/vocabulary.

Implications of the Findings

The study has implications for teachers and students. To make students independent readers with good vocabulary knowledge, teachers should deliberately adopt key-word and context clue strategies in teaching English reading comprehension and vocabulary. Teachers should also ensure that students practice the adoption of key-word and context clue strategies to enhance their reading skills and vocabulary development.

Recommendations

The following recommendations are made based on the results of the study:

i. Teachers should incorporate these strategies into their teaching to enhance students' achievement in reading comprehension.
ii. Government, through the Ministry of Education, should find it expedient to organize workshop and training programmes aimed at capacity building for language teachers in order to get them informed of the effective teaching strategies to improve their effectiveness.
iii. Curriculum planners, syllabus designers and text book writers should also incorporate the strategies into their text to make it easier for teachers to apply during lessons.
iv. Teachers should ensure that students are in possession of required reading text-books to participate effectively during reading comprehension lessons.

References

Akyol, H. 2011. *Türkçe öğretim yöntemleri*. Ankara, TU: Pegem Akademi Yayıncılık.

Beck, I., McKeown, M. G., and Kucan, L. 2002. *Bringing Words to Life: Robust Vocabulary Development.* New York, NY: Guilford Press.

Eanes. 1997. *The Students' Reading Ability Improvement by using Context Clues*. Retrieved from http://satriawan35.blogspot.com/

Graves, M. F., Schneider, S., and Ringstaff, C. 2018. Empowering students with word-learning strategies: Teach a child to fish. *The Reading Teacher*, 71(5), 533–543. doi: 10.1002/

Harmer, J. 1991. *The Practice of English Language Teaching*. Longman.UK.

Leslie, L., and Caldwell, J. S. 2011. *Qualitative reading inventory-5*. Boston, MA: Allyn and Bacon.

Lewis, J. 2009. *Essential questions in adolescent literacy*. New York, NY: Guilford Press.

Nation, I. S. P. 2001. *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Othoman, Q. 2007. *Techniques of Teaching Arabic as a Foreign Language through Constructivist Paradigm: Malaysian Perspective*. Sourced from https://files.eric.ed.ed.gov/fulltext/ED495283.pdf. Accessed on March 5, 2023.

Paris, S. G., Carpenter, R. D., Paris, A. H., and

Hamilton, E. E. 2005. Spurious and genuine correlates of children's comprehension. In S. G. Paris and S. A. Stahl (Eds.), *Children's reading comprehension and assessment* (pp. 131–160). Mahwah, NJ: Erlbaum.

RAND Reading Study Group. 2002. *Reading for understanding: Toward an RandD program in reading comprehension.* Santa Monica, CA: RAND Corporation.

Rupley, W. H., Logan, J. W., and Nichols, W. D. 1999. The role of vocabulary in a balanced view of reading. *The Reading Teacher*, 52(4), 238–247.

Rynette, R, Kjesbo. 2010. *Context Clues-Can You Figure it Out. Educational Handout for Teachers and Parents.* Retrived from www.superduperinc.com

Silva, M. T., and Cain, K. 2015. The relations between lower- and higher-level oral language skills and their role in prediction of early reading comprehension. *Journal of Educational Psychology*, 107(1), 321–331.

Spears, Swerling. 2000. Semantic Context Clues in Expository Text for TOEFL iBT Reading Section Preparation. *Mediteranian Journal of Social Sciences 6(1):* 553. Kazan Federal University. Rome. trtr.2018.71.issue-5

Wainwright. 2007. *The Effectiveness of Teaching Reading Comprehension by Using Jigsaw Technique.* Retrieved from http://smahillah.hubpages.com /hub/mamaazaputri2

Walker. 2000. The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners. *International Journal of Humanities and Social Science 3(13): 187*. Putra Malaysia University. Malaysia.

Wright, T. S., and Cervetti, G. N. 2017. A systematic review of the research on vocabulary instruction that impacts text comprehension. *Reading Research Quarterly*, 52, 203–226.

Yuen. 2009. The Effect of Context Clues on EFL Learner's Reading Comprehension. *India International Journal 3(6)*: 56. Golestan University. Gorgan.

Analysis of Blindspots in Oracy Skill Development among Yorùbá Language Education Undergraduates in Selected Public Universities in Southwestern, Nigeria

[1]Hendeweh Dorcas Hunpegan and [2]Solomon Olanrewaju Makinde Ph.D
Department of Language, Arts and Social Science Education, Lagos State University, Nigeria
[1]hendeweh.hunpegan@lasu.edu.ng, +2347036365285
[1]ORCID ID: 0000-0002-2686-6238
[2]solomon.makinde@lasu.edu.ng, +2348035986698

Abstract

*This study examined the analysis of blindspots in oracy skill development among undergraduate Yoruba language education students in selected public universities in Southwestern Nigeria. The descriptive survey research design was adopted for the study. A total number of 88 undergraduate students who offered Yorùbá language Education were involved in the study. Questionnaire on Blindspots in Oracy Skill Development (r=0.85) was the instrument used for data collection. The null hypothesis was tested at 0.05 level of significance. Collected data were analysed by using descriptive statistics and t-test. It was revealed that there is a notable level of awareness among undergraduate Yorùbá language Educ*ation students regarding blindspots in oracy skill development. Also, *there is no significant effect of gender on the level of blindspots in oracy skill development among undergraduate Yorùbá language Education students in selected public universities in southwestern Nigeria. The study concluded that oracy skill is an essential tool for developing spoken and listening skills in the education context. Therefore, it is recommended among others that lecturers should organize seminars and workshops for Yorùbá language education students in public universities to develop their oracy skills and to introduce oracy skill framework as a tool for self-reflection in the university curriculum.*

Key words: Blindspots, Oracy skill, Yoruba language education, undergraduates of universities

Introduction

The term "oracy" was coined by Andrew Wilkinson, a British Researcher and educator, in the 1960s. The word was formed by analogy from literacy and numeracy. The purpose was to draw attention to the neglect of oral skills in education. Oracy, therefore, is to speaking and listening what numeracy is to mathematics or literacy to reading and writing (Millard, 2018). Oracy skill is an essential tool for developing spoken and listening skills in the education context. It refers to the ability to speak well. Speaking well is essential to education, it is one of the most important communication skills that Yorùbá graduates should seek to master, yet oracy is rarely practice in Yorùbá education classrooms. Oracy, then, has a central role to play in the educational process. Listening and speaking skills otherwise known as the skills of Oracy or Audio-Lingual skills make the first two language skills. To acquire oracy, mean to be able to have listening comprehension and fluency in speaking (Makinde, 1997).

Furthermore, the ability to express oneself fluently and grammatically in speech has been known as oracy skill. It can be seen as an outcome whereby students learn to talk confidently, appropriately and sensitively. It is a process in which students learn through talk, deepening their understanding through dialogue with their teachers and peers (Alexander, 2016). It involves teachers and their students thinking carefully and

deliberately about the sort of spoken Language they are using. Oracy can also be used to refer to the development of young people's skills in using their first language, or the official/educational language of their country, to communicate across a range of social settings. Students need opportunities to practice their communication skills in the classroom. Such opportunities will build their confidence and hone the all-important skills required to be confident communicators both in the classroom and their lives beyond.

In this study, Researchers use the term oracy skills to highlight some blindspots in oracy skill development among undergraduate Yorùbá Language Education students in selected public universities in Southwestern, Nigeria. It has been argued that there is a need to establish a shared discourse to talk about oracy (Compton, 2010) which includes oracy skills development for identifying the dimensions of oracy using the Oracy Skills Framework developed by Mercer, Warwick & Ahmed (2017). The Oracy Skills Framework was chosen as a heuristic as it represents a range of oracy skills that students might need to draw upon and was rigorously trialed and tested during the design phase (Mercer; Warwick; and Ahmed 2017). Ultimately the Oracy Skills Framework represents the different skills needed for effective spoken communication, and represents a range of oracy skills that students might need to draw upon in different areas in Yorùbá language education and Yorùbá contexts. The three (3) areas of skills required for effective spoken communication are presented in the left column, and their description in the right column.

Table 1. The Oracy Skills Framework (Mercer et al. 2017)

Physical • Voice • Body language	• Fluency and pace of speech, tonal variation, clarity of pronunciation, voice projection. • Gesture and posture.
Linguistic • Vocabulary • Language variety • Structure • Rhetorical techniques	• Appropriate vocabulary choice • Register, grammar • Structure and organisation of talk • Metaphor, humour, irony, mimicry
Cognitive • Content • Clarifying and summarizing • Self-regulation	• Choice of content, building on the views of others. • Seeking information and clarification through questions, summarizing. • Maintaining focus on task, time-management.

Source: *Field Survey, (2024).*

Physical: This category concerns a speaker's use of voice and body language. For example, is the speaker's projection of voice appropriate for a given situation? Do they speak fluently? Do they modulate their tone of voice appropriately? In face-to-face encounters and public presentation, do they use gestures appropriately to enhance meaning?

Linguistic: This category is concerned with a speaker's choice of vocabulary, as well as the grammatical quality and structure of their talk. It also includes a speaker's use of rhetorical devices, such as metaphor, to enhance or clarify meaning.

Cognitive: This category concerns the content of talk, and its quality with regard to

the task in hand. For example, does a speaker take account of the level of understanding of a listener? Do they use questions well to gain information from others? Do they use talk well to reason? In discussions, do they build upon the contributions of others?

Oracy skills play a significant role in thinking (Mah 2016) and allow students to articulate their ideas effectively in both academic and non-academic contexts (Alexander 2013). These are crucial skills across all disciplines in a higher-education context, and, unlike conversation, need to be explicitly taught and fostered through interaction with others in an educational context (Mercer & Dawes, 2014).

One notable exception to the lack of research into oracy in public universities is a study by Doherty et al. (2011) that examined the oracy demands of assessment tasks on undergraduate students. They conclude that oracy demands may be implicit or explicit depending on the extent to which the oracy skills development are supported through teaching resources, explicit assessment rubrics and formative feedback. They argue that oracy demands need to be explicit because "(by) assessing skills that were not explicitly developed in the curriculum, the exercise became an assessment of what prior skills and dispositions students brought to the task" (p. 34). Drawing on the work of Doherty et al. (2011), I make the distinction between oracy as process and oracy as product.

Oracy as process occurs when students are expected to use spoken skills to achieve the final outcome, such as an assessment, or to manage their group-work activities in Yorùbá Language education, but there is no explicit focus on the development of these spoken skills. Oracy as process views spoken skills as a medium or tool for learning, and they remain part of the hidden curriculum. Oracy as product happens when there is an explicit recognition of spoken skills, which may involve the teaching and development of these skills and an identification of what spoken skills involve (Doherty et al. 2011). Oracy becomes both the medium of learning and the outcome, considering that spoken communication skills are a key attribute for Yorùbá language education students in public universities (Robles 2012), it would seem fundamental that oracy is viewed as both a process and a product in the undergraduate curriculum.

Oracy Skills Development

Kirkland and Patterson (2005) state, "the development of oral skills is crucial to a student's literacy development, encompassing listening, speaking, reading and writing" (p. 391). The development of one's oral language skills is not only required for academic purposes, but is essential within other contexts. Hartshome (2011) supports this by stating, "good communication skills continue to be the foundations of learning, emotional development and socialising throughout a young person's schooling and onward into the workplace" (p. 3). The University of Cambridge (2014) argues further for the increased need to assist the development of undergraduate students' ability to use Yorùbá language effectively, not only for educational reasons, but also for full participation in the negotiation and maintenance of their human rights, and for life in general.

Millard and Menzies (2016) state a range of benefits in developing oracy in school, including developing students' spoken language, to communicate more effectively and social and emotional benefits regarding confidence and self-esteem. According to Millard and Menzies (2016, p. 72), "Oracy is valuable because it underpins students' development academically, linguistically, socially and emotionally". Oracy skills development is important in clarifying thinking skills and, also, by developing good speaking skills, written work and grammar are

improved. Furthermore, it refers to the development of speaking and listening skills in a given language. It encompasses various aspects such as pronunciation, fluency, vocabulary, grammar, and the ability to engage in effective oral communication. As students apply their speaking and listening skills, the more confident their communication becomes in Yorùbá Language (Borjesson, 2012). Therefore, oracy skill (speaking and listening) has to be developed among the undergraduate Yorùbá language education students for accurate Yorùbá pronunciation of sounds, intonation, stress patterns, and rhythm in speech, fluency, vocabulary and grammar and the likes.

Yorùbá Language Education

Yorùbá language is one of the three national languages in Nigeria with a status of being an indigenous language in Nigeria. Historically, Adeyinka (2005); Adetokun (2018) accounted that Yorùbá language is one of the languages made compulsory by the National Policy on Education in Nigeria (NPE 2013). It is the mother-tongue of the people who now occupy what is known as Ekiti, Kogi, Kwara, Ogun, Òǹdo, Òsun, Ọ̀yọ́, and Lagos States. The Yorùbá language is spoken natively by over thirty (30) million people in West Africa, primarily Nigeria and in the neighboring countries of the Republic of Benin, Togo, Côte D'Ivoire and Sierra-Leone. Varieties of Yorùbá language are also spoken in the Diaspora in places such as Brazil, Cuba, Caribbean, Trinidad, Tobago, and the Venezuela. The language has been written since as early as 1800, although there have been many changes in aspects of its orthographic representation. It is a viable medium of instruction in education with a significant number of pedagogical materials (Ojo, 2006). Yorùbá language is said to belong to the West Benue-Congo of the Niger-Congo phylum of African languages, it is been spoken in the western states of Nigeria, Togo, Republic of Benin, Ghana, Sudan, Sierra-Leone and Côte D'Ivoire, and outside Africa, a great number of speakers of the language are in Brazil, Cuba, including Trinidad and Tobago. Yoruba is regarded as one of the major languages of Nigeria (Fabunmi & Salawu, 2005). Its loanwords are mostly from Arabic, English, Hausa and Igbo languages. Its dialects include: Ègba, Ijèbú, Ọ̀yọ́/Ibadan, Ekiti, Igbomina, Ijẹ̀sa, Ikalẹ̀, Ifẹ̀ and Òǹkò. The effective speakers of the language in the country are about 35% of the country's total population. According to the International African Institute (1980) the Yoruba language "is used by the media for example; the Press, Radio and Television. It is also used as a language of formal instruction and a curriculum subject in the primary school.

Education is observed to be an essential tool for skills and knowledge acquisition towards human capital development. There are three major levels of education which include primary, secondary and tertiary education with various teaching subjects including Yorùbá language. In education, the Yorùbá language plays many important roles ranging from being a subject in the curriculum and being language of instruction in specific instance in education. These notions are explicitly sectionalised in different policy provisions available in the National Policy on Education (2013). Being a subject in the curriculum particularly at the **public universities level**, different aspects of the language are being taught. These aspects include and are not limited to composition writing, reading comprehension (listening), pronunciation of writing words (speaking), grammar, literature, culture, phonetic and phonology and the likes. For effective teaching, fluency and to acquire knowledge towards human capital development different skills needs to be imbibe such as listening, speaking, reading, and writing. The one of interest in this study is the speaking and listening skills, which is known as the Oracy skill in language.

Blindspots in Oracy Skill Development

Blindsposts are those things that are real but which the mind cannot grasp and thus cannot capture through words (speaking and listening), symbols, or equations. Blindspots are the inabilities to perceives the difficulties in areas or aspects of a phenomenon (Robert, 20140). Blindspots in oracy skill development refer to weaknesses and threats or areas/aspects of speaking and listening abilities that individuals may struggle with but are not fully aware of or may not give adequate attention to in their development. These weaknesses and threats are called blindspots because they are invisible to the undergraduate Yorùbá language education students but have the potential to wreak havoc on their ability to comprehend Yorùbá language and also to bring in high level of blindspots on their long-term success in the studied language.

These blindspots can vary depending on various factors including gender, cultural background, language proficiency, educational environment, and individual learning styles. In a study by Oduolowu & Akintemi (2014) on effect of storytelling on listening skills of primary one pupil in Ibadan North Local Government area of Oyo state, Nigeria, several factors such as gender and background knowledge can affect the listening skills and several researches lends support to this. The findings revealed that there was a significant main effect of gender on the listening skills of primary one pupil. Girls had a significantly higher listening mean score than boys in all the groups. That means that the girls in all the groups performed better than the boys. This is not surprising because it is generally believed that women listen more than men. In line with this, Tanner (2001) stated that men and women have very distinct communication styles that influences how they listen. For example, women listen to understand the other person's emotions to find common interests whereas men listen in order to take action and solve problems. Also, males listen to hear facts, while females are more aware of the mood of the communication (Booth – Butterfield, 1984). Some identified blindspots in oracy skill development and little ways they can be fixed are:

Pronunciation: The pronunciation of words in Yorùbá language is tonal; where a different pitch conveys a different word meaning or grammatical distinction. Words in Yorùbá is based on what is called "àmì ohùn - Tone Marks". These marks are applied to the top of the vowel within each syllable of a word or phrase. Yorùbá language students may have difficulty with accurate pronunciation of sounds, or to tone mark words (Scott & Brown, 2003).

Fluency: The number of Yorùbá language education students who are fluent in speaking Yorùbá language and writing it correctly with proper tonal marks continues to decrease daily. This is as a result of lecturers adopting English Language in the classroom as their students first language of contact and the neglect of Yorùbá language interaction in the learning process (Abdulkareem & Edet, 2016).

Vocabulary and Grammar: Limited vocabulary or grammar knowledge can hinder effective communication and expression of ideas.

Listening Skills: Listening is central to a child's development of other skills, including survival, social and intellectual skills (Wolvin and Coakley, 2000). Gender and cultural background knowledge factors mostly affect listening skills. So, poor listening comprehension can lead to misunderstandings and ineffective communication in oral interactions among under undergraduate Yorùbá language education students (Oduolowu & Akintemi, (2014).

Nonverbal Communication: There are number of ways through which communication could be made using the nonverbal communication cues such as facial expressions, colours, symbols, pictorial drawings, objects, gestures, hand, eyes, head drumming and the likes, but ignoring all these in oracy skill development can impact the effectiveness of communication (Makinde, 1997).

Cultural Awareness: Lack of awareness or sensitivity to cultural norms and communication styles may result in misinterpretation or miscommunication among under undergraduate Yorùbá language education students in public universities in Southwestern Nigeria.

Confidence and Public Speaking Anxiety: Most people are not born public speakers; they are trained to become one, but fear of public speaking or lack of confidence in one's speaking abilities can impede effective oral communication among under undergraduate Yorùbá language education students. Hence Yorùbá language education students need to develop strong public speaking skills to enable them to become more confident, Kant in Farhan (2017).

Critical Thinking and Argumentation: Inability to construct coherent arguments, support opinions with evidence, or engage in meaningful dialogue among Yorùbá language students can limit effective communication skills.

For the blindspots in the oracy skill development to be addressed, its often requires targeted instruction, practice, feedback, and reflection to develop well-rounded oracy skills among undergraduate Yorùbá language education students in selected public universities in Southwestern, Nigeria.

Statement of the Problem

In the Nigeria school curriculum today, despite the emphasis on oracy skill development in Yorùbá language education programs at the undergraduate levels in selected public universities in Southwestern, Nigeria, there is a lack of adequate understanding of the blindspots that prevent Yorùbá students from effectively acquiring and mastering oracy skills development. Extant studies frequently focus on larger characteristics of language acquisition and competency, ignoring the specific obstacles and barriers faced by undergraduate Yorùbá language education students in developing their oracy skills. The study therefore identifies and analyzes the level of blindspots in oracy skill development among Yorùbá Language Education undergraduates in selected public universities in southwestern, Nigeria.

Research Questions

The study is guided by the following research questions:

1. What is the level of blindspots in oracy skill development among Yorùbá Language Education undergraduates in selected public universities in southwestern Nigeria?
2. What is the effect of gender on the level of blindspots in oracy skill development and Yorùbá language Education student undergraduates in selected public universities in southwestern Nigeria?

Research Hypothesis

One hypothesis was tested at 0.05 level of significance

H_{01}: There is no significant effect of gender on the level of blindspots in oracy skill development and undergraduate Yorùbá language Education students in selected public Universities in Southwest Nigeria.

Methodology

The study employed a descriptive survey research design, and the population of the study comprised all Yoruba language education undergraduate students in some selected public Universities in Southwestern, Nigeria. A total number of 88 students were involved in the study. Questionnaire on Blindspots in Oracy Skill Development *(*r=0.85*)* was the instrument used for data collection. One null hypothesis was tested at 0.05 level of significance. Collected data were analysed by using descriptive statistic and t-test was used to determine the effect of gender on the level of blindspots in oracy skill development among Yorùbá Language Education undergraduates in selected public Universities in Southwestern, Nigeria.

Results

Research question 1

What is the level of blindspots in oracy skill development among undergraduate Yorùbá Language Education students in selected public Universities in Southwestern, Nigeria?

Table 2: *Percentage responses given by the Yorùbá language undergraduate students on level of blind spots in oracy skill development.*

S/N	ITEMS	SA	A	D	SD
Level of Blindspots in Oracy Skill Development					
1.	I have high-level understanding of oracy skill development.	25.3%	65.5%	8.0%	1.1%
2.	Blindspots in oracy skill development can be defined as the areas or aspects of speaking and listening abilities that individuals may struggle with but are not fully aware of or may not give adequate attention to in their development.	28.7%	65%	4.6%	1.1%
3.	I have observed some blindspots in oracy skill development among undergraduate Yoruba language Education students in selected public Universities in Southwestern, Nigeria.	26.4%	59.8%	13.8%	0.0%
4.	Cultural and linguistic factors play a vital role in oracy skill development among undergraduate Yoruba language Education students in selected public Universities in Southwestern, Nigeria	33.3%	62.1%	2.3%	2.3%
5.	Listening Comprehension and Vocabulary are some of the most common blindspots observed in oracy skill development among language learners.	31.0%	58.6%	9.2%	1.1%
6.	Internal factors such as selfassessment and reflective practices help the students to perceive their own proficiency in oracy skills, and also to the extent they are aware of their blindspots.	41.4%	57.5%	1.1%	0.0%

Table 1 reveals that there is a notable level of awareness among respondents regarding blindspots in oracy skill development among undergraduate Yorùbá language Education students in selected public Universities in Southwestern, Nigeria. These blindspots are attributed to factors such as cultural and linguistic influences, with listening comprehension and vocabulary being identified as key areas of concern. Additionally, internal factors such as self-assessment and reflection are seen as important for students to recognize and address their blindspots.

Hypothesis 1
There is no significant effect of gender on the level of blindspots in oracy skill development among undergraduate Yorùbá language Education students in selected public Universities in Southwestern, Nigeria.

Table 3: *T-test table comparing female and male level of blindspots in oracy skill development*

Gender:	N	Mean	SD	T	p (sig. level)
Female Level of Blindspot	64	3.1769	.33622	-.926	.219 (NS)
Male	24	3.2560	.40402		

The t-test table above compares the means of blindspots between male and female students. The obtained t-value of -0.926 indicates the difference between the means is relatively small. The p-value of 0.219 (NS) suggests that this difference is not statistically significant at the conventional significance level of 0.05. Therefore, we fail to reject the null hypothesis. This implies that there is no significant effect of gender on the level of blindspots in oracy skill development among undergraduate Yorùbá language Education students in selected public Universities in Southwestern, Nigeria.

Discussion of Findings

The first research question examined the level of blindspots in oracy skill development among undergraduate Yorùbá language Education students. It was revealed that there is a notable level of awareness regarding blindspots in oracy skill development among undergraduate Yorùbá language Education students. This finding aligns with Abdulkareem & Edet, (2016) who noted that students are aware of fluency blindspots in the oracy skill development, this is as a result of lecturers adopting English Language in the classroom as their students first language of contact and the neglect of Yorùbá language interaction in the learning process. In addition, the pronunciation of words in Yorùbá language is tonal; where a different pitch conveys a different word meaning or grammatical distinction. Yorùbá language students were aware of difficulties with accurate pronunciation of sounds, or to tone mark words reported by Scott & Brown, (2003). Therefore, the blindspots in the oracy skill development need to be addressed, and its often requires targeted instruction, practice, feedback, and reflection to develop well-rounded oracy skills among Yorùbá Language Education undergraduates.

The hypothesis tested gender differences on the level of blindspots in oracy skill development and Yorùbá Language Education undergraduates. It was revealed that gender has no effect on the level of blindspots in oracy skill development among Yorùbá Language Education undergraduates. The findings agree with that of Tanner (2001) that stated that men and women have very distinct communication styles that influences how they listen. For example, women listen to understand the other person's emotions to find common interests whereas men listen in order to take action and solve problems. In the same vein, males listen to hear facts, while females are more aware of the mood of the communication (Booth – Butterfield, 1984). Finally, the findings shows that there is a notable level of awareness regarding blindspots in oracy skill development and that there is no significant effect of gender on the level of blindspots in oracy skill development among undergraduate Yorùbá language Education students in selected public Universities in Southwestern, Nigeria.

Conclusion

This study has shown that there is an awareness of high level of blindspots in oracy skill development among undergraduate Yorùbá language education students in selected public universities in Southwestern, Nigeria. undergraduates of Yorùbá Language should be aware of these blindspots in their mastery of core topics in Yorùbá Language Education. As a result of active teaching and pedagogical approaches, Yorùba Language teachers' expectations and oracy demands associated with assessment tasks, the conversation on oracy skills development among undergraduate Yorùbá Language education students provision needs to be expanded. Ways to do this is to often requires targeted instruction, current practice, vocabulary and language development, feedback, and reflection to reduce the level of blindspots in Yorùbá oracy skill development and to develop well-rounded oracy skills with reference to the Oracy Skills Framework that has been extensively used in contribution to higher education pedagogy. A comparison of vocabulary and fluency speech can offer insights to know the level of blindspots in oracy skill development among Yorùbá Language Education undergraduates in selected public universities in southwestern Nigeria. Despite the centrality of classroom dialogue to developing Yorùbá language undergraduates, scant attention has been paid to oracy skills development among the undergraduate Yorùbá Language education students in public universities, southwestern Nigeria. The findings have identified students' expectations of oracy skills, highlighting the need for explicit discussion of what Yorùbá Language Education speaking and listening skills involves, and what language skills students require to be able to participate in classroom dialogue.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. National Universities Commission (NUC) should organise oracy skill programmes through seminars, workshops and conferences for training the undergraduate Yorùbá language education students in public universities to develop their oracy skills.
2. Oracy skills need to be integrated into the curriculum in terms of content, assessment and pedagogy.
3. The National Universities Commission also need to introduce oracy skill framework as a tool for self-reflection in the University curriculum.
4. The policymakers engage with research into oracy and that continuing professional development programmes be set up to strengthen lecturers' 'Knowledge about Language' and thereby develop both their understanding and confidence.

References

Abdulkareem, Z. O. & Edet, E. E. (2016). YorCALL: Improving and sustaining Yoruba Language through a practical Iterative learning Approach, *1755*, 1-5.

Adetokun, R., (2018). Teacher and school factors as predictors of senior secondary school students' learning outcomes in Yorùbá orthography. Unpublished M.Ed. project. Department of Teacher Education. University of Ibadan.

Adeyinka, A. (2005). Effect of two numerical system on students' achievement in and attitude to Yoruba numerals. Unpublished Ph.D. Thesis. Department of Teacher Education, University of Ibadan.

Alexander, R. (2013). 'Improving oracy and classroom talk: achievements and challenges', Primary First, pp. 22-29, http://eprints.whiterose.ac.uk/76321/1/R_alexander_improving_oracy.pdf.

Alexander, R. (2016). Improving oracy and classroom talk in English schools: Achievement and challenges. York, UK: Dialogos.

Börjesson, L. (2012). Omstrategier engelskaoch moderna språk. Retrieved 9 March 2018 from https://www.skolverket.se/publikationer.

Booth – Butterfield, M. (1984). She hears, he hears. What they hear and why. Personnel Journal 63:36 – 42.

Fabunmi, F. A. & Salawu, A. S. (2005). Is Yorùbá an Endangered Language? *Nordic Journal of African Studies, 14*(3), 391–408.

Farhan, R. (2017). Anxiety Level in Students of Public Speaking: Causes and Remedies. *Journal of Education and Educational Development*, *4*(1), 94-110.

Hartshorne, M. (2011). Speech, Language and Communication in Secondary Students. London: I CAN.http://www.ican.org.uk/~/media/Ican2/Whats%20the%20Issue/Evidence/ICAN_TalkSeries10.ashx

Heron, M. (2019). Making the case for oracy skills in higher education: practices and opportunities. *Journal of University Teaching & Learning Practice*, *16*(2), 1-18.

Heron, M., Dippold, D., Hosein, A., Khan Sullivan, A., Aksit, T., Aksit, N., McKeown, K. (2021). Talking about talk: tutor and student expectations of oracy skills in higher education. *Language and Education, 35*(4), 285–300. https://doi.org/10.1080/09500782.2021.1895206.

Hunpegan, H. D. & Makinde, S. O. (2024). Teachers' Subject Mastery as Predictor of Senior Secondary School Students' Academic Achievement in Yoruba Grammar. *Educational Perspectives, 12*(1), 234-243.

Jenny, O. (2021). The use of oracy skills when teaching English to Swedish speaking primary school pupils. English, bachelor's level, Luleå University of Technology Department of Health, Learning and Technology.

Kant, L. (2000). Public speaking anxiety. Tennessee: University of Tennessee.

Kirkland, L. D., & Patterson, J. (2005). Developing oral language in primary classrooms. *Early Childhood Education Journal, 32*(6), 391-395. DOI: 10.1007/s10643-005-0009-3.

Mah, ASH. (2016). 'Oracy Is as Important as Literacy: Interview with Christine CM Goh', *RELC Journal, 47*(3), 399-404.

Makinde, S. O. (1997). Teaching the Language Skills in Yorùbá. A Hand book for Language Specialists, Ziklag Educational Foundation.

McCormack, B. (2017). The Development of Oracy in Students with English as an Additional Language or Dialect Through Music. Thesis (PhD Doctorate) School of Education and Professional Studies (Gold Coast) Faculty of Education, Griffith University. DOI https://doi.org/10.25904/1912/3879

Mercer, N. & Dawes, L. (2014). 'The study of talk between teachers and students, from the 1970s until the 2010s'. *Oxford Review of Education*, 40(4), 430-445.

Mercer, N. & Dawes, L. (2018). *The development of Oracy skills in school-aged learners.* Part of the Cambridge Papers in ELT series. Cambridge: Cambridge University Press.

Mercer, N., Warwick, P. & Ahmed, A. (2017). 'An oracy assessment toolkit: Linking research and development in the assessment of students' spoken

language skills at age 11-12'. *Learning and Instruction*, *48,* 51-60.

Millard, W. (2018). Speaking up: The importance of oracy in teaching and learning. *Journal of the Chartered College of Teaching, 6*(6), 30 - 44.

Millard, W., & Menzies, L. (2016). The state of speaking in our schools. Retrieved 11 March 2018 from https://cdn.lkmco.org/wp-content/uploads/2016/11/Oracy-ReportFinal.pdf.

Oduolowu, E. & Akintemi, E. O. (2014). Effect of Storytelling on Listening Skills of Primary One Pupil in Ibadan North Local Government Area of Oyo State, Nigeria, *International Journal of Humanities and Social Science*, *4*(9), 100-107.

Ojo, A. (2006). A Global Evaluation of the Teaching and Learning of Yorùbá Language as a Second or Foreign Language. In *Selected Proceedings of the 36th Annual Conference on African Linguistics*, ed. Olaoba, F. Arasanyin, & Michael, A. Pemberton, 116-120. Somerville, MA: Cascadilla Proceedings Project.

Olibie, E. I. & Akudolu, L-R. I. (2009). Creativity: A Blind Spot in Quality Teacher Education in Anambra State of Nigeria. *An International Multi-Disciplinary Journal, 3*(2), 308-321.

Omachonu, C. G., Akanya, J. & Unwaha, C. O, (2015). Stimulating students' interest in English oracy skills using the peer team gritty method. *Journal of the Nigerian Academy of Education*, 15(2), 295-302.

Robert, B. S. (2014). *Leadership Blindspots: How successful Leaders Identity and overcome the weaknesses that matter.* https://www.perlego.com/book/997435/leadership-blindspots-how-successful-leaders-identify-and-overcome-the-weaknesses-that-matter-pdf.

Scott, A. & Brown, M. (2003). ATLAS: Language 'Tasters': Contents & Artwork. Yoruba: Welcome to the African Yorùbá Pages https://www.ucl.ac.uk/atlas/yoruba/pronunciation.html.

Tannen, D. (2001). You just don't understand: women and men in conversations. New York: Harper Collins.

Wittgenstein, L. (…). The Blind Spot: There are, indeed, things that cannot be put into words. They make themselves manifest, 1-16.

Wolvin, A. D. & Coakely, C. G. (2000). Listening education in the 21st century. *International Journal of Listening*, *12,* 143-152.

Influence of Information and Communication Technology on Academic Performance of NCE Students in English Language in Adeyemi University of Education, Ondo

Mopelola S. Olakunde Ph.D
Department of General Studies, Adeyemi Federal University of Education, Ondo

Abstract

This research studied the influence of ICT on the academic performance of students in English Language with focus on Adeyemi College of Education, Ondo. Specifically, the study aimed to ascertain if the use of ICT has significant influence on the academic performance in English Language and identify the challenges of ICT for students' academic performance in Adeyemi College of Education, Ondo. The survey research design was utilized and random sampling technique was used to select the total population of NCE students. Data were collected using the questionnaire instrument and the analysis was done with simple percentage and mean. The study revealed that the use of ICT has a significant influence on students' academic performance in English language in Adeyemi College of Education. Furthermore, it showed that the issue of high cost of data subscription and ICT infrastructure, irregular power supply, poor infrastructure etc. posed challenges to the utilization of ICT for improving students' academic performance in English Language in Adeyemi College of Education, Ondo. It was recommended among others that there is a need for regular power supply, provision of adequate fund for ICT and encouragement on the use of ICT by the management.

Key words: ICT, Academic Performance, English Language, ICT, NCE students

Introduction

In recent years, Information and Communication Technology (ICT) has become an integral part of education, revolutionizing the way students learn and interact with academic contents. Information and Communication Technology (ICT) has increasingly become an integral part of educational environments, offering new possibilities for teaching and learning. The integration of ICT tools in classrooms has sparked interest in the exploration of its effects on students' academic performances in various subjects, including the English Language.

The rapid advancements in technology have paved the way for the utilization of ICT tools as means of enhancing students' engagement, motivation, and overall academic achievement. Numerous studies have investigated the impact of ICT on students' performance in the English Language, shedding light on its potential benefits and implications. Research findings have indicated that the integration of ICT tools positively affects students' engagement in English Language learning. Wang and Vásquez (2017) discovered that the use of ICT tools, such as online discussion forums and multimedia resources, led to higher levels of active participation and engagement among students. These interactive platforms provided students with opportunities to collaborate, exchange ideas, and explore diverse perspectives, fostering a dynamic learning environment.

Studies have demonstrated that the integration of ICT positively influences students' motivation in English language courses. Zhang and Nunan (2018) observed that the use of educational apps and gamified platforms increased students' intrinsic motivation and enjoyment of English language learning. These interactive and immersive tools create a stimulating and engaging learning environment, fueling students' interest and enthusiasm. Furthermore, the impact of ICT on students'

academic achievement in the English Language has been widely examined. Smith et al. (2019) conducted a study that revealed significant improvements in reading and writing skills among students who utilized ICT tools for language practice and feedback. Similarly, Li and Wu (2020) found out that the integration of ICT in English Language classrooms led to higher scores in listening and speaking assessments. These findings indicate that ICT tools can enhance students' language proficiency and overall academic performance.

Adeyemi College of Education, a renowned institution, has also embraced the use of ICT tools to enhance the academic performance of its students, particularly in the field of English language learning. This empirical review aimed to investigate the effect of ICT on students' academic performance in the English language specifically within the context of Adeyemi College of Education, taking into account its unique characteristics and challenges. However, it is crucial to consider the specific context of Adeyemi College of Education when examining the effects of ICT on academic performance in English language courses. The institution may have unique challenges and opportunities in implementing ICT tools, which can influence the outcomes and effectiveness of ICT integration. Therefore, this review aimed at providing insights into how the use of ICT specifically affects students' academic performance in the English language within the context of Adeyemi College of Education.

Statement of the Problem

Most students (most especially the NCE students) of Adeyemi College of Education are confronted with the problem of academic performance which has been worrisome to the management and lecturers. Although, the management through its quality control had adopted several strategies of effective instruction which they felt will lead to effective teaching and learning, the problem of academic performance of studies still persist. There have been evidences of high failure rate in examinations, poor participation of most students in class, lack of punctuality, inability of most students to independently do assignment etc. However, there are suggestions that the effective utilization of ICT will go a long way to enhance students' academic performance. Therefore, this study intended to see how ICT affects students' academic performance in Adeyemi College of Education, Ondo.

Purpose of the Study

The broad objective of this research is to assess the use of ICT and students' academic performance in Adeyemi College of Education, Ondo. The specific objectives are to:

i. ascertain if the use of ICT has significant influence on the academic performance of students in English Language in Adeyemi College of Education; and
ii. identify the challenges of ICT for the enhancement of students' academic performance in English Language inAdeyemi College of Education, Ondo.

Research Questions

This research raised the following research questions:

i. Do ICT and its tools have significant influence on academic performance in English Language in Adeyemi College of Education?
ii. What are the challenges facing ICT in the enhancement of students' academic performance in English Language in Adeyemi College of Education, Ondo?

Conceptual Clarifications

Information and Communication Technology (ICT)

Information and communication technologies (ICT) mean the technologies that provide access to information through communications. This includes the internet, wireless network, cell phones and other communications medium (Bawa, Mikailu& Sidi, 2022). According to Bawa et al (2022, p. 12) "ICT stands for information & communications technology. It is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network hardware, satellite systems and so on, as well as the various services applications associated with them such as video conferencing and distance learning."

Information and Communication Technology (ICT) is a broad term that encompasses the use of various technologies to manage and exchange information. It involves the combination of computer hardware, software, networks, and telecommunications to process, store, transmit, and retrieve information. ICT is defined as "the handling and processing of information and communication, as well as the application of advanced electronic systems and information technologies, including computers, telecommunications, software, networks, and associated services" (United Nations, 2003, p. 3) ICT includes various components, such as:

- Hardware: Physical devices like computers, servers, mobile devices, routers, and peripherals.
- Software: Programs, applications, and operating systems that enable computer functionality.
- Networks: Infrastructure that enables data transmission and connectivity, including local area networks (LANs), wide area networks (WANs), and the internet.
- Telecommunications: Technologies that facilitate voice and data communication, including telephone networks, mobile networks, and satellite systems.

To O'Brien &Marakas (2010, p. 10),ICT "encompasses any technology used to create, store, process, and communicate information in its various forms" Furthermore, ICT refers to "all technologies, tools, and applications that enable the creation, processing, management, storage, and exchange of information and communication" (International Telecommunication Union, 2018, p. 7) "ICT encompasses a broad range of technologies, from traditional computing and communication devices to emerging areas such as robotics, artificial intelligence, and the Internet of Things (IoT)" (OECD, 2019, p. 1).

Academic Performance

Academic performance refers to the level of achievement, progress, or success demonstrated by students in their educational pursuits. It encompasses various indicators such as grades, test scores, class rank and overall academic accomplishments. Academic performance refers to the extent to which a student, teacher, or institution has achieved their educational goals" (Barnard, 2004, p. 9) "Academic performance is a key measure of students' educational progress and is often linked to future educational and occupational outcomes" (Hanushek & Woessmann, 2008, p. 366). In addition, academic performance means performance of students in examination, test and assignment and ability to understand and contribute effectively during lecture or teaching (Nosiri, 2022).

Furthermore, Eccles and Roeser (2011) sawacademic performance as “the extent to which a student has achieved their educational goals and demonstrated competence in academic tasks" (p. 3) "Academic performance encompasses both achievement and progress in academic domains, including knowledge acquisition, cognitive skills, problem-solving abilities, and critical thinking" (Stipek, 2002, p. 24). While Hanushek and Woessmann (2008, p. 366) defined academic performance as a key measure of students' educational progress and is often linked to future educational and occupational outcomes".

Review of Related Literature

Nosiri, Oke-Samuel and Olakunde (2021) examined the online teaching of general courses in Adeyemi College of Education. The study specifically aimed to ascertain if online teaching improved the teaching of general courses and identified the challenges of online teaching of general courses in Adeyemi College of Education. Data were gathered through primary source (with questionnaire instrument) while the analysis was done using simple percentage method. It was discovered that online teaching did not improve the teaching of general courses in Adeyemi College of Education. It further indicated that the issues of poor network, high cost of data subscription, lack of accessibility to online class by students or low turnout of students, poor internet facilities, poor attitude of lecturers and lack of students' access to sophisticated phones have undermined the online teaching of general courses in Adeyemi College of Education. The research suggested the provision of adequate internet facilities or infrastructure, adequate funding, regular power supply and reduction of cost of data subscription.

The study of Dhir and Sharma (2019) studied the impact of Information and Communication Technology (ICT) on the academic achievement and retention of students in English at undergraduate level with focus on an experimental study. The study specifically aimed to examine the impact of ICT tools, such as multimedia presentations and online resources, on undergraduate students' academic achievement and retention in English. The results indicated a significant improvement in students' academic performance in terms of test scores and increased retention rates among the experimental group compared to the control group.

Similarly, Al-Azawei, Parslow and Lundqvist (2016) investigated the impact of mobile learning on students' learning and satisfaction in higher education. The findings revealed that the integration of mobile learning tools, such as mobile apps and online resources, positively influenced students' English language learning outcomes, including improved performance in language skills and increased satisfaction with the learning process.

The study of Salehi Ahmadi and Rezaei (2018) examined the impact of e-learning on students' language achievement. The findings indicated a positive effect of e-learning on students' English Language performance, including vocabulary development, grammar skills, and reading comprehension. In addition, Tang (2018) assessed influence of interactive whiteboards on teaching and learning. The study specifically explored the perspectives of English language teachers on the influence of interactive whiteboards (IWBs) on teaching and learning. The results revealed that the use of IWBs enhanced students' engagement, motivation, and participation in English language classes. The interactive nature of IWBs facilitated meaningful interactions, visual representations, and multimedia integration, leading to improved academic performance.

Another research conducted by Nnadozie (2018) examined the utilization of e-learning technologies among selected students in Michael Okpara University of Agriculture, Umudike. The descriptive survey and linear correlation research design were adopted. Data were collected through questionnaire and the analysis was done by utilizing descriptive and inferential statistics. It was observed that there is a high level of awareness among undergraduate students on e-learning technologies; there is high preference for audio conferencing, application sharing and forum as media of learning and that there is high frequency of the use of e-learning technologies used by undergraduate students. In addition, it indicated that high cost of e-learning technology, irregular power supply and poor functioning of facilities are challenges to the use of e-learning technologies. The study recommended the provision of regular power supply, adoption of appropriate policies and sensitization of undergraduate students to improve results.

Bawa et al (2022) *examined the impact of Information and Communication Technology on students' performance in higher education in Umaru Ali Shinkafi Polytechnic Sokoto, Nigeria. The specific objectives were to:* ascertain if ICT availability had a significant impact on students' learning; whether ICT usability had a significant impact on students' learning; and if ICT accessibility had a significant impact on students' learning in Umaru Ali Shinkafi Polytechnic, Sokoto. The *questionnaire was designed to collect data and data analyzed with simple percentage. The study revealed that: Information and Communication Technology had a big significant relation with its impact on students' performance.* Therefore, ICT availability, accessibility and usability had significant impact on students' learning.

In addition, Kukulska-Hulme and Shield (2008) made an overview of mobile assisted language learning from content delivery to supported collaboration and interaction. It highlighted that the use of mobile technologies and ICT tools enabled students to access authentic language materials, engage in interactive activities, and practice language skills outside the classroom. Such engagement and exposure facilitated the improvement of students' academic performance in English language.

In another vein, Adu and Owusu (2017) looked at Information and Communication Technology (ICT) and students' academic performance in Senior Secondary Schools in Ghana. The study aimed to investigate the relationship between ICT usage and students' academic performance across various subjects, including English language, in senior secondary schools in Ghana. The results indicated a significant positive correlation between students' academic performance and their utilization of ICT tools for learning purposes, including access to digital resources and online platforms for English language learning.

Al-Bakri (2019) examined the impact of using educational technology in EFL classrooms on students' achievement and attitudes in Jordan focusing specifically on English as a foreign language (EFL) classroom. The study revealed that the integration of educational technology positively influenced students' academic performance in English language and improved their attitudes towards language learning.

A study conducted by Onasanya and Oluwagbohunmi (2015) examined the effect of computer-assisted instruction (CAI) on the academic performance of students in English language. The study found out that students who received CAI performed significantly better than those who did not receive CAI. Shittu and Ibrahim (2014) conducted a study on the effect of computer-based instructional

materials (CBIM) on the academic performance of students in English Language. The study found out that students who received CBIM performed significantly better than those who did not receive CBIM.

Furthermore, Uzoma and Okoli (2017) examined the effect of multimedia technology on the academic performance of students in English language. The study found out that students who received multimedia technology performed significantly better than those who did not receive multimedia technology. Overall, these studies suggested that the use of ICT, such as computer-assisted instruction, computer-based instructional materials, and multimedia technology, can have a positive effect on students' academic performance in English Language.

Methodology

This study adopted the survey design and the population of the study involved all the NCE students of Adeyemi College of Education, Ondo who are about three thousand, one hundred (3,100). The simple random technique was used to select a sample size of 200 students from the total population. Data were collected by using a structured questionnaire and the analysis was done with the statistical tool of the Mean. To ensure its validity, the questionnaire checked for content validity by experts to ensure it measures what it actually intend to measure. Finally, the instrument realized a reliability coefficient of 0.78 which was obtained after a test-retest was conducted.

Data Presentation and Analysis

In the analysis, 195 questionnaires were used out of the 200 distributed. This is because the other five were badly filled and unreturned.

Research Question One: Do ICT and its tools have significant influence on the academic performance of students in English Language in Adeyemi College of Education?

Table 1: Mean rating on the responses showing the effect of ICT on academic performance of students in English language

S/N	Items	SA	A	D	SD	Mean	Decision
1	The use of mobile learning platform improves students' academic performance in English language	52	94	34	15	2.93	Agreed
2	The use of ICT enhances students' academic performance in English language	44	89	36	26	2.77	Agreed
3	The use of projectors during lectures will improve students' performance in examinations in English language	48	90	33	24	2.83	Agreed
4	The use of projectors in teaching of English language will improve students' ability to do assignment	50	83	30	32	2.77	Agreed
5	The use of projectors during lectures improves students' level of participation in English language	61	100	24	10	3.08	Agreed
6	The use of internet improves students' performance in examinations in English language	40	81	42	32	2.66	Agreed
7	The use of audio devi ce in teaching English Language improves students' level of participation in the class.	46	89	36	24	2.80	Agreed
8	The use of audio device improves students' ability to do assignment effectively in English language	51	91	38	15	2.91	Agreed

8	The use of audio device improves students' ability to do assignment effectively in English language	51	91	38	15	2.91	Agreed
9	The use of aud io visual aid in teaching English language goes a long way to help students to do well in examination	49	92	36	18	2.88	Agreed
10	The use of audio visual aids helps students to effectively participate during teaching of English language	39	103	34	19	2.83	Agreed
Average Mean						2.84	Agreed

Source: Field Survey, 2023

From the above table, it was revealed that in item 1 that the use of mobile learning platform improves students' academic performance in English language (mean = 2.93). Item 2 indicated that the use of ICT enhances students' academic performance in English language (mean = 2.77) while item 3 showed that the use of projectors during lectures will improve students' performance in examinations in English language (mean=2.83). Furthermore, item 4 showed that the use of projectors in teaching of English language will improve students' ability to do assignment (mean = 2.77), while in item 5, it indicated that the use of projectors during lectures improves students' level of participation in English language (mean= 3.08) and in item 6, it showed that the use of internet improves students' performance in examinations in English language (mean= 2.66). In addition, result in item 7 showed that the use of audio device in teaching English Language improves students' level of participation in the class (mean = 2.80) while item 8 indicated that the use of audio device improves students' ability to do assignment effectively in English language (mean = 2.91). The result in item 9 showed that the use of audio visual aid in teaching English language goes a long way to help students to do well in examination (mean = 2.88) and it was observed that in item 10the use of audio visual aids helps students to effectively participate during teaching of English language (mean = 2.83).

The result of the average mean was 2.84 which is above the decision rule of 2.50. Therefore, since the average mean (2.84) is greater than the decision rule of 2.50, we concluded that the use of ICT and its tools has a significant effect on the academic performance of students in English Language in Adeyemi College of Education, Ondo.

Research Question Two: What are the challenges facing ICT in the enhancement of students' academic performance in English Language in Adeyemi College of Education, Ondo?

Table 2: Respondents views on the factors that pose challenge to the utilization of ICT

OPTIONS	**FREQUENCY**	**ORDER**
Poor Network	121	Ist
Poor Power Supply	101	2nd
Poor infrastructure	98	3rd
Poor Funding	52	4th
High cost of data subscription	44	5th
Poor training of personnel on use of ICT	28	6th

Source: Field Survey, 2023

The above table showed that the respondents identified the factors that serve as challenges to the adoption of ICT for teaching and learning of English Language which

include: poor network, high cost associated with data subscription, poor training of personnel, poor power supply, poor funding and poor infrastructure. Furthermore, it indicated that poor network has the highest number of responses or frequency occurrence as a challenge to the utilization of ICT in Adeyemi College of Education, Ondo.

Discussion of Findings

Based on the analysis, this research made the following findings:

First, it was revealed that the use of ICT has significant positive effect on the academic performance of students in English Language in Adeyemi College of Education, Ondo. It shows that effective utilization of ICT will improve students' performance in examinations, enhance their ability to do assignments and improve their level of participation in class. This result is in line with the study of Adu and Owusu (2017), Bawa et al (2022), Tang (2018), Dhir and Sharma (2019) etc. that ICT positively influence students' performance in the study of English Language.

Secondly, it showed that poor network, high cost associated with data subscription, poor training of personnel, poor power supply, poor funding and poor infrastructure are major challenges to ICT utilization in teaching and learning of English Language in Adeyemi College of Education, Ondo.

Conclusion

In this contemporary time ICT is essential for effective teaching and learning. This research has observed that the use of ICT has significant positive effect on students' academic performance in English language in Adeyemi College of Education. However, it also revealed that some factors like poor network, poor infrastructure, inadequate funding, irregular power supply, high cost data subscription etc are challenges to the use of ICT in teaching and learning of English language. So, there is a need to adopt adequate measures to ensure effective utilization of ICT in teaching and learning in order to improve students' academic performance.

Recommendations

Based on the findings the research made the following recommendations:

i. The use of ICT tools should be made compulsory for lecturers in teaching and learning of English Language.
ii. There is a need for the provision of adequate infrastructure necessary for the effective functioning of ICT. This can be done by providing adequate fund for the purchase of the required infrastructure.
iii. The teaching staff should be well trained on the use of different ICT tools for teaching and learning.
iv. The management should device strategies to ensure that students and lecturers have access to cheap or affordable data subscriptions.

References

Adu, E. O.& Owusu, K. (2017). Information and communication technology (ICT) and students' academic performance in senior secondary schools: Evidence from Ghana. *International Journal of Education and Development using Information and Communication Technology (IJEDICT), 13*(2), 84-99.

Al-Azawei, A., Parslow, P., & Lundqvist, K. (2016). Investigating the impact of mobile learning on students' learning and satisfaction in higher education. *Journal of Computing in Higher Education, 28*(1), 149-173.

Al-Bakri, S. H. (2019). The impact of using educational technology in EFL classrooms on students' achievement and attitudes in Jordan. *International Journal of Emerging Technologies in Learning (IJET), 14*(2), 142-156.

Bawa, H. Y., Mikailu, K. Y. & Sidi, A. (2022).Impacts of Information and Communication \Technology (ICT) on the students' performance in tertiary institution: A case study of Umaru Ali Shinkafi Polytechnic Sokoto. *International Journal of Advanced Academic Research, 8*(11), 12-17.

Barnard, R. (2004). *The assessment of higher*

education learning outcomes: A review of selected literature. OECD Education Working Papers, No. 8, OECD Publishing. https://doi.org/ 10.1787/566603539729

Dhir, A., & Sharma, A. (2019). Impact of Information and Communication Technology (ICT) on Academic Achievement and Retention of Students in English at Undergraduate Level: An Experimental Study. *Journal of Education and Practice, 10*(4), 145-151.

Eccles, J. S., & Roeser, R. W. (Eds.). (2011). Schools, academic motivation, and stage-environment fit. In Handbook of research on schools, schooling, and human development. Routledge.

Hanushek, E. A., &Woessmann, L. (2008). The Role of Cognitive Skills in Economic Development. *Journal of Economic Literature, 46*(3), 607-668. https://doi.org/10.1257/jel.46.3.607

International Telecommunication Union. (2018). Measuring the Information Society Report 2018. Retrieved from https://www.itu.int/en/ITU-D/Statistics/Pages/publications/misr2018.aspx

Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL, 20*(3), 271-289.

Li, X., & Wu, H. (2020). The influence of ICT integration on English teaching and learning in Chinese primary schools. *Education and Information Technologies, 25*(6), 4963-4981.

Nnadozie, C. O. (2018). Utilization of e-learning technologies amongst selected undergraduate students in Nigeria university of Agriculture: The Umudike study. *Journal of Applied Information Science and Technology, 11*(1), 81-93.

Nosiri, U. D., Oke-Samuel, A. L. & Olakunde, M. S. (2021). Assessment of online teaching of general courses in Adeyemi College of Education, Ondo. *Journal of Educational Innovation and Practice, 7*(1), 132-148.

O'Brien, J. A., &Marakas, G. M. (2010). *Management information systems* (10th ed.). London:McGraw-Hill/Irwin.

OECD. (2019). OECD Digital Economy Outlook 2019. Retrieved from https://www.oecd-ilibrary.org/content/publication/3e6b3c92-en

Onasanya, S. A., &Oluwagbohunmi, T. O. (2015). Effect of computer-assisted instruction on students' academic performance in English language. *Journal of Education and Practice, 6*(3), 99-105.

Salehi, H., Ahmadi, H., & Rezaei, S. (2018). The impact of e-learning on students' language achievement: A meta-analysis of empirical studies. *Interactive Learning Environments, 26*(5), 589-601.

Shittu, A. T., & Ibrahim, A. A. (2014). Effect of computer-based instructional materials on students' academic performance in English language. *Journal of Education and Practice, 5*(32), 83-90.

Smith, J., Doe, J., & Johnson, A. (2019). The impact of technology-enhanced language learning on second language composition. *Journal of Educational Technology & Society, 22*(3), 1-14.

Stipek, D. (2002). Good instruction is motivating. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 23-45). Academic Press.

Tang, H. H. (2018). The influence of interactive whiteboards on teaching and learning: Perspectives of English language teachers. *Journal of Educational Technology & Society, 21*(1), 144-156.

Uzoma, C. A., & Okoli, C. C. (2017). Effect of multimedia technology on students' academic performance in English language. *Journal of Educationand Practice,8*(1),1-7.

Wang, Y., & Vásquez, C. (2017). Enhancing EFL learners' participation and motivation through blended learning in a flipped classroom context. *Computer Assisted Language Learning, 30*(3-4), 235-253.

Zhang, Y., & Nunan, D. (2018). Motivating learners in the digital age: The role of ICT in language learning motivation. *Computer Assisted Language Learning, 31*(5-6), 545-568

The Effect of Language Games on Students' Proficiency in Spoken English: A Focus on Junior Secondary Schools in Ikere Local Government Area of Ekiti State

Obadare Felicia Tomi
Department of Linguistics and Languages, School of Multidisciplinary Studies Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti.
obadaretomi@gmail.com

Abstract

The study examined the effect of language games on students' proficiency in spoken English, a focus on junior secondary schools in Ikere Local Government Area of Ekiti state. The paper consist of systematic review on published past related studies on the use of language games in enhancing students' proficiency in spoken English from the year 2010 to 2019. The main objective of this systematic review is to present synthetic evidence found in past related studies on the effect of language games on students' proficiency in spoken English to researcher and reading educationists so that the further implementation and development research in this area can be conducted. This systematic study attempts to find answer for two questions research, which are, how effective is language games in improving students' speaking skills and what are the students' experience when playing the game. The results of these study elucidate the significance and constructive impact of language games in enhancing students' speaking skills. The study recommends, amongst others, that there is the need for government and all other relevant agencies to incorporate language games into the language class.

Key word: Language Games, Speaking Skills, Junior Secondary School, Learner's Experience, Systematic Review, Ekiti State

Introduction

English Language is a world language and in Nigeria, it is more or less an all-purpose language. Obadare & Deji-Afuye (2019) assert that it is the language of instruction in schools, language of government, the press, language of politics, of commerce, of law, of education, of religion, of judiciary and of the mass media. Moreover, Liadi (2019) submits that English is unquestionably a global language because it has the highest number of speakers all over the world. It can be perceived as the most important legacy from the British to Nigeria. In addition, English language is the official language in many countries of the world including Nigeria and as a colonial linguistic legacy, has been the country's official language since the exit of the British colonial administration.

There are a lot of languages used around the world, but all of us share one common language which is the International language English. In most of the countries, English is used as second language including Malaysia. Somehow, English is taught and spoken in non-native countries (Qureshi, n.d). Even though English holds a second position in many countries, it is widely used in various sectors such as medicine, education, engineering, higher institute, business, technology, banking and many more sectors (Qureshi, n.d). Even in digital world English is widely used. English also has penetrated the world of economic and social activities. English has a massive role in our life, hence it is very essential to have the ability of English speaking skills.

Learning English as a foreign language not only helps speakers to understand the language but also helps to understand their culture (Diana, 2012). Learners will gain more knowledge and perhaps will develop better understanding of learners' own culture, in a different view.

Understanding and respecting different cultures can develop better connection and can fill the gap between cultures (Diana, 2012). It also provides opportunity to be directly involve with other people's cultures hence it will help to build awareness of global community (Curtain & Dahlberg, 2004; Darwish et al., 2020).

In a similar development, language games are techniques as well as procedures that may be used by teachers to enhance language learning. When using language games, the teachers should fully understand the definitions of games, their advantages, and how to use the games appropriately in the classroom. Learning to speak a certain language can sometimes be frustrating and thus well-chosen language games are key, as they provide the learners a break, as well as allow learners to practise their language skills. However, it should be noted that language games are not activities that are aimed to break the ice between learners or to kill time. There are various language games; Sorting, ordering, or arranging games, information gap games, guessing games, search games, matching games, labeling games, board games, and role play games (Kuśnierek, 2015).

In addition, games can promise full participants of students in classroom because it is fun and they can enjoy while learning (Mahmoud& Tanni, 2014). Everyone loves to win, so game can develop a healthy competitive platform for students to speak English. In order to win or complete the task they have express and understand people's point in English, as well as take actions by saying or doing in English (Gate, 2013). So games helps students to practise all main skills of language, all stages of the teaching and learning, and various kinds of speaking skills (Betterigde & Bucky, 2006).

Also, there are games that boost teamwork. Implementation of games in classroom allows learners to communicate with each other, some games are played in groups. Therefore learners need to interact with each other in order to complete the task given. Teacher should observe the learners and take actions if learners are not cooperating with their teammates. From this situation learners learn the value working together. It also gives a chance to students to mix around with their peers.

Speaking Skill

There are four language skills in English language, and they include; listening skill, speaking skill, reading skill and writing skill. Speaking skill is the second of the skills and it is a productive skill. Gbinedio (1996) asserts that language learning begins with listening but communication cannot take place unless this is extended to speech. After listening, children learn to speak by imitating what they have learned. Moreover, Oyinloye (2002) submits that man learns to speak a language the same way he learns to walk, ride a bicycle or to write. Speech is the foundation of language usage and is the ability to express oneself clearly, in flexible, conversational language, the features of which are nationally and internationally acceptable. In addition, Ofodu (2016) submits that the speaking skill is the most utilized skill in many Nigerian schools, though it is the most abandoned skill of communication by many English language teachers.

In addition, speaking is an act that is peculiar to human beings alone According to Ogunmola (2005) the process of speech production involves the movements of some parts of the body like (lips, tongue, teeth vellum etc.) to produce vocal sounds. It is important to note that animals produce vocal sounds but man is the only animal that has the ability of producing vocal sounds that form meaningful speech. Speech is one of the first things a child learns as he grows. However, it is important to note that the ability of a child to acquire a particular language is innate in him.

Siddique (2007) asserts that individuals learn by making a response and a learner learns from situations which demand a response from him. One learns only what one practises doing while individual does not learn a language by having it described or explained to him but learns it through active use.

Similarly, Gbenedio (1996) asserts that speech is the ability to express oneself, clearly, in flexible conversational language, the features of which are nationally and internationally acceptable. Spoken English helps to train students to speak the language that has national acceptability and international intelligibility.

Language Games

According to Oyinloye (2002) language games strategy could be used for teaching any aspect of language, while Ofodu (2012), opines that instructional strategies are techniques, methods and skills teachers employ in the teaching and learning process. Ofodu (2012) further asserts that teachers are expected to have a repertoire of strategies that would make class control possible, learning active and participatory, since learners learn at different rates and ways. It is observed by Obadare (2007) that the popular instructional strategy is the chalk and talk method. Ofodu (2012) submits that instruction can no longer remain at this level, bearing in mind the current realities. Moreover, learning in the twenty-first century demands learning so many skills which some call 21st century skills. In addition, Obadare (2007) asserts that teachers and learners must embrace new methods to gradually replace traditional teaching methods which is fast becoming boring and outdated.

In addition, Ofodu (2010) opines that teachers should use various types of questioning techniques to elicit responses from students. Teachers should ensure active participation in drills and exercises by making use of pictures, post cards, photographs and cut-outs from newspapers or magazines to drill students in the use of correct stress and intonation. Teachers should also engage students in dialogues.

Statement of the Problem

The present state of English language usage among students in the area of the speaking skill is a source of concern to language teachers, educators and the public. This concern is as a result of some speaking defects evident in their speeches like undue mannerism, unnecessary repetition, hesitation, mistakes in grammar and inability to speak confidently. As a result, the following questions were generated; will there be remarkable improvement in the speaking of junior secondary school students, if they are exposed to the use of language games? Will the use of language games prevent speaking defects among junior secondary school students.

Purpose of the Study

The main purpose of this study is to examine the effectiveness of language games as a means of enhancing the speaking skill in junior secondary school in Ikere Local Government Area of Ekiti State. Specifically, the study is set to;

- Present synthetic evidence found in past related studies on how language games help students' proficiency in spoken English.

Research Questions

The following research questions were raised to guide the study:

1. How effective is language games, in improving students' proficiency in spoken English?
2. What are the students' experience when playing the game?

Scope of the Study

The scope of the study was limited to the junior secondary school one (JSS I) students in Ikere LGA of Ekiti State, Nigeria. The students were appropriate because they have been taught speaking skills topics in the syllabus during their first term session.

Methodology

The study adopted an empirical research design. It was based on secondary data collected from prior research studies and other published materials. Studies are based on analysis that were derived from international online bibliographic databases, named Google Scholar, Educational Resources Information Centre (ERIC), Science/Direct, Springer e-journals and Sage. The research focused on English written journals published in peer-reviewed journals, PhD dissertations and conference proceedings in the area of language games, ESL speaking and language games. The range of research was limited from 2013 to 2019. Search terms were used to identify the literature, the keywords were (language games), (language games and English speaking skills), (language games in improving proficiency in spoken English) and (ESL students' perception on language games).

The initial search yielded 170000 results and later on the title were screened based on the following criteria:

1. Publication had to provide specific information on games (title, type, genre, features).
2. All the participants in the research could be in their primary, secondary or tertiary levels.
3. Recruit English as a second language or foreign language participants.
4. Games implemented should be categorized as language games.
5. English language skills, especially speaking skills should be taught by using games.
6. The studies could use qualitative, quantitative, mixed- method or quasi-experimental research.
7. The setting of the implementation of language games must be school-based.

Studies that are based on other skills and games, for instance, listening, reading and writing were excluded from the current literature review. The participants in these studies shared characteristics with Junior Secondary Schools in Ikere Local Government Area of Ekiti State. The results of the reviewed secondary data were used to support the objectives of the study. The procedure of data collection involves the identification of the various language games to be investigated and which were used to craft the study objectives. Consequently, analysis of the relevant literature as per the objectives was carried out.

Data was analyzed by the use of content analysis, as the data collected were largely qualitative. Content analysis involves a research tool that is used to establish the presence of certain themes, words, or concepts within some given qualitative data (Krippendorff, 2018). Content analysis makes replicable as well as valid inferences by interpreting, as well as coding textual material. Using content analysis enables the quantification and analyzing of the presence, meanings and relationships of words, themes, or concepts.

Results and Discussion

The study focused on investigating whether language games influence the acquisition of the speaking skills among students of Junior Secondary School in Ikere Local Government Area of Ekiti State. The findings of this study have shown that the use of language games increased the proficiency of spoken English of the learners. The results of this study were as presented as per objective as in table1.

Table 1: Results

Author and Year	Research Design	Types of games	Findings and Results (Impact of games)
Puspitorini (2018)	Descriptive Research	Role-plays	The hypothesis test result with R -square was 0.743 and determined that using the role play technique has the influence of 74.3 %; role play contributes significantly to the English speaking skill of students.
Fung and Min (2016)	Quasi-experimental research	Board game	Board games is a useful tool to make students to be actively in class activities involved. Board games also helps toenhance the speaking ability of low proficiency students. Board games reduce the anxiety of students.
Amal and Majeda (2014)	Quantitative Research	Word game	Word game promotes motivation and enjoyment. Games are effective tools that enhance language skills. Games enhance students' participation.
Kusnierek (2015)	Quantitative Research	Role - plays	Implementation of role -play activities enhances the speaking skill of the learners.
Wahyuni and Yulianti (2019)	Quantitative Research	Guessing game	There are some positive impacts shown by students through guessing game. Guessing games helped not only in speaking skills but also increase students' confidence.
AL-Garni and Almuhammadi (2019)	Descriptive Research	Problem Solving	The mean, median, and standard deviation of the experimental group in pre-test and post-test was 3.48, 3.00, 1.030 and 4.238, 4.500, 1.136 respectively. In the control group the values were 3.29, 3.00, 1.347 and 3.714, 3.00, 1.401 respectively. Problem solving has effect on communicative language teaching activities on EFL students' speaking skills.
Bakhshizsdeh and Alaie (2017)	Quasi-experimental Research	Problem Solving	In the pre -test, there was not a significant difference in the scores for the control group (Mean = 13.87, standard deviation = 1.19) and the experimental group (Mean = 14.66,standard deviation = 1.01); t (40) = -2.3, P = 0.23. In the post-test there was a significant difference in the scores for the control group (Mean = 14.09, standard deviation = 1.51) and the experimental group (Mean = 16.95, standard deviation = 1.11); t (40) =-6.9, P = 0.000. There is an effect of problem solving tasks on the Iranian Intermediate EFL learners' speaking skill at a private English language institute in Sharekord.

Sevy-Biloon (2016)	Qualitative Research	Board race game	Games assisted learners to increase their speaking, reading, listening, and writing skills and at the same time increased their motivation to desire and appreciate learning English
Cheng (2018)	Quantitative Research	Board race games	Showed speaking improvement. When students interact with one another through games, their anxiety levels decreased, but in an individual test setting, they experienced an inherent level of anxiety.
Sasidharan and Eng (2013)	Quantitative Research	Language Board game (Challenge)	Students gave a positive response after playing the game.

Source: Author (2022)

Effectiveness of language games in improving students' proficiency in spoken English

The study aimed at investigating whether language games influence the acquisition of the speaking skills among students of Junior Secondary School in Ikere Local Government Area of Ekiti State. To achieve this objective, the research adopted the empirical analysis approach where relevant literatures from previous studies were analyzed. Various games can be played in a language class to enhance the speaking skill, Oyinloye (2002) holds that language games strategy could be used for teaching any aspect of language. Through the systematic review, all the ten journals are classified into two categories; studies that used only one language games in their research and journals that used more than one language games in their research. There are six studies that used only a single game to teach language skills, the studies were from (Puspitorini, 2018; Fung and Min; 2016; Amal and Majeda, 2014; Wahyuni and Yulianti, 2019; AL-Garni and Almuhammadi and 2019; Sevy-Biloon, 2016). Most of the studies shows a positive effect of learning language using games, not only on students but also on teachers.

Based on the outcome of analysis of all these research, effectiveness of games varies from each other however there are also studies that shared the same effect of language games (Fung and Min, 2016; Amal and Majeda, 2014; AL-Garni and Almuhammadi, 2019; Bakhshizsdeh and Alaie, 2017 and Sasidharanand Eng, 2013) shares the same positive effect which is increased motivation among students. Problem solving includes the participation of a group, and the focus is on developing communication, practical group problem-solving, leadership, as well as team work skills. It is ideal for groups of young people and adults, as well as new and existing teams. The study established that problem-solving significantly influences the speaking skills since the experimental group always scored higher than the control group. This findings support Bakhshizsdeh and Alaie (2017) who found that the experimental group performed better than the control group and thus the use of problem-solving tasks significantly causes the improvement of the speaking proficiency of the learners. There are some positive impacts shown by students through guessing game. Guessing games helped not only in speaking skills but also increased students' confidence. (Wahyuni and Yulianti, 2019)

Students' experience through Language Games

Board race games are fun games for revising vocabulary and grammar and the

students can be asked to write fixed number of words from a given category. The teachers used Board games to enhance vocabulary and grammar, promote multiple skill learning while employing diverse teaching styles to create an environment which independently motivated learners to not only want to learn but also to internalize language. The study established that board games assisted learners to increase their speaking skill. The study findings supported the position of Sevy-Biloon (2016) that there is significant influence of adopting board race game on students' vocabulary mastery and Cheng (2018) who found that using board game can significantly improve students' grammar mastery. Also Sasidharan and Eng (2013) who found that students gave a positive response after playing Language Board game.

Conclusion

The study established the effect of language games on students' proficiency in spoken English among students of Junior Secondary School in Ikere Local Government Area of Ekiti State. The use of language games expressively increased the students' achievement in speaking proficiency. They enhance speaking skills of the students, which significantly become sophisticated after using unrestrained games because of interaction among students in the classroom. Games assisted learners to increase their speaking, reading, listening, and writing skills and at the same time increased their motivation to desire and appreciate learning English. Games can motivate learners, promote learners' interaction, and improve learners' acquisition. Specifically the study concluded that role play, board game, word game, guessing game, problem solving board race games and language board games enhance and contribute significantly, and confidently to the English speaking skill of students. The games assist learners to increase their speaking skill and significantly improve their grammar mastery.

Recommendations

Based on the findings of this study, the following recommendations were made:

- There is the need for government and all other relevant agencies to incorporate language games into the language class.
- The traditional method of teaching should be de-emphasized.
- English remains our official language so all hands must be on deck for its right acquisition.
- Students should be taught to express themselves in flexible conversational English.

References

Aguiyi, A.I. (2009). Language as a tool in eradicating human trafficking and child abuse in Nigeria. *Journal of Women in Colleges of Education JOWICE*, 2 (13), 425 – 429.

AL-Garni, S. A., & Almuhammadi, A. H. (2019). The Effect of Using Communicative Language Teaching Activities on EFL Students' Speaking Skills at the University of Jeddah. English Language Teaching, 12(6).

Amal, A. M., Majeda, A. N. (2014).The effect of using Word games on primary stage students' achievement in English language vocabulary in Jordan. American International Journal of Contemporary Research, 4(9), 144-152.

Babatunde & Adeyanju, (2002). *Language, meaning and society*, papers in honour

of E.E. Adegbija at 50, Ilorin Haytee Press.

Bakhshizsdeh, Y., & Alaie, B. (2017). The Effect of problem-Solving Tasks on the Iranian Intermediate EFL Learners' Speaking Skill. *Journal of Applied Linguistics and Language Research,* 4(6), 174-182.

Bamgbose, A. (1976). Language Teaching in Nigeria: A Linguistic view point, in *West African Journal of Education,* (11)3, 369 – 399.

Banjo (1996). *Making a virtue of necessities: An overview of the English Language.* Ibadan University Press.

Bodunde, H. A. & Olanipekun, F. A. (2009). Peer-critiquing as an effective strategy for teaching writing. *Journal for Teachers of English and Communication Skills, (7), 49 – 54*

Cheng, Y-C. (2018).The effect of using board games in reducing language anxiety and improving oral performance. Electronic Thesis and Dissertations: University of Mississippi.

Danfulani, N.A. (2019 June). English Language as a potent tool for academic writing: A systematic functional linguistic approach in a book of abstract published by NATRESL (National Association of Teachers and Researcher of English as a Second Language) at the National conference held in FUTA Nigeria.

Darwish, S., Alzayed, S., & Ahmed, U. (2020). How Women in Science can Boost Women's Entrepreneurship: Review and Highlights. *International Journal of Innovation Creativity and Change*, 14(1), 453-470.

Diana. (2012).Why is learning English so Beneficial nowadays? *International Journal of Communication Research,* 2(4), 374-376.

Eyisi, J. (2004). Common errors in the use of English, Onitsha Africana publishers limited

Fung, Y. M., Min, Y. L. (2016). Effect of board game on speaking ability of low proficiency ESL learners. International Journal of Applied Linguistics & English Literature, 5(3), 261-270.

Gate, M. (2013). Language Teaching: A Scheme for Teacher Education; Speaking. Oxford: Oxford University Press.

Gbenedio, U. (1996). *Teaching and Learning English as a Second Language.* Benin City: New Era Publication

Hansford (1976). An index of Nigeria Languages Accra: Summer Institution Press.

Idowu, S.O. (2004). *Mother tongue interference: A perceived negative influence utilized for positive second language learning in the domestication of English in Nigeria.* Lagos: University of Lagos press.

Kuśnierek, A. (2015). Developing students' speaking skills through role-play. World Scientific News, (7), 73-111.

Liadi, A.T. (2019, June). *Importance of English language usage as medium of instruction in primary schools.* A paper presented at the 14th Annual conference of the national association of Teachers and Researchers in English as a Second Language (NATRESL). Federal University of Technology Akure, Nigeria.

Mahmoud, A. A. A., & Tanni, Z. A. (2014). Using games to promote students motivation towards learning English, Al-Quds. *Open University Journal for Educational & Psychological Research & Studies,* 2(5).

Mamman, A. (2004). Comparative analysis of sex difference in the personality attributes of a leader. *Journal of women in education*, *JOWICE*, (8) 1, 111 – 127.

Obadare, F.T. & Deji-Afuye, O.O. (2019). Grammatical errors of student teachers: Effects on English language learning

among secondary school students in Ekiti State Nigeria. *Journal of Educational Research and Management Technology IJERMT*, 4(6), 64 – 72.

Obadare, F.T. (2007). Information communication technology: A tool for effective teaching and learning of English Language. *Ikere Journal of Education,* 10(1), 182 – 188.

Ofodu, G.O. (2016). Boosting imagination in English language classes using learner-oriented strategies. (MJALE) *Multidisciplinary Journal of Arts and Language Education,* 1(1), 57 – 68.

Ofodu, G.O. (2010). Teaching English study with ease. Ado – Ekiti, Godliness press publishers.

Ofodu, G.O. (2012). Instructional strategies and resources utility in language teaching among basic educators in 21st century Nigeria. 6(3), 54 – 79

Ogunmola, E.T. Ajayi & Deji-Afuye, O.O. (2005). Development of language skills II. Ado Ekiti, Faloo Publishers.

Olanipekun, F.A. (2009). Peer-critiquing as an effective strategy for teaching in English language teaching today. *Journal for Teachers of English and communication skills,* (7) 49 – 54.

Oluwole, Y.G. Olanrewaju, R. F. & Abdulsalam, N.A. (March, 2018). *The indispensability of the English Language in restructuring Nigeria.* A paper presented at the 4th Biennial South-West Zonal Conference/ Workshop MOCPED, Epe, Nigeria.

Oyinloye, G.O. & Fasae, F.B.K. (2019). Improving students' attitude towards English language study through teaching strategies and comic packages. A paper presented at the annual international conference of language educators at O.A.U. Ile Ife.

Oyinloye, G.O. (2002). *Language education and language teaching methods.* Ado Ekiti Green line publishers.

Sasidharan, A., & Eng, T. K. (2013). Pupils' and teachers' perceptions of a language board game, challenge. The English Teacher, 42 (3), 126-133.

Siddique, M.H. (2007). *A hand book for teachers' research in teaching literature.* New Delhi APH Publishing Corporation.

Feedback Strategies and Students' Achievement in English Grammar in Iseyin Local Government Area, Oyo State

[1]Sulaimon Adewale Ogundoyin and [2]Sheriff Olamide Olatunji, Ph.D
[1]Department of Arts and Social Science Education, University of Ibadan, Nigeria.
ogsadex@yahoo.com
[2]Department of Arts and Social Sciences Education
National Open University of Nigeria, Abuja
olatunjisheriff07@gmail.com

Abstract

This study investigated the effect of feedback strategies on students' achievement in English Grammar in Iseyin Local Government Area of Oyo State, using pretest-posttest control group quasi experimental research design. Three senior secondary schools were randomly selected from Iseyin Local Government. Three intact classes of SS II with a total of 212 were randomly assigned to experimental and control groups. The instruments used for data collection were English Grammar Achievement Test (r= .98) and Questionnaire on Students' Self-Efficacy in English Grammar (r=.90) and instructional guides. Data collected were analysed using Analysis of Covariance (ANCOVA) and Bonferroni post-hoc test at 0.05 level of significance. Findings of the study revealed that treatment had a significant main effect on students' achievement in English Grammar ($F_{2;200}$) =20.818). Students in written corrective feedback had the highest post-achievement mean score (38.849), followed by the students in oral corrective feedback) (33.521), while the students in the conventional group had the least post-achievement mean score (28.892). Based on the findings of this study, it was recommended that feedback strategies should be adopted in teaching and learning of English Grammar, while teachers should be exposed to seminars and conferences on how to use the feedback strategies..

Key words: Effect, Feedback Strategies, English Grammar, Students' Achievement

Introduction

Grammar is the spinal cord of any language and the user's mastery of it determines his competence and performance in the language. It is an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language (Kumar, 2013). Grammar which is otherwise known as lexis and structure as an aspect of English Language. Grammar is the body of descriptive statements about the morphological and syntactic structures of a language. It is concerned with the description of units of language structure and the rules, which state how languages elements are, may or be combined (Ojo, 2011). Grammar, also called structure or grammatical structure is the set of patterns in which the words of a language are arranged in order to convey meanings (Opega, 2005). It is also the proper arrangement of words in sentences (NERDC, 2006).

Grammar can be subdivided into two which are morphology and syntax: Morphology is the study of the structures of words and the rules governing their formation. It deals with concepts such as morpheme, allomorphs and word-formation process (Tomori 1977). Syntax is the study of the grammatical structure of sentence as built up of words (Robins, 1965). In linguistics, syntax is the study of the rules, or patterned relations that govern the way words are combined to form phrases and combination of phrases to form sentences. Baldeh (1990) defined grammar as the patterns and forms of a language used and accepted by the native

speakers of that language. Lester (2001) described it as the rules of the language that have been acquired and are used unconsciously by a speaker. Ogeniyi (2002) and Akinbode (2008) agreed that grammar is the spinal cord of any language and the user's mastery of it determines his competence and performance in the language. Oji (2002) maintained that a second language learner need to have the command of grammar of a particular language to a considerable degree before he or she can claim to have the mastery of such language.

Grammar helps users of the English language to communicate more effectively. Quite simply, if users of English know how English works, then they can make better use of it. A knowledge of grammar enables them to evaluate the choices which are available to them during composition. If language users understand the relationship between the parts of a sentence, they can eliminate many of the ambiguities and misunderstandings which result from poor construction. In the interpretation of writing too, grammatical knowledge is important. The understanding of literary texts, for example, often depends on careful grammatical analysis. Other forms of writing can be equally difficult to interpret. Scientific and academic writing, for instance, may be complex not just in the ideas they convey, but also in their syntax. These types of writing can be difficult to understand easily without some familiarities with how the parts relate to each other. The study of grammar enables a language user to go beyond his instinctive, native-speaker knowledge, and to use English in an intelligent and informed way (Amore, 2016).

In the Senior School Certificate Examination, grammar is integrated into papers 1 and 2 of English Language examination. Paper 1 examines candidates on lexis and structure while paper 2 tests students on letter/essay writing, comprehension and summary. In letter/essay writing, grammar is tested under expression and mechanical accuracy, and it takes 30 out of the 50 marks allocated to that section (WAEC, 2022). In comprehension and summary, every correct answer given is first checked to ascertain whether it is grammatically flawless before it is awarded full marks; if not, half a mark is deducted for each grammatical error committed for each answer (WAEC, 2022). Lexis and structure objective test. This part tests candidates' knowledge of lexis and structure (grammar) with a ratio of 45: 55 in favour of structure (WAEC 2022).

Despite the importance of English grammar, students' performance in the aspect of English Language that deals with grammar, especially in external examinations, has been very poor. The poor performance of students in English grammar has been identified as the major cause of the poor results they obtain in English Language and this has been traced to spelling errors, misinterpretation of the demands of the questions and difficulty in framing their responses due to poor command of the subject. Azikiwe (1998) stated that the effective use of English is what many students lack, lamenting that the achievement of students in the subject in the school certificate examination does not fall in line with the great importance attached to it.

Sibanda (2015) and Kolawole (2016) noted that one of the basic factors responsible for students' poor performance in English Language at SSCE is that teachers do not bother to use available, relevant and effective modern teaching resources, methods and strategies which will motivate students towards better achievement in English Language. Findings from these studies showed that there is still persistent usage of conventional teaching methods and strategies which have been found not only to be archaic but ineffective and non-viable.

Efforts to address this problem have made scholars and researchers to carry out numerous studies. All these studies came up

with good insights to the teaching and learning of English grammar but with less research focus on effect of feedback strategies on students' achievement in English Grammar especially in Iseyin Local Government Area of Oyo State. The use of different feedback strategies has been found to be effective in enhancing literacy skills of learners (Kolawole, 2003).

Feedback strategies will identify students' area of improvement, and offers suggestions about how to approach these. Corrective feedback strategies are very important in teaching and learning. It is widely acknowledged that the effect of feedback is enhanced if and only if it is immediate and clearly articulated in order to guide the learning process and to rectify possible shortcomings (O'Malley & Pierce, 1996).

Effective teaching and adequate feedback are powerful way of enhancing learning. Teachers need to seek and learn from feedback (such as from students' responses to tests) as much as do students, and only when assessment provides such learning is it of value to either. (Hattie &Timperley, 2007). Much has been recorded about oral and written corrective feedback in the acquisition of linguistic knowledge and in the instruction of second language. These studies have shown that teacher feedback is effective in facilitating students' linguistic development (particularly grammatical accuracy) and enhancing students' text revisions. Students who receive any kind of feedback on their errors perform better than those who receive no feedback.

According to the findings of Loewen and Philp (2006) and Philp (2003), written corrective feedback (explicit) is more likely to be stored in long-term memory, compared to oral corrective feedback (implicit) such as recasts. The findings further support that learners who were given the corrective feedback in two modalities retained the corrective feedback better than other group (conventional group), possibly due to the explicit nature of the correction and its being easily noticeable (Schmidt, 1990).

Statement of the Problem

Grammar is crucial for communication to take place because it shows how language is used. Communication suffers a considerable breakdown in the absence of correct use of grammar. It is an aspect of language that is crucial and central to language learning and acquisition. However, reports have shown that students' performance in English grammar is very low. As a way of addressing this problem, scholars and researchers have carried out numerous studies on teacher, student and school related factors. All these studies came up with useful contributions to teaching and learning of English grammar but with less research focus on effect of feedback strategies on students' achievement in English Grammar especially in Iseyin Local Government Area of Oyo State. Therefore, this study investigated the effect of feedback strategies on students' achievement in English Grammar especially in Iseyin Local Government Area of Oyo State.

Hypothesis

In this study, one hypothesis was formulated and tested at 0.05 level of significance:

$H0_1$ There is no significant main effect of treatment on students' achievement in English grammar

Methodology

The study adopted the pretest-posttest control group quasi experimental research design. Three senior secondary schools were randomly selected from all the secondary schools in Iseyin Local Government. Three intact classes of SS II participated in the study. One intact class for experimental group I, One intact class for experimental group II and the third intact class for the conventional strategy.

In all, 212 SS II students participated in the study. The instruments used for data collection were English Grammar Achievement Test (r= .98), Questionnaire on Students' Self-Efficacy in English Grammar (r=.90) and instructional guides. Data collected were analysed using inferential statistics of Analysis of Covariance (ANCOVA) and Bonferroni post-hoc test at 0.05 level of significance..

Results

$H_0$1: There is no significant main effect of treatment on students' achievement in English grammar.

Table 1: Analysis of Covariance (ANCOVA) of Post-Achievement in English Grammar by Treatment and Gender

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	10160.940[a]	9	1128.993	15.845	.000	.416
Intercept	20628.143	1	20628.143	289.511	.000	.591
Pretest	3861.014	1	3861.014	54.188	.000	.213
Treatment	2966.690	2	1483.345	20.818	*.000	.172
Self-Efficacy	159.000	2	79.500	1.116	.330	.011
Treatment * Self - Efficacy	217.248	4	54.312	.762	.551	.015
Error	14250.317	200	71.252			
Total	240990.000	210				
Corrected Total	24411.257	209				

Table 1 shows that there was significant main effect of treatment on students' achievement in English grammar ($F_{(2;200)} = 20.818; p<.05; \eta^2 = .172$). The effect size is 17.2%. This implies that there is a significant difference in the post-achievement of students. Thus, the null hypothesis 1 was rejected. In order to determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment groups were carried out and the result is presented in Table 2.

Table 2: Estimated Marginal Means for Post-Achievement in English Grammar by Treatment

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Written Corrective Feedback Strategy	38.849[a]	1.280	36.326	41.373
Oral Corrective Feedback Strategy	33.521[a]	1.180	31.194	35.847
Conventional Strategy	28.892[a]	.861	27.194	30.590

Table 2 indicates that the students in experimental group II (Written Corrective Feedback) had the highest post-achievement mean score (38.849), followed by the students in the experimental group I (Oral Corrective Feedback) (33.521) while the students in the conventional group had the least post-achievement mean score (28.892). This order could be represented as WCFS>OCFS>CS.

Table 3: Bonferroni Post-hoc Analysis of Post-Achievement in English Grammar by Treatment

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Written Corrective Feedback Strategy	Oral Corrective Feedback Strategy	5.329*	1.728	.007	1.156	9.502
	Conventional Strategy	9.957*	1.561	.000	6.190	13.725
Oral Corrective Feedback Strategy	Written Corrective Feedback Strategy	-5.329*	1.728	.007	-9.502	-1.156
	Conventional Strategy	4.629*	1.473	.006	1.073	8.184
Conventional Strategy	Written Corrective Feedback Strategy	-9.957*	1.561	.000	-13.725	-6.190
	Oral Corrective Feedback Strategy	-4.629*	1.473	.006	-8.184	-1.073

Table 3 shows that the post achievement of students in the Written Corrective Feedback group was significantly different from that of their counterparts in the Oral Corrective Feedback group (Mean Difference = 5.329; $p<.05$) and Conventional group (Mean Difference = 9.957; $p<.05$). The result further shows that the post-achievement of students in the Oral Corrective Feedback group was significantly different from that of their counterparts in the Conventional group (Mean Difference = 4.629; $p<.05$). This implies that the post-achievements of students in English grammar were significantly different across the treatment groups.

Discussion of Findings

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

Study revealed that students who received written corrective feedback had the highest achievement, followed by the students that received feedback in oral form while the students in conventional groups had the least achievement. The result from the study indicated that students performed better when introduced to feedback strategies than that of the conventional method. It revealed that feedback had significant main effect on the achievement of students in English grammar.This finding corroborates the finding of Ashwell (2000) who reported the learner who is provided with feedback is more successful than those who do not receive feedback. In their study, Bitchener and Knoch (2010) showed the general efficacy of feedback in enhancing grammatical knowledge. Similarly, previous studies revealed that feedback serves as decisive element in assessment for learning. Feedback is an attempt to give information to close the gap between the student current status and desire learning goals from the behavioural view point, feedback is considered to reinforce correct responses, this revealed that feedback is an important element of instruction which the consequences of a behaviour may influence the rate of that feedback encourage all student to improve their work and to build on their previous performance as well.

Conclusion

This study investigated the effects of corrective feedback strategies on students' achievement in English grammar. It can therefore be concluded from this study that written and oral corrective feedback strategies are effective in improving students'

performance English grammar. Therefore, these strategies must be made important component of English language instruction for better result.

Recommendations

Based on the findings from the study, the following recommendations are hereby made:

1. Students should be exposed to written corrective feedback strategies more than oral corrective feedback strategy because they recognised often what they see; it refreshes their memories and clarifies issue or misconceptions.
2. English Language teachers should be exposed to seminars, conferences and workshop on how to deploy written and oral corrective feedback strategies effective in teaching various aspects of English language

References

Adedigba J. O. (2015). Effect of direct and indirect explicit grammar instruction strategies on achievement in English grammar and composition among secondary school students in Ibadan metropolis. *Ph.D Thesis*: Department of Teacher Education, University of Ibadan

Adekunle, M.A. (1974). The Standard Nigerian English. A Sociolinguistics Perspective. Journal of the Nigeria English studies Association (JNESA) Vol. 6, Pp. 10

Adekunle, M.A., (1995). 'English in Nigeria: Attitudes, Policy and Communicative Realities'. In A. Bamgbose, A Banjo, and A. Thomas (eds), New Englishes; A West African Perspective. Ibadan. Musoro. 57-58.

Akujobi, O. S. and Chukwu,. E. (2012). Challenges of Effective English Language in Nigeria Secondary Schools. An International Journal of Arts and Humanities (IJAH) Vol.1,No.4.

Alabi, A.O and Obisesan, O. A .(1999). Effective Communication in English .Oyo. Odumatt Press and Publishers

Adewuyi,J.O. (2002). Effects of Feedback and Remediation on Students' Achievement and Attitude towards Economics. Unpublished Ph.D Thesis. University of Ibadan.

Amir, H.F and Mohammed R.K.(2017). The Effect of Written Corrective Feedback on Students Writing Accuracy. International Journal of Research in English Education. Retrieved from: www.ijreeonline.com.

Amore K. P. (2016). Effect of two comparative learning strategies on secondary school students' achievement in and attitude to English grammar in Ojebu-ode, Ogun State: *A paper presented for TEE 812 (Advanced Research Seminar on language and language education) Department of Teacher Education, University of Ibadan.*

Babajide,A.O,. .(1996). Introductory English Grammar and Writing Skills. Enicrownfit Publisher. In Fakeye, D. O, and Ohia, N. I. (Eds), Writing Anxiety: An Affective Filter for Essay Writing Instruction among ESL Students in Ibadan. International Journal of Arts and Humanities (IJAH). Bahir-Dar,Ethiopai.Vol.5.(3), No.18.78-88.

Bamgbose, A. (1995). English in the Nigerian Environment. In New Englishes: A West African Perspective A. Bamgbose, A. Banjo and A. Andrews (Eds). Ibadan: Mosuro Publishers & Booksellers

Banjo, A. (2015). Exam Focus English Language for WAEC (WASSCE), NECO (SSCE) and UTME. University Press PLC. Ibadan.

Bitchener, J & Knoch, U. (2010). The Value of Written Corrective Feedback for Migrant and International Students. Languge Teaching Resarch. 12(3) 409-421.

Borg, S. .2001. Self-Perception and Practice in Teaching Grammar. ELT Journal, 55 (1), 21–29.

British Council. (2014). Feedback. Reatrieved September,2019 from http://www.teaching english.org.uk/knowledge.database/feedba ck

Bright, J. and Mc Gregor, G .(1970). Teaching English as a Second Language. London Grop ltd.

Claudia, L. Keh. (1990). Feedback in Writing Process: A Model and Methods for Implementation. EFT Journal. Vol.44. Oxford University Press.

Clements, S. J. .(2010). Writing Conferences in Kindergarten: Using Feedback to Enhance Student Writing. Unpublished, ED. D, Dissertation, Walden University, 34040564.

Egbe, C.I. (2015). Effects of Integrative Language Teaching Approach on Secondary School Students' Achievement and Interest in English Grammar.UnpublishedPh.D Thesis. Department of Arts Education. University of Nigeria, Nsuka.

Ellis, R., Loewen, S., and Erlam, R. (2005). Implicit and explicit corrective feedback and the acquisition of L2 grammar. Studies in Second Language Acquisition, 28, 339-368.

Ellis, Rod. (2009). "A Typology of Written Corrective Feedback Types". ELT Journal. p.98-99

Erkkila, Matti. (2013). Teacher Written Feedback: Teachers' Perceptions of Given Feedback. Department of Languages English, University of Jyväskylä. p.16

Hattie, J. &Timperly, H. (2007). The Power of Feedback. Review of Educational Reseach.1(77),81-112. http://dedoi.org/10.3102/oo3465430298487.

Jayeoba O. S & Olatunji, S. O. (2021). Teachers' Perception and Use of Class Drills as Predictors of Senior Secondary School Students' Achievement in English Grammar in Oyo State. International Journal of Educational Issues. Adekunle Ajasin University, Akungba-Akoko. Vol. 7, 55-63

Kolawole C.O. O .(2003). Feedback Strategies and Secondary School Students' Attitude and Performances in Essay Writing. African Journal of Educational Research.

Kolawole C.O.O, .(2009). English Grammar and effective writing Ibadan: Foldak publishers.

Kumar, P. (2013). The Importance of Grammar in English language Teaching: A Reassessment. *Journal of language in India*. ISSN 1930-2940. 13:5

Katia .(2011). Effects of feedback interventions on performance. In Ismail. i.e (eds). The impact of the Direct Teacher feedback strategy on the EFL secondary stag students' writing perform once. Department of curriculum methods Mansur university

Ogbeniyi, L. C. (2002). The teaching of grammar as a tool for learning English as a second language. In E. J. Otagburuagu& P. A. Anyanwu (eds.). *Concepts and issues in language studies*. Owerri: Springfield Publishers, 208 – 223.

Olatunji S. O. (2020). Vocabulary knowledge and self-efficacy as correlates of students' achievement in English Grammar in Ibadan North Local Government Area of Oyo State. In Ayo Osisanwo, Waheed Bamigbade, Ebuka Igwebuike and Akin Tella (Eds). Applied Linguistics Variations and English Usage in the Nigerian Context. A festschrift for Moses Alo. University Press PLC, Ibadan, 120-130.

Olatunji, S. O &Adejumobi H. O. (2022). Correlation among Teachers' Knowledge, Perceptionof Task-Based Language Teaching and Students' Achievement in English Grammar in Oyo State. Journal of International Association of Language Educators (JIALE). Vol. 3, 203-208

Sheen, Y., Wright, D., and Moldawa, A. .(2009) Differential effects of focused and unfocused written correction on the accurate use of grammatical forms by adult ESL learners. System, 37, 556-569.

Silva, Kasemipour. (2014). Comparing the Outcomes of Two Types of Corrective Feedback on EFL Classes Final Exam. Procedia-Social and Behavioural Sciences. (98), 876-881. Retrieved from: www.sciencedirect.com.

Uwadiae, I. (2008). Mass Failure in WAEC Examination. Financial Standard (December 2).Retrieved on 2nd December, 2019 from http://www. financialstandard news.com.

West African Examination Council 2018-2022 June/July. Department of Planning, Research and Statistics. Oyo State Ministry of Education

The Use of Orature in Rejuvenating Moral Values in Nigeria Society: Perceptions of Primary School Teachers in Ogun State, Nigeria.

Stella Adebimpe Okueso
Department of English, School of Languages, Sikiru Adetona College of Education, Science and Technology, Omu-Ajose. A Degree awarding Institution in Ogun State.
stellaadebimpeokueso@gmail.com, 08039636231

Abstract

This study was carried out to investigate the perception of primary school teachers on the rejuvenation of moral values with the application of orature as a strategy. A mixed-methods research design was adopted with the use of quantitative and qualitative data collected using a questionnaire and a focus group discussion guide. One research question was answered while two hypotheses were tested. Participants were purposively sampled from both rural and urban schools in the Ogun East Senatorial District of Ogun State. Orature as Tool for Moral Values Rejuvenation Questionnaire OTMVRQ (r-0.92) was the questionnaire and a six-item focus group discussion guide were the instruments used for data collection. The findings revealed that teachers were significantly positive in their perception of the use of orature as a tool for rejuvenating moral values, with a mean value of 2.80, which is higher than the criteria mean value of 2.50. Also, the findings revealed that there is no significant gender difference in the perception of teachers ($t = 0.292$, $p > 0.05$). It was therefore concluded that orature is an effective tool that can be used to shape and rejuvenate moral values right from basic schools. Hence, the effective reintroduction of teaching of orature in primary schools becomes imperative, and the managers of education should prepare a suitable milieu for the effective use of orature.

Key words: Moral values, rejuvenating, teachers' perception, primary school

Introduction

In contemporary Nigeria, the erosion of traditional moral values has been a pressing concern, with various factors contributing to this decline. Amidst this backdrop, the use of orature, encompassing oral traditions, folklore, and storytelling, has emerged as a potential avenue for rejuvenating moral values within Nigerian society. This paper explores the perceptions of primary school teachers regarding the utilization of orature for this purpose.

Nigeria, a nation rich in historical diversity and cultural diversity, has seen tremendous sociocultural change throughout the years. Globalisation and technological growth have contributed to society's dynamism, which has caused a steady erosion of old moral ideals and conventions (Okueso & Osikomaiya, 2017). A rising number of people are realizing that, in light of these developments, it is imperative to protect and revitalise the moral foundation of the country, especially as it relates to literature. Maintaining honesty and integrity is a moral principle that permeates Nigerian literature. Folktales and proverbs frequently highlight the negative effects of lying and the positive benefits of honesty, inspiring people to behave honourably (Adiele, 2017). Orature, the spoken word, or boucherie, is a means of expressing culture and includes customs, myths, proverbs, and folktales that are transmitted orally from one generation to the next. To transmit moral lessons, art makes use of folklore, cultural narratives, and traditional stories (Konate, 2021). It offers a context-specific strategy by incorporating cultural heritage into moral education (Ogunyemi, 2017). It provides a cultural link between the past and the present and acts as a storehouse of knowledge, moral teachings, and values (Nnyagu, 2017; Nnamdi-Eruchalu, 2022).

In the framework of reviving moral

principles, the use of nature is especially significant in the elementary education system, where young minds are shared and shaped. Respect for elders is a basic moral principle in Nigerian culture. Literature frequently highlights the value of exhibiting respect for senior citizens as a means of upholding established hierarchies and societal harmony (Oyekan, 2003). Preservation of Cultural Heritage: According to Ugwu (2022), community involvement guarantees the conservation of cultural heritage through art. Incorporating the community into the educational process serves to preserve morally instructive customs, proverbs, and traditional tales (Akomolafe, 2018). Nigeria, with its diverse ethnic groups and rich cultural heritage, has long been characterized by a strong emphasis on communal values, respect for elders, and ethical conduct. However, modernization, globalization, and socio-economic challenges have posed significant threats to these traditional values. Rapid urbanization, the influence of mass media, and economic disparities have contributed to the erosion of the moral fabric in Nigerian society. Orature, deeply rooted in Nigeria's cultural heritage, represents a reservoir of moral wisdom and ethical principles. It encompasses a wide range of oral traditions, including myths, legends, proverbs, folktales, and songs, passed down through generations. Orature serves not only as a means of preserving cultural identity but also as a vehicle for imparting moral lessons and ethical values.

Primary school teachers play a crucial role in shaping the moral development of young learners. As frontline educators, they have a unique opportunity to integrate orature into the curriculum and classroom activities. By incorporating oral narratives, folk stories, and traditional songs, teachers can impart moral values in a culturally relevant and engaging manner.

A study conducted by Okonkwo (2013) among primary school teachers in Nigeria aimed to explore their perceptions regarding the use of orature for rejuvenating moral values. The findings revealed a widespread recognition of orature's potential as a pedagogical tool for moral education. Teachers expressed a sense of urgency in addressing moral decline and viewed orature as a valuable resource for instilling virtues such as honesty, respect, and empathy.

As major players in the educational system, primary school teachers are essential in forming the moral compass of the following generation. Understanding the possible impact of traditional storytelling and cultural narratives on the moral development of Nigerian children requires an understanding of their assessment of the efficiency of nature in teaching moral principles to young learners (Ugwu, 2022). It is difficult to evaluate moral progress, in contrast to intellectual disciplines. In the absence of standardized assessment techniques, educators may find it difficult to determine how well their efforts to impart moral principles are working (Leming, 2015). Despite the enthusiasm among primary school teachers, several challenges exist in effectively integrating orature into moral education initiatives. These include curriculum constraints, limited resources, and the dominance of Western educational paradigms. However, there are also opportunities for collaboration with community elders, cultural institutions, and educational policymakers to promote the incorporation of orature into school curricula.

Because of its deep cultural roots, orature offers a distinctive and indigenous approach to addressing the moral values that Nigerian society faces today. By incorporating proverbs, folktales, and traditional stories into the primary school curriculum, educators can create a holistic learning environment that not only imparts academic knowledge but also fosters moral

and ethical development. The challenges that Nigerian society faces today include increased crime rates, corruption, and ethical dilemmas.

Orature is a cultural pedagogy that can be used to teach moral principles in the curriculum of elementary schools. Teachers can help students connect with their cultural heritage by including traditional stories, proverbs, and performances (Akomolafe, 2018). Literature promotes critical thinking abilities by posing difficult moral questions and culturally contextualised scenarios. Instructors see that students have a greater comprehension of moral principles and ethical decision-making by analysing oral storytelling (Adeyemi, 2019).

Therefore, the use of orature holds promise for revitalizing moral values in Nigerian society, particularly within the context of primary education. Primary school teachers play a pivotal role in harnessing the rich cultural heritage of orature to impart ethical principles and foster character development among young learners. By embracing orature as a pedagogical tool, educators can contribute to the preservation of Nigeria's cultural identity while addressing the moral challenges of the contemporary era. The purpose of this study is to investigate how primary school teachers in Nigeria view the application of literature as a means of reinvigorating moral values in the country. The research intends to ascertain how much teachers integrate literature into their teaching practices, the difficulties they encounter, and the perceived influence on the moral growth of their pupils using interviews, surveys, and classroom observations. In the end, this study's findings will provide insightful information for the continuing conversation in Nigeria about moral values preservation and educational reform, with implications for curriculum creation and teacher preparation programmes.

Objectives of the Study:

1. To assess primary school teachers' perception of orature as a tool for rejuvenating moral values.
2. To identify challenges and opportunities associated with the use of orature in primary education for rejuvenation of moral values in Ogun State as perceived by teachers.

Research Question

What are the challenges and opportunities in the application of orature in rejuvenating moral values as perceived by primary school teachers?

Hypotheses

H_1 Teachers will not positively perceive the application of orature as a tool for moral value rejuvenation in Ogun State.

H_2 There will be no significant difference in the perception of male and female teachers on the use of orature for rejuvenating moral values in Ogun State.

Methodology

A mixed method of both quantitative and qualitative research design with a phenomenological approach was adopted to understand the primary school teachers' perceptions using both a questionnaire and a focus group discussion guide on the application of orature to rejuvenate moral values in Ogun State, Nigeria. One thousand two hundred (n=I200) participants were purposefully selected from both rural (2 schools) and urban (2 schools) primary schools in the Ogun East Senatorial District of Ogun State, Nigeria, the schools were purposively selected because morality is an issue that concerns both the rural and urban community members for the administration of a ten-item questionnaire, the Orature as a Tool

for Moral Values Rejuvenation Questionnaire (OTMVRQ) (r = 092) which has items dealing with moral issues and how they can be rejuvenated as a panacea to the increasing phenomenon of moral decadence in our society, which was possible during the 2023 teachers' day ceremony. The questionnaire was used to collect data that were used to test the two postulated hypotheses at the 0.05 level of significance.

A focus group discussion guide of six question items which was validated with the assistance of scholars in early childhood education and researchers in the English language was developed to answer the only research question, which was meant to have a qualitative report of the participant to better understand various variables affecting the issues of the application of orature for the rejuvenation of moral values in Nigerian society. Two hundred senior teachers were purposefully selected to share experiences on the hitherto uses of orature in improving moral behaviour among the school children, 50 from each school, with special preference for teachers in the fields of English, Yoruba, social studies, and physical and health education. This group was asked to freely discuss the issue on the discussion guide which was meant to elicit information from the senior teachers on the use of orature as a tool to improve character among young learners as it was hitherto in use. The collected data were analysed using a descriptive statistic of mean and t-test to test the two hypotheses, while the qualitative findings were discussed as they were presented during the discussion sessions.

Results

Data Analysis was carried out in line with the aims and objectives of the study. In all, 1200 copies of the questionnaire were distributed, however, only 1179 copies were retrieved and found usable which accounts for 98.2% rate of return.

Table 1: Distribution of Respondents by Demographic Information (N = 1179)

Demographic Details	**Frequency**	**Percentage (%)**
Gender		
Male	321	27.2
Female	858	72.8
Age Group		
< 30 years	119	10.1
30-39 years	215	18.2
40-49 years	516	43.8
50-59 years	260	22.1
60 years or older	69	5.9

Work Experience		
10 years or Less	88	7.5
11-15 years	311	26.4
16-20 years	627	53.2
Above 20 years	153	13.0
Location of School		
Rural	581	49.3
Urban	598	50.7

The findings presented in Table 1 offer valuable insights into the demographic characteristics of the surveyed participants, who were teachers. Among the respondents, there was a notable gender distribution, with 27.2% identified as male and 72.8% as female, illustrating a predominant representation of females within the sample population. Examining age distribution, 10.1% fell below the age of 30, 18.2% were in the 30-39 age range, 43.8% were aged 40–49, and 22.1% were in the 50–59 age category. Additionally, 5.9% were 60 years old or older. Turning to work experience in the teaching profession, the majority of participants (53.2%) reported having between 16 and 20 years of teaching experience. Following closely, 26.4% had experience ranging from 11 to 15 years, while 13.0% had over 20 years of teaching experience. Lastly, 7.5% indicated having 10 years of teaching experience or less. Regarding the geographical distribution of schools where the respondents teach, 581 individuals (49.3%) were from rural locations, while 598 individuals (50.7%) were from urban areas. This information provides a comprehensive overview of the demographic makeup of the surveyed teachers and lays the groundwork for a nuanced analysis of their perspectives and practices in the context of oral and moral values.

Hypotheses testing

One: Teachers will have no positive perception of the application of orature as a tool for moral values rejuvenation

Table 2: Descriptive statistics showing the perceived effectiveness of the application of orature as tool for moral values rejuvenation.

S/N	**Application of orature for moral teaching**	SA	A	SD	D	Mean	SD
1	Orature will enhance moral behaviour among young folks.	198 (16.8%)	652 (55.3%)	60 (5.1%)	269 (22.8%)	2.66	1.01
2	Orature is an old way of moral teaching.	242 (20.5%)	578 (48.9%)	152 (12.9%)	209 (17.7%)	2.72	0.98
3	Teaching of orature is an obsolete method of teaching morality.	365 (31.0%)	549 (46.6%)	74 (6.3%)	191 (16.2%)	2.92	1.01
4	Teachers are not equipped in the use of orature in moral teaching.	211 (17.9%)	609 (51.7%)	106 (9.0%)	253 (21.5%)	2.66	1.01

5	Teachers lack the required knowledge on the use of orature for teaching moral values.	302 (25.6%)	595 (50.5%)	72 (6.1%)	210 (17.8%)	2.84	1.00
6	Teaching morality using orature requires special training for teachers.	321 (27.2%)	560 (47.5%)	43 (3.6%)	255 (21.6%)	2.80	1.07
7	All certified teachers can easily teach morality using orature.	272 (23.1%)	593 (50.3%)	149 (12.6%)	165 (14.0%)	2.82	0.94
8	The existing curriculum has no space for teaching morality using orature.	671 (23.0%)	682 (57.8%)	90 (7.6%)	136 (11.5%)	2.92	0.87
9	The school curriculum has adequate resources for rejuvenating morality through orature.	256 (21.7%)	607 (51.5%)	109 (9.2%)	207 (17.6%)	2.77	0.98
10	Modernization will make the rejuvenation of morality difficult using orature.	271 (23.0%)	637 (54.0%)	76 (6.4%)	195 (16.8.%)	2.83	0.96
	Criteria Mean = 2.50; Average Mean = 2.80						

Table 2 presents the descriptive statistics illustrating the perceived importance of utilising orature as a tool for the rejuvenation of moral values. The findings above demonstrate positive perceptions among teachers regarding the efficacy of orature in moral value rejuvenation, with an average mean of 2.80 surpassing the criterion mean of 2.50. Consequently, the hypothesis positing that teachers would not positively perceive orature as a tool for moral value rejuvenation has been unequivocally rejected based on the obtained results. Notably, the application of orature for moral teaching was observed to be most highly perceived in response to statements asserting that "teaching of orature is an obsolete method of teaching morality" (mean = 2.92) and "the existing curriculum has no space for teaching morality using orature" (mean = 2.92). Following closely, the statement "Modernization will make the rejuvenation of morality difficult using orature" received a relatively high mean of 2.83. Conversely, the lowest perceived importance was associated with the statement "Orature will enhance moral behaviour among young folks" (mean = 2.66), followed by "Orature is an old way for moral teaching" (mean = 2.72). These nuanced insights into the teachers' perceptions regarding specific aspects of orature as a tool for moral value rejuvenation contribute to a more comprehensive understanding of their attitudes and opinions on the subject.

Two: There will be no significant difference in the perception of male and female teachers regarding the effectiveness of orature in rejuvenating moral values

Table 3: Independent sample T -Test showing significant difference in the perception of male and female teachers on the effectiveness of orature in rejuvenating moral values

Gender	**N**	**Mean**	**S. D**	**Std. Error**	**Df**	**T**		**Sig of t**
Male	321	27.87	6.83	0.381	1177	0.292		0.771
Female	858	27.99	6.69	0.229				

The outcomes presented in Table 3 indicate a non-significant result ($t = 0.292$, $p > 0.05$). This suggests that the mean perception of 27.87, as observed among male teachers concerning the effectiveness of orature in rejuvenating moral values, is not statistically different from the mean score of 27.99 observed among female teachers at the 0.05 significance level. The calculated difference is statistically insignificant, leading to the conclusion that there is no significant disparity in the perception of male and female teachers regarding the effectiveness of orature in rejuvenating moral values. Consequently, the null hypothesis is accepted.

Discussion of Findings

In the in-depth interview guide, the first question is: How familiar are you with the concept of orature? After a clear explanation of the concept of orature in teaching, 66% of the participants responded that they were familiar with it, and some of them reported using it as an integrated teaching strategy, such as proverbs. On the second question: In your opinion, how effectively can the use of orature help to improve moral values among primary school learners? The groups almost unanimously agreed that if it is well organised, it can help. The elderly among them referred to how they were taught by their teachers, then used local drama during entertainment using moral historical models. A teacher from group 2 opined that its application will be difficult if it is not properly integrated into the curriculum. On the third question, can you give an example of orature that can be applied to enhancing moral value? Several examples were provided, like storytelling, songs, poetry, folklore, proverbs, and drama.

On the fourth guide question: What challenges have you faced, if any, in integrating orature in the teaching of moral values in school? The issue of the attitudinal change of children of today and the familiar use of POP culture by the children is making orature almost uninteresting to the children of today. Also, there are no books dedicated to the subject in school. This finding agrees with Ugwu (2022) and Kiura (2019), who reported challenges in the teaching of literature for moral training, which include a dearth of adequate resources like current texts and well-trained teachers. On the fifth discussion item; Are there specific resources or training you will recommend to enhance teachers' abilities in the application of orature for improved moral training? All the group members positively responded that the old books written by great authors of yesteryear, like D.O. Fagunwa, J.F. Odunjo, Afolabi Olabimtan, and Chinua Achebe, that dealt with moral issues should be properly reviewed and updated to meet the prevailing moral needs of society. These books should be recommended for use in schools.

Teachers should also be trained, especially young teachers, for improved moral behaviour to enhance proper teaching of orature. Last but not least, orature should be part of integrated teaching in subjects like social studies, physical and health education, English, mathematics, and others. On the sixth guide: How can the education system better support teachers in integrating orature for moral education in primary school? Over 60% suggested inclusion of moral education with the use of orature in teaching, and 70% agreed that oral literature books geared towards moral training should be authored by seasoned writers for use in primary schools and can be interpreted to the three main languages in Nigeria. Yoruba teachers in particular should be well trained to be vast in the use of orature for moral rejuvenation in these responses. This primarily corroborates the work of Ogunyemi (2017), which reported several related ways of improving the use of orature in learning and enhancing cultural values.

On the first hypothesis, findings

demonstrate a significant perception among teachers regarding the efficacy of orature in moral value rejuvenation. Which implies that orature has an average mean of 2.80, surpassing the criterion mean of 2.50. The finding reported that teacher's perception of the application of orature on rejuvenating moral values is positive meaning that orature can be a great tool to improve moral value through teaching. The report of the study is in consonance with the findings of the work of Usman, Ogunnaike, Muniyandi, and Adenubi (2021) and Umar and Iyere (2021), which reported that moral values will be enhanced if learners are properly trained using traditional African literary strategies, including poetry.

On the first hypothesis, findings demonstrate a significant perception among teachers regarding the efficacy of orature in moral value rejuvenation. This implies that the orature has an average mean of 2.80, surpassing the criterion mean of 2.50. The finding reported that teachers' perceptions of the application of orature in rejuvenating moral values are positive, meaning that orature can be a great tool to improve moral values through teaching. The report of the study aligns with the findings of the work of Usman, Ogunnaike, Muniyandi, and Adenubi (2021) and Umar and Iyere (2021), which reported that moral values will be enhanced if learners are properly trained using traditional African literary strategies, including poetry.

Conclusion

This study has concluded that the perception of teachers on the application of orature in rejuvenating moral values in Ogun State, Nigeria, is positive. Several suggestions were made by the teachers on how to improve moral values among primary school learners, such as training of teachers on the application of orature for improving morality; production of books that are written by seasoned authors on orature; and adjustment of school curriculum to provide enough space for both direct and indirect teaching of orature for improved moral behaviour in school. The study concluded that both male and female teachers were on the same page for the application of orature in teaching morality in school.

Recommendations

It is therefore recommended that the school provide enough text that can assist in the teaching of morality through orature, and the government should periodically train teachers on the application of orature in teaching morality in school. Lastly, the curriculum should be adjusted to recognize the place of the arts in rejuvenating our moral values in Ogun State, Nigeria.

References

Adeyemi, T. O. (2019). "Orature as an Instrument for Social Transformation: A Study of Yoruba Proverbs in Nigeria." *Open Journal of Philosophy*, 9(2), 242-257.

Adiele, A. (2017). "Proverbs as repositories of Igbo ethical values." *Journal of African Cultural Studies,* 29(2), 153-166.

Akomolafe, O. J. (2018). "Folktales as Cultural Pedagogy: A Catalyst for Value Reorientation among Nigerian Youths." *Journal of Pan African Studies*, 11(8), 28-44.

Kiura, M.K. (2019). Challenges of ethnopoetic research in African oral literature in the 21st century. *The International Journal of Humanities and Social Sciences.* Doi:10.24940 /theijhss/2019/v7/is/Hs1905-080.

Konate, A.S. (2021). *The nature of oral literature: Concepts and Genres.* EN-QUETE: *Revue scientifique de lettres, arts ets et sciences humaines.*

Kumlu, E. & Comoglu, H.I. (2021). Gender issues in English language teacher education: Cinderella's Awakening

through comparative literature. *Education policy analysis and strategic research*, 16 (1), 2021 INASED

Lasota, A., Tomaszek, K., & Bosacki, S. (2020). Empahy, Resilience, and Gratitude: Does gender make a difference? *Anales De Psicologia,* 36 (3), 521-532. Doi:10.6018/ analesps.391541

Leming, J.S. (2015). "Measuring Moral Judgment: Challenges and Possibilities." *Journal of Moral Education,* 44(2), 127-141.

Lin, X. (2021). A study on gender difference of high school students' ability in Literature appreciation under emotional education system. *Advances in Social Science, Education and Humanities Research, 615,* Proceedings of the 2021 4th international conference on Humanities Education and Social Sciences (ICHESS 2021)

Nnyagu, U. (2017). The nature of Oral literature: Concept and genres. *Scholars Journal of Arts, Humanities and Social Sciences.* 5(9) 9. 1149-1155.

Nnamdi-Eruchalu, G.I. (2022). Virtual education in Nigeria during covid-19 pandemic: Challenges and prospects. *International Journal of Education, Humanities and Social Sciences.* 5 () 140-153.

Ogunyemi, B. (2017). "Cultural heritage and moral education in Africa: Yoruba traditional oral narratives as a paradigm." *Moral Education,* 46 (2), 220-232.

Okonkwo, R. C. (2013). The use of folktales in moral education: a study of primary school teachers in Nigeria." *International Journal of Humanities and Social Science*, 3 (17), 184- 190.

Okueso, S.A. & Osikomaiya, M.O. (2017). Disruption of traditional African orature by western pop-culture: The need for rejuvenation. *Research on Humanities and Social Sciences*. 7 (4), 82-88.

Oyekan, Y. (2003). "The sociocultural significance of Yoruba proverbs." *Nordic Journal of African Studies,* 12(1), 1-11.

Ugwu, E.O. (2022). The challenges facing effective teaching of literature-in-English in Nigeria secondary schools. *Journal of Educational Research and Practice.* 12. (1). 160-178. Doi: 10.5590/JERAP.2023.12.1.12

Usman, L.O., Ogunnaike, M.J., Muniyandi, R.C. & Adenubi, A. (2021). The teaching and learning of literature in schools: The pedagogical enhancement through information and communication technology. *Proceedings- Malaysia International Convention in Educational Research and Management (MICER),* 14-16.

Umar, A.D. & Iyere, J.M. (2021). The teaching of poetry through information technology systems in secondary schools. *East African Scholars Journal of Education, Humanities and Literature.* 4, (12). 437-483. Doi:1036349/easjehi.2021.vo4il2.006.

Teachers' Motivation: Implications for Senior Secondary School Students' Academic Achievement in English Language in Oyo State, Nigeria

Oladunjoye, Oluwayomi S., Ph.D and Bankole, Oluyemi James
Department of Arts and Social Science Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State

Abstract

This study examined the implication of teachers' motivation on the learning outcome of senior secondary school students in English Language in Oyo State. A total of 500 Senior Secondary II students and 50 English Language teachers (used as unit of measurement) were randomly selected from fifty (50) public senior secondary schools in the state. The instruments for data collection were Teacher Motivation Questionnaire (TMQ) with Seventeen (17) items (r=0.65) and Student Essay Achievement Test (SEAT) (r=0.50). Data collected were analysed with bar chart and correlation analysis at $p<0.05$. Findings revealed that in Oyo State, there is high motivation for teachers with 82% of the teachers attesting to it that they have high motivation. The study also found out that teachers' motivation has a high correlation with the Senior Secondary School II students' academic achievement in English Language (r = -0.29). Hence, it was recommended that the welfare package of teachers and their condition of service should be improved by government to a comparable standard with other government establishments. Teachers should be cautious of other factors (overemphasis on performance, mismatched teaching strategies, inflexible curriculum, lack of students' autonomy and ineffective feedback mechanisms) that may impede the positive effect of motivation received by them on students' achievement.

Key words: Teachers' Motivation, Essay Writing, Students' Academic achievement

Introduction

Going by different perspectives of what determines learners' outcome in English, teachers' motivation has been viewed as a key factor. This conclusion is borne out of the fact that teacher's motivation will affect teacher's drive and energy that boost their passion in assessing the essays of their students. As many studies have found out, motivation is the persuasion to do a piece of work without being coerced or forced. Poor or lack of motivation would hinder goal achievement in either private or public institutions. Research at various times has confirmed that motivation brings the best out of a worker, an applicant or a learner. It is like where people are not motivated, the best of them is buried, and the goal in front of them is a metaphor of mirage.

Essay Writing is a primary arm of English Language. It occupies a prime position in students' achievement in both internal and external examinations in English. In disclosing the prime place of Essay Writing in the overall achievement of students in English, the West African Examination Council (2023) has it that three different papers should be attempted in English by all candidates who take the exam.

Paper 1 consists of 80 multiple choice questions with 40 marks. While paper 2, which is the theory, is made up of Essay Writing, Comprehension and Summary – the three totalling 100 marks, paper 3, which is the test of orals, is allotted 30 marks. The Essay Writing aspect of the theory carries the highest marks with 50 marks allotted to it (Newsedung, 2023). The Essay Writing aspect is a prominent aspect; hence it is allotted the highest marks. It is a section that must be attempted and passed by all candidates to show they are skilfully qualified to be awarded a credit or distinction in English. For a student to pass both reading comprehension and summary sections, it is nearly impossible without the knowledge of

the contents of Essay Writing. This assumption is predicated on the fact that the learning contents that enhance a learner to pass the Essay Writing is quite needed to pass the Summary and the Comprehension aspects, although the examiner's method of asking questions differs in each of them. For example, to write a good essay or letter, all senior secondary school students are expected to have the mastery of punctuation marks, vocabulary, tenses, sentence structure and parts of speech (Jibowo, 2005; Oladunjoye, 2016). These areas are not negotiable before any candidate can do well both in Comprehension and Summary parts. This being the case, a student who finds Essay Writing difficult will find both Summary and Comprehension impossible. In other words, Essay Writing is a window to Summary and Comprehension because it is the productive aspect of the exam that shows the linguistic quality and potential of the candidate. English Language teachers are most at times in a situation where they have to mark hundreds of essays as public schools in Nigeria are usually overpopulated. Such herculean task requires that the teacher in question is motivated, mostly extrinsically by the school authority. Where this is not available, the teacher may not be placed on a platform to grow the needed commitment to teach and mark the essays of his students. Hence, his skill is dormant and his students' achievement is impeded. Waiyaki (2017) based on a study she carried out at Pam Golding Properties, Nairobi, opined that motivation was a vital tool to gear the employees to action that would lead to the achievement of the organizational goals. Schools and organizations owe it as a duty to put in place machinery that would encourage their workers to goal realization. This is significant especially that teachers in the public secondary schools are embattled with so many essays to mark. If the motivation is at low ebb, this will affect the teacher's essay-marking skill and consequently the students' achievement. Chintallo and Mahadeo (2013) observed that both private and public organizations encounter the issue of motivation. While addressing the issue of motivation effects on the performance of workers, Zameer, Ali, Nizar, Amir (2014) reflected on Maslow Hierarchy of Human needs to explain the prime position of motivation to workers' output. Once the basic needs of the worker are taken good care of in terms of the pay and incentives, the worker would not only be hooked down to serve his employer, but also collaborate with the company to achieve its goals. As a corollary to the above arguments, Chukwuma and Obiefuna (2014) argued that only a motivated employee would be responsive to the goals set by the employer. When the company or the school is out to compete with the competitor nearby, the workload or demand of the school at such a time may be strenuous, the only way to get the teacher committed is by motivating them.

From the foregoing, it could be assumed that many successful schools where their teachers are knee-deep in the school academic activities and extracurricular engagements are those schools where the members of staff are taken good care of. Perhaps the story of success of most private schools could be partly traced to teacher's motivation. Some of these schools offer car loans, mortgage loan. Some collect just half the school fees from the members of staff who have their children in that school. Besides, the school may ask a teacher to follow their students overseas on excursion. While the teacher pays half of the cost of the trip, the school pays the remaining half. There is no way a teacher who works in such environment would not be dedicated to achieving the goals and objectives of such school, even when the goal is strenuous. A finding from Onanda's (2015) research carried out on the effects of motivation on job performance confirms this.

The study revealed that the motivation management of selected 7 Kenyan Commercial Bank, KCB, left no less than 8.3% highly motivated, 25% motivated, 63.3% neutral and 3.3% not motivated. To some extent, the bank in question had some motivation incentives for its staff.

It is uncommon for high teacher motivation to directly lead to negative effects on student achievement. However, there are scenarios where this might happen indirectly due to various factors in the educational environment. Unfortunately, there is limited direct research on this specific topic. However, we can discuss potential reasons based on educational psychology and classroom dynamics. Too much emphasis on performance sometimes could the lead to this drawback. A situation where teachers become overly focused on achieving specific performance or standardized test score due to external pressures could make students' achievement lopsided. This emphasis on outcomes can lead to teaching methods that prioritize test preparation over meaningful learning experience, potentially reducing students' engagement and long-term achievement. Besides, a mismatched of teaching strategy can lead to the case of students' poor achievement despite increase in teachers' motivation. A teacher's high motivation may not always align with effective teaching strategy. Where this occurs, if instructional methods are not tailored to meet the diverse needs and learning style of students, motivation alone may not translate into improved academic outcome. Likewise, inflexible curriculum and instructional approaches can limit teacher's ability to adapt to students' individual strengths, interests, and learning pace. This lack of flexibility may result in disengagement and decreased motivation among students, despite the teacher's enthusiasm. Negative classroom dynamics could create poor student academic achievement in essay writing despite high teacher's motivation. Sometimes, teachers' motivation may inadvertently contribute to an overly competitive or stressful classroom environment. Students may perform up to the teacher's expectations under this condition, leading to anxiety and decreased motivation to interface with essay writing on the part of the learner.

In like manner, the lack of students' autonomy may result in a scenario that places poor students' academic achievement against teachers' high motivation. When teachers are highly motivated, they may unintentionally overshadow students' autonomy and intrinsic motivation. Overly directive teaching approaches can diminish students' sense of ownership over their learning process, reducing their overall achievement and self-efficacy. Ineffective feedback system could engender teachers' motivation increase and students' poor academic performance in essay writing. Despite their motivation, teachers may struggle to provide timely and constructive feedback that supports students' growth and learning. Without clear guidance and opportunities for reflection, students may not fully benefit from the teacher's enthusiasm and expertise.

Going by the aforementioned that performance in human endeavours hinges on the motivation of workers, this study hereby observed the effect of English Language teachers' motivation on students' achievement in English Language in Oyo State, Nigeria. It anticipated at finding out whether motivation as a teacher's characteristic has positively enhanced the learners' outcome in English in the state concerned or not.

Research questions

This study was based on the following research questions:

1. What is the level of teacher's motivation?
2. Is there any correlation between

teacher's motivation and students' academic achievement?

Methodology

This section gives the detail steps involved in carrying out this study ranging from the design employed, the population used, the sample size up to research instrument used to elicit data. This study was a survey research design. This design affords the researcher the opportunity to observe the teachers and find out whether they are truly motivated or not and the place of their motivation on the outcome of their students in English. The population of the study consisted of Senior Secondary School II English Language and SS II students of Oyo State public Senior Secondary School. The sample size for the study consisted of *a* total of 500 Senior Secondary II students and 50 English Language teachers who were randomly selected from fifty (50) public Senior Secondary Schools in the state. A simple random technique was found appropriately in order for the respondents to be observed in their original state without any form of manipulation from the researcher. As a scientific research method, survey research affords the researcher to examine, observe and study the population without having to interfere in the result they manifest which is already obvious. Two research instruments were used for data collection. The first was, a teacher motivation questionnaire adapted from Ajayi (2019). The seventeen (17) items of the questionnaire were designed to seek response, feelings and views from the respondents on what motivated them towards their job at workplace. Their responses were placed on the four-point Likert type response, scaled on Always (A); Most of the Time (MT); Seldom (S) and Not at All (NA).

The second instrument was Student Essay Achievement Test. Student Essay Achievement Test (SEAT) was used to examine teacher factor of essay-marking competency through their students. It was a list of essay topics covering narrative, descriptive, expository, argumentative and explanatory types. It was administered to the SS2 students selected by simple random technique per school to write an on-demand or on-spot essay on any of the five topics in the list. After it was graded by an examiner of West African School Exam, the scores were used to measure students' achievement in English Language.

To administer the instruments, five research assistants were trained. After the content of each instrument had been explained to them and the procedure of administering them, they went to the field to administer the instruments. In the sampled schools, the permission of the SS 2 English Language teachers was sought from the school principals to collect and fill in Teacher Motivation Questionnaire and organise the students selected through the simple random technique to write thirty-minute on-spot essays. After administering the instruments, the research assistants collected the instruments back for analysis. The whole exercise lasted for two and half weeks.

Data Presentation and Analysis: Results of the analysis.

Research question 1: What is the level of teachers' motivation?

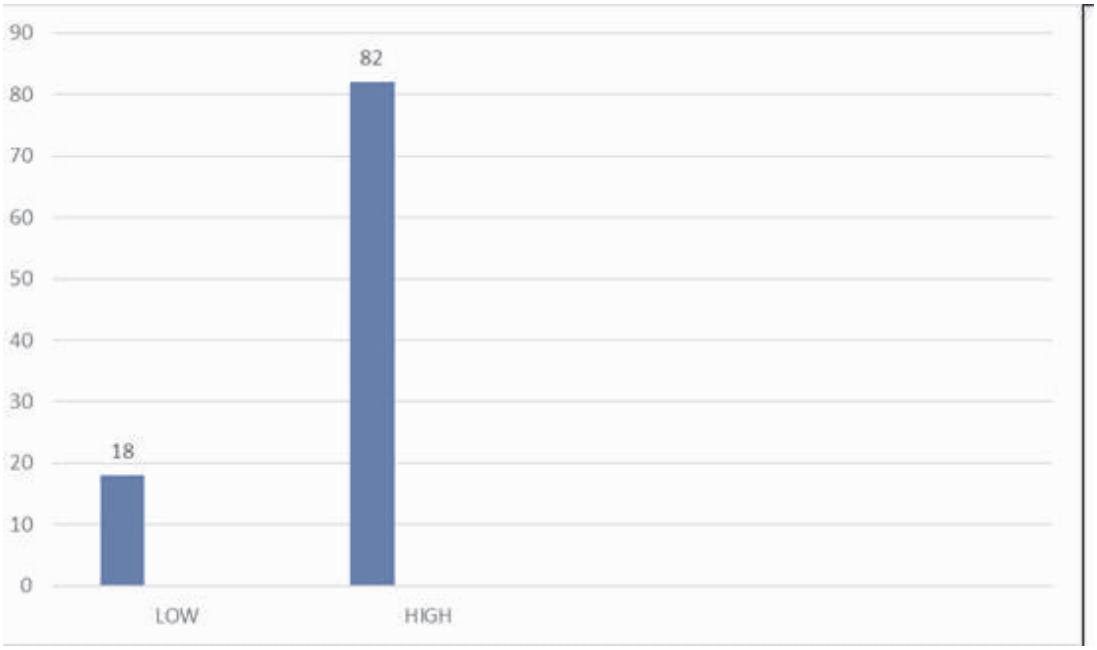


Fig. 1: Level of teachers' motivation

The chart above is presented in percentage form. The items on motivation were added together for each of the respondents. The highest expected score was 68, and mid-way is 34. Respondents that scored above 34 was rated high and those who scored 34 and below were rated low in motivation. From the figure, 18% of the respondents received low motivation while 82% of the respondents received high motivation. It follows that majority of the respondents were highly motivated.

Research question 2: Is there any significant correlation between teachers' motivation and students' achievement in essay writing.

Table 1: Correlation between teachers' motivation and students' achievement in essay writing

Variables	N	Mean	SD	R	Sig
Teachers' motivation	50	41.46	7.36	-0.29	0.04
Students' achievement	50	8.78	2.34		

Table 1 reveals the correlation between teachers' motivation and students' achievement in essay writing. From the correlation coefficient (r = -0.29), it is significant at 0.05. It follows that there is a significant correlation between teachers' motivation and students' achievement in essay writing. The negative sign in the value indicates that as the motivation is increasing, the achievement is decreasing. This may be as a result of other factors that are not included in this study such as: when teachers experience high motivation but it leads to negative effects on students' achievement, several underlying reasons may contribute to this paradox.

Conclusion

The study had examined teacher's motivation and its implication for students' academic achievement in English. Findings through this study showed that teacher's motivation contributed to the achievement of students in English. As such, the variables should be adequately considered and improved upon by education stakeholders so as to improve upon the students' achievement in English. Likewise, teachers' should be cautious of other factors like (overemphasis on performance, mismatched teaching strategies, inflexible curriculum, lack of students' autonomy and ineffective feedback mechanisms) that may impede the positive effect of motivation received by them on students' achievement

Recommendation:

It is therefore recommended that:

(a) Too much emphasis on performance sometimes, could the lead to this drawback. A situation where teachers become overtly focused on achieving specific performance or standardized test score due to external pressures could make students' achievement lopsided.

(b) Teacher's high motivation may not always align with effective teaching strategy. Where this occurs, if instructional methods are not tailored to meet the diverse needs and learning style of students, motivation alone may not translate into improved academic outcome.

(c) Inflexible curriculum and instructional approaches can limit teacher's ability to adapt to students' individual strengths, interests, and learning pace. This lack of flexibility may result in disengagement and decreased motivation among students, despite the teacher's enthusiasm.

(d) The lack of students' autonomy may result in a scenario that places poor students' academic achievement against teachers' high motivation. When teachers are highly motivated, they may unintentionally overshadow students' autonomy and intrinsic motivation.

References

Adjei, H. & Amofa, A.K. (2014). Teacher Motivation in Senior High School in the Cape Coast Metropoli. *European Journal of Education and Development Psychology* 2(1): 18-25.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. Annual Review of psychology, 52(1), 397-422.

Aydin, A., Sarier, Y. & Uysal, S. (2011). The Effect of Gender on Organizational Commitment of Teachers: A Metal Analytic Analysis. *Kuramve Uygulamada Egitim Bilimleri Educational Sciences: Theory & Practice,* 11(2): Spring 628-632.

Barkley, A. (2017). Impact of work motivation on employee performance: A Comparative Study.

Chukwuma. E.M. & Obiefuna, O. (2014). Effect of Motivation on Employees Competence. *European Journal of Vocational Training*, 40 (1) 123-139

Mebele, K. & Omodara, F. (2003).*Goodbye to Failure in English for Senior Secondary Schools* (2nd ed.). Lagos: Treasure Publishers Nigeria LTD.

Newsedung.com (2023) WAEC English Language Syllabus 2023/2024

Okotie, V.T.B. (2016). *Teaching Continuous Writing in Nigerian Secondary Schools: Strategies, Problems and Suggestions for Improvement*. Unpublished thesis

Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become

more autonomy supportive. Educational Psychologist, 44(3), 159-175.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54-67.

Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. Teaching and Teacher Education, 26(4), 1059-1069.

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. Journal of Educational Psychology, 85(4), 571-581.

Su, P.D.& Wang, Y.Y. (2023). A survey on the Current Situation of Teacher Motivation in Public Junior Middle Schools in Western China. *Open Journal of Social Sciences*, 11, 32-43

Waiyaki, E.W. (2017). Effect of Motivation on Employee Performance: A Case of Pam Golding Properties Limited, Nairobi. A research project submitted to the Chandaria School of Business in partial fulfillment of the requirement for the Degree of Master of Science in Organizational Development.

Zameer, H., Ali, S., Nisa, W. & Amir, M. (2014). The Impact of Motivation on the Employee's Performance in Beverage Industry of Pakistan. *International Journal of Academic Research in Accounting*, *Finance.*

Achievement in Summary Writing: Impact of Emotional Intelligence and Motivation in Secondary Schools in Ondo West Local Government Area, Ondo

[1]Dr. Oludare, BosedeAbiola and [2]Dr.Olagundoye Olubunmi Christianah
Department of Curriculum and Instruction, Adeyemi Federal University of Education, Ondo
[1]bosyde2000@gmail.com [2]olubunmi.olagundoye01@gmail.com

Abstract

This study investigated the impact of secondary school students' emotional intelligence and motivation on their achievement in English summary writing in Ondo West Local Government Area, Ondo State. Two research questions were answered. The study adopted the survey research design of the correlational type. Five senior secondary schools were randomly selected from Ondo West Local Government Area of Ondo State. Simple random sampling technique was used to select 50 SS II students from each school making a total of 250 SS II students. Three research instruments were used to pilot the study. Questionnaire on Students' Emotional Intelligence (r=.79), Questionnaire on Students' Motivation (r=.76) and Summary Writing Achievement Test (r=0.81). Data collected were analysed using inferential statistics of Pearson Product Moment Correlation and Multiple Regression Analysis. Findings of the study revealed that there was a positive significant relationship between students' emotional intelligence (r = 0.606) and students' achievement in English summary writing, but there was no significant relationship between motivation and students' achievement in English summary writing. The joint contribution of the independent variables (emotional intelligence and motivation) to students' achievement in English summary writing was significant ($F_{(2,246)} = 74.03$; Adj $R^2 = 0.376$), accounting for37.6% of the variance. The relative contributions of emotional intelligence ($\beta = 0.59$) and motivation ($\beta = 0.18$) to students' achievement in English summary writing were significant. Based on the findings, it was recommended that teachers of English summary writing should focus on these student factors to improve their achievement in English summary writing.

Key words: Emotional Intelligence, Motivation, Achievement, English summary writing

Introduction

Summary is a short and brief explanation of story or piece of writing. Akinsowon (2016) described summary writing as a highly complex, recursive reading-writing activity. That is, summary writing establishes the connection between language skills, especially the reading and writing skills. According to Langan (1993), a summary is the reduction of a large amount of information to its important points. Friend (2001) defines summary as the process of determining what content in a passage is most important and transforming it into succinct statement in one's own words.

Summary writing is simply an attempt to rewrite or produce an abridged version of a lengthy passage in the writer's own words in a way that the important points in the original passage are retained in the newly composed version. The objective is to test students' ability to read, comprehend and retain the gist of the written text (Obasa, Alamu &Giwa, 2002). It is the creation of a condensed version of an original passage which must be brief, precise (exact) and in the writer's own words. Summary writing is an important key that must be developed in every language learner; this is because of its value in day to day communication. It involves the reduction of the size of a text to specific number of sentences prescribed. Therefore, the ability to do summary is one of the evidences of effective language use (Fakeye, 2017).

According to Banjo, Elugbe, Onaga and Akano (2005), summary writing is an

advanced form of comprehension. However, summary writing goes beyond mere comprehension because it involves stating in as few words as possible what has been said in many words. Aniga and Ellah (2010) noted that summary is not limited to written texts because it reduced version of any given speech or written text by retaining its main points. It is an aspect of English Language taught and learnt in Secondary schools and teachers of English Language are saddled with the responsibility of engaging students in various exercises in order to facilitate the acquisition and mastery of summary skills.

It is an important aspect included in the English Language curriculum for secondary schools among other aspects of English Language which include: essay writing, comprehension, lexis and structure and oral English. As seen in the Senior Secondary Education Curriculum, there are some stated objectives expected of students at the end of every summary lesson. Some of which are: students should be able to identify key ideas, put sentences together in their own words in a summary form and develop summary skills such as assigning titles to passage (FME, 2008).

Aragoni (2011) observed that knowing how to write a summary is essential if students are going to be active listeners, good readers, responsible researchers and efficient writers. Similarly, summary is a part of daily life as one cannot give a verbatim report of everything that one has seen, read, experience or heard. Therefore, human beings constantly and unconsciously employ summary skills in everyday activities without the much attention to it. Summary is an important skill that students will use throughout their academic careers. No wonder all students are being tested for summary writing skills day in day out especially during examinations.

Summary writing is meant to test students' ability to give brief explanation of an event, story or any piece of writing. All these point to the fact that summary skill is important for instructional and transactional use of the English language. The questions on summary writing can be found in the section C part of paper 3 and a total of 30 marks out of 100 is allocated to it which constitutes about 13.5% of the total score in English Language (WAEC syllabus, 2021).The questions on summary are usually extracted from prose passages of about 500 words to test candidates' ability to: extract relevant points, paraphrase the points clearly, avoid repetition and assemble the central ideas in a meaningful way (WAEC syllabus, 2018 - 2019).

However, students' performance in the English has been consistently reported as poor by the Chief examiners of the various available external examinations. **Kolawole, Adepoju and Adelore** (2000) noted that any candidate that wishes to do well in the subject must do well in the English Language Paper 1 which covers the aspect of the examination that tests the writing skills- essay/letter writing, comprehension passage and summary writing. The WAEC Chief Examiner's Report (2008) showed that the section of summary writing was the weakest area of the candidates' performance because most of the candidates' answers in this section showed the perennial weakness of copying the passage indiscriminately. There was a degeneration of standards in this area of the summary test in which many candidates recorded a 'zero' score.

The West African Examinations Council Chief Examiner's Report (2018) stated that students have a problem in the aspects of English Language examinations that deal with writing. The Chief Examiners' Reports issued by the West African Examinations Council (WAEC) are credible sources of information on students' difficulties in summary writing. These reports over the years reveal an unchanging abysmal performance of students in the summary aspect of English Language (Charles, Cletus,

Dabi, Galaa, Napaala and Marcelinus, 2019).

The poor performance of students in summary writing has been attributed to poor quality of its teaching and learning at secondary schools which invariably has been held accountable for poor results turned in by the students at public examinations on yearly basis. Efforts to address this problem have made scholars and researchers to carry out numerous studies. Some of these include: effect of paragraph shrinking partner reading strategies on students' achievement in English reading comprehension and summary writing (Akinsowon, 2016),teach how to write a summary (Aragoni, 2011) and psychological factors as predictors of students' achievement in summary writing. (Fakeye, 2017). All these studies came up with good contributions to the teaching and learning of summary writing but less research have focused on the role played by emotional intelligence and motivation on the achievement of secondary school students in summary writing.

Emotional intelligence is the ability, capacity or skill to perceive, assess and manage the emotions of oneself, those of others and groups (Salovey & Mayer, 1990). It is a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action (Golis, 2013). It is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Hein, 2005). Emotional intelligence is the individual differences in the perception, processing, regulation and utilisation of emotional information. Hein (2005) identified four branches of emotional intelligence. They are: (i) perception, appraisal and expression of emotion (ii) emotional facilitation of thinking (iii) understanding and analysing emotions; employing emotional knowledge (iv) reflective regulation of emotions to promote emotional and intellectual growth.

Coetzer (2011) described human motivation from both intrapersonal and environmental perspectives as the driving force that causes people to work towards a goal and is essentially the power of hierarchy of human needs. Pintrich and Schunk (2002) also observed that motivation can be described from a cognitive perspective, as the process whereby goal-oriented activity is activated and sustained. Overall, motivation is the psychological process that arouses, directs and sustains a person's behaviour (that is, an internal or external force that is acting on or within a person that directs him/her to engage in a goal-oriented behaviour and maintains that behaviour). It can be noted that motivation is one of the basic factors for academic performance. It is described as the cognitive, emotional and behavioural indicators of students' investment in and attachment to education (Tucker, Zayco & Herman, 2009). Motivation is also known as an academic engagement that affects students' academic performance.

Motivation is a fundamental recipe for academic success. It involves internal and external factors that stimulate desire and energy in students' to be continually interested and committed to task, role, or subject, or to make an effort to attain a goal. Dornyei (2007) argued that motivation explains why students decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity. In other words, motivation is what gets one going, keeps one going, and determines where one is trying to go. Alderman (2011) indicated that those students who have optimum motivation have an edge because they maintain intrinsic interest, goal setting, and self-monitoring. Besides, motivational variables interact with cognitive, behavioural, and contextual factors to upset self-regulation. Furthermore,

motivation and beliefs are very essential to the academic achievement of students because they help to determine the extent to which students will consider, value, put in effort, and show interest in the task.

Statement of the Problem

Summary is an important aspect of English language. It is meant to test students' ability to give brief explanation of an event, story or any piece of writing. Despite the importance attached to this aspect of the English Language especially at the secondary school level, students' performance in summary writing has not been encouraging. Efforts to address this problem have made scholars and researchers to carry out numerous studies on English summary writing. All these studies contributed to the teaching and learning of English summary writing in secondary schools but with less research focus on the impact of emotional intelligence and motivation achievement in English summary writing in secondary schools. Therefore, this study investigated the role played by emotional intelligence and motivation on the achievement of secondary school students in summary writing in Ondo West Local Government Area, Ondo State.

Research Questions

1. Are there any correlation among emotional intelligence, motivation and students' achievement in English summary writing?
2. Is there any significant relationship between emotional intelligence and students' Achievement in English Summary Writing?
3. Are there any significant relationship among emotional intelligence, motivation and students' achievement in English summary writing?

Significance of the study

This study revealed the role played by emotional intelligence and motivation on the achievement of secondary school students in summary writing in Ondo West Local Government Area, Ondo State. Through the findings of this study, educational stakeholders would be guided on identifying and working on factors that could enhance effective teaching of English summary writing in secondary schools. It revealed the relationships among the variables. Also, the study would add to the pool of research on English summary writing.

Methodology

The study adopted the survey research design of the correctional type. Five public senior secondary schools were randomly selected from public secondary schools in Ondo West Local Government Area of Ondo State. Simple random sampling technique was used to select 50 SS II students from each school making a total of 250 SS II students. Three research instruments were used for data collection: Questionnaire on Students' Emotional Intelligence. (r=.79) and Questionnaire on Students' Motivation (r=.76) and Summary Writing Achievement Test (r=0.81). Data collected were analysed using inferential statistics of pearson product moment correlation and multiple regression analysis.

Results and Discussion

Research question 1: Are there any correlation among emotional intelligence, motivation and students' achievement in English summary

Table 1: Pearson correlation Matrix Showing the Relationship between Independent Variables and Students' Achievement in English Summary Writing

Variables	Achievement	Emotional Intelligence	Motivation
Achievement	1	1	1
Emotional Intelligence	0.606**	0.154*	60.48
Motivation	0.000	0.015	6.90
Mean	0.214**	61.57	
STD.D	0.001	9.87	
	60.66		
	9.95		

* denotes significant at $p<0.05$

Table 1 showed that there is a positive significant relationship between students' emotional intelligence ($r = 0.606$; $p<0.05$) and students' achievement in English summary writing. This meant that students' emotional intelligence is related to students' achievement in English summary writing. Also, there is a low significant relationship between motivation ($r = 0.214$ $p<0.05$) and students' achievement in English summary writing. This meant that motivation is related to students' achievement in English summary writing. This implied that students' emotional intelligence and motivation must be enhanced for students' achievement in English summary writing.

Research Question 2. Is there any significant relationship between emotional intelligence and students' achievement in English summary writing?

Table 2: Summary of Multiple Regression showing Relationship between emotional intelligence and students' achievement in English summary writing

Model	Unstandardized Coefficients		Standardized Coefficient	Rank	T	Sig.
	Beta	Std. Error	Beta (β)			
(Constant)	13.777	5.045	0.581	1st	2.731	0.007
Emotional Intelligence	0.585	0.051	0.125	2nd	11.399	0.000*
Motivation	0.179	0.073			2.453	0.015*

Table 2 showed that the relative contribution of emotional intelligence ($\beta = 0.585$; $t = 11.399$; $p<0.05$) to students' achievement in English summary writing is significant. This indicated that emotional intelligence predicted students' achievement in English summary writing. The relative contribution of motivation ($\beta = 0.179$; $t = 2.453$; $p<0.05$) to students' achievement in English summary writing was significant. This indicated that motivation predicted students' achievement in English summary writing.

Research question 3: What are the relationship among emotional intelligence, motivation and students' achievement in English summary writing?

Table 3: Summary of Multiple Regression Analysis showing the relationship among emotional intelligence, motivation and Students' Achievement in English Summary

Sources of Variance	Sum of Squares	Df	Mean Square	F	Significant
Regression	9129.892	2	4564.946	74.03	.000*
Residual	15168.502	246	61.661		
Total	24298.394	248			

R = 0.613
R Square = 0.376
Adjusted R Square = 0.371
Std. Error of the Estimate = 7.85242

Table 3 indicated that the relationship of emotional intelligence, motivation and students' achievement in English summary writing is significant ($F_{(2,246)} = 74.03$; Adj $R^2 = 0.376$; $p<0.05$). This implied that when emotional intelligence and motivation variables were taken together, they jointly had an influence on students' achievement in English summary writing.

Discussion of Findings

Table I showed that there was positive significant relationship between students' emotional intelligence, motivation and students' achievement in English summary writing. This finding is in line with Ajaga (2011) who found out that was significant relationship among emotional intelligence, motivation and academic performance. This is against the finding of Agbeniga, Oyerinde, Adeoye, Raheem and Olaoye (2017) who found out that there was no significant relationship among emotional intelligence, motivation and academic performance.

Table II revealed that emotional intelligence and motivation variables jointly contributed to students' achievement in English summary writing. The findings corroborated Agbeniga, Ayodele, .Adeoye, and Oyerinde, O. (2015) who found out that emotional intelligence and, motivation significantly contributed to students' achievement. This finding was against the study of Ndiewo, Aloka and Raburu (2016) who revealed that there was no relationship among emotional intelligence, motivation and students' academic performance.

Table III showed that emotional intelligence predicted students; achievement in English summary writing. This is in line with the finding of **Fomsi and Esu (2019) who found out that students' emotional intelligence predicted their performance. This finding was against the finding of** Ovovwi (2001) who revealed that students' emotional intelligence did not predict students' performance.

Conclusion

It can be concluded from the findings that the variable that best variable predicted students' achievement in English Summary writing was emotional intelligence. It could be concluded from the study that the achievement of students in English summary writing could be enhanced by focusing on emotional intelligence and motivation.

Recommendation

Based on the findings, the following recommendations were made:

1. Students should be motivated to always engage in English summary writing as it would improve their performance in external examinations
2. Teachers are encouraged to work on the emotional intelligence of their students.
3. Government should regularly organise workshops, seminars and conferences for teachers to boost their knowledge of teaching summary writing.
4. School management should provide all the necessary materials that will make the teaching and learning of English summary writing easy.
5. Parents should provide all the necessary materials for their children.
6. School counselors should be given opportunity to evaluate and provide interventions that will help in remediating behavioural and/or emotional symptoms of their students

References

Agbeniga, J., Ayodele, K.O., Adeoye, A.O. & Oyerinde, O. (2015). Self-efficacy, emotional intelligence and achievement motivation as predictors of impulsive behavior among secondary school students. BABCOCK University *Journal of Education*. 1, 45-49

Ajaga, A. K. (2011). Reading interest and habits of students. *International Journal of Learning & Development*. 2, 1, 470–486.

Akinsowon, F.I. (2016). ***Effects of paragraph shrinking partner reading strategies on students' achievement in English reading comprehension and summary writing in Oyo, Nigeria. An unpublished Ph.D. Thesis,*** Department of Teacher Education. University of Ibadan.

Alderman, J.A. (2011). The dropout process in life course perspective: Early risk factors at home and school. *Teachers College Record.* 103:760–882.

Aniga, U.S. & Ellah, S.M. (2010).*English language for daily communication.* Ibadan: Panse Publishers Limited.

Aragoni, L. (2011). Teach how to write a summary. Reading, writing studying require it. *Retrieved 17th October, 2011 from www. you-can-teach-writing.com*

Banjo, A., Elugbe, B., Onaga, U. & Akano, A. (2005*). New Oxford secondary English course For senior secondary school 2.* Ibadan: University Press Plc.

Charles D. N., Cletus, ,G, M., Dabi, D. E. F & Napala K. S. (2019). Investigating Summary Writing Difficulty among Students of Senior High School: A case of Bolgatanga Municipality.

Coetzer, F.A. (2011). *Exploring students' beliefs about learning English in two public institutions. New research approaches* Amsterdam, NL: Springer. *15*, 77-92.

Dornyei, R.S. (2007). A therapeutic perspective: The use of drawings in child psychoanalysis and social science. *Handbook of visual analysis* 119-133. London, UK: Sage.

Fakeye, D.O. (2017). Psychological factors as predictors of senior secondary students' achievement in English summary writing in Ibadan, Nigeria.*Humanity and Social Sciences Journal*. 12, 2, 53-59.

Federal Ministry of Education. (2008). *Senior Secondary Education Curriculum, English Language for SS 1-3.*Nigerian Educational Research and Development.

Fomsi, E.,F. & Esu, P.S. (2019). Emotional intelligence of principals and students'

academic performance in ICT and Mathematics in AkwaIbom State, Nigeria. *Ibadan Journal of Educational Studies.*. 16, No 1. 158-165

Friend, R. (2001). Effects of strategy instruction on summary writing of college students. Contemporary Educational Psychology 26: 3-24. Print. Global *Journal of Human Social Sciences Linguistics and Education* 13,2 13-22.

Ghirardini, B. (2011). *E-learning methodologies: A guide for designing and developing e-learning courses.* Food and Agriculture Organization of the United Nations

Golis, C. (2013). Practical emotional intelligence.*Retrieved 27th February from http://www.emotionalintelligencecourse.com/eq-history*

Hein, S. (2005). Introduction to emotional intelligence. Available at http://eqi.org/history.htm

Kolawole, C.O.O., Adepoju, A. & Adelore, O. (2000). Trends in secondary school students' performance in English language paper 1. *African Journal of Educational Research*, University of Ibadan, 6,1 & 2: 54-59

Langan, J. (1993). *Ten steps to advancing college reading skills.* Marlton, NJ: Townsend Print.

Ndiewo, P.O., Aloka, P .J .& Raburu, R. (2016). Influence of learner involvement on academic performance of secondary school students in Kenya. *International Journal of Applied Psychology*. 6, 2, 37-40.

Obasa, A.O., Alamu, S. & Giwa, K. (2002). *Spectrum memory guide English language for senior secondary school certificate examination,* Ibadan: Spectrum Books Limited.

Ovovwi, E.O. (2019). Self-monitoring strategy and students' achievement in Biology in Ethiope East local government area, Delta State. *Ibadan Journal of Educational Studies 16, 1, 127-131.*

Pintrich, B. I. & Schunk, Z. K. (2002).*The split-attention effect as a factor in the design of instruction. British Journal of Educational Psychology.62, 2, 233–246.*

Salovey, P & Mayer, J.D. (1990). Emotional intelligence *imagination, cognition and personality, 9, 185-211*

Tucker, T.R., Zayco, X.W. & Herman, A.N. (2009).Developing reading fluency in EFL: How assisted repeated reading and extensive reading affect fluency development', *Reading in a Foreign Language* 16, 2, 70–96. Guilford Press, London.

West African Examinations Council (WAEC) Chief Examiners' Report 2018

West African Examinations Council (WAEC) Chief Examiners' Report 2018

West African Examinations Council (WAEC) Chief Examiners' Report (2019)

West African Examinations Council (WAEC) Syllabus (2018- 2019)

Wells, P., de Lange, P. & Fieger, P. (2008). Integrating a virtual learning environment into a second-year accounting course: Determinants of overall student perception. *Accounting & Finance 48,3, 503-518.*

Blindspots in Teaching and Learning of Oracy in English Language among the Polytechnic Students

Beatrice Idowu Oluwadare Ph.D
Department of Languages and Communication Department, The Federal Polytechnic, Ado- Ekiti. Ekiti State, Nigeria.

Abstract

The paper examined the blind spots in teaching and learning of oracy in English Language among the Polytechnic students. Blind spot is an area which one is ignorant or biased that you don't have in-depth knowledge on that particular area or what is all about. There are four skills in English language. For anyone to be described as proficient in English language, the person must have a good mastery of the four skills: listening, speaking, reading and writing. English language is the official language in Nigeria and also language of instruction in schools from kindergarten, primary and tertiary institutions. The reason for teaching oracy is to help the students to learn how to speak like the native speakers of English and to communicate effectively well at different levels among their mates, for interaction, public speaking and to express themselves well. The study considered the blindspots in teaching of oracy. The paper revealed that the blindspots in teaching of oracy must be properly taught with some aids that the blindspots could be ameliorated. Recommendations were made to help teachers to handle the blindspots and students to be proficient in speaking.

Key words: Blindspot, teaching, oracy, communication, Polytechnic students

Introduction

Blind spot is an area which one is ignorant or biased i.e. you don't have in-depth knowledge on that particular area is all about. It is a grey area to one. It can also be described as obstruction, lack of perception, mote in one's eye, oversight, failing, unseen area, blindness, fault, weakness, foible, blind side, dead spot, deficiency, impaired vision, weak point, lapse, shortcoming, imperfection, failure, error, https://www.world reference.com,s...

In order for students to meet the language needs, students must be offered opportunities to learn the linguistic skills of listening, speaking, reading and writing. Listening is a receptive skill which is essential as a tool for receiving information in learning situations. Listening is beyond hearing sound and noises; it is the process of hearing, identifying, understanding and interpreting spoken language. (Gbenedio 1996). Speaking is a productive skill and it is the ability to produce, pronounce and comprehend sounds accurately. Also, phonetics deals with scientific study of speech sounds, the articulation, transmission and reception of speech sounds. It is the linguistic unit of language that entails the segmental and suprasegmental phonemes.

The segmental and supra segmental phonemes like monothongs, dipthongs, triphthongs, how to stress words, with appropriate tones, tonality, intonations, syllables, pitch and rhythm must be taught and well learned by the learners of English to be proficient in the use of the language. (Azikwe 1998, Ofodu & Olusegun 2018).

Ofodu &Olusegun (2018) affirmed in their study that oral English is not pedagogically evaluated like other aspects and that oral English as an aspect of English is not taught or well taught in primary and secondary schools because the teachers are incompetent in articulating the segmental and the suprasegmental phonemes correctly like the native speakers. Also, the necessary aids and language laboratories are not available in those schools. On the side of the students, they lack interest in oral English because they are

not tested in practical because their test of orals is theoretical either in internal or external examinations. The school authority does not emphasize the importance and use of Oral English in the day to day activities of students to promote their communication skills and the few students who attempt to articulate the sounds correctly are considered outlandish. The study further revealed that listening and speaking skills are downplayed in schools and classes. Hence, the students' proficiency in orals is not encouraging and negatively affected. For students to enhance good oral communication skills, they must possess ability to listen and speak effectively codes that are meaningful to interlocutors. They affirmed that improper handling of this skill at primary and secondary levels will make the learning cumbersome or hectic in higher institutions. From observations as a Polytechnic lecturer, there is no mincing words that there are blindspots in teaching of oracy. The blindspots include inability of students to speak intelligibly using English language for effective communication, identifying and correct use of phonemes, inability to make oral presentations in form of debates, interview etc. They lack confidence and boldness in interacting among their mates and counterparts within the school community, hence, the justification for this study. This study, identifies the blindspots in oracy teaching among the Polytechnic students and how they could be ameliorated with the use of teaching talk skills for group work and collaborative learning and intentionally teaching public speaking and presentation as strategies.

Understanding Oracy

In the 1960s the term 'Oracy' was coined by Wilkinson to emphasize the importance of spoken language skills, on a par with reading and writing skill; he defined oracy as 'the ability to use oral skills of speaking and listening' In the late 1980s this concept was led in the UK by the National Oracy Project but the government did not promote its usage because they focused lightly on reading, writing and mathematics. Oracy is now being used globally to reflect the growth and awareness of the educational and social importance of spoken language skills. There are two main reasons for a focus on teaching of oracy: Children's cognitive development and learning in school; children's preparation for participation globally.

According to English Speaking Union (ESU) “Oracy is to speaking what numeracy is to mathematics or literacy to reading and writing”. It is ability to express yourself accurately in diverse contexts, empowered with adequate vocabulary to say what you want to say, structure your thoughts in a sensible manner for others. From the research conducted by ESU it was found out that 52% of adult surveyed with children age 5-9 years old lack self-confidence as they are struggling to speak in order to make friends. Also, 85% respondents in the 16-24year old age group think that specific support received at school for speaking and listening (oracy) would have been of immense assistance to progress speedily in their career and life generally.

In the same vein, according to Speaking Frankley (2016) a lot of researchers and educators argued that schools should allow children to have that 'second chance' of learning spoken skills which they have not acquired from their different homes. This second chance would help them in taking up educational opportunities that can develop their future careers and for this to be realized, oracy must be part of school curriculum. Summarily, the following are educational implications made by Speaking Frankley (2016)

- The government, school authorities should understand the importance of oracy skills to the child (students), the school and society

- The schools should commit enough time and resources for oracy education
- Teachers should be trained in teaching, monitoring, and assessment of spoken languages
- In getting things done, young people should be taught oracy skills explicitly to help them become aware of the importance of using talk effectively for learning to get things done.

In addition, according to (The Right Combination 2016), supporters of oral education opined that it helps to prepare for adequate skills for life assignment. The employers of labour from different facets of life report that their workforce need developed skills in spoken communication especially those in creative activities, management and customer related roles but that school leavers regularly lack those skills. They prefer to employ people who can make clear presentations, relate well in teams, properly listen to others and collaboratively solve problems. Also in democratic processes and generally, these skills adequately help young ones to have full participation.

According to the Russian Psychologist, Vygosky (1978) proposed that as children acquire language, their thinking is profoundly and irrevocably transformed. When children listened to adults in their environment, they can speak, think and can easily interact with people in the environment. A child that does not have access to a rich language experience, develops poor oracy skills is deprived of taking active part in learning.

Oracy in English is described as the ability to speak with clarity and correct grammar. Oracy embraces different skills, like discussions through which you exchange ideas with others. Instructions: you are able to instruct and tell someone what to do, or explain facts. Dialogue: conversing with someone, listening and showing interest in what they say. Oracy has to do with the skills surrounding effective communication and it is beyond the use of language. People with well-developed oracy skills are able to persuade others, listen actively and are of good collaborators.

Oracy skill is also referred to as phonetics and phonology where segmental and supragmental features are learnt. These features include vowels, consonants, diphthongs (segmental features) and stress, intonation, pattern (supra-segmental features).

According to Mercer, Warwick & Ahmed (2017) reporting the research carried out by University of Cambridge , oracy skills can be propositionally categorized into four main categories: physical, linguistic, cognitive, social and emotional. This is also buttressed by Bangkom and Sukavatee (2021) expressed that in many research studies, oracy skills are often seen as two distinctly separate skills speaking and listening, done individually, but the skills occur together. They identified four strands of oracy skills: physical, linguistics, cognitive and social emotion. Physical strands has to do with pronunciation and body language, while linguistic strands have to do with the grammar and vocabulary involved in the talk. Cognitive strand is about the organization and content of the talks. Social and emotional strand refer to interaction made during communication. For example, checking ability to listen attentively and understand the discussion. One must be a good listener and a good speaker to effectively and efficiently perform oracy skills. In as much as oracy skills involve listening and speaking, it is inevitable to experience heavy cognitive load but metacognitive awareness could be of help to reduce the cognitive load.

According to Flavel (1979) Metacognitive awareness has to do with the knowledge and condition about cognitive phenomena in speaking and listening skills. Metacognitive awareness has three dimensions: experience, knowledge, (person,

tasks and strategies), and strategy use (language use and language development). The strategies combine planning, monitoring, and evaluating processes. Also, Ghapanchi & Taheryan (2012) discovered that metacognitive awareness is of great importance to learning of oracy skills and proficiency is more enhanced among language learners that possess metacognitive knowledge. The study further reveals that speaking proficiency is greatly related to metacognitive knowledge while vocabulary knowledge is enhanced by listening comprehension.

Bangkom and Sukavatee (2021) citing Maxwell et al (2015) describe the characteristics of Oracy consisting of 4 strands: linguistic, social and emotional. The linguistic strand refers to the correct use of grammar and vocabulary which is suitable for a particular context. The cognitive strands describe how students organize and choose related information in speech making and responding to listening capacity as they answer questions or give feedback on what they listened to and ability to learn subject matter. Oracy focusses not only on student's speaking skill but also on the learning environment being condusive for learning through knowledge is exchanged through speaking. Naturally, oracy skill can also be obtained through classroom talk not necessarily when oral communication task is required. There should not be tension in the classroom environment in order, to allow the students to be free in speech making and well outspoken. In addition, sequencing speaking tasks based on its difficulties is paramount. Through this, the students will gradually develop and improve on their speaking and in achieving this, semi-scripted role play and debate were tasks sequenced for presentations.

The Purpose of Teaching Oracy Skills

Oracy and speaking will be used interchangeably in this study. According to Cora and Knight (2000), “Speaking is a crucial part of second language learning and teaching which involves producing, receiving and processing information”. In the same vein, Cheng (2017:99) states, Effective communication takes more than ability to talk. It likewise includes the use of one's mental capacities in the choice of words and ability to talk. It likewise includes the use of one's mental capacities in the choice of words and the ability to make other person understand what one is saying and vice versa” In addition, Fredson (2015) asserts, speaking is the skill that the students will be judged upon mostly in real life.

The purpose of teaching oracy skills is not restricted to academic achievement and preparing students for employment but also to boosts social, emotional and interpersonal skills, self-confidence, self-awareness resilience and empathy. Possessing the skills enhance our sense of happiness and well-being, avoiding isolation that arises from neglect or rejection.

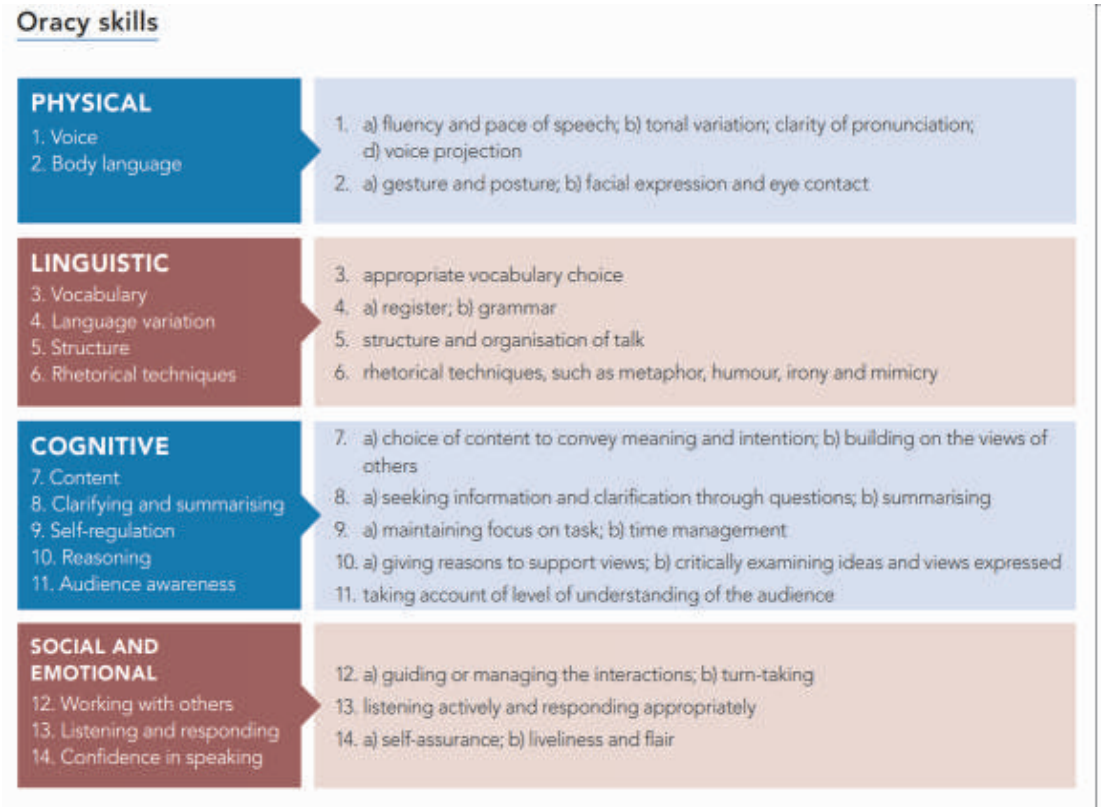
ESU citing The Communication Trust expressed that disadvantage children are 2.3 times more likely to be found with speech, language, and communication challenges more than those from wealthy homes. Also, over 50% of students begin school lacking important major oracy skills. Behavioural problems, emotional and psychological difficulties may likely arise among young people that find it difficult to express themselves verbally and if not well managed may lead to criminality on the long run. (Owen). Focusing on oral language skills is of great importance for the development of reading and writing skills (Oracy APPG). 79% of secondary state school teachers opine that building confidence and competence in spoken language and listening skills of students to prepare them to be more readily qualified for good and enviable employment.(Teacher Tapp polling for Oracy Network, 2020). The United Kingdom's

poorest children begin school 19 months later after their peers in language and vocabulary from wealthier homes. (National Literacy Trust)

Teaching Blindspots in Oracy among Polytechnic Students

Communication in English is a compulsory course of study for every student both in Ordinary National Diploma and Higher National Diploma. Many of the students usually scored low marks in the oral aspect in tests and examination. Any student that fails Communication in English will repeat the course in the next academic session. 60% of the students that have carried over in the Polytechnic are on Use of English or Communication in English. This poor performance is of great concern to lecturers. Also students with poor oracy have issues in communicating well with peers or other people. This could be linked to the blind spots in oracy skills like inability to make oral and written presentations. Inability to articulate the phonemes of English correctly, paralanguage. Script play, debates etc. Teaching public speaking and presentation. According to Mannion & Mercer (2016) they opined that presentational skill should be taught explicitly to build students social confidence.

ORACY SKILLS ADOPTED



Source: The Cambridge Oracy Skills Frame Work
http://www.educ.cam.ac.uk/research/project/oracytoolkitoracyskillsframework

In converting the above oracy skills into teaching, it is better to first identify a specific skill to be taught in a lesson or through series of lessons. In teaching the 'physical' a lesson may be basically on 'voice projection in making public presentation' in 'Linguistic'. Using a rhetorical technique for argument presentation. In 'cognitive', students' attention focused on how to give reasons to support their views and evaluate reasons given by others. For 'social and emotional' students are to give summaries of reports listened to from other students and this can enhance their listening skills.

An Oracy curriculum could be provided in principles in order to cover specific skills in accordance to Oracy Skills Frame work but in practice, teachers should be selective focusing on the areas that their students need most by attending to their blindspots. The blindspots could be taught as the teacher lay emphasizes on the skills to be taught and making the students to realize the importance of such.

The teacher should explain the skills, the teacher should teach such blindspots by modelling and giving various experiences. This should be followed by teacher- led discussions and peer evaluations of the use of specific skills and further evaluation as the skills how to engage into practice.

Teaching talk skills for group work and collaborative learning

Howe (2010) in his research work on class-room based work reveals that collaborative learning can be effective for learning pedagogically but should be well defined not just putting them in groups together to work is unproductive. The students must be taught first how to work together. Research reveals that the way and manner which the teacher talks with the students is one of the strongest ways to influence the students. (Webb, Nemmer & Ing 2006)

There are two major steps that teacher can teach their students in developing skills to use talk for collaborative problem solving. The teacher must raise the awareness of students to work in group and teach them how to engage in exploratory talk or accountable talk. It is a way of using language to think collectively or inter thinking (Littleton &Matter 2013) Exploratory talk enables individuals point of view for considerations, justifications of opinions with reasons and decisions are made together. The students engage in criticisms but resolve with positive constructive ideas. They allow others to contribute, ask for explanations, reasons and elaboration. They listen attentively for adequate response until they reach a decision.

Recommendations and Conclusions

Teachers with adequate mastery knowledge of the oral English should be employed for effective teaching of oracy.

Government should ensure that language laboratories are in place with adequate aids that are functional and they should be accessible to both teachers and students.

Collaborative problem solving, guiding or teaching another person, listening sensitively, role playing, interviewing, as well as public speaking, debate must be well recognized and taught as part of oracy skills. Oracy skills Strategies such as Talking Points can support and sustain learning conversations which involve every child. New practical methods must be used to assess spoken skills. Teaching public speaking and presentations, spoken English enhances social confidence among learners of English Language. The government, school authorities should understand the importance of oracy skills to the students, the school and the society. Teachers should be trained in teaching, monitoring and assessment of spoken languages.

References

Azikwe, U (1998) *Language Teaching and Learning* Feb Publisher Limited: Niger Africana.

Bangkom and Sukavatee (2021) FEffects of Oracy Building Instruction via Blended-learning Environment on Thai Students' Metacognitive Awareness and Oracy Skills. LEARN Journal: Language Education and Education Research Work Vol. No:1 January –June, 2021 ISSN:2630-0672-9431(online) https:// files.eric.ed.gov. EJ1284551.pdf (ed.gov)

Blind spot – WordReference.com English https://www.worldreference.com,s... Accessed on 13th February,2024

ESU (2016) Speaking Frankley: the case for oracy in the curriculum. London, English-Speaking Union.

ESU (2017) International Perspectives on Oracy (English-Speaking Union) Retrieved 13th January, 2024 from https://www.esu.org/blog/international-perspectives-on-oracy

What is oracy and why is it so important? | English-Speaking Union (esu.org) What is oracy and why is it so important? | English-Speaking Union (esu.org) https://www.esu.org/oracy/

Vgotsky L. (1978) Mind in Society: The development of higher psychological processes. Cambridge, MA: Havard University Press.

Flavel, J.H.(1979) Metacognition and Cognitive Monitoring : A new era of cognitive -developmental inquiry

Gbenedio U.B. (1996) *Teaching and Learning Second a Language.* Africana Publishers: Nigeria

Howe C. (2010) *Peer Groups and Children's Development*. Oxford: Willey-Blackwell

Ofodu G.O. & Olusegun (2018) Evaluating the Linguistic and Pedagogical skills of English Language Teachers in a Multilingual Milleu. Research Journal of Education Vol.4, Issue6 pp.87-91 ISSN (e): 2413-0540, ISSN (p):2413-8886 URL: http//arpgweb.com./?ic=journal&journal=15&info=aims accessed 16/02/2024

Warwick, N., Warwick P. & Ahmed, A. (2017) An oracy assessment toolkit:linking research and development in the assessment of students. spoken language skills at age11-12. *Learning and Instruction,* 48 pp. 51-60 Millard, W., Menzies, L (2016) *Oracy: the state of speaking in our schools,* London: Voice 21

Blind Spots in the Medium of Instruction in Science Classroom: A Call for Bilingual Mode of Instruction

[1]Omoseebi, Augustine Abimbola, Olaseinde, Basirat Oluwafunmilayo and Asemadahun, Felicia Oluwaseun
Department of Arts and Social Science Education, Faculty of Education, University Of Ibadan, Ibadan, Nigeria
[1]abimbolaromosebi@gmail.com

Abstract:

This paper addresses the implementation gap between language policy and practice in science education at the post-basic level in Nigeria. Despite the Federal Republic's National Language Policy advocating for English as the medium of instruction with support for the mother tongue or community language, there remains a significant disparity. Through a blend of scholarly perspectives and empirical data, this study examines the poor language policy implementation, focusing on science classrooms. Findings underscore a predominant use of English, signalling a mono-linguistic approach. However, recognizing the cognitive advantages of bilingualism, particularly in enhancing cognitive flexibility and cross-cultural understanding, the paper advocates for the urgent implementation of a bilingual instructional strategy in science classrooms. Recommendations include teacher training, policy enforcement, and government support to create a more inclusive learning environment. This research aims to inform stakeholders, policymakers, and educators to foster a culturally sensitive and effective science education system in Nigeria.

Key words: Blind Spots, Language policy, Medium of instruction, Bilingual mode, Science Education, Post-basic education, Policy implementation.

Introduction:

The medium of instruction in science classrooms has been a topic of continuous debate within the field of education. As the world becomes increasingly diverse, it is imperative to address the blind spots that arise when students from varied linguistic backgrounds engage in learning science. Existing literature highlights the inadequacies of the monolingual approach and suggests that a bilingual mode may offer a more inclusive and effective solution.

The cognitive benefits associated with bilingualism add another layer of support for the adoption of bilingual modes in science education (Bialystok, 2016). Studies suggest that bilingual individuals often develop superior cognitive skills, including enhanced problem-solving abilities, critical thinking, and creativity. Integrating students' native languages into science instruction could potentially harness these cognitive benefits, contributing to a more enriched learning experience.

Any country's language policies have a significant impact on the quality of education and the learning environment. The Federal Republic of Nigeria's National Language Policy, as outlined in Chapter 4, Section B, mandates that English be used as the medium of instruction for post-basic education (secondary). The policy does, however, also support using English along with one's mother tongue or the language of the immediate community. The complexities involved in putting these regulations into practice might be difficult, thus it's critical to evaluate how well these rules are followed in educational settings.

Acknowledging the significance of language in education, the Federal Republic of Nigeria has delineated particular rules in its National Language Policy to direct teaching methodologies. The policy's Chapter 4,

Section B stipulates that instruction at the post-basic education level must be conducted in English. Concurrently, there is support for using English and one's mother tongue or the language of the immediate community in the classroom. The goal of this dual-language strategy is to foster a more welcoming and culturally aware learning environment.

Academic viewpoints of language policies in education emphasize how important good language training is for enabling meaningful learning experiences. Language policies are essential in determining the linguistic makeup of educational institutions, as noted by Bamgbose (1991). Moreover, Fafunwa et al. (1989) stress how critical it is to take into account the language and cultural variety present in the Nigerian educational setting.

This study taps on reputable viewpoints from the academic literature to get deeper into the subtleties of language policy implementation. The influence of language policies on linguistic diversity and cultural preservation is highlighted in UNESCO's 1953 acknowledgement of the function of language policy in education. By emphasizing the complex relationship between language policies and a society's sociocultural fabric, Fasold (1997) adds to this conversation. These academic perspectives highlight the necessity of carefully reviewing language policies in learning environments.

With an emphasis on post-basic education in Nigeria, the main goal of this research is to expose the language policy's blind spots in science classroom instruction by closely examining how well educational institutions follow the rules. According to Awoniyi (1980), evaluating the efficacy of educational methods requires an awareness of the dynamics surrounding the implementation of language policies.

Emenanjo (1998) opined that the National Policy on Languages (in Education) in Nigeria gives recognition to the multidimensional, multi-lingual three tier political-polity which provides for:

1. English as the language of formal education, bureaucracy, secondary and higher education etc.
2. The three major (national) Languages which are: Yoruba, Hausa, and Igbo are potential national languages which are to be developed and used as L2 (Language of immediate environment) all through the literacy educational system for national culture and integration.
3. Mother-Tongue (MT) and or Language of the immediate community (LIC) as the language of instruction at the pre-primary and junior, primary levels, and of adult and non-formal education.
4. Selected foreign languages especially, French, and Arabic, as the languages of international communication and discourse (FRN, 2013). The emergence of the National Policy on Languages (in Education) results to the introduction of bilingual education which calls for teaching through the language of learning in schools. Bilingual Education is referred to as teaching an academic subject in two languages, i.e. a mother language (first language, L1). Acknowledging the importance of mother tongue, researchers over the years, have pointed out that it is imperative for a child's development and understanding the basic element of teaching and learning (Fafunwa & Fasokun, 2000; Oluniyi & Akinyeye, 2013).

Ajewole, (2016) was of the opinion that language is an essential component in communicating scientific concepts to students and this constitutes the components of communication in science classrooms. John and Sheil, (2010) on the other hand, observed that the value of bilingualism in

pupils' understanding of scientific language. However, many science educators would submit that school pupils need to learn and understand this language of science in order to comprehend the materials presented to them in science classrooms, to communicate effectively in science and to think scientifically (Danmole & Lameed, 2014). Evans and Avila (2016) on another hand, opined that for bilingual and multicultural children in particular, language plays an essential role in the development of their identity and if the learners do not feel confident in their bilingual identities, they may find it more challenging to make meaning and construct knowledge in schools.

The language of instruction in science education plays a critical role in student understanding and achievement. Nations like Japan and China have demonstrated success in teaching science through their native languages, fostering deeper comprehension and engagement ([Adeyemo, 2018]). However, in multilingual countries like Nigeria, the optimal language of instruction presents a complex challenge. While the Nigerian government has advocated for mother tongue-based education (Federal Ministry of Education, Nigeria, 2014), its implementation necessitates a nuanced approach considering the nation's vast linguistic diversity.

Mother tongue instruction can benefit students in several ways. Scholars like ([Egunleti & Afolayan, 2021]) argues that **Students** who feel confident using their language are more likely to ask questions, participate in group activities, and take intellectual risks, leading to a deeper understanding of the scientific concepts being explored but the use of mother tongue as medium of instruction could be challenging in a mutli-ethnic nation like Nigeria.

Challenges of Mother Tongue Instruction in Nigeria

Nigeria boasts over 500 indigenous languages, with significant variations across regions ([Eberchukwu, 2018]). While promoting mother tongue education is commendable, the sheer number of languages presents significant logistical hurdles:

Teacher Training and Resources: Equipping teachers with proficiency in a vast array of languages for effective science instruction is a substantial challenge. Developing a sufficient pool of multilingual teachers, particularly in less commonly spoken languages, would require significant investment in teacher training programs and resources.

Standardization and Assessment: Developing standardized curricula and assessments across such a diverse linguistic landscape presents difficulties. Creating uniform science curricula and assessments in hundreds of languages would be a logistical nightmare, making national comparisons of student achievement difficult.

Equity and Social Integration: Focusing solely on a single mother tongue could disadvantage students from other ethnic groups within a multilingual classroom. Students whose mother tongue is not the dominant language used in science instruction may struggle to keep pace with their peers, potentially exacerbating existing educational inequalities.

The Potential of Bilingualism in Science Education

Given the complexities of Nigeria's multilingual reality, bilingual education offers a promising solution. Bilingual programs have been shown to:

Enhance Cognitive Development: Studies suggest that bilingualism can positively impact cognitive development, leading to improved executive function and multitasking skills (Bialystok et al., 2017). Bilingual students often demonstrate greater cognitive flexibility and the ability to switch between different mental tasks more efficiently. These skills are crucial for success in science, which requires students to analyze complex information, solve problems, and think critically.

Bridge the Language Gap: Bilingual instruction can bridge the gap between mother tongue understanding and proficiency in English, the language of scientific discourse ([García, 2009]). By using both mother tongue and English in science instruction, students can develop a deeper understanding of scientific concepts while simultaneously strengthening their English language skills. This approach allows students to leverage their existing knowledge in their mother tongue as a foundation for learning science in English.

Promote Cultural Appreciation: Exposure to multiple languages fosters understanding and appreciation of diverse cultures, a valuable asset in a multicultural nation like Nigeria. Bilingual science education can create a more inclusive learning environment where students from various ethnic backgrounds feel valued and can contribute their unique perspectives to scientific discussions.

This study aims to clarify the practical aspects of language policy implementation by supporting the Federal Republic of Nigeria's commitment to fostering a multilingual and culturally aware learning environment. It is hoped that the results will provide valuable insights for scholars, policymakers, and educational stakeholders, enabling a more nuanced and informed conversation on language policies in Nigerian post-basic education that are effectively implemented in the teaching of science-based courses in these settings.

Statement of the Problem:

Many scholars concentrate on language policies but pay little attention to how the policies are put into practice. The difficulty of implementing language policy in the educational sector is complex and multifaceted, especially when it comes to teaching science-based courses at the post-basic education level in Nigeria. There is a large gap between the drafting of policy and actual practice, even though the Federal Republic's National Language Policy stipulates that English shall be the medium of teaching and encourages the combined use of the mother tongue or the language of the immediate community.

Research Questions:

To what extent is the language policy outlined in Chapter 4, Section B of the Federal Republic of Nigeria's National Language Policy strictly implemented in post-basic education settings?

How effective is the combined use of the mother tongue or the language of the immediate community alongside English as a medium of instruction in science classrooms at the post-basic education level?

Purpose of the study

This research aims to address the following key issues:

1. Inconsistencies in the Implementation of Language Policies: Assessing the extent to which educational establishments follow the prescribed guidelines, particularly concerning science instruction at the post-basic education level.
2. Effectiveness of Dual-Language strategy: Examining the efficacy of the suggested dual-language strategy, which combines teaching science

courses in English with the mother tongue or the language of the immediate community?

Theoretical Framework:

To guide the exploration of these issues, this research adopts a theoretical framework based on sociolinguistic and educational theories to direct the investigation of these problems. One prominent framework is the Sociocultural Theory developed by Vygotsky (1978). According to this view, learning happens via social interactions and that language, culture, and cognition are intertwined. The sociocultural theory offers a prism through which to examine the dynamic link among the processes of science education, cultural diversity, and the implementation of language policies in the setting of this study.

Furthermore, the Critical Pedagogy framework, as proposed by Freire (1970), is employed to examine the power dynamics inherent in language policies and their implications for educational practices. The focus of critical pedagogy is on how education may question and change social structures. Through the application of this paradigm, the research seeks to identify possible discrepancies in the execution of language policies that could potentially lead to disparities in science education.

More so, the Linguistic Interdependence Theory developed by Cummins (1981) provides information about the cognitive benefits of bilingualism. This idea is crucial to comprehending the potential effects of a dual-language approach—supported by the National Language Policy—on students' academic performance and cognitive growth in science courses.

Through the integration of these theoretical frameworks, the present study aims to provide a thorough examination of the blind spots in the application of language policies in science classrooms at the post-basic education level. This will facilitate a more profound comprehension of the obstacles and possibilities present in the Nigerian educational system.

Research Approach: In-class observations

This study used a rigorous type of classroom observation as its research approach to track teachers' activities and students' responses in the context of language policy implementation in science classrooms at the post-basic education level in Nigeria. This observational method makes possible the dynamics of language instruction, the efficacy of the dual-language strategy, and its impact on student learning results.

1. Why observe in a classroom?
   The purpose of this study is to methodically record and monitor how students and teachers interact in scientific classes.

Focus Areas:

i. The Federal Republic of Nigeria's National Language Policy, Chapter 4, Section B, language policy implementation.
ii. The usefulness of teaching science in conjunction with the mother tongue or the language of the local population in addition to English.

2. Sample Selection: For this study, three secondary schools in Ibadan were specifically chosen.

3. Methods of Gathering Data:

Observation in the classroom:

i. During instructional sessions, researchers will physically be present in junior secondary and senior secondary science classrooms.
ii. Detailed notes on the language used by teachers, the ways they educate, and the

involvement of their students will be made.

iii. Pay attention to instances when the language policy rules are followed or not.

Recording Medium:

i. Digital audio recorders are used to record the subtleties of language use and teacher-student interactions.

ii. Concurrent recording of notes and observations will provide instant insights.

Data Analysis: The research's data consists of descriptions of the teaching methods employed in six bilingual classes teaching physics and basic science. Data were analyzed through classification, grouping, percentage calculations, and explanations.

Results/Findings

The purpose of this study's classroom observation is to ascertain:

(1) The science classes under observation and the medium of instruction that was employed.

(2) To determine the averages and the proportion of the science classroom medium of instruction.

The following is a presentation of the findings based on the observation of six science classrooms.

Results:

School A:

Teacher's Initiated Moves:

CLASS JSS 1	INITIATED MOVES	MEDIUM	FREQUENCY	PERCENTAGE
AGRICULTURAL SCIENCE	19	ENGLISH	16	84.2%
		YORUBA	2	10.5%
		BILINGUAL	1	5.3%

Table 1b:

Students Initiated Moves:

CLASS SSS 3	INITIATED MOVES	MEDIUM	FREQUENCY	PERCENTAGE
PHYSICS	6	ENGLISH	4	67%
		YORUBA	1	17%
		BILINGUAL	1	17%

School B:

Teacher's Initiated Moves:

CLASS SSS3	INITIATED MOVES	MEDIUM	FREQUENCY	PERCENTAGE
PHYSICS	43	ENGLISH	38	88.37%
		YORUBA	2	4.65%
		BILINGUAL	3	6.98%

Table 2b:
Students Initiated Moves:

CLASS SSS3	INITIATED MOVES	MEDIUM	FREQUENCY	PERCENTAGE
PHYSICS	14	ENGLISH	13	92.86.%
		YORUBA	1	7.14%
		BILINGUAL	0	0%

School C:
JS2
BASIC SCIENCE
Teacher's Initiated Moves:

CLASS JSS2	INITIATED MOVES	MEDIUM	FREQUENCY	PERCENTAGE
BASIC SCIENCE	38	ENGLISH	38	100%
		YORUBA	0	0%
		BILINGUAL	0	0%

Table 3b:
JS2
BASIC SCIENCE
Students Initiated Moves:

CLASS JSS2	INITIATED MOVES	MEDIUM	FREQUENCY	PERCENTAGE
BASIC SCIENCE	14	ENGLISH	14	100%
		YORUBA	0	0%
		BILINGUAL	0	0%

Table School D:
JSS3
BASIC SCIENCE
Teachers' Initiated Moves:

CLASS JSS3	INITIATED MOVES	MEDIUM	FREQUENCY	PERCENTAGE
BASIC SCIENCE	8	ENGLISH	6	75%
		YORUBA	2	25%
		BILINGUAL	0	0%

Table b2:
Students' Initiated Moves:

CLASS JSS3	INITIATED MOVES	MEDIUM	FREQUENCY	PERCENTAGE
BASIC SCIENCE	8	ENGLISH	3	100%
		YORUBA	0	0%
		BILINGUAL	0	0%

Table b3:
SSS1
CHEMISTRY
Teachers' Initiated Moves:

CLASS JSS3	INITIATED MOVES	MEDIUM	FREQUENCY	PERCENTAGE
BASIC SCIENCE	14	ENGLISH	14	100%
		YORUBA	0	0%
		BILINGUAL	0	0%

Table 5b:
Students' Initiated Moves:

CLASS JSS3	INITIATED MOVES	MEDIUM	FREQUENCY	PERCENTAGE
BASIC SCIENCE	8	ENGLISH	8	100%
		YORUBA	0	0%
		BILINGUAL	0	0%

Discussion:

The study's main objective was to determine the medium of instruction used in science classes in six districts Oyo State, Nigerian schools. Tables for every school and class level show the results, which are based on observations made in the classroom. The main findings are summarized as follows in brief:

1. **Medium of Instruction:** - Predominance of English: English was the most common language used for instruction in science courses in all of the classes that were observed.
   - Limited Use of Yoruba: Although Yoruba is a native language, it was used significantly less frequently than English.
   - Occasional Bilingual Instruction: A tiny proportion of classrooms used bilingual education, code-mixing of Yoruba and English.

2. **Results**

Based on the tables presented above, the research answered the following questions:
What is the primary language used for instruction (teachers) in science classes across the schools observed?

The findings of this study show there is generally consistency between the language used by teachers and students in science classes.

The study reveals that in the science classrooms that were observed, there was a broad consistency between the teachers' and students' chosen medium of instruction.

With a close observation of the tables, English is the dominant language used in both teacher initiated moves and student initiated moves across the schools observed. There are a few exceptions with Yoruba being used occasionally by both teachers and students, but above all, English is the primary language of instruction.

What is the primary language used by students in science classes across the schools observed?

Based on the tables in this study, the primary language used by the students in

science classes across the schools observed was English. The "Students Initiated Moves" and "Medium" columns consistently show English as the dominant language used by students in all the tables (1b, 2b, 3b, 4b, and 5b). Even though there are occasional uses of Yoruba or Bilingual mode instruction by a small percentage of students, English is the overwhelming preference.

Is there consistency between the language used by teachers and students in science classes?

Based on the tables presented, there is a broad consistency between the language used by teachers and students in science classes. In all the classes observed, with the exception of School B SSS3 Physics, the teachers and students used the same language for communication.

School	Class	Teacher Language	Student Language	Consistency
A	JSS 1	English (84.2%)	English (67%)	Consistent
B	SSS3	English (88.37%)	English (92.86%)	Consistent
C	JS2	English (100%)	English (100%)	Consistent
D	JSS3	English (75%)	English (100%)	Consistent
D	SSS1	English (100%)	English (100%)	Consistent

Over all, the only exception is School B SSS3 Physics, where the teacher used English in 88.37% of the interactions, while students used English in 92.86% of the interactions. This minor difference suggests a very high degree of consistency.

3. **Implications:-** The results offer insightful information on how language instruction is implemented in science classrooms in the tested schools.

- The fact that English is the most common language of instruction indicates that science is taught in these classes using a consistent methodology.

Conclusion:

Research on the language of instruction in science classes mostly explores the impact of language on students' understanding, learning outcomes, and overall academic performance. This research therefore detects a mono-linguistic approach in the teaching of science subjects at both junior and senior secondary schools in Oyo State, Nigeria.

Several factors might be responsible for this phenomenon. One key factor is the global importance of English as a language of science and research. English is widely used in international academic publications, conferences, and interactions. As a result, many educational institutions adopt English as the primary medium of instruction in science to prepare students for global academic and professional integration.

However, this approach may pose challenges for students whose mother tongue is not English. Research often highlights the

importance of using students' native languages, like Yoruba, in education. Instruction in a familiar language can enhance students' understanding of complex concepts, facilitate better communication between teachers and students, and foster a sense of cultural identity.

Recommendations:

Several studies have shown that Bilingual education promotes cognitive flexibility, linguistic proficiency, and cross-cultural understanding. This paper therefore recommends an urgent need for the implementation of a bilingual strategy in science classrooms, where both English and Yoruba are utilized.

The results of the study emphasize the need for a more thorough investigation of language choices in science instruction. Promoting bilingual education and carrying out additional studies in this understudied field will help educators and researchers develop a more inclusive, effective, and culturally sensitive method of teaching science in a variety of linguistic contexts.

Government at all levels, school administrators, and science teachers should adhere to the use of bilingual medium of instruction in science classrooms. Teachers' training institutions (Faculties of Education, Institutes of Education, National Commission for Colleges of Education (NCCE), and National Teacher's Institute (NTI) should train teachers to be vast in the use of bilingual language. The Federal Government should enforce the implementation of the bilingual medium of instruction at all post-basic education levels in the country. In conclusion, language educators should beam their searchlights on research focusing on the potential benefits of implementing a bilingual instructional approach in science education in Nigeria.

The federal government should recognize bilingual medium of instruction so that teachers will not be seeing switching to English language whenever they see any government inspector.

References:

Adeyemo, D. A. (2018). The language of instruction and students' achievement in science: Implications for Nigerian teachers. International Journal of Educational Development Using Information and Communication Technology, 13(2), 142-152.

Ajewole, G.A. (2016). History and Philosophy of Science and Science Teaching. Lagos: Print City.

Awoniyi, M. O. (1980). Language policy and the crisis of Nigerian education. Inaugural Lecture, University of Ibadan, Ibadan, Nigeria.

Bamgbose, A. (1991). Language and the nation: The language question in sub-Saharan Africa. Edinburgh University Press.

Bialystok, E., Craik, F. I., & Luk, G. (2017). Bilingualism: Consequences for mind and brain. Trends in Cognitive Sciences, 21(4), 323-336.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), Schooling and language minority students: A theoretical framework (pp. 3–49). Los Angeles, CA: Evaluation, Dissemination, and Assessment Center, California State University.

Egunleti, A. K., & Afolayan, A. O. (2021). Mother tongue instruction and the quality of science education in Nigeria. International Journal of Research in Education and Science (IJRES), 7(3), 821-830.

Eberchukwu, N. C. (2018). The challenges of multilingualism in Nigerian education.

Asian Journal of Educational and Training Psychology, 2(2), 87-94.

Emenanjo, E.N. (1998). Languages and the national policy on education: implications and prospects. Fafunwa Foundation Internet Journal of Education Languages and the National Policy on Education. Second Foundation Annual Lecture

Evans, L.M. & Avila, A. (2016). Enhancing Science Learning through Dynamic Bilingual Practices. Childhood Education, 92 (4), 290-297.

Fafunwa, A. B., Macauley, D., & Igwe, M. O. (1989). Education in mother tongue: The Ife primary education research project. Y-Books.

Fafunwa, A.B. & Fasokun, T.O. (2000). Aliyu Babatunde Fafunwa. UNESCO:International Bureau of Education. Retrieved from .

Fasold, R. W. (1997). An introduction to language and linguistics. Cambridge University Press.

Federal Republic of Nigeria National Language Policy (2002) Nigerian Educational Research and Development Council.

Freire, P. (1970). Pedagogy of the oppressed. The Continuum International Publishing Group.

García, O. (2009). Bilingual education in the 21st century: A global perspective. John Wiley & Sons.

John, K. & Sheil, A. T. (2010).The value of bilingualism in pupils' understanding of scientific language. International Journal of Science Education, 21, 10, 1037-1050.

UNESCO. (1953). The use of vernacular languages in education. UNESCO.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Disposition to Formative Assessment and Corrective Feedback in English Language among Secondary School Teachers and Students in Odigbo Local Government, Nigeria

Nathaniel Eniola Oyekunle
Department of Arts and Social Sciences Education,
University of Ibadan, Ibadan, Nigeria

Abstract

This study investigated teachers' and students' attitudes towards formative assessment and corrective feedback in English Language in Odigbo Local Government, Ondo State. The study adopted the survey design. The simple random sampling was used to select six schools from Odigbo Local Government and 420 SS 2 students were also randomly selected (70 per school). The six SSII English Language teachers in those schools were enumerated. The instruments were Attitudes of Teachers Towards Formative Assessment and Corrective Feedback in English Language Questionnaire (r = 0.72). Attitudes of students towards formative assessment and corrective feedback in English Language Questionnaire (r=0.74). The data collected were analysed using descriptive statistics and t-test. at 0.05 alpha level. Findings revealed that teachers had positive attitudes to formative assessment and corrective feedback ($\bar{x}$ = 2.29). Students also had positive attitudes to formative assessment and corrective feedback in English language ($\bar{x}$ = 3.18). Based on the findings, it is recommended that formative assessment should be given more prominence in assessing students' learning outcomes.

Key words: Formative assessment, corrective feedback, teachers' and students' attitudes, English language.

Introduction

The English language is the medium of instruction for all school subjects from primary school level to the university. It is an essential pre-requisite for propelling educational wheel of Nigeria. It is a medium of instruction, a compulsory and core subject that must be offered and passed at all levels of education in Nigeria's educational system. It can therefore be concluded that the English language is vital to academic and career success in Nigeria.

In spite of the importance of English language in Nigeria, the performance of the students has been on a consistent decline in the West African School Certificate Examination (WASCE) in English language. As the performance of students in English language declines steadily in senior secondary schools in Nigeria, parents, teachers, curriculum experts and evaluators are worried.

Fakeye (2011) reaffirming the causes of and cures for poor performance at WASCE, identified and categorized problems responsible for students' poor performance mostly in English language to problems of inadequate facilities in schools, problem traceable to students, problems caused by parents and society. The most critical factors associated with the poor performance of students in English language are: poorly trained English language teacher and poor instructional delivery (Osunde and Aduwa, 2005).

A lot of research efforts have been concentrated on methods and some pedagogical issues that affect teaching and learning of English language at the expense of assessment which is the most important component in teaching and learning. Researches have shown that most teachers handle evaluation carelessly, they would only teach, give notes and use evaluation at the end of the lesson rather than using it as developmental strategy in the course of

teaching. No wonder, Kim (2009) says "Unfortunately, many teachers do not stop to look at interim assessment results and instead simply teach, test and move on. They feel they have a lot to cover to get their students ready for high stakes tests". House (1980) says the central reason for poor utilization of evaluation is arguably due to the lack of tailoring of evaluation to suit the needs of the client, due to a predefined idea (or definition) of what an evaluation is rather than what the client needs are.

Although the terms assessment and evaluation are used interchangeably, in actuality they are two parts of the same process. Assessment is the process of gathering evidence of what the child can do. Evaluation is the process that follows this collection of data, including analysis and reflection as well as decisions based on the data (ACELAC, 2014). Evaluation is the process of examining a programme or process to determine what is not and why. Evaluation determines the value of programmes and acts as blueprint for judgment and improvement (Rossett and Sheldon, 2001). According to Chen and Ashitha (2013), evaluation is the comparison of actual (project) impacts against the agreed strategic plans. It looks at the original objectives, at what was accomplished and how it was accomplished. The ultimate goal of evaluation is the facilitation of learning. Other immediate purposes of evaluation are: placement, diagnosis, assessment and prediction (Fakeye, 2006).

In classrooms, assessment is an integral part of the teaching and learning process. Teachers use both formal and informal assessments to plan and guide instruction. For individual students, assessments help to gauge what things students already know and understand, where misconceptions exist, what skills need more practice in context, and what supports are needed to take the next steps in learning. Teachers also use assessment to evaluate their own teaching practices so as to adjust and modify curricula, instructional activities, or assignments that did not help students grasp key ideas.

Agbesanwa (2014) identifies some assessment strategies that could be employed by the teacher in the English language tasks, classroom presentation, conferences, essays, logs, exhibitions/demonstrations, interviews, learning logs, observation, portfolios, questions and answers, quizzes, tests, examinations, response, journals, selected responses, student self-assessment, simulation, role play, anecdotal record, check list, rating scale, rubric, achievement charts and personal communication. The various assessment strategies that could be employed by the teacher in the English language are as follows: paper and pencil test, quiz, portfolio, anecdotal record, interview, group work, performance task, question and answer (oral), observation and project. Each of these assessment strategies has its purpose in every language instruction depending on the domain in which it is used.

However, reports have shown that evaluation procedure they use in conventional classes today is largely paper and pencil tests. The teachers over concentrate on testing. Most teachers don't use evaluation as a way of enhancing learning again. Evaluation should rather be used as a vehicle of teaching and learning. It should however be noted that without a good assessment programme, teaching cannot achieve its goal.

In order to ameliorate the rate of students' failure in English language, scholars have suggested shifting focus from methods and strategies to assessment and feedback because quality of assessment could have great impact upon performance. Lambert and Lines (2000) define assessment as the process of gathering, interpreting, recording and using information about pupils' responses to educational tasks. According to Reynolds, Livingston and Wilson (2006), assessment is

any systematic procedure for collecting information that can be used to make inference about the characteristics of people or objects. An assessment test is one designed and administered to measure growth or development after a period of tuition (Fakeye, 2006).

There are two broad types of assessments namely: formative and summative assessments. The determinant of whether an assessment is summative or formative is how the results are used. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes which means they have a high point value (NFCC, 2014).

Black and William (1998) defined formative assessment as 'all those activities undertaken by teachers and/or by their students which provide information to be used as feedback to modify the teaching and learning activities on which they are engaged' (pg. 10). However, much debate has risen over the past years from the idea that formative assessment provides much more valuable system for assessing children's progress than summative assessment. Research undertaken by the EPPI Centre (Harlen: 2004) states that there is a common sense assumption that summative assessment in the form of tests and examinations is a key source of motivation for learning

Evelyn and Joseph (2009) say summative assessment helps determine to what extent the instructional and learning goals have been met. However, external summative assessments of students used to judge teacher and school performance can negatively impact what occurs in the classroom. He says further that it can be biased and may measure the wrong thing (Matthew, 2014)

Nesa (2014) notes some disadvantages of formative assessment that some teachers complain about sacrificing time to assess during the lesson and fear that they may not even finish the lesson. Teachers then feel the need to rush through a series of units, which causes students to lack mastery once the assessment is given at the end of the unit. Formative evaluation was said to be time consuming if done regularly like on daily, weekly or monthly basis while summative evaluation come rather too late at the end when learning difficulties can no longer be rectified (Zvavanhu, 2010). Despite its shortcoming, formative assessment cannot be ruled out of any goal-oriented teaching and learning for its advantages. Formative assessment supports learning during the learning process (Judith, 2009). Nesa (2014) says formative assessments are not graded, which takes the anxiety away from students. It also detaches the thinking that they must get everything right. Instead, they serve as a practice for students to get assistance along the way before the final tests.

Formative assessment delivers information during the instructional process, before the summative assessment. Both the teacher and the student use formative assessment result to make decisions about what actions to promote further learning. It is an on-going dynamic process that involves far more than frequent testing and measurement of student learning is just one of its components (Stephen Chappuis and Jan Chappuis, 2007). Pinchok and Brandt (2009) among a number of experts, “believe that the timeliness, flexibility and ongoing nature of formative assessment techniques are most helpful in informing instruction for teachers and closing achievement gaps for students and for preparing students for the short and long-term formative and summative benchmarks they must meet” (p. 10).

Since formative assessment occupies an important place in teaching and learning, corrective feedback goes a long way to bring necessary changes in the students'

performance and improve students' achievement. In the words of Judith (2009), formative assessments serve as practice for students just like meaningful homework assignment. They check for understanding along the way and guide teachers' decision making about future instruction; they also provide feedback to students so they can improve their performance. This indicates that teacher that often monitors his/her students' progress builds on conducive atmosphere for learning which may lead to a great learning achievement. (Fakeye, 2012). Formative assessment helps students to monitor their own progress as they get feedback from their peers and the teacher (Wikipedia, March, 2013). Feedback is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points, or to help plan their learning. Feedback can be immediate, during an activity, or delayed at the end of an activity or part of a learning programme and can take various forms. Providing feedback throughout lessons is important. It is something that will become second nature with just a little bit of practice. Feedback encourages students to work hard and indicate what they need to focus on when they are having difficulty (British Council, 2014).

Feedback is an assessment for learning context which occurs while there is still time to take action. It functions as a global positioning system, offering descriptive information about the work, product, or performance relative to the intended learning goals. It avoids marks or comments that judge the level of achievement or imply that the learning journey is over (Chappuis and Chappuis, 2007). Akter (2010) cited in Md Fazlur, Rasel and Ashrafuzzaman (2011) had proved that giving feedback to learners on their performance was an important aspect of effective teaching.

Ellis, Loewen and Erlam (2006) describe corrective feedback as follows "Corrective feedback takes the form of responses to learn utterances that contain error. The responses can consist of (a) an indication that an error has been committed (b) provision of the correct target language form, or (c) metalinguistic information about the nature of the error, or any combination of these. Formative assessment and corrective feedback facilitate students to achieve better not only in their summative assessment but also to help them to improve attendance and retention of learning. Most importantly, they help learners to improve the quality of work (Organisation for Economic Co-operation and Development, 2005).

As important as formative assessment is, it is almost neglected as most teachers concentrate much on summative assessment. Teachers are supposed to move from formative assessment to summative assessment. Little researches have been conducted on assessment and feedback in English language instruction both in and outside Nigeria. Md Fazlur, Razel and Ashrafuzzaman (2011) carried out a research on assessment and feedback practices in the English language classroom and submitted that assessment and feedback were inseparable part of classroom practice, but assessment and feedback practices in the classroom were not up to the mark. Hattie and Timperley (2007) contributed to an understanding of feedback as a powerful instructional approach in their meta-study that derived effect sizes for different kinds of feedback. Thy obtained high effect sizes when students are given formative feedback; feedback on how to perform a task more effectively and far lower effect sizes when students are given praise, rewards or punishment.

Statement of the Problem

English language is vital to academic

and career success in Nigeria but students are not doing well in it and the learning of it is not being well handled by teachers who often concentrate on the teaching to the neglect of the assessment components. Studies have shown that most efforts towards addressing problem of poor performance of students have been concentrated on the strategies and some other pedagogical issues leaving out the assessment component which is the most important thing in teaching-learning process. Studies have revealed that formative assessment and corrective feedback when effectively used, improve teaching and learning. In addition, the disposition of teachers and students to formative assessment and corrective feedback plays a great role in determining success of learning. Most studies carried out on disposition towards formative assessment have been on different subjects especially mathematics and sciences without considering such for English language. Therefore, this study investigated teachers' and students' disposition to formative assessment and corrective feedback in English language in Odigbo Local Government area of Ondo State. It also investigated the difference in male and female teachers and students' disposition to formative assessment and corrective feedback in English language.

Research questions

The study answered the following questions:

1. What is the attitude of English teachers towards formative assessment and corrective feedback?
2. What is the attitude of students towards formative assessment and corrective feedback?

Significance of the Study

The study focused on teachers' and students' disposition towards formative assessment and feedback in English language. Findings from the study have revealed disposition of teachers and students towards formative assessment and corrective feedback in English language. The study would also bring out the importance of formative assessment and corrective feedback in teaching learning process.

Methodology

The study adopted the survey design. The design was considered appropriate because the intention was to gather information on the existing phenomenon and report the situation according to the observation of the respondents. The participants were all SSII English Language teachers and students from six senior secondary schools in Odigbo Local Government Area of Ondo State.

The instruments used were Questionnaire on Teachers' Attitudes Towards Formative Assessment and Corrective Feedback in English Language(r=0.72) and Questionnaire on Students' Attitudes Towards Formative Assessment and Corrective Feedback in English Language(r=0.74). Data collected were analysed using descriptive statistics and. t test at 0.05 level of significance.

Results

Research question 1: What is the disposition of English language teachers towards formative assessment and corrective feedback?

Table 1: Teachers' Attitudes towards Formative Assessment and Corrective Feedback

S/N	Items	SA	A	D	SD	Mean	Std. D
1.	Formative assessment is good and adequate for teachers' use	4(66.7)	2(33.3)	-	-	3.67	.516
2.	I rarely use formative assessment to evaluate my students' learning outcome	-	1(16.7)	2(33.3)	3(50.0)	1.67	.816
3.	Formative assessment is time consuming	-	1(16.7)	4(66.7)	1(16.7)	2.00	.632
4.	Formative assessment is interesting	2(33.3)	4(66.7)	-	-	3.33	.516
5.	Formative assessment enhances learning	2(33.3)	4(66.7)	-	-	3.33	.516
6.	Formative assessment leads to improvement in teaching performance	2(33.3)	4(66.7)	-	-	3.33	.516
7.	I don't like asking questions while the lesson is going on	3(50.0)	3(50.0)	-	-	1.50	.548
8.	Formative assessment makes my class boring	-	-	4(66.7)	2(33.3)	1.67	.516
9.	Corrective feedback disrupts the lesson	-	-	4(66.7)	1(16.7)	1.67	.516
10.	Corrective feedback is very tedious to give promptly and always	1(16.7)	1(16.7)	3(50.0)	3(50.0)	2.33	1.033
11.	I defer my corrective feedback till after the lesson	-	1(16.7)	4(66.7)	1(16.7)	2.00	.632
12.	I don't provide corrective feedback because of the number of students involved	-	-	3(50.0)	3(50.0)	1.50	.548
13.	Corrective feedback demoralizes students.	-	-	5(83.3)	1(16.7)	1.83	.408
14.	I don't like pointing out my students' mistakes in the class	-	-	4(66.7)	2(33.3)	1.67	.516
15.	Corrective feedback helps me in knowing my students' mood.	1(16.7)	4(66.7)	-	1(16.7)	2.83	.983

Weighted mean = 2.29

From table 1, result of item 1 shows that 4 teachers representing 66.7% and 2 teachers representing 33.3% with mean of 3.67 and standard deviation of .52 agreed that formative assessment is good and adequate for teachers' use. 2 teachers representing 33.3% and 3 t3eachers representing 50.0% with mean of 1.67 and standard deviation of .82 disagreed that they rarely used formative assessment to evaluate students' learning outcome, this means they often use formative assessment to evaluate students' learning outcome. Item 3 shows that 4 teachers representing 66.7% and 1 teacher representing 16.7% with mean of 2.00 and standard deviation of .63 disagreed that formative assessment is time consuming, this means formative assessment does not consume their time. 2 teachers representing 33.3% and 4 teachers representing 66.7% with mean of 3.33 and standard deviation of .52 agreed that formative assessment is interesting and enhances learning. They further agreed that formative assessment leads to improvement in teaching performance (mean = .516). Item 8 shows that 4 teachers representing 66.7% and 2 teachers representing 33.3% with mean of 1.67 and standard deviation of .52 disagreed that formative assessment makes their classes boring; this implies that formative assessment does not make their classes boring.

The teachers feel that giving corrective feedback does not disrupt the lesson as 4

teachers (66.7%) and 2 teachers (33.3%) with mean of 1.67 and standard deviation of .52 disagreed that corrective feedback disrupts the lesson. Subsequently, 3 teachers representing 50.0% and 1 teacher representing 16.7% with mean of 2.33 and standard deviation of 1.03 disagreed that corrective feedback is very tedious to give promptly and always, this indicates that corrective feedback is easy to give promptly and always. Item 11 shows that 4 teachers representing 66.7 and 1 teacher representing 16.7% with mean of 2.00 and standard deviation of .63 disagreed that they defer their corrective feedback till after the lesson. This means they correct their students while the lesson is going on. Also, 5 teachers representing 83.3% and 1 teacher representing 16.7% with mean of 1.83 and standard deviation of .408 disagreed that corrective feedback demoralizes students; this indicates that corrective feedback does not cause students to lose confidence. This is followed by the level at which corrective feedback helps the teachers in knowing the mood of their students. 1 teacher representing 16.7% and 4 teachers representing 66.7% with mean of 2.83 and standard deviation of .98 agreed that corrective feedback helps them in knowing their students' mood. The overall weighted mean is 2.29. From this analysis, it can be concluded that English language teachers have positive attitudes to formative assessment and corrective feedback.

Research question 2: What is the disposition of students towards formative assessment and corrective feedback?

S/N	Items	SA	A	D	SD	Mean	Std. D
1.	The use of formative assessment improves my performance.	309(73.6)	103(24.5)	4(1.0)	4(1.0)	3.71	.533
2.	Formative assessment makes me to be actively involved in learning process.	260(61.9)	150(35.7)	10(2.4)	-	3.60	.538
3.	The use of formative assessment in English Language instruction bores me.	70(16.7)	106(25.2)	107(25.2)	136(32.4)	2.31	1.517
4.	I enjoy my teacher asking questions during lesson.	283(67.4)	116(27.6)	12(2.9)	9(2.1)	3.60	.653
5.	Asking me questions when the lesson is going on distracts my attention	72(17.1)	66(15.7)	112(26.7)	170(40.5)	2.10	1.114
6.	Formative assessment is time consuming.	122(29.0)	141(33.6)	84(20.0)	73(17.4)	2.79	1.090
7.	Corrective feedback enhances my learning.	241(57.4)	124(29.5)	35(8.3)	20(4.8)	3.40	.832
8.	I adopt a deeper approach to learning whenever I am corrected.	228(57.4)	136(32.4)	34(8.1)	22(5.2)	3.36	.841
9.	I feel bad when my mistake is pointed out in the class.	114(27.1)	113(26.9)	94(22.4)	99(23.6)	2.58	1.123
10.	Corrective feedback is beneficial to my everyday learning.	275(65.5)	229(28.3)	18(4.3)	8(1.9)	3.57	.668`
11.	Corrective feedback helps me to know where I am lacking after each feedback.	290(69.0)	106(25.2)	18(4.3)	6(1.4)	3.62	.639
12.	I like it when my teacher points out my mistakes	267(63.6)	119(28.3)	14(3.3)	20(4.8)	3.51	.777

Weighted mean = 3.18

From table 2, result of item 1 shows that 309 students representing 73.6% and 103 students representing 24.5% with mean of 3.71 and standard deviation of .53 agreed that formative assessment improves their performance. 260 students representing 61.9% and 150 students representing 35.7% with mean of 3.60 and standard deviation of .54 agreed that formative assessment makes them to be actively involved in learning process. 107 students representing 25.5% and 136 students representing 32.4% with mean of 2.31 and standard deviation of 1.5 disagreed that the use of formative assessment in English language instruction bores them. This, in line with the teachers' response, shows that formative assessment does not make the class boring. Consequently, 283 students representing 67.4% and 116 students representing 27.6% agreed that they enjoy their teachers asking questions during lesson. 112 students representing 26.7% and 170 students representing 40.5% with mean of 2.10 and standard deviation of 1.11 disagreed that asking them question when the lesson is going on distracts their attention. 122 students representing 29.0% and 141 students representing 33.6% with mean of 2.79 and standard deviation of 1.09 agreed that formative assessment is time consuming.

Item 7 shows that 241 students representing 57.4% and 124 students representing 54.3% and 136 students representing 32.4% with mean of 3.36 and standard deviation of .841 agreed that they adopt a deeper approach to learning whenever they are corrected. 114 students representing 27.1% and 113 students representing 26.9% with mean of 2.58 and standard deviation of 1.12 agreed that they feel bad when their mistake is pointed out in the class. 275 students representing 65.6% and 119 students representing 28.3% with mean of 3.57 and standard deviation of .67 agreed that corrective feedback is beneficial to their everyday learning. Subsequently, 290 students representing 69.0% and 106 students representing 25.2% with mean of 3.62 and standard deviation of .639 agreed that corrective feedback helps them to know where they are lacking after each feedback while 267 students representing 63.6% and 119 students representing 28.3% with mean of 3.51 and standard deviation of .78 agreed that they like it when their teachers point out their mistakes. The overall weighted mean is 3.18. It can be concluded from this result that the students have positive attitudes to formative assessment and corrective feedback.

Discussion of findings

The finding of this study revealed that the teachers have moderately positive attitude towards formative assessment and corrective feedback. They believed that formative assessment enhances learning and improves their teaching performance while corrective feedback helps them in knowing their students' mood. This might not be unconnected with the value of formative assessment and corrective feedback as stated by NCTE (2010) that formative assessment helps teachers identify students who are struggling with particular tasks or operating under misconceptions. This in turn can lead to improved instruction that addresses students' learning. It fosters students' motivation on task behaviour and self-awareness. Accordingly, teachers can begin to see students as partners who are able to take more responsibility for their own learning.

Findings further revealed that students have positive attitude towards formative assessment and corrective feedback. Students attested to the facts that the use formative assessment improves their performance, makes them to be actively involved in learning process and makes their class interesting. This is in addition to the fact that corrective feedback enhances their learning, helps them to adopt a deeper approach to learning whenever they are corrected and that

they liked to be corrected. This finding might not be unconnected with the values of formative assessment and corrective feedback as stated by NCTE (2010) that formative assessment offers students increased feelings of confidence and control. Students who experience high-quality formative assessment are more likely to transfer learning from one class to another because they understand the given area thoroughly and can relate new learning to what they already know. This also has been earlier established by Lambert and Lines (2000); Nesa (2014) that in order for assessment to facilitate learning, students need to receive information about their performance and the existing discrepancy between the actual and the desired state, and effectively process the information. The information is commonly referred to as feedback. This finding also agrees with the study carried out by Peterson and Siadat (2009) which reported that the more formative feedback that students received, the better they did on final assessment.

Conclusion

The findings showed that teachers and students possessed favourable disposition and positive attitudes towards formative assessment and corrective feedback in English language. The teachers believed that it improved their teaching performance, enhanced learning and helped in knowing their students. Apart from this, their attitude towards formative assessment and corrective feedback is also governed by the facts that formative assessment is interesting, makes the class lively while corrective feedback doesn't disrupt the lesson and is very easy to give promptly and always. The students believed that the use of formative assessment and corrective feedback improved their performance, made them to be active in learning process and enhanced their learning. It can therefore be concluded from this study that formative assessment and corrective feedback are indispensable to students' learning outcome in English Language classroom. Therefore, these two variables must be made important components of English Language instruction for better result.

Recommendations

Based on the findings, the wing recommendations are made:

1. Formative assessment should be given more prominence in assessing students' learning outcome.
2. Students should be exposed more to formative assessment than summative assessment in that it helps to review the lesson, refresh their memories and clarify issues or misconceptions.
3. English language teachers should be exposed to seminars, conferences and workshops on how to deploy formative assessment and corrective feedback effectively in English Language classrooms for better results.

References

ACELAC (Atlantic Canada English Language Art Curriculum). 2014. Assessing and evaluating students learning. Retrieved Sept. 17, 2014 from www.ed.gov.nl.ca/edu/k12/curriculum /guides/english/primary/studentaccess s.pdf.

Agbesanwa, F.O. 2014. English language teachers' awareness and utilization of assessment strategies in selected senior secondary school in Ikenne local government of Ogun state. Unpublished Masters Project. Department of Teacher Education, University of Ibadan.

Black, P. and William, D. 1998. Assessment and classroom learning. assessment in education, principles, policy and practice 5.1: 7 – 68.

British Council. 2014. Feedback. Retrieved

June 20, 2014, from (http://www.teachingenglish.org.uk/knowledge.database/feedback

Chappius, S. and Chappius, J. 2007. The best value in formative assessment. Educational leadership, 65.4: 14 – 19. Retrieved Aug. 15, 2014 from www.ascd.org/publications/educational-leadership/dec07/vol65/num04/the-best-value-in-formative-assessment-.aspx.

Chen, D. and Ashitha, V. 2013. Testing and evaluation of language skills. *IOSR Journal of Research and Method in Education* 1.2, pp 31 – 33.

Ellis, R., Loewen, S. and Erlam, R. 2006. *Implicit and explicit corrective feedback and the acquisition of L2 grammar studies of second language acquisition*, 28, 339 – 368.

Evelyn, J. and Joseph, J. 2009. Formative and summative assessment retrieved Aug. 15, 2014, from www.education.com/reference/article/formative-and-summative-assessment.The Gale Group Inc.

Fakeye, D.O. 2006. Effect of instruction in componential and rhetorical strategies on students' achievement in essay writing, *unpublished Ph.D Thesis*, Unpublished, Ibadan: University of Ibadan

Fakeye, D.O. 2011. Locus of control as a correlate of achievement in English as a second language in Ibadan. *The journal of international social research*, 4.17

Fakeye, D.O. 2012. Predicting students' achievement in English language from teachers' classroom behaviour and teaching experience. *European Journal of Educational Studies* 4(2), 2012 Ozean Publication.

Judith, D. 2009. 25 quick formative assessments for a differentiated classroom. Retrieved 24th June, 2014 from http://www.scholastic.com/teachers/article/what-are-formative-assessments-and-whyshouldwe-use-them

Harlen, W. 2004. A systematic review of the evidence of reliability and validity of assessment by teachers used for summative purposes. In research evidence in education library.london. eppi-centre http://eppi.ioe.ac.uk/evidence/eppi-reviews/assessment/review3/ass-rv3.pdf

Hattie, J. and Timperley, H. 2007. The power of feedback. *Review of educational research*, 77(1), 81-112.

House, E.R. 1980. Assumption underlying evaluation models. *Educational Research*. 7.3: 4-12 Wikipedia

Kim Marshall, 2009. Rethinking teacher supervision and evaluation: How to work smart, build collaboration and close the achievement Gap: Jossey Bass

Lambert, D. and Lines, D. 2000. *Understanding, assessment: purposes, perceptions, practise*. London: Routledge Falmer

Matthew S. 2014. Disadvantages of summative assessment. Retrieved on 7th August, 2014 www.ehow.com/info-8490580disadvantages-summative-assessment.html

Md-Fazlur, Rahaman, Rasel, Babie and Md. Ashrafuzzaman, 2011. Assessment and feedback practices in the English language classroom. *Journal of NELTA* 16. 1-2)

NCTE (National Council of Teachers of English), 2010. *Fostering high quality formative assessment: a policy research brief.*

NFCC (North Florida Community College). 2014. Guidelines for creating student learning outcomes templates. Retrieved Sept. 17, 2014 from www.nfcc.edu/media/ 245579/courseaseessment reportsand syllabi-guidelines-2014.pdf.

Nesa S. 2014. What are the advantages and disadvantages of formative assessment? Retrieved on 6th August, 2014 from everydaylife.globalpost.com/advantages-disadvantages-

OECD (Organisation for Economic Corporation and Development), 2005. *Formative assessment: improving learning in secondary classrooms*. Paris, retrieved on 12th July, 2014 http://www.oecd.org/edu/ceri/35661078.pdg

Osunde, A.U. and Aduwa, S.E. 2005. *An assessment of factors associated with students' poor performance in senior school certificate English language in Nigeria. Language in India.* Retrieved 17th July, 2014 vol 5

Peterson, E. and Siadat, M.V. 2009. Combination of formative and summative assessment instruments in elementary algebra classes: A prescription for success. *Journal of Applied Research in the Community College*, 16(2), 91 – 102. Retrieved from ERIC database.

Pinchok, N. and Brandt, W.C. 2009. *Connecting formative assessment research to practice: An introductory guide for educators*. Learning Point Associates, retrieved 4th November, 2014 from http://www.learningpt.org/rel/events.php

Reynolds, C.R., Livingstone, R.B. and Willson, V. 2006. *Measurement and assessment in education*. Boston: Pearson Education

Rossett, A. and Sheldon, K. 2001. *Beyond the podium: delivering training and performance to a digital world*. San Francisco: Jossey Bass/Pfeiffer

Wikipedia, March, 2013

Zvavanhu, 2010. Formative and summative evaluation in education process. Retrieved on 6th August, 2014 from zvanvantivchopper.blogspot.com/2010/10/formative-and-summative-sevaluation-in.html

Licensing Indigenous Languages for Use in Modern Education for Rapid Development

[1]Sheriff Olamide Olatunji and [2]Joy Eyisi
[1]Department of Arts and Social Sciences Education, National Open University of Nigeria, Abuja
olatunjisheriff07@gmail.com
[2]Department of English, National Open University of Nigeria, Abuja
eyisijoy@yahoo.com

Abstract

Language is the key instrument of communication. Its role in education cannot be over emphasized. Effective education depends on language of instruction used in schools. Language is central to development, advancement and education. Civilisation cannot be achieved without language. Undue advantage has been given to the English language in our educational system. Our indigenous languages are dying and our education faces problem of irrelevance. There is no reason why our indigenous languages cannot be used in modern education because no language should be regarded as superior to another. Indigenous languages make learners understand the curriculum contents better and as a result, enable them to ask and answer questions. Therefore, this paper looks into the possibility of licensing indigenous languages in modern education for rapid development in Nigeria.

Key words: Language, Indigenous languages, Modern education, Rapid development

Introduction

Language occupies an important position in human life. It is very important because it is the means through which concepts, ideas, thoughts and facts can be conveyed. Language is indispensable to man because it helps man to give expression and fully explore his environment to his advantage (Kolawole, 2016). Language is a system of arbitrary vocal symbols used for human communication (Wardlaugh, 2009). Okedara (1997) views language as an essential factor to human survival and national development. In fact, without language, the life of a nation becomes meaningless. It occupies a very strategic position in human affairs. Very strategic in the sense that language is the vehicle through which concepts, ideas, thoughts, facts and a host of others can be conveyed. Alo (2005) asserts that language is the primary and most highly elaborated form of human symbolic activity which is made up of symbols made by sounds produced by the vocal apparatus.

Language is not innate or inborn. That is, no human being is born with a language but every living human being has an innate tendency for acquiring a language. Language is therefore a phenomenon whose learning is facilitated by contact with a sociolinguistic situation. Human development as individuals or groups is said to be impossible without the use of natural language and remains "the principal signaling system used by humans for the transmission of information since it is the most communicative of all semiotic systems (Osakwe, 2006). According to Omonike, Alufohai and Idiakhoa (2020), language is a system or means of communication through spoken or written words by any group vital to the users as air is to human beings. Donald (2010) states that language is a tool that is intimately used by man in all his daily activities. Language is one of the uncommon gifts of nature that can make or mar a people, a society or nation. As a means of communication, it is systematically codified (Nwala, 2015).

Babajide (1996) defines language as a system of conventional signs used to serve the purpose of conveying meaning. Anthony (2015) notes that language is any set of system

of linguistic symbols as used in a more or less uniform fashion by a number of people who are enabled to communicate intelligibly with one another. Language is characterised by a set of arbitrary symbols. There is no one-to-one correspondence between the object and symbols which stand for it. The meaning attached to any object in any human society is purely arbitrary (Akindele and Adegbite, 2005). Language is a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learned the system of that culture to communicate or interact (Finocchiaro, 2014).

According to Wardlaugh (1977), language is the cement of society. It allows people to tell the truth but also to tell lie or lies. Without language, it would be impossible for human beings to live together in an organised society. Whatever scientific and technological breakthrough achieved by man is attributed to the existence of language. In fact, one wonders if there can be any breakthrough in the society without the existence and the appropriate use of language. Langacker (1973) notes that language permeates our thoughts, mediates our relations with others and even creeps into our dreams. Most human knowledge and culture are stored and also transmitted in language. Language is a carrier of culture as well as the vehicle for conveying thought as such it would be impossible to have or appreciate culture without this system of vocal symbols called language

Language is the key instrument of communication and it is the principal means of establishing and sustaining social relations (Trudgil, 1986). It is used for socialization and this usage of language is crucial to education (Prah, 1995). Hall (1968) views language as the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols. Language is culturally transmitted. It is the integral part of culture, a reflection of many features of a given culture. Like culture, it is learned behaviour which can be enhanced through direct or indirect context. No human being is born with a language. Learning is therefore a phenomenon whose learning is enhanced by contact with a sociolinguistic situation (Akindele and Adegbite, 2005).

Language Situation in Nigeria

There are many countries in the world and every country has its own unique language. Nigeria has the English language as its official language and many indigenous languages are still widely used across the country. Nigeria chose English language as the official language to unite the country because of her heterogeneous nature. There are over 520 languages in Nigeria, there are still some major languages. Hausa, Urhobo, Fulfulde, Igbo, Yoruba, Ibibio, Edo and Kanuri have most of the speakers in the country. Papua New Guinea has the most languages, with 840 living languages. Indonesia has 710 living languages and Nigeria has 515 living languages (Ethnologue, 2019).

Ethnologue of world's language totaled Nigerian languages into 525, Nigeria consists of hundreds of ethnic groups since many of her indigenous languages are ethnic-based for example, Hausa, Igbo, Yoruba and Fulfulde are indigenous Nigerian languages spoken by people of Hausa, Igbo, Yoruba and Fulani ethnic groups (Ethnologue, 2019). Hausa is the largest group with 25.1% of the Nigerian population, Yoruba (21%), Igbo (18%), Ijaw (10%), Kanuri (4%), Fulani (3.9%), Ibibio (3.5%) and Tiv (2.5%), while the remaining 12% of the Nigerian population consists of other minority ethnic groups (World Atlas, 2019). Nigeria is a multilingual and multi-ethnic nation with 527 indigenous languages (Kolawole, 2016).

Gbenedio (1990) asserts that only about 65 languages have standardized orthographies and only three major languages: Hausa, Igbo and Yoruba have

documented efforts of teacher education. However, with the need to encourage unity among its heterogeneous population, Nigeria started to encourage the study of the three major national languages apart from English, which is the official language. In the National Policy on Education (2013), in addition to appreciating the importance of language in the educational process and as a means of preserving the people's culture, the government considers it to be in the interest of national unity that each person should be encouraged to learn one of the three major languages: Hausa, Igbo and Yoruba.

The policy stipulates that every pupil in the primary school level must study two languages, his/her mother tongue (L1), if available for study or any other indigenous language of wider communication in his/her area of domicile alongside English language. The policy also requires that students in Junior Secondary School (JSS), which is of three-year duration must study three languages, mother tongue (L1), if available for study or an indigenous language of wider communication in his/her area of domicile, alongside one of the three major indigenous languages in the country: Hausa, Igbo and Yoruba provided the language chosen is distinct from the child's mother tongue and English language.

Modern Education

According to Brown (2008), education is the transmission of customs, values, culture, norms from one generation to the other. Education is the aggregate of all processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive values to the society in which he/she lives (Fafunwa, 1980). Education is crucial in the development of a nation without which the nation cannot progress meaningfully (Meroyi, 2016). Bamisaiye (1989) asserts that education is a cumulative process of development, that is development of intellectual abilities, skills and attitudes that form our various outlooks and dispositions to action in life generally. Akinpelu (2005) believes that a genuine system of education when critically studied and analysed should yield some distinctive value system which must be similar to that of the society to describe that educational system as relevant.

Education has been widely acknowledged as a potent tool for positive social transformation and natural development. It is the development of the whole man that is soul, body, intellectual, emotional and physical well-being (Lawal, 2015). Peters (2006) defines education as transmission of something meaningful in a morally acceptable manner. In Nigeria, the process of acquiring the right behaviour that makes the child functional in the society begins with the basic school through the secondary school to the tertiary institutions. Whatever a nation becomes is a product of what these institutions from basic to tertiary offer the citizens because no nation can rise above the quality of her education (Oyekan, 2000).

Modern education deviates from the traditional system of education that only focus on the teacher. In modern system of education, there is relationship between teacher and students. The goal of modern education is to produce students that would apply the lessons they have learnt in real life situations. Its main approach was the modernisation of social life through science and technological advancement (Farid, 2005). Modern education is aided with a variety of technology, computers, projectors, internet and many more. Diverse knowledge is made simpler through the use of technology.

Licensing Indigenous Languages for use in Modern Education for Rapid Development

The English language has played the vital role of medium of instruction in Nigerian

schools since the colonial era but Ife six-year primary project has proved that indigenous languages if fully developed will enhance children's good performance in various school subjects. Therefore, there is need to design a functional education that will use our indigenous languages as a way of promoting sustainable development in education. No language is inferior to the other but some are of the view that our indigenous languages do not possess the scientific and technological terminologies that can perfectly replace the English language terminologies. In a contrary opinion, Gatherer (2007) asserts that no language should be regarded as superior to another for only historical reasons account for some languages being malleable and having richer lexis than the other.

The use of indigenous languages in modern education will preserve our cultural heritage and not the foreign language (English language) because language is very important in people's culture. Indigenous languages are rich in culture, history, traditions and values. The only way to preserve these languages from going into extinction is that government should take steps by enforcing teaching and learning of indigenous languages in National Policy on Education. Licensing indigenous languages in modern education is the best way of promoting and protecting the languages. The more Nigerians become proficient in their indigenous languages; the nation will develop because they will understand and accommodate one another.

Permitting the use of indigenous languages in all levels of education can promote indigenous literature because more books are likely to be published in these indigenous languages. Once publishers know that books in indigenous languages can be marketable when published, they will rush at publishing them. For example, the Arewa Publishing House was established by the Northern Regional Government and many publications in Hausa language were produced with the financial support of the Northern government. Dan and Dodson (2009) state the need to indigenise the publishing sector to establish an indigenous publishing house is an act of liberation and therefore a necessity because it breaks the control, indeed the monopoly which the white races have had over world literature, for which reason they have controlled the mind of the African.

No nation can develop above the language in which her education is expressed because language is central to education. To achieve sustainable development, there is need to make provision for the use of indigenous languages in modern education and facilities for teaching and learning in schools should be improved upon. Using indigenous languages will help Nigerians from different regions to collaborate. Indigenous languages increase intercommunication across regions in the country. They facilitate trade and commerce that will give rise to economic development.

Instruction in indigenous languages promote students' success. A student's first language (L1) facilitates development in the student's second language (L2). It is very easy to learn a second language (L2) when students have a strong foundation in their first language (L1). Knowledge is easily transferred from ne language to another. Students enjoy school and feel happy when they are taught in their indigenous languages. Students who are taught in a foreign language are more likely to fail or drop out from school.

The use of indigenous languages in modern education will make learners to be involved in learning process rather than the use of foreign language (English language) that makes teacher to be sage of knowledge in the classroom. Teaching students in a foreign language (English language) promotes teacher-centred approach that brings about students being passive and silent in the classroom during teaching learning process.

Learner-centred approach can only be possible in an environment where learners are highly proficient in the language of instruction. Learners will be able to ask and answer questions. They will feel free to communicate ideas with enthusiasm and also contribute to knowledge. Indigenous languages give learners confidence to affirm their cultural identity. The use of indigenous languages in education makes learners discover the relevance of education to their lives. It also makes parents and guardians to be involved in the education of their children.

The use of indigenous languages in modern education will lessen the burden on teachers during teaching, especially when the teacher is proficient in the language of instruction (this is the case of majority of schools in rural areas in multilingual settings). Research has shown that in teaching/learning process where both the teacher and learners are non-native speakers of the language of instruction, both the learners and teachers struggle. Using indigenous languages as media of instruction makes teacher to be creative in designing materials that can be used in teaching for better performance of learners.

Conclusion

This paper has looked at licensing indigenous languages in modern education for rapid development. Using indigenous languages in modern education promotes a smooth transition between learners' home and school. There cannot be development in modern education without the use of indigenous languages as media of instruction. Licensing indigenous languages in modern education will make the society support education. It will also create an emotional stability which will lead to cognitive stability.

Recommendations

For rapid development in formal education, indigenous languages must be used as media of instruction. Government must provide competent teachers for our indigenous languages so as to produce learners that will be creative and innovative. Government should also encourage publications in indigenous languages. Indigenous languages need to be recognised and assigned roles for rapid development. There cannot be development in the medium of a foreign language (the English language), efforts have to be made to license indigenous languages as media of instruction and subjects in schools up to the secondary school level. Indigenous languages should be permitted for use in modern education because they are the indices of people identity and culture. Our culture should be promoted through the use of indigenous languages in modern education.

References

Akindele, F. & Adegbite, W. (2005). The sociology and politics of English in Nigeria: An introduction. Obafemi Awolowo University Press Ltd, Nigeria. 34-37.

Akinpelu, J. A. (2005). Essays in philosophy and education. Oyo: Stirling-Horden publishers (Nig.) Ltd

Alo, E. (2005). Making a virtue of necessity: An overview of English language in Nigeria. Ibadan: Ibadan University Press.

Anthony, U. (2015). Education and colonialism. New York: Longman.

Babajide, A. O. (1996). Introductory English grammar and writing skills, Ibadan. EniCrownfit Publications

Bamisaye, R. (1989). A practical approach to philosophy of education: Ibadan: AMD publishers.

Brown, G. (2008). The languages of Nigeria by languages families. Ibadan: Ibadan University
Press

Dan & Dodson (2009). Babel perspective for Nigeria. Quebec: International Centre for Research in Bilingualism.

Donald, P. (2010). The case for a comprehensive four skills assessment of English language proficiency. TSs Research and Development Division.

Ethnologue. (2019). Ethnologue: Languages of the world. Retrieved May 2, 2020, https://www.ethnologue.com/country/NG

Fafunwa, A. B. (1974). History of education in Nigeria, London: George Allen and Unwin.

Farid, K. C. (2005). A historical survey of English and Nigerian situation. Ibadan: Kraft Books Limited.

Federal Republic of Nigeria. (2013). National Policy on Education.

Finocchiaro, V. (2014). Language in national integration: Nigeria as a case study. A paper
Presented at the Twelfth West African Language Congress, Ile-Ife

Gatherer, J. (2007). The English language in West Africa. London: Longman.

Gbenedio, B. U. (1990). Problems of implementing the National Language Policy. The case of instruction through mother tongue at the lower primary classes. *Ekiadolor Journal of Education.*

Hall, R. A. (1968). English language teaching in Nigeria. Lagos: Federal Ministry of Education

Kolawole, C. O. O. (2016). Language education and the curriculum nexus: Pathway to achieving sustainable development in Nigeria. Inaugural Lecture, University of Ibadan.

Langacker, R. (1973). Language and its structure. New York: Harcourt, Brace and Jovanovish.

Lawal, A. (2015). Indigenous knowledge as foundation for sustainable development in Nigeria in Akangbe, C. (ed.) Yoruba. *Journal of Yoruba Studies Association of Nigeria.* Vol.8 No1. 1-17

Meroyi, S. I. (2016). Education in Nigeria beyond the twenty first century: knowledge, intelligence and sustainable development. In Kolawole C.O.O, Baguda, A.A, Moronkola, O.A, Akinkuotu, A.O, Babarinde, S.A, Ojedokun, I.M and Meroyi S.I. Education in Nigeria: Looking beyond the 21st century. A book of reading. Department of Teacher Education, University of Ibadan.

Nwala, M. A. (2015). Introduction to linguistics: A first course (revised edition). Port Harcourt:
Obisco Nigeria Enterprises.

Okedara, C. A. (1997). The English language, communication and development in Nigeria. An inaugural lecture. University of Ibadan.

Omonike, C, Alufohai, P & Idiakhoa, A. (2020). English language proficiency as a predictor of academic achievement of senior secondary school students in Edo state. *Journal of International Association of Language Educators* 1(1)

Osakwe, R. N. (2006). Understanding teaching profession. Benin City: Osasu Printing Press.

Oyekan, S. O. (2000). Foundations of teacher education. Ibadan: Ben Quality Prints.

Peters, S. (2006). How to be heard: 10 lesson teachers need to advocate for their students and profession. San Francisco, CA: Jossey-Bass.

Prah, K. K. (1995). Mother tongue for scientific and technological development in Africa. Bonn: German Foundation for International Development Pool.

Trudgill, P. (1986). The social differentiation of English in Norwich. Cambridge: Cambridge University Press.

Wardlaugh, R. (1977). Introduction to Linguistics. New York: McGraw-Hill Book.

Wardlaugh, G. (2009). English as a global language. Cambridge: Cambridge University Press.

Interactive Electronic Texts and the Development of Students' Creative Reading Abilities

[1]Bolanle Mistura Shanu and [2]Adeola Oyenike Adeosun
Department of Arts and Social Sciences Education, Faculty of Education, University of Lagos
[1]bshanu@unilag.edu.ng, [2]aadeosun@unilag.edu.ng

Abstract

This study investigated the effect of interactive e-texts on the creative reading abilities of upper basic students in Lagos State. The quasi-experimental research design was adopted for the study while the sample comprised 356 Basic 8 students from eight schools in Educational Districts III and IV in Lagos State. Research instruments were the Interactive Electronic Texts (IET) and the Creative Reading Assessment Test (CRAT). Three hypotheses were formulated, and they were analyzed using the Analysis of Covariance. The study showed that there are significant effects of interactive e-texts on the three components of creative reading ability - literal comprehension, critical insights, and interpretative judgment. It was thus recommended that creative reading should be encouraged in all aspects of school disciplines, not only in the reading or English as Second Language (ESL) classroom.

Key words: Creative reading, electronic texts, interactive e-texts, ESL, reading pedagogy.

Introduction

Reading is an important skill that must be mastered by individuals to understand, cope with, manage, navigate, and advance in life because it increases knowledge and expands experiences. Extensive and intensive reading is not only vital to learning (Akpokoje, 2016), it predicts success in school and beyond, and prepares the learner for the future. Reading builds well-informed people, with a better understanding of their environment, and are productive subscribers to a democratic and cohesive society.

Despite its importance, effective reading is still a major challenge to Nigeria's education. Oriogu, Subair & Ogbuiyi (2017) note that the reading habit of Nigerian students has been declining. The decline in reading habit however does not only harm students' reading comprehension but also their overall academic performance, even in other life endeavours. In addition to the declining reading habits, there is a major debility in reading fluency which also affects comprehension. To Oyetunde & Umolu (2001), Nigerian students have limited control over syntax, which is the principle that guides the ordering or structure of sentences, from letters, words, phrases, clauses, sentences to text or discourse. This results in learners' inability to predict word order; to read in thoughts or phrase units and to establish relationships between and among words and sentences but pay undue attention to individual words. The implication of this is a lack of comprehension and purposeful reading, which may deter learners from reading creatively.

A vital goal of secondary education in Nigeria's National Policy on Education is "to raise a generation of people who can think for themselves…." (FRN, 2014, p.7). In other words, the training of learners who can think independently and produce novel ideas. Thus, all learning experiences should promote critical and creative thinking. In contrast, language instructional practice in Nigeria is bedevilled with an exclusive focus on teaching reading for quantitative assessment. Particularly, teachers 'teach for the test' (Padgett, 1997). Students read for a while; then close their books and work on comprehension questions, which, most of the time, do not target the higher-order levels of thinking. Thus, reading is traditionally viewed as a process of retrieving information

from the text (Udosen, 2011). This prevents learners from having varied perspectives of the world around them and in turn, affects their worldviews and creative contribution to social and economic issues.

A creative perception of reading is beyond merely extracting information and answering questions; it is a productive process of continuous reconstruction of meaning from a printed text and a pre-existing text in one's mind (Ven, Leeuw, van Weerdenburg & Steenbeek-Planting (2017). To Kamalova and Koletvinova (2015), reading is a creative recreation of a text, communicating with the author through artistic means, and the ability to see beyond the word. Reading, thus, is intricately linked to the affective, perceptual, and cognitive domains of learning. This means that reading requires one to think, feel and imagine (Ikonta, 2017). It is an active process of meaning-making shaped by non-linguistic internal and external variables (Musfiroh, 2014); a constructive, and social activity that involves the combination of the writer's and the reader's energy to construct meaning from texts (Galda & Liang, 2003). According to them, meaning is the unique product of reading, resultant from the collaboration of the data within the text and the reader's prior experience. Moody (2010) supports this that reading is a multiplex, deliberate yet nescient cognitive process in which the reader uses a variety of techniques to reconstruct the author's assumed intended meaning, based on the text and their prior knowledge. It consistently involves guessing, predicting, checking, and asking questions about events in the text, and connecting them to one's experience.

This interaction between the reader and the text requires critical thinking skills (Ikonta, 2017), which makes the reader an active participant in the reading process. Reading, therefore, is not only active, but critical, and demanding, because effective reading is impossible without interpretation and evaluation, which cannot be actualised by active and critical engagement. A reader is judged to have read effectively if the text has some impact on his feelings, beliefs, and worldview. Carson (1992) opines that reading activates the mind; helps the reader to discriminate between concepts; conceptualize theories, sharpens the imaginative skill, and makes us more creatively inclined. Research have attested to the fact that reading can improve one's creative ability (Ajayi, Shorunte & Aboyade 2014; Jegbefume, Yaji and Dala 2017).

Creativity is receiving attention globally as a vital tool of all times; a valuable human trait that is an essential aspect of learning. Jackson (2013) views creativity as being imaginative, original, curious, and resourceful. Holden (2004) refers to creativity as the engine of economic growth and the driving force of posterity. According to Cropley (2001, p.14), creativity makes the difference, among other things, to societies constantly innovating ways to tackle issues and improve quality of life, which is paramount in the 21st century. Therefore, an appropriate context must be initiated in the learning space for creative thought, process, and activity. This is because every aspect of life today is dominated by technological innovation, while the creative skills, imaginative and innovative ability of individuals have become key resources needed for survival. Hence, to cope with the uncertainty and complexity of life that come with this change, it has become necessary for schools to incorporate strategies that will promote students' creativity.

The language classroom is no exception in the need for creativity, and it has hitherto been present in this field. For instance, creative writing is a core aspect of language teaching. On the other hand, creative reading is given little attention in language teaching and research. In the contemporary knowledge

economy, multiple reading skills are needed, basic literacy is not enough. Deriving information from text is basic literacy, but students must be able to analyse, interpret and synthesise what they read. They need to be thoughtful and intentional to consciously critique and criticize a piece of text. Sometimes, they must scan through a text to discover specific information, at other times, they must engage in deep concentration to uncover deep and complex meanings (Holden, 2004). This high performing critical reading ability is not only functional for academic purposes, but also adds texture and depth to life, social relationships, and the enjoyment of culture.

Precisely, creative reading is imaginative and productive. It promotes a large amount of recollection and active imagination which enables the reader to speak better, with 'more expressive and stricter thoughts and richer vocabulary' (Padgett, 2007). Also, creative readers formulate more precisely and write better, they are more sociable; have greater needs for independence and inner freedom, are more critical, independent in judgments and behaviour, and function perfectly in social and economic settings (Holden, 2004).

On the contrary, Nigerian students fall short of these attributes. Research shows that most students read to pass examinations, while graduates are poorly trained and unproductive on the job. These shortcomings are particularly severe in oral and written communication, and in applied technical skills (Oni & Adekola, 2000; Abdulsalam, Abdulkareem & Ayioola 2014; Ibrahim, 2018). In the same vein, Okorocha (2013, p.4) affirms that Nigeria's educational system has failed to train the “inner eyes of the mind to serve competently and beneficially for future roles”. Abdulsalam, Abdulkareem & Ayioola (2014) emphasize school pedagogies do not encourage learners to hypothesize, propound and achieve a new feat for the use and benefit of self and society; implying that schools are not development-driven and value-adding. Since has research shown that life chances are improved by reading, we need to teach reading in a way that young can people enjoy reading and cultivate a range of reading abilities that creative reading offers.

Creative reading consists of three levels. Literal comprehension is the first level, which connotes the grammatical or lexical understanding conveyed in a text. It also entails understanding the text from the perspective of the writer; understanding what is explicitly said in a piece of writing, without going beyond the print for implied meaning. This is the type of comprehension that is encouraged in textbooks and schools (Morris, 2015). As seen from the type of questions often asked, answers to such are overtly stated in the text. Suhadi (2016) thus reports that many students are at the literal comprehension level of reading.

Critical insight, which is the second level involves total comprehension, where the reader thinks beyond the print, making the creative reading process an active and inferential reasoning process (Morris, 2015). At this level, comprehension is subjective, hence, the reader makes implied meanings, this is because he reads beyond the print. He sees the story beyond the perspective of the author as he integrates other factors to achieve true comprehension. In the process, he integrates subjective experiences and prior knowledge with the information contained in the print, to arrive at creative judgment and evaluation of a text. This level also involves inferential reading, and subjective questions and answers.

Interpretative judgement is the highest level of creative reading, and it is imaginative, appreciative, applied, emotional, and critical. This phase stimulates the reader to think creatively; imaginatively, and emotionally. The reader in this realm is a judge, a critique, and a thinker, as he relates the information in

the text with his experiences, judging the author's point of view and critiquing his opinion based on his clarity and understanding of the subject matter. The culmination of these levels, is, however, not a true representation of learners in Nigerian schools, as they flourish at the level of literal comprehension.

As the world is rapidly changing, so do the students' learning and developmental needs. Digital media is affecting the way of life of contemporary learners in the way they learn, work, and socialize. As a result, students need to have the ability to become lifelong learners to adapt to changes and succeed in modern society (Adeosun, 2021). According to Berry (2010), young learners must learn to use technological tools as effective learning tools to organize, evaluate and communicate information, as these are needed for them to succeed in the dynamic world Also, they need to acquire the skill necessary to critically evaluate a piece of information via digital devices (Murphy, 2007). This is because 21st-century learners are accustomed to frequent changes in technology and welcome any technological innovation as they occur.

Owusu-Acheaw & Larson (2014) affirmed the observed decline in reading as a direct consequence of technological advancements. The reading of printed materials is gradually being replaced with electronic options. Society, including learners of diverse levels, no more read books for pleasure, but would rather get entertained through electronic resources listening to music, watching home videos, or chatting on social media.

In the formal context of schools, access to digital literacy has advanced and rapidly gained acceptance among learners (Daniel & Baker, 2012). Even libraries are now adapting the culture of electronic sourcing and record of materials; e-books, also known as e-texts, have come to replace printed texts (Akpokodje, 2016). Initially, adults were the dominant users of e-texts, but recent records show that e-texts are now constantly used by children in form of digital picture books, educational storybooks, and interactive e-texts (Elley, 2015).

Specifically, e-texts are defined as text in digital formats, or a book converted into digital form (Rao, 2003). It can also be regarded as digital reading text; a book in a computer file format; either on a desktop computer, notebook computer, tablets, and other portable devices. E-text can also be formatted to be displayed on a particular e-book reader such as kindle or nook. According to Akpokodje (2016), e-texts consist of multimedia modes such as animation, audio narration, music and sound effects which make them interactive and enhanced for active learning. Woody, Daniel & Baker (2010) investigated the integration of e-texts into academic learning and found out that e-text users prefer to interact with resources to achieve functionality beyond what they are used to, thus, they submit that e-texts should be constructively designed to enhance the virtual user experience.

Similarly, Bozkurt and Bozkaya (2015) note that the introduction of the next-generation digital book calls for a new definition, that is, an interactive e-book. He defines the interactive e-book as an improved extension of digital books; they are digital books that allow the user, the digital book, and the environment to interact periodically at an elevated level. in addition to engaging interactive content, they include different communication channels that can be used at the same time. Interactive e-texts are obviously at the forefront of technological innovation. Further, Bozkurt & Bozkaya (2015) find four types of interaction that can take place during a reader's reading experience with an interactive e-text, i.e., the interaction between environments (real and virtual environments), interaction among

digital book elements, interaction with other users and interaction with the user.

Earlier studies on the impact of the electronic media on literacy development have yielded positive results, from small to medium effect, depending on specific features of the e-text (Zucker, Moody, & McKenna, 2009). Studies have been conducted on the influence or effect of e-texts on various aspects of language learning such as reading comprehension, vocabulary development and writing, but none conducted on interactive e-text and creative reading, especially in Nigeria. This, however, is the focus of this study. The appeal for interactive e-text was caused by the prevalent access to tablet PCs, android and smart I-phones and other ICT devices. This trend, in line with the popularity of Computer Assisted Language Learning (CALL), had led educators and researchers to believe that the interactive and lively nature of e-texts, which may contain multimedia elements and animated content that are difficult to be depicted on printed papers, can evoke better and creative reading performance than traditional printed texts (Moody, 2010; Igbokwe, Obidike & Ezezi, 2012).

Objective

The purpose of the study, therefore, is to investigate the effect of interactive electronic reading instructional modes on the creative reading abilities of learners at the upper basic school level in Lagos State. This is done by developing and trial-testing a selection of functional interactive e-texts for the learners' use.

Hypothesis

The hypothesis generated was tested at three levels: There is no significant effect of an interactive e-text on the students':

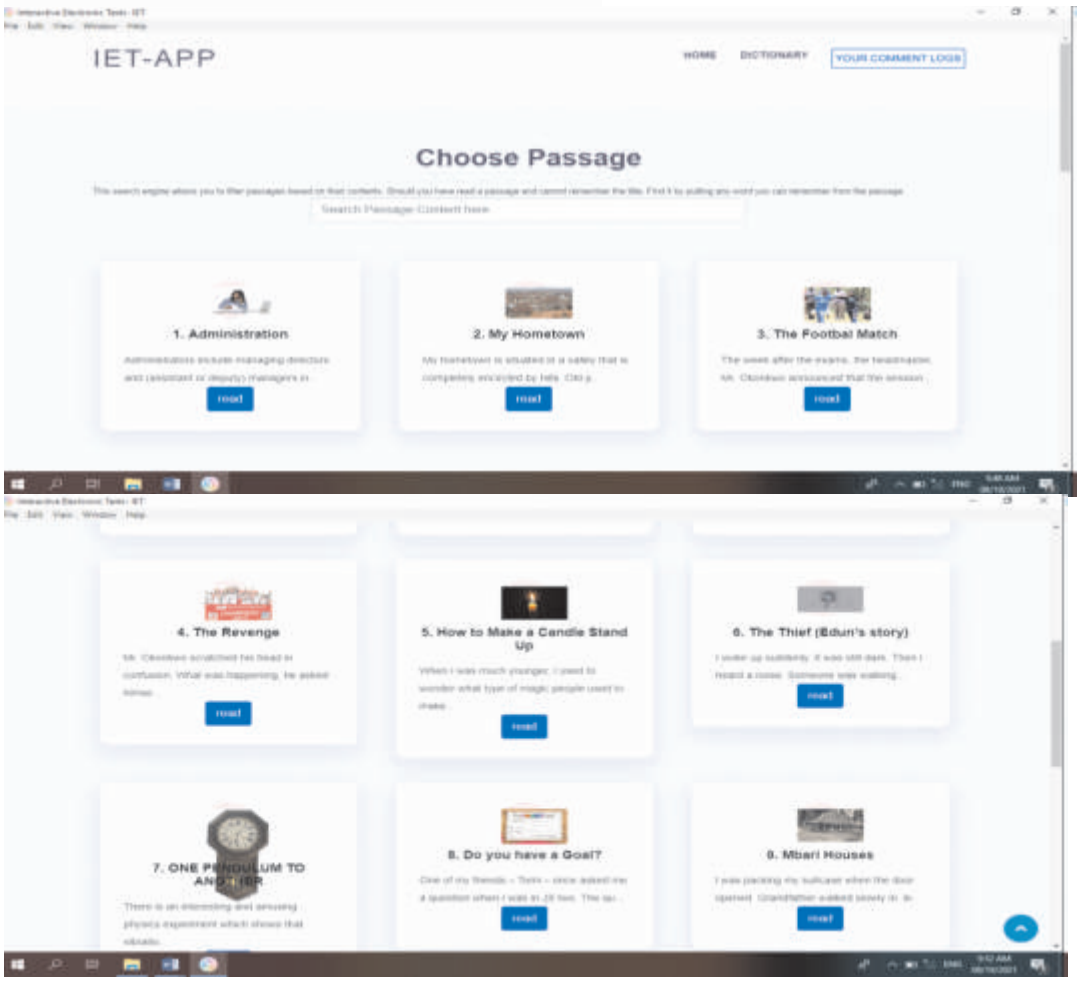
(a) Literal Comprehension,
(b) Critical Insights, and
(c) Interpretative Judgment.

Methodology

This study adopted a pretest-posttest quasi-experimental design, with the use of experimental and control groups. The experimental group was the *E-Text Exposed Group* and while the control group was the *Print Exposed Group.* The target population for the study included all the upper basic school students from Education District III and IV in Lagos State. Furthermore, the random sampling technique was used to select two intact Basic 8 classes from four schools in each Educational District, giving a total of eight schools, culminating into a total of 356 Basic 8 students as study sample -- 176 students for the *E-Text Exposed Group* and 180 for *Print Exposed Group*. The research instruments include:

The Interactive Electronic Texts (IET) was designed by the researchers and was used for the *E-Text Exposed Group.* IET is an offline desktop application (See Figure 1). It comprised ten selected comprehension passages adapted from two upper basic school English textbooks. The passages were expanded and rebuilt into e-formats to include critical and interactive digital features by inserting creative prompts at critical points in the passages. Creative reading prompts are statements or questions at strategic points in the text to navigate the reader to brainstorm and reflect on what is read, question the author's opinion, relate what is read to earlier experience, and ask questions that show insights about things read. All these are present in form of cues and hyperlinks which students interact with and respond to. A pre-reading session was also designed to go with each passage. Questions targeting the three levels of creative reading -- literal comprehension, critical insights, and interpretative judgment -- were attached to each passage.

Figur : The Interactive Electronic Text App



a) **Printed texts with creative reading questions:** The *Print Exposed Group* on the other hand was also taught creative reading using printed comprehension passages. The same procedure for the e-text exposed group was used but**,** in their case, there was no opportunity to click on creative prompts or vocabulary words, they either check their dictionary or discuss the meaning of some words. Creative prompts were started by the teacher through cues and questions, while students' responses were given through discussion, writing and other reading strategies when needed.

b) **The Creative Reading Assessment Test (CRAT)** was used **as** a pre-test and post-test to assess the experimental and control groups' abilities to read creatively. It consists of an interactive comprehension passage that includes creative reading prompts, that is, statements or questions that prompt the reader to contribute to the content of the

text and not just to read it to get information. It also includes questions that cover the three levels of creative reading: literal comprehension, critical insight, and interpretative judgment.

c) **Creative Reading Assessment Rubric** (CRAR) was used to grade CRAT, and it differs from conventional quantitative basic-level questions. This is because creative reading goes beyond right or wrong answers; it emphasizes the depth of responses because no answer is deemed wrong, there are only possible but justified or well-supported answers. The assessment rubric however supplied the basis for grading and feedback.

While the *E-Text Exposed Group* was taught creative reading using the IET, the *Print Exposed Group* was taught creative reading using the printed form of the e-texts. The study lasted eight weeks; one week for pre-test, 6 weeks of teaching, and the last week for post-test. For *the E-Text Exposed Group*, they were taught reading comprehension using the following steps:

a) Discussion of the pre-reading activities.
b) The first reading phase was done by reading the passage for general understanding, that is, without paying attention to the creative prompts and vocabulary words.
c) The second reading is done by reading the passage again and paying attention to the creative reading prompts and vocabulary words. At this point, the teacher modelled the use of different reading strategies (analyzing, hypothesizing, inferencing, prediction, dramatization, visualising, creating images and brainstorming) that can help them to achieve critical analysis of the passage.
d) Questioning phase: this stage requires students to click on the *answer question* icon to answer the questions at three levels: literal questions, critical insight questions and interpretative judgment questions. For the literal questions, the answers are either right or wrong, while for critical insight and interpretative judgment questions, the teacher encouraged students to think critically and deeply before answering, and there are no right or wrong answers but varied answers which may be dependent on each learner's background and experience.
e) Note that students' interaction with the e-texts are essentially learner-centred, but with active support and facilitation of the teacher.

For *Print Exposed Group*, the teacher and the printed text served as the interface but brought as many as elements of creativity into the reading activities through oral and written prompts and questions. At the end of the study, data generated through the test scores were collated and Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance.

Findings

Hypothesis 1a: There is no significant effect of an interactive e-text on the students' literal comprehension

Table 1: ANCOVA table for the effect of interactive e-texts on the students' literal comprehension.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	16.741[a]	2	8.371	11.224	.000	.040
Intercept	4319.988	1	4319.988	5792.590	.000	.916
$Group_{Between}$	16.741	2	8.371	11.224	.000	.040
$Error_{Within}$	396.754	532	.746			
Total	4732.000	535				
Corrected Total	413.495	534				

a. R Squared = .040 (Adjusted R Squared = .037)

Table 1 shows that there was a significant difference in mean scores [F(2,532)=0.746, p=0.000] between the groups. The partial Eta Squared value shows the effect of size and it was compared with Cohen's guidelines, which says that 0.2-0.49 indicates a small effect, 0.5-0.79 shows a moderate effect, and 0.8 and above shows a significant effect. It is seen that for the groups, the effect of size is small (0.040). The R-Squared value also describes how much of the variance in the dependent variable can be explained by the independent variable (4.0%). Hence, we conclude that there is a significant main effect of **interactive e-texts** on the students' literal comprehension.

Hypothesis 1b: There is no significant main effect of interactive e-texts on the students' critical

Table 2: ANCOVA Table for the effect of interactive e-texts on the students' critical insights

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1006.267[a]	2	503.134	36.028	.000	.119
Intercept	122101.381	1	122101.381	8743.265	.000	.943
$Group_{Between}$	1006.267	2	503.134	36.028	.000	.119
$Error_{Within}$	7429.482	532	13.965			
Total	130406.000	535				
Corrected Total	8435.750	534				

a. R Squared = .119 (Adjusted R Squared = .116)

Table 2 indicates that there was a significant difference in mean scores [F(2,532)=13.965, p=0.000] between the groups. The partial Eta Squared value (0.119) shows that the effect of size is small. The R-Squared value also shows that 11.9% of the variance in the dependent variable was explained by the independent variable. Hence, we conclude that there is a significant main effect of **interactive e-texts** on the students' critical insights.

Hypothesis 1c: There is no significant main effect of interactive e-texts on the students' interpretative judgment.

Table 3: ANCOVA Table for the effect of interactive e-texts on the students' interpretative judgment

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	588.906[a]	2	294.453	29.501	.000	.100
Intercept	64587.184	1	64587.184	6470.878	.000	.924
$Group_{Between}$	588.906	2	294.453	29.501	.000	.100
$Error_{Within}$	5310.003	532	9.981			
Total	70480.000	535				
Corrected Total	5898.908	534				

a. R Squared = .100 (Adjusted R Squared = .096)

Table 4.3 shows that there was a significant difference in mean scores [F(2,532)=9.981, p=0.000] between the groups. The partial Eta Squared value (0.100) shows that the effect of size is small. The R-Squared value also shows that 10.0% of the variance in the dependent variable was explained by the independent variable. Hence, we conclude that there is a significant main effect of **interactive e-texts** on the students' interpretive judgment.

Discussion

As shown above, there is a significant effect of interactive e-texts on the creative reading ability of learners. This is particularly shown in the literal comprehension and interpretative judgment levels of comprehension. Students performed higher in the literal comprehension and interpretative judgment questions. Literal questions are asked based on events in the text, which are explicitly stated, and in interpretative judgment questions because these questions are evaluative questions that require learners to judge or evaluate events based on their prior experiences. However, the performance of students in critical insight questions was the least, though it received significant improvement after using the e-book, as against the pre-test where it received the lowest score. This could be due to the nature of the questions, which require deep thinking, inference, and connectivity between and among variables, which pose a great challenge to the students who are new in the creative thinking business. This result is incompatible with Ciampa's (2014) study which revealed that students were most successful in answering inferential questions and least successful at answering evaluative questions. It is, however, worthy to note that the study revealed that the interactive e-texts played a significant role in the high performance of students in creative reading as opposed to their performance in the pre-test.

Interactive e-text allows the user to interact through various features such as a hyperlink to unfamiliar or new concepts and vocabulary, highlighting and note-taking, progress assessment, engaging activities, availability of guided navigation, feedback, and re-enforcement, among others. Also, they have different dimensions of interaction: words; visual interpretations- which includes typography, diagrams, icon, and other graphics; physical objects or space; time and behaviour - which defines the user's actions and how they respond or react to the interface.

It is also important to note the distinct levels of interactivity as found by Fischer and Coutellier (2006). First, passive interaction makes learners function as passive receivers of knowledge. Limited participation is the second level of interactivity, and it is concerned with students making simple responses to instructional cues. The third level of interactivity is complex participation which offers students a wide range of responses to instructional cues through various techniques. The last one, real-time participation – provides students with direct involvement in a real-life set of complex instructional cues and responses.

In the words of Rockinson-Szapkiw & Holder (2011), interactive e-texts are fast becoming current trends in education, and they are highly appealing to 21st-century learners who are regarded as digital natives. Considering this, Prensky (2001) notes that the learning need of 21st-century learners is not usually taken into consideration as most schools continue the use of printed media in the teaching-learning process, this is also seen in the reading classroom. Consequently, Bickel (2017) advocates that educators should embrace the novel idea offered by modern technology to improve reading achievement. According to Larson (2010), the International Literacy Association emphasized the importance of integrating Information and Communication Technologies (ICTs) into current literacy programmes. Literacy programmes must include multiple sources that include digital or electronic books. Daniel (2013) confirms that with technology availability, students have access to a variety of reading materials in digital formats.

Conclusion

The study critically examined the effect of interactive electronic texts on the creative reading ability of learners, to make them better readers, more expressive and critical beings. The study shows that interactive electronic texts are highly effective in developing students' creative reading ability. From the findings, the interactive electronic text stabilized itself as a potent way of accessing printed words. This is the 'icing on the cake' of electronic reading. Fully harnessing its features will not only result in the realisation of the expectation and needs of this generation of digital natives, but also rescue our education system from basic literal comprehension of data, information, or texts.

Recommendation

This study, therefore, recommends that:

1. Electronic resources are highly effective in increasing students' motivation to read, as well as improving their creative reading levels. Thus, educators should embrace the use of electronic resources in reading and language instruction.
2. True reading is a function of the interaction between the writer and the reader, the teacher should not bridge the gap between these two key players by measuring reading progress in quantitative terms. Let there be real interaction through discussion and brainstorming.
3. Creative reading should be seen as a natural feature of reading. This is because the reading process will not be complete if all the elements of creative reading are not achieved. Hence, literal comprehension alone should not be the product of reading. The product of reading should be an enhanced text because of the reader's input.
4. Learners should be provided with the knowledge needed to use electronic resources from the early years and lower basic school.

References

Abdulsalam, I., Abdulkareem, Z., & Ayoola, A. (2014). Strategies for improving the imaginative and creative competence of students in secondary schools. *British Journal of Education, 2*(3), 1-21. https://www.eajournals.orgs/

Adeosun, A. O. (2021). Literacy and creativity in the context of lifelong learning: The parallels and synergy. In A. Abiona, A. Afonja, R. Ojo, O. Aitokhuehi, & F. Olafare (Eds.), *Contemporary issues in education and learning* (pp. 223-252). University of Lagos Press.

Ajayi, S. A., Shorunke, O. A., & Aboyade, M. A. (2014). The influence of electronic resources' use on students' reading culture in Nigerian universities: a case study of Adeleke University Ede, Osun state. *Library Philosophy and Practice, 1182*. http://digitalcommons.unl.edu/libphilprac/1182

Akpokodje, V. N. (2016). *Evaluating the impact of eBook on reading motivation of students of higher learning in Nigerian universities* [Master's Thesis, University of Jos], Jos. https://www.researchgate.net/publication/310452037

Berry, R. L. (2010). *Teachers' perception of computer use and technical support in a rural Virginia school division: A case study*. (UMI No. 3490693) [Doctoral dissertation, Virginia Commonwealth University]. ProQuest Dissertations and Theses Global.

Bickel, J.M. (2017). Electronic books or print books for increased reading comprehension and vocabulary acquisition in third-grade students. *Linguistic Typology, 15*, 401–414. https://digitalcommons.humboldt.edu/etd/53/

Bozkurt, A. & Bozkaya, M. (2015). Evaluation criteria for interactive eBooks for open and distance learning. *International Review of Research in Open and Distributed Learning*, *16*, 58-82. doi:10.19173/irrodl.v16i5.2218.

Carson, B. (1992). *Think big: Unleashing your potential for excellence*. Zondervan.

Ciampa, K. (2014). *Mobile Books: Effect of Engagement on Students' Motivation and Cognitive Strategy Use*. [PhD Thesis, Brock University]. https://dr.library.brocku.ca/bitstream/handle/10464/5643/Brock_Ciampa_Katia_2014.pdf?sequence=1&isAllowed=y

Daniel, B. D., & Baker, C. (2012). E-books or textbooks? *Computers and Education*, *55*(3), 945-948.

Daniel, E.J. (2013). *Effects of eBooks in adolescent struggling readers*. [Master's Thesis, Northern Michigan University]. USA.

Elley, W. B. (2015). The potential of book floods for raising literacy levels. *International Review of Education*, *46*(3), 233-255. doi:10.1023/A:1004086618679

Federal Republic of Nigeria (2014). *National policy on education*. NERDC.

Fischer, X., & Daniel, C. (2006). Research in Interactive Design: Proceedings of Virtual Concept 2005. doi:10.1007/2-287-28773-6.

Galda, L., & Liang, L. (2003). Literature as experience or looking for facts: Stance in the classroom. *Reading Research Quarterly*, *38*, 268-275. doi:10.1598/RRQ.38.2.6.

Holden, J. (2004). *Creative reading: young people, reading and public libraries*. Demos.

Ibrahim M. (2018). Reading culture: its impacts on secondary school students. Paper presented at the Special Lecture Organized by the Department of English, Girls' Science College, Garko, Kano.

Igbokwe, J. C., Obidike, N. A., & Ezeji, E. C. (2012). Influence of electronic media on reading ability of school children. *Library Philosophy and Practice*, *744*. https://digitalcommons.unl.edu/libphilprac/744

Ikonta, N. R. (2010). *Current trends in curriculum and instruction in English Language: A text for colleges and universities*. Africana First Publishers Limited.

Jackson, N. (2013). Developing students' creativity through a higher education. https://www.researchgate.net/publication/321036375_Developing_Students'_Creativity_through_a_Higher_Education

Jegbefume, C.M., Yaji, G. S., & Dala, H. S. (2017). Improved reading culture: A panacea for sustainable national development. *International Journal of Applied Technologies in Library and Information Management*, *3*(1), 66–73. http://www.jatlim.org/volumes/volume3/vol3-1/Chukwudum.pdf

Kamalova, L. A., & Koletinova, N. D. (2016). The problem of reading and reading culture improvement of students. *International Journal of Environmental and Science Education, 11*(4), 473-484. https://files.eric.ed.gov/fulltext/EJ1094659.pdf

Larson, L. C. (2010). Digital readers: The next chapter in eBook reading and response. *Reading Teacher*, *64*(1), 15-22. doi=10.1.1.469.923&rep=rep1&type=pdf

Moody, A. (2010). Using electronic books in the classroom to enhance emergent literacy skills in young children. *Journal of Literacy and Technology, 11*(4), 22-52. https://www.pathstoliteracy.org/sites/pathstoliteracy.perkinsdev1.org/files/uploaded-files/JLT_V11_4_2_Moody.pdf

Morris, L. (2015). *Teaching the common core literature standards in grades 2-5*. Routledge. doi:https://doi.org/10.4324/9781315719856

Murphy, L. (2007). Supporting learner autonomy: theory and practice in a distance learning context. In D. Gardner (Ed.), *Learner autonomy 10: Integration and support* (pp.72–92). Authentik Language Learning Resources. http://www.authentik.com/ref_two.html

Musfiroh, A. (2014). A*n effort to improve reading comprehension through roundtable technique.* [Bachelor Thesis, Universitas Muhammadiyah], Purwokerto. http://repository.ump.ac.id/226/

Okorocha R. (2013). 'Nigeria and Leadership Question' – A lecture delivered at the University of Nigeria, Nsukka. November 4.

Oni, J. B., & Adekola, I. (2000). *Modelling Nigerian university system for effective learning and global relevance: past, present and perspective*. Wemark.

Oriogu C. D., Subair R. E. & Ogbuiyi D. C. (2017). Effect of reading habits on the academic performance of students: A case study of the students of Afe Babalola University, Ado-Ekiti, Ekiti State. *Teacher Education and Curriculum Studies*, *2*(5), 74-80. doi:10.11648/j.ajlis.20170101.15

Owusu-Acheaw, M. & Larson, A. G. (2014). Reading Habits among students and its effect on academic performance: a study of students of Koforidua Polytechnic. *Library Philosophy and Practice*, *1,* 14-20. http://digitalcommons.unl.edu/libphilprac/1130

Oyetunde, O. & Umolu, J. J. (2001). The current view of the reading process and its implications for English reading instruction in Nigeria: An afterword. *Literacy and reading in Nigeria*, *5*, 437-444.

Padget, M. (1997). Personal growth, habits, and understanding pleasure reading among first-year university students [Master's thesis, Ariel University], Israel. http://ariel.summon.serialssolutions.com.mgs-ariel.macam.ac.il/heHE/search?s.q= Personal +Growth%2C+Habits%2C+And+Understanding.

Padgett, R. (2007). *Creative reading what it is, how to do it, and why*. National Council of Teachers of English.

Prensky, M. (2001) Digital natives, digital immigrants. *On the Horizon*, *9*(5), 1-6. doi:10.1108/10748120110424816

Rao, S. S. (2003). Electronic books: A review and evaluation. *Library Hi Tech, 21*(1), 85-93. doi:10.1108/07378830310467427

Rockinson-Szapkiw, A. L., & Holder, D. E. (2011). *Discovering the potential of eBooks as effective learning tools*. ISTE.

Suhadi, K. (2016). *Exploring literal and inferential reading comprehension on Eight Grade students: A case study at Eight Grade of SMP PGRI Karangampel.* [Bachelor thesis, IAIN Syekh Nurjati]. Cirebon. http://repository.syekhnurjati.ac.id/2723/

*Udosen, A. E., (2011). The state of reading instruction in secondary schools in Ak*wa Ibom State: Implication for sustainable development. *Journal of Emerging Trends in Educational Research and Policy Studies, 2*(5), 382-387. doi:10.1.1.302.135&rep=rep1&type=pdf

Ven, M., Leeuw, L., van Weerdenburg, M., & Steenbeek-Planting, E.G. (2017). Early reading intervention by means of a multicomponent reading game: Intervention affects reading game. *Journal of Computer Assisted Learning*, *33*(4). doi:10.1111/jcal.12181.

Westwood, P. (2010). *Reading and learning difficulties: Approaches to teaching and assessment*. Acer Press.

Woody, W. D., Daniel, D. B., & Baker, C. A. (2010). E-books or textbooks: Students prefer textbooks. *Computer & Education,* 55(3), 945-948. doi: 10.1016/j.compedu.2010.04.005

Zucker, T., Moody, A., & Mckenna, M. C. (2009). Effects of electronic books on pre-kindergarten to grade 5 students ' literacy and language outcome: A research synthesis. *Journal of Educational Computing Research, 40*(1), 47-87. doi

Assessment of Implementation of Arabic Curriculum in Junior Secondary Schools in Oyo West Local Government Area of Oyo State

Dauda Oladele Tijani
Department of Arabic, School of Secondary Education (Language Programmes), Federal College of Education (Special), Oyo, Oyo State
imamdaud.t@gmail.com, 08035022487

Abstract

This study assessed the implementation of Arabic Language curriculum for junior secondary schools in Oyo West Local Government Area of Oyo State. The survey research design was adopted. Five public junior secondary schools were randomly selected in Oyo West Local Government Area of Oyo State. Fifty students were randomly selected from each school, making a total of 250 students. One teacher of Arabic Language was selected from 10 public schools, making a total of 10 teachers of Arabic Language. In all, a total of 250 students and 10 teachers participated in the study. The instruments used for data collection were Questionnaire on Teachers' Perception of Arabic Language Curriculum (r=0.78) and Questionnaire on Students' Perception of Arabic Language Curriculum (r=075). Data collected were analysed using descriptive statistics. Findings revealed that teachers' perception of the level of implementation of Arabic Language curriculum at junior secondary schools was negative. The weighted mean of 2.38 was below the threshold set at 2.50. Students had a negative perception of the level of implementation of Arabic Language curriculum. The weighted mean of 2.27 is lower than the threshold set at 2.50. Based on the findings of this study, it is recommended that relevant educational bodies and stakeholders should provide the wherewithal for improved implementation of the curriculum.

Key words: Assessment, Implementation, Arabic Language, Curriculum

Introduction

Arabic is the language of Islam irrespective of colour, race or nationality. To Muslims, Arabic is the only appropriate language of approach to Allah. The Arabic language is in a special degree the language of a great religion. To use the Bible, it is the Bible whether we read it in the original tongues or any other language, but it is otherwise with the Qur'an among the Muslims. To the Muslims, the Arabic Qur'an is the very word of God, an objective and not a subjective revelation.

Malik (2009) notes that many Muslim theologians, Philosophers and Philologists upheld the doctrine of the divine nature of the Qur'an. This came to encompass the Arabic language itself. Ibn Mansur in Akewula (2020) stressed that it is God who made the Arabic language superior to all other languages and by making it the language of the people of paradise. He relates a tradition attributed to Prophet Muhammad (S.A.W) stating the three reasons why people love the Arabs: I am an Arab, the Qur'an is Arabic, and the language of the people of paradise is Arabic.

Arabic is the language of a revealed religion that is bound to remain a living language as long as the Qur'an and Islam exist (Tijani, 2019). According to Chejne (2006), it is the kind of conviction coupled with the religious devotion of the faithful that was the main factor contributing to the belief in his supremacy of the Arabic language as revealed through the Qur'an, and in the necessity for learning and reproducing the language of God's word in a way benefitting its divine origin. According to (Tijani, 2019), the Qur'an was believed to represent the highest linguistic achievement of the Arabic language. For this reason, it has become a factor to be considered in any study of the Arabic language. This conviction must have facilitated the rapid development and dissemination from an obscure dialect into one of the important languages of medieval and modern times.

Despite the importance attached to Arabic language at the junior secondary school level, students' proficiency in the language is still very poor and this gives rise to students' poor performance in the language in junior secondary school examinations. As a way of addressing the problem of students' poor proficiency in Arabic language, scholars have carried out numerous studies among which are teaching Arabic Language skills in Nigeria (Ogunbiyi, 1987), teaching Arabic as a second language in Nigeria (Adam & Abdulwahid, 2012), the Arabic scene as a foreign language in Madaris Education in Ibadan Metropolis (Akewula, 2020) and intervention studies on junior secondary school students' learning outcomes. Although, most of these studies came up with good insights to the teaching and learning of Arabic language but with less emphasis on assessment of implementation of Arabic language curriculum in junior secondary schools, especially in Oyo West Local Government Area of Oyo State. Therefore, it means there are more to be done to the problems of teaching and learning of Arabic language, the implementation of the curriculum needs to be assessed so as to know where the problem lies.

Denga (2000) defines curriculum as a programme of activities comprising what to learn, how it should be learnt, why it should be learnt as well as co-curricular activities including guidance services planned under the auspices of the school, but may also include unplanned experiences within and outside the school which can be utilised in the total teaching learning situation. It is the sum total of what the students learn at school and what the teachers do at school from the day the students are admitted till when they leave.

According to Gbenedio (2006), assessment involves a continuous feedback and decision making. It involves the examination of all areas that might have effect on the final products of the system. Learners, teachers, materials methods and curriculum content are subjects of assessment. The implementation of the curriculum is an aspect that concerns the nature and scope of classroom teacher and evaluation of learning achieved by students who were taught. Specifically, the process of curriculum implementation entails interaction between the curriculum planner, the teacher, the learner and the learning environment. Curriculum assessment starts with goal and objectives of a programme and ends with students' learning outcome structure. It is essential to know what students should learn by the end of the programme.

According to Ogunkeye (2007), the teacher is the major implementer of the curriculum since what the teacher does with it in the classroom determines whether the set goals would be achieved or not. The way teacher implements the curriculum is determined by the teachers' knowledge, professional training, competence, initiative, interest and motivation. Availability and adequacy of learning materials may be constraining but a knowledgeable and competent teacher would always be able to make the best out of any situation. It is the assessment of the curriculum that exposes the worth and true picture of what happens to the curriculum and implementation. It has been observed that many language teachers are unaware of the usage of the appropriate methods of teaching which consequently makes students find the language difficult (Ogunkeye, 2007).

In trying to make Arabic language a tool of communication by the end of the students' Upper Basic Education (JSS 3), it was clearly stated in the 9-year Basic Education curriculum for JSS 1-3 that learners should be taught to communicate in Arabic language through the systematic use of appropriate method that is the communicative method. The communicative method of teaching emphasises the ability of the learner to

communicate appropriately in the target language. Akudola (2004) defines communicative method as language teaching with emphasis on communicative competence rather than the correctness of the usage.

The language environment of a school is an embodiment of physical, sociological and psychological conditions. The physical environment has to do with the age of the classroom building, colour, level of available furniture, desks and seats, ventilation, lighting, roof, ceiling and floor Akubue (1995). The sociological learning environment or climate refers to the feeling, which the teachers and the learners are able to generate in making the classroom morale high or low Akubue (1995). The psychological learning environment refers to the level of the speed of teaching, cohesiveness, distractions, interests, motivations, anxieties, confusion and difficulty of the classroom learning activities (Hartel and Walbey, 2001).

Many studies have been carried out on how students' performance in Arabic Language can improve but to the best knowledge of the researcher, assessment of implementation of Arabic language curriculum for junior secondary school has not received much research attention, especially in Oyo West Local Government. Therefore, this study assessed the implementation of Arabic language curriculum in junior secondary schools in Oyo West Local Government Area of Oyo State.

Statement of the Problem

Arabic is the language of Islam. Despite the importance attached to Arabic Language at the junior secondary school level, students' proficiency in the language is still very poor and this gives rise to students' poor performance in the language in junior secondary school examinations. As a way of addressing the problem of students' poor proficiency in Arabic language, scholars have carried out numerous studies. Although, most of these studies came up with good insights to the teaching and learning of Arabic Language, less emphasis is placed on assessment of implementation of Arabic language curriculum in junior secondary schools, especially in Oyo West Local Government Area of Oyo State. Therefore, this study investigated assessment of implementation of Arabic language curriculum in junior secondary schools in Oyo West Local Government Area of Oyo State

Research Questions

The study provided answers to the following research questions:

1. What is teachers' perception of the level of implementation of Arabic language curriculum at junior secondary schools?
2. What is students' perception of the level of implementation of Arabic language curriculum at junior secondary schools?

Significance of the study

This study investigated assessment of implementation of Arabic language curriculum for junior secondary schools in Oyo West Local Government Area of Oyo State. The findings of this study revealed the level of implementation of Arabic language curriculum for junior secondary schools. Through the findings of the study, educational stakeholders would be guided on identifying and working on factors that could determine students' proficiency in Arabic language in junior secondary schools. Also, the study would add to the pool of research on solution to junior secondary school students' poor performance in Arabic language.

Methodology

The survey research design was adopted for the study. Five public junior

secondary schools were randomly selected from public junior secondary schools in Oyo West Local Government Area of Oyo State. Fifty students were randomly selected for each school, making a total of 250 students. One teachers of Arabic language was selected from ten public schools, making a total of 10 teachers of Arabic language. In all, a total of 250 students and ten teachers participated in the study. Two research instruments were used for data collection: Questionnaire of Teachers' Perception of Arabic Language Curriculum (r=0.78) and Questionnaire of Students' Perception of Arabic Language Curriculum (r=075). Data collected were analysed using percentage, frequency count, mean and standard deviation.

Research Question One: What is teachers' perception of the level of implementation of Arabic language curriculum at junior secondary schools?

Table 1: Teachers' perception of the level of implementation of Arabic language curriculum at junior secondary schools

S/N	Items	SA	A	D	SD	Mean	Std. D.
1	Arabic language curriculum promotes teaching of the language	-	7 (28%)	7 (28%)	11 (44%)	1.84	.85
2	Arabic language curriculum makes teachers to be hardworking	3 (12%)	7 (28%)	6 (24%)	9 (36%)	2.16	1.06
3	Arabic language curriculum makes teachers to have good attitude towards the teaching of the language.	4 (16%)	7 (28%)	9 (36%)	5 (20%)	2.40	1.00
4	Arabic language curriculum stimulates teachers' ability to think very fast	1 (4%)	9 (36%)	10 (40%)	5 (20%)	2.24	.830
5	Arabic language curriculum is not objective	4 (16%)	5 (20%)	5 (20%)	11 (44%)	2.08	1.15
6	Arabic language curriculum changes teachers' attitude towards teaching the language.	6 (24%)	3 (12%)	11 (44%)	5 (20%)	2.40	1.08
7	Arabic language curriculum makes students learn new Arabic vocabularies	13.6%)	5 (22.7%)	10 (45.5%)	4 (18.2 %)	2.31	.945
8	Teaching Arabic language curriculum is a challenging activity	7 (28%)	7 (28%)	9 (36%)	2 (8%)	2.76	.969
9	Arabic language curriculum facilitates the development of students' competence in writing	9 (36%)	3 (12%)	10 (40%)	3 (12%)	2.72	1.10
10	Arabic language curriculum does not develop students' speaking ability	2 (8%)	11 (44%)	10 (40%)	2 (8%)	2.52	.770
11	Arabic language curriculum makes students to be passive recipient of knowledge	2 (8%)	9 (36%)	6 (24%)	8 (32%)	2.20	1.00
12	Teaching contents of Arabic language curriculum makes students to have positive attitude towards learning the language	1 (4%)	10 (40%)	10 (40%)	4 (16%)	2.32	.802
13	Arabic language curriculum changes teachers' wrong impression about teaching of the language	5 (20%)	4 (16%)	6 (24%)	10 (40%)	2.16	1.17

14	Arabic language curriculum makes students to reflect on what they learnt	3 (12%)	7 (28%)	5 (20%)	10 (40%)	2.12	1.09
15	Arabic language curriculum increases students' interest in learning the language.	4 (16%)	7 (28%)	5 (20%)	9 (36%)	2.24	1.12
16	Teaching content of Arabic language curriculum makes students attend Arabic language classroom regularly	5 (20.8%)	6 (25%)	7 (29.2%)	6 (25%)	2.41	1.10
17	Teaching contents of Arabic language curriculum makes students to enjoy reading Arabic texts.	4 (16%)	10 (40%)	6 (24%)	5 (20%)	2.52	1.00
18	Contents of Arabic language curriculum are not easy to teach Arabic language curriculum	5 (20%)	8 (32%)	8 (32%)	4 (16%)	2.56	1.00
19	Arabic language curriculum fosters teaching of the curriculum	6 (24%)	6 (24%)	11 (44%)	2 (8%)	2.64	.952
20	Teaching contents of Arabic language curriculum makes students to be eager to learn	7 (28%)	10 (40%)	7 (28%)	1 (4%)	2.92	.862
	Weighted mean = 2.38; Threshold = 2.50						

Table 1 shows the teachers' perception of the level of implementation of Arabic language curriculum at junior secondary schools. However, the teachers' perception of the level of implementation of Arabic language curriculum at junior secondary schools was negative because the weighted mean of 2.38 was below the threshold set at 2.50.

Research Question Two: What is students' perception of the level of implementation of Arabic language curriculum at junior secondary schools?

Table 2 : Students' perception of the level of implementation of Arabic language curriculum at junior secondary schools

S/N	Items	SA	A	D	SD	Mean	St. D.
1	Arabic language curriculum promotes learning of the language	-	110 (36.7%)	64 (21.3%)	126 (42%)	1.94	.886
2	Arabic language curriculum makes student s to be hardworking	12 (4%)	96 (32%)	40 (13.0%)	152 (50.7%)	1.89	.989
3	Arabic language curriculum makes students to have good attitude towards learning of the language.	34 (11.3%)	60 (20%)	86 (28.7%)	120 (40%)	2.02	1.02
4	Arabic language curriculum stimulates students' ability to think very fast	54 (18%)	36 (12%)	106 (35.3%)	104 (34.7%)	2.13	1.08
5	Arabic language curriculum is not objective	32 (10.7%)	54 (18%)	70 (23.3%)	144 (48%)	1.91	1.04
6	Arabic language curriculum changes students' attitude towards learning the language.	40 (13.3%)	46 (15.3%)	128 (42.7%)	86 (28.7%)	2.13	.979
7	Arabic language curriculum makes students learn new Arabic vocabularies	12 (4.2%)	70 (24.3%)	122 (42.4%)	84 (29.2%)	2.03	.838

8	Teaching Arabic language curriculum is a challenging activity	28 (9.3%)	44 (14.7)	120 (40%)	108 (36%)	1.97	.939
9	Arabic language curriculum facilitates the development of students' competence in writing	52 (17.3%)	44 (14.7%)	106 (35.3%)	98 (32.7%)	2.16	1.06
10	Arabic language curriculum does not develop students' speaking ability	42 (14%)	142 (47.3%)	76 (25.3%)	40 (13.3%)	2.62	.885
11	Arabic language curriculum makes students to be passive recipient of knowledge	106 (35.3%)	70 (23.3%)	74 (24.7%)	50 (16.7%)	2.77	1.10
12	Learning contents of Arabic language curriculum makes students to have positive attitude towards the language	20 (6.7%)	104 (34.7%)	90 (30%)	86 (28.7%)	2.19	.930
13	Arabic language curriculum changes students' wrong impression about the language	36 (12%)	48 (16%)	72 (24%)	144 (48%)	1.92	1.05
14	Arabic language curriculum makes students to reflect on what they have learnt	28 (9.3%)	76 (25.3%)	88 (29.3%)	108 (36%)	2.08	.991
15	Arabic language curriculum increases students' interest in learning the language	16 (5.3%)	110 (36.7%)	106 (35.3%)	68 (22.7%)	2.24	.865
16	Teaching content of Arabic language curriculum makes students attend Arabic language classroom regularly	102 (34.5%)	40 (13.5%)	62 (20%)	92 (31.1%)	2.51	1.25
17	Teaching contents of Arabic language curriculum makes students to enjoy reading Arabic texts.	82 (27.3%)	90 (30%)	40 (13.3%)	88 (29.3%)	2.55	1.17
18	Contents of Arabic language curriculum are not easy to teach	52 (17.3%)	150 (50%)	66 (22%)	32 (10.7%)	2.74	.868
19	Arabic language curriculum fosters learning of the language	56 (18.7%)	140 (46.7%)	60 (20%)	44 (14.7%)	2.69	.939
20	Learning contents of Arabic language curriculum makes students to be eager to learn.	128 (42.7%)	72 (24%)	62 (20.7%)	38 (12.7%)	2.96	1.06
	Weighted Mean = 2.27; Threshold = 2.50						

Table 2 shows the students' perception of the level of implementation of Arabic language curriculum at junior secondary schools. The weighted mean of 2.27 which is lower than the threshold set at 2.50. It implies that students had a negative perception of the level of implementation of Arabic language curriculum at junior secondary**.**

Discussion of Findings

Table I revealed that teachers' perception of the level of implementation of Arabic language curriculum at junior secondary schools was negative. The finding of this study is in line with Lawal (2019) who found that teachers' perception of the level of implementation of English Studies was negative. The finding is contrary to Adegoke (2018) who found that teachers had positive perception of the curriculum objectives of English Studies curriculum.

Table II revealed that students had a negative perception of the level of implementation of Arabic language curriculum at junior secondary**.** This is in line with the study of Waseka, Simatwa and Okwach (2016) revealed that students had a negative perception of curriculum implementation. This is against the finding of Tatto (1998) who revealed that students had a negative perception of curriculum implementation.

Table III revealed that a direct relationship existed between how teachers and students perceived the implementation of Arabic language curriculum in junior secondary schools. This finding is in line with Lawal (2019) who found that there was

relationship between teachers and students' perception of English Studies curriculum. This is contrary to the study of Adegoke (2018) who reported that there was relationship between teachers and students' perception of English Studies curriculum.

Conclusion

The study has shown that Arabic Language curriculum implementation could be enhanced by teachers' and students' positive perception of the curriculum. Based on the findings, the study has provided a better understanding of teachers' and students' perception of implementation of Arabic language curriculum for junior secondary schools in Oyo West Local Government Area of Oyo State.

Recommendations

Based on the findings of this study, it is recommended that relevant educational bodies and stakeholders should provide the wherewithal for improved implementation of the curriculum. The Teaching Service Commission (TESCOM) and other educational bodies should organise seminars, workshops and other in-service training for Arabic language teachers to equip them with the requisite skills for proper implementation of Arabic language curriculum at Junior Secondary School level.

References

Adam, S & Abdulwahid, A. (2012). Teaching Arabic as a second language in Nigeria. Procedia Social and Behavioural Sciences 66

Adegoke, A.O. (2018). Implementation of English Studies curriculum at senior secondary schools in Ondo, Nigeria, M.Ed. Project. Department of Teacher Education, University of Ibadan.

Akewula, A. O. (2020). The Arabic scene as a foreign language in Madaris Education in Ibadan Metropolis. *Journal of Educational Studies*. Vol. 17, No.1, 95-100

Akubue, H.J. 1995. Classroom organization and management: A 5 points strategy. Ibadan: Wisdom Publishers.

Akudolu, L.R. 2004. Conception of curriculum implementation. In G.C. Offorma (Editor) Curriculum implementation and Onitsha, Nigeria: World Educational Publishers.

Browne, E.G. (1928). A literacy history of Persia. Cambridge. Chejne, A.G. (1969). The Arabic language: Its role in history. Minneapolis University of Minnesota Press

Denga, D.I. 1987. Education measurement, continuous assessment and psychological testing. Calabar. Rapid Education Publishers Limited

Donaghue, H. (2003). An instrument to elicit teachers' beliefs and assumptions. ELT Journal, 57(4), 344-351

Gbenedio, U.B. (1996). Teaching and learning English as a second language. Benin city: New Era Publications.

Hartel, G.D and Walberg. H.J. 2001. Socio psychological environments and learning a quantity synthesis, British Education Research Journal 1:27-36.

Hitti, P.K. (1976). Arab Civilization. In B.S. Gayne (Ed). The Encyclopaedia Americana, Vol.2. New York: Americana Corporation.

Ibn Mansur, M.I. (1955). Lisanal-Arab, Vol. 1. Beirut: Dar Baynit

Lawal, A.E. (2019). Teacher factors and students' learning outcome in English Studies in Oluyole local government, Ibadan, Oyo State. *International Journal of Arts and Social Sciences Education.* Vol. 3 No 2.

Malik, S.H.A. (1999). Arabic, the Muslim prayers and beyond. Inaugural lecture delivered on Thursday, 16th September, Ibadan: Ibadan University Press.

Ogunbiyi, I.A. (2008). Teaching Arabic language skills in Nigeria. Kaduna language symposium Proceedings.

Ogunkeye, O. (2007). Bilingualism and the teaching of English and school French curriculum in Lagos State: Problem and prospects. *British Journal of Arts and Social Sciences* 5(1), 102-108.

Tatto, M.Y. (1998). The influence of teacher education on teachers: Beliefs about purposes of education, roles and practice. *Journal of Teacher Education* 49(1), 66-77

Tijani, D. (2019). Unemployment in Yorubaland: Arabic language as a recipe. In Hilary Alilonu, Waheed Salaam, Edinrin Bolarinwa and Victor Olu-Agbeniga. School of Secondary Education (Language Programmes), Federal College of Education (Special) Oyo, 215-227

Waseka, E.L., Simatwa, I.E. and Okwach, T.O. (2016). Influence of teacher factors on students' academic performance in secondary school education *Greener Journal of Education Research*, 4:5

Implementation of Early Child Care Development and Education Programme in the South - East, Nigeria

Opara, Ugochi Pauline
Department of Social Science Education, Faculty of Education, University of Lagos, Nigeria.
email: uugoeze1@gmail.com; 08069148771, 08112231841

Abstract

This study assesses the implementation of Early Child Care Development and Education (ECCDE) in South-East, Nigeria. Three research objectives and three research questions were raised and answered, while two null hypotheses were formulated and tested. Population of the study included all the teachers and head teachers in all the ECCDE centres in South-East, Nigeria. The sample size consisted of 432 participants selected from 108 ECCDE centres. Questionnaires, Interview schedules and the ECCDE National Minimum Standard (NMS) Checklistwere distributed among respondents in three South -Eastern States selected through simple random sampling technique. The research questions were analyzed using percentage counts, while the hypotheses were tested using t–test, and Analysis of Variance (ANOVA) at 0.05 level of significance. It was found that there was a significant difference between the schools and other contexts, a significant relationship existed between focus policies and resources and the implementation of ECCDE, a significant difference existed in the level of awareness of teachers and head - teachers in the implementation of the ECCDE programme in the South - East, Nigeria. It may be concluded that in as much as the programme has impacted significantly on early child development and education in the South- East of Nigeria, a lot still needs to be done in the implementation of this programme in order to reasonably accomplish its set goals and objectives. It is recommended that government should effectively implement the ECCDE programme through provision of sufficient funding, better infrastructure, security and well trained personnel.

Key words: Assessment; Early child care, Development; Programme Implementation; Learning outcomes

Introduction

The early child care development and education (ECCDE) came into being in the year 1990 through the two international summits on education for children. First, the World Declaration for Education for All in Jomtien, Thailand in 1990, encouraged countries to 'expand Early Child Care Development and Education activities including family and community interventions, especially for poor disadvantaged and physically challenged children.' The 2000 Dakar Summit also restated this great concern. Prior to this era, the aim of pre-primary education, especially in the most recent times was to organize schools as a business venture. Even though preparations for the overall development of the child were projected as the objective, it was conspicuous that economic gain was the main purpose of the proprietors, Harry (2019). The Early Child Care Development and Education aims at enabling children from low or economically disadvantaged statuses to have access to quality school readiness. This is achieved by ensuring that the development of skills needed for academic readiness and social behaviour, physical care, and overall development of the child, is guaranteed. This empowers them to have equal opportunities with their counterparts and that they are not deprived as a result of economic inequalities. It is a universal phenomenon in human societies and it signifies the need to give special care for the development of children from birth and throughout the formative years of their development. For example, in the United

States of America, one of the programmes through which ECCDE is practiced is through the Head Start programme. The paradigm shift in Early Child Care Development and Education reflects in the claim that it supports the survival, growth, development, and stimulation of children from early years. The EarlyChild Care Development and Education is programmed towards disadvantaged children from families with low socioeconomic status. According to the United Nations Educational Scientific Cultural Organization (2019), it is geared towards compensating for the disadvantages in the social structure and combating economic inequalities. It includes care and development of children which is more holistic in building the child and it demands effective regulation of its aims and objectives.The implementation of Early Child Care Development and Education includes strategies whose mechanisms have been set in place to enhance the growth and effectiveness of ECCDE in any society. These policies determine such things as school environment and facilities, teacher - student ratio, and so on. These are encompassing and they work hand - in - hand to enhance the quality of ECCDE programme received by children and their families. In the assessment of implementation, the context, input, process, are reflected as they affect the product of the programme in question. First, context is the analysis of the existing and desired situations related to the general lines of the programme. It usually starts with the analysis of 'needs' in the programme. This includes determining the objectives of the programme and how these objectives are achieved. It helps to determine the consistency of the needs of the programme, goals and resources; and the adequacy of the goals in solving problems. With reference to Early Child Care Development and Education, the context comprises collecting and analysing needs assessment data to predetermine the goals, priorities, policies and objectives of the programme. For example, these objectives as stated in the existing policy in the NPE 2013, includes:

- Effecting a smooth transition from the home to the school; and
- Providing adequate care and supervision for the children while their parents work, etc.

It also includes the levels of awareness of the programme and its objectives and implementation of its plans and policies. The intention of realizing these goals and objectives have been planned out to include achieving them through the following, among others:

- Ensuring the full participation of government, communities and Teachers' associations in the running and maintenance of early childhood education facilities, FGN (2013).

The input aspect suggests the process of determining how activities will be used to achieve the specified goals of the programme. The suitability, cost, and potential of resources are assessed at this stage. In Early Child Care Development and Education, the inputs referred to here are the steps and resources needed to meet the new goals and objectives. They may also include identifying successful programmes (policies, in –service caregiver - training) and materials, the steps taken to implement these policies (level of daily preparedness of caregivers, strategies), periodic inspection of these linkage schools to ensure strict compliance with stated policies. The process in the assessment of any programme is the implementation phase of the programme. Its purpose is to determine the synchronization between desired situations and existing situations. This stage provides an opportunity to prevent problems during the implementation stage. The stages in the process include adequate budget and funding of the programme, classroom activities

following the plans and guidelines, financial and material support for all Staff, relevant materials for use in the classroom, utilization of appropriate stimulation materials to teach children. The product implies the stage of assessment where the output achieved at the end of the programme, are appraised. This is achieved by measuring the actual outcomes in terms of easy access to the programme, frequency of enrolment, classroom delivery.

The Problem

In recent years, the Early Child Care Development and Education (ECCDE) programme have gained significant recognition globally as crucial contributors to children's holistic development, laying the foundation for lifelong learning and well-being. In the South- East, Nigeria, the implementation of the ECCDE programme has been undertaken with the intention of fostering optimal growth and development among young learners. However, despite the increasing emphasis on the Early Child Care Development and Education programme, there remains a critical gap in understanding the efficacy, challenges, and overall quality of the implementation of these programmes within the region. The lack of a comprehensive assessment hinders the ability to ascertain whether the current ECCDE initiatives align with the best practices, cultural sensitivities, and the unique needs of the South - East Nigeria context. Therefore, a thorough investigation into the implementation of the ECCDE programme is imperative to identify areas for improvements, policy adjustments, and strategic interventions that can enhance the quality and effectiveness of ECCDE initiatives in the South -East, Nigeria. This study aims to address this gap by systematically examining the implementation of the ECCDE programme and its impact on young learners' development, thereby contributing to informed decision - making, policy development, and transformative changes in early childhood education within the region.

The study sought to:

1. determine the extent to which the schools and other contexts support the implementation of the ECCDE programme in South- East, Nigeria;
2. investigate the level of awareness of teachers and other stakeholders of ECCDE in South- East, Nigeria.
3. measure the learning outcomes and developmental progress among young learners participating in the programme.

Two hypotheses were tested in this study at 0.05 level of significance. They are:

1. There is no significant difference between the extent to which the schools and other contexts support the implementation of the ECCDE programme and the implementation of ECCDE in South -East, Nigeria.
2. There is no significant relationship in the level of awareness of teachers and other stakeholders of ECCDE and the implementation of ECCDE in South-East, Nigeria.

Methodology

The survey design was employed for this study. The survey design is relevant for the self-reportage of human beliefs and behaviours involved in the behavioural sciences (Bello, 2001).

The population consisted of all the early childhood education teachers and all the early childhood education head-teachers in all the Early Child Care Development and Education (ECCDE) centres in South - East, Nigeria. The simple random sampling technique was also utilized for the selection of the three (3)

selected States out of the 5 South - Eastern States in Nigeria. These selected states were Ebonyi, Enugu and Imo States. The simple random sampling technique was utilized to select the respondents which were a total of four hundred and thirty-two (432) respondents. These selected 432 respondents consisted of both three hundred and twenty-four (324) early childhood education teachers and one hundred and eight (108) head-teachers from four (4)ECCDE Centres each in nine (9) Local Government Areas. The researcher further calculated ⅓ of the total number of Local Government Areas in each of the selected states and arrived at nine (9) LGAs per state where the research was conducted by employing the simple random sampling technique. After the nine (9) LGAs had been successfully selected by the simple random sampling, four (4) ECCDE centres were selected from each LGA in each of the nine (9) LGA per state. In each ECCDE centre, were three classes (ECC I, ECCII and ECCIII) making it a total of three (3) teachers per ECCDE centre and one (1) head- teacher per ECCDE centre.

The researcher further utilized one (1) instrument per ECCDE centre in one hundred and eight (108) ECCDE centres in the entire 3 South - Eastern States making it a total of one hundred and eight (108) checklists per state. The instruments used in the study to gather information from participants include: teachers' structured questionnaire; headteachers' structured questionnaire; teachers' written structured interview; headteachers' written structured interview and the Early Child Care Development and Education (ECCDE) National Minimum Standard Checklist Guide, respectively.

Results

The T-Test and Two -Way Analysis of Variance (ANOVA) were used to test the hypotheses generated in the study at 0.05 alpha level.

H01: There is no significant difference between the schools and other contexts in their support of the implementation of the ECCDE programme in South- East, Nigeria. This hypothesis was tested using independent t-test, and the result was shown thus;

Table 1: Independent t-test of difference between the schools and other contexts in their support of the implementation of the ECCDE programme

Variables	N	Mean	SD	T	Sig.
Headteachers	108	49.31	7.93		
				2.02	0.044
Teachers	324	50.97	7.25		

P < 0.05; t-critical = 1.96; df=430

Table 1 is showing difference between the schools and other contexts in their support of the implementation of the ECCDE programme. From the table, we found a significant difference between the schools and other contexts in their support of the implementation of the ECCDE programme in South- East, Nigeria with a significant value (P = 0.044 < 0.05). It was also revealed that t-calculated (2.02) is greater than t-critical (1.96) given 430 degree of freedom at 0.05 level of significance. Hence, the hypothesis is significant. Therefore, there is a significant difference between teachers and headteachers in their support of the implementation of the ECCDE programme in South- East, Nigeria.

H02: There is no significant difference in the level of awareness between teachers and headteachers to which they support the implementation of the ECCDE programme in South East, Nigeria. This hypothesis was tested using two-way ANOVA, and the result was shown thus;

Table 2: Two-way ANOVA showing difference in the level of awareness between teachers and headteachers to which they support the implementation of the ECCDE programme in South - East, Nigeria.

Source	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1210.035[a]	5	242.007	332.136	.000	.796
Intercept	44139.609	1	44139.609	60578.222	.000	.993
Level of awareness	1045.840	2	522.920	717.667	.000	.771
Group	16.119	1	16.119	22.122	.000	.049
Interaction	62.416	2	31.208	42.831	.000	.167
Error	310.400	426	.729			
Total	1520.435	431				

P < 0.05; F-crit(1,426) = 3.8415; F-crit(2,426) = 3.9957

Data in Table 2 showed a significant difference in the level of awareness in the support and implementation of the ECCDE programme, because F((2,426) = 717.667; P=0.000 < 0.05). Similarly, there is a significant difference between teachers and headteachers in the support and implementation of ECCDE programme, because F((1,426) = 22.122; P=0.000 < 0.05). Also, there is a significant interaction effect in the level of awareness between teachers and headteachers of the support and implementation of ECCDE programme, because F((2,426) = 42.831; P=0.000 < 0.05). Hence, we can therefore conclude that there is a significant difference in the level of awareness between teachers and headteachers to which they support the implementation of the ECCDE programme in South - East, Nigeria.

Based on the significant F-value obtained for the level of awareness, a Post-Hoc analysis was done using Least Significant Difference (LSD) to determine which level of awareness differs from the other in the support and implementation of ECCDE programme and the trend of the difference.

Table 3: Post-Hoc analysis showing pair wise comparison between the awareness level

(I) Level	(J) Level	Mean Difference (I-J)	Sig.[d]
Low level	Middle level	-3.527*	.000
	High level	-5.314*	.000
Middle level	Low level	3.527*	.000
	High level	-1.787*	.000
High level	Low level	5.314*	.000
	Middle level	1.787*	.000

From Table 3, the pair-wise comparison of all stakeholders showed that low level of awareness significantly differs from middle level in the support and implementation of ECCDE programme (P = 0.000 < 0.05). Similarly, low level of awareness significantly differs from high level in the support and implementation of ECCDE programme (P = 0.000 < 0.05)

Summary of Finding

The following findings were obtained at the end of the data analysis:

1. In this study, it was determined that there was an extent to which the schools and other contexts such as collected and analyzed needs data greatly supported the implementation of the ECCDE programme in South- East, Nigeria.
2. The level of awareness of teachers and head-teachers were investigated and there was some difference. While it was discovered that the level of awareness of teachers was on a moderate level, the level of awareness of head-teachers of the implementation of the ECCDE programme in South- East, Nigeria was on a lower level.

Conclusion

Early Child Care Development and Education occupies a central position in fostering the holistic development of children. It aims at an efficacious service delivery of Early Child Care Development and Education for better learning outcomes in children in the South-East, Nigeria. In the continuous effort to ensure that the programme achieves its set goals, it is crucial to constantly assess the worth of the programme. This study focused on the assessment of the implementation of ECCDE in South - East, Nigeria. Unfortunately, the programme appears to be experiencing a significant setback due to factors such as lack of qualified teachers, poor teaching methods, dearth of teaching materials, etc. The theories, under which this topic was analyzed, were the Stufflebeam's CIPP model and the Concerns-Based Adoption Model of Implementation by Hall and Hord. The results of this study have established that although the programme is specified in government legislation in addition to governmental efforts and those from the private sector to achieve the implementation of this programme, these efforts in the South - East Nigeria, have proven to be grossly inadequate. Consequently, it is inferred that the programme has helped in fostering awareness in both the public and private sectors who are both vital stakeholders in this programme to collectively accomplish a holistic programme aimed at giving children with disadvantaged backgrounds, access to holistic development in life. In as much as the programme has impacted significantly on early childcare, development and education in the South- East of Nigeria, a lot still needs to be done in the implementation of this programme in order to reasonably accomplish its set goals and objectives.

Recommendations

Based on the findings, the followings are recommended:

1. The researcher recommends that regarding already existing ECCDE centres, an increased and continuous analysis of the needs of these ECCDE centres by the government is paramount in order to support the implementation of the ECCDE programme in South-East, Nigeria.
2. The composition of staff in any organization is a very crucial factor. As such it must never be underrated. Accordingly, it is advocated that the

training and motivation of teachers', caregivers and head-teachers, must be treated very seriously by heightening and amplifying these elements; and at the same time, reinforcing supervision / administration of the personnel aspect.

4. It is imperative for the Government to expedite the provision of well-qualified teachers and head -teachers in their appropriate positions as it will serve as a great motivation for the professionals to develop and improve their skills in their profession. That is, in addition to adequate certification by the Teachers' Registration Council of Nigeria (TRCN), these Teachers and Caregivers should be encouraged to enhance their profession by encouraging periodic in-service and external trainings.
5. There is need for the Federal and State Governments to make more provision and maintenance of more Colleges of Education and other higher institutions. There is also need for the Government to encourage and sponsor grants in an effort for more assiduous research for better to discoveries in modern trends in ECCDE programme by the Academia.

References

Akinrimisi, Adeyemi, Iroegbu, (2020). Assessment of Government's Involvement in Implementation of National Policy on Early Childhood Education in Nigeria. *Journal of Early Childhood Care and Education Vol. 3 (2) 72-87.*

Basaran, M., Dursun, B., Gur Dortok, H. D., & Yilmaz, G. (2021). Evaluation of preschool education program according to CIPP Model. Pedagogical Research, 6(2), https://doi.org/ 10.293 33/pr/9701, Cognitive development. *Development Psychology, 41*: 872-884.

Federal Republic of Nigeria (2013). *National Policy on Education (6th Ed.).* Abuja: NERDC Publishers.

Folorunsho, S. S. (2022) A critical examination of early childhood education programmes in Nigeria and their minimum operational requirements Zaria Journal of Educational Studies, Vol.22, No.1, pp. 118- 127.

Harry, C.I. (2021). Historical Antecedents: Prospects and Challenges of Childhood Education (Nursery) in Nigeria. European *Journal of Research and Reflection in Educational Sciences, Vol. 7 No. 4, pp. 80 -88.*

Kapur, R. (2018). Early childhood education. National Association for the Education of Young Children (NAEYC). (2021). *An Overview of Early Childhood Education*. https://www.thoughtco. com/earlychildhood-education-2081636.

NRC (National Research Council). 1990. *Who cares for America's children?: Child care policy for the 1990s*. Washington, DC: National Academy Press.

Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.

Stufflebeam, D.L., (1984). Evaluation as enlightenment for decision –making. In H.B. Walcott (Ed.), Improving educational assessment and an inventory of measures of affective behaviour (pp. 41 – 73). Washington, DC: Association for Supervision and Curriculum Development and National Education Association.

Stufflebeam, D. L. (2003). The CIPP model for evaluation. In D. L. Stufflebeam & T. Kellaghan (Eds.), The International Handbook of Educational Evaluation (Chapter2). Boston, MA: Kluwer

Academic Publishers. In Aziz,S., Mahmood, M., Rehman, Z. (2018). Implementation of CIPP Model for quality evaluation at school level: a case study. *Journal of Education and Educational Development Vol. 5 (1), 189 -206*

Syafrida, R.,Maryati, M., Permana. H (2020). Early childhood education: In the past, present, and future. Journal of Early Childhood Care and Education. Doi: 10.26555. pp. 79 -86

The Federal Republic of Nigeria (2013). National Policy on Education (4th Ed.) Lagos: NERCDC Press.

The Federal Republic of Nigeria. (2013). National Policy on Education. Lagos, NERDC press.

The Federal Republic of Nigeria 2013 systems approach for better results (SABER) country report 2013 on early childhood education (ECD). www. worldbank.org/education/saber

UNESCO (2019). United Nations Educational, Scientific, and Cultural Organization (UNESCO)

2019. Early Childhood Care and Education. Retrieved from https://en.unesco.org

UNESCO (2021). United Nations Educational, Scientific, and Cultural Organization (UNESCO) 2019. Early Childhood care and Education. Retrieved from https://en.unesco.o

Patterns of Social Media Lingo in Senior Secondary Students' Writings in Lagos Mainland LGA, Lagos State

[1]Adeola Oyenike Adeosun and [2]Kehinde Olojede
[1]Department of Arts Education, Faculty of Education, University of Lagos, Akoka, Lagos
[2]Department of Curriculum and Instruction, Federal College of Education (Technical), Akoka, Lagos

Abstract

The study analysed the patterns of words used by users of social networking sites, investigated the common social media-based lingo prominent in secondary school students' composition writing, and gained insights into the recurring patterns of social media language seen in students' writings. Specifically, the study engaged in content analysis of two hundred (200) Senior Secondary School Two (SSS 2) students' composition writing exercises done during the second term of 2022-2023 session. It found prevalent patterns of misspelt words, use of slang, and abbreviations in the students' writings which were then compared to the recurring registers in social media networks such as Facebook, Instagram, and Twitter or X. The study revealed that social media language patterns has become entrenched in students' composition writing. Based on this, the study recommends, among others, that teachers should take students' exposure to social media as an opportunity to illustrate the importance of formal communication, support them in practising effective writing within and outside the classroom and guide them to understand the usage of social media sites efficiently.

Key words: Social media, language, Lingo, Composition writing

Introduction

Communication almost always takes place within some sort of social context. Therefore, effective communication entails understanding and recognition of the connections between a language and the people who use it. When we use language, we communicate our thoughts, as well as the cultural beliefs and practices of the communities in which we are a part: our families, social groups, and other associations. Communication, in whatever form, also requires that one understands their roles and functions within a linguistic interaction, which requires that a writer must always consider their audience in forming their words or speech. In essence, language use is sensitive to social conventions, which always influence the content and process of communication. This is what Hymes (1971) refers to as sociolinguistic competence. Effective language use requires not only knowledge of linguistic rules guiding the target language but also, its norms, social conventions, functions, and speech acts. By implication, composition students of English must have a sense of the audience and situation, discriminate between formal and informal contexts of language use, and be guided accordingly in their language choice. The concern of this study, however, is that students are not able to engage in this discrimination, and therefore, import language use in informal settings to classroom and academic settings, majorly due to the continuous reliance on and interaction with the Web. 2.0, also known as social media networks ((Osharive, 2015; Omoera, Aiwuyo, Edemode and Anyanwu, 2018; Gultom, and Rahmadini, 2020).

Social media refers to computer-mediated tools that allow people to access information, share information, ideas, pictures, and videos with other friends or relatives. McCay-Peet & Quan-Haase (2016) define social media as "web-based services that allow individuals, communities, and organizations to collaborate, connect,

interact, and build community by enabling them to create, co-create, change, share, and engage with user-generated content that is accessible". According to Wankel (2010), social media can be defined as activities that integrate technology, social interaction, and content creation. It is therefore a powerful tool for mass communication. It has become an important tool for our day-to-day existence as learning to collaborate with others and connect through social media have become essential skills for success in the business and social spaces. Okhakhu & Omoera (2010) identified the key characteristics of social media including a low entry barrier, instant updates, instant gratification, numerous friends, free entry, and anonymity.

Most people in the world spend a large part of their leisure time in front of a screen. Social Media communication has become significant within the context of today's digital society where Information and Communication Technologies (ICT) pervade all corners of everyday life. There are various tools of social media which are used among the Senior Secondary level mature learners, like Facebook, Instagram, WhatsApp, X (formerly, Twitter) and YouTube. Most of the students at the senior secondary level use various social media tools for social interaction, popularity, social relations, and English language learning purposes because of their interactive and multidimensional characteristics.

Acronyms, emoticons, neologisms, and vocabulary alteration characterize the use of language on social media sites. Acronyms are abbreviations formed from the initial letters of different words and pronounced as a complete sentence (Gultom and Rahmadini, 2020). Will (2017) stated that the use of acronyms is now a commonplace substitute for whole sentences. Examples include *lol* for 'laugh out loud', *gd 9t* for 'goodnight', and *tgtf* as 'thank God it's Friday'. Aside from abbreviations, social media channels like Facebook, Twitter etc., are also giving new meanings to old words. According to Simpson (2014), Facebook has offered new meanings for common words such as *friend*, *like*, *status*, *wall*, *page*, and *profile*. On social media, a *troll* is no longer just a character from Norse folklore, but someone who makes offensive or provocative comments online; a *sock puppet* is no longer a puppet made from an old sock, but a self-serving fake online persona; and *stratifying* is no longer laying a plastic lawn but also a fake online grassroots movement. In short, social media lingo is composed of varieties of English usage far different from the standard English of everyday use. While standard English is subject to grammatical rules and concord, writing on social media does not abide by any grammatical rules or concord. Instead, it is open to all; people create and coin new words daily, which to the chagrin of the older audience, seem to make meaning to the younger audience.

Adas and Bakir (2013) stated that writing is an intricate task, it is the most difficult of all language skills. Writing is an essential communication skill for successful future careers, especially for those who will be required to carry out varied writing tasks and also serve as model such for their subordinates. Written communication skills, according to Foster (2017) are also essential to the successful continuation and future development of the global environment. However, many students find writing to be difficult, even in their native language. The challenge is even greater for students when they write using the English language. Many college students today, as clearly shown in their composition writing outputs in English classes or even in their content area subjects, still find it difficult to correctly communicate in written English.

Fatimayin (2015) noted that writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols.

In most languages, writing is a complement to speech or spoken language. Writing relies on many structures as speech. These include vocabulary, grammar and semantics, with the added dependency on a system of signs and symbols as the alphabet. Clarity is an important element in the writing process. Being clear and understandable in one's style of writing allows the readers to be interested and follow one's writing and not get bored.

Language use on social media is however posing a lot of threat to standard English usage, as students now take writing in formal contexts with levity. Many students are no longer cautious about their use of grammar on social media since the language of social media is informal. They bring these grammatical errors into their academic writing. Kamnoetsin (2014) stated that using short forms and abbreviations is not a positive learning experience because students may get used to the habit and then use it in formal writing tasks in school, leading to bad grammar, poor punctuation, and spelling mistakes. This development is becoming pervasive among secondary school students with serious implications for their abilities to communicate functionally in formal environments like tertiary institutions and even the workplaces for which their secondary education is preparing them.

Objectives

The purpose of this research, therefore, is to find out the patterns of social media lingo in Senior Secondary Student's composition writing in Lagos Mainland areas of Lagos State. Specifically, the study:

1. Isolates the common Lingos used on popular social networking sites.
2. Investigates the meaning as well as patterns of words used in Social Networking Sites.
3. Analyses the recurring patterns of social media lingos observed in students' composition writings with a view to propose measures to ameliorate these recurring behaviours.

Research Methodology

Content analysis was the major means of data gathering for this paper; therefore, two sources of data were explored: (i) social media checklist accessed through Facebook, Twitter (now, X) and Instagram posts of one hundred users of these media; and (ii) samples of composition writing of Senior Secondary School (SSS 2) students' second term English language examinations for 2022/2023 session. The population for the study comprised all the SSS 2 students in Lagos Mainland Local Government Area (Education District 1V) of Lagos State. SSS 2 was considered suitable for this study because, at this level, the students were known, as young adults, to engage in daily visits to social media sites and have also been exposed to academic or composition writing skills on which evaluation can be based. Moreover, at this stage, they have covered almost all the contents of the Senior School Certificate Examinations' English language syllabus in preparation for their terminal examinations. As a sample, four senior secondary schools in Lagos Mainland Local Government Area were purposively selected while fifty essays (one per student) were randomly chosen from each school. The schools were considered suitable for this study because they are well populated; the students in the schools are typical Lagos students of mixed abilities and various social classes. This resulted in a total of two hundred sampled writings. Data collection was carried out in stages. First, the researchers visited the four sample schools to secure the permission of the school authorities for the data-gathering exercise. Thereafter, they obtained the photocopies second term composition writings. Also, data from social media were sorted out with social media search engines, which included Facebook, Twitter, and Instagram. Thereafter, lingos

were compiled from the composition writings of the students and social media data. The composition writings were used to describe and explain the lingos.

Results

As pointed out earlier, the data for the content analysis used for the study include 150 posts on social media networks of Facebook, Instagram and X (Twitter), while composition writing comprised 200 sampled essays of Senior Secondary School students in Mainland LGA. The results are presented based on the objectives of this study.

1. **Common Lingos by Users of Social Networking Sites**

Table 1: Common Social Media Lingo (Facebook, X and Instagram)

Aaf	brewski	fml	k	Smp
Abt	btw	fob	l8r	Snap
afaik	bzc	frend	legit	Soof
Air	cepu	frenemy	li	Ssarnd
Aka	chilling	ftw	lit	taltodhand
Alol	cld	g2r	lmao	Tbt
Ama	cm	gd9t	lol	Tnks
Asl	combo	gf	mcm	Tt
Atm	cray	gg	meet@venue	Ttyl
b	crs	ghost	mofo	Txt
b'half	crz	gn	nofilter	U
b2b	csl	gtfo	np	unfriend
b4	ctn	gtg	nt	Ur
b4e	cu	guv	obvs	Urself
b4n	cuz	h&k	og	w/
b9	cyf	h8	omg	w/e
bae	dae	hbd	ootd	w/o
baff	dc	hbu	perft	w8
baiday	deets	hella	pic	Wbw
bao	dm	hml	pls need some change	Wcw
bb	el	hny	pov	wooooowwww
bc	emo	how rus	ppl	you grap
bd	errwhr	ig	props	@
b-day	f4e	igers	riss	#
beef	f4f	igers	ru	2b
bestie	fab	ik	savage	2mi
bf	fam	imo	selfie	2mor
bff	fav	ims	selfies	2moro
bn	fb	instagood	sick	2n8
bounce	fbf	japa	smfin	
brah	fbo	sml	4rl	

As can be readily observed in Table 1, social media lingos vary. Since surfing the Internet was a pastime for most young adults, they mainly use social media for social network activities and to communicate among themselves. Therefore, they do not appear to care much about using correct spellings while chatting because they believe that using short forms of words or coinages or deliberate wrong spellings does save time. Egbe & Ekpe (2007) in Fatimayin (2015) outlined the common features employed in writing messages on social media. These include the use of pidgin, deletion of some letters in a word, spelling in numerals, using single letters to replace a word, consonant clusters and use of phonemes in spelling.

Egbe & Ekpe (2007) conclude that social media language incursion into students' academic writing is a reality in language classrooms because students and adults frequently use the media. Many students often subscribe to more than one network, they also spend hours chatting, blogging, posting information and connecting with friends and family. Continuous use of social media language may undermine their writing skills as a result of daily exposure to informal language usage which does not correspond to acceptable standard writing formats. This unconventional language use easily slips in when students write, especially students who are average and below average. Students also stand the risk of becoming lazy at writing, as social media encourages abbreviation of words and sentences.

2. Patterns and Meanings of Words Used on Social Networking Sites

Table 2: Abbreviations and Acronyms

Lingo	Meaning	Lingo	Meaning
AAF	As A Friend	K	Okay
ABT	About	I DUNO	I Don't Know
AND	Any Day Now	ND	And
AFAIK	As Far As I Know	STH	Something
AIR	As I Remember	U	You
AKA	Also Known As	Y	Yes
ALOL	Actually, I'm Laughing Out Loud	PRT	Partial Pet Weet
BAO	Be Aware Of	RT	Retweet
BB	Big Brother	TW	Twitter
BC	Because	YT	Youtube
BB	Be Back	GAL	Girl
BD	Big Deal	LUV	Love
BRB	Be Right Back	TBH	To Be Honest
FOMO	Fear Of Missing Out	YOLO	You Only Live Once
IDK	I Don't Know	IIRC	If I Remember Correctly
CM	Call Me	HWEVA	However
CLD	Could	TYM	Time
CRS	Create	IYK	Like
CRZ	Crazy	DEY	They
CTN	Can't Talk Now	DIS	This

CU	See You	DAT	That
DC	Disconnect	GUD	Good
EL	Everyone	WUD	Would
GN	Good Night	OVACM	Overcome
IK	I Know	BOT	Bought
IMO	In My Opinion	MAI	My
IMS	I Am Sorry	XOXO	Hug And Kisses
PLS	Please	DU	Do
HRU	How Are You	WAT	What
TY	Thank You	SKUL	School
UZ	See You	NEVA	Never
BM	Believe Me	DEM	Them
GBY	God Be with You	FONE	Phone
BTW	By The Way	MONI	Money
FYI	For Your Information	UR	Yours
LOL	Laugh Out Loud	HW	However
GTG	Get To Go	SMH	Shaking My Head
DM	Direct message	ROFL	Rolling On the Floor Laughing
MT	Modified tweet	TL	Too Long
PM	Private Message	DR	Didn't Read
BTW	By The Way	G+	Google Plus
ICYMI	In Case You Missed It	IG	Instagram
IMO	In My Opinion	LI	LinkedIn
JK	Just Kidding	OMY	On My Way

Table 3: Slangs

Lingo	Meaning	Lingo	Meaning
Lit	Fun or exciting	Goat	Greatest Of All Time
Amirite	Am I right?	Totes	Totally
Bestie	Best of friend	Girlboss	Successful person
Lowkey/highkey	Secret/open	Lowkey	Secretly
Drip	Style	Slay	Extremely impressive
Finna	Fixing to	Thirsty	Desperate
Opp	Opponent	Woke	Well informed
Periodt	Period	Savage	Ruthless/sassy
Shook	Surprised	Beta	Insecure
Situationship	It's complicated	Bde	Someone is confident
Sleep on	Describe how something look	Body count	How many men people you have sleep with
Zaddy	Swagger	Cap	Lies
It's giving	Overlook	Fire	Awesome
Vibe check	Good	Capblack	Come back

Bussin	Good	Flex	Fabulous
Sus	Suspicious	Squad	Friend
Yikes	Disgust/disapproval	Highkey	Exaggerated
YAAAS	Yes/approval	Japa	Travelled
Extra	Over dramatic	Mafo	Be strong
Salty	Bitter or upset	Tea	Gossip
NBD	No Big Deal		

Table 4: Other Patterns

Lingo	Meaning	Patterns
2mi	Too much information	
2n8	Tonight	
2mor	Tomorrow	
B2B	Business -business	
B4	Before	Alpha-numeric
B4E	Bye for now	homophones
B4N	Before anyone else	
L8R	Later	
G2R	Got to run	
H8/H8TRS	Hate/Haters	
9CE 9T	Nice night	
Gr8/Gr8ta/Gr8fl	Great/ Greater/ Grateful	
BAFF	Bathe	
SMCUZ	Because	
COS	Cousins	Deviation to
TNKS	Thanks	simulate accents
SMFIN	Something	
BDAY	Birthday	
NT, NC, NXkT,	Not, Nice, Next	Deviation by omitting
ARND	Around	vowel sound
ERRWHR	Everywhere	
GUV	Governor	
FRENEMY	Friend-enemy	Lexical Deviation
TTYL	Talk to you later	
SMH	Shaking my head	
You grap?	Do you understand?	Semantic deviation
How runs?	How is your plan?	
FAM	Family	
Pic/pix	Picture	Idiosyncratic clipping
PERFT	Perfect	
FAB	Fabulous	
Just chilling	I am just chilling	Omission of Subject
Pls need some change	Please I need some change	
&	And	Logogram
@	At	

As seen in Tables 2-4, some features of social media language include constant and consistent use of abbreviations, short forms of words, slang and a lack of grammatical rules. Abbreviations are shortened forms of a word or phrase, formed from the omission of one or two letters from the original word. Some abbreviations are acceptable in the standard English language, i.e., *'Dr'* in place of *'Doctor'* but some as seen on social media are outright errors, e.g., *abt*, *cld, crz* instead of *about, could,* and *crazy*, etc. An acronym is a form of abbreviation that forms new words from the initial letters of a word or phrase and is often used to avoid repetition of those words, to save time and space. In formal writings, such words or phrases are initially used, and abbreviated in subsequent usage(s). Kamnoetsin (2014) stated that using short forms and abbreviations is not a positive learning experience because students may get used to the habit and then use it in formal writing tasks in school. Though slangs give room for spontaneity and creative language use, they are associated with informal speech and are sparsely used in formal writing, except for effect. The presence of so much slang on social media has made it difficult to differentiate between slang and everyday speech, and some are being accepted into standard language use. Also seen in the Table are instances of borrowing from other languages. For example, *japa* is borrowed from Yoruba and is written as *ja* (run) *pa* (away). There also are several examples of deviation – lexical, phonological, syntactic, morphological -- from the rules guiding the English language. Examples include deviations done to stimulate accent – *baff* for bath, s*omfin* for something, *buffdae* for birthday, and deviations done by clipping, contraction, or using logograms. Using these features leads to bad grammar, poor punctuation, and spelling mistakes, which impede students' clarity and coherence in writing. Craig (2003) found that texting, especially through social media, threatens students' composition writing because it creates undesirable reading and writing habits due to the common use of abbreviations and unusual jargon, thereby damaging students' ability to employ formal literacy skills.

5. Common Social Media Lingos Seen in Students' Writings

Table 5: Social Media-induced Lingos Prominent in Students' Writings

S/N	Lingo	F	Examples	Standard Expression
1.	L ol	2	*Lol* it was a great day.	Laughing out loud,
2.	Wl	2	She *wl* travel tom orrow	Will
3.	Giv	1	I can *giv* m y best	Give
4.	Ttyl	3	I told her *ttyl*	Talk to you later
5.	G d 9t	1	*Gd 9t* grandpa.	G ood night
6.	B cnu	1	I *b cn u* around	Be seeing you
7.	L lnp,	3	Happy birthday *Llnp.*	Long life and prosperity
8.	Gr8	3	He is very *gr8* in speaking Y oruba	Great
9.	Dia	8	*Dia* is a boy	There
10.	Tnx,	8	*Tnx* a lot.	Thanks
11.	Urs, nd	10	*Urs nd* m y own	Y ours, and
12.	C us	5	*Cus* those gripped by this problem ...	Because
13.	Nt	2	*Nt* the regular girl	Not
14.	Sm h	2	And there is *smh* noticeable about him.	Som ething

15.	Wat	1	Wil staring at him and be saying *wat* is the man saying again.	What
16.	Fam	1	I and my *Fam*	Family
17.	Perft	1	He is even *perft* in all subjects	Perfect
18.	Pic	4	Family *pic*	Picture
19.	Am	1	*Am* to write an essay..., *Am* 14yrs old, *am* a student of ...	I am
20.	@	3	One day @school, Let meet @venue	At
21.	Chilling	2	Just *chilling* at Abuja	Relaxing
22.	change	2	she needs some *change*	Money
23.	Chair	1	Mr *chair* sir.	Chairman
24.	&	13	Accurate timekeeper & my co-debater, & what are those qualities...	And
25.	asuu	1	I hope our school is not under *asuu*	Academic Staff Union of Universities (ASUU)
26.	i	80	*i* hope everything is fine, *i* come to school early, can *i* sing for you?	I
27.	Nigga	3	And I trust my *nigga*	Friend
28.	2	1	*2* make it was not easy	To
29.	Yahoo	2	My brother is involved in *yahoo*	Internet fraudster
30.	Veges	3	*veges* like carrot, onion.	Vegetable
31.	Str	1	Iganmu *str* at Orile.	Street
32.	Nepa	1	We have *nepa* problem in Nigeria	Nigeria Electricity Power Authority (NEPA)
33.	Cus	2	It can *cus* genetic problem	Cause
34.	Exam	8	Am even planning to visit you after my final *exam*	Examinations, Exams
35.	Tin	1	Like to tell me good *tins*	Things
36.	Ok	1	The next day he came and I said *ok*	Okay
37.	Xoxo	2	I feel like *xoxo*	Hugs and kisses
38.	Iz	1	*Iz* alright	Is
39.	Scam	1	They think education is *scam*	Fraudster

Lingos are evident in the writings of many senior secondary school students. As shown in Table 5, this covers different patterns such as abbreviation, acronyms, deletion of the last letter, contraction/spelling in numerals, single letter spelling, pidgin forms, phonemic spelling, consonant clusters, phonological, morphological/lexical deviations, Idiosyncratic clipping, slangs, compounding with contraction, logogram, omission of the pronoun 'I', and the use of numbers in place of letters. Particular note should be taken on the use of the pronoun 'I' as a subject. When students remember to write it, it is wrongly written as 'i'. All of these impede their expressions and mechanical accuracy in composition writing. Since the use of abbreviations, wrong spelling and omission of rules of grammar are acceptable on social media, there are conflicts in students' writings at school. Some errors are also mostly interlingual as they consist of the transfer of the structure of Nigerian language features into the English language. There were also grammatical errors such as wrong tense use and misuse of articles. These errors inhibit writing clarity, professionalism, and communication effectiveness. It compromises the formality of students writing, making it unsuitable for classroom or academic settings. It's crucial to strike a balance and use abbreviations judiciously to

maintain the appropriate tone and language conventions.

Many studies have recorded that social media expressions are making inroads into language use in formal classroom situations, especially in composition writing. Fatimayin (2015) noted the effects of social media language are evident in their grammatical expressions, spellings, use of slang and text-speaks. Omoera, Aiwuyo, Edemode and Anyanwu (2018) also reported undergraduates' use of coinages and shortened forms of English words in writing assignments and term papers. Asafo-Adjei, Mensa, Klu and Swanzy-Impraim (2023) observed the adverse impacts of social media on Ghanaian students' writing performance and recommended some level of control of social media usage. However, all is not about negativity. Hamisu and Sadiq (2021) affirmed, through a quasi-experiment, that the use of social media can actually enhance students' writing competence. Social media has been affirmed to assist students with idea generation in writing, and sharpening their language use through exposure to online blogs. This, according to Hartshorne & Ajjan (2009), can only be possible when there is a deliberate attempt at using social media as a learning resource, rather than as a mere tool of interaction. According to Hamisu and Sadiq (2021), 'Web 2.0 provides opportunities and venues for student publications and effective and efficient feedback' (p. 62), when effectively integrated into the process of teaching writing. As students engage in various activities such as 'chatting, questioning, brainstorming, grouping, planning, writing, rewriting, drafting and redrafting through Facebook, accompanied by online supportive elements like 'online dictionaries, textbooks, and visual aids, their vocabulary and writing skills are enhanced.

Further, social media provides a platform for students to get needed pieces of information, share learning problems with friends on Skype and Facebook, get solutions to difficult assignments by sharing them with friends online, read e-books, surf for information, and connect with the world. We cannot therefore discard its importance nor call for a ban on its use by students, rather striking a balance between incorporating relevant lingo and maintaining proper language conventions is crucial.

Conclusion and Recommendations

Secondary school students today are considered to be digital natives, and as a result, the impact of social media on their language use cannot be ignored. While Rudis & Postic (2018) affirmed that sharing content, stimulating debates, answering queries, and encouraging online discussions in English by educators on social media help learn the English language, the flip side has been that basic skills that are considered crucial in writing such as proper use of grammar and vocabulary are now largely ignored by students while communicating on social media platforms. As Osharive (2015) warned, social media is now seriously affecting the English learning skills of students.

Dynamism and creativity are prominent features of any language. It is the position of this study that the availability of technology and the flexibility or reach of social media networks should not be a threat to students' language competence. Rather, Web 2.0 tools should be used as agents of creative linguistic revolution which should aid students in crafting unique linguistic elements to convey adequately, their emotions or thoughts. However, when students' productions violate the norms of Standard English usage and there is excessive dependence on social media, their language development is inhibited. This may development pose serious risks to the student's competence in using standard English when occasions demand.

Based on the findings from this study,

the following are recommended to address the identified malaise:

1. Students should be encouraged and reminded to stick to using the standard variety of English in formal writing.
2. Teachers who have not been doing so, should identify the use of abbreviations and acronyms in students' writing and correct them immediately such are spotted.
3. Teachers should give students a lot of drills in spelling, and lessons on the use of grammar and punctuation.
4. Teachers are encouraged to be more open-minded and flexible in terms of students' exposure to social media. They must take this as an opportunity to illustrate the importance of formal communication to be practised on social media platforms so that students may develop and improve their competence in writing. Besides, they must properly guide their students and help them understand the usage of social media sites efficiently.
5. School administrators, teachers, and guidance counsellors should appropriately orient and guide the students on the proper use of social media.
6. Students should be encouraged to limit the amount of time they spend on social media sites and devote more time to well-written fiction and academic books that will help them write better.
7. Students should be made aware of websites that can benefit their academic endeavours.

Finally, social media is replete with diverse content and apps that are useful for learning English as a Second language. There are accounts with educational content, podcasts, blogs and newsletters that expose students to diverse topics, vocabulary and writing styles for students to model. Social media also gives opportunities for English learners to engage in conversations and discussions where they practice forming sentences, comprehending ideas, and giving relevant responses. Therefore, in the field of language teaching, social media should be seen as an expansive platform for enhancing language learning skills. What is required by students is re-direction, monitoring and motivating them to tap into the positive opportunities available via Web 2.0.

References

Adas, D., and Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International Journal of Humanities and Social Science,* 3(9), 254-266.

Asafo-Adjei, R., Mensah, R. O., Klu, E. K., and Swanzy-Impraim, E. (2023). Social media and English language writing performances of a Ghanaian ESL class: The nexus. *Cogent Education*, *10*(1). https://doi.org/10.1080/2331186X.2023.2189388

Craig, D. (2003). Instant messaging: The language of youth literacy. The Boothe Prize Essays 2003, 116–133. Published in Lunsford, A. A. (2008). The St. Martin's Handbook, 6th ed. Boston.

Egbe, G.B. and Ekpe, S. (2007). New literacy, new English: Aspects of the grammar of SMS text messages. Proceedings of the 24th Annual Conference of the Nigeria English Studies Association (NESA) Uyo, pp.38-50.

Fatimayin, F.F. (2015). Education and social media networks in Nigeria: Issues and prospects. *International Journal of Research in Science, Technology and Mathematics Education*, 3(1), 83-93.

Foster, D. (2017). *Writing and learning in cross-national perspective: Transitions from secondary to higher education*. Routledge.

Gultom, M. A.and Rahmadini, N. F. (2020). The relation of the use of language in social media to politeness among students. https://doi.org/10.31219/osf.io/dq8wy

Hamisu, L. and Sadiq, R.A. (2021). Effects of social media on written English skills of senior secondary school students in Nigeria. *Journal of Integrated Sciences*, 1(2), 59-69. https://jis.iou.edu.gm/article/view/107/74

Hartshorne, R., & Ajjan, H. (2009). Examining student decisions to adopt Web 2.0 technologies: theory and empirical tests. *Journal of Computing in Higher Education*, 21(3), 183-198. https://www.learntechlib.org/p/68037/.

Hymes, D. (1971). Competence and performance in linguistic theory. In R. Huxley & E. Ingram (eds.) *Language Acquisition: Models and Methods.* London: Academic Press.

(2014). Social Media Use: A Critical Analysis of Facebook's Impact on Collegiate EFL Students' English Writing in Thailand. *Seton Hall University Dissertations and Theses (ETDs)*. 2059. https://scholarship.shu.edu/dissertations/2059

McCay-Peet, L., & Quan-Haase, A. (2016). What is social media and what questions can social media research help us answer? In L. Sloan, & A. Quan-Haase (Eds.), The SAGE Handbook of Social Media Research Methods (pp. 13–26). London: SAGE.

Okhakhu & Omoera (2010). Okhakhu, M.A. & Omoera, O. S. (2010). Media as driver of development: Reflections on the Edo State, Nigeria experience. International Journal of Film, Literary and Media Studies, 5-6 (1&2), 12-22.

Omoera, S.O., Aiwuyo, O.M., Edemode J. and Anyanwu, B. (2018). Impact of Social Media on the English Language Writing Abilities of Undergraduates in Ekpoma, Nigeria. *Gist Education and Learning Research Journal,* 17, 59-80. https://doi.org/10.26817/16925777.412

Osharive, Peter (2015). Social media and academic performance of students in University of Lagos. Unpublished Dissertation, Department of Educational Administration, University of Lagos, Akoka. https://www.researchgate.net/publication/273145849

Rudis, Domas & Poštić, Svetozar (2018). Influence of video games on the acquisition of the English language, *Verbum*, 8, pp. 112–128. doi:10.15388/Verb.2017.8.11354.

Simpson, J. (2014). Oxford Dictionary. Oxford University Press. Retrieved from http://blog.oxforddictionaries.com/2014/06/social-media-changing-language/

Wankel, C. (2010). *Cutting-edge social media approaches to business education*. Charlotte: IAP Information Age Publishing, Inc.

Will, M. (2017). Memes, Emojis& GIFs, Oh My! Teacher Tell How They Use Social Media. https://www.edweek.org/teaching-learning/memes-emojis-and-gifs-oh-my-teachers-tell-ow-they-use-social-media/2017/08

Development of Students' Critical Thinking-A Blindspot in English Essay Writing Instruction

[1]Mopelola, S. Olakunde Ph.D and [2]J. O. Adedigba, Ph.D
[1]Department of General Studies, Adeyemi Federal University of Education, Ondo
[2]Department of Arts and Social Sciences Education, University of Ibadan, Ibadan

Abstract

The paper reasoned that most secondary school students lack critical thinking ability which partly accounts for their poor English summary writing skill- that is, they lack the ability to apply critical thinking skill in discriminating between important and less important information in English summary writing passages. The paper argued for the development of critical thinking skill among secondary school students to enable them distinguish main points and the subsidiary ones in the process of English summary writing. It concluded by urging teachers of English Language to adopt relevant instructional strategies and use more of probing questions to develop critical thinking in students in addition to providing students with conducive learning environments to enable them to develop critical thinking that could be used in English summary writing.

Key words: Blindspot, English summary writing, Critical thinking, Students' achievement

Introduction

The English language doubles as the language of instruction as well as a compulsory school subject at all levels of education in Nigeria. By implication, English Language is germane to Nigerian students' academic success as it is a prerequisite for advancement in their education as well as the expectation that a good knowledge of the language will aid the teaching and learning of other school subjects aside other language subjects. At the end of secondary education in Nigeria, students' academic achievement will be determined by their performance in external examinations such as West African Senior Secondary Certificate Examination (WASSCE) and National Examination Council (NECO). To this end, the persistent mass failure of Nigerian students in English Language in internal and external examinations continues to be a source of concern to stakeholders in education.

Shakir (2014) defines academic achievement as the level of learning in a particular area of subject in terms of knowledge, understanding, skill and application usually evaluated by teachers in the form of test scores in their annual examinations. It can, therefore, be said to be attained knowledge or developed skills of students as a result of their exposure to instruction. Thus, students are assessed on different aspects of English Language in WASSCE and NECO. For WASSCE, there are three papers for English Language. Paper one contains 80 objective questions on different topics such as lexis and structure, synonyms, antonyms, etc. Paper two is theory and divided into three parts; part one is essay writing (50 marks), part two is comprehension (20 marks) and part three is summary writing (30 marks). Paper three contains 60 multiple choice questions on test of orals.

Paper two has the highest attainable marks. For this reason, Olagbaju (2014) asserts that students' success in English Language is dependent on their performance in paper two. He adds that many researchers have worked on essay writing and comprehension with noteworthy insights that have impacted the teaching-learning process of English Language, but the same cannot be said about summary writing, going by the limited number of studies carried out on summary writing. From the literature, some of the studies carried out on summary writing focus on different strategies that can enhance the teaching of

summary writing (Olagbaju, 2014, 2020; Isa, 2017; Okome, Danner and Ofuani, 2021), psychological factors such as self-efficacy and achievement motivation (Fakeye, 2017), and affective factors such as self-efficacy and achievement motivation (Ohia, 2020).

According to Fakeye (2017), summary is a shortened account of a story or a piece of writing. It entails reducing a given text to a required number of sentences. He explains that through summary writing, the link between language skills is revealed, especially writing and reading skills. It is also seen as one of the determinants of effective language use. To this end, it is essential that language learners develop summary writing skills owing to its importance in everyday communication. Adediran (2020) adds that students' ability to appropriate summary skills is key to their academic success as they need them to take notes in class, prepare for examinations and even during examinations by identifying the main points in the course of their preparation which they will need to master to answer questions appropriately. Furthermore, summary enhances students' reading skills as they are able to identify the major ideas presented by authors. In addition, students can improve on their vocabulary in the course of paraphrasing written texts since it involves altering the vocabulary and grammar of the text. This will also promote students' critical thinking as they decide on the main ideas of the text to be included in their summary. Also, students will be better at writing and editing in the course of summary writing. Thus, summary writing is one area of English Language that is useful throughout one's lifetime.

Summary writing requires different skills and tasks. By implication, summary writing is the interplay of different skills and tasks. According to Olagbaju (2019), such skills and tasks include identifying main ideas of a passage, comprehension, retention, identifying and replacing key words in identified topic sentences, writing, among others. This may explain why some students find summary writing to be challenging and, therefore, perform below expectation. Thus, Adediran (2020) comments that students' inability to read and comprehend a given passage, as well as lack of paraphrasing skills may make students fail summary writing.

In addition to importance of summary writing as explained earlier and Olagbaju's (2014) assertion, the need to focus on summary writing in this study is also driven by the WAEC Chief examiner's report for 2015-2019. In 2015, candidates' general weaknesses were listed to include wrong use of tenses and number, lack of familiarity with the written word, candidate's inability to restate the ideas in the passage in their own words, inability to identify parts of speech and how they function in sentences, and mindless lifting of portions of the set passages as answers. In 2016, spelling errors, poor use of punctuation marks, mindless lifting, among others were again identified as some of the general weaknesses of candidates. In 2017, poor use of punctuation marks, spelling errors, poor expression as a result of lack of appropriate vocabulary to convey ideas, inability to differentiate the main points from illustrations and examples especially in the summary passage, and mindless lifting of portions of the passage as answers were identified as some of the general weaknesses of candidates. In 2018, candidate's inability to restate the ideas in the passage in their own words and mindless lifting were still identified as weaknesses of candidates. In 2019, inability to infer meaning from passage and mindless lifting were identified among other general weaknesses of candidates. It can be said that they are weaknesses in grammar, writing and poor comprehension. The fact that mindless lifting and inability to restate ideas in their own words remain constant weaknesses of candidates is worrisome as there is the tendency for it to continue if it is not addressed and consequently, the continuous mass failure being recorded in English Language.

The deduction from the report above is

that all the weaknesses are observable in summary writing. The seriousness of the above weaknesses is made clearer by looking at the penalties for summary writing as stipulated in WAEC marking scheme. The penalties include:

1. Deduct half a mark for any grammatical/expression errors in each correct answer.
2. Deduct one mark for the inclusion of irrelevant/extraneous material in each scoring answer.
3. For every correct answer that is not written in a sentence, award half of the marks allotted and impose other penalties where necessary
4. Where a candidate engages in mindless lifting, award zero.

From the explanation above, candidates may not score good marks if they commit any of the offences in number 1-3 above, while candidates who engage in mindless lifting (a constant general weakness of candidates) will score zero in summary writing thereby forfeiting 30 marks out of 100 marks that have been allotted to English Language paper 2. It is on this note that it becomes important to examine factors that may be responsible for such reoccurrence in order to create the awareness of the existence of such 'often ignored' factors by determining their predictability tendency. Since achievement of students is a product of several inputs in the educational process, there is the need to explore one of the variables that influence achievement in English Essay writing such as students' critical thinking.

From the foregoing, it is evident that students' achievement determines their success. This may explain why there is so much focus on achievement in research. However, the need to shift attention from just achievement to other equally-important but often ignored aspect of education is driven by the challenges of technological advancement and innovations that have changed the way things are done. In this present dispensation of globalization and industrial revolution, there is the requirement for people to change the way they do things and adapt to the new changes through a number of skills that are essential for solving problems. One of such skills is critical thinking – the ability to think in a reflective and objective manner to successfully transmit acquired knowledge in solving problems. Through critical thinking, the goals and objectives of education can be achieved as it centres on the applicability of knowledge in solving societal problems. This becomes necessary as it pushes forward the notion that it is not enough for students to score high marks in examinations but to also be able to see how they can use what they know in real life situations.

The concept of critical thinking

In order to achieve the philosophy and goals of education in Nigeria as expressed in the National Policy on Education (2013), there is the need to see education as functional and a lifelong venture. To this end, concepts such as transferability of knowledge, relevance, practice, among others are key. In literature, critical thinking has been identified over the years as a necessary tool to be possessed by students as well as a means of evaluating the entire education process; owing to the centrality of critical thinking in making learning relevant to students who are made to be independent in their thought with objective reasoning in solving societal problems.

In literature, the popular Bloom's taxonomy (1956) has been acknowledged as the foundation of critical thinking. Bloom was able to classify cognitive skills into six levels of thinking which are: knowledge, comprehension, application, analysis, synthesis and evaluation. These are further divided into two with the first three being grouped as lower cognitive level and the last three as higher cognitive level also referred to as Higher Order Thinking Skills (HOTS). Knowledge has to do with ability to recall, retrieve, remember or recollect information

while comprehension revolves around understanding concepts and application has to do with how acquired knowledge is used or applied. Analysis entails the organisation/arrangement into parts in a bid to seek the association that exists between them. This is followed by synthesis which is the ability to link the different parts to form new idea/meaning. Evaluation, which is viewed as the highest cognitive level, requires assigning judgement based on specified criteria.

There are variations in the level of their complexity. This explains why education in the past has focused more on knowledge while some are able to extend it to the other two lower cognitive levels but the same cannot be said about the higher cognitive level. The advent of technology, which brings about inventions and innovations that have changed the way things are done in all spheres of life, has propelled stakeholders in education at national and global level to pay more attention to the higher cognitive level. To this effect, other higher order of thinking skills have been identified in literature such as inference, reflection, decision making, among others; all of which are elements of critical thinking; thereby placing critical thinking at the centre of education in the 21st century.

In this light, Moon (2008) views critical thinking as the mental ability of individuals in processing and expressing complicated ideas from which predictions and inferences are drawn in order to make logical judgement/ decision by paying attention to context. In essence, it is the act of giving thoughtful consideration to problems and subjects that fall within the range of an individual's experience, knowledge of the methods of logical enquiry and reasoning, and some skills that are needed in applying those methods in real life contexts.

Reports point out the fact that many students resort to rote learning such as memorisation to solve immediate problem such as passing examinations. The outcome of such technique is that students undermine their thinking ability and may continue to apply the same method in different situations. While some of them are able to scale through by passing their examinations others are not so successful in their examinations. For them all, they soon forget what they have learnt in the course of preparing for their examinations and will not be able to apply the knowledge in similar situations after examinations. This sums up what obtains in Nigerian schools today where some students score good marks but they are unable to apply the knowledge in real life situations. A reason for this may be that students are unable to see the transferability tendencies of knowledge acquired. For instance, students may not be able to see summary writing beyond an aspect in English Language that they need to know and do to pass English Language examinations. This may explain why some students rely on their performance in other aspects of English Language such as essay and comprehension as they perceive summary to be tasking because it requires more of higher cognitive level.

A way out of this is for students to see the importance of summary writing not just as an aspect of English Language in the curriculum but also as a necessary skill they need to possess in order to excel in other school subjects (to take note, study and write examinations) and even in other life engagements. It is at this juncture that critical thinking becomes a valuable tool for students; thereby shifting their attention from the usual rote learning of memorisation of points (which does not work for summary writing) to thinking critically on passages to make meaning of them and answer the questions on them as expected.

Not to be ignored is the peculiarity of the Information Age for which students are expected to be high level thinkers in relation to effective use of information. With the abundance of information (authentic and fake) available at just a click, more than ever, students are to be critical in their thoughts in managing the information to arrive at the ones that are germane to them through reading and

thinking after which they will express their thought/conclusion through speaking or writing. All these are useful skills in summary writing. This may explain why some authors (Shokrpour, Sadeghi and Seddigh, 2013) are in support of using summary writing to develop students' critical thinking. The process of writing a good summary and the skills involved may explain why there is support for the use of summary writing in promoting critical thinking.

To write summary, there is the need to interact with a given text and make meaning of it. Reading to comprehend as a mental activity encompasses different skills such as identification of words and ideas, interpreting the words and ideas through reasoning/ thinking, predicting, and drawing inferences all of which will help students to come up with alternative interpretation(s) by applying their world view, prior knowledge and experiences. These alternative interpretations are further analysed to arrive at most appropriate interpretation in relation to the information provided in the text through summary skills such as deletion, substitution, planning, construction, connecting, recalling, formulating, among others; all of which are mental processes. Also, in the course of expressing their interpretation in writing, they are to apply their knowledge of grammar. All of these have elements of critical thinking therein and it can therefore be said that critical thinking is central to summary writing.

Furthermore, evidence from literature suggests that students who are critical in their thoughts are able to analyse and evaluate arguments efficiently and independently. They do this by assessing information critically as they consider alternative information from similar past experiences to arrive at a logical conclusion from which they make decisions. This about sums up what summary writing is all about. Hence, its use in this study. In addition, interest in critical thinking in this paper is fueled by what is obtainable in the outside-the-classroom-wall. The fast pace at which things are done in the 21st century society demands that students are not just trained to be knowledgeable in their chosen field but are also able to apply the acquired knowledge in solving societal problem. This implies that more than ever before, learners are to be taught to be independent in thought to arrive at logical conclusions from which they can make decisions. It is then that students are able to conceive societal problems and devise means to influence societal change by applying what they know to solve them. Thus, it can be said that incorporating critical thinking in education is one way of preparing students for the modern world.

Strategies for Promoting Critical Thinking in English Summary writing Instruction

With evidence from research, Summary writing lesson structuring has been seen as an effective teaching strategy that can result in positive student outcomes.

1. **Questioning:** in order to lead a classroom discussion, questioning as well as following up students' responses is key. Teachers are expected to incite students' critical thinking, and questioning is one of the most widely used strategies to do so. Teachers can use real and open-ended questions to start and keep up the class discussion. Questions asked should be able to allow multiple responses from students and not questions that the answers are known. Kyriakides, Christoforou and Charalambous (2013) mention that there is a positive link between teachers' use of questioning and development of students' critical thinking. They add that teachers should be careful to not overstretch the students by asking questions that are far beyond their existing knowledge. During questioning, teachers should also be patient with the students by giving them time to reflect on the questions asked before they start responding to the

questions. The time allowed for students to reflect before responding should be dependent on the type of question being asked.

2. **Centrality of students' ideas**: in this instance, classroom discussion should be founded on students' ideas. However, teachers are required to ensure that there is balance between organising the discussion around set goal(s) and allowing the students to express their ideas and opinion around the set goal(s). This should also apply to group discussion as teachers allow students to express themselves freely and talk more. By taking note of centrality of students' ideas during classroom discussion, there will be a clear difference from other methods of lesson delivery such as lecture method or recitation style in which the teachers dominate the discussion. Teachers should be willing to yield some control to their students so that there is more interaction between them. It should be noted that students' existing knowledge is fundamental to this feature and teachers are to ensure that contents of classroom discussion are built upon it. Classroom discussion, in this instance, should also allow for free exchanges. This means that the teacher does not predetermine what should be said during discussion but allow it to evolve, just like many discussions outside the classroom do, as the students react to their fellow's contribution. To achieve this, practices such as uptake, revoicing and press can be used.

a) **Uptake:** uptake, according to Cazden and Beck (2013) emphasises students' ideas as the foundation of classroom discussion. It involves teachers allowing students to express their ideas and using them to initiate further questioning or contributions in order to keep the discussion going. For instance, a student may be allowed to ask a question or express an opinion that the teacher can use to incite responses from other students by drawing out more questions from the student's question or allowing them to react to the question or opinion. It can also be that students are asked to criticise or debate a solution suggested by a student.

b) **Revoicing:** this entails reiterating or rephrasing a student's idea or answer in a bid to point out important contributions and to also structure the discussion profitably. Revoicing can also be used by teachers to motivate other students to tactfully reflect on a student's contribution and, at the same time, help students present their ideas in field-specific language so that they are able to comprehend concepts, ideas and processes that are particular to their field.

c) **Press:** this involves teachers using questions to investigate students' pattern of thoughts as well as get students to discussion their ideas and elucidate their reasoning where necessary. It demands that teachers use strategies that will press or urge the students to extensively discuss their thought and reasoning by asking questions or making comments that will make students say more about their given ideas. It also allows practices that can incite students to substantiate their contributions by providing supporting examples. This can help students to help students develop and clarify their thinking. It also challenges students at a higher level of cognitive demand as students are allowed to explain their thoughts and not just recite answers from their memory.

3. **Student-to-student interaction:** this demands that teachers should accommodate and support student-to-student interaction as interaction among students is one of the indicators of classroom discussion. Teachers are to

maintain a balance by asking specific, related and direct questions and, at the same time, create avenues for students to give remark as well as ask questions about their individual ideas. Here, teachers are to ensure that students do not only react to teachers' questions but also interact with their classmates to build on and expand collective understanding. By encouraging student-to-student interaction, students will be tasked to think critically and motivated to take part in activities that make up key element of democratic participation as they learn to use their voice intentionally and to listen carefully and respectfully to the voice of other students. In addition, collective learning can be achieved.

4. **Subject matter and instruction:** since each discipline uses discussion in such a way that subject matter are aspects of discussion are reflective of the peculiarity of the field, teachers are to ensure that classroom discussions are organised to teach students how to talk and reason like professionals. As aspects of discussion cover content areas and grade levels, the implementation of it demands teachers' pedagogical understanding of the subject matter under discussion. In addition, the aims, tools (such as problem-solving strategies and textbooks) and structures for usage of the tools are dependent on the subject matter. This is important because teachers lack of content knowledge will affect the entire discussion and the set goal(s) will not be achieved at the end of the day. Thus, in practice, general and content-specific knowledge function separately in adding to the entire quality of classroom discussion and its outcomes in students learning.
5. **Supportive classroom environment:** this is founded on the premise that classroom discussions cannot be meaningful unless teachers create a supporting classroom environment that allows questioning as well as varied positions or views. Here, teachers and students are to work in tandem to allow practices and activities that spur the students to be relaxed enough to participate actively in classroom discussion. Kyriakides et al (2013) add that effective teaching depends on the use of particular best practices and global factors such as classroom management and a supporting environment together with how teachers involve students in academic content.

The inference that can be drawn from the above explanation is that students stand to gain a lot by participating in classroom discussion in English summary writing. However, students may not participate in class due to reasons such as pronunciation, lack of vocabulary, etc. Also, there is the role of teacher to facilitate critical. This can be done by using different activities and strategies such as questioning, quizzes, debates, group discussion, etc. It should, however, be noted that the teacher should ensure that there are set goals for each lesson such that all activities will be directed towards achieving the set goals.

Conclusion and Recommendation

The need to find solution to students' inability to deploy critical thinking in effective English summary writing is the concern of this paper. The paper is clamouring for a shift from the usual focus on achievement thereby downplaying other important aspects such as students' critical thinking. As discussed in this paper, while it is important for students to score high marks in their examinations, it is also important to focus on their usability of the knowledge acquired. The focus on scores in the past has made some students to focus on other aspects of English Language examination that they find less challenging in comparison to summary writing. As such, there are students who pass English Language examinations but

are unable to apply the knowledge in real life situations. The paper reasons that using English summary writing to develop critical thinking of students could provide insights to how students can explore the benefits of English summary writing beyond just an aspect of English Language they need to pass. Consequently, it is suggested that teachers in the course of English summary writing instruction, should deploy probing and referential questions to stimulate critical thinking among students. Also, conducive classroom atmosphere that allows students to express themselves freely and interrogate issues read in summary passages should be created. Lexical density of summary writing passages should not be too high for the level of students so as to facilitate easy comprehension and critical thinking. Finally, teachers should employ instructional strategies that could stimulate students' active participation in the English summary writing process and invariably promote their critical thinking.

References

Shakir, M. 2014. Academic anxiety as a correlate of academic achievement. *Journal of Education and Practice* 5.10: 29-36.

Shokrpour, N., Sadeghi, A. and Seddigh, F. 2013. The effect of summary writing as a critical reading strategy on reading comprehension of Iranian EFL learners. *Journal of Studies in Education* 3.2: 127-138. Retrieved May 5, 2021 from http://dx.doi.org/10.5296/jse.v3i2.2644

Olagbaju, O. O. 2014. Effects of explicit and generative instructional strategies on senior secondary school students' learning outcomes in summary writing in Ibadan metropolis, Nigeria. Thesis. Teacher Education, Education. University of Ibadan. x+145.

---------- 2019. Effects of explicit instructional strategy and cognitive styles on achievement of senior secondary students in summary writing in Ibadan, Nigeria. *Global Scientific Journal* 7.6: 58-79.

Okome, E. O., Danner, R. B. and Ofuani, F. N. 2021. Effects of three instructional strategies on senior secondary school students' achievement in summary writing. *Journal of Teaching and Teacher Education* 9.1: 11-20.

Moon, J. 2008. Critical thinking: an exploration of theory and practice. 1st ed. New York: Routledge

Isa, D. N. 2017. Effects of know-want-learn and concept mapping strategies on senior secondary school two students' achievement in reading comprehension and summary writing. Thesis. English Language Education. Benue State University. xiii+246.

Fakeye, D. O. 2017. Psychological factors as predictors of senior secondary students' achievement in English summary writing in Ibadan, Nigeria. *Humanity and Social Sciences Journal* 12.2: 53-59

Adediran, A. O. 2020. Vocabulary knowledge and class size: influence on summary writing instruction in Iwo Local Government Area, Osun State. Retrieved Feb. 1, 2021, from http://africanjournalofeducationalresearch.com.ng

West African Examination Council 2015-2018. WAEC Chief examiner report for West African Senior School Certificate Examination. WAEC Press