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EDITORIAL COMMENT

The Editorial Board is pleased to announce the publication of Volume 3 of the Journal of International Association of Language Educators (JIALE). This edition contains 24 well researched articles on various issues in Language Teaching and Learning, including Policy issues. This third volume of JIALE contains articles that cover thematic areas of policy, teaching, learning and evaluation of practices in Language Education. Articles in this volume address current issues and problems in language teaching and learning. Volume 3 (June, 2022) of Journal of the International 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 3 of JIALE useful reference materials. The papers in this volume will also provide rich reference materials for postgraduate students who are in the stage of literature review in their programmes. The JIALE is published once a year, consequently, we look forward to your contributions to volume 4 in June 2023. 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 jjaleeditorial2020@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

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Effect of Scaffolding Cooperative Learning Strategy on Reading Comprehension of Facts and Grammatical Structures among Secondary School Students in Makurdi

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Abstract

The study investigated the effect of scaffolding cooperative learning strategy on reading comprehension of facts and grammatical structures among senior secondary school students in Makurdi. Two specific objectives, research questions and hypotheses guided the study. The study adopted pretest-posttest control group quasi-experimental design. A sample of 96 students was drawn, using purposive sampling technique. An instrument, tagged Reading Comprehension Achievement Test (RCAT) was used to collect the data were analyzed with Mean, Standard Deviation statistics and Analysis of Covariance (ANCOVA). Findings of the study revealed that there is a significant mean difference between achievement scores in reading comprehension of facts ($P=0.000<0.05$) and names and functions of grammatical structures ($P=0.000<0.05$) of students taught reading using scaffolding cooperative learning strategy and those taught using conventional strategy. The study concludes that scaffolding cooperative learning strategy improved the students' achievement in reading comprehension. So, it is recommended that teachers should apply scaffolding cooperative learning strategy to improve students' achievement in reading comprehension of fact and grammatical structures.

Keywords: Cooperative learning strategy, students' reading achievement.

Introduction

English language is an important subject in Nigerian school curriculum as it is learned from preprimary to tertiary level. The English syllabus provides students with opportunities to equally acquire all the four skills of language (reading, writing, listening and speaking). Reading skill is the most widely used skill. There is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass examination than a student who is a weak reader. As it is a core school subject and medium of instruction, it is expected that students possess basic competence in English language that will enable them communicate effectively with it and perform well in other subject areas. But low academic achievement in English has been recorded among secondary schools in Nigeria (Adekola, Shooga & Lawal, 2015). Reading ability certainly contributes to the low achievement, which has often denied students admission into the university. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is a

complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experience, attitude, and language community. The reading process requires continuous practice, development and refinement (Arua, 2009). As Grigg and Mann (2008) point out, reading is an important tool for study, creating awareness, future employment and recreation. They further suggest that a student needs to master the ability to read and do it efficiently as it provides access to every subject in the school curriculum as well as vocation.

Reading comprehension is an active process that must be developed if a learner is to become a proficient reader. Effective reading skill development is further accomplished when the learner becomes proficient in literal, inferential, critical comprehension skills and vocabulary skills (Kendal Park Learning Centre, 2014).

Reading comprehension requires more than knowledge of vocabulary and syntax, rather it needs the ability to perceive the exact nature of the passage being communicated. Therefore, students have to understand implicit

facts or what is written between the lines; they also must learn to detect moods, intentions as well as factual details (Papalia, 2006).

Abutu and Ocheni, (2010) emphasize that reading comprehension is at the center of all the subjects offered in the school. Therefore, failure in comprehension is failure in all other subjects including the English language. For instance, WAEC's statistical report of candidates' performance in English May/June 2016-2020 showed consistent poor achievement. The report emphasizes candidates' failure to answer correctly the simple content questions on the comprehension passages: they do not understand the passage. This study investigates the possibility of improving students' reading through scaffolding cooperative learning strategy.

Instructional scaffolding as a teaching strategy depends heavily on the idea that children come to school with pre-existing knowledge, some of which may be incorrect. It is the process of building on what a student already knows that makes scaffolding an effective instructional technique. In instructional scaffolding, a more knowledgeable person provides scaffolds to facilitate the learner's development. Scaffolding is linked with cooperative learning strategy. Cooperative learning involves students working together to accomplish shared goals, and it is this sense of interdependence that motivate group members to help and support each other. When students work cooperatively they learn to listen to what others have to say, give and receive help, reconcile differences, and resolve problems democratically. The central focus of cooperative learning is to actively involve students in the learning process (Orey, 2010).

By combining teamwork and individual accountability, students work toward acquiring both knowledge and social skills. Students work until each group member successfully understands and completes the assignment, thus creating an atmosphere of achievement (Panitz, 2010). As a result, they frame new concepts by basing their conclusions on prior knowledge. This process results in a

deeper understanding of the material and more potential to retain the material.

Reading comprehension plays a significant role to support learners in attaining the desired expectations. The teacher is to empower students to create their own meaning by combining linguistic and cultural components and drawing meaning from their experiences while reading a text. To this end, scaffolding which is intentionally designed and carefully taught seems to be fundamental so that students can become independent and self-regulated life-long readers.

Statement of the Problem

The ability to read is important for academic achievement. A good reader has a better opportunity for greater achievement. It is expected that senior secondary school students especially SS II students should be able to read comprehension passages effectively and answer comprehension questions. But students have difficulties with reading comprehension, partly causing massive failure in English language examinations. (WAEC Chief Examiner's Report May/June) The Report reveals that most candidates lack understanding of the content of reading comprehension and summary passages. The problem is possibly due to inappropriate instructional method. It is against this backdrop, that the present study seeks to find out specifically the effect of cooperative learning strategies on reading comprehension achievement of senior secondary school students in Makurdi Benue State, Nigeria.

Research Questions

1. What is the difference between the mean achievement scores in reading comprehension of facts of students taught reading using scaffolding cooperative learning strategy and those taught using the conventional strategy?
2. What is the difference between the mean achievement scores in reading comprehension of grammatical structures and functions of students taught reading using scaffolding

cooperative learning strategy and those taught using the conventional strategy?

Hypotheses

1. There is no significant difference between the mean achievement scores in reading comprehension of facts of students taught reading using scaffolding cooperative learning strategy and those taught using conventional strategy.
2. There is no significant difference between the mean achievement scores in reading comprehension of grammatical structures and functions of students taught reading using scaffolding cooperative learning strategy and those taught using conventional strategy.

Research Method

The study employed a pretest-posttest control group quasi-experimental design. The population comprised all senior secondary school students (SS2) in Makurdi. The sample size was 96 students found in the intact classes of the three purposively sampled schools. Data were collected through an instrument tagged Student Reading Comprehension Achievement Test (SRCAT) with a reliability coefficient of 0.813. The reliability was further established through a trial test on students with similar characteristics as the subjects of the study. Three lesson plans were used for the experimental group and the experiment lasted for five weeks. English language teachers served as research assistants in administration and collection of the research instruments. The study

lasted for five weeks. Training of research assistants and administration of pre-test were done in week 1. Intervention programme began in week 2 and ended in week 4. One lesson was taught every week using a double period. The treatment ended in week 5. Students reading comprehension achievement test was administered to the students by the research assistant as post-test under the supervision of a researcher. Means and Standard Deviations were used to answer the research questions and Analysis of Covariance (ANCOVA) to test the hypotheses at 0.05 level of significance. The decision rule was that; when $P < 0.05$, the test statistic will be considered 'significant' and the null hypotheses will be rejected, and when $P > 0.05$, the test statistic will be considered 'not significant' and the null hypotheses 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 difference between the mean achievement scores in reading comprehension of facts of students taught reading using scaffolding cooperative learning strategy and those taught using the conventional strategy?

To answer this research question, the achievement scores in reading comprehension of facts of students taught reading using cooperative learning strategy and those taught using the conventional strategy were collected and analyzed. The result is shown in Table 1

Table 1: Mean and Standard Deviation of Achievement Scores in Reading Comprehension of Facts of Students Taught Reading Using Scaffolding Cooperative Learning Strategy and those Taught Using the Conventional Strategy

Groups	N	Pretest		Posttest		Mean Difference
		Mean	Std Dev	Mean	Std Dev	
Cooperative Learning Strategy	30	7.77	1.91	14.90	3.46	7.13
Conventional Strategy	36	8.06	1.90	8.22	1.88	0.16

Table 1 shows the mean and standard deviation analysis of scores in reading comprehension of facts of students taught reading using scaffolding cooperative learning strategy and those taught using the conventional strategy. The Table shows that the mean pretest and posttest difference in the achievement scores in reading comprehension of facts of students taught reading using scaffolding cooperative learning strategy is 7.13 while that of those taught using the conventional strategy is 0.16. This shows that students taught reading using scaffolding cooperative learning strategy performed far better in reading comprehension of facts than those taught using the conventional strategy.

Research Question 2: What is the difference between the mean achievement scores in reading comprehension of grammatical structures and functions of students taught reading using scaffolding cooperative learning strategy and those taught using the conventional strategy?

To answer this research question, the achievement scores in reading comprehension of grammatical structures and functions of students taught reading using cooperative learning strategy and those taught using the conventional strategy were collected and analyzed. The result is shown in Table 2

Table 2: Mean and Standard Deviation of Achievement Scores in Reading Comprehension of Grammatical Structures and Functions of Students Taught Reading Using Scaffolding Cooperative Learning Strategy and those Taught Using the Conventional Strategy

Groups	N	Pretest		Posttest		Mean Difference
		Mean	Std Dev	Mean	Std Dev	
Cooperative Learning Strategy	30	2.83	1.42	3.87	1.01	1.04
Conventional Strategy	36	3.00	1.51	3.14	1.40	0.14

Table 2 shows the mean and standard deviation analysis of scores in reading comprehension of grammatical structures and functions of students taught reading using scaffolding cooperative learning strategy and those taught using the conventional strategy. The Table shows that the mean pretest and posttest difference in the achievement scores in reading comprehension of grammatical structures and functions of students taught using scaffolding cooperative learning strategy is 1.04 while that of those taught using the conventional strategy is 0.14. This shows that students taught reading

using cooperative learning strategy performed better in grammatical structures and functions than those taught using the conventional strategy.

Hypothesis 1: There is no significant difference between the mean achievement scores in the reading comprehension of facts of students taught reading using scaffolding cooperative learning strategy and those taught using conventional strategy

The hypothesis was tested using ANCOVA. The results are as shown in Table 3

Table 3: ANCOVA between Achievement Scores in Reading Comprehension of Facts of Students Taught Reading Using Scaffolding Cooperative Learning Strategy and those taught Using Conventional Strategy

Source	Type III Squares	Sum of	Df	Mean Square	F	P-value
Corrected Model	872.707 ^a		2	436.354	83.834	.000
Intercept	99.733		1	99.733	19.161	.000
Pretest	143.008		1	143.008	27.475	.000
Group	775.612		1	775.612	149.013	.000
Error	327.914		63	5.205		
Total	9565.000		66			
Corrected Total	1200.621		65			

Df = Degree of Freedom; F = F-Ratio

Table 3 shows ANCOVA between achievement scores in reading comprehension of facts of students taught reading using scaffolding cooperative learning strategy and those taught using conventional strategy. The table 10 showed that there is a significant mean difference between achievement scores in reading comprehension of facts of students taught reading using cooperative learning strategy and those taught using conventional strategy after controlling for pretest, $F(1, 63) = 149.013, p = 0.000$; i.e statistical significance adjusted for covariate. This suggests that exposure to scaffolding cooperative learning

strategy enhances achievement scores in reading comprehension of facts of students more than the conventional method.

Hypothesis 2: There is no significant difference between the mean achievement scores in reading comprehension of grammatical structures and functions of students taught reading using scaffolding cooperative learning strategy and those taught using conventional strategy

The hypothesis was tested using ANCOVA. The results are as shown in Table 4

Table 4: ANCOVA between Achievement Scores in Reading Comprehension of Grammatical Structures and Functions of Students Taught Reading Using Scaffolding Cooperative Learning Strategy and those taught Using Conventional Strategy

Source	Type III Squares	Sum of	Df	Mean Square	F	P-value
Corrected Model	75.833 ^a		2	37.917	78.048	.000
Intercept	28.089		1	28.089	57.818	.000
Pretest	67.166		1	67.166	138.255	.000
Group	11.618		1	11.618	23.914	.000
Error	30.606		63	.486		
Total	901.000		66			
Corrected Total	106.439		65			

Df = Degree of Freedom; F = F-Ratio

Table 4 shows ANCOVA between achievement scores in reading comprehension of grammatical structures and functions of students taught reading using scaffolding cooperative learning strategy and those taught using conventional strategy. The table 4 showed that there is a significant mean difference between achievement scores in reading comprehension of grammatical structures and functions of students taught reading using scaffolding cooperative learning strategy and those taught using conventional strategy after controlling for pretest, $F(1, 63) = 23.914, p = 0.000$; i.e statistical significance adjusted for covariate. This suggests that exposure to scaffolding cooperative learning strategy enhances achievement scores in reading comprehension of grammatical structures and functions of students more than the conventional method.

Discussion of Findings

The first finding of the study revealed that there is a significant mean difference between achievement scores in reading comprehension of facts of students taught reading using scaffolding cooperative learning strategy and those taught using conventional strategy. This finding suggest that exposure to cooperative learning strategy enhances achievement scores in reading comprehension of facts of students more than the conventional method. This finding agree with that of Pishghadam and Ghardiri (2011) who found that the groups' performance varied on reading comprehension and results indicated better performance of students who received instruction through the asymmetrical scaffolding strategy, whereas the students of the symmetrical group had the lower mean on the post-test. The result revealed that most of the respondents highly preferred to have a partner and read in pairs for psychological reasons. In addition, most respondents were highly motivated to cooperate with more competent students since they believed that their presence would enhance their progress. This finding as observed could be why Kahiigi (2013)

commented that there is the need of encouraging cooperative learning among the students in the classroom because the approach fosters better understanding of what is taught in the classroom. This finding suggests that when students cooperate during the teaching and learning situation, they are more likely to achieve higher on classroom task related activities.

The findings of the study also revealed that there is a significant mean difference between achievement scores in reading comprehension of grammatical structures and functions of students taught reading using cooperative learning strategy and those taught using conventional strategy. It was discovered from this finding that exposure to cooperative learning strategy enhances achievement scores in reading comprehension of grammatical structures and functions of students more than the conventional method. This finding corroborate with that of Nittaya and Nutprapha (2016) whose study on “using cooperative learning activities to enhance fifth grade students' reading comprehension skill” found that after using cooperative learning activities, the mean scores of all determination reflected that the subjects have improved reading skill due to the cooperative learning activities in the class. The finding also corroborates with that of Tran (2014) who found that after approximately 8 weeks, students who were instructed using cooperative learning achieved significantly higher scores on the achievement and knowledge retention posttests than did students who were instructed using lecture-based teaching. The finding of the present study entails that cooperative learning activities can motivate in reading comprehension of grammatical structures and functions.

Conclusion and Recommendations

Based on the findings of the study, it was concluded that scaffolding cooperative learning strategy improves the achievement of students in reading comprehension. This study has demonstrated that the use of scaffolding cooperative learning strategy is more effective

in fostering and improving students' reading comprehension. This learning strategy assist the students to have a better understanding and development of reading comprehension. It was therefore recommended that Teachers should apply scaffolding cooperative learning strategy to improve students' achievement in reading comprehension of facts and grammatical structures and functions. Seminars, trainings and conferences should be organized for English language teachers to intimate them on how to effectively use scaffolding strategy in teaching reading comprehension. Teachers at all educational levels should be encouraged to use innovative ways of teaching reading comprehension because learners enjoy learning when they are adequately involved.

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Effect of Peer Feedback Strategy on SS1 Students' Achievement in Writing in Nasarawa Town, Nasarawa State, Nigeria

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Abstract

This study investigates the effect of peer feedback strategy on ss1 students' achievement in writing in Nasarawa town, Nasarawa State, Nigeria. It is guided by two research questions and two null hypotheses. The study adopted the pretest-posttest control group quasi-experimental design. Using the purposive and simple random sampling techniques, a sample size of 35 SS1 students was drawn from two intact classes in two secondary schools. The data were collected using Writing Achievement Test. The research questions were answered with descriptive statistics. Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 alpha level. The finding shows that significant differences existed between the mean content achievement scores ($P=0.000<0.05$) and expression achievement scores ($P=0.000<.05$) of students taught composition using peer feedback strategy and those taught with conventional strategy. Based on the findings, it is recommended that English Language teachers should use peer feedback strategy to teach writing in senior secondary schools.

Key words: Peer feedback strategy, writing achievement, expression, content, human communication

Introduction

Without language, human communication in society will be impossible. Writing is an essential way by which human beings communicate their feelings, ideas, emotions, opinions, knowledge and views. It involves putting down impressions, statements or declarations. It is also a thinking process; a discovery process involving ideas, how to organize them and what to put across to the reader (Aliyu, 2010). Writing is critical to students' success in life. With suitable writing skills, students communicate effectively. It is, therefore, necessary for students to be taught how to write effectively to meet their learning needs. Qualities of effective writing include appropriate content, organization, expression and mechanical accuracy (WAEC Chief Examiners' Report, 2020). This paper focuses on content and expression.

Content refers to the statement of ideas that are relevant to the question. Also, the points must be fully developed. The candidate must give necessary explanations and illustrations to buttress points in order to earn a credit (WAEC Chief Examiners' Report, 2020). On the other hand, expression deals with issues such as the use of appropriate style and tone, choice of

words and expressions that are apt for the context, variation of sentence structure and type, appropriate diction and figurative language.

However, students' achievement in writing has been below expectation. The WAEC Examiner's Report (2019) has observed that students' achievement in writing has been poor due to their inability to use the right expression. Adekola and Lawal (2017) lament that most students cannot write acceptable English sentences. There is also a general lack of ability to use idioms effectively. The poor achievement of students in writing could be caused by ineffective teaching strategies. The researchers observe that conventional strategies of teaching writing have been in vogue in secondary schools in Nasarawa Local Government Area of Nasarawa State, Nigeria. In these strategies, the English Language teacher illustrates a few examples with little or no active engagement of learners in the composition writing process, while other teachers give topics, write notes on the chalkboard, or sample compositions for students to memorize. This does not give children ample opportunity to practise writing skills effectively (Nilson, 2010).

Composition writing skills cannot be acquired in such learning arrangement unless

the teacher engages students in a process approach to composition writing (Williams, 2004). Teaching composition writing as a process involves organizing the classroom, selecting topics, modeling writing (which involves planning and drafting), revising, editing and publishing. Good writing involves constant interplay of thinking, drafting, revising and rewriting before publishing (Aliyu, 2010). One of the ways of enabling students to write effectively is the provision of feedback to their writing.

Feedback is a mechanism in writing by which comments are made in students' writing to guide them. *Grami (2004)* defines feedback as any procedure used to inform a learner whether an instructional response is right or wrong. It includes written and oral information given by teachers or students as response to writers' strengths and weaknesses in writing. Students need to be given lots of writing practices accompanied by different forms of feedback that will cater for their writing needs and deficiencies (Aliyu, 2010). There are different feedback strategies that are often adopted. These include criterion-based and reader-based, peer feedback, teacher feedback and motivational feedback (Iftikhar, 2011; Paterson, 2012). This study focuses on peer feedback strategy.

Peer feedback is a practice in education where feedback is given by one student to another (Atay & Kurt, 2007). It provides students with more opportunities to learn from one another. After writing assignment, the instructor ask two or more students work together to check one another's work and give comments to the peer partners. Peer feedback can be in the form of corrections, opinions and suggestions of ideas to each other. Students can discuss with one another what a tutor's written feedback on their assignments might mean, why it might be important, and how it might be acted upon (Iftikhar, 2011).

Effective feedback could result in high performance in writing (Brookhart, 2008; Aliyu, 2010). It could clarify what adequate performance is in terms of goals, criteria and

standards. Tom, Morni, Metom and Joe (2013) found that feedback is capable of *helping students to improve their writing ability and contents of their essays*. Marboye (2011) has found that peer written corrective feedback has a significant effect on the writing performance of the students. Panadero (2019) reports that self-regulatory feedback (peer feedback strategy) is perceived to be a distinct level of feedback and is reported by students to be less helpful than other feedback types in improving their expression in writing. Bamidele (2015) also has found that students in the experimental group taught essay writing using peer review method have significant higher achievement score in essay writing than their counterparts in the control group who are taught with the conventional strategy. In view of the contradictory findings on the effectiveness of peer feedback, the present study further investigates the effect of peer feedback on reading achievement of some secondary students in Nasarawa.

Statement of the Problem

Composition writing is critical to students' success in life. Students are expected to write effectively to enable them convey their feelings, emotions, ideas, views and thoughts. Students with good writing abilities can effectively convey what they have learnt in written examinations and other tasks in the school; while those with poor writing abilities may not be able to convey their ideas. However, there have been reported cases of low performance in *composition* writing among secondary school students in Nigeria

The students' poor writing skills could be attributed to poor teaching strategies. The researchers have observed that students are not given any opportunity to correct one another's essays. This does not augur well for the development of students' skills in composition writing. This could likely cause low performance in composition writing among students in Nasarawa State, Nigeria. Previous researches have examined the effects of various

teaching strategies on the students' learning of English language but attention has not been adequately given to the effect of peer feedback strategy on the students' writing skill. This study, therefore, investigated the effects of peer feedback strategy on SS1 students' achievement in writing in Nasarawa Town, Nasarawa State, Nigeria.

Research Questions

1. What is the difference between the mean content achievement scores of students taught composition using peer feedback strategy and those taught with conventional strategy?
2. What is the difference between the mean expression achievement scores of students taught composition using peer feedback strategy and those taught with conventional strategy?

Hypotheses

1. There is no significant difference between the mean content achievement scores of students taught composition using peer feedback strategy and those taught with conventional strategy.
2. There is no significant difference between the mean expression achievement scores of students taught composition using peer feedback strategy and those taught with conventional strategy.

Research Method

A quasi-experimental, pretest, post-test non-equivalent control group design is adopted for this study. This design is chosen because randomization is not possible especially in a school situation where school schedules cannot be interrupted. It becomes necessary to use groups as they are already organized into classes. Thus, intact classes are used. The area of this study is Nasarawa Town, Nasarawa State, Nigeria. The participants' were 35 SS1 students in two intact classes from two secondary schools. Purposive and simple random sampling techniques were used to select the participating schools.

Writing Achievement Test was used for data collection.

The researcher also developed Lesson Plans for Teaching Composition Writing (LPTCW). Five lesson plans were used to teach writing to the experimental group using peer feedback strategy. On the other hand, five lesson plans were used to teach writing to the control group using the conventional strategy. The topics on which the lesson plans are based included: descriptive composition, narrative composition, expository composition, argumentative composition and speech writing. All these lessons were based on SS1 curriculum for English Language.

The instrument for data collection and the lesson plans were validated by three experts, two in English Language Education and one in Test and Measurement from the Department of Educational Foundations and General Studies, Joseph Sarwuan Tarka University, Makurdi and Department of Arts and Social Sciences Education, Benue State University, Makurdi. The researchers used the comments and suggestions made by the experts to improve the face and content validity of the instrument and lesson plans.

Two research assistants, who were qualified and experienced graduates in English Language education, who currently teach English Language in SS1 in the selected schools, were selected and trained to aid the researchers in collecting data for the study. Pre-test was administered to the participants in the study to ascertain their achievement in writing before the intervention programme. Afterwards, the treatment was given. Post-test was administered to the students after the intervention programme.

The study lasted for seven weeks. Training of research assistants and administration of pre-test were done in week 1. Intervention programme began in week two. Two lessons were taught every week. The treatment ended in week 6. Writing Achievement Test was administered by the research assistant, under the supervision of a

researcher, to the students as post-test in week 7. On each day, the researcher collected the instrument from the teachers immediately after administration to avoid loss.

Mean and standard deviation were used to answer the research questions. The hypotheses were tested at 0.05 level of significance using Analysis of Covariance (ANCOVA) statistics.

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 one.

What is the difference between the mean content achievement scores of students taught composition using peer feedback strategy and those taught with conventional strategy?

Table 1: Mean and Standard Deviation of Content Achievement Scores of Students Taught Using Peer Feedback Strategy and Conventional Strategies

Strategy	N	Pre-Test		Post-Test		Mean Gain
		Mean	SD	Mean	SD	
Teacher Feedback	20	3.10	.718	5.60	.995	2.50
Conventional	15	1.27	.961	2.80	.676	1.53
Mean Difference		1.83		2.80		0.97

Table 1 shows that at pre-test, students in the experimental group had mean and standard deviation of 3.10 and 7.18 respectively, while those in the conventional group had the mean of 1.27 and standard deviation of 0.96. After the intervention programme, students exposed to peer feedback had mean content achievement of 5.60 with standard deviation of 0.995. On the other hand, those taught with conventional strategy had mean content achievement of 2.80 with standard deviation of 0.68. The difference in the post-test content achievement of the two groups is 2.80 in favour of those exposed to peer

feedback strategy. The students taught using peer feedback strategy had the mean gain of 2.50, while their counterparts taught with conventional strategy had the mean gain of 1.53. The difference in the mean gains of the two groups is 0.97 in favour of those taught using peer feedback strategy.

Research Question 2

What is the difference between the mean expression achievement scores of students taught composition using peer feedback strategy and those taught with conventional strategy?

Table 2: Mean and Standard Deviation of Expression Achievement Scores of Students Taught Using Peer Feedback Strategy and Conventional Strategies

Strategy	N	Pre-Test		Post-Test		Mean Gain
		Mean	SD	Mean	SD	
Peer Feedback	20	6.25	0.72	13.25	2.49	7.00
Conventional	15	3.20	1.27	5.47	1.30	2.27
Mean Difference		3.05		7.78		4.73

Table 2 shows that the mean expression achievement score of students in the peer feedback strategy group is 6.25 with a standard deviation of 0.72 in pre-test and 13.25 with a standard deviation of 2.49 in the post-test. Conversely, the mean expression achievement score of students in conventional strategy is 3.20 with a standard deviation of 1.27 in pre-test and 5.47 with a standard deviation of 1.30 in the post-test. The table also shows that the mean difference of the two groups after the intervention programme is 7.78 in favour of those taught with peer feedback strategy. The mean gains of students taught using

teacher feedback and their counterparts taught with conventional strategy are 7.00 and 2.27 respectively. The difference in the mean gains is 4.73 in favour of those exposed to peer feedback strategy.

Hypothesis 1

There is no significant difference between the mean content achievement scores of students writing of students taught composition using peer feedback strategy and those taught with conventional strategy.

Table 3: ANCOVA of Mean Content Achievement in Writing of Students Taught Using Peer Feedback and Conventional Strategies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	67.286 ^a	2	33.643	42.868	.000	.728
Intercept	78.656	1	78.656	100.224	.000	.758
Pretest	.086	1	.086	.110	.742	.003
Strategy	32.077	1	32.077	40.873	.000	.561
Error	25.114	32	.785			
Total	770.000	35				
Corrected Total	92.400	34				

a. R Squared = .728 (Adjusted R Squared = .7

Table 3 indicates that $F(1, 32) = 40.87$; $P = 0.000 < 0.05$. Since the probability value of 0.000 is less than the stated alpha value of 0.05, the null hypothesis is rejected. This means that there is significant difference between the mean content achievement scores of students taught composition using peer feedback strategy and those taught with conventional strategy. The partial Eta Squared value of 0.561 for strategy signifies that only 56.1 % of the difference in the

students' content achievement scores can be attributed to strategy. This indicates a high statistical effect size.

Hypothesis 2

There is no significant difference between the mean expression achievement scores of students taught composition using peer feedback strategy and those taught with conventional strategy.

Table 4: ANCOVA of Mean Expression Achievement in Writing of Students Taught Using Peer Feedback and Conventional Strategies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	519.431 ^a	2	259.716	58.813	.000	.786
Intercept	112.265	1	112.265	25.422	.000	.443
Pre-WAT	.172	1	.172	.039	.845	.001
Peer-tutoring	140.782	1	140.782	31.880	.000	.499
Error	141.312	32	4.416			
Total	4101.000	35				
Corrected Total	660.743	34				

a. R Squared = .786 (Adjusted R Squared = .773)

Table 4 shows that $F(1, 32) = 31.880$; $P = 0.000 < .05$. Since probability value of 0.000 is less than the stated alpha of 0.05, the null hypothesis is rejected. By implication, there is significant difference between the mean expression achievement scores of students taught composition using peer feedback strategy and those taught with conventional strategy. The partial Eta Squared value of 0.499 for strategy signifies that only 49.9% of the difference in the students' expression achievement scores can be attributed to strategy. This indicates a high statistical effect size.

Discussion of Findings

It was found that a significant difference existed between the mean content achievement scores of students who were taught composition using peer feedback strategy and those taught with conventional strategy. The result is in consonance with Tom, Morni, Metom and Joe (2013) who found that feedback is capable of *helping students to improve their writing ability and content of their essays*. In this study, students received comments and suggestions from their mates. This made them to come out with more relevant ideas on the topics which they were assigned to write about under the guidance of the teacher.

The finding further showed that there is significant difference between the mean expression achievement scores of students taught composition using peer feedback strategy and those taught with conventional strategy. The result of this study agrees with Marboye (2011) who found that peer written corrective feedback had a significant effect on the writing performance of students. The finding of this study came out the way it did because during writing lessons, students usually take down notes and revise their work learnt in class. As learners are actively in the lesson, their ability to express their ideas, intentions and views could be enhanced. This finding, however, disagrees with Panadero (2019) who found that self-regulatory feedback (peer feedback strategy) was perceived to be a distinct level of feedback and reported by students to be

less helpful than other feedback types in enhancing their expression in writing.

The finding is also in agreement with Bamidele (2015) who found that students in the experimental group taught essay writing using peer review method had significant higher achievement score in essay writing than their counterparts who are in the control group who were taught with the conventional strategy. The finding in this study is justified in the sense that as students use peer review technique in making corrections in their mates' write-ups, their choice of words, how they use the words to convey their messages through writing, skilful and sophisticated use of punctuation, clarity and general appropriateness of style, variation of sentence structure and type could be more appropriate and better understood by the audience.

Conclusion and Recommendations

This study found out that peer feedback strategy is an effective strategy that could be used to boost students' achievement in writing in areas such as content and expression. Based on the findings of this study, it was recommended that:

1. English Language teachers should use peer feedback strategy to teach writing.
2. Workshops, symposia and seminars should be organized regularly by National Association of Teachers and Researchers in English as a Second Language (NATRESL), English Language Teachers' Association of Nigeria (ELTAN) and Ministry of Education to acquaint English Language teachers with the skills of peer feedback strategy in writing lessons.
3. Colleges of education and faculties of education should expose teacher trainees to peer feedback strategy for teaching of writing skills.

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Parental Variables and Child Literacy Activities in Educated Bilingual Homes in Ibadan, Nigeria

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Abstract

This study investigated the influence of parental age and education on the language of child literacy activities in educated bilingual homes in Ibadan, Nigeria. The survey research design was adopted. As the target population. The sample consisted of 186 respondents from 20 schools in Ibadan Southwest Local Government Area. A researcher-designed questionnaire was used for data collection. One research question was answered, while two hypotheses were tested at 0.05 level of significance using one-way Analysis of variance. Findings showed that English and Yoruba were the different languages employed in carrying out literacy activities in Ibadan. Also, parents' levels of formal education did not have any significant influence on choice of language(s) employed in carrying out literacy activities. Age, however, had a significant influence on the choice of language employed for literacy activities in educated bilingual homes. It was, therefore, recommended that parents should support their children in literacy activities by adopting relevant language(s) in such a way that would bridge the home-school-gap.

Keywords: Literacy, Child-literacy activities, Bilingual Homes, Age, Parental education

Introduction

The importance of home in a child's development cannot be over stressed. This is why Callaway (2012) observes that the experiences children accumulate during the early years of their lives become the basis for all later learning' (p.2). This is so especially in literacy development which serves as a tool of making individuals balanced culturally, socially, economically, and in discharging their civic responsibilities (Lawal, 2014).

Ibadan is multilingual and multi-cultural (Jimoh, 1994). The languages used by different families are English and Yoruba among others depending on where the different people migrated from. Predominantly, people use Yoruba and sometimes English language. While some homes may use Yoruba or English to carry out their daily activities including those of literacy, others are likely to combine Yoruba with English. The family language as acquired by the children will, to a very large extent, be taken to school by them. This, in most cases, may not be in consonance with the language of instruction in school. Such disparity may make or mar the performance of school children before they are linguistically fit into the new literacy environment.

Olaoye (2007) defines bilingualism as a native-like control of two languages. Also,

bilingualism, according to Raitel (2015), is a situation whereby a speaker can communicate in more than one language at a time. However, whether or not the speaker can use the two languages with native-like competence, according to Perez (2003) is not important. What matters in bilingualism is the ability to use two languages, however the degree (Perez, 2003).

Development of literacy is expected to begin at home because children, according to Omoniyi (2000), are born as a *tabula rasa* (a clean slate) and as such the right training should be given to them at that important stage of their life, especially in all-important-subject of literacy. Phillips and Norris (2002) corroborate the position of Omoniyi (2000) when they maintain that the literacy is the bedrock of lifelong learning and should begin at birth. They add that a collaborative effort between home and school that goes beyond early childhood increases the development of literacy. This will, apart from making the children grow well, make transition from home to school much easier, and it will also make them functional at a later time in life. This is because home is seen by Lawal (1999) as being multilaterally related to the educational development of a child. He, however, cautions that unless the child's early experience at home (in this case literacy) is of

the right type, he or she starts life at a great disadvantage.

Literacy activities within the home and immediate environment should be a model that children are expected to follow when they get to school. It therefore becomes a problem if there is a disparity at the level of language use. For instance, Durgunoglu & Oney (2000) point out that the child's knowledge of rhymes at home should serve as a predictor of his phonological awareness in school. This may not be the case if the language through which rhymes were learnt at home differs from that of the school's phonology experience. In the same vein, the child's reading achievement may be unsuccessful if his knowledge of book titles at home has a language disparity with that of the school. This situation, however, is not the child's fault. For instance, a five-year old child has no control over what language or how many languages he acquires or learns. This is purely determined by the parents. Also, the choice(s) parents make regarding the language a child is exposed to in the home is a question of their social background, levels of education and gender among others (Omolabi, 2015).

The level of literacy attainment within home especially in the area of language use has been attributed to different parental variables such as parents' age and level of education among others. Language develops in the context of social relations and has roots in the early interactions of children and influential caregivers. Such influential caregivers include mothers, fathers, and non-familial childcare providers. For instance, Lawal (1999) observes that parent's occupation can affect children's literacy development. This is why, according to him, privileged child has power and prestige as the basis on which his idea of class is built. Apart from this, Daniel (1993) posits that parents' level of education is a predictor to reckon with in the child's literacy attainment. This study seeks to examine the influence of parental variables on child literacy activities in educated bilingual homes with the aim of establishing the connection between parents' choice in respect to the language(s) adopted for child's home

literacy bearing in mind what effect such would have on the child on getting to school.

Statement of the Problem

The concept of child literacy cannot be separated from the language(s) through which it is carried out. In monolingual homes, a language is employed to expose children to literacy activities. Other homes are bilingual and as such, they employ either one or two languages for literacy activities. They may also alternate the two languages in carrying out their child literacy activities. If a home combines two languages for literacy, such a home is adjudged bi-literate, although the use of language at this level may not be too formal. Hence, parents may code-switch or code-mix in carrying out their literacy activities. Several scholars have worked on child literacy practices within the home but none of them concentrated on bilingual homes. Part of this gap, therefore, was what this study sought to fill by investigating the influence of parental age and education on child literacy activities in educated bilingual homes in Ibadan, Nigeria. *This was with the aim of finding out the influence of age and education on parents' choice(s) regarding the language(s) adopted for child literacy activities in Ibadan, Nigeria.*

Research Question

One research questions was answered.

- i. What are the languages of child literacy activities in educated bilingual homes in Ibadan, Nigeria?

Hypotheses

- Ho₁: No significant difference exists in the language(s) employed in educated bilingual homes in Ibadan, Nigeria, in carrying out literacy activities based on parents' age.
- Ho₂: Parents' level of formal education has no significant difference on the language(s) employed in educated bilingual homes in Ibadan, Nigeria in carrying out literacy activities.

Methodology

This study adopted the mixed design which employed mixed method of quantitative and qualitative research approach in analysing child literacy activities in educated bilingual homes in Ibadan, Nigeria. The target population included all the basic three (3) pupils and their parents from both the private and public schools in Ibadan. Stratified and Proportionate sampling techniques were adopted to select a total of twenty-nine (29) basic schools for the study; the selection focused on lower basic three (3) pupils

and their parents. A total of 186 pupils and their parents were the sample for this study. A self-designed questionnaire($r=0.82$) was used to elicit information from the respondents. One research questions was answered while two hypotheses were tested at 0.05 alpha level.

Results

Research Question One: What languages do children employ in carrying out literacy activities at home and how often in Ibadan, Nigeria?

Table 1: Languages used by children for literacy activities at home and frequency

S/N	Languages	Mean	S.D.	Rank	Remark
3	English	2.81	0.92	1 st	Always
1	Yoruba	2.24	0.77	2 nd	Sometimes
4	Others (eg Hausa, Okun et.c)	1.81	0.87	3 rd	Sometimes
2	Arabic	1.16	1.19	4 th	Occasionally

As revealed in Table 3, English language was always adopted in carrying out literacy activities while Yoruba and other languages were sometimes adopted in carrying out literacy activities. However, Arabic language was occasionally adopted in carrying out literacy activities in Ibadan, Nigeria.

Hypothesis One: Parental education has no significant influence on the language(s) employed in educated bilingual homes in carrying out literacy activities

Table 2: ANOVA Summary of the influence of parental age on languages employed in bilingual homes in carrying out literacy activities

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	45.523	2	22.762			
Within Groups	704.928	183	3.852	5.909	0.003	Rejected
Total	750.452	185				

*Significance at $p < 0.05$

As shown in table 4, the F-value of 5.909 with a p-value of 0.003 was computed at 0.05 alpha level. Since the p-value of 0.003 obtained is less than 0.05 level of significance, the null hypothesis one is rejected. This thus implies that there is a significant influence of parental age on language(s) employed in educated bilingual homes in Ibadan, Nigeria, in

carrying out literacy activities ($F_{(2, 183)} = 5.909, p > 0.05$).

Hypothesis Two: Parents' level of formal education has no significant influence on the language(s) employed in educated bilingual homes in Ibadan, Nigeria in carrying out literacy activities.

Table 3: ANOVA Summary of the influence of formal education on the Language(s) Employed in Educated Bilingual Homes in Ibadan, Nigeria, in carrying out Literacy Activities

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	82.046	6	13.674			
Within Groups	984.483	179	5.499	2.487	0.057	Accepted
Total	1066.529	185				

*Insignificance at $p > 0.05$

As shown in table 5, the F-value is 2.487 with a p-value of 0.057 computed at 0.05 alpha level. Since the p-value of 0.057 obtained is greater than 0.05 level of significance, the null hypothesis two is not rejected. This thus implies that there was no significant influence of parental education on the language(s) employed in educated bilingual homes in carrying out literacy ($F_{\{6,179\}} = 2.487, p > 0.05$),

Discussion of Findings

This study revealed that children engaged in other literacy activities (such as translation, teaching of letter formation, listening to sermon, Phonics teaching and use of dictionary) than the ones identified on the instrument. It was also found out that parents always adopted a bilingual approach in carrying out literacy activities among their children. This outcome is in line with Olajide (2010) who observed that the use of mother tongue with the second language is essential and instrumental for effective, efficient and meaningful conversations between parents and their wards. Hornberger (2009) agreed that when the native language of a child is adopted for instruction side-by-side a second language, the child stands a better chance of great academic achievement.

Again, the study showed that significant difference existed in the language(s) employed in educated bilingual homes in Ilorin, Nigeria, in carrying out literacy activities based on parents' age. This outcome supports Schmitt (2010) whose study revealed that older and younger parents use language differently as the older parents prefer to use local variant/ indigenous language, while the younger ones appreciate the use of foreign/new variant in literacy training of their wards.

This study also revealed that no significant difference existed in the language(s) employed in educated bilingual homes in Ilorin, Nigeria, in carrying out literacy activities based on level of formal education. This outcome tends to contradict Lawal (1999) who asserted that parents' occupation affects children's literacy development.

Conclusion

Findings from this study seem to show that there are specific literacy activities that the children always engaged in at home in Ibadan. Also, most of the parents adopted a bilingual approach in carrying out literacy activities with their children. Also, the oldest parents prefer local variant/ indigenous language, while the younger ones appreciate the foreign/new variant in literacy training of their wards.

Recommendations

Based on the findings of this study, the following recommendations are proffered:

Parents should always endeavour to adopt relevant language(s) either by monolingual or bilingual approach in a way that will bridge the school-home-gap.

Teachers should understand the individual learner's personality and background before exposing them to literacy activities especially in the area of language use.

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Essentials of an English Lesson Plan for the ES1 Classroom

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Abstract

This paper describes the essential features of an English lesson plan with a view to (a) providing useful guidelines for would-be teachers and their trainers and (b) promoting effective teaching of the subject in Nigeria's secondary schools. It distinguishes between core and peripheral features and shows why and how each feature should reflect the peculiarities of the Nigerian ESL classroom, the intricacies of the subject matter, planners' adequate knowledge of description and pedagogy, and planners' familiarity with the English curriculum. The paper identifies pervasive vagueness as a major shortcoming of English lesson plans. It extensively illustrates objectives and presentation, the core features in which the flaw is most pronounced, and concludes that the English lesson can be planned to achieve maximum success if planners exploit the connection between knowledge of facts and planning effectiveness. It recommends that English teacher trainers should upgrade their knowledge of English description since no one can effectively teach another how to teach a language they do not know.

Keywords: Lesson planning, English lesson plan, Lesson notes, Lesson Objectives, Lesson Presentat

Introduction

A lesson plan is a detailed description of how a given topic on a given subject is to be executed at a specified time and place (the classroom) by the given teacher. Prepared and used by the teacher as part of the curriculum implementation process, a lesson plan differs markedly from a lesson note in the sense that the latter refers to a document containing all the individual lessons written and delivered by the teacher over a period of time. Everyone engaged in the teaching-learning endeavour, including trainers of would-be English teachers, agrees that a lesson plan should have certain essential features. For instance, it should indicate the topic to be taught and state the objectives for its teaching. Moreover, it should contain features such as teaching aids and procedure for actualising the stated lesson objectives. The lesson plan serves as a guide to the teacher in the conduct of the lesson, which explains why every lesson must be carefully and effectively planned in order for it to achieve the overall goal of teaching and learning. The English lesson deserves nothing less in this regard. The need for effective lesson planning assumes greater significance when the subject in question is English. This is one language that is particularly unique in the sense that it is at once a

compulsory subject of study and the prescribed medium of instruction at the secondary school level. These are educational roles imposed upon it by virtue of its political function as Nigeria's official language.

Considerable attention has been paid to how a good lesson plan for English language should be written. However, these concerns have come mainly from scholars and teacher-trainers whose experience of ESL is only academic or professional and therefore limited because they are non-users of the ESL variety themselves. Examples are Richard and Lockhard (1994) and Scrivener (2011). Besides, the learners they deal with are largely outside the geopolitical zones where English performs the function of a second language at both the individual and national levels. No known user of the ESL variety appears to have devoted attention to how an English lesson should be planned, such that it will reflect the peculiarities of the ESL situation and, consequently, lead to the realisation of the goals of its teaching as defined in the Secondary School English Language Curriculum. Yet it is necessary to do so if description and pedagogy are not to run at cross-purposes, defeating the essence of teaching the language. It thus becomes imperative to identify and describe the features

of an English lesson plan, with particular reference to the English curriculum implemented in the Nigerian secondary school classroom.

Against the foregoing background, this paper identifies and describes the essential features of an English lesson plan with a view to (a) providing useful guidelines for would-be teachers and their trainers and (b) promoting effective teaching of the subject in the Nigerian ESL classroom. Following this introduction is a brief examination of some perspectives on lesson plan, which serves to properly situate and further justify the current endeavour. The next two sections deal with the different features of a lesson plan while the final section is conclusion.

Lesson, Lesson plan and Lesson planning

A lesson is “a unified set of activities that cover a period of classroom time...These classroom time units are administratively significant for teachers because they represent “steps” along a curriculum before which and after which you have a hiatus” (Brown, 2001, p.149, cited in Rhalmi, 2021). A lesson plan is “what the teacher intends to do during a lesson” (Richard & Lockhard, 1996, p.9); it is “the framework of the activities of the teacher and the pupils during the lesson” (Dondo et al., 2019, p.49). Two definitions of lesson planning worth restating are those of Harmer (2001, p.308) and (Yinger, 1980), cited in Rhalmi (2021). They respectively see it as “the art of combining a number of different elements into a coherent whole so that a lesson has an identity” and “decision-making about the selection, the organisation, and the sequencing of routines”. Rhalmi sums up lesson planning as the process of selecting and organising a coherent set of activities that cover a period of time [...] the ability of the teacher to visualize and forecast how the lesson delivery will take place [...] the cognitive process of thinking about what will happen in the classroom when delivering the lesson, making decisions about what, why, and how the learning process will occur (p-00)

It is clear from these definitions that lesson planning entails making decisions,

thought and prediction. The notion of lesson planning as decision making was probably first expressed by Richard and Lockhard (1996, p.78), who devote a whole chapter to teacher decision making in their book *Reflective teaching in second language classrooms*. They identify three types of decisions that teachers make as (a) planning decisions made before a lesson can be taught, (b) interactive decisions made on the spot during the lesson, and (c) evaluative decisions made about the effectiveness of the lesson. Planning decisions ultimately result in the lesson plan, which makes lesson plan the product and lesson planning the process. Another perspective on lesson planning is that that equates it with thought. One proponent of this view is Scrivener (2011), who sees lesson planning as “essentially a thinking skill” and the detailed formal lesson plan as “basically a training tool” (p.123). He adds that lesson planning is imagining the lesson before it happens and visualising how things “might look, feel and sound when they are done” (p.135).

Relevance of lesson plan

The lesson plan is enormously significant in the teaching-learning endeavour. For instance, it is intended to help teachers-in-training organise their lessons efficiently and effectively (Richard and Lockhard, 1996, p.79). This assertion however restricts the scope of relevance of the lesson plan to would-be teachers only, and creates the preposterous view that, since they are no longer undergoing training, tenured teachers do not require lesson plans to function efficiently and effectively. Thus Scrivener (2011, p.135) observes that most teachers tend to jettison the ideals of writing a lesson plan literally after their training, which supports Dondo et al.'s (2019) recent report on the significance of Teaching Practice on lesson note preparation. Does this then imply that only teachers-in-training need to vigorously engage in lesson planning and writing lesson plans? Investigating this emerging phenomenon is however beyond the scope of this work. Perhaps the greatest value of lesson planning, as

Scrivener's (2011) warning leads us to understand, lies in the fact that, although no one can “completely predict how learners will respond to anything”, the “better prepared” the teacher is the more likely it is that they will be able to cope with whatever comes up (p,123).

The lesson plan is so significant that there is this general belief among critical stakeholders in the teaching-learning enterprise that no meaningful teaching and learning can take place in the absence of a well-designed lesson plan. This statement becomes most critical when the subject concerned is English, given the fact that neither the teacher nor the pupil is a native speaker of the language. However, it is important to also point out that a good lesson plan does not necessarily translate to lesson effectiveness because of lesson dynamism and because of lesson unpredictability. This is where interactive planning comes in (Richard & Lockhard, 1996). Moreover, while the written plan serves very useful purposes---such as serving as guide to the teacher, ensuring that, barring any unforeseen circumstances, they remain focused throughout the lesson and do not deviate from the topic and the activities outlined for its execution, and being available for successful delivery by a surrogate teacher in the absence of its author--- it is neither “holy writ” nor “set in concrete”. Lesson plans are useful to the teacher and the learner in ways innumerable. However, the warning must be sounded that they are not in any way like drama scripts that must be followed with rigidity. Flexibility on the teacher's part is advised and advocated, if effectiveness is to be achieved. Indeed, a teacher who follows the lesson plan dogmatically is unlikely to be responsive to the happenings in the classroom, as Scrivener (2011, p.123) observes. So, the teacher should be prepared to adjust their lesson plan according to the responses they receive from their pupils in the course of lesson delivery. They should not be a slave to the lesson plan they created.

The lesson plan can thus be regarded as previously thought-out ideas about a set of classroom activities, while lesson planning is

the process of formulating ideas about such classroom activities. Both lesson plan and lesson planning are necessary for teaching-learning effectiveness and efficiency, and they are the concern of teachers-in-training and practising teachers alike. Whether the lesson plan is prepared daily or weekly is immaterial. What is of paramount importance is that it has clear objectives, can activate learners' prior knowledge, raise their awareness about the target language using contextualised situations, and help them personalise the target language forms through activities (Rhalmi, 2017). The lesson plan can be written in the format of a ledger or spreadsheet, which has the advantage of reflecting more details and the disadvantage of being tedious and cumbersome. Alternatively, it can simply follow the conventional linear model where every major feature attracts a separate heading.

Features of a lesson plan

A lesson plan has essential features that are distinctive, though the nomenclature and details may vary from one scholar to another. For instance, Richard and Lockhard (1996) state that a lesson plan usually includes

(a) a description of the aims or objectives of the lesson, (b) the activities students will carry out, (c) the time needed for each activity, (d) teaching aids to be used, (e) strategies to be used, (f) grouping arrangements employed for each activity, (g) possible problems that might be encountered (p.79).

Rhalmi (2021) similarly lists the following as components of a lesson plan: (1) date, class, type of lesson, title, duration and materials, (2) objectives, (3) activities, (4) procedure, (5) mode of work, (6) timing, (7) extra class work, (8) potential problem, and (9) reflection. What is evident from these two samples is the apparent consensus on items such as objectives, problems, teaching aids, activities, and time. There are also noticeable differences in nomenclature---exemplified by “group arrangements” and “mode of work”--- and items appearing in the one and not in the other (e.g., extra classwork). This means that

while some lesson plans may reflect all of these components, others may have more or even less.

What may be considered a third model of lesson plan to be examined here is credited to the Faculty of Education, Lagos State University. It was prepared for students' use during the mandatory Teaching Practice exercise. It has the following features listed here in the order in which they appear in the official Teaching Practice Lesson Note: Name, Matriculation No., Date, Time, Period, Duration, Class, Average age, Subject, Topic, Behavioural Objectives, Previous Knowledge, Instructional Materials, Reference Materials, Content, Presentation, Summary, Evaluation/Exercise, Assignment, Supervisor's Comment, Supervisor's Name, and Supervisor's Signature and Date. There are twenty-three features and each is accorded a separate heading, with gaps for students to fill in the required information. The booklet itself contains enough of these pro-forms to last a practice session. This is more comprehensive.

A model of English lesson plan

The English lesson model hereby proposed is eclectic because it integrates everything good in the existing ones into a single mould for comprehensiveness and flexibility. It classifies the features into two broad categories called CORE and PERIPHERAL for want of a better terminology. Objectives and presentation represent the core features because even the least efficient teacher makes some mental notes of what they hope to achieve and how they want to proceed with it. The rest belong to the peripheral subclass. It will be noticed that features such as extra work and potential problem do not feature here because they are not considered essential. Each category will be described separately, with the peripheral features presented first. What each feature entails, how it is handled in practical terms in the course of writing, and how the plan for a lesson can be written to achieve maximum effectiveness and efficiency vary markedly according to discipline and according to subject matter. There is a general assumption that the

compulsory methods courses (e. g., English Methods) would take adequate care of everything students need to know about lessons and their planning. How well each methods' course handles these areas remains a matter of conjecture, which further justifies the current research effort. The handling of a subject as important as English in all its ramifications cannot be left to chance, and this will be demonstrated presently in the sections that follow.

The peripheral features

The peripheral features of an English lesson plan are grouped into four subcategories based on semantic affinity, with clarity, ease of presentation, and descriptive efficiency as motivating factors. These are general information, temporal considerations, subject matter and allied components, and materials, methods and evaluation. The exposition begins with general information.

General information

The name of the school and its location should be boldly written on the cover page of the lesson note, followed by the teacher's name. It is important that the teacher's qualifications--- such as BA (Education) English and B Ed English--- be clearly spelt out in view of the unprofessional practice of assigning non-English graduates to teach English. For student teachers, their course of study, matriculation number, and academic level should be indicated; and for the tenured teacher, the information can also be provided on a sheet of cardboard and mounted in the classroom as class indicator. Except in the case of student-teachers, these details need not be repeated for every lesson.

Part of the general information that the lesson planner is expected to provide includes age and class. The average age of the learners should be determined and stated (e. g., 10 years; 16 years). The class for which the lesson is meant should also be clearly indicated (e.g. JSS I); and, where a teacher handles all or only some of the arms of a given class, it is useful to specify

them (e.g., JSS I A-E; JSS I A &C). Accurate information on age and class helps in making appropriate decisions on the choice of method /technique of presentation to adopt, the type of teaching aids to source and utilise, and the language activities to introduce and their duration. Age and class also influence the level of complexity or otherwise of the teacher's language, the depth of treatment of the topic, the sample of language items to be chosen for practice, and even the sequencing of the presentation. More importantly, age and class often serve as markers of learners' level of linguistic development and, with particular reference to English as a second language, they help to determine what type of transition errors are still manifest-able and how best to deal with them.

Temporal considerations

There are four ways of considering time in respect of an English lesson plan. The first is in terms of temporal calibration and, in this regard, it is important to indicate precisely when the lesson starts and ends (e.g., 8:00 am-8:40 am). The second perspective is in terms of duration (e.g., single period of 40 minutes or double period of 80 minutes). The third pertains to the period allotted for it on the School Time Table (that is, as 1st, 2nd, 3rd, or nth period). Finally, there is the dimension of timing that concerns the entire gamut of lesson activities. The teacher should ensure that, barring all unforeseen circumstances, the defined objectives are accomplished within the time allotted for the lesson. They should therefore make judicious use of time by dividing the lesson into segments or stages and allotting time to each segment in accordance with the nature and relative significance of the activities involved. For instance, the lesson's opening may attract three or five minutes, while presentation of the linguistic form attracts ten minutes, and practice and production exercises are allotted fifteen minutes each. Deliberate efforts should be made to stick to the time schedule for each activity in actual lesson delivery. It needs to be acknowledged at this point that this could

sometimes be unrealistic, since no one can predict precisely the course in which a planned lesson will take. Any effective teacher should be able to react to the pupils' responses by adjusting their strategy accordingly, and this may entail spending more or less time on a given activity than envisaged, modifying an activity or jettisoning it altogether, or even devising a fresh one (let's say, a language game or practice exercise). This is where Richard and Lockhard's (1996) interactive decision making becomes relevant.

Subject matter and allied components

The subclass of features titled subject matter and allied components comprises topic, content, and previous knowledge.

Topic

The scheme of work drawn up at the beginning of each school term is the source of the topics on which lessons are planned. It is usually arranged on a weekly basis and each broad topic can be further broken down into teachable units. The topic could be on any key aspect of the English Language Curriculum: grammar, phonology, and lexis. Alternatively, it could be based on any of the four basic language skills of listening, speaking, reading and writing. At the Junior Secondary School level where Literature is an integral part of the English Curriculum, the topic could be on any of the genres of literature, precisely on any of the recommended texts on prose, drama or poetry. Sample topics on some of these aspects of English are "Adjectives of Comparison", "The Simple Present Tense", "Collective Nouns", "The Consonants /θ/ and /ð/", "Contrastive Stress", "Formal letters", "Making a Request", and "Vocabulary of Road Transportation". Whatever the subject matter of the lesson is, it is imperative that the teacher has a sound knowledge of it. In fact, there are two types of knowledge that any good English teacher should possess: knowledge of the subject matter and knowledge of pedagogy. Both complement each other to make the planning and delivery of an English lesson effective and successful. Indeed,

Dunne and Wragg (2005, p.5) emphasise the need for the effective teacher to possess a wide range of subject knowledge and a large repertoire of professional skills. As part of the planning process, teachers should read the topic thoroughly, take down necessary notes, and reflect deeply on a number of factors, including the lesson objectives, the learners and how they learn a second language, suitable materials to use, and appropriate techniques to adopt. On mode of learning a second language, the knowledge that Yoruba learners of English substitute the voiceless labiodental fricative (/f/) for the voiced one (/v/) would, for instance, cause the discerning teacher to sample suitable words and sentences for rigorous sound discrimination and differentiation exercises while planning a lesson on the labiodental fricative sounds.

Content

A summary of the topic---which will necessarily include brief descriptive statements about the linguistic item under focus, rules governing its use and exceptions, examples, samples of usage, and practice exercises--- can be provided under the heading content. Unlike other school subjects, English does not require elaborate notes. It is therefore sufficient to provide a brief description of the item as appropriate for the level as well as the rules. Contextualised examples are obligatory, as they provide the learners insights into how the aspect of the system of language they are exposed to in a given lesson works in natural language use situations.

Previous knowledge

Any knowledge previously acquired that is directly or indirectly related to the topic at hand and that can facilitate its understanding is known as previous knowledge or entry behaviour. Previous knowledge does not necessarily mean the knowledge gained from the last topic taught, except where that topic is tangentially related to the new one. Indeed, it could be anything within the experience of the learner that would help them in learning the new

linguistic fact or skill. For instance, the previous knowledge for the topic “Adjectives of Comparison” would include the fact that pupils compare things in their everyday linguistic activities using comparative adjectives, in addition to the pedagogic fact that they can recognise adjectives and identify their uses, having been taught that topic earlier. Previous knowledge is the foundation upon which the teacher builds the new knowledge, and it should be exploited to arouse pupils' interest, motivate them to learn, and enhance quick and meaningful grasp of the new linguistic form. It must be stated as an integral part of a good English lesson plan.

Materials, methods, and evaluation

Grouped together under this heading are teaching aids, reference materials, methods, and evaluation. Each one is described in turns.

Teaching aids

Teaching aids or instructional materials are useful materials that facilitate the teaching - learning process and enhance its quality. They are so indispensable that a teaching-learning situation lacking in appropriate instructional materials have been described as “arid” and a “mockery” of the entire process (Akinpelu & Alabi, 2010, p.193). Teaching aids are classifiable into visual (i.e. realia, e.g., concrete objects, diagrams, pictures, maps, newspapers, charts, word cards, sentence cards, slides etc.), audio (e.g., radio tape recorder, radio) and audio-visual (e.g., video tapes, TV, computers, and films). So, they range from the simple stick of chalk or whiteboard marker to the radio tape recorder or computer, and can be prepared by the teacher, purchased by the school, or borrowed from the Resource Centre. If white/black boards or cardboards are used, they should be properly mounted, have titles, and their contents must be legible. As a rule, teaching aids must not be harmful to the pupils or create fear in them in any way. They should be tucked away immediately after use to prevent distraction, and the teacher must ensure that the classroom does not become rowdy when an instructional

material is being used. Teaching aids are veritable tools in the hands of the resourceful ESL teacher, and are most useful when they are relevant to the topic, when they are relate-able to pupils' linguistic and non-linguistic experience, and when they are properly utilised.

Apart from generally enhancing the quality of teaching and learning and facilitating the whole process, teaching aids have the following advantages.

- a) They aid remembering, recall and retention of specific language facts.
- b) They concretise language learning by removing it from the realm of abstraction to the realm of reality. In fact, they demystify language learning.
- c) Teaching aids situationalise learning by establishing a more direct link between what pupils experience in their day-to-day language use activities and what they are taught in the classroom. They make language learning more meaningful and relevant.
- d) They afford pupils the opportunity to closely observe language in some natural situations, and create room for practical language activities.
- e) The teacher *can rest* while the pupils are observing the teaching aid.

Reference materials

Many English teachers rely essentially on recommended course books for lesson planning and lesson delivery, which is good, especially as most course books are written in consonance with the contents of the English Language Curriculum. However, because the recommended course book are sometimes inadequate, the resourceful teacher seeks additional (or more accurate) information from other sources. Such other sources may be reference grammar books such as *A University Grammar of English* or supplementary reading materials including magazines and newspapers. Whatever the type and number of reference materials consulted, it is important that they be

acknowledged appropriately by citing them in the relevant section of the lesson plan. This way, anyone interested in cross-checking the correctness of the facts stated, or in ascertaining the accuracy or otherwise of the descriptive statements made in the lesson plan, can do so with greater ease, especially if all relevant information including page numbers are provided.

Methods/Techniques

A suitable language teaching method or technique should be selected, and an appropriate note should be made at the relevant section of the lesson plan. Since the same technique may not be suitable for all segments of the lesson, consideration should be given to the nature of activities to be undertaken in each segment. Techniques of presentation should be varied to suit the topic, age of learners, lesson objectives, and specific tasks of a given segment of the lesson. In this regard, eclecticism is advocated for maximum effectiveness and efficiency.

Evaluation

Every English lesson ought to be evaluated to determine the extent to which the defined objectives have been achieved. For example, can the pupils recognise, recall, name, spell, write, differentiate, or pronounce? This can be done using exercises, which may be oral or written or both. Pupils can also ask questions as a form of feedback mechanism. It should however be noted that evaluation is continuous, and does not necessarily have to be delayed till the end of the lesson. In essence, it can come at any point in time during the lesson. For instance, in Step IV under Sample Presentation below, pupils could be asked to listen to the initial tape once more and write down the words they think they heard and the symbols for the sounds in them.

There is a second dimension to evaluation which entails the teacher evaluating the whole lesson plan after delivery and which cannot be a component of the English lesson plan because it is undertaken as a post mortem exercise. The teacher themselves reflects on

how the lesson had been and rates their performance. This is called “lesson report”. It “describes what actually happened from the teacher's point of view”, whereas the lesson plan describes “what a teacher intends to do during a lesson” (Richards & Lockhard, 1996, p. 9). For the English teacher on teaching practice, this can be done by a fellow student-teacher, the cooperative teacher, or the supervisor. Here are some of the questions that may be asked, according to Rhalmi (2021): “Were the objectives achieved? Did I sequence the practical activities from the easy to the more challenging? Did I talk too much? Did the students demonstrate an understanding of the target language? Did the presentation take too much time? Did I vary mode of work/type of activities?” To this lot may be added the following: Was my language of delivery suitable? Was I articulate enough? Did I commit some of the grammatical, lexical or phonological errors for which I punish my students?

Core features of the English lesson plan

This section extensively describes the core lesson plan features of objectives and presentation.

Objectives

According to Rhalmi (2021), a lesson objective “is a statement that describes the behaviour that the teacher wants the students to show as a result of instruction and that can be used to assess the session's success”; it “refers to what students should know or be able to know by the end of the lesson that they were not able to know previously”. This aligns with Scrivener's (2011) statement that “aims are the result of the lesson from the learner's perspective” (p.136). A school of thought argues that lesson plans should include a description of intended outcomes at the end of the lesson and that it is sometimes expressed in behavioural terms (Richards & Lockhard, 1996, p.79). In essence, objectives are what the teacher hopes to achieve at the end of the lesson through the pupils. One requirement of lesson objectives is that they

should be clearly defined and be indicated at the beginning of the lesson plan. Moreover, they must be SMART, which means objectives should be “specific, measurable, attainable, relevant, and time-bound” (Rhalmi, 2021). Clearly stated objectives have numerous advantages: They guide the direction of the lesson's activities, give the teacher a sense of purpose and direction, provide the learner with something to look forward to, and serve as the basis for the evaluation of teaching effectiveness. In addition, objectives give learners more realistic ideas of what can be achieved, cause them to develop greater sensitivity to their role as language learners, make evaluation more feasible, and help relate classroom activities to learners' real-life needs (Rhalmi, 2021; Richards & Lockhard, 1996, p.79, citing Nunan,1988,p.61),

Guiding principles

A basic principle guiding the statement of lesson objectives is that the teacher should have a clear understanding of what the subject matter is and how best it can be approached. Since learning is generally defined as observable change in the behaviour of the learner, lesson objectives must be stated in measurable terms. One major defect seen in lesson plans generally and in English lesson plans particularly is pervasive vagueness, which results from the teacher-in-training not properly acquainting themselves with the contents of the curriculum and the different demands each aspect makes on the lesson planner. This can be illustrated with an excerpt from a student-teacher's lesson plan on reading comprehension, which resembles a directive in one of the numerous SSCE preparatory textbooks. It goes thus: “At the end of the lesson pupils should be able to read the passage and answer all the questions that follow” (Emphasis added). It is obvious that the lesson planner did not study the passage prior to stating the so-called objective, which could have afforded them the opportunity to know its content and identify the specific cognitive skills of reading comprehension each set question is meant to assist the learners in developing.

Objectives for reading comprehension should not be defined around the title of the passage (if there is one) either. So, it is inappropriate to state as objective the following: To teach “Discovering the Ocean Depth”, the title of a passage in the good old *Practical English* series. Rather, the teacher should be guided by the cognitive skills because it is their development that underlines the teaching of reading comprehension itself. The passage only serves as resource. What the teacher needs to do is to study the passage carefully, identify those aspects of the story that can adequately serve to develop learners' ability to recall, remember, infer, make aesthetic judgement, make evaluative judgement etc., and define the lesson objectives accordingly. No two sets of objectives for reading comprehension can be same because the contents of the reading passages are different. Lesson objectives on writing should similarly be based on a thoughtful analysis of the chosen topic in terms of content requirement, language, mechanics of writing, and organisation. In this connection, therefore, the lesson planner should familiarise themselves with the content of each topic and the general guidelines for teaching the aspect of English to which the topic belongs.

Language

There are two issues that bother on language in the statement of lesson objectives generally, and these need to be addressed at this juncture. The first concerns the initiating prepositional phrase and the second relates to the choice of appropriate verb lexeme. Beginning with the first, two prepositions *by* and *at* are in common usage when it comes to stating lesson objectives and they appear as “by the end of the lesson” and “at the end of the lesson”. The questions that arise are: Which prepositional phrase is more appropriate and why? The second phrase, *at the end of the lesson*, is semantically a more appropriate choice and this can be explained. Though both *by* and *at* express time as meanings (Quirk et al., 1985, pp. 689-692), preposition *at* is temporally exact and this makes it contextually more

appropriate than *by* which lacks temporal exactness. *At* refers to “point of time” while *by* “specifies an end point”. Lessons are scheduled occurrences that have fixed duration (e.g., 45 minutes), beginning at a fixed time (e.g., 8:00 am) and ending at a fixed point in time (e.g., 8:45 am). So, it is not “by the time the lesson ends” but “at the time the lesson ends”.

There is a connection between the general conceptualisation of learning and the statement of lesson objectives. This can be exploited here by asking and answering the following question: How does the teacher know that learning has taken place after a 45-minute interaction with pupils on a given subject matter? One sure way to determine this is to compare the state of the learners' knowledge before and after the lesson. For instance, it might be the case that they could not contrastively distinguish between *record* (noun) and *record* (verb) before and that they can do so now. Since learning is generally seen as observable change in the behaviour of the learner, the requirement that lesson objectives be defined in measurable terms cannot be overstated. This is where the choice of an appropriate verb lexeme mentioned earlier comes in. Verbs such as *know*, *understand*, *remember*, *learn*, and *teach* are generally frowned upon because they are not measurable or are difficult to determine. In their stead, verbs such as *arrange*, *compare*, *contrast*, *define*, *differentiate*, *distinguish*, *discuss*, *explain*, *express*, *give*, *identify*, *list*, *name*, *produce*, *pronounce*, *provide*, *state*, *write*, and *read* are recommended because they are measurable.

Closely related to the issue of choice of appropriate lexical verbs is the choice of modality expressed by the modal auxiliary verb in the verb phrase it heads. Again, there are two variants of modal meaning normally seen in this regard. These are prediction, expressed by *will* and necessity, expressed by *should*. Whichever modal auxiliary verb is selected is necessarily followed by BE ABLE TO (a semi auxiliary verb with quasi modal functions expressing ability as meaning) to produce *will be able to* and *should be able to* respectively. The question

of appropriateness of modality now arises. Between prediction and necessity the latter is deemed more contextually appropriate, given the whole essence of stating lesson objectives. There is an inherent desire for positive change in the behaviour of the learner and this has to be seen to have occurred. This is what the teacher looks forward to; it is also what everybody concerned with the curriculum process looks forward to. In fact, the pupils themselves actively work towards this transformation.

Returning to the prepositional phrase, it is seen that *by the end of the lesson...* usually goes with *will be able to* while *at the end of the lesson...* goes with *should be able to*. Let us add a potential lexical verb at this point and see what happens.

- (a) By the end of the lesson pupils will be able to list twenty lexical items associated with health.
- (b) At the end of the lesson pupils should be able to list twenty lexical items associated with health.
Objective (b) is no doubt semantically and contextually a better option than (a). Now, consider (c) and its variant (d).
- (c) "By the end of the lesson, the learners will be better able to find specific information on tourist information leaflet". (Scrivener, 2011, p 136)
- (d) By the end of the lesson the learners should be better able to find specific information on tourist information leaflet.

Sample objectives

Space constraint and other factors will not permit the exemplification of every major aspect of the English curriculum. So, only sample objectives can be provided here to illustrate the discussions in the foregoing paragraphs.

- (a) At the end of the lesson pupils should be able to
 - i) identify the base form and -s form of the verb as markers of simple present tense in English;
 - ii) use the base form verb with appropriate personal pronouns or plural nouns as subject in sentences that express the simple present tense

- iii) express the simple present tense using the -s form verb with the 3rd person singular pronoun or singular nouns in sentences;
 - iv) recognise the distinct contexts in which each variant of the simple present tense form is used; and
 - v) Identify the correct simple present tense form in a fill-in-the-gap exercise, and talk about their everyday activities using the simple present tense.
- (b) At the end of the lesson pupils should be able to
 - i) identify /θ/ and /ð/as meaningful sounds of English;
 - ii) pronounce each sound distinctly;
 - iii) distinguish between the pairs /θ/ & /ð/ and /t/ & /d/ normally used as substitutes;
 - iv) contrast the sounds in word and sentence contexts; and
 - v) provide examples of words bearing the sounds and use them in contrasting sentences of their own.
 - (c) At the end of the lesson pupils should be able to
 - i) identify and list twenty lexical items associated with health;
 - ii) group the identified words into classes and semantic categories such as personnel, equipment and diseases;
 - iii) state the meaning of each lexical item and recognise the appropriate context of its use;
 - iv) use each lexical item in sentences to show how it operates as a health register; and
 - v) give a personal account of an encounter with the health sector employing some of the lexical items identified.
 - (d) At the end of the lesson pupils should be able to
 - i) identify all the persons and places named in the passage;
 - ii) explain why Mrs Nweke went to Mobi and what happened to her there;
 - iii) describe how they would have reacted if they had been in Mrs Nweke's shoes;
 - iv) state whether it was right or wrong for Mrs Nweke to have left her son unattended to, and give reasons why they think she should have obeyed her initial instinct to discontinue with the journey; and

- v) explain the expression *roared into life* as used in the passage and relate it to their experience as commuters.

NOTE: An untitled passage in *Goodbye to Failure in English for Senior Secondary Schools: Students' Book 3* (pp.148-149) is the base-text for these objectives, each of which pertains to a sub-skill of reading comprehension.

At the end of the lesson pupils should be able to

- i) identify five broad causes of road accident and their subtypes;
- ii) generate a suitable outline based on the identified causes and sub-causes;
- iii) write a topic sentence for each paragraph and develop the paragraph fully;
- iv) discuss exhaustively the causes of road accident, paying as much attention to content and its organisation as to language and the mechanics of writing; and
- v) write a coherent, full-length essay on the causes of road accident with minimal grammatical, lexical and orthographical errors.

Presentation

Presentation is the aspect of the lesson plan where the teacher describes in detail how the lesson will be delivered in practical terms. The topic, class, pupils' average age, and time allotted to the lesson determines how it is going to be presented, among other relevant factors. A suitable language teaching method and/ or technique should be selected, and an appropriate note of it should be made in the relevant section of the lesson plan. Since the same technique may not be suitable for every segment of the lesson as already hinted, consideration should be given to the nature of the activities to be undertaken in each segment. Techniques of presentation should therefore be varied to suit the topic, age of learners, and the specific tasks in a given segment of the lesson. The teacher might begin by defining or describing a grammatical item and follow this up with examples or practical illustrations. Alternatively, examples and

practical illustrations may precede definition and descriptive statements. They may even adopt Rhalmi's (2021) "present, practice and produce" maxim. What is important is for a lesson to be structured in some logical and meaningful way. Lesson structuring, which refers to "how lessons are organised into sequences and how the momentum of a lesson is achieved", has four dimensions, namely opening, sequencing, pacing, and closure (Richard & Lockhard, 1996, p.112). Whichever way the teacher chooses to present the topic, they should not lose cognisance of the guiding principles.

Principles guiding lesson presentation

- a) Arm yourself with a clear understanding of how people learn language (especially a second language), and plan activities to reflect this knowledge of language acquisition processes.
- b) Involve the pupils because language is an activity and language activities are meaningful activities. So, the pupils should actively participate in the teaching-learning process.
- c) Relate the topic to the pupils' everyday experience for meaningfulness and relevance. This arouses their interest, motivates them to learn, and establishes a direct link between what is to be learned and what they encounter on a day-to-day basis as users of English.
- d) Describe the linguistic item in isolation for recognition and mastery purposes.
- e) Present the item under focus in linguistic context. In other words, use the sentence as the basic unit for teaching (e.g., I want *some* bread. Give me *some* water. I want *some* work to be done. I want *some* paper.)
- f) Ask questions such as this: How do we make the nouns in (d) a little definitive? The answer to this question---which is, through the use of partitives such as a piece/slice of, a glass/bucket of, a piece of, and a piece/sheet/ream of---invariably brings the lesson to the realm of situational context. So, teach linguistic items in situational contexts. (Adejare, 2022)

- g) Since the actual presentation of the lesson is undertaken in segments, stages or steps popularly known as Step I, Step II, Step III, Step IV, Step V etc., state precisely what the teacher, the pupils, or both the teacher and the pupils will be doing at each segment of the lesson. Somebody must be doing something at every point in time: either the teacher alone, the pupils alone, or the teacher together with the pupils. In other words, each step should indicate the activities to be undertaken by each set of participants in the teaching-learning endeavour, and this must be stated appropriately.

Language

The most appropriate way of stating participants' roles in each segment of the lesson (or expressing what is to be done) is to use imperative clauses. These are clauses lacking a subject and beginning with verb phrases marked for imperative mood. An imperative clause indicates order as an underlying semantic function, and could be initiated by a non-tensed *x+o* form lexical verb or the catenative verb *let*. Here are examples.

- (a) *Let* the pupils *observe* the list of proper nouns on the board.
- (b) *Give* a sample reading of the chosen passage.
- (c) *Pronounce* each sound distinctly and *let* the pupils *do* so in turns
- (d) *Ask* the following questions.

The "alternatives" (e. g., Teacher/ The teacher writes...) are both pragmatically and textually inappropriate because they are not directives to be carried out. This is evident in the following sample from a student-teacher's lesson plan on "Words commonly misspelt" presented on 6 May 2019.

Step I: The teacher shares the objectives with the students.

Step II: The teacher asks questions on the last topic.

Step III: The teacher identifies the key vocabulary words with the students

Step IV: The teacher introduces the named topic.

Step V: The students ask questions.

(Notice that these presentational statements are pervasively vague.)

Connection between presentation and other features of the English lesson plan

Presentation is not written in isolation of, or without reference to, other critical features of

the lesson plan, notably objectives, teaching aids, and previous knowledge. Because it is in this section that the defined objectives is shown to be being achieved, it becomes important that the lesson planner establishes a visible link between objectives and presentation. First, each step must correspond to each defined objective. So, if there are four objectives, there should be a corresponding number of steps to articulate how each objective is to be realised. Additional steps may however be introduced before that relating to the first objective and after that corresponding to the last one. These are meant to take care of preliminary activities (e. g., arousing the pupils' interest by linking the new topic to their previous knowledge) and end activities (e.g., recapitulating or summarising) that may not strictly be associated with the specific objectives. The point in time at which the teaching aid will be introduced and the mode of its utilisation should be indicated in the section titled presentation. This could be in Step I, Step II, Step III, Step IV, or even Step I and Step IV.

Sample Presentation

Only one sample presentation can be afforded here due to space constraint, and this is on the topic "The consonant sounds /θ/ and /ð/".

Step I: Revise the previous lesson on the sounds /f/ and /v/, and pay particular attention to the pupils' ability to distinguish them. Announce the fact that they are going to meet a similar set of sounds in the new lesson and that they will hear a tape first.

Step II: Play the tape-recorded material with a preponderance of words bearing the sounds /θ/ and /ð/, and let the pupils listen attentively. Draw their attention to the sounds in question.

Step III: Pronounce each sound distinctly and guide the pupils to do the same. Highlight the difference between /θ/ and /ð/ using practical demonstrations and sound cards.

Step IV: Guide the pupils to distinguish the sets /θ/, /t/ and /d/ on the one hand, and /ð/, /t/ and /d/ on the other hand. Let them pay attention to the differences in place and manner of articulation as appropriate.

Step V: Contrast the sounds in word context as follows:

- a) /θ/ and /ð/: *think this; through*
- b) /θ/ v /t/ and /d/: *thought taught dot; though dough tow; thrust trust dust*
- c) /ð/ v /t/ and /d/: *thence dense tense; those dose toes; then ten den; think tank*

Then, contrast the sounds in sentence context thus:

- a) *There are three trees behind the library.*
- b) *Ten brave men came through the wooded area into the kidnappers' den.*
- c) *The kidnappers then attacked them for daring to enter their den.*

Step VI: Let the pupils provide their own examples of words bearing the sounds /θ/ and /ð/, and practise contrasting them in word and sentence contexts.

Step VII: Dictate /θ/ and /ð/-bearing words from the passage they had listened to earlier, and ask the pupils to write them down accordingly.

Conclusion

From what has been exposed above, it is clear that there is a correlation between adequate descriptive knowledge and planning effectiveness, and the English lesson can be planned to achieve maximum success if planners realise this fact. When the lesson planner knows the subject matter in the true sense of the word, as this paper has shown, it reflects in the definition of lesson objectives, the choice and utilisation of appropriate language teaching aids, and the specification of the steps to take to actualise the objectives, to mention but a few advantages. A poorly planned English lesson betrays the weakness of the planner in the same way a properly designed one reveals the planner's high knowledge and skills levels. There is no short-cut to effective and efficient lesson planning and lesson plan for the ESL classroom. English lesson planners simply have to embrace what is professionally the right path to tread. In this regard, English teacher-trainers at the universities and colleges of education should upgrade their knowledge of both the description and pedagogy of English and familiarise themselves with the contents of the Secondary School English Curriculum, since no one can effectively teach another how to teach a language they do not know. This is a statement of fact that can never be over-reiterated.

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Integrating ICT into English Language and Literature-in-English Pedagogy

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Abstract:

An attempt has been made in this paper to highlight some educational implications of applying Information, Communication and Technology (ICT) devices to the teaching and learning of Literature-in-English, in order to enhance the various instructional strategies being employed by teachers to teach the subject in Nigerian secondary schools. Literature-in-English is one of the subjects, which, if properly taught, can facilitate the learning and understanding of the English Language. Right from the time the National Curriculum on English Language, as entrenched in the National Policy on Education (NPE, 2004 Revised) had made Literature-in-English an optional subject, there has been a remarkable decline in the students offering the subject in the secondary schools. The teaching and the learning of the subject have equally been faced by challenges, especially with the emergence of the ICT. The paper therefore examines the present status of the teaching and learning of Literature-in-English in the midst of ICT and posits that the teaching and learning of the subject could be improved upon through ICT. The task of achieving the desired goal of improving the pedagogy depends on both the teacher and the learner.

Keywords: Literature-in-English, ICT, Pedagogy, Implications.

Introduction

The teaching and learning of Literature-in-English is one of the ways a learner can attain proficiency in the use of English language because literary works, especially those written in English, make good use of the language in different ways to get their meanings across. Williams (2009) asserts that the learner of English as a second language (L2), if exposed to literature, will internalize and consciously adopt the rhythm of natural speech, economy and richness of diction and most importantly, rhetorical and organizational devices from drama, poetry and prose. In Nigerian secondary schools, available evidences show that students' use of the English language in answering questions leaves much to be desired. (Onukaogu, 2002; Fatimeyin, 2004; Ogunnaike, 2016). Students can no longer converse fluently in English and cannot write good essays. In addition, classroom observations, corroborated by Ogunnaike's (2016) findings, show that Literature is still not properly taught by teachers in most cases and that most schools do not have enough English language and Literature teachers resulting in haphazard teaching and learning of the subject. In view of the above challenges, Ogunnaike (2020) opines that the use of ICT-based tools by

Literature teachers, in addition to other techniques, will make Literature teaching and learning easier.

Secondary school education is the education students receive after primary education and before the tertiary stage. One of the goals of the secondary school education in Nigeria, as contained in the National Policy on Education (NPE, 2004: 28), is to raise 'a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour...' These are some of the human capabilities that Literature-in-English can develop in students, hence, the subject is like a kaleidoscope where one can pick up different kinds of useful ideas for the purpose of teaching and learning it.

Recently, the advent of ICT has brought about a drastic change within the context of teaching and learning of some subjects in Nigerian secondary schools. Some scholars have argued that using some ICT-based tools would help in enhancing successful teaching of certain subjects including Literature-in-English while others believe that certain complex issues would emerge from adding ICT techniques.

The aim of this paper, is to consider the teaching and learning of Literature-in-English in Nigerian secondary schools in the context of

ICT while the objectives are to examine the impact or influence of ICT on the teaching and learning of Literature-in-English and highlight the prospects and problems arising there from. The paper therefore limits itself to a general appraisal of the present approaches to the teaching and learning of Literature-in-English in Nigerian secondary schools and the implications of using the ICT as an additional instructional tool.

The Concept and Scope of Literature

The definition of literature is not uniform. This is because scholars see literature from different perspectives: some consider it from the linguistic perspective and others, from its moral value. Osundare (2003) makes reference to Harold Whitehall, Helen Vendeler, etc, as believers of the school of thought that defines literature as mere creative language usage and that without the language of any literary piece, the aesthetic quality becomes ordinary and not literary. Whereas, non-linguistic critics, such as Jeffares and Fowler as cited by Ogunnaike (2016) pay more attention to the cultural, sociological, philosophical and moral content of literature more than the creativity of its language. The value judgment definition of literature considers it to cover exclusively those writings that possess high quality or distinction, forming part of the so-called 'belles-lettres' (fine writing) tradition. This sort of definition is that used in the Encyclopedia Britannica, when it describes literature as the 'best expression of the best thought reduced to writing.' The formalist definition is that literature foregrounds poetic effect: it is the 'literariness' or 'poeticity' of literature that distinguishes it from ordinary speech or other kinds of writing (e.g. journalism). This viewpoint is considered to be a viable characteristic in explaining the use of the term **literature** to mean published material in a particular field (e.g. scientific literature), noting that such literature must use language according to particular standards.

Etymologically, literature derives from Latin, "literatura/litteratura" i.e. "learning",

"grammar", originally "writing formed with letters", from litera/littera, "letter". However, this etymological definition has been extended to include literature that is spoken or sung (oral literature) and other non-verbal art forms. Literature can then be classified according to whether it is fiction or non-fiction: (prose) and whether it is poetry or drama. It can further be distinguished according to major forms such as the novel or short story, while its works are often categorized according to historical periods or their adherence to certain aesthetic features or expectations (genre). On the whole, literature serves as a mirror of things that are happening or have happened within any given society, through which people learn about that society and its past. Through literature, people can reduce some stress in their lives individually and collectively. It does not only help them to understand others and see how complex humans really are, but equally entertains, educates and widens their horizon. As literature preserves and promotes people's language (s), it also serves as a repository of their culture as it projects its (cultural) values and inculcates its awareness. Literature is a term most commonly used to refer to words of creative imagination including poetry, drama and prose (fiction and non-fiction). It is the body of written works of a language or period of culture. Serving as a mirror of life, peoples' lives and all those things that are related to their existence are the subject matter of literature.

Teaching Literature-in-English in Nigerian secondary schools: An Appraisal

In Nigerian secondary schools, Literature-in-English and English language are merged as one at the Junior Secondary School (JSS) level. The National Curriculum for English language fused the two subjects and is known as English Studies. This poses a bit of problem. First, teachers are faced with the problem of finding a balance in the time to allocate for each segment. At the Senior Secondary School (SSS) level, Literature-in-English is a separate subject with its own three periods or more per week allocation and is

restricted only to Arts students. Secondly, to ensure that no science student offers Literature-in-English, Geography is made an option for them and is taught when Literature-in-English is taken by Arts students.

Speaking in a related vein, Nwodo (2011) questions the labeling of classes as art and science. She argues that such a classification denies science students the opportunity of studying Literature-in-English which affects their language proficiency in such a way that most of the science students lack vocabulary to express themselves. In addition, she said such students are denied the opportunity of reading science fictions which could widen their scope and knowledge.

In the Nigerian educational system, Literature-in-English ought to be handled with proper, time tested methods backed up with adequate provision of texts. Its teaching should not be done anyhow. Vincent, as cited by Ogunnaike (2016), submits that Literature teaching is one of the ways the Nigerian child could be discouraged from social vices like indiscipline, inefficiency, ethnicity, nepotism and corruption plaguing the nation. He contends that classroom experiences in the last millennium have shown that Literature has been shoddily handled by most Literature teachers at the secondary school level. The reasons according to him are that, in most cases, there are no teachers to handle the subject while in others, little or no attention is paid to its importance. In addition, both the teachers and the students complain of too many books to be read by them resulting in poor performances by both. Furthermore, because it is a subject that is very much related to life, Literature-in-English is a subject all students should study at both the primary and secondary school levels of education in Nigeria and not restricted to only the senior secondary class, as it is, now. In spite of these, studies have shown clearly that Literature enhances and facilitates lifelong learning skills and strategies in the sciences and in other spheres. All these put together are reasons Nigerian secondary school students should be made to study Literature-in-English

as a compulsory subject and not an optional one, as earlier observed.

Some Factors Militating Against Effective Teaching of Literature-in-English in Nigerian Secondary Schools

First, it must be emphasized at this juncture that while there are clear-cut objectives for teaching and learning of Literature-in-English at the senior secondary schools in Nigeria, there seems not to be such at the Junior secondary school level. This is because the teaching of English language and Literature-in-English are integrated into the same curriculum. Another observation is that while there is uniformity in the choice of texts to be read by students at the senior secondary school level, nothing of such is available at the junior secondary school level. The choice of texts for study, which is the exclusive duty of the Ministry of Education, has been hijacked by hungry authors, who succeed in recommending their junk literary publications for study to schools and students without a critical look at the quality of such books/texts or whether they conform with the needs of the society. At the junior secondary school level, only texts produced by local authors are recommended for study while foreign literary texts are delayed for study until later in the senior secondary school level. The result of not using texts written by foreign writers at the earlier stage of studying Literature is that at the senior class, foreign writers' texts, such as those written by Shakespeare, Rider Haggard, Charles Dickens, etc become strange and complex to understand by students.

Going through some of the texts recommended for study at the Junior class, Aiyedun and Ogunnaike (2018) discover that most of the texts do not possess the literary and aesthetic qualities required. Some of the pitfalls discovered in the writings of the junk literary writers' texts are lack of creativity in the discussion of the subject matter/theme of the story, inappropriate organization of the plot(s) of the story, improper use of flashback linking the past to the episodes being currently shared,

lack of ornamental diction to embellish the experience under discussion to arouse reader's quest and interest and more of wrong choice of vocabulary items, to mention some. In short, most of the texts being studied at the junior Literature class lack analytical narration of the experience being shared.

Another factor militating against the study of Literature-in-English in the Nigerian secondary schools is lack of or improper use of effective strategies for its teaching and learning. Most of the teachers who handle the subject do not have any specific strategy apart from "take - your-book- and - read" approach (Ogunnaike, 2016) coupled with "poor planning, poor pedagogy and poor presentation" of topics by teachers (Ogunnaike, 2018)

Another factor that is worthy of consideration is the society's perception of the subject, Literature-in-English. Of recent, the issues of gender and performance in most subject areas have received attention from scholars who have worked and are still working on the conviction that Literature is replete with gender-related issues and academic achievement in general. Based on Tantarintseva (2018) view, "the words 'sex' and 'gender' are frequent topics for debates within research and epistemology" Tantarintseva reports that females perform better in written discourse where themes addressed are central to issues like "human beings, romantic love, strong feeling and human activities" which usually are, the subject matter of most literary engagements. In the same vein, Guledaini (2011) tersely states that, "girls read more and enjoy reading than boys...boys are more likely to be among the poorest performers in reading". Of course, it is a known fact that ability to read extensively is a pre-requisite for effective study of Literature.

Another factor plaguing the teaching and learning of Literature is lack of or inadequate provision of instructional materials that can enhance its teaching and learning. Aside the fact that the material resources, in most cases, are below the expected standard, the main instructional materials are usually the recommended textbooks required for reading.

Nicole (2015) regretfully bemoans the effect of lack of teaching resources, especially textbooks, and the unavailability of instructional materials to enhance teaching. Unfortunately while Nicole's finding is on a Chicago (USA) College, the same scenario holds sways in most Nigerian senior secondary schools where the teaching of Literature takes place. Coupled with this, is the unavailability of good libraries stocked with most of the recommended texts on Literature in Nigerian schools.

As noted in the discussion concerning the appraisal of the present teaching-learning of Literature-in-English, a lot of problems which include teachers' attitude, government's ineptitude, students' negative disposition to learning generally and reading in particular, we have come to search for other ways of improving the teaching and learning of Literature-in-English. Hence, a search-light on the use of ICT in the teaching-learning process of Literature, may, at this juncture, suffice.

A Brief Concept and Scope of ICT

Information and Communication Technology (ICT) is one of the new technologies that has dominated the technological world recently. Blurton (2009), Shaikh and Khoja, (2011) describe (ICT) as a diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information. Adonis and Kpanghan (2010) describe ICT as electronic technologies used for information storage and retrieval. The Oxford (on-line) Dictionary (2011) equally describes ICT as an extended synonym for information technology (IT) that stresses the role of unified communications (telephone lines and wireless signals), computers, middleware as well as necessary software, storage and audio-visual systems, which enables users to create, access, store, transmit and manipulate information.

Waleed and Mohd (2014) assert that the scope of ICT encompasses a range of applications, communication and technologies which aid information retrieval and research communication and administration. These

include: online databases, library services, online services and fax machine. ICT has become a global phenomenon of great importance and concern in all aspects of human endeavour, spanning across education, governance, business, labour market, trade, agriculture, commerce and industry.

The foregoing brief concept and scope of ICT allude to the fact that ICT is a modern technological device meant for storing, retrieving, documenting and disseminating information. As information is necessary for human growth and development, so also, technology is vital to all spheres of human life. ICT has, in fact, turned the whole world into a 'global village'.

The Role of ICT in Literature-in-English Teaching and Learning

Some scholars have highlighted numerous prospects and successes recorded in the teaching of Literature-in-English in the context of ICT. This, as argued, is not farfetched from the fact that there have been a lot of avenues, provided by ICT, where teaching and learning can take place. Fakeye (2011) specifies a few of these avenues as emanating from the internet such as facebook, whatsapp, twitter etc. This has however, affected the issue of methodology in teaching Literature-in-English in secondary schools.

In technology-assisted learning, there is little literature outside that which describes methodologies to harness technology for language acquisition: the acquisition of specific vocabulary, testing and improving grammar competency, and aural and written comprehension of the second language. In general, literary or cultural resources are used only as examples where the practice of a particular language exists and this why this paper focuses on the examples, where the teaching of literature, using various means of technology to enrich the learning process, exists.

The ICT has been found to benefit tremendously the effective learning domain and student-centeredness by improving student's

engagement in task (Jackobsen, 2001). It has assisted students, teachers, school administrators, agents and agencies of education and curriculum developers. It has enhanced information technology skills in order to make teaching and learning more effective and improve both the teachers' and students' ability in classroom delivery. The use of social media, for instance, would make learning more productive and enthusiastic. Hence, there is no gainsaying the fact that to be successful in today's information-rich and knowledge-based societies, students and teachers must utilize technology effectively and develop ICT skill (UNESCO, 2013). In an earlier assertion, Saverinus (2008) has outlined some of the aims and objectives of implementing ICT in teacher's education which are:

...to implement the principle of lifelong learning and education; to increase a variety of educational services and medium method; to obtain education and information; to develop a system of collecting and disseminating educational information; to promote technology literacy of all citizens, especially for students; to develop distance education with national contents; to promote the culture of learning at school (developing learning skills and expression of optional education, open of education etc); and to support in sharing experiences and information with others...

All the above go further to reveal that the use of ICT in the classroom is essential for providing opportunities for students to learn to operate in an information age, especially preparing students for life in the 21st century and beyond. It is evident that using ICT in teaching methods, will help teachers enhance their pedagogical practice and assist learners in their learning process. According to Grabe and Grabe (2007), ICT can play a role in students' skill, motivation and knowledge by presenting information to students while they complete their learning process and tasks. Therefore,

introduction of ICT into teaching methods will by all means enable students to demonstrate understanding of the opportunities and implications of the uses for learning (UNESCO, 2008).

Application of ICT in Teaching Literature Listening Skill

Listening is defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning (Saricoban, 2009). The listener should be capable of doing these four things at the same time. Therefore, listening is very important in the process of second language acquisition. Listening is considered as a principal language skill. Through listening, people can acquire a large portion of their ideas, and their understanding of the world. As an input skill, listening plays a vital role in student's language development (Saricoban, 2009). There are several technological ways for improving the listening capability of the students, as enumerated below.

Use of CD-Players

CD-Player device is an ICT-based tool for listening comprehension. CD-players are electronic instrument used specifically to run audio CD-ROMs, Teaching and listening examinations can be saved on these audio CDs for later use by the students. Literature teachers should endeavour to use this device during the teaching/learning of Prose and Drama.

Use of Tape-Recorders

Tape-Recorders are perhaps the oldest technical listening tools, and their use is rapidly decreasing nowadays. However, they are still being utilized in certain cases and are attached to some Literature textbooks. This can be used during a Poetry class. The re-play of such tape-recorded-material will enable students hear their voices and judge their performances.

Reading Skill

Several instructional strategies can be

utilized to improve the reading ability of the learner through the use of ICT, some of which are:

Use of ICT Reading-based tools

ICT can raise the interest of reading for learners by the use of simple and easy-to-understand texts, fluency, and comprehension of the texts. This also can enable students increase their interaction with texts, pay attention to individual needs, and enhance their abilities to read texts they would not otherwise be able to read (Ybara and Green, 2013). ICT can perform several other tasks simultaneously and run programmes at a very high speed. Learning ICT programmes can check exercise after they are performed by students gradually from easy to more difficult problems according to their abilities. ICT can also be used to correct answers for the learners, and so simulate texts in an easy to understand manner, noted Alkahtani, (2011). Literature teacher can adopt any of the ICT tools to enhance the reading of Prose texts and Poetry.

Use of ICT Software

ICT makes use of tools with a mixture of text, graphics, sound, video and animation. They are programmes that can increase the motivation of learners to develop their vocabulary, reading skills and ability to perform on stage after Drama has been taught. A major advantage of this is that it can prepare students interested in theatre practice as a career for them in future.

Internet Browsing

As noted, ICT is a modern technological way for persons who hope to develop their literary skills. There are many ICT web sites prepared solely to enhance the reading abilities of Literature learners. There are also a huge number of resources available in the form of newspapers, magazines, journals, electronic libraries, dictionaries, encyclopedias and newsletters. Browsing these resources and sites will obviously enhance the learner's vocabulary and reading ability especially in Prose. It will also be a very useful ICT-based tool in assisting

the Literature teacher. Students' proficiency in both English language and Literature will increase while cases of mass failure in both subjects will also reduce drastically.

Use of Electronic Dictionaries

Another way of improving the vocabulary of the learner is the utilization of electronic dictionaries designed specifically for English language and Literature learners. These dictionaries have several built-in functions and tools that are not provided in book dictionaries. As noted by Owusu-Acheaw and Agatha, (2015), electronic dictionaries are also easy to use and represent quick ICT tools for vocabulary acquisition and development. In Poetry, for example, electronic dictionaries will assist in reducing the problem of misunderstanding a poet's intention in a poem and make the poem easy to understand.

Speaking Skill

Among the ICT-based tools for speaking-skill in Literature include the following:

Voice Chatting Device

Chatting is the process of voice communication between the speaker and the listener through the ICT. This process may be very beneficial to the learner if the other side speaker is a native language speaker. In case there is no native language speaker, the Literature teacher, who doubles as an English language and Literature teacher can engage in any speech act with his students. This device can best be utilized in a Drama class especially if both teacher and students are interested in the enactment of the episode in the drama text.

Writing Skill

ICT-based tools in Literature teaching include:

Use of Computers

Computers can be used to develop the writing skills of Literature students. Writing statements and paragraphs in English language can be very challenging for students. However, Nwagwu, (2012) notes that the use of computers

and graphics-based programmes can make the writing task much easier and enjoyable, and can make students express their thoughts more clearly. The use of the computer as a tool in studying Literature, is much more motivating for the student than the process of traditional writing with a paper and a pencil (Ybara and Green, 2013). However, most Nigerian public schools which majority of the Nigerian students attend and where teachers teach, do not possess enough computers or in some cases, out rightly do not have access to the use of computers.

Text-Chatting

Text chatting is another important ICT tool for developing writing ability. It is an on-line and quick tool for writing and expressing thoughts, transferring ideas, and spreading instantaneously with the other side writer. This is another appropriate tool to use when teaching Prose. A cursory look at all the aforementioned ICT-based tools and their workings, lays credence to the fact that if properly harnessed, the teaching and learning of Literature in Nigeria would improve tremendously.

- **Some perceived prospects of using ICT-based tools in Literature teaching and learning**

The following are some of the perceived prospects of the use of ICT in the teaching and learning of Literature:

- **Increase in students' interest**

Nowadays, the stereotyped traditional strategies are becoming unpopular while ICT tools featuring audio, visual animation effects, naturally and humanly makes people more accessible to information. Besides, ICT offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation both in their study and their involvement in class activities, as noted by Blurton in Adomi and Kpanghan (2010).

- **Ability to communicate more fluently**

Traditional teaching has hampered students' capacity to comprehend certain literacy skills and the understanding of structures,

meanings, and functions of the language, thus making students' passive recipient of knowledge, and making it hard to achieve the target of communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the ICT will seek integration of teaching and learning and provide students with greater incentives. As noted by Osakwe (2012), courseware will activate students' thinking, while the visual and vivid courseware will help them to transform learning into capacity cultivation. This will enable in-class activities such as group discussion, reading-questioning, debates, etc; especially in prose class, to offer more opportunities for communication among students and between teachers and students. So, teaching with ICT tools will uniquely inspire students' positive thinking and improve communication skills in a Literature class.

- **Exposure to Western culture and widening of students' horizon in ICT**

The ICT courseware can offer the Literature students abundant information; more plentifully than textbooks, and help them to get displays with vivid cultural background, rich content and true-to-life, language materials, which are much natural and closer to life. Not only would learners improve their listening ability, they would also learn the western culture. Grasping information through various channels can equip the students with knowledge and bring about information-sharing among students. It will also make them actively participate in class discussion (as in Prose), communication (as in Poetry) and dramatic enactment (as in Drama), without being shy.

- **Improvement in teaching and learning**

Using ICT-based tools in teaching any aspect of Literature will enrich teaching content and make the best of class time and break the "teacher-centered" teaching pattern and fundamentally improve class

efficiency. Due to large classes in Nigerian public secondary schools, it is often difficult for students to engage in speaking communication. The utilization of ICT sound laboratory will improve individualized and co-operative teaching. The traditional teaching model mainly emphasizes teachers' instruction, and the information provided is limited due to large population in classes. On the contrary, ICT goes beyond time and space, rather it creates more vivid, visual and authentic environment for Literature learning, stimulates students' initiatives, economizes class time and increases access to information.

- **ICT fosters cordial relationship**

ICT teaching stresses the role of students, and enhances the importance of "relationship" between teachers and students. A major feature of ICT teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence. During this process, the teacher's role as a facilitator is particularly prominent. Using ICT in context creating, creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way, rather ICT creates an harmonious interaction that encourages effective teaching-learning process.

- **Avenue for English language teaching**

Using ICT-based tools in teaching Literature creates avenue for English language teaching and motivation for learning. This situation makes the class lively and interesting, as well as optimizing the organization of the class. According to Mahmood and Farooq (2014), ICT has its own features such as visibility, liveliness and motivation. During the process of ICT-based Literature teaching, there could be

drama presentation, or poem recitation or miming, that will enhance the initiative of both teachers and students. When using ICT tools, teachers can use pictures and images to enrich the content of their teaching and through an interactive process, it is apparent that using ICT will be effective in nurturing and arousing students' interest in learning Literature, as well as enhancing teacher's interest in teaching any aspect of Literature.

- **Easy access to course content**

In addition, ICT teaching is flexible, notes Alizadeh, et al (2016) and Faloye (2017). It is obvious that the content can be created not only in the classroom, but also after class. Literature teaching must focus on the guidance of teachers and be student-centered. Students are bound to have some problems during classroom teaching, which can be addressed under the guidance of the teacher. In such circumstances, students can use the ICT to their advantage, such as manipulating the network to contact teachers, and receiving answers by e-mail. Through that exchange, students will have easy access to the course content and study in advance before classes begin. This is applicable in teaching any of the three aspects of Literature.

- **Enhancement of learner-centered teaching**

Additionally, the ICT promotes higher thinking skills and technical and conceptual experiences. It increases students' participation when it is used in classroom environment (Mike, 2006). It is also useful not only for the quantity but also the quality of language produced by learners. According to research activities, the internet changes the interaction between learners and teachers (Kern, 2015). There is less teacher and more learner talk in ICT classes. Furthermore, it changes teacher and students' roles and makes learning more student-centered. The ICT is a source of supplement resources and authentic materials (Graus, 2011). Finally, studies

have shown that the ICT has positive effects on motivation, provides means for creative works and gives opportunities for collaboration and socialization in learning process. (Ogunnaiké, 2016).

- **Some perceived challenges of using ICT-based tools in Literature**

Despite the fact that the use of ICT will usher in a lot of prospects as enumerated above, the following have been identified as challenges that can hinder the success of its use in the teaching and learning of Literature.

- **Difficulty in accessibility to and unfamiliarity with ICT**

In Nigeria and most of the developing countries, one of the problems is that ICT is not always accessible by all learners and teachers. Though Literature is taught in all secondary schools in Nigeria, government has not been able to provide ICT tools in most government-owned schools to assist its teaching. Likewise, unfamiliarity with the ICT can also hinder the use of ICT tools in a second language environment. And as put by Chafe (2018), the problems of the internet use focus on computer unavailability, lack of internet accessibility and training, computer anxiety, computer unfamiliarity of both the teacher and the student and financial constraints.

- **Limitation to students' thinking capacity**

Nwafor (2015), observed that ICT ignores emphasis and importance in teaching: it also neglects instruction in students' thinking, inspiring their paths of thinking, strengthening their capacity in contemplating and solving problems. In this way, it should be noted that cultivation of students' thinking capacity should be the major objective in teaching and using of ICT-based tools. Literature is a subject that deals directly with life. Students should be allowed to think out and present plays that depict the happenings in their society (as in Drama), recite and write poems (as in Poetry) and write essays to criticize, condemn and commend leaders and

governments (as in Prose). Students should not be limited or restricted in their thinking and ICT-based tools should not take up students' time for thinking, analysing and exploring questions.

- **Non-inclusion/non-integration of ICT into the Literature curriculum**

The English language curriculum in Nigeria is defective by its inability to integrate the use of ICT-based tools in the teaching and learning of English. Since the curriculum also specifies that Literature is a complementary subject to English language in the humanities, it therefore behoves that the defect also extends to Literature. However, as the developed countries are advancing in all spheres of development, especially in the area of science and technology (a vital segment of education) one also expects developing countries like Nigeria to follow suit. Unfortunately, either out of sheer ignorance or non-challance, education policy makers or planners often "close their eyes" to certain things that would benefit the education sector and make it progress. Therefore, if non-inclusion or non-integration of the ICT into the Nigerian English language/Literature Curriculum is an oversight, it will continue to pose unnecessary danger to an effective teaching-learning process of Literature, in which the end-product is inevitably a continuous poor performance on the parts of the teachers and students.

Conclusion and Recommendation

In this paper, an attempt has been made to explore the possibility of applying ICT into the teaching and learning process of Literature-in-English in Nigerian secondary schools, so as to improve performance in the subject. In the discourse, both prospects and challenges are highlighted. However, Ogunnaike's (2020) finding shows a little improvement in the teaching and handling of the subject by its teachers. This is also shown in the not-too-encouraging performance by students. (WAEC

and NECO, 2018/19 Literature Results Reports).

In view of this digital age however, a renewed vigour by teachers, so as to achieve better performance in Literature by Nigerian secondary school students, is still highly required. This is why this paper advocates the application of ICT in the teaching-learning process of Literature in our secondary schools, in addition to whatever techniques or methods the teacher intends using to teach the subject.

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The Effect of the Use of Selected Mobile Apps for Learning French Language as a Foreign Language (FFL) on the Teacher-Trainees' Communicative Competence

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Abstract

This study examined the use of mobile apps to enhance the communicative competence of the teacher-trainees of French as a foreign language in South-West Nigerian universities. A mixed method was adopted to collect data for quantitative and qualitative analysis. Descriptive and quasi-experimental research designs were adopted. The entire one hundred and fifty-one (151) final year teacher-trainees of French as a foreign language in South-west Nigerian universities were selected using the census sampling technique. A questionnaire and a structured interview schedule were used concurrently for data collection, while a Teacher-Trainee Achievement Test (TAT) was used for the pre-test, and post-test for the treatment and control groups. A stratified sampling technique was adopted to select One hundred and nine (109) teacher-trainees who were taught with the five selected mobile apps. Three research questions were answered using descriptive statistics. Independent sample t-test and Analysis of Co-variance (ANCOVA) were used to test the two hypotheses. The study concluded that the use of mobile apps is effective for enhancing communicative competence in French as a foreign language. The study recommended, among others, that mobile apps should be incorporated into the curriculum of teacher education and should be used to enhance the communicative competence of teacher-trainees which will, in turn, affect the teaching and learning of French as a foreign language in Nigeria.

Keywords: Communicative competence, French as a foreign language (FFL), Mobile apps, Teacher-trainees, Teaching and learning.

Introduction

Most teacher-trainees of French language lack communicative competence in French, which affects the teaching and learning of French, resulting in poor performance in learners. The importance of the French language in Nigeria cannot be overemphasised. Out of the fifty-five (55) sovereign nations that make up Africa, the second biggest and most populous continent in the world, over twenty (20) countries are French-speaking, while others are English-speaking. Nigeria, an integral part of the continent is sandwiched by many French-speaking countries including Benin Republic Cameroon, Niger, Chad, and Togo. Further beyond, Guinea and Ivory Coast are also French-speaking, a development that makes French a veritable language of international diplomacy, trade and commerce for Nigeria as a country. However, in West Africa, out of the eighteen states, francophone countries are nine having the highest percentage (Adetuyi-Olu-Francis & Opara, 2018).

The teaching of French language in Nigerian public universities is bedeviled by the challenge of poor communicative competence

in the students. This may be linked to the conventional methods of teaching used by the teachers, leading to a lack of communicative competence in the teacher-trainees. Simire, (2021) stressed that Nigerian Teachers of French language obstinately use traditional methods, which are inadequate to teach the language, especially in the current linguistic environment which is multilingual, but majorly Anglophone, which is not favourable to the French language. Over the years, French language teaching generally has evolved from the traditional teacher-centred methods to the communicative and task-based approaches. In these approaches, the learners have a significant role to play in shaping their learning. However, to ensure the survival of any language, its teaching and learning should be enshrined in the National Policy on Education (NPE). This is a way to forestall the extinction of any language (Opara, 2017). Thus, by enshrining the French language into the National Policy on Education (NPE), the French language has come to stay in Nigeria and efforts by all stakeholders must be made to make its implementation successful.

The issue of poor performance in

French language education in Nigeria has been evident in recent times. The Nigerian National Policy on Education (NPE) features the French-language Education as the offshoot of the recommendations made at the international conferences of all West African Ministers of Education, South of the Sahara held at Yaoundé (1961) and Addis Ababa (1963) respectively. These recommendations pointed at the need for communication and integration among West African countries whose unity had been destabilised by the historical phenomenon of colonisation. This was a justification for these conferences to deliberate on language, among other matters that concern the countries. Each of the two conferences concluded on making the study of French language compulsory for Anglophone countries and English language compulsory for Francophone countries in West Africa in their educational systems. Despite these recommendations, French language still struggles for recognition in Nigeria (Opara, 2017).

Thus, French was adopted as a second official language in 1996 and a compulsory subject in Nigeria from Basic 4 to Basic 9 and a vocational and non-elective from SSS I to SSS 3. According to Opara (2017), though, the intention of the Nigerian government may have been highly commendable, the implementation of this policy is poor and since overdue. It is more than two decades since this policy was signed into law. The vision of making most Nigerians internationally bilingual in English and French has not been realised, even though the Nigerian government has made French compulsory from Basic 4 to 9 (FGN, 2004) and optional vocational at other levels of education. The unfortunate lack of political will of the government towards the implementation of the new bilingual policy is demoralising learners of French language at all levels. The teacher-trainees, who love to pursue careers in French language education, are equally discouraged (Opara, 2017).

Teacher-trainees are the undergraduate students who chose to study any subject-based course in the faculties of education in the universities. This study focuses on the teacher-trainees of French language in South-West Nigerian public universities, who, *ab initio*, applied to study French language in the faculties of Education. As much as the teacher-trainees desire to pursue a career in French language education,

most of them struggle to complete the first degree and quickly make their way to other fields of study at the postgraduate level. Most of those who do not choose to further their education prefer to take up jobs that have nothing to do with the teaching of French. Largely, to the best of the knowledge of the researcher, most of the teacher-trainees nurse the idea of using their certificates to seek employment in other fields rather than in the teaching of French in schools (Nwosu & Opara, 2011).

The need for communicative competence in language learning cannot be overemphasised. It is essential in language education (Canale, 1983). However, in a foreign language classroom, learners usually become afraid of making mistakes when using the grammar rules, thereby refraining from using the target language. This particular situation leads to the concern of whether or not it is appropriate to teach/learn grammar rules in isolation or in context.

Ikonta and Akumabor (2011) submit that the hallmark of language-learning is to acquire adequate communicative competence in the language. This is the ability to use the target language correctly and appropriately based on content and context. Effective language learning comprises the mastery of all the components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competences, for developing the listening, speaking, reading and writing skills in language learners. Any technique that is capable of promoting the mastery of all these components can be considered a viable tool for enhancing communicative competence.

Presently, the focus of language education is on communicative competence. Hymes (1971) coined this term in reaction to Noam Chomsky's notion of linguistic competence in 1965. Communicative competence is the ability to use language correctly and appropriately in specific situations. Communicative competence is an intuitive functional knowledge and control of the principles of language usage. Hymes, (1972) was of the opinion that a normal child acquires knowledge of sentences not only as grammatical sentences but also as appropriate sentences. The child acquires competence concerning when to speak and when not to speak. Also, he acquires competence regarding what to talk about? With whom? When? Where? And, in what manner he

ought to? In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others" (Hymes, 1972). The notion of communicative competence does not reduce the importance of learning grammar rules of a language; it only establishes the recognition of learning the language appropriately as well.

The use of mobile apps makes a significant impact on improving students' performance in many fields of study including language learning (Klimova, 2019). According to Ikonta and Ugonna (2015), computer-assisted language learning (CALL) has emerged as a tempting alternative to the traditional teaching mode, which now complements the direct student-teacher interaction, such as the use of language laboratory or audio-tape-based self-study.

Mobile apps have now flooded cyberspace (Klimova, 2019). Though numerous, the teacher-trainees of French who wish to use them to enhance communicative competence can be confused in making choices if not guided with adequate information to choose rightly. Another major constraint in the use of mobile apps is the dilapidated state of infrastructure in most Nigerian universities in terms of ICT readiness and facilitation available. Access to internet connection is a great challenge to many university students globally who wish to embrace the use of mobile apps for learning French language (Valk, Rashid & Elder, 2010). Many of these students who desire to embrace the use of technology end up sponsoring themselves through thick and thin to subscribe for the internet data. Some mobile apps for learning French include 'Le conjuguer', 'Duolingo', 'FluentU', 'Memrise', 'Learn French in 24 hours', and so on; irrespective of the availability of these mobile apps to enhance the communicative competence, most teacher-trainees are deficient in the communicative competence required to profess mastery in the French language. Based on the above, it is imperative to examine the French language teacher-trainees use of mobile apps to enhance their communicative competence in South-West Nigerian universities.

Statement of the Problem

Many teacher-trainees lose their initial passion for the French language due to inability to

communicate freely in the language, which results in lack of communicative competence in French language after becoming autonomous teachers. Nigerian Teachers of French still use traditional methods which are inadequate to teach the language in this digital age. This situation does not encourage the teacher-trainees to acquire the communicative competence required to function effectively as teachers after their training. Though most teacher-trainees desire to acquire communicative competence in French, they are not adequately using the various mobile apps that are available online for enhancing communicative competence. If this situation persists, the enormous resources invested by the government of Nigeria as well as French government for the promotion of the French language will be in jeopardy hence, the need to examine the effect of the use of selected mobile apps for learning French language on the teacher-trainees' communicative competence.

Research Questions

The following research questions directed the study:

1. What are the various mobile apps used for learning French as a foreign language in Nigeria?
2. How accessible to the teacher-trainees is the internet connection to facilitate the use of mobile apps for enhancing communicative competence in French language in the tertiary institutions under study?
3. How effective is the use of the selected mobile apps for enhancing communicative competence by teacher-trainees of French language?
4. To what extent are the teacher-trainees of French language competent in basic ICT skills to be able to use mobile apps for enhancing communicative competence in French?

Research Hypotheses

The study tested the following null hypotheses at a 0.05 level of significance:

- Ho₁. There is no significant effect of the use of the selected mobile apps on the communicative competence of teacher-trainees of the French language after using the mobile apps.
- Ho₃. There is no significant difference in the basic

ICT skills of teacher-trainees of the French language before and after the use of mobile apps for enhancing communicative competence in French language.

Independent sample t-test and Analysis of Covariance (ANCOVA) were used to test the hypotheses.

Methodology

The study used the descriptive survey and quasi-experiment. The research questions were answered using descriptive statistics.

Results

Analysis of Research Questions

Research Question One: What are the various mobile apps used for learning French as a foreign language in Nigeria?

Table 1: Mobile Apps used for Learning French as a Foreign Language

S/N	ITEM	HU (%)	AU (%)	RU (%)	NU (%)	NI (%)	Mean	Std. Dev.	Rank
1.	Babble	5 (3.3)	21 (13.9)	39 (25.8)	17 (11.3)	69 (45.7)	2.18	1.244	12 th
2.	Busuu	0 (0.0)	29 (19.2)	35 (23.2)	16 (10.6)	71 (47.0)	2.15	1.208	13 th
3.	Drops: Learn French	37 (24.5)	21 (13.9)	28 (18.5)	14 (9.3)	51 (33.8)	2.86	1.600	6 th
4.	Duolingo	43 (28.5)	35 (23.2)	19 (12.6)	10 (6.6)	44 (29.1)	3.15	1.611	5 th
5.	Fluentu	27 (17.9)	28 (18.5)	22 (14.6)	14 (9.3)	60 (39.7)	2.66	1.575	7 th
6.	Hellotalk	2 (1.3)	40 (26.5)	18 (11.9)	30 (19.9)	61 (40.4)	2.28	1.277	10 th
7.	In 24 Hours Learn French	42 (27.8)	27 (17.9)	41 (27.2)	8 (5.3)	33 (21.9)	3.25	1.474	4 th
8.	Learn French Offline	74 (49.0)	40 (26.5)	14 (9.3)	8 (5.3)	15 (9.9)	3.99	1.304	2 nd
9.	Le Conjugueur	110 (72.8)	13 (8.6)	24 (15.9)	2 (1.3)	2 (1.3)	4.50	.901	1 st
10.	Memrise	4 (2.6)	40 (26.5)	31 (20.5)	19 (12.6)	57 (37.7)	2.44	1.304	9 th
11.	Mondly	0 (0.0)	15 (9.9)	55 (36.4)	18 (11.9)	63 (41.7)	2.15	1.079	13 th
12.	Quizlet	29 (19.2)	22 (14.6)	20 (13.2)	13 (8.6)	67 (44.4)	2.56	1.611	8 th
13.	Rosetta Stone	18 (35.3)	18 (11.9)	53 (35.1)	22 (14.6)	56 (37.1)	2.26	1.122	11 th
14.	Simply Learn French	53 (35.1)	27 (17.9)	28 (18.5)	12 (7.9)	31 (20.5)	3.39	1.532	3 rd
15.	Tandem	3 (2.0)	12 (7.9)	28 (18.5)	20 (13.2)	88 (58.3)	1.82	1.114	15 th
	Average (%)	30 (19.9)	26 (17.2)	30 (19.9)	15 (9.9)	50 (33.1)	2.78	1.330	

The result of the analysis of data for the research question one shows that the mean scores of the items 1-15 above are less than 3.50. This implies

that majority of the teacher-trainees did not use most of the listed mobile apps for learning French as a foreign language. The mobile apps

for learning French as a foreign language used by teacher-trainees for enhancing communicative competence in French are "Le Conjugueur", "Learn French Offline", "Simply Learn French", "In 24 Hours Learn French", "Duolingo", and "Drops: Learn French" with mean scores higher than the average mean score of "2.78" ranking from 1st to 6th. These mobile

apps are user-friendly and they attract no cost such as subscription fees for using them.

Research Question Two: How accessible is the internet connection for facilitating the use of mobile applications to enhance communicative competence in French language in the tertiary institutions under study?

Table 2: Accessibility to Internet Connection

S/N	ITEM	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Dev.
1.	Teacher-trainees have access to internet connection via the use of Wi-Fi on campus	15 (9.9)	44 (29.1)	63 (41.7)	29 (19.2)	2.30	.893
2.	Teacher-trainees have access internet connection via the use of Wi-Fi on campus	10 (6.6)	33 (21.9)	80 (53.0)	28 (18.5)	2.17	.804
3.	Only staff members have access to internet connection via the use of Wi-Fi in my institution.	11 (7.3)	36 (23.8)	75 (49.7)	29 (19.2)	2.19	.830
4.	Only staff members have access to the internet connection through Ethernet wire/cable in my institution	47 (31.1)	92 (60.9)	8 (5.3)	4 (2.6)	3.21	.656
5	Internet connection available in my school helps me make use of mobile applications to enhance communicative competence in French while in the school premises.	18 (11.9)	62 (41.1)	59 (39.1)	12 (7.9)	2.57	.804
6	The use of hardware instructional materials like textbooks, dictionaries etc. is preferred to using mobile applications for learning French language because of the high cost of internet connection.	28 (18.5)	82 (54.3)	35 (23.2)	6 (4.0)	2.87	.751
7	Academic performance is enhanced when there is an internet connection for the use of mobile applications.	44 (29.1)	95 (62.9)	7 (4.6)	5 (3.3)	3.18	.664
8	Internet connection facilitates the use of mobile applications for enhancing communicative competence in French	47 (31.1)	83 (55.0)	15 (9.9)	6 (4.0)	3.13	.745
Average (%)		28 (18.2)	66 (43.6)	43 (28.3)	15 (9.8)	2.70	0.768

Strongly Agree (SA) = 3.50 & above; Agree (A) = 2.50-3.49; Disagree (D) = 1.50 -2.49; and Strongly Disagree (SD) = below 1.50

The result of the analysis of data for the research question two shows that most of the mean scores of the items 1-8 in the questionnaire on research question two are greater than 2.50. The response to research question two is, therefore, that the internet connection has a positive effect on the use of mobile applications for enhancing communicative competence in French language in the tertiary institutions under study. It is therefore deduced that majority

of the teacher-trainees are unable to access internet connection via free Wi-Fi in their various institutions because the schools did not make provision for internet connection either as a result of lack of adequate funding or as a result of lack of information about its importance.

Research Question three: How effective is the use of the selected mobile applications for enhancing communicative competence by teacher-trainees of French language?

Table 3: The Effectiveness of the Use of Selected Mobile Apps

S/N	ITEM	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Dev.
1.	The use of mobile applications causes distractions for me in my bid to enhance my communicative competence in French language.	2 (3.9)	12 (23.5)	25 (49.0)	12 (23.5)	2.08	.213
2.	Mobile applications cannot be used for learning vocabulary registers in French language	2 (3.9)	4 (7.8)	29 (26.7)	16 (31.4)	1.84	.234
3.	Mobile applications cannot be used to learn orthography in French language	3 (5.9)	13 (25.5)	11 (21.6)	24 (47.1)	2.14	.311
4.	There is no difference in my communicative competence before and after the use of mobile applications to learn French language.	4 (7.8)	7 (13.7)	30 (58.8)	10 (19.6)	2.10	.321
5.	The use of mobile applications helps me speak French language outside of the classroom	15 (29.4)	27 (52.9)	5 (9.8)	4 (7.8)	3.04	.923
	Average (%)	5 (9.8)	13 (25.5)	20 (39.2)	13 (25.5)	2.20	0.412

Strongly Agree (SA) = 3.50 & above; Agree (A) = 2.50-3.49; Disagree (D) = 1.50 -2.49; and Strongly Disagree (SD) = below 1.50

The analysis of data for the research question three shows that most of the mean scores of items 1-5 of the questionnaire on research question three are less than 2.50. This implies that the answer to research question three is, therefore, that the use of mobile applications for learning French language has a positive effect on the communicative

competence of teacher-trainees of French language.

Research Question Four: To what extent are the teacher-trainees of French language competent in basic ICT skills to enhance their use of mobile applications for enhancing communicative competence in French?

Table 4: Basic ICT Competence of French teacher trainees

S/N	ITEM	VC (%)	C (%)	AC (%)	NC (%)	Mean	Std. Dev.
1.	Typing documents on personal computer (PC).	14 (9.3)	33 (21.9)	99 (65.6)	5 (3.3)	3.37	.699
2.	Checking e-mail on personal computer (PC).	26 (17.2)	92 (60.9)	15 (9.9)	18 (11.9)	3.83	.852
3.	Checking e-mail messages on mobile phones.	65 (43.0)	62 (41.1)	21 (13.9)	3 (2.0)	4.25	.768
4.	Using mobile phones to send e-mail messages.	52 (34.4)	71 (47.0)	24 (15.9)	4 (2.6)	4.13	.772
5.	Using social media applications such as WhatsApp, Instagram, Twitter etc. on mobile phones.	75 (49.7)	51 (33.8)	19 (12.6)	6 (4.0)	4.29	.837
6.	Using social media applications for educational purposes.	24 (15.9)	42 (27.8)	74 (49.0)	11 (7.3)	3.97	.856
7.	Using mobile applications for pleasure, such as games and music on mobile phone.	65 (43.0)	57 (37.7)	16 (10.6)	13 (8.6)	4.15	.929
8.	Using mobile phones for watching educational programmes/documents (live online lessons, pre-recorded online lessons etc.) on YouTube.	44 (29.1)	81 (53.6)	17 (11.3)	9 (6.0)	4.06	.802
9.	Watching TED educational videos/talks on YouTube with mobile phones.	45 (29.8)	47 (31.7)	49 (32.5)	10 (6.6)	3.88	.930
10.	Checking on YouTube for any aspect of challenge in learning French language.	47 (31.7)	70 (46.4)	24 (15.9)	10 (6.6)	4.02	.860

11.	Hosting online meetings with mobile phones using applications such as Zoom, Google meetings etc.	21 (13.9)	40 (26.5)	38 (25.2)	52 (34.4)	3.20	1.065
12.	Attending online meetings on mobile phones via zoom, Google meetings, etc.	22 (14.6)	55 (36.4)	40 (26.5)	34 (22.5)	3.43	.997
13.	Attending webinars on mobile phones	14 (9.3)	46 (30.5)	41 (27.2)	50 (33.1)	3.16	.994
14.	Giving virtual presentations on mobile phones	20 (13.2)	58 (38.4)	30 (19.9)	43 (28.5)	3.36	1.036
	Average (%)	40 (26.5)	60 (39.7)	33 (21.9)	19 (12.6)	3.54	0.826

Very Competent (VC) = 4.5 & above; Competent (C) = 3.50-4.49; Averagely Competent (AC) = 2.50-3.49; and Not Competent (NC) = 2.49 and below.

The results of the analysis of research question four shows that most of the mean scores of the items 1-14 are greater than 3.50. This implies that majority of the teacher-trainees are averagely competent in the ICT skills. Therefore, the answer to research question four is that most of the teacher-trainees of French language are averagely competent in basic ICT skills which can help their use of mobile applications for enhancing

communicative competence in French language.

**Testing the Null Hypotheses
Hypothesis One**

There is no significant effect of the use of selected mobile apps on the communicative competence of teacher-trainees of the French language after the use of the mobile apps.

Table 1: ANCOVA showing the effect of the use of selected mobile apps on the communicative competence of teacher-trainees of the French language

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1545.660 ^a	5	386.415	58.496	.001	.734
Intercept	326.239	1	326.239	49.387	.001	.367
Group _{Between}	1359.569	5	453.190	68.604	.002	.708
Error _{Within}	561.496	103	6.606			
Total	6744.000	109				
Corrected Total	2107.156	108				

a. R Squared = .734 (Adjusted R Squared = .721)

The analysis of data from table 18e shows that there was a significant difference in mean scores [F(5,103) = 6.606, p = 0.002] between the groups. It can be seen that the effect size is large (0.708). This value indicates that 70.8% of the variance in the communicative competence of teacher-trainees of the French language is explained by the use of selected mobile apps. The R-Squared value is also used to describe how much of the change in the dependent variable is explained by the independent variable (73.4%). Hence, the null

hypothesis that states that "there is no significant effect of the use of mobile apps for learning French language on the communicative competence of teacher-trainees of the French language" is rejected and its alternative which states that "there is a significant effect of the use of mobile apps for learning French language on the communicative competence of teacher-trainees of the French language" is accepted.

Test of Hypothesis Two

There is no significant difference in the

basic ICT skills of teacher-trainees of the French language before and after the use of mobile apps for enhancing communicative competence in French language.

Table 2: T-test Statistics for treatment group only for hypothesis two

Teachers	N	Mean	STD	Df	T	p-val.	Remark	Decision
Pre-test	53	2.77	2.112					
Post-test	51	4.68	3.222	102	12.123	.002	Significant	Rejected

Significant at .05 level

Independent samples t-test analysis was carried out to determine if any significant difference existed in the basic ICT skills of teacher-trainees of the French language in the treatment group before and after the use of mobile apps for enhancing communicative competence in French language. The Table 19 showed a statistically significant difference between the basic ICT skills before (Pre-test, Treatment) using the mobile apps to teach teacher-trainees (N = 53, Mean = 2.77, Standard Deviation = 2.112; Df = 102) and the basic ICT skills after (Post-test, Treatment) the use of mobile apps to teach the teacher-trainees (N = 51, Mean = 4.68, Standard Deviation = 3.222; Df = 102). Since $t = 12.123$, $p < 0.05$. It shows a significant difference in the basic ICT skills of teacher-trainees of the French language in the Treatment Group before and after the use of mobile apps for enhancing communicative competence in French language. Hence, the null hypothesis that states that "there is no significant difference in the basic ICT skills of teacher-trainees of French before and after the use of mobile apps for enhancing communicative competence in French language" is rejected and its alternative is accepted. This implies that the use of mobile apps improves the ICT skills of the teacher-trainees after the intervention, ICT skill is essential for the use of mobile apps to enhance the acquisition of communicative competence in French language.

Discussion of findings

The mobile apps used by teacher-trainees for learning French as a foreign language

The six mobile apps for learning French as a foreign language used by teacher-trainees to

enhance communicative competence in French in ranking order are: "Le Conjugueur", "Learn French Offline", "Simply Learn French", "In 24 Hours Learn French", "Duolingo" and "Drops: Learn French".

Accessibility to internet connection

The study revealed that the teacher-trainees did not have access to the internet connection in the institutions under study. A few of them who had access to internet connection were via self-sponsorship because their institutions did not provide Wi-Fi or other forms of internet connection to enable the students to facilitate the use of mobile apps for enhancing communicative competence in French language. It was found that the internet connection facilitates the use of mobile apps for enhancing communicative competence in French. This finding supports Blake's (2008) that the internet is a viable tool for promoting mobile learning in language learning and if a learner is deprived of access to the internet such a learner will be demotivated.

The effect of mobile apps on the communicative competence of teacher trainees

The study also revealed that the communicative competence of the teacher-trainees of French in the treatment group was improved after the intervention compared to the communicative competence of teacher-trainees in the control group. The results showed that the treatment group performed better than the control group in the pretest meaning that there was no significant difference in the performances of both groups in communicative

competences before the intervention. The findings support the study conducted by Zare and Amirian (2013) which revealed that the treatment group students significantly outperformed their control group counterparts in English as Foreign Language in vocabulary learning. Also, the results echoed the results of the study conducted by Rahimi and Miri (2014) that showed that the treatment group outperformed the control group in the post-test.

Basic ICT skills of the teacher-trainees

Another finding from this study is that most teacher-trainees of French language sampled for this study were not competent in basic ICT skills to enhance the use of mobile apps for enhancing communicative competence in French before the intervention. The position of Valk, Rashid and Elder (2010) is supported by this finding that, the many different forms of ICTs, mobile phones and apps are suitable tools for advancing education in developing regions such as Nigeria.

Conclusion

The study concluded that the use of mobile apps is effective for enhancing communicative competence. The study also established that five mobile apps were identified to be adequate for enhancing communicative competence in French with user-friendliness features. This study revealed that teacher-trainees are now aware that mobile apps for learning French can enhance their communicative competence if they are encouraged to use them. It also revealed that the communicative competence of the teacher-trainees in the treatment group improved after the use of mobile apps for enhancing French language.

Recommendations

Based on the findings, the following recommendations have been made:

- i. The government should make adequate provision of easy access to the internet connection for teacher-trainees to promote the use of mobile apps for enhancing communicative competence in French as a foreign language available to the institutions of higher learning;
- ii. Teacher-trainees should adequately use mobile apps to enhance their communicative competence in French language; and
- iii. Through the intervention programmes by international organisations i.e. UNESCO, EU, OAU etc., teacher-trainees should be trained to be more competent in basic ICT to enhance the use of mobile apps for enhancing communicative competence in French as a foreign language

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Access to Educational Research for Effective Teaching and Learning of English Language in Ogun State: The Role of Teachers' Attitude

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Abstract

The study investigated the attitude of teachers towards gaining access to educational research for effective teaching of English Language in Ogun State, Nigeria. A total of 409 teachers of English Language from 160 senior secondary schools across Ogun State participated in the study. The survey design was adopted. The instruments used were Attitude ($r=0.75$) Questionnaire and Access to Educational Research Scale($r=0.78$). Data were analysed using descriptive statistics and Pearson product moment correlation at 0.05 level of significance. Findings showed that 43.2% of the teachers had high access to educational research, while 56.8% had low access. Teachers' attitude ($r=0.08$) had a positive relationship with their access to educational research. Based on the findings, it is recommended that teachers of English Language should develop positive attitude to educational research and have interest in developing their career as this will gear them towards interacting with educational research for effective teaching.

Keywords: English Language teachers, Attitude, Access, Educational research, Teaching effectiveness

Introduction

Educational research is a record of conducted research work which is aimed at providing vital information and solution to specific problems. This is a necessary tool in the field of English Language Teaching (ELT) which helps teachers to understand the pedagogical implications of all their actions in the classroom, and also inform their decision making. The relevance of research reports to classroom practice includes; empowering teachers to develop their teaching capacity for professional evaluation, helping them to become critical and well-grounded about their classroom practice. As a matter of fact, in order to ensure quality teaching and learning outputs of English Language in secondary schools, researchers have investigated various pedagogical factors and in particular, experimented with instructional strategies which have been reported to enhance effective teaching of English Language as well as improved its learning outcomes.

For instance, instructional strategies such as; two error correction and explicit and implicit manageable reactive focus-on-form have significant effect on the teaching and learning outcomes of English essay writing (Alabi, 2008 and Ogunyemi, 2014). In the same

vein, (Awolere, (2015) documented that; scaffolding, context cueing and differentiated instructional strategies are effective in enhancing effective teaching and learning of English reading comprehension and summary. In the aspect of grammar, studies have suggested that; explicit instructional strategy (Lawani, 2014), direct and indirect explicit instructional strategies (Adedigba, 2016) could aid the teaching and learning of English grammar in schools. In addition, teachers' mastery of pedagogical content knowledge, instructional organisation and questioning behaviour are reported to produce quality teaching and learning of the different aspects of English language (Fakeye and Aiyede, 2013 and Akanbi 2018). Whereas there have been various interventions on how to improve teaching and learning of English language, teachers still stay glued to their teacher dominated classroom activities with little opportunity given to the learners, to learn either individually or in relation to their peers in the classroom and this has hindered effective teaching of English language. This could be because many teachers are not conversant with current research findings on factors and instructional strategies that could enhance effective teaching and learning of English language in Nigerian senior

secondary schools (Kolawole, 2016a). In effect, the factors hindering effective teaching and learning of English language could be that many teachers of this subject, to the best of the researcher's knowledge, are not making use of these interventions.

If studies conducted in the field ELT are yet to inform classroom practices, then what sources of information do teachers rely on to enhance their classroom practices? Scholars have argued that many teachers never based their teaching on research findings but rather on personal teaching experience, personal intuition, textbooks, curriculum and teachers' guides (Borg, 2009). There are arguments which have proved that relying on intuition, textbooks, teachers' guide, classroom experiences are not sufficient to enhance classroom practices. This is because ideas obtained from intuition, textbooks, teachers' guide and classroom experience have not passed through scientific process, so they are prone to prejudice (Ogunleye 2014). But ideas obtained through research findings are said to be more reliable (Biesta, 2010), because such ideas have passed through scientific methods. Basically, researchers employ scientific procedure to test their ideas before making valid conclusions.

In truism, teachers are creative individuals and the fact that they rely on their talents, intuition and ability to address classroom challenges simply attest to their level of creativity. But this alone cannot significantly lead to effective teaching. As noted by Stanovich and Stanovich (2003) that effective teachers have the ability to evaluate their teaching methods and also recognise research findings that can be used to address different classroom challenges they might encounter. So, in ensuring effective teaching, teachers need to integrate their knowledge of subject mastery with the ability to understand and implement new strategies, employ appropriate instructional organisation, instructional material and classroom assessment, suitable to address the different learning styles.

Educational research reports are available because they are disseminated through

scientific journals, seminar papers, conference proceedings and electronic media (Ogunleye, 2014, Sibanda and Begede, 2015) but; (i) do teachers have physical and intellectual possession of these reports? and (ii) are they affordable or do teachers lack the basic skills to interact with these materials? Nassaji (2012) disclosed that some teachers of English Language in Canada and Turkey have access to research reports but did not read them. Whereas, the study noted that teachers could benefit from educational research when they read, comprehend and relate them to their teaching activities.

Previous studies focused on collaborative models such as researchers-teachers collaboration and action research as strategies which influence teachers' interaction with research (Ellis, 2010 and Burns, and Kurtoğlu-Hooton, 2016). In Nigeria, Ogunleye (2014) discovered the positive effect of collaborative strategy preprimary and primary school teachers' level acquisition and utilisation of research reports. Bello and Akinfesowo (2015) noted that many Physics teachers have positive attitude to research findings. Kolawole (2016b) concentrated on availability of research finding while Ige and Omilani (2016) based their study on quality of research reports. However, most of these studies failed to identify factors that could either aid or prevent teachers from consulting research findings for effective teaching.

There are factors which are likely to influence the extent to which teachers interact with research reports for effective teaching. Teachers' attitude to educational research was specially considered in this study. Attitude is an individual's inclination to naturally act favourably or unfavourably to a situation, another person or an object. Positive teachers' attitudes are fundamental to effective teaching (Eggen and Kauchak, 2001). Some Iranian teachers had positive view about educational research which provided them with practical guides that are relevant to their classroom practices (Mehrani, 2015). Based on this premise, this study examined the attitudinal

levels (positive or negative) of secondary school teachers of English Language in Ogun State to interacting with educational research and the extent to which their attitude determined access to educational research. Previous studies have largely focused on action research, quality of research methods, collaborative strategies and utilisation of research findings without examining the attitude of teachers towards consulting research findings. Hence, the study investigated the extent to which teachers' attitude correlated with access to educational research in Ogun State, Nigeria

Research Questions

The study provided answers to the following research questions:

- 1) To what extent do teachers of English Language have access to educational research?
- 2) What relationship exists between the teachers' attitude and access to educational research?

Scope of Study

The study investigated teachers' attitude as it relates to access to educational research. It covered 409 teachers from 160 senior secondary schools in Ogun State.

Significance of the study

The study ascertained that teachers' attitude was a factor which predisposed teachers to access educational research thereby providing information on the attitudinal behaviour of teachers which aided the effective interaction with educational research in English Language teaching. Furthermore, it proffered solutions on how to tackle any factor which tends to restrict teachers' teaching effectiveness.

It has added to the collection of existing studies which are geared towards ensuring that teachers are equipped with the necessary skills that could enhance effective teaching.

Methodology

The study adopted the descriptive research design of correlational type which was appropriate because the variables on ground were not manipulated. The multi-stage random sampling procedure was adopted for the study. Four Educational Blocs (EBs) – Abeokuta, Ijebu, Remo and Yewa – were enumerated in Ogun State. A total of 160 senior secondary schools (40 per EB), and 409 teachers English Language (three per school) participated in the study. The instruments used for this study were Questionnaire on Teachers' Attitude to ELT Research Findings($r=0.75$) and Teachers' Access to ELT Research Findings ($r=0.78$). The researcher sought and obtained the consent of the principals and teachers of English Language. The first stage involved the distribution of questionnaires on the independent variable to the teachers of English Language. The second stage involved the administration of the instruments on dependent variables to the teachers of English Language. The study covered a period of eight weeks. **Data** analysis was done using descriptive statistics and Pearson Product Moment Correlation and at 0.05 level.

Results

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

Research question one: To what extent do teachers of English Language have access to educational research.

Table 1 Test of Norm showing the extent of access to educational research by teachers of English Language

Interval	Mean	Extent of access	Frequency	Percentage	Norm Score
1-40	52.23	Low	270	56.8	51.0367
41-80	34.75	Large	139	43.2	

Table 1 presents the percentage extent of access of educational research by teachers of English Language 56.8% (n=270) had low access to educational research and 43.2% (n=139) had high access to educational research. Therefore, it could be deduced that

teachers to a large extent had low access to educational research.

Research question two: The relationship between attitude and access to ELT educational research.

Table 2: PPMC showing the relationships between attitude, and Access to ELT educational research

			Mean (\bar{X})	S.D
1	Access		51.04	7.88
2	.279* (.000)	1	52.88	6.59

*Sig. at .05 level.

1 = Access to ELT educational research, 2 = Attitude

Table 2 shows that there were positive significant relationships between access to ELT educational research and attitude ($r = .279$). Hence, it could be deduced that as access to ELT educational research could improve attitude to educational research.

Discussion of Findings

The extent of access to educational research by teachers of English Language

Teachers' access to educational research (43.2%) was low as against the threshold of 51.3%. Plausible explanations that can be given for this result are three-fold. One, they did not have the physical and mental possession of educational research. Two, though many of these teachers have knowledge of educational research, they did not access research reports because they did not see the connection between these reports and their practical classroom teaching. Three, educational research findings are not found in their school libraries and are scarce to locate. All these showed that teachers of English Language in Ogun State did not access educational research because they claimed that educational research has no relationship with enhancing their classroom practices. The finding agreed with the studies of Borg and Liu (2012) and Mehrani (2014) who in separate studies discovered that teachers of English in both

China and Iran did not have access to educational research due to poor school management support system, poor working conditions and lack of interest in educational research. In contradiction, the finding of this study negated the reports of Bello and Akinfesola (2015) who disclosed that Physics teachers in Nigeria had access to educational research. The variance between the recent findings and the previous study could not be separated from the close knitted relationship between science researchers and secondary school science teachers via their associations — Science Teachers Associations of Nigeria and Mathematics Associations of Nigeria. These associations are responsible for organising seminars, practical workshops and providing educational research documents in form of teachers' guides, periodicals and other innovative materials for science teachers, especially Physics teachers in Nigerian secondary schools, which teachers of English Language in Nigeria at the moment are not privileged to enjoy.

Relationship between attitude and access to educational research

The study reported that the independent variable (attitude) had positive significant relationship with access to ELT educational research. All the afore-listed factors depicted

that the respondents' unfavourable attitude to educational research limited the extent to which they have access to educational research. This finding conformed to the reports of Bulut (2013) who identified that attitude to educational research would dictate the degree to which teachers would interact with educational research.

Conclusion

Positive attitude would influence one to consult educational research which is relevant to classroom practices. In essence, for teachers to interact with educational research for effective teaching of English Language, they need to complement their positive disposition towards educational research with necessary information that could convince them of the relevant of these studies to be reflected in the actual classroom practices. It could therefore be concluded from the study that the problem of poor access to educational research required positive disposition towards educational research amongst other psychological factors.

Recommendations

With reference to the present findings, the following recommendations are made:

1. Teachers of English Language should develop positive attitude to consulting educational research.
2. English Language teachers' association should encourage teachers to attend captivating seminars which are relevant to facilitating effective teaching.
3. Government should provide every necessary incentive that could attract teachers to interact with educational research.

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Flipped Classroom: Panacea for Promoting Active Language Teaching and Learning in Schools

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Abstract

Effective teaching and learning cannot be accomplished without proper management of the learning process. The need to change classroom orientation from teacher-centred to student-centred for more active involvement as a way of improving students' learning is well recognised. From the literature review in this research, flipped classroom make teaching and learning enjoyable, effective, and satisfying. In addition, flipped classroom is a powerful tool used to achieve academic, behavioural and affective goals. Efficient use of flipped classroom will increase students' attitude that reflects the engagement of students and improves their performance. Teachers should adopt the flipped classroom approach because it is a student-centred learning strategy that involves the students rather than spoon-feeds them. It was recommended that; teachers should seek for more knowledge on the utilisation of flipped classroom for instruction, stakeholders in the education industry should appreciate, support and sustain the use of flipped classroom, government should, supply adequate technological facilities that will sustain flipped classroom integration in all secondary schools in Ekiti State, and school management should allocate both finance and resources to promote professional development of teachers.

Keyword: Flipped, Classroom, Active Teaching and Learning

Introduction

Education curriculum is designed to make the learners relevant in the society. The curriculum is designed to make our learners to be very unique in their own way, to endow them with the strength that they need to forge ahead in their aspiration. Therefore, efforts are to be made for learners to encounter instructions unhindered under the guidance and supervision of the teacher. Curriculum implementation takes place as the learner acquires the intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (Solomon, 2019). The learner and how it will acquire the knowledge is the main focus of the curriculum.

In a bid to make the learners function effectively in the society, he needs to acquire factual knowledge in all the subject across the curriculum. This is a way of making the learners to have a comprehensive knowledge of the instruction that they are being exposed to and other information that are relevant to the learners' development in the society. All these requires commitment to learning. In the view of the demand for 21st century, there is high projection for 21st century learning.

Educationists all over the world emphasised certain traits that learners should exhibit, these traits hang on the ability of the learners to solve problems, to be creative, ability to think critically, having skills in literacy, numeracy, digital skills, collaborative learning, social responsibility and acquisition of media literacy. Therefore, for a healthier learning to take place, students should be actively engaged in and out of classrooms. The students need to learn how to process and analyse large amount of information (Jenna, 2021). It has become so imperative for teachers to improve their instructional skills.

However, as much as the traditional model of instruction was put in place from the inception of education, the traditional method sees the teacher as the only person that has it all in terms of giving instruction in the classroom, therefore, making the process of teaching to be teacher-centred. It is a way teacher becomes the primary controller in the classroom and students are just merely the listener and remain passive in the whole duration of discussion (Lacsi, 2017). Some teachers and professionals have concluded that, this traditional model of giving instruction is no longer responding to the needs of the reality of 21st century learning.

Iamjaebi (2020) stated that, part of the negative effects of the traditional method of teaching has, lack of students' focused learning, lacks emphasis on critical thinking, lacks process-oriented learning, lacks emphasis on larger concept or structures, lack of interactivity. It can as well be boredom and less participatory. The interest of the learner should be at the centre of learning. Teachers have to use the learners' centred approach.

In the view of Caroline (2019), when gearing up to plan a learning and development programme, it is a good time to look at how your training is delivered and see where you can adopt a more learner-centred approach in your session. A learner-centred approach views learners as active agents, they bring their own knowledge, past experiences, education and ideas and this impacts how they take on board new information and learn (Caroline, 2019).

One of the ways of making learning learner-centred is to integrate the regular classroom interaction with technology and engage the learners actively in the learning process. This can as well be called digital technology. Digital technology in education have increased exponentially, particularly in the last ten years and may even be said to be revolutionising the way learners learn. The evolution of technology and social software is significantly changing, not only the way learners have access to the information and knowledge, but also the type of relationship the students have with the instructor and with each other (Siemens, 2018). This form of learning engages students and prepare them for readiness to learn, it encourages full participation of learners. Learners can as well assess instruction over and over.

It encourages permanent learning, it accommodates as many participants as possible, no class limit. It makes learning to be fun and encouraging.

According to John (2016) digital technology can make a significant contribution to learning where our educators are supported through professional development, resources and leadership, digital technology can enrich

learning and teaching, help to raise levels of attainment and close attainment gap. John (2016). Equally stressed that, the appropriate and effective use of digital technology within education will give all of our learners the opportunity to improve their educational outcomes and to develop digital skills that will be vital for life, learning and work in today's increasingly digitalised world. This innovation in learning can arouse the interest of the learners. It can as well incorporate the traditional model of learning while the teacher serves as a guide and the learners focused on their own learning.

There are various types of digital pedagogical approach which bring a new way of learning and challenging students to learn thereby making the curriculum to be relevant for globalisation. These include; Google Classroom, Flipped Classroom etc.

Flipped Classroom

Stone (2012) defined flipped classroom as a new pedagogical method which consist of video lectures, the videos can be those that are available from the internet or pre-recorded by teachers themselves that students watch at their own time and pace before attending classes. It is a strategy where learners work and participate on an assigned content either individually or as a group. It is an approach which flips the conventional classroom method into an interactive teaching method using technology into web-based classroom construct instructional foundations from teacher-centred to learner-centred.

Pallathadka and Pallathadka (2020) stated that, it involves the teacher making use of a pre-recorded or pre-class activities to engage the learners in an out of class preparatory to take part of the class work on their own and later come to the class for further interaction. Also, Skonnard (2015) see the flipped classroom as an instructional strategy and a form of blended learning where students watch video lectures outside of class to learn content (usually online) and then do their homework in class with the presence and guidance of teachers, students can

now learn at their own pace and save class time for interaction. This approach requires students to engage themselves outside of the classroom as well as in it. The teacher is obliged to provide the learning materials and conducive learning environment even while flipping the classroom.

The core idea of the flipped classroom is to invert the common teaching approach instead of using class time to lecture, learners learn in advance of the class instruction via video or other means for interactive lesson or other mode of content exposure. The class now becomes the place to apply the material through problems solving, advance concepts and engage in collaborative learning. In this way all aspects of instruction are re-thought to maximise the scarcest learning resource time (Tucker, 2012). Although, apart from using technology, students can still be engaged in physical lesson in form of pre-instruction assignment such as pre-reading class, getting certain mathematics problem-solving, reading the literature text, having a project to execute and at the end, the class will be for robust discussion and clarification of ideas and certain issues not clear to the learners.

Theory of Flipped Classroom

The flipped classroom instructional strategy happens to be an arm of blended learning. This learning strategy is anchored on the constructivist learning theory. The constructivist learning theory was propounded by Jean Piaget 1896-1980 (Lefa, 2014). This constructivist theory is based on social aspect of learning, the theory stated that learner constructs knowledge rather than just passively takes information (Cattblog, 2022). It further explains that, students learn best when engaged in learning experiences rather than passively receiving information.

That learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge. That because knowledge cannot be directly imparted to students, the goal of teaching is to provide experiences that facilitate the construction of knowledge (Cattblog, 2022).

In all these, it is certain that students need to construct their own knowledge in order to make learning remain permanent. Learners need to make their own discovery and generate ideas. All these are what the 21st century learning entails. The whole attention of learning is on the learner, the learner is at the centre stage of learning and so, there is need for teachers to make use of the learners centred approach of learning of which the flipped classroom instructional strategy is one of them.

Other indication of the usage of flipped classroom is connected to certain important findings on the science of teaching and learning raised by Bransford, Brown and Cocking (2000) on meta cognitive learning. Meta cognitive approach to instruction can help students learn how to take defining learning goals and monitoring their progress in achieving them. He stressed that, in order for students to develop competency in a given area of study, they have an obligation to have a deep foundation of factual knowledge, understand facts and ideas in the context of a conceptual frame that facilitate retrieval and application.

The idea is that the flipped classroom provides an opportunity for students to use their new factual knowledge while they have access to immediate feedback from peers and the teachers helping students learn to correct misconceptions and organise their new knowledge. The immediate feedback that occurs in the flipped classroom is crucial to helping students to recognise and think about their own learning. Although, students thinking is not an inherent part of the flipped classroom, the higher cognitive functions put into practice through class activities along with the ongoing learners-teachers interaction can lead to the metacognition associated with deep learning (Brame, 2013).

In the flipped classroom, teachers use face to face time to focus on higher level learning and lower level outcomes outside of class. This means flip video before class could be as simple as watching a video before class for the lower level cognitive stages (which is knowledge and comprehension, and then

attending class for more in-depth discussions that involve the higher-level skills of judging, analysing and creating). If students work with the fundamental material before class, they are

better prepared to apply the information and engage in higher discussions with their peers and instructor (Honeycutt and Garrett, 2014).

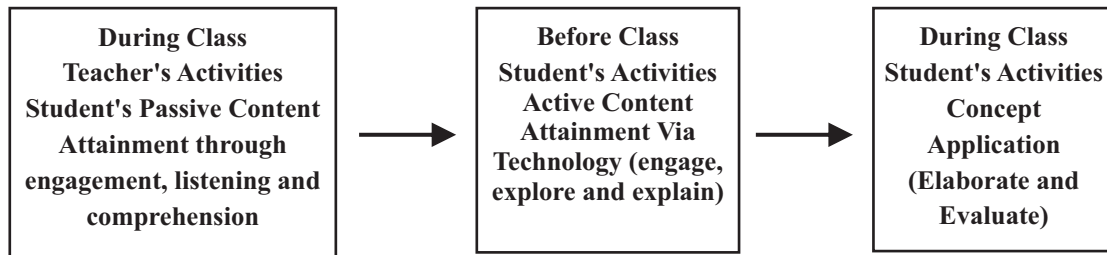


Figure 1: Flipped Classroom Approach (Self Designed, 2022)

Flipped Classroom Instructional Model (FCIM)

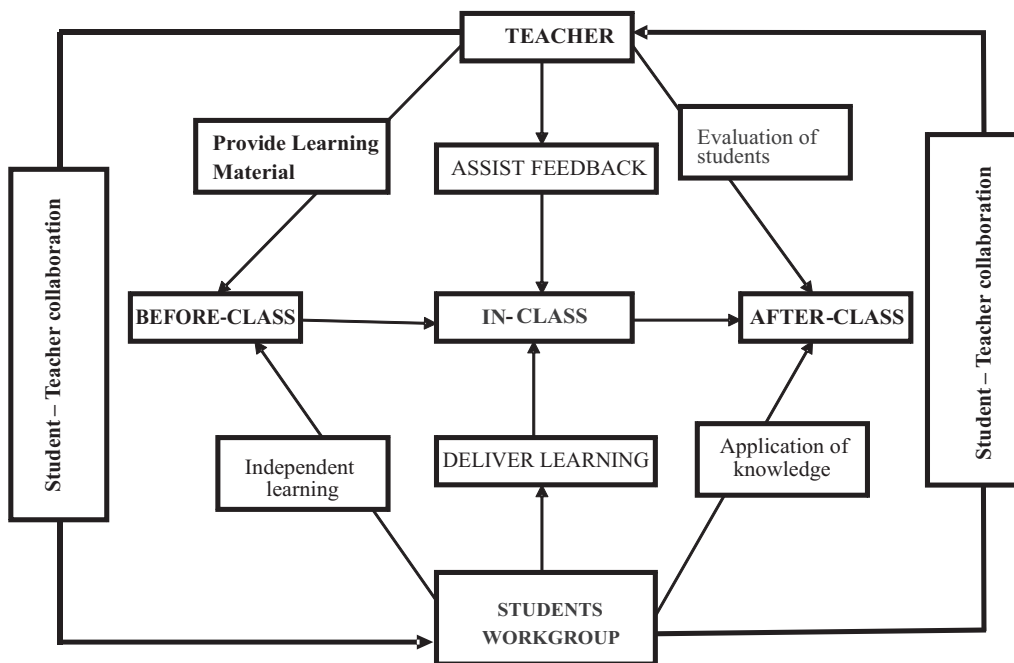


Figure 2: Flipped Classroom Instructional Model (Self Designed, 2022)

The instructional model is a flipped classroom model in which the learning activities are organised into three stages: before-class, in-class and after-class. During the learning and teaching process, student-student and student-teacher collaboration are emphasised in the teaching and learning process. Students

form work groups and group members are encouraged, based on what they have prepared individually, to collaboratively discuss the material in depth, develop their conceptual understanding and achieve a shared goal. Student-teacher collaboration is essential to the instructional model, in which students are

invited to participate in curriculum implementation and decision-making. The three learning stages involve intensive student-teacher interaction, which greatly aids the realisation of teaching and learning objectives.

Implications of Flipped Classroom Instruction Model to Teaching and Learning

1. The flipped classroom model implies a role change for both teachers and students. In essence, the active role of the teacher as the “sage of the stage”, now assumes the role of a guide/facilitator on the side for a more collaborative and cooperative contribution to the teaching process.
2. The teacher in a flipped classroom takes on a different role than what we normally envision. The teacher does not give direct instruction. Their role become one of a facilitator who set up the content, maps out home work and provides a welcoming learning space that students can explore in (Jennifer Carnevale, 2022).
3. The teacher in a flipped classroom is responsible for many tasks, creating or finding viable, essential information to present to the students (Brown, 2016).
4. Students assume the active role in the classroom, instead of merely passive participants in the education process.
5. The flipped model puts more of the responsibility for learning on the students, in which activities are student-led, and student communication become the determining dynamic in class, through hands-on work.
6. In terms of learning, there is a distinct shift in priorities from just covering material to actually mastering it.
7. The teacher intentionally designs a flexible experience to engage students in asynchronous online learning followed by synchronous active learning during a scheduled class time.
8. The teacher's role shift from the major information provider but guides the learner to source for and discover information

useful for knowledge acquisition and learning (Jennifer Carnevale, 2022).

9. Students are able to manipulate digital tools and be verse in it while using flipped classroom method.

The Roles of Teachers in a Flipped Classroom

The teacher in the flipped classroom has a very different role than that of the traditional classroom. Since learning is now student-driven, the teacher is no longer the sole source of knowledge. He/she assumes the role of a guide or facilitator by assisting the students to find the sources of knowledge themselves. (Goss, 2014)

The main objective is to provide an understanding of effective practices and basic procedures and tools used to analyze, design, develop, implement, and evaluate experience. (Estes, Ingram & Liu 2014). When the responsibility in the classroom shifts to the student, that might mean relinquish a degree of control. (Honeycutt & Garrett, 2014).

A progressive 'flipped teacher' also assumes the role of designer of the curriculum. Managing the digital content of the subject material in a syllabus involves knowledge of instructional design as well. The nature of flipping a classroom is similar to that of classroom-oriented instructional design models where the teacher serves in many roles that may include subject matter expert, instructional designer, and media developer. (Estes, et al, 2014)

One of the importance of flipping is actually based on instructional design strategies. For instance, inverting the content and homework will further enable a more effective use of class time, where active learning strategies can be applied, which are proven to help increase student learning outcomes (Estes, et al, 2014).

Teachers who choose to flip has an obligation to make important decisions regarding content sequencing and flexible formatting for access and delivery both in and outside of actual class time (Estes, et al, 2014)

Students Engagement in Flipped Classroom

Engagement acts as a student-initiated way to quality educational results like academic improvement and performance (Jang, Kim, & Reeve, 2012). Engagement is a general-purpose

paradigm comprising of three different, yet inter-correlated and mutually supportive ways to academic achievement-namely, it's behavioural, emotional, and cognitive aspects (Christenson, Reschly, & Wylie, 2012).

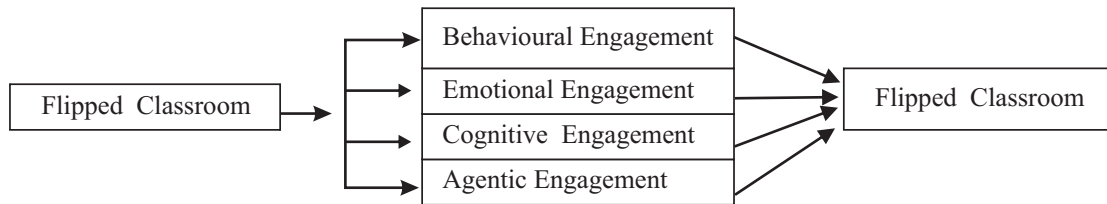


Figure 3: Students Engagements in Flipped Classroom (Christenson, Reschly, & Wylie, 2012)

Reeve (2018) described behavioural engagement as the involvement of students in the learning activity in terms of attention, effort, and persistence while emotional involvement illustrates the existence of positive emotions during a task such as interest and to the absence of negative emotions like anxiety. Cognitive engagement is also described as how deliberately the students attempt to learn in terms of employing advanced rather than superficial learning strategies, such as using amplification rather than memorization. Agentic engagement needs teachers and learners to have the ability to handle new and demanding circumstances and is equally stand-in for peer collaboration that is commonly helpful (Richards, Sweet & Billet, 2013).

However, students do become behaviourally, emotionally, and cognitively included in the learning activities which their teachers offer, and their level of the effort, enjoyment and strategic thinking does foresee important outcomes, like performance. Bouvier and Sehaba (2019) used activity theory and trace theory to describe behavioural engagement and identify races of relations in the performed activities, with the help of the learning atmosphere, high behavioural engagement will encourage active teaching and learning.

Procedures on the use of Flipped Classroom

- The major focus of this strategy is for the learners to interact with the learning

contents prior classroom interaction. The class interaction is just a follow up of learning which is meant to perfect instruction.

- The learners apply what in class on the next day through a variety of activities or assignments that could once have been homework with the teacher working as a coach or guide (Bethany Petty, 2018).
- The teacher has to earmarked the content that he wants the learners to learn. Particularly the contents in the curriculum which is meant for the actual week and not haphazard learning.
- The teacher breaks the contents into learnable units for easy learning.
- The teacher also gets the lesson plan done base on this strategy.
- The teacher has to develop the learning materials sequentially to avoid confusion.
- The learning materials is then developed into video or other appropriate means of learning.
- The video earlier developed is later shared to all the learners for them to view and get comprehended.
- The learners interact with the learning materials first to get the information relevant for learning.
- The learners themselves will get additional information using the video as a guide.

Conclusion

Effectual teaching and learning cannot be accomplished without proper management of the learning process. The need to change classroom orientation from teacher – centred to student – centred for more active involvement as a way of improving students' learning is well recognised. From the literature review in this research, flipped classroom make teaching and learning enjoyable, effective, and satisfying. In addition, flipped classroom is a powerful tool used to achieve academic, behavioural and affective goals. Efficient use of flipped classroom will increase students' attitude that reflects the engagement of students and improves their performance

The Flipped Classroom emerged as both a disruption and an opportunity for the educational system. The concept inverts or flips traditional thinking about the process of instruction, and utilises innovative strategies involving digital technology to deliver materials and resources. However, there has been considerable amount of attention in the in different quarters regarding the Flipped Classroom. Complete websites dedicated to promoting the flipped classroom ideology have been popping up. The online buzz is not only limited to promotional websites and informational articles, but organizations are also beginning to market materials to help teachers who want to implement the flipped model in their classroom, providing resources for making screen casts and instructional clips.

Recommendations

The following recommendations were made:

1. Teachers should adopt the flipped classroom approach because it is a student-centered learning strategy that involves the students rather than spoon-feeds them.
2. Teachers should seek for more knowledge on the utilization of flipped classroom for instruction because it is technology-driven; hence, attending workshops, seminars and conferences within and outside their education districts and state is a must if they must use this approach with expertise;
3. All stakeholders in the education industry should appreciate, support and sustain the use of flipped classroom.
4. The government should, as a matter of necessity, supply adequate technological facilities that will sustain flipped classroom integration in all secondary schools in Ekiti State.
5. School management should allocate both finance and resources to promote professional development of teachers thereby providing sustainable overall institutional development of technical skills needed for flipped classroom.
6. The private and public schools should invite the researcher for training of teachers on how to employ flipped classroom in our teaching and learning for better performance and improved standard of education in Ekiti State.

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Challenges in the Implementation of Instructional Approaches in the Teaching of Poetry in Senior Secondary Schools in Akure South, Nigeria

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Abstract

This study investigated teachers' perceived challenges and constraints in the implementation of innovative approaches in the teaching poetry. A survey research design was adopted for this study adopted. The participants were 30 Literature-in-English teachers teaching SS2 classes purposively selected from 13 schools (one per school) in Akure. The instruments used were Teachers' Implementation of Stylistic and Thematic approaches Observational Scale ($r=0.79$ and $r=0.82$ respectively) and Oral interview ($r=0.77$). Three research questions were answered and the data were analysed using frequency count and thematic analysis. Findings revealed that teachers' implementation of approaches in teaching poetry is poor because of challenges and constraints besetting them. Recommendations were therefore made for the provision of necessary needs for effective implementation of the approaches.

Key words: stylistic, thematic, implementation, poetry

Introduction

Poetry is an aspect of Literature-in-English that is taught in senior secondary school to promote moral and intellectual developments of students. It appeals to the feelings and senses, which, in turn, leads to the development of the emotional and imaginative aspects of man. Poetry is a type of literary art that uses artistic and musical qualities of language to suggest meanings. Poetry explores the possibilities of language and uses it to control and clarify emotion, spiritual and sense experience. Smith (2010) also opines that familiarity with the concept of metre and rhythm can improve students' own writing and they will be able to appreciate and apply these ideas. Fakeye and Amao (2013) highlight the features of poetry: the language of poetry is concise and condensed. The words in poetry are carefully chosen in a way to make them sound musical and meaningful.

Edgar (1832) sees poetry as the rhythmical creation of beauty. It is also seen as an interaction between humans, be it man or woman or man and his environment which generally leads to some understanding of human feelings such as joy, sorrow, laughter, words which could be poetic. (Bassey, 2020). For this study, poetry will be seen as a powerful expression of one's feelings towards a particular thing or object. Poetry is different from other

genres of literature by its features. While prose is written in paragraphs and chapters, poetry is written in lines and stanzas. It is best realized when it is recited or sung. This is because every good poem is first and foremost meant to be sung. When read aloud, poetry is rhythm, music, sounds and beats. It is the most rhythmical of all the aspects of literature. It is physical and is able to stimulate ones' hearts.

The benefits of poetry are as follows: exposing the learners to different perspectives of using language beyond the normal usage and rules of grammar, syntax, and vocabulary, stimulating feelings and thoughts in the hearts and minds of the students, making them familiar with variety of literary devices (simile, personification, metaphor, irony imagery) because of its daily language use (Kolade-Ojo, 2012). Poetry is also collective. English language learners can study about or recite poetry in their principal language, which helps them to understand outside their world unlike other genres of literature. Sugandi and Husnaini (2015) also affirm that one of the literary activities that teachers do to help students in learning English language is through learning poetry in the classrooms.

However, teaching poetry is a challenge to teachers and a challenge to students to learn and understand. Research has shown that among the three genres of literature, poetry

seems to be the most difficult (Bassey, 2020). This because of its ambiguity, obscurity, unfamiliarity of words and elliptical nature. The performance of students in Literature-in-English, over the years, has been below average, and this has been attributed to their dismal performance in the poetry aspect of literature. According to WAEC Chief Examiner's report (May/June, 2018), 'The students poor performance in this aspect has been woefully disappointing'. Students and even teachers approach poetry with fear and trepidation. It is no wonder that the performance of students in this aspect of literature is below expectation.

Teachers' handling of poetry has been noted to fuel the students' fear, Fakeye and Bassey (2020). The teaching of poetry is left to sometime before the final examination of the students, where they had no choice but to teach it. Chukwudi (2015) enumerates major problems in the teaching and learning of poetry. Most of the students are not well versed and linguistically competent and some of the selected poems are too advanced for the students. The problems occur due to the teachers' use of wrong approaches in teaching poetry, causing the students to feel detached from the poetry they have been taught so far. The effective implementation of these approaches in which students are actively involved can solve all these problems. Bassey, (2020) identifies lack of effective instructional strategies and poor learning environment as contributors to the problem of teaching poetry effectively. To improve the performance of students in poetic literature, there is need to improve the quality of teaching by employing appropriate teaching approaches that will facilitate better achievement. Research has revealed that the teaching of literature rightly practiced, can be lively, stimulating, challenging and a participatory activity and this can be achieved through approaches which include stylistic and thematic approaches.

Stylistic approach, according to Shibu (2006) deals with investigating how the resources of a language code can be used in the production of the actual messages. This

approach considers literature primarily as discourse, a communicative discourse. It also deals with how the use of language patterns in a text which creates a form of communication that conveys its particular messages. According to Niazir (2010), stylistic provides a way of integrating two subjects, English language and Literature-in-English. It is a systemic teaching of literature and it helps in deepening the process of understanding. FisherStake (2010) in his view describes stylistic as a study of language in literature and that it is a part of linguistic. By analyzing the linguistic pattern of a text, it gives answers to questions such as how literary effects are encoded in language. The goal of this approach is to decode meaning and structural features of literary texts by identifying linguistic pattern in the texts, Weber (1996).

Stylistic is the only linguistic discipline which allows the analysis of a literary texts and their literary meaning by way of linguistic techniques. In this approach, the teaching of literature and poetry in particular emphasizes the writer's choice of words and their functions, the structure and the deviation from the norms, the use of foregrounding and parallelism, and other figure of speech, the lexical cohesion and coherence in the texts and the grammatical patterns, and how all these bring out the message or meaning in the texts (Timucin, 2010). Among many techniques used in stylistic approach, foregrounding seems to be the most important because it is artistically motivated deviation (Ozunlu, 2015). It comprises the range of stylistic effects that occur in literature, whether at the phonetic level (alliteration, rhyme), grammatical level (inversion, ellipsis) or semantic level (metaphor, irony). Hashim (2017) also affirms that stylistic approach examines the styles, the creativity in the use of language, thereby developing our understanding of literature. Other techniques of stylistic include parallelism, linguistic-stylistic techniques etc.

Thematic approach on other hand, deals with the theme of any work of art which may be psychological, ethical, didactic or sociological. It deals with the organization of

text around a theme. According to Yushan (2008), it encourages learners' active involvement, emotionally and intellectually in learning. In this approach, the major themes which anchor everything are identified. Other minor themes also identified and how these themes, characters and the stanza, in the case of a poem, relate to the major themes is identified. The themes may be more than one but they are all connected and how these themes are presented is the concern of thematic approach. Settings, characters and situation can be trappings of the themes. These contribute to give its values. The author comes up with an idea, it obsesses him and he is compelled to express it, to give it flesh and all the "trappings" that give it a concrete form and to embellish it, so that it will have both internal and external values. These values distinguish it from other works of art (Fischer-Starke, 2010). According to Shibu (2006), this approach helps students to search for values while reading and elicit students' evaluation on what they should do or not do based on their reading (Fakeye and Amao, 2013).

While stylistic deals with decoding meanings and structural features of literary text especially poetry, thematic deals with stimulating the learners to think about or around an idea a text is conveying. According to Okoro and Okoro (2016), thematic approach is a powerful tool for integrating the curriculum and eliminating isolated and reductionist nature of teaching. It allows learning to be more natural than the fragmented nature of the school activities. Thematic approach is based on the idea that people acquire knowledge best when learned in the context of a coherent whole and when they can connect what they are learning to the real world. Stylistic, on the hand, looks at the creativity of the way language is used in a text. This can be done by expanding the literary intuitiveness of linguist (Hashim, 2017). Thus, the linguistic attention will be focused on how literary texts represent the language system. Stylistic uses many key terms and devices in its analysis.

With all the advantages that the students stand to gain by studying the literature component, this study seeks to find out why teachers are reluctant to teach poetry. What are the challenges they are facing in implementing the approaches? To effectively implement these innovative approaches in the teaching of poetry, Husnaini,

(2015) identifies poor linguistic ability of the students, students feeling bored during poetry classes and teachers' lack of confidence as parts of the constraints of teachers in implementing these approaches effectively. In most cases, poetry is often avoided due to these constraints. Lack of knowledge as well as interest from both teachers and students in literature becomes the major barrier in the development of poetry teaching. This leads to poor performance in the teaching and learning of poetry.

Ling and Chen (2016) also opine that students mainly learn poetry for the purpose of passing examinations rather than appreciating the aesthetic aspect of the texts. The opinion was earlier propounded by Zubaidah Awang and Shaidatul Akma Adi Kasuma (2010) who suggest that readers do not possess any interest in reading for pleasure since they only aim to have good results. In Malaysian context, this situation defeats the main aim of Ministry of Education (2000), where incorporating literature in the language classroom is for learners to experience reading enjoyment. This situation forces teachers to practice the cultural model of teaching literature as it is compatible with the examination-oriented system. Thus, it restricts learners to be critical in applying the higher order thinking skills (Hwang & Embi, 2007).

Fikray and Harbil (2022) identify large classroom size as a major challenge. The number of students in a lesson affects the effective implementation of approaches like stylistic and thematic approaches in poetry classes. Teaching in a large classroom makes it difficult for the teachers to organise interactive teaching activities. The study shows that big classroom size affects the quality of teaching as it limits the progress of activities and exercises during learning. Besides, it is also difficult for teachers to monitor the flow of the lesson as learners vary in terms of learning strategies and personality. Another challenge that may hinder the implementation of teaching approach in the classroom is time constraint. In relation with the teaching and learning of literature in the ESL classroom, it can be said that, applying new teaching approach and activities require more time since both teachers and learners must do some preparation in order for the activities to be successful and enjoyable.

While a lot of factors have been identified as challenges and constraints faced by teachers outside the shores of Nigeria in the implementation of innovative teaching approaches, few studies been conducted to investigate the teachers in public secondary schools in Akure, in particular. This study, therefore, intends to investigate the perceived challenges and constraints faced by Literature-in-English teachers in the implementation of stylistic and thematic approaches in the teaching of poetry in public secondary schools in Akure South, Nigeria.

Statement of the problem

Poetry, an aspect of literature-in-English, has been very beneficial to the students. It also influences musicality and acts as a guide for good writing. It is, however, disheartening that despite these invaluable contributions of poetry to human life, reports from public examination bodies point to the fact that students have not been doing well in it. This has been attributed to the poor teaching of poetry. As part of the efforts to address the problem, scholars have experimented with various innovative approaches like stylistic and thematic approaches but, it appears that teachers hardly use these approaches in the teaching of poetry raising suspicion about their inability to implement these approaches due some challenges and constraints. Studies have shown that teachers are confronted with a lot of factors that impede their effective implementation of these approaches in the teaching of poetry. This study, therefore, investigates these perceived challenges and constraints of teachers in Akure South, Nigeria.

Research questions

1. What is the level of teachers' implementation of stylistic approach for poetry teaching in public secondary schools in Akure South local government area?
2. What is the level of teachers' implementation of thematic approach for poetry teaching in public secondary schools in Akure South local government area?

3. What are the challenges faced by the teachers in the implementation of the teaching approaches?

Significant of this Study

This study is significance in the sense it is calling the attention of stakeholders in education the areas of professional needs in developing literature-in-English teachers in Akure South Local Government Area. It is believed that the result would add to the pool of research on the development of learning and teaching situations in poetry.

Methodology

A survey research design was adopted for this study and this involved the assessment of teachers' implementation of stylistic and thematic approaches in teaching poetry. 30 schools from Akure South Local Government Area were purposively selected for the study. Total enumeration were used for all the SSS2 Literature-in-English teachers. The instruments used for the study were teachers' implementation of Stylistic and thematic approaches Assessment Sheets and Oral interview guide. Their reliability were obtained through trial testing on five teachers and $r=0.79$ and $r=0.82$ values were obtained respectively for the assessment sheets and the value of $r=0.77$ coefficient was obtained for the Oral Interview guide after being trial tested on two teachers using two raters.

Literature-in-English teachers were observed by the researcher in two lessons of poetry teaching using the approaches (one for each). Things observed included teachers' and students' activities during lessons.

Results and Discussion

Literature-in-English Teachers' Implementation of Stylistic Approach in Teaching Poetry

Research question 1 What is the level of teachers' implementation of stylistic approach in poetry teaching in public secondary school in Akure South local government area?

Table 1: Implementation of stylistic approach

S/N	Items	Excellent	V Good	Good	Fair	Poor	Mean	STD
1	Extent of mastery of instructional approaches	1	-	16	10	1	2.64	0.731
2	Giving of background knowledge of the poem	-	5	13	10	1	2.76	0.786
3	Demonstration of adequate knowledge of the content	-	2	14	13	-	2.62	0.622
4	Making students to engage actively in the class	1	-	15	12	-	2.64	0.679
5	Making students to jot down points and reactions made from the conversation	-	-	11	17	-	2.39	0.497
6	Encouraging students to analyse the poem	-	1	11	12	5	2.28	0.797
7	Encouraging students to explain the diction used in the poem	1	1	7	16	4	2.28	0.882
8	Knowledge of the text	-	3	12	12	1	2.61	0.737
9	Giving of assignment on the observed area of difficulty	-	-	8	15	6	2.07	0.704
10	Appropriateness of Summary and Conclusions	-	3	5	18	3	2.28	0.797

Table 1 revealed the weighted mean of 2.46 out of the maximum obtainable score of 5.00 which is less than the standard mean of 3.00. This showed that teachers' implementation of stylistic approach is poor.

Research question 2. What is the level of teachers' implementation of thematic approach in poetry teaching in public secondary school in Akure South local government area?

S/N	Items	Excellent	V.good	Good	Fair	Poor	Mean	STD
1	Appropriateness of Lesson introduction	-	1	16	12	-	2.62	0.562
2	Giving the background knowledge of the poem	-	2	10	18	-	2.47	0.629
3	Dividing the class into inner and outer circles	-	1	9	18	2	2.30	0.651
4	Encouraging students to discuss the themes of the poem	-	1	10	16	1	2.39	0.629
5	Encouraging students to identify the moral lesson	-	-	8	19	3	2.17	0.592
6	leading the students to identify the poetic devices	-	2	8	17	3	2.30	0.750
7	Giving room for more questions from the students	-	1	10	12	6	2.21	0.819
8	Knowledge of the text	-	2	13	15	-	2.57	0.626
9	Appropriateness of summary and conclusion	-	-	8	18	4	2.13	0.629
10	Giving of assignment for the next class	-	2	4	21	3	2.17	0.699
Weighted mean =2.33								

Table 2 revealed the weighted of 2.33 out of the maximum obtainable score of 5.00 which is less than the standard mean of 3.00. This showed that Literature-in-English teachers' implementation of thematic approach in teaching of poetry is very poor.

Perceived Challenges in the use of innovative approaches

Report from the oral interview revealed that teachers perceived the approaches as student-centred strategies and they are practicable. But, according to one of them, *'It will not be easy for us to use these approaches because of the challenges that we are likely to encounter such as overcrowded classrooms.'* (I.D1, Akure, May, 2018).

Some of them reported familiarity with the approaches but majority of them do not use these approaches to teach. They are faced with challenges and constraints on the effective implementation of these approaches in their various schools. These challenges, according to one of them, include space constraint, *'The classes are so over-crowded that it is not easy to create spaces for the peculiar arrangements of these approaches'*(IDI, Akure, May, 2018)'.

They are constrained by rigid time on the time table. *'To effectively implement these approaches requires more than the normal 40 minutes allotted for each subject'*, a teacher said. Another constraint for effective implementation of these approaches as revealed from the oral interview *'is the fact that most of the students are not capable enough to communicate effectively English language. This, therefore, hampers their effective participation in the discussions when the approaches are being implemented'*, (IDI, Akure, May, 2018)'. Other constraints include lack of facilities and instructional materials, non- commitment of teachers to use the approaches and students' loafing. Lack of text books that contain the recommended poems also militates against the effective use of the approaches.

According to the teachers, *'Some of these students do not possess the poems or the books that contain the poems. So we are forced*

to write the poems on the chalkboard for them' (IDI, Akure, May, 2018). This took part of the time that was already not enough. Some of the teachers expressed their reluctance to use these approaches, probably because of all the above constraints. The students themselves also pose a problem. Because of their already held view and beliefs concerning poetry, they were reluctant as well to participate in the study. They were seen loafing about the class and the surroundings.

Discussions of the findings

The results revealed that teachers' implementation of stylistic and thematic approaches is poor. The reason for this could be due because most teachers are not able to ask critical questions that can encourage critical analysis of the poem. Teachers are supposed to teach a particular content (that is knowledge) in a specific way to learners but this can only be achieved in their ability to effectively put the knowledge across to students through the effective implementation of the approaches. These approaches are more facilitative and involve the students more than others.

These findings are consistent with Ukoha and Ukoha (2009), Ogbaba (2009), Samba, Achor and Ogbaba (2010) and Khurshid and Zahur (2013) who confirmed in separate studies that several teachers implementation of instructional strategies in their classroom is generally low. Teachers are required to convey a particular content knowledge in a proper way to the learners. To convey this expected knowledge across to learners, however, can become a big challenge to teachers.

Perceived challenges in the effective implementation of stylistic and thematic approaches

Report from the oral interview revealed that teachers perceived the approaches as student-centred and they are practicable. Student-centred approaches encourage students' active participation and interaction in the teaching and learning process. These approaches are likely to improve students' writing skills as well as vocabulary expansion

because the classroom discussion gives learners the opportunities to discover potentials and challenges associated with any poem.

The teachers, however, complained of space constraint. Most of the public schools were found to be overcrowded. This large class size militates against the effective implementation of the approaches because of the peculiarities of the arrangement. Almost all the public schools in Akure are overcrowded. It will certainly hinder the peculiar arrangement of the students when implementing these approaches, particularly stylistic approach. This confirms the findings of Adegoke, 2005; Ademola, 2005 and Amokeodo, 2012, that other factors responsible for the persistent poor performance in poetry in particular, apart from lack of positive attitude on the part of teachers, lack of effective communication skills, lack of text possession on the part of the students (Obiero, 2013), are the absence of motivation on the part of the students and large class size. The active involvement of the students in the learning process may also pose as a problem in a large class.

Motivating the students is another solution to the problem of class size because of the active participation and engagement of the students in the teaching and learning situations. The teachers are always being held responsible for any shortcoming in the teaching and learning situations by the public and so, they are expected to give results, positive results to improve students' achievement irrespective of the class size (Adeyemi, 2008). The teacher, therefore, needs to brace up to this challenge by using approaches like stylistic and thematic, that can actively engage students in the classroom and encourage interaction of the students. This certainly will lead to improved performance of the students in poetry in particular and Literature-in-English in general.

It was also gathered from the teachers that rigid time table allotted to the teaching of Literature-in-English is another constraint that militates against the effective implementation of the approaches. The teachers are allotted three periods per week for the subject and in some

schools, two periods are assigned and each period takes 40 minutes per day. This is certainly a constraint if the approaches are to be implemented effectively. Yang, Newby and Bill (2005) while investigating effect of Socratic dialogue on distance learning students, affirm that asking students to experience, explore, and analyse their thinking abilities will reveal to them the considerable work involved; though, significant improvements in students' skills. Boghossian (2003) reveal that the approaches help students who were uninterested and alienated from the learning process to engage the material in a way that is meaningful to them. The 40 minutes given for each subject will certainly not be enough if all these are to be achieved by the teacher and the students alike.

Another constraint mentioned by the teacher is poor communication skills of the students. Some of the students were unable to participate actively as they would have loved to because of their poor communication skills. Communication skills is defined as a process of exchanging information, ideals, feelings and emotion through speech, signals, writing and behaviour (Kolade-Ojo, 2015). Therefore, the use of English language in the secondary schools is unavoidable. In addition, as the subject in which poetry is taught in Nigerian Senior Secondary Schools is called Literature-in-English, English language, as medium of instruction, is a sine qua non (Iyabode, 2013). Students, therefore, need to be proficient in communicating in English language.

A teacher whose target is to improve students in his or her subject will use approaches that will help in correcting these anomalies. The use of stylistic and thematic approaches can also be a solution to the challenge of students' poor communication skills. Because students are required to give response to questions asked by their teacher during the use of these approaches, they will be inspired to discuss and analyse the poem. This is another way to improve the students' communication skills.

One of the most significant attributes of a teacher that contributes greatly to the strength of the teaching profession is his or her

commitment and dedication to the students and their achievement. The lack of commitment on the part of the teachers to implement innovative teaching approaches was noticed and this posed as a great constraint in the effective implementation of the two approaches. Cagri, (2013) affirms that a committed teacher will seek for constant professional development. This is manifested in their eagerness to use or utilize new strategies, however complex their implementation may be. This, in turn, will enhance the effectiveness of their teaching. Hence, to effectively implement these approaches in poetry classes will require the commitment of the teachers involved.

However, teachers' commitment are limited by several challenges. These include poor training, irregular seminars and workshops, lack of motivations, lack of security and compensation, poor working environment and government interference in the teaching profession among others (Mwesiga and Okendo, 2018). So, to improve teachers' commitment to using varied and innovative approaches in teaching, a lot of things must be put in place. One of such is continuous trainings. They should be encourage to attend seminars, workshops where they will be exposed to new and innovative pedagogical skills and strategies that will enhance their teaching.

Loafing is yet another factor that poses as a constraint against the effective implementation of these strategies in the classrooms. Students' loafing during lessons has posed as a serious hurdle that hampers the students from benefiting from the gains of using the approaches. Loafers are viewed as people who slack off, people who perform poor quality work and who engage in distractive, disrupting behaviours during team work (Jassawalla, Malshe, and Sashittal, 2008). So many factors are responsible for loafing in the classroom. When students are not actively engaged in the task, it is likely to result in their loafing. So teachers need to motivate them adequately to eliminate loafing during the implementation of stylistic and thematic approaches. This can be done by setting rules at the beginning which will

help in achieving the goal of the lesson. A teacher can assign jobs or tasks for each student to keep him or her involved. Everyone wants to have a sense of belonging, and emphasizing their strengths and achievements will help show that they are valued. A teacher can achieve this by moving around the room and making sure that she makes a comment on each student analysis of the poem. (Stepanek, 2013).

Lack of facilities and instructional materials was also mentioned as a constraint to the implementation of the approaches. Facilities and instructional materials refer to satisfactory or acceptable quality and quantity of material resources and physical facilities. Availability of instructional materials such as textbooks which is the major teaching material is the most cost effective input that affect the student performance (Okongo, Ngao, Rop and Nyongesa, 2015). Most of the students were observed sharing textbooks in their groups and so this hampers their active involvement in the learning process. The teachers had to improvise in some schools by photocopying some of the poems for the students, to encourage their participation while others wrote the poems on the chalkboard. To encourage effective implementation of these strategies in teaching poetry, its efficiency and productivity, better instructional materials and facilities are very essential.

Conclusion and Recommendations

The study investigated the challenges faced by teachers in the implementation of stylistic and thematic approaches in the teaching of poetry. The results revealed that teachers' implementation of the approaches is below expectation. It can therefore be deduced that teachers' effective implementation of the approaches is hampered by the various challenges confronting them in the learning and teaching situations.

Based on these findings, the following recommendations are made:

1. Teachers should be exposed constantly to conferences, seminars and workshops so as to increase their

- implementation of instructional approaches.
2. Literature-in-English teachers should be provided with enabling environment that will help them implement instructional approaches effectively.
 3. Double periods should be allotted for Literature-in-English to enable teachers implement these approaches.
 4. Students should be exposed to exercises on verbal ability to sharpen their communication skills needed for effective implementation of these approaches

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Demystifying English Reading Comprehension: Implication for Teacher Classroom Practices in Osun State, Nigeria

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Abstract

This study investigated teachers' assessment practices and verbal/nonverbal expressions as correlates of achievement in English reading Comprehension in Osun State, Nigeria. The Participants were 1,462 students and 40 teachers, across 40 schools in Osun State. Instruments used were English Reading Comprehension Achievement Test ($r = 0.79$), Teachers' Verbal and Non-Verbal Expression Scale ($r = 0.77$), and Assessment Practices Scale ($r = 0.88$). Three research questions were answered. Data were analysed using descriptive statics and Pearson product moment at 0.05 level of significance. Majority of the teachers (70.0%) used verbal expression, while 58.7% used tests for assessment. Verbal/Non-verbal Expression ($r = 0.17$ and assessment practices ($r = 0.16$ had positive relationship with achievement. Based on these findings it is recommended that teachers of English language should be exposed to capacity building programmes to improve their use of verbal/non-verbal expression as well as assessment practices in English.

Key Words: Classroom practice, Verbal expression, Non-verbal expression, Assessment practices, Achievement in English reading comprehension

Introduction

Reading comprehension is not a passive, receptive or text-based process, but an active, constructive, reader-based process. Reading is not complete without comprehension as comprehension means understanding of the thought behind the printed words. It is the ability to grasp the author's thought, not in isolated fragment but as a whole. Ajala (2006) noted that without comprehension, reading is nothing more than tracking symbols on a pave with one's eyes and sounding them out. Comprehension is thus the art of understanding what is being read. When a person reads a text, he engages in a complex array of cognitive processes.

The ability to construct meaning from a text is, therefore, an important skill in the learning process. This is because for a student to answer questions, for instance, the student should be able to read and understand the questions in order to proffer correct answers to such questions. Furthermore, every other subject in the school curriculum relies on students' ability to read and comprehend the contents of the subjects. For instance. Zimmerman (2011) carried out a study across content areas and discovered that when reading comprehension was emphasized in social studies classrooms, it boosted students' performance in the subject.

Reading comprehension and summary writing are two major components of English language examinations in Nigeria. This is evident in the distribution of scores to the component parts of English language by WAEC.

Paper 1:

Continuous writing (essay and letter)	
Writing	50
Comprehension	40
Summary	30
Total	120

Source: WASSCE Syllabus (2012)

Form the above, reading comprehension and summary writing are very essential in WASSCE as a total of 70 marks are allotted to the two sections in Paper 1. A candidate that fails in these two sections may not do well in the entire English language Paper 1. Besides, students also need to possess good reading comprehension and summary skills in order to excel academically as the two skills are needed for note-taking in lectures. The acquisition of reading comprehension and summary skills will also enable students to read and answer questions even in other subjects in the school curriculum.

In spite of the importance of reading comprehension in the educational and career pursuits, the Nigerian students, over the years, have difficulty in comprehending what they read at all levels of education. Fatimayin and Lawal (2010) observed that a larger percentage of secondary school students cannot read with adequate comprehension. Scholars have adduced a lot of factors as the cause of students' reading comprehension problems. Lawore (2014) posited that pupils fail to comprehend texts because they are not trained to read beyond the line and above the line. On the other hand, Ezeokoli (2005) argued that one of the reasons pupils do not comprehend texts is their non-exposure to the effective strategies of studying reading comprehension. The general poor performance of students in all school subjects is mostly attributed to reading failure. Students generally lack adequate skills to organise and express their thoughts and ideas, clearly, correctly and effectively because they are deficient in comprehension.

Several tasks are involved in the teaching and learning of reading comprehension and summary writing as important aspects of English language examinations. According to Olatunbosun (2000) and Aniga and Ellah (2010), these tasks include effective reading of the passage, getting the gist of the passage read, identification of the topic sentence or thesis statement from the usually many sentences in the paragraph, differentiating between the topic sentence and other supporting sentences which are usually in forms of illustrations, examples, identification and replacement of the key vocabularies in the topic sentences and rewriting the summary answer in the students' own words. It is important that English language teachers pay attention to these tasks when teaching summary writing in schools.

Roberts (2009) noted that as important as success in comprehension and summary writing are, they often prove difficult to many candidates because they are not properly prepared or taught by teachers who rely heavily on conventional expository instructional strategies in teaching these complex aspects of

English language. Other scholars (Ojedokun, 2010; Olagbaju, 2013 and Olaleye, 2014) also affirm that the poor performance of students in reading comprehension and summary writing is largely due to the continued use of teacher-centred instructional strategies which render the learners passive in the process of instruction; this is unlike the learner-centred instruction which enhances classroom participation and quality of learning of students.

Therefore, it is safe to conclude that students find the teaching and learning of reading comprehension and summary writing aspects of English difficult and uninteresting, whereas these aspects of English need to be taught to students in order to expose them to techniques they need to read, comprehend and summarize for smooth academic pursuits in life.

Secondary school students in Osun west exhibit deficiency in reading comprehension and summary writing when they are expected to have overcome those problems before they write final-year examinations. This underscores the fact that without effective reading comprehension and summary writing skills, on the part of the students, there is no tangible educational progress that can be achieved as academic activities are largely hinged on comprehension and summary where students need to use the skills to take lesson, read to understand and even summarize texts read in other subjects. Since reading comprehension and summary writing are multiple cognitive activities, it therefore stands to reasons that strategies with multi-dimensional focus are to be used to stimulate student's classroom participation and achievement in them. A good teacher provides practice to move students toward independence.

Research on learning processes changed the traditional view of learning from knowledge absorption to active knowledge construction. Students actively process information, using prior knowledge, skills and strategies. Learning is constructive, cumulative, self-regulated and goal oriented. This new conception of learning, called constructivism, is revealed in new ideas about the content of

education. As a result of this new thinking about learning, the roles of the teacher also change, according to constructivists, the main task of the teacher is no longer to transmit knowledge but to facilitate it. As a result of all these identified factors, a lot of researchers have concentrated on finding solutions to the problem of students' poor reading comprehension and summary writing.

An important factor that could enhance performance in reading comprehension is good quality of instruction. Research has indicated that the problem most students encounter with reading comprehension hinges on the fact that they it has complex processes that involve an interaction among the cognitive structures of the reader, the text and the communicative situation (Tiemey & Mosenthal, 1982; Lawore, 2014). Consequently, the classroom practices used by English language teachers can either make or mar the students' performance. Therefore, teachers need to have a solid understanding of how to package and present instruction for students to experience success in learning to read. The teacher as well as the teaching practices adopted are critical in this regard. This implies that when teachers engage students in various activities that will enhance active participation in lessons, their performance in reading comprehension and summary writing might improve.

Attempts to stem the problem of comprehension among secondary school students have led researchers to come up with interventions using learner-centred strategies (Ojedokun, 2010; Olaleye, 2014). Other efforts have looked at student-related factors (Akinsowon, 2016) and textbook-related factors (Fakeye, 2013). However, factors relating to teachers' classroom practices such as effective communication through verbal and non-verbal expressions and assessment practices have not been adequately examined as potential factors that could demystify the teaching and learning of reading comprehension.

The teacher's use of verbal and non-verbal expressions could make or mar reading comprehension instruction. Verbal interaction

is the sharing of information between the teachers and students at a speech-based level in the classroom. Verbal expression/communication is a means of transferring information through the voice (verbalisation) (Afolabi, 2004). The advantages of verbal expression are that it provides a room for immediate feedback, listeners can ask for a repeat of instruction or information if they don't have a clear understanding at first, students learn the art of speech making; they learn to speak correctly in the society and are provided a room for elaborate explanations of concepts, illustrations as well as descriptions (Afolabi, 2004). The techniques of verbal expression as stated by (Afolabi, 1998) are many. First, a teacher should not speak above the understanding level of the audience hence, they should use appropriate vocabulary that is commensurate with the level of the learners. This implies that, a teacher should use simple words, though he/she must also be proficient in language use, Noise inhibits the flow of information from the sender to the receiver, therefore a teacher should ensure that noise is eliminated or reduced in the classroom.

Non-verbal cues comprise teachers' use of behaviour and gestures like eye contact, clapping, smiling and greetings. Eye contact can be used as a way to improve nonverbal communication skills. When the teacher looks around the classroom, he/she secures the trust of the students, while also getting their attention. In addition, if a student is acting up the teacher can try the five second stare. The student should get the idea that the behaviour is inappropriate when he/she notices your stare. Clapping, as a technique, is a quick way to get the attention of a classroom that is out of control. The hand clap should make a classroom stop acting up and pay attention, as an alternative to the five second stare. The teacher should simply clap his/her hands together several times, loudly. The smile is also an important technique. A teacher must remember to smile when giving his/her students approval. If a student behaviour improves, the teacher should say the word "yes" with a large smile. It helps the students to understand that the teacher notices when they do something right.

With regards to greetings, as a teacher, one must form the habit of exchanging pleasantries with the students as a routine. Instructors also should try to greet students by name. Students, who are personally greeted by their teachers, also feel that those teachers care about them. This belief helps motivate students in the classroom.

Findings from studies point to the fact that verbal and non-verbal expression was influential on students' academic achievement (Arifa and Anguil, 2015; Fathemah and Naskin, 2017) but the extent to which teachers' verbal and non-verbal expressions can predict student achievement in and the attitude to reading comprehension among Senior Secondary Schools in Osun West Senatorial district is, however, yet to be determined.

Teacher assessment practices is another variable in the study. It refers to teachers' judgment on the students during or after the instruction, the purpose of which is to improve teachers and students' performance. This can be in form of multiple-choice test, essay test, paragraph reading, and supply response test (Taghi, 2009). Assessment is a vehicle for the improvement of teacher and learners' ability not an end in itself (Aiyede, 2017). Assessment can be formative or summative. It is formative, if it is used concurrently as the lesson progresses. It is used by the teacher to monitor progression in teaching and learning as well as to clarify misconceptions as teaching progresses. Summative assessment on the other hand comes at the end of the lesson. It is as a means of recapitulating the main ideas in the lesson and feedbacks obtained is used for making important educational decisions.

Previous studies have established a strong link between teachers' assessment practices and student learning outcome (Rodriguez, 2010; Aiyede, 2017) but the extent to which assessment practices would predict students' achievement in English reading comprehension remains yet undetermined, especially in Osun west, Nigeria.

Statement of the Problem

English Language is a core subject in the senior secondary school curriculum in

Nigeria. Success or failure in the subject determines the extent a student goes in educational and career pursuits. However, studies have shown that most Nigerian students do not perform well in English language examinations and this has been attributed mainly to their deficiency in reading comprehension. Faulty teacher classroom practices have been identified as a major cause. Efforts to address this problem had led previous researchers to embark on interventions without focusing on effective classroom practices such as the use of verbal and non-verbal expressions and assessment practices. Therefore, this study investigated the relationship between these teacher-related factors and students' achievement in English reading Comprehension in Osun west, Nigeria

Research Questions

1. What is teachers' rating in the use of verbal and non-verbal expression
2. What are the assessment practices of teachers in English reading comprehension?
3. What is the relationship between the independent variables (verbal and non-verbal expressions as well as assessment practices) and achievement in English reading comprehension?

Scope of the Study

This study investigated verbal and non-verbal expression and assessment practices as correlates of students' achievement in English reading comprehension. The study covered 40 senior secondary schools in Osun West Senatorial Districts of Osun State. The English Reading comprehension test used as a dependent measure was taken from NOSEC for Senior Secondary School Two which is a textbook different from the one they were using in the school.

Significance of the Study

The results revealed the relationship between teachers' verbal and non-verbal expression and assessment practices as

correlates of students' achievement in English reading comprehension there by helping to identify factors that could improve reading comprehension. The study has established the important roles played by teachers' classroom expressions and assessment practices in effective reading comprehension instruction. The study has also opened the eyes of the English Language teachers to factors that could make for effective teaching of English reading comprehension.

Methodology

This study adopted the survey research

design. The participants were 1,462 students and 40 teachers, across 40 schools in Osun State. Instruments used were English Reading Comprehension Achievement Test ($r = 0.87$), Teachers' Verbal and Non-Verbal Expression Scale ($r = 0.79$), and Assessment Practices Scale ($r = 0.88$). Three research questions were answered. Data collected were analysed using descriptive statics and Pearson product moment at 0.05 level of significance

Results

Research question 1: What is the dominant type of expression used by teachers?

Table 1: Teachers' Use of Verbal and Non-Verbal Expressions

VNVE	Occurence	Percentage (%)
Verbal expression	280	70.0
Non-verbal expression	120	30.0
Total	400	100%

Table 1 shows that the dominant expression used by teachers of reading comprehension in Osun west is verbal expression (70%), while the less dominant expression was non-verbal (30%).

Research question 2: What are the assessment practices of English reading comprehension teachers?

Table 2: Teachers' Assessment Practices

Assessment Practices	Occurrence	Percentage (%)
Paper and Pencil Test	47	58.7
Innovative Assessment Strategies	33	41.3
Total	80	100%

Table 2 shows the teachers' assessment practices. A total of 80 lessons were observed (two per teacher) In these lessons, paper and pencil tests occurred 47 times (58.7%) than modern innovative assessment strategies which occurred 33 times representing 41.3%. This implies that majority of the teachers used paper and pencil tests in evaluating their students.

Research Question 3: What relationship exists between teachers' use of questions and instructional materials on the one hand and students' achievement in reading comprehension?

Table 3: Correlation Matrix of the relationship between Teachers' verbal and non-verbal expression, Assessment practices and Students' Achievement in English Reading Comprehension**

	Achievement	Verbal and Non-verbal Expression	Assessment Practice	\bar{x}	S.D.
Achievement in Reading Comprehension	1			13.30	12.46
Verbal and Non-verbal Expression	.168** (.000)	1		27.66	3.70
Assessment Practice	.156** (.000)	.581** (.000)	1	31.75	3.03

** Sig. at .05 level

Table 3 showed that there were positive significant relationships between Students' Achievement in English Reading Comprehension, teachers' verbal and non-verbal expression ($r = .17$) and Assessment practices ($r = .16$).

Table 4.2.1a showed that there were positive significant relationships between Students' Achievement in English Reading Comprehension and Verbal and Non-verbal expression ($r = .17$), and Assessment Practices ($r = .16$).

Discussion of Findings

The findings of this study showed a positive significant relationship between teachers' classroom practice variables and students' achievement in English Reading Comprehension. This finding might be due to the fact that verbal and non-verbal expression, and assessment practices are central to effective teaching. It, therefore, stands to reason that the level of expertise exhibited by the teacher in these variables would influence the quality and quantity of learning among the students. For example, the use of verbal and non-verbal expression helps in effective classroom control in the course of instruction. Instructional materials also promote teacher's efficiency in improving the students' performance. They make learning more interesting, practical, realistic and appealing. They also enable both the teacher and the students to participate

actively and effectively during lesson sessions. They give room for the acquisition of skills and knowledge and the development of self-confidence and self-actualisation. Oral language is important because it provides the foundation for literacy development, it is essential to academic achievement in all content areas, and is critical for the overall success in school. Effective teaching requires that we pay a lot of attention to our verbal teacher language, using carefully chosen words to help build a positive and productive classroom community. The way in which we deliver these verbal messages, however, may contribute more to students' understanding than the very words themselves. When a teacher looks around the classroom, he/she secures the trust of the students, while also getting their attention. In addition, if a student is acting up, the teacher can try the five second stare. The student should get the idea that the behaviour is inappropriate when she notices the stare.

Clapping: It is a quick way to get the attention of a classroom that is out of control. The hand clap should make the classroom stop acting up and pay attention, as an alternative to the stern stare. The teacher should simply clap his/her hands together several times, loudly.

Smile: As a teacher, one must remember to smile when one is giving one's

students approval. If a student's behaviour improves, say the word "yes" with a large smile on the face, if one wants one student to understand that one notices when they do something right.

Greetings: As a teacher, one must remember to say "Good morning" and "Good bye" to one's students on a daily basis. It not only helps to set a good tone for the day but also helps students learn to mirror polite behaviour. Try to greet students by name, also. Students who are personally greeted by their teachers also felt that those teachers cared about them personally. This belief often helps motivate the students in the classroom. Teachers use nonverbal expressions like establishing eye contact or make gestures that let students know they are off-task, not paying attention, or misbehaving. This technique helps teachers to efficiently and silently manage students' behaviour without disrupting a lesson (Hidden Curriculum, 2014).

The result of the study showed that teachers assessment practices positively correlated with students' achievement. The probable reason for this is that the kind of assessment practices adopted by the teacher could promote better learning. Also, assessment practices include questions to the class, quizzes and other means of calling upon students to demonstrate their understanding of what is being taught. Effective assessment practices, in the course of teaching and learning, allow the teacher to monitor students' learning and offer appropriate feedback to the learners. This finding agrees with that of Fabonmi (2015) who reported that formative and summative assessments were positively related to the development of good attitude of students to English language. It also corroborates the findings of Rea-Dickins (2008), Shohammy, Inbar-Lourie and Doehner (2008) who reported that teachers' assessment

practices influenced students' attitude to Biology and Mathematics respectively. The result, however, contradicts that of Brualdi (1998), and Yara (2009) who found no significant relationship between teachers' assessment techniques and students' attitudes to Reading and Mathematics respectively.

Conclusion

If teachers lack adequate skill of using verbal and non-verbal expressions and do not adopt appropriate assessment practices that could support learning, students' achievement in the subject would be inhibited. It can thus be concluded from this study that when teachers' classroom practices in the use of verbal and non-verbal cues, and assessment practices are improved upon, students' achievement in English reading comprehension would improve.

Recommendations

The following recommendations are made in the light of the findings of the study:

1. English teachers should be exposed to regular training workshops, conferences, seminars and symposia to constantly update their skill of verbal and non-verbal expressions as well as assessment practices.
2. Teachers should adopt Innovative assessment strategies in order to enrich the instructional process of English reading comprehension.

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Perceived Effectiveness of Literature-in-English for Enhancing Students' Reading Comprehension and Critical Thinking Skills in Abuja Metropolis

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Abstract

This study examined the perceived effectiveness of Literature-in-English in enhancing students' reading comprehension and critical thinking skills. It also ascertained the reasons for the decline in students' enrolment in Literature-in-English. The study used the survey research method and the sample was made up of 100 purposively selected senior secondary class two literature-in-English students drawn from four randomly selected public secondary schools in Kurudu, Abuja. The instrument used for data collection was a researcher-designed questionnaire with 20 items adapted from Jie, Yuhong and Yuan (2014). The research questions were analysed using frequency count, percentages, mean and standard deviation. Findings indicated that respondents are of the opinion that the dislike for reading, high cost of books, teaching methods and difficult/unfamiliar words are factors responsible for the decline in Literature-in-English enrolment. Findings also showed that all the respondents believe that Literature-in-English can enhance their reading comprehension and critical thinking skills. Based on these findings, it was recommended that Literature-in-English be made compulsory for all students. Training and retraining, workshop and seminars should be arranged for teachers to expose them to creative methods for teaching English and Literature-in-English. Teachers should use effective, creative learner centred methods to get students interested and motivated to study Literature-in-English and Government should provide needed texts in large quantities for students' use.

Keywords: Literature-in –English, Effectiveness, Reading comprehension, Critical thinking skills

Introduction

Language learning and proficiency require that one acquires the four language skills of listening, speaking, reading and writing and language sub-skills of vocabulary, reading comprehension, summary writing and literature components. Literature-in-English has been seen as providing material for acquiring the language skills and the culture of that language, facilitating comprehension and the ability to think critically. Reading and comprehending what is read is considered one of the most important skills needed in the English as second language (ESL) context. Developing critical reading ability is a major goal in reading instruction which the study of Literature-in-English can provide for learners. In addition, Keshavarzi (2012) opines that the use or study of Literature-in-English encourages more thoughtful and purposeful language learning because learners are not only exposed to the real use of language, they also become critical thinkers.

The study of Literature-in-English especially in an ESL context has many benefits.

First, Literature-in-English is a good source of accurate diction, diverse sentence patterns and passionate narratives (Ghosn, 2002). Based on this, Keshavarzi (2012) submits that the significance of Literature-in-English in promoting learners' language proficiency is beyond doubt as it brings knowledge to them and gives them problem solving experiences. It also makes students learn about their creativity and imagination, interacting with the text themselves and playing different roles.

The objectives of teaching Literature-in-English are to broaden the cultural horizon of students through literary texts that vary in perspectives but are universal in application; expose students to healthy human values and attributes; expose students to the beauty and potentials of language and more. These objectives are hinged on the acclaimed benefits of studying the subject. In spite of all known benefits of studying Literature-in-English, students' enrolment is on the decline. The reasons for the decline are many. Amongst them is the misguided notion that only science subjects can produce analytical and sound

minds. There is therefore, the need to reinvent students' interest in Literature-in-English to enable them tap from its many benefits, one of which is the promotion of reflective critical thinking in learners. Through Literature-in-English, students may feel a greater sense of shared responsibility towards events globally. For example, when students read about the bombing of trains in Nigeria or war in a neighboring country, they may be concerned about the loss of lives. Literature-in-English can also enable them think deeply about not just the stories they read but ask essential questions about what it means to be a human being, how to relate well with others and be tolerant of other peoples (Loh, 2014). Another known reason for the decline in students' enrolment is the lack of adequate planning and methods of teaching Literature-in-English. Teachers have to plan adequately to cater for learner diversity such as learning styles, interest and needs. In addition, there is the need for teachers not only to read out the stories but also to harp on the morals, values and lessons to be got from the Literature-in-English offering.

Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the prior knowledge of the reader resulting in the elaboration of mental representation. Reading comprehension is a skill every student need for academic and career pursuits. Effiom, Timothy & Okon (2018) opine that one who reads without understanding is on a futile journey leading to a dead end. However, many students, according researchers such as Adeniji and Omale (2010), are of the opinion that students' difficulties in reading comprehension are due to the ineffective pedagogical approaches applied by teachers. Apart from ineffective teaching approaches, the study of Literature-in-English is not seen to be beneficial to language learners.

Literature-in-English in the ESL class is important. A study by Granath (2017) submits that teachers viewed the role of Literature-in-English as a way of enhancing students' social and cultural awareness and language proficiency. He, however stated further that the

biggest constraint perceived by the teachers to effective teaching and learning of the subject were unmotivated and uninterested students. This in turn can be attributed to faulty teaching methods and materials. Alamroni (2019) submits that despite Literature-in-English being seen as providing rich linguistic input for language learners, the expected level of a better English language performance is still difficult to attain due to the old methods employed in teaching as well as teachers' fundamental lack of experience and knowledge. To him, most teachers use whatever method they have at their disposal not minding that literature should be related as much as possible to real life experiences. Lawal (2019) also decried the way Literature-in-English is being taught in the secondary schools by saying that learners are reduced to robots who are forced to swallow and later regurgitate ill-digested literary terms and techniques. In addition, in most cases many schools do not have enough qualified teachers resulting in haphazard teaching, uninterested and unmotivated learners who detest reading too many different set books by the different examination bodies (Ogunnaike, 2002: Fatimayin & Lawal, 2010). As a remedy, Onukaogu (2002) proposes the study of Literature-in-English to make learners more reflective, critical, strategic and purposeful readers. This is particularly necessary in a digitalized world.

Literature-in-English is of immense benefit to language development. In support, Stefanova, Bobkina & Perez (2017), submit that Literature-in-English can develop the skills students need to understand hidden meanings, reconstruct images from details, separate facts from opinions and apply what they have learnt to other aspects of their daily life. For Lawal (2019), Literature-in-English has the characteristics and potentials for not only imitating our world in all its imperfections, but also recreating it by artistically exposing the drawbacks and attempting to perfect the imperfections. In a related manner, Ryan & Ryan (n.d.) submit that Literature-in-English reflects the society, human condition, ideology

and also changes ideology while making learners think. It can be used to develop learner's capacity for discrimination, judgment and decision making.

Keshavarzi (2012) also believe that Literature-in-English is significant in promoting English learners' knowledge and second-hand problem solving experiences. Going on, he argues that it helps students to go beyond the surface meaning and provides learners with opportunities to effectively use words in different contexts as it allows them verbalise their thoughts and develop higher levels of thinking skills. To him, literary texts are good means of creating avenues for learners to go through reflective thinking to see why things are the way they see them or why things are different from their expectations enabling them to perceive and better understand the situation.

Critical thinking is a complex process which entails higher order thinking. A critical thinker is one that is able to solve problems, make decisions, evaluate information and formulate inferences. It is the ability to use one's mind to achieve desired goals. Critical thinking implies that the reader is actively and constructively engaged in the process of reading (Temple, 2005). It is one of the skills learners need to acquire to achieve learner autonomy because through reading, learners often governed by one prejudice or other. But through a clear and rational use of language, one can be freed (Ikonta, 2019).

For Facione (2007), Bobkina and Stefanova, (2016), a close reading of literary texts involves critical thinking processes of analysis, synthesis, argumentation, interpretation, evaluation, problem solving and reasoning among others. Critical thinking, Cottrell (2011) submits, involves identifying other people's positions, arguments and conclusions: evaluating the evidence for alternative point of view, weighing up opposing argument and evidence fairly, being able to read between the lines, seeing behind surfaces and identifying false or unfair assumptions, recognizing techniques used to make certain

position more appealing than others: reflecting on issues in a structured way, bringing logic and insight to bear and drawing conclusion. Therefore, incorporating critical thinking in reading is important as it assists students to achieve the goal of reading which is comprehension (Carr, 1988).

Supporting the acquisition of critical thinking skill, Flynn (1989, p.664) state that to develop students' critical thinking ability is a major goal in reading instruction and teachers need to "present students with opportunities to analyse, synthesize and evaluate ideas through cooperative problem solving". Furthermore, Brown (2004) submit that the objectives in an ideal academic English programme should not be limited to linguistic factors alone but also include developing the art of critical thinking. Therefore, the integration of critical thinking and reading could be most effective for learners. Vaseghi, Gholami & Barjesteh (2012) are emphatic that without critical thinking skills, people can be vulnerable. For them, the main benefit of critical thinking is that it encourages active learning by teaching students how to think rather than what to think. The main purpose of this study is to determine perceived effectiveness of Literature-in-English for enhancing students' reading comprehension and critical thinking skills

Specifically, the study intends to:

- i. Ascertain the factors responsible for the decline in students' enrolment in Literature-in-English.
- ii. Determine if Literature-in-English can enhance students' reading comprehension ability.
- iii. Find out if Literature-in-English can develop students' critical thinking skills.

Statement of the Problem

The study of Literature-in-English is said to provide learners opportunities to extend their language proficiency, communicative competence as well as engage them in collaborative construction of meaning. In spite

of the many acclaimed benefits of Literature-in-English, students' enrolment is on the decline as many students are losing interest in the subject. Studies have also indicated that secondary school students are deficient readers because they lack critical thinking and comprehension skills which hinder them from being strategic and purposeful in reading. The causes of these shortcomings have been attributed to a number of factors some of which are inadequate planning and faulty methods of teaching English language and literature as well as other pedagogical factors which have made Literature-in-English uninteresting to students. Also, at the secondary school literature-in-English class, learners have been reduced to robots as a result of the methods used by teachers which made learners unable to comprehend materials, unable to be critical thinkers who can make informed unbiased judgment. This study is therefore, an attempt to find out the perceived effectiveness of Literature-in-English for enhancing students' reading comprehension and critical thinking skills in Abuja Metropolis.

Methodology

This study adopted the descriptive survey research design. The population comprised all senior secondary school students in Kurudu axis of AMAC, Abuja. Purposive sampling was used to get students offering Literature-in-English, i.e the Arts classes. Random sampling was then used to select four schools from the 12 schools in that axis. From senior secondary class 2, random sampling was utilized to pick 25 students from each of the four

schools to make a total of 100. The main instrument is a researcher – designed questionnaire with 20 items. The questionnaire items used were adapted from Jie, Yuhong and Yuan (2014). It had two sections. Section A contained demographic information while section B contained 20 items divided into two sections with response options based on a modified 4-point Likert scale of Always (4), Sometimes (3), Seldom (2), Never (1). The instrument had a reliability index of 0.72 established using the Cronbach Alpha formula. The instrument was validated by experts in test and measurement of the Faculty of Education, National Open University of Nigeria. Data collected was analysed using descriptive statistics of frequency counts, percentages and mean and standard deviation. A cut off point of 3.00 was adopted for decision making and any item with a mean of above 3.0 was accepted while those with below 3.0 were rejected. The study was guided by these research questions:

1. What are the factors responsible for the decline in students' enrolment in Literature-in-English?
2. How Can Literature-in-English enhance students' reading comprehension?
3. How can Literature-in-English help in developing students' critical thinking skills?

Results

Research Question One: What are the factors responsible for the decline in students' enrolment in Literature-in-English?

Table 2: Factors responsible for the decline in students' enrolment in Literature-in-English.

S/N	Items	Frequency	Percentage
1.	Teachers' methods of teaching	68	68
2.	Too many books to read	74	74
3.	Books are expensive	55	55
4.	I don't like reading	62	62
5.	I don't understand some words used	48	48

Table 2 results indicate that students (75, 75%) perceive too many set books as the biggest factor responsible for enrolment decline in literature-in-English. 68 (68%) think that teacher's method is responsible; 62 (62%) are of the opinion that the dislike for reading is a factor responsible for decline in student's Literature-in-English enrolment, and 55 (55%) think that

the high cost of books is responsible while 48 (48%) believe that not understanding some words in the text is a factor for the decline in enrolment.

Research Question 2: How Can Literature-in-English enhance students' reading comprehension?

Table 3: Mean and Standard Deviation on literature-in-English and reading comprehension.

S/N	Item Statement	N	Mean	SD	Remarks
1	After reading a text, I know the author's purpose	100	3.63	.51	Accepted
2	I can locate the main ideas of the text after reading	100	3.58	.52	Accepted
3	I can write out the main ideas in my own words because I understand the passage	100	3.58	.52	Accepted
4	After reading, I am able to figure out implied meaning, mood, tone or attitude	100	3.60	.49	Accepted
5	I can distinguish facts from opinion	100	3.62	.49	Accepted
6	I can make inferences and read beyond the lines	100	3.63	.51	Accepted
7	I can find reasonable arguments in the text to support my own views	100	3.64	.50	Accepted
8	I can make connections between the text and my experiences and beliefs	100	3.62	.51	Accepted
9	Most times, I cannot understand the passage because of the words used	100	3.61	.53	Accepted
10	I can accurately define the problem depicted in the text and understand the message	100	3.56	.54	Accepted
11	Reading literature -in-English texts help me sharpen my language skills	100	3.56	.49	Accepted
12	I like to study literature -in-English much because of the teacher's method of teaching it	100	1.78	.66	Rejected
13	I do not like Literature-in-English because there are too many books to read	100	3.19	.49	Accepted
	Aggregate	100	2.60	.52	

Results on Table 3 show that to a very large extent, students are of the opinion that Literature-in-English can enhance their reading comprehension. However, they mostly would not want to study Literature-in-English because

of teachers' method of teaching it, coupled with the fact that there are too many books to be read.

Research Question 3: How Can Literature-in-English help in developing students' critical thinking skills?

Table 4: Mean and Standard Deviation on Literature-in-English for developing critical thinking skills

S/N	Item Statement	N	Mean	SD	Remarks
1	After reading, I can make inform judgement about authenticity of information provided	100	3.55	.52	Accepted
2	I can correct unreasonable inferences made in the passage	100	3.55	.52	Accepted
3	I can relate and connect issues depicted in the text to the prevailing situation for better understanding	100	3.57	.54	Accepted
4	I can demonstrate a deep understanding of culture, personal, biases, experiences and beliefs.	100	3.52	.64	Accepted
5	Based on what I read, I can reason and proffer solutions to problems.	100	3.41	.69	Accepted
6	I can better understand humanity, the need for peace and tolerance	100	3.36	.69	Accepted
7	Reading about other peoples' experiences of war, destruction, terrorism, I will advocate peace and togetherness.	100	3.37	.61	Accepted
	Aggregate	100	3.48	.60	

Results on Table 4 indicate that the students are convinced that Literature-in-English can help in developing their critical skills. For example, they can read a text, make inform judgment, correct unreasonable inferences, proffer solutions, understand values and humanity better, etc.

Discussion

This study revealed that students perceive the dislike for reading, high cost of books, too many books to be read, teacher's teaching methods, difficult or unfamiliar words used in the texts as factors responsible for the decline in Literature-in-English enrolment. This finding is in agreement with Ogunnaike (2002) and Fatimayin & Lawal (2010) that Literature-in-English in most cases is not properly taught and the way teachers' handle the literature-in-English class will urge students to cultivate the right attitude towards the subject.

Findings of the study also show that most of the students believe that Literature-in-English can go a long way in enhancing their reading comprehension. This is in line with Stefanova, Bobkina & Perez (2017) that Literature-in-English can develop the skills

students need to understand hidden meanings, reconstruct images from details, separate facts from opinions and apply what they have learnt to other aspects of their daily life.

Again, findings of this study indicate that Literature-in-English can help develop students' critical thinking skills. This corroborates Keshavarzi (2012) that Literature-in-English is significant in promoting English learners' knowledge and second-hand problem solving experiences and that Literature-in-English helps students to go beyond the surface meaning and provides learners with opportunities to effectively use words in different contexts as it allows them verbalise their thoughts and develop higher levels of thinking skills. To him, literary texts are good means of creating avenues for learners to go through reflective thinking to see why things are the way they see them or why things are different from their expectations enabling them to perceive and better understand the situation. It also agrees with Ryan & Ryan (n.d.) that Literature-in-English can be used to develop learner's capacity for discrimination, judgment and decision making.

Conclusion

The benefits of Literature-in-English for developing students reading comprehension and critical thinking skills are evident. This paper explored students' perceived effectiveness of Literature-in-English for enhancing and developing their reading comprehension and critical thinking. Reading and understanding a text and being able to interpret, make seasoned judgment and understand different viewpoints is a plus for learners in our world that needs people who can think, analyse situations and stand for the right thing.

Recommendations

Based on this, it is recommended that: -

1. Literature-in-English should be made compulsory for all students.
2. Training and retraining, workshop and seminars should be arranged for teachers to expose them to creative for teaching English and Literature-in-English.
3. Teachers should use effective, creative learner centred methods to get students interested and motivated to study Literature-in-English and
4. Government should provide needed texts in large quantities for students' use. These can be placed in the school libraries.

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Morphological Processes in SMS Text Messaging by Selected users in Epe Division of Lagos State

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Abstract

This study investigated the morphological processes in SMS text messaging by selected users in Epe division of Lagos state. It aimed at determining the extent to which the use of Short Message Service (SMS) has influenced the word structure, and writing styles of users. The data were drawn from 60 participants in Epe Division of Lagos State, 30 from the Students of the University of Ibadan in affiliation with MOCPEL Noforija, Epe, and 30 from the Epe LGA using purposive random sampling techniques. 60 SMS texts were randomly selected from the data collected. The data were analyzed using descriptive qualitative research design. The data collected were analyzed and described based on the patterns adopted by the users of SMS in text messaging and structuring their words in juxtaposition with the English Morphological Processes. The theoretical framework adopted for the study was Natural Morphology of Dressler (2005) which states that the notion of naturalness manifests itself in preferences rather than laws. In other words, rules are violated to allow for the free use of language. The findings revealed that out of 248 words analyzed, clipping accounted for 87 (35.08%), misspelt words 49 (14.51%), borrowing 33 (13.31%), acronyming 26(10.48%), affixation 12 (4.84%), conversion 3(1.21%) and compounding 2(0.81%). It is evident from the findings that abbreviations were mostly used by the texters. However, the study concluded that this style of word formation processes should be limited to informal writings on GSM so as to maintain the "sacredness" of the Standard English.

Keywords: Morphological Processes, SMS, Text Messaging

Introduction

Language plays pivotal roles in human existence. It is a means of expressing our thought, feelings, ideas, aspirations and even our grievances. As important as language is, it is not static. It is a time sensitive phenomenon. Like nature itself, language changes to keep abreast of time. Thus, one of the features of a living or natural language is that it constantly changes with new trends and new words finding their ways into the vocabulary of the language. Language vocabularies grow from time to time as a result of new innovations and creativities that continuously spring up on different occasions of language use and human endeavours (Okeke & Obasi, 2014). Specifically, Raja (2014) notes that words have a crucial role in communication: both in the written and spoken forms. Without words, communication is almost impossible because a group of words which is properly orthographically formed, semantically acceptable and grammatically well patterned enables us to communicate effectively.

With the advent of Information Communication Technology ICT which is a

term used to refer to a range of technologies for gathering, storing, retrieving, processing, analysing and transmitting information, the emergence of the internet and the consequential array of social media and networks have without doubt, resulted in exponential increase in new types of written language (Foster, 2021). It is observed that with the increase in the level of computer literacy in recent times, text-based communication in its various forms has assumed a prominent position as a medium of communication in our society. Among these text-based communication techniques include chat on-line, text messaging, e-mail, etc (Okeke & Obasi 2014). As other media of communication, text-based communication has its own peculiarities in the style of writing.

It should be noted that text-based communication is subsumed under GSM which is an abbreviation for Global system for Mobile Communication. This Media system is used basically for call making and text messaging, though could be used for many other purposes especially on smart phones. The focus on this study is on test based communication through GSM. It is a communication system which does

not use wires and cables but radioactive energy (radio frequency). It is movable, portable and could be used anywhere. GSM was introduced to Nigeria in 2001. With this initiative, many Nigerians were liberated from the incessant troubles experienced from the once powerful, but now virtually insignificant, irrelevant and monopolistic. Nigerian Telecommunication Limited (NITEL).

Most Nigerians have been enjoying a sign of relief since Econet now Airtel and MTN, Nigeria launched their GSM mobile services in 2001. Almost every Nigerian can afford to own a GSM. This unrestricted accessibility makes it possible for both young and old to subscribe and use their cell phones at will. As a result of this accessibility, it is observed that many innovative/creative styles of writing evolve on daily basis to reflect the aesthetic features of the messages and more importantly for economy of words and space, and cost effectiveness.

Communication by sending messages is referred to as Short Message Service (SMS). Thus, Short Message Service is a service available on all digital mobile phones and permits the sending and receiving of short messages between mobile phones. SMS can send and receive messages up to 160 characters per page to and from handsets. However, most modern phones and networks support message concatenation; they may split large messages into individual SMS messages called segments and then re-create the large message at the receiving end. The implication of this is that there is always a limit to the number of characters a GSM can accommodate and send depending on the type.

Given the importance of SMS text messaging in our communication system in recent years, it is not an exaggeration to say that through this medium, different styles of writing have emerged, which are not at par with the already existing English words. This study therefore aimed at investigating morphological processes employed by the writers of short messages in selected areas in Epe Division of Lagos State. The following morphological processes would be possibly identified,

analyzed and described as they occur in the participants' or writers' text messages: affixation, conversion, compounding, clipping, acronyming, borrowing, neologisms/coinage, blending etc.

The specific objectives of the study are to;

- i. Examine the morphological processes used in the messages analysed.
- ii. Determine the most frequently used morphological processes.
- iii. Describe the processes as used in the texts and find rationale for using the pattern of word formation employed by the writers.
- iv. Examine the features of the writers' mother tongue in the messages as reflected by the morphological process employed.
- v. Make suggestions on the basis of findings on the need to pattern words in a way to effect purposeful and functional communication.

Review of Literature

Scholars and researchers have shown much concern about the use of English on the internet at different sectors of human endeavours across the globe. Such studies include Ojetunde's (2019) study on the use of English on social media: Deviation or variation?; Amin, Othman, Ruma Rafiq, and Nohaiz Mehmood's (2020) study on the impact of social media in English language learning, Yadav's (2021) work on the role of social media in English Language Learning to Adult learners, Desta, Workie, Yemer, Denka and Berhanu's (2021) study on social media usage in improving English Language proficiency from the medical point of view and a host of others. Most of these studies dwelt on how social media are used for language pedagogy, advertisement, entertainment, fashion, etc. using the language of the internet, while some other scholars worked on the impact of social media on students' academic performance (Jamil et al., 2020, Talaue et al., 2018; Zainal & Ramat 2020 and Bakhal, 2021). In all of these studies, it was revealed that social media have their both positive and negative impacts on human activities.

Hence, this study focuses on the internal structure of the language of text messaging by examining the word formation processes employed by the writers either consciously or unconsciously. As much as scholars are interested in the language of the internet not much has been done on its morphological aspect. In a related study by Olojede, Ebim & Abioye (2018) the linguistic attributes of selected chats and updates by some students of Yaba College of Technology were examined on the Facebook social platform. The stylistic linguistic concepts of foregrounding and deviation were used to explain language use as contained in the interactions of the students and the violations of Standard English rules by these social interactions were examined. The study concluded that a larger percentage of time is spent by undergraduates on the Web 2.0 sites and contractive language use is the norm for the purpose of brevity and speed, which is quite related to the morphological processes of acronyming, clipping and blending.

Mustafa, Kandasamy & Mohd Yasin (2015) examined the most common word formation process among Malaysian Facebook users, the objectives were to describe the common features of word formation process used by Malaysian young adult Facebook users and identify the causes for employing these features. The findings revealed that the participants used three most common word formation processes; abbreviation (clipping, acronyms and combination of letters). The study found out through the technique of interview that the morphological processes employed were used to save time, fill in the communication gap or barrier among the users, and also as a mark of group identify. Raja (2014) in this own study on morphological analysis, maintained that new words are required not only to increase our vocabulary but also to create new sentences. He analysed various ways of forming new words and concluded that confixation or infixation is hardly ever used as evidenced in Indonesian language, likewise in English.

Okeke & Obasi (2014) investigated the processes employed by Nigerian short-

messaging service writers in generating new words by critically sampling and analyzing some of the new words used by the writers in order to see the processes employed by the GSM users. The study found out that the GSM users have the capacity of reducing any form of expression to the starkest abbreviation. The study concluded on the assertion that the new words analysed are in one way or the other in their reduced forms and this could be as a result of the characteristic SMS requirement of limited number of characters. Okeke & Obasi (2014) is similar to the present study in the sense that both studies were based largely on morphological processes as used in SMS text messaging. Basically, Okeke & Obasi's (2014) study has given us an insight into the likely features of SMS messages through the word formation processes identified in his study. The present study is different from in terms of the target population, area of coverage, theoretical framework and other socio linguistic factors that may feature in the morphological processes in SMS messages of the target audience.

Methodology

This study was carried out using a descriptive qualitative research design. The rationale for the choice of this design was that it is a suitable research method in describing linguistic features of interest to researchers in the field of language studies. In this case it was basically employed to describe the morphological processes employed by the users of SMS in text messaging who were within the age bracket of 15 – 50. In other words, the youths and relatively older people formed the main population of the study because every literate person is relatively actively involved in the use of ICT.

In collecting the data, the researcher sought the assistance of two field workers (teacher assistants), one for each of the two areas of coverage, namely; a tertiary institution and a Local Government Council. The population for the study comprised 60 participants who were randomly selected using purposive random sampling procedure. Out of the texts collected,

30 out of each group were purposively selected, making a total of 60 texts. This was done to avoid duplication of efforts because most of the messages have similar morphological features.

The sources of data collection are:

- i. The University of Ibadan, MOCPEP Campus, Noforija, Epe, Lagos State
- ii. Epe Local Government Area, Lagos State.

The data collected were analyzed and described based on the patterns adopted by the participants/users of SMS in text messaging and structuring their words in juxtaposition with the English morphological processes.

Analysis of Data

The descriptions of morphological processes followed in this study are basically as treated in Quirk, Greenbaum, Leech & Svartvik (1973), Ubahakwe & Shogbbsan (2001) and Aremo (2004). It should be noted that in keeping with the focus of this work, the following processes of word formation, namely affixation, conversion, compounding, clipping, acronyming and borrowing were examined. Quirk et al (1973) establish that a form to which a rule of word formation is applied is called a base, and the chief processes of English word formation by which the base may be modified are affixation, conversion and compounding. Aremo (2004) also notes that as there are several processes by which new lexical items are formed in English, the most important ones are affixation, compounding and conversion. Apart from these major word formation processes, other minor devices recognized by Quirk et al (1973) and Aremo (2004) are republication, clipping blending, acronyming and back formation while Ubahakwe and Shogbbsan (2001) dwell majorly on the process of affixation.

Affixation is a process involving the addition of an affix (an item that always occurs as an attachment to some other item). The form to which the affix is added is called the base. The affix is a prefix when it is added to the beginning of the base but a suffix when added following

the base. Affixes are however not added as prefixes or suffixes to bases indiscriminately.

Arema (2004) states that there are about sixty affixes which can function only as prefixes, while about eighty can function only as suffixes. For example, *un-* can function as a prefix in *unfair*, but not a suffix as in *fairun*. Likewise, *-ness* can function as a suffix in *kindness* but not as a prefix in *nesskind*.

In the same vein, there are particular classes of bases to which particular suffixes or prefixes may not added e.g. the suffix *-ness* goes with adjective bases i.e. *kindness*, but not with *makeness*: the prefix *mis-* may be added to verb bases (misunderstand, miscalculate, etc) but not to adjective bases (miskind, misfair). With this understanding, there are affixes, prefixes and suffixes) in the texts analyzed that are indiscriminately added to their bases in the process of affixation.

Here are some extracts from the texts analyzed;

1. Dispatch rider surprised both the *surpriser* and the *surprisee*.

The root word in *surpriser* and *surprisee* is *surprise* which is originally a verb. In the SMS text above, derivational suffixes – *er* and – *est* are added to the root morpheme – *surprise* to form the new lexical items – *surpriser* and *surprisee* which do not have dictionary entries and meanings apart from the root which is a verb – *surprise*.

2. And all because you were not my type guy, you don't drink/smoke, you don't club, you don't keep friends, your dress sense is zero, you ain't tall with broad shoulders, plus you make the *wrongest* shoes choices. But you are handsome, calm, hardworking, God fearing.

In the superlative form, the adjective *wrong* does not inflect for comparison by adding suffixes- *er* and – *est*, rather words of one syllable (*more* and *most*) are added to indicate the comparative and superlative forms. Hence, there is nothing like *wrongest*.

3. Have already unfriended *er* on facebook. I'll s'rly blok *er* line on my contact soon.

In extract 3, *unfriended* is used to function as a verb by adding the prefix – *un* and suffix – *ed* to the root morpheme *friend* which is originally a noun. Thus, *unfriended* is a new word formed through the process of affixation.

4. She as bin *thieving* her mothr's moni to sponsor his boyfriend.
Thieving in the extract above is formed from the root – *thief* (which is a noun) through the process of suffixation. The suffix – *ing* added has changed the word class of the word from noun to verb. In this process, conversion has also taken place.
5. Frm tym immemorial, it's bn dat sth mst surly kil a man. Ur taste 4 all gud *lukinladix* out der is *alamin*. If u dnt chng ur *weiz*, I hp u wnt liv 2 regrt d outkim of it bcos mst of u big men dat fel from histori av a dirct or indrict conektn wit I or 2 women. Dts my *submtn* I hp u tak heed.

In extract 5, words such as *surly*, *lukin*, *ladix*, *alamin*, *weiz*, *conektn*, *sbmixn* which are assumed to be *looking*, *ladies*, *alarming*, *ways*, *connection*, *submission* respectively seem to be like the phonemic transcriptions of the correct forms. The words are used without conforming to the English systematic patterning orthographically, morphologically or phonologically.

Conversion

Conversion is the derivational process whereby an item changes its word class without the addition of an affix. In other words, a lexical item is simply shifted from one grammatical class (noun, verb etc) to another. For example, the verb *release* (as in *they released him*) corresponds to a noun *release* (as in, they ordered his release). This relationship also corresponds to the one between 'insult and in'sult (as in – *the insult I received from him was quiet embarrassing and the man insults me on daily basis*).

Extract 1

And all because u were not my type of guy, you don't drink/smoke, you don't *club*, you

don't keep friends, your dress sense is zero, you ain't with broad shoulders.

Club is made to function as a verb in the extract above.

Likewise in the extract below –

Extract 2

Dm me on my WhatsApp if u nid d material urgently nd mk sur u pik d colors u want.

Dm is an acronym which means 'Direct Message', it is used in the extract as a verb. *Dm* is sometimes used as a noun in some other contexts in text messaging e.g. Check my *Dm*.

Extract 3

Don't *fam* me, I can understand you perfectly
Fam in the extract above is from the word *family*. *Fam* is used as a verb which could indicate an attitude of familiarity expressed by the addressee towards the writer of the text. In some other instances, *fam* is used as a clip for family.

Compounding

Compounding is the process whereby a new lexical item is formed by putting together two or more bases, instead of adding an affix to a base as in affixation e.g. school boy (school + boy). The compound so formed may also serve as the root for some other process, such as affixation or even the process of compounding itself.

For example: School + boy = schoolboy

- a compound

Schoolboy + ish – schoolboyish (Suffix)

Anti + schoolboy = antischoolboy (prefix)

Compounds are formed to express a wide variety of meanings which are usually related to, but not quite directly predictable from their form and separate meanings of the bases. Sometimes, the meaning may be idiomatic, totally unpredictable from the form of the compound. For example, a *fathead* is not a kind of head that is fat but a *dull or stupid person*.

In the text analyzed, compounding is a very rare process used by the writers of the SMS

messages recorded. This could be possibly due to the fact that the writers were exhibiting the characteristics features of text messaging which are brevity of expressions and economy of space among others. However, in the extract below the expressions, *sick bed* and *good night* are written solid as compounds using text messaging style.

Momaa!

Good evening ma

I am on *sikbed* and I need your financial support.

I shall be elated if you can help me ma.

Gudnite!

Clipping

Clipping is the process of forming a new word by dropping one or more syllables from a polysyllabic word such as *exam* from examination. In other words, clipping refers to part of a word that serves for the whole without a change in meaning such as *lab* and *photo* for *laboratory* and *photograph* respectively. There are several types of clipping, including final, initial and complex. Final clipping as the term implies is clipping/cutting off the last syllable or syllables of a word to form the clip. Such as *prof* for *professor* and *maths* for *mathematics*.

Initial clipping which is otherwise known as apheresis is the clipping of the initial part of the beginning of a word; it is also called fore-clipping. Examples are *flu* for *influenza*, *chute* for *parachute* etc. Complex clipping, as the name implies is more complex. It is the shortening of a compound word by preserving and combining its initial parts or first syllables. Examples are *sitcom* for *situation, comedy*, *grandma* for *grandmother* etc.

Here are some extracts from the texts analyzed. The italicized expressions are the extreme forms of clipping.

1. Hw ar u doing?
Fine, 10ks
2. Aw ar u?
Ar u around?
3. I wil b der in d next fw minutes
Ok no p

4. Aw was *ur* day
U couldn't reach me
Am sorry *abt* dat
5. Y r u doing this
Hw far *av* u *gonabt* the assignment
Don *alredy*
6. Wat do u know *abt* d incident
Ar u referring 2 *mhin*
I alrdy said wat I knw
7. I wantd 2 com but ur distance is far frm mi
Nvm!
8. Ao was the prgrm
I ws nt around 2 grace d occasion
9. There is ongoing internal replacement now in Shell. Will u like 2 apply if yes *cal* me now 4 urgent info
Dat *wd* be beta

It is observed that the process of clipping in the texts analyzed does not follow any of the patterns of the three types of clipping identified above. The writers used different forms of clips for the same word.

For example, *hw*, *ao*, *au*, *aw*, *hw*, are used to represent *how*; *ar*, *r*, are used to represent *are*; *abt* for *about*, *gon* for *gone*; *wd* for *would*; *fw* for *few*; *wil* for *will*; *y*, *u* for *you*; *info* for *information*; *cal* for *call* etc.

Words such as *successful*, *outcomes*, *yesterday*, *programme*, *really*, etc assume different spelling entirely as can be seen in the following extracts

Guud evening, ao was the prgrm, u tld mu u wil b goin 4 yestrdae? Wat ws d outkm? Ws it rili sucesful?

While some words are represented by figures and letters.

10s 2 u dr = Thanks to you dear!
I cant give answer 2 dat 4 now = I cant give answer to dat for now.

The use of letters, figures and abbreviations is the main feature of the language of text messaging.

Acronyming

This is the process of forming new lexical items from the initial letters (or the initial letters and some of the other letters) of existing items, especially those formed from the names of organizations. It is an extreme form of clipping.

Acronyming is commonly used in SMS text messaging and it is not limited to the initial of the names of organizations or associations. Acronyming is employed indiscriminately by SMS texter messages across the different units of grammar especially at the levels of phrase, clause or sentence.

At the phrasal level

- B4N = Bye for now
 ASAP = as soon as possible
 MOG = man of God
 IMOO = in my own opinion
 BDW = by the way
 GM = good morning
 DM = direct message
 IRL = in real life

At the sentence level

Imperative sentences

- Gtf = Get the fuck.
 Fait = Forget about it.
 Lol = Laugh out loud.
 Kitup = Keep it up.
 Trg = Trust in God.
 Nsp = Never stop trying.
 Nvm = Never mind.
 Dmm = Direct message me.

Declarative sentences

- Ymbj = You must be joking.
 Ymid = Your mind is dirty.
 Jil = Jesus is Lord.
 Icy = I catch you.
 Yag = You are gone.

Interrogative sentences

- Hwyn = How was your night?
 Wbt = What about you?
 Ikr = I know right?
 Bdw = By the way, (did you see him on Monday as discussed?)
 Awayu = How are you?

Awayu is a kind of condensation of a stretch of utterances – how are you resulting into

the use of the Yoruba orthographic pattern of vowel insertion. From the texts analyzed, there is the influence of the native language (Yoruba) and the pidgin English on the language of text messaging.

This can be seen in the following extracts:

1. Yes u are right *they* are his wife o.
2. Words can never express my appreciation 4 u, I cant imagine my world without u as my colleagues, Eniyan laso mi a very big tanx 2 u frm

The use of the honorific *they* to refer to *his wife* and the use of the interjection 'o' for emphasis, are part of the features of the Yoruba language.

Pidgin English

1. Women no go like this talk oooo especially, those feminist women.
2. Hi dey like say oga dey don pay you. Abi na only promise dey promise

The pidgin text messaging has the same features and patterns as can be seen in our previous descriptions. This implies that morphological processes in SMS text messaging are indefinite and are not guided by any rules.

Discussion of Findings

This study examined morphological processes employed by GMS users in writing messages. As revealed in the previous section the texts analyzed show that the writers made use of the processes of affixation, compounding, conversion, clipping, acronyming, alphanumeric and borrowing in writing their messages. As can be seen clipping, alphanumeric, acronyming and borrowing were mostly employed in the texts analysed. It is observed that these morphological processes especially, acronyming and clipping appear in various forms. There are no observable or regular patterns adopted by the texters. However, the functional purpose of communication could possibly be attained even by those that are not familiar with this style of writing. The texts are understood by the

communicants as attested to by their responses:

There are a lot of elision/reduction of sounds, replacement of sounds with numbers, alphanumeric where numbers such as 2 – to, 4 – for, 9t – night, etc are used to replace words. One interesting thing is that there are lots of irregularities in the way individuals form their words. This free style of writing totally deviates from the standard English spelling, especially as it is known that there are irregularities between the English sounds and their corresponding spellings. However, the lexical items in SMS are formed based on one-to-one correspondence between the pronunciation of words and their spellings. This creative way of writing points to the fact that language is dynamic, evolving and it is a time sensitive phenomenon. In this era of Information Communication Technologies, people tend to move along with the trend of things, especially online. Thus, Short Message Service is an appropriate medium that could be used to send or receive messages within a limited space, hence it saves time and cost.

The study also found out that there is the influence of SMS users' mother tongue on the word formation processes.

To corroborate the view of Okeke & Obasi (2014), youths are mostly involved in the use of abbreviations in text messaging probably due to the fact that they are more creative and keep abreast of time and innovations that come with it:

Generally speaking, this study recorded a high occurrence of abbreviations – acronyms, shortenings of various forms, letter and number or number and letter homophones, spelling errors and lack of punctuation marks, indiscriminate use of the upper and lower cases. This study is in tandem with Chaka, Mphahlele & Mann's (2015). However, Chaka et al dwelt richly on the syntactic structures of the texts examined in addition to their features while the present study dealt only with the morphological processes in SMS messages of selected users in Epe Division of Lagos State.

Conclusion

This study investigated the morphological processes employed by GSM users in Epe Division of Lagos State. It is

evident from the findings that abbreviations in the forms of clips acronyms and alpha- numerics were mostly used by the writers for the economy of words occasioned by the limited space which results into the creative use of language. This form of writing has come to stay in this era of Information Communication Technologies. It is however, recommended that its usage should be limited only to informal writings on GSM and other informal platforms.

It is therefore, recommended that further studies should be carried out to examine morpho-semantic and morpho-phonemic relationships in SMS texts or messages on other social media.

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Teacher Characteristics as Correlates of Students Achievement in English Language in Edo Community

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Abstract

The study examined the relationship between teacher characteristics and students' achievement in English Language among Senior Secondary two students in Edo State, Nigeria. The survey design was adopted. Seven hundred students participated in the study. The Instrument used for data collection were questionnaire and students achievement test in English Language with a reliability co-efficient of 0.75. Data were analyzed using Mean, Standard Deviation and Pearson Product moment correlation Coefficient (PPMCC) Statistics. There was a significant relationship between teachers' characteristics and students' academic achievement in English Language. The teachers' methodology, Content Knowledge and attitude significantly contributed to academic achievement of students. Therefore, a continuous policy programme for English language teachers should include in service training, seminars and workshop on current content development, periodic review of curriculum content relevant to the needs of learners that will enhance rapport between teachers and students.

Keywords – Teachers Characteristics, Achievement, Learning, Teaching.

Introduction

The primary purpose of Education is to develop good and able citizens, achievable through the quality of education which would reflect the ideals, motives preparations and conduct of members of the teaching profession. The obligations of the teacher are to guide pupils and students in the pursuit of knowledge and skills, to develop healthy attitudes that enable them live in harmony with others and become happy, useful and responsible citizens. Language therefore is very important in the actualization of these goals in the lives of individuals or nation.

English language in particular is a priority area and must be mastered by the nation's citizens as it is the lingua franca. Both teachers and learners need to master the target Language before they can use it successfully for teaching and learning. On the contrary, students' performance in internal and external examination has been poor and has become a nagging problem for teachers, parents and various examination bodies. Gravstock and Gregor – Greenleaf (2008) states that the explanations for good or poor students' academic performance have been quite exhaustive, yet controversy still exists among scholars as to what contribute singly or jointly to students' poor performance. The teacher'

characteristics found to be dominant in cross country studies are related to qualification, attitude, experience and personality. Wirth and Perkins (2013) indicate that teacher's attitude contributed significantly to students' attention in classrooms whereas Adesoji and Olatunbosun (2008) illustrates that students' attitude was related to teacher characteristics. This therefore meant that the teachers attitude directly affects the students' attitude. On teacher's personality, Adu and Olatunbosun (2007) contend that teachers' characteristics are strong determinants of students' performance in secondary schools. For students to be able to make connection between what is taught in School and its application in problem solving in real life the teacher has to be effective in their teaching.

There has been no agreement on the importance of specific teacher factor in the determination of students' academic achievement. This study therefore sought to investigate the influence of teacher characteristics on students' performance in English Language.

Statement of the Problem

The factors responsible for the poor performance of students in English Language are multiple and multifaceted. Over the years, there has been much hue and cry over the poor

performance of students in English Language in both in internal and external examinations. Equally important is that there has been blame and counter blame on teachers as the main cause of students' poor performance. This can be attributed to the fact that most teachers classroom management and control is at its lowest ebb. Most teachers do not improvise teaching aids and do not have good teacher/student rapport. It is important to note that teaching requires specialized knowledge and intensive academic preparation to enable student understand certain concepts, principles, facts and attitude to maximize their learning attainment. Teaching is expected to be effective, not mere giving of information through lecture model (Kane, 2002). McNergney and McNergney (2007) explained effective teaching as teaching that help students learn. Pollard (2005) observed that understanding and engagement of students in high quality learning tasks are the essence of effective teaching. McNergney and McNergney (2007) asserted that successful teachers create total systems of management which apply to various aspects of behaviour.

Research Questions

1. Is there any significant relationship between teachers' punctuality to class and students achievement?
2. To what extent does teachers' lesson presentation style significantly impact on teaching effectiveness?
3. To what extent does teacher's teaching aids and use significantly impact on students' performance in English Language?
4. To what extent does teaching methodology significantly affect students' performance in English Language?
5. Is there any significant relationship between teachers' rapport with students and their performance in English Language?
6. Is there any significant relationship between teachers' classroom control

and students performance in English Language?

Methodology

The study was a survey under descriptive research. The subjects of study were senior secondary year II students drawn from three local government areas in Edo South Senatorial District in Edo State. The population of study consists of seven thousand and eighty three (7,083) students. A random sampling technique was used to select four schools from each of the Local government and the sample which is 10% of the population was based on proportion, this is to ensure true representation. In all, seven hundred and eight (708) students were used for the study.

The Instrument used for the study was the questionnaire and students achievement test in English Language. The questionnaire on "Teachers characteristics was designed to elicit needed responses to facilitate the testing of the research hypotheses.

Thirty (30) items were developed to obtain required information from the respondents to assess "The relationship" between teacher characteristics and students achievement in English Language.

The thirty (30) items developed were answered by the seven hundred and eight (708) students who participated in the study.

The instrument for data collection was given to two Language Education experts in the University of Benin for content validity. To determine the reliability of the instrument, the test-re-test method was used and a reliability coefficient of 0.75 was obtained. This was found to be significant at 0.05 level. The instrument was found to be very reliable.

Results

The Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient (PPMCC) statistics of independent samples were used to analyze data collected on each hypothesis.

Research Question One

Table 1 – Relationship between teachers punctuality and students' academic achievement.

Variables	Mean	Standard Deviaton	N	R	Sig.
Achievement in English Language	38.5833	11.7045	708	0.45	.233
Teacher Punctuality	6.4520	1.6855	708		

From the table above, it can be seen that the 'r' value is 0.45 while the critical point of significance is .233 we therefore accept the null hypothesis since .233 is higher than 0.45.

Consequently there is no significant relationship between teacher punctuality and academic achievement of students in English Language.

Research Question Two

Table 2. Relationship between teachers' lesson Presentation competence and students' academic achievement in English Language.

Variables	Mean	Standard Deviaton	N	R	Sig.
Achievement in English Language	38.5833	11.7045	708	0.82	0.30
Teachers Lesson Presentation Competence	17.7514	4.1059	708		

Correlation is significant at 0.05 level.

From the table above, it can be seen that the 'r' value is 0.82 significant at 0.30 testing at .05 level of significance, we reject the null hypothesis since 0.82 is higher than 0.30. Consequently we accept the alternate

hypothesis which states that “There is a significant relationship between teachers lesson presentation competence and students achievement in English Language.

Research Question Three

Table 3. Relationship between teachers use of teaching aids and students' academic achievement.

Variables	Mean	Standard Deviaton	N	R	Sig.
Achievement in English Language	38.5833	11.7045	708	.191	.000
Teachers use of teaching aids	17.0410	3.9726	708		

Correlation is significant at 0.01 level.

From the table above with an 'r' value of .191 significant at .000 testing at 0.01 level of significance we reject the null hypothesis since .191 is higher than .000. Consequently we

accept the alternate hypothesis which states that “There is a significant relationship between teachers use of teaching aids and academic achievement of students in English Language.

Research Question Four**Table 4:** Relationship between teachers methodology and students academic achievement.

Variables	Mean	Standard Deviaton	N	R	Sig.
Achievement in English Language	38.5833	11.7045	708	0.75	.047
Students involvement in lesson	15.4379	3.1168	708		

Correlation is significant at .05 level

From the table above it can be seen that the 'r' value of 0.75 is higher than the point of significance of .047. We therefore reject the null hypothesis and consequently accept the

alternate hypothesis which states that, there is significant relationship between teachers involvement of students in lessons and students' academic achievement.

Research Question Five**Table 5:** Relationship between the emotional state of the teacher and students' academic achievement.

Variables	Mean	Standard Deviaton	N	R	Sig.
Achievement in English language	38.5833	11.7045	708	.107	.004
Emotional state of the teacher	11.8658	3.3618	708		

Correlation is significant at 0.01 level.

From the table with an 'r' value of .107 significant at .004 we reject the null hypothesis since .004 is less 0.01. Consequently we accept the alternate hypothesis which states that there is

a significant relationship between the emotional state of the teacher and students' academic achievement in English Language.

Research Question Six**Table 6:** Relationship between teachers classroom control and students' academic achievement.

Variables	Mean	Standard Deviaton	N	R	Sig.
Achievement in English Language	38.5833	11.7045	708	0.155	.000
Teachers classroom control	16.5424	4.2185	708		

Correlation is significant at 0.01 level.

From the table above with an 'r' value of .155 significant at .000 and testing at 0.01 level of significance, we reject the null hypothesis since .000 is less than 0.01. Consequently we accept the alternate hypothesis which states that there is a significant relationship between teachers' classroom control and students' academic achievement in English Language.

Discussion

The Purpose of the study was to assess the relationship between teachers' characteristics and students' academic achievement in English Language. The analysis revealed that teachers' punctuality to class does not affect students' academic achievement, but however, there was a significant relationship between teachers' lesson presentation competence and students' academic achievement. Poor methodology resulting in bad teaching not only frustrates students but also minimizes their chances of success in their studies. On the other hand, the teachers' positive attitude, content knowledge and presentation competence go a long way in enhancing academic achievement of students. Akinsolu (2010) asserted that teachers should aim at being an authority in their chosen field.

Furthermore, there is a relationship between teachers' involvement of students in lessons and students' academic achievement; The students are the focus of the lesson and so teachers must have knowledge of their characteristics and involve them in lessons practically. In other words, lessons, must be more learner centred. Being able to engage students with humour creative lessons and a strong classroom presence is an important part of what makes a good teacher.

Also there is a significant relationship between teacher's use of teaching aids and students' academic achievement. The usefulness of instructional materials and also teacher's improvisation of them has the capability of making an abstract concept to be concrete thereby enhancing student's comprehension rates as they tend to grasp easily what they see and are familiar with. According to Okeke

(2009) improvising helps to contribute to the achievement of our educational objectives by providing practical skills needed to function effectively. Furthermore improvisation undertaken by the teacher enables rethink and research for cheaper, better, faster methods of making the teaching learning process easier for the students. This promotes creativity and self-reliance.

Again, there is a relationship between teacher classroom control and academic achievement of students. Effective control is the key to effective teaching and learning activities in the Classroom. The teacher will be well equipped if he meticulously plans his activities and those of the students as well as the interaction between teacher/students, and student /student before undertaking the lesson. It is important for the teacher to give thought to the age of the students in the class he is assigned, the type of attention required by the children and adolescents as well as nature of interaction vary. The teacher should plan for suitable activities for the students to sustain them during the course of lesson. It is important to set learning standards to address the cognitive, affective and psychomotor domains of learning and also to compare learning outcome with the standard set.

Finally, there is significant relationship between emotional state of teachers and students academic achievement. A teacher who is mentally and physically stable can effectively impact desired knowledge to students. According to Ali (2009) the classroom climate influenced by the teacher has a major impact on students' motivation and attitude towards learning, that is to say, it is not enough for teachers to be equipped with pedagogical and professional characteristics but establish a positive learnable and teachable classroom climate. Teachers should be firm, consistent considerate and have deep feelings for the students.

Wirth and Perkins (2013) indicate that teachers' attitude contributed significantly to students attention in the classroom; whereas Adesoyi and Olatunbosun (2008) illustrates that students attitude was related to and contributed

to teachers' characteristics. This therefore meant that teachers' attitude directly affects students' attitude; On teachers personality, Adu and Olatunbosun (2007) contend that teachers characteristics are strong determinants of students performance in secondary schools.

Ali (2009), observed that there was statistically significant relationship between teacher characteristics and students' academic achievement. Adeyomo (2005) asserted that – teacher characteristics influenced teaching and learning in classrooms, and Olaye (2011) established that there is relationship between teacher characteristics and pupils performance.

Conclusion

The findings revealed that, there is a significant positive relationship between teachers characteristics and students' academic achievement. The following conclusions can therefore be drawn: That being fully equipped with pedagogical and professional characteristics would not be adequate for a learner to establish a positive learnable climate, rather teachers should constantly remember their personal characteristics and how they affect students learning activities if the teacher hopes to achieve optimal atmosphere in class. In other words, who the teacher as a rational human being is, along with the teachers' pedagogical competence, goes a long way in aiding, in establishing and maintaining effective learning.

Recommendations

Based on the findings and conclusions of the study, the following recommendations may be useful to the learning of English Language in our secondary schools with a view to ensuring good performance in English Language both in internal and external examinations.

1. The English Language teachers are the architects and builders of a nation whose lingua franca is English Language as such as they have a responsibility to produce for the nation quality students/citizen. They should endeavour to update themselves by

going for in-service programmes, attending seminars and workshop.

2. There is need for periodic review of the curriculum with a view to infusing current issues that are relevant to the development and need of learners
3. Teachers should create rapport between them and their students
4. For students to be able to make connection between what is taught in school and its application in problem solving in real life, the teacher has to be effective in their teaching.

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Students' Engagement, Motivation and English PR Language Achievement of Secondary School Students in Ogun State

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Abstract

This study examined the relative and composite contributions of motivation and students' engagement on secondary school students' academic achievement in English Language in Abeokuta, Ilaro and Ago-Iwoye, Ogun state. This study adopted the descriptive survey research design where simple random sampling technique was used to select 450 male and female students from the 6 selected secondary schools. The participants responded to Students' Motivation Scale (SMS, $r = 0.73$), Students' Engagement Scale (SES, $r = 0.84$) and Students' English Language Achievement Test (SCAT, $r = 0.77$). Pearson correlation and multiple regression analysis were used to test hypotheses at 0.05 level of significance. Results showed a significant positive relationship among: motivation ($r = 0.407$, $P < 0.05$) engagement ($r = 0.239$, $P < 0.05$) and students' English Language achievement. The study concluded that motivation is a key predictor of students' achievement and active engagement of students in classrooms effectively enhanced their achievement in English Language. It was recommended that teachers and parents should adequately provide varieties of motivation for students' achievement. Students-centred methods and activities should also be employed in order to efficiently engage students in teaching-learning processes, for an enhanced prose fiction achievement.

Keywords: English Language, Motivation, Achievement, Students' Engagement, Classroom

Introduction

English is the language of education in Nigeria. It is the language of instruction from upper primary education, through secondary and tertiary education in Nigeria. The state of English as a Second Language in Nigeria coupled with the numerous roles it plays compels every Nigerian citizen to learn and to speak it. English is the major language of commerce, international relations, politics, science and technology. English is now the world's language and it is spoken by one in five of the world's population. It is the language of international commerce, population culture, the internet and holds an unassailable position among world's major languages. Nigeria has over four hundred ethnic languages, the need for a Lingua Franca, the language that every citizen can understand when spoken has actually heightened the need for English language. Failure in English language automatically invalidates grades obtained in other subjects no matter how high the grades may be. The general attitude towards the English language is hostile among Nigerian students; hence mass failure is being experienced annually in both internal and external examinations.

Consequently, the poor performance in

English language in Nigerian schools is a matter of great interest to researchers, and great concern to teachers and educational administrators. Many researchers have been able to come out with a number of factors which could be held responsible for the downward trend in proficiency in English language by students in Nigerian schools. Adesoji (2008) emphasizes that many factors contribute to student's knowledge, attitude and skills. Such factors include; the teaching methods, teacher's attitude, influence of parents, motivation, gender, age, cognitive styles of pupils, students' engagement, career interest, amongst others. However evidence has shown that socio-demographic variables such as school location, motivation, family income and students' engagement could also predict students' academic performance (Abubakar, 2010).

Motivation is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in all avenues of life; be it personal or professional. The drive may come from an internal or external source; the factors that motivate an individual keep changing as one climbs the ladder of age and maturity. Also, achievement of one goal sets the ball rolling for another one to be achieved. Thus,

to be motivated is a constant need. There are times when one faces a period of de-motivation and everything seems bleak. It is then that they need to find what would motivate them back into action.

Psychologists believe that motivation is a necessary ingredient for learning (Biehler & Snowman, 2006). Satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn. Denhardt (2008) defined motivation as what causes people to behave as they do. Lawler (2004) said motivation is goal-directed. Motivation outlines the achievement and pursuit of goals. Pettinger (1996) defined motivation as environmentally dependent. Motivation is not directly observable, not the same as satisfaction, always conscious, and not directly controllable.

Students' motivation to choose which courses that best suits them can bring great effect on their performance in the first year (Byrne & Flood, 2008). Motivation theory is student main priority focus in the long term future prospect where they will put more effort forcing them to complete the task given to them persistently (Habibah, 2011). The achievement need of a person became the main drive to succeed in academic level. Hence, motivation plays an important role in students' interest in study and pushes them to learn and achieve their target progressively.

Intrinsic motivation refers to the behaviours that are done out of pleasure or for the sake of enjoyment (Clark & Schroth, 2010). In the studies done by Moneta and Spada (2009), high intrinsic motivation correlated positively with students' preparedness before examinations and coping with the stress as well. Besides that, when intrinsic goal are prioritized by students, they are more likely to put a lot of effort and show persistence when acquiring detail information about the given task which eventually leads to better academic performance. Students with extrinsic goals on other hand, do not generate similar results with those with intrinsic motivation (Lee, 2010). Further evidence of intrinsic motivation being positively correlated with academic

performance is from Walker (2006) who found that intrinsic motivation, self-efficacy and cognitive processing correlated positively with students' achievement of academic success in terms of Grade Point Average.

Motivation is viewed as a dynamic, situated and social construct (Norton, 2010) and closely related to learners' identity construction (Dornyei, 2005). According to Yumei (2009), motivation is one of several important factors that may influence students' English Language achievement. Learners' motivation has been widely accepted as a key factor which influences the rate and success of school learning (Ellis, 2004). Among the factors influencing students' learning, motivation is thought to be an important reason for different achievement. Motivation is a very important factor which determines the success or failure in learning because motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning (Li & Pan, 2009).

In a research comprising several field studies and laboratory experiments, Boggiano (2012) revealed that motivation positively influenced academic performance, and it was found that motivational orientation predicted children's standardized achievement scores. Children with an intrinsic motivation orientation had higher scores and higher overall achievement scores compared to their extrinsic counterparts. There is a significant correlation between academic achievement and motivation (Sikwari, 2014).

Furthermore, students' engagement in school is a factor that influences students' achievement. Students' engagement is also an important field of study in educational psychology. Engagement requires not only being active, but also feeling and sense making (Harper & Quaye, 2009). Bomia and colleagues (2007) defined student engagement as students' willingness, needs, desire motivation and success in the learning process. Hu and Kuh (2011) and Kuh (2009) referred to students' engagement as the time allocated by students to

education activities to contribute to the desired outcomes and as the quality of their related efforts. According to Stovall (2003), student engagement includes not only the time students spend on tasks but also their willingness to take part in activities. Krause and Coates (2008) associated student engagement with the high quality in learning outcomes.

Research has shown that students' engagement and attachment to school is an important predictor of education success. Students who have more positive feelings about their school and about their teachers tend to do better in school – and students who lack these feelings are likely to become estranged with the education process (Finn, 2009). In spite of evidence that students' perceptions about their schoolwork and people at school are an important determinant of performance in school, student engagement largely has been neglected in research and policy. Students who are more engaged with aspects of their schooling are less likely to leave high school before graduating and have lower levels of problem behaviours while in school (Newman, 2012). Students' engagement has been identified as a decisive requirement for students' achievement and persistence in many studies (Libbey, 2004). A report by the National Research Council and Institute of Medicine (2004) draws attention to how engagement with school can improve academic achievement and reduce student disaffection and dropout rates.

Mills and Blankstein (2000) also discovered that students who are self-oriented and high standard setters have higher scores in examinations. Eventually, the assessing factor portrays extrinsic motivation as their benchmark in their academic goal has then proven to be positively correlated with the students resort to be competitive and also gain recognition by the public from their success (Mills & Blankstein, 2000).

Engagement involves students' sense of connection with the school environment, the teachers and the learning processes. Diminishing levels of student engagement play a central role in the explanation of dropout

processes in various education systems. Students who have a sense of attachment to the school are much less likely to leave before completing their degree, a relationship found in several other studies (Newmann, 2012). Recent work has shown that students' engagement is one of the most promising theoretical models for explaining school dropout processes and, possibly, for intervening to prevent students from dropping out (Appleton, Christenson, Kim, & Reschly 2006).

A study using national data from the United States found that students who work hard in school and pay attention in class have significantly higher scores on achievement tests in high school (Ainsworth-Darnell & Downey, 1998). Eighth graders who have a greater sense of belonging to the school also have higher grades (Roeser, Eccles & Freedman-Doan 1999). A range of empirical studies, using data from a variety of samples, have found a generally consistent relationship between students' engagement and academic achievement.

Marks (2010) shows that more engaged students have higher grades and fewer disciplinary problems than those who are less engaged. Other studies have found the same relationship between engagement and a series of school discipline troubles (Murdock, Anderman & Hodge 2006). Overall, students' engagement with school work is a proximate determinant of school performance. Students' sense of connection with teachers has also been shown to benefit students' performance (Finn, 2009). When students feel supported by and connected with their teachers, they are more likely to behave in ways sanctioned by their teachers and perform up to teachers' expectations (Davis, 2003). Research has shown these relationships to be present and important in both elementary and secondary school (Murdock, 2009). Fredricks (2004) also investigated studies that analyzed the relationship between engagement and student achievement, and found that students' engagement is the strongest predictor of academic success.

Social Learning Theory

The social learning theory places great emphasis on the events that take place in the individuals' environment. The theory regards the environment as a potentially powerful factor in the development of various behaviours and personality traits. In this sense, social learning theory is sometimes considered an environmental approach because it specifies the nature of the relationship that exist between a child's evolving behaviour and the environmental factors that facilitate or inhibit the behaviour. The history of the child's interaction with the environment is, of course, considered to be a highly important aspect of a child's current behavioural capacities and/or limitations. According to Sears, the child is born with basic drives (such as hunger, protection) that become "socialized" through interaction with parents, slowly evolving into motivational systems within the child's personality.

Sears' major research interests have been in the area of aggression and dependence on children, and yet these studies have always been part of a broader interest in the effects of social interaction between the child and the parent on the child's developing personality. He described these interactions as the mechanics of interpersonal influence. For Sears, the study of a child development is essentially the study of the most fruitful conditions under which learning takes place, namely the consistent interactions or interpersonal influences between the child and significant others. It is these interactions, Sears concludes, that motivating good social environments are most central in the formation and maintenance of the child's personality. Sears clearly notes two distinct stages of socialization; the learning in which the family is the initial agent of socialization, and the learning that occurs through interaction with social agents beyond the family, such as peers and teachers. Development is thus understood to be an orderly process in which the child's evolving behaviour meets with certain types of social responses, or reinforcements, so that consistent patterns of reinforcements produce consistent patterns of behavior.

On the teaching of the prose aspect of Literature in English which is the main focus of this study, Adeogun (2008) found it regrettable that methods used are grossly inadequate while Ogunaike (2002) stated that literature teachers used no specific method to teach in the prose class. Without being unnecessarily judgmental and un-objective, there are many factors that could have made the situation remain. For instance, large population of students in a class where more interactive strategies could not be manipulated would be greatly denied, though; the teacher recognizes there are such other effective strategies.

Statement of the Problem

While many studies have shown positive correlation between motivation and academic performance, very limited have been reported on the roles of students' engagement in English Language achievement, or the combination of the two variables – motivation and engagement on students' academic achievement in English Language. Hence, this serves as the rationale of this study. This study seeks to examine students' engagement, motivation and English language achievement of secondary school students in Ogun state. In view of this, the following hypotheses were tested at 0.05 level of significance:

Hypotheses

- Ho1: There is no significant relationship among secondary school students' engagement, motivation and English language achievement of secondary school students in Ogun state.
- Ho2: There is no significant joint impact of motivation and students' engagement on secondary school students' engagement, motivation and English language achievement of secondary school students in Ogun state.
- Ho3: There is no significant relative effect of motivation and students' engagement on secondary school students' engagement, motivation and English language achievement of secondary school students in Ogun state.

Methodology

This study adopted a descriptive survey research design. A simple random sampling technique was used to select 450 male and female students from the 6 selected secondary schools in Abeokuta, Ilaro and Ago-Iwoye. Three self-designed and validated instruments were used for data collection and these were Students' Motivation Scale (SMS, $r = 0.73$), Students' Engagement Scale (SES, $r = 0.84$) and Students' Prose Fiction Achievement Test (SPFAT, $r = 0.77$). English language teachers in the six schools served as the research assistants,

who administered the questionnaire to the students. The instruments were analyzed using correlation coefficient and multiple regression analysis to test the hypotheses at 0.05 level of significance.

Results

Ho1: There is no significant relationship among secondary school students' engagement, motivation and English language achievement of secondary school students in Ogun state.

Table 1: Relationship among students' motivation, engagement and students' English language achievement

		Motivation	Engagement	Students' achievement	Significance (p)
Pearson correlation	Motivation	1.00	.348	.286	0.000*
	Engagement	.348	1.00	.218	0.000*
	Students' achievement	.286	.218	1.00	0.000*

* $P < 0.05$

Table 1 reveals that there is positive significant relationship among: motivation ($r = 0.407$, < 0.05), engagement ($r = 0.239$, $P < 0.05$) and students' English Language achievement.

Ho2: There is no significant joint impact of motivation and students' engagement on secondary school students' engagement, motivation and English language achievement of secondary school students in Ogun state.

Table 2: Composite effects of students' motivation and engagement on students' English Language achievement

	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.319 ^a	.102	.094	6.524

a. Predictors: (constant), motivation, engagement

Table 3: ANOVA Table of students' motivation and engagement on students' English Language achievement

Model	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	2092.591	2	523.148	12.288	0.00 ^b	Sig
Residual	18434.852	446	42.575			
Total	20527.443	448				

- a. Dependent Variable: students' achievement
- b. Predictors (constant), motivation, engagement.

R value obtained in table 4.2 is not by chance but as a result of the joint effect of the independent variables ($F_{(2,446)} = 12.288, P < 0.05$).

Table 2 shows that the factors have a positive moderate multiple relationship with students' achievement ($R = 0.319$). The table also reveals an adjusted R^2 value of 0.094, which implies that the factors contributed 9.4% to the variance of students' achievement. Table 3 indicates that the

Ho3: There is no significant relative effect of motivation and students' engagement on secondary school students' engagement, motivation and English language achievement of secondary school students in Ogun state.

Table 4: Relative contributions of students' motivation and engagement on students' English Language achievement

Model	Unstandardized Coefficient		Standardized coefficient	t	sig
	B	Std. Error	Beta		
(Constant) Students' English Language achievement	10.538	3.970	-	2.654	.008
Motivation	0.262	0.058	0.235	4.523	.000
Engagement	0.083	0.037	0.116	2.220	0.027

Table 4 shows that motivation made the higher contribution ($\beta = 0.235, p < .01$) to students' English Language achievement while students' engagement ($\beta = 0.116, p < .05$) made the least contribution.

Discussion of Findings

The result of hypothesis 1 showed that there was a significant positive relationship among students' motivation, engagement and students' achievement. The finding showed a significant positive relationship between motivation to learn and students' achievement. This finding conforms to the position of Biehler and Snowman (2006) which emphasized that motivation is a necessary ingredient for learning satisfactorily. This means that school learning is unlikely to take place in the absence of sufficient motivation to learn. Roderick (2003), Appleton, Christenson, Kim and Reschly (2006) show that students who have a sense of attachment to the school are much less likely to leave before completing their degree, a relationship found in

several other studies. Newmann (2012) has shown that students' engagement is one of the most promising theoretical models for explaining school dropout processes for intervening to prevent students from dropping out.

The result of hypothesis 2 showed that the factors have a positive moderate multiple relationship with students' achievement. This corroborates the findings of Denhardt (2008) who argued that motivation is not directly observable. Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. The study also showed that students' engagement is significantly positive on students' achievement in English reading comprehension. This study conformed to the finding of Roeser, Eccles and Freedman-Doan (1999) which found a generally consistent relationship between students' engagement and academic achievement. A number of studies have documented the association between level of engagement and achievement in school.

Analysis of hypothesis 3 showed that motivation for reading made the highest contribution to students' achievement, followed by students' engagement. This finding supports the earlier study of Moneta and Spada (2009) who opined that motivation correlated positively with student preparedness before exam and coping with the stress as well. Besides that, when intrinsic goals are prioritized by students, they are more likely to put a lot of effort and show persistence when acquiring detail information about the given task which eventually leads to better academic performance. Marks (2010) found that more engaged students have higher grades and fewer disciplinary problems than those who are less engaged. Murdock, Anderman and Hodge (2006) have also found the same relationship between engagement and a series of school discipline troubles.

Conclusion

Motivation and engagement were found to be positively related to students' achievement in English Language. They are essential in the learning and teaching of English Language. Teachers should, therefore, adopt methods and strategies that enhance students' motivation and engagement. The findings of this study have a lot of implications for teachers, students and the government. Teachers should improve learners' participation in lessons and enhance their academic performance. Students should be encouraged to embark on wide reading and exchange books amongst themselves to increase their understanding. Students should also make adopt different learning experiences to enhance their academic achievement. There is need for the curriculum developers and the government to put into considerations factors such as motivation and engagement in English Language curriculum. Also, English Language texts and activities that are relevant to learners' background, social and cultural environment should be recommended, in order to improve their achievement.

Recommendations

Based on the findings of the study, the following recommendations are made:-

1. Teachers should increase motivation activities for the learners and actively engage them in the teaching-learning experiences.
2. Teachers should be resourceful in their teaching by providing materials that will stimulate learners' English Language background knowledge.
3. Varieties of motivation should be provided for the learners at all stages of education.
4. Students-centred methods and activities should also be employed in order to efficiently engage students in teaching-learning processes, for an enhanced prose fiction achievement.

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Need for Infusion of Inquiry Reading Into 21st Century Literacy Pedagogy

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Abstract

Learning in the 21st century information society requires more efforts from educators and teachers to embrace effective literacy pedagogy. Also learners need to develop learning skills such as critical thinking, creativity, communication and collaboration to advance in this technology-based environment. Based on previous research by language educators on learning processes that align with 21st century learning goals, inquiry-reading strategy has been found to be useful in engendering effective content area learning, and in promoting literacy skills. This paper therefore highlights the literacy reform initiative efforts and shows how inquiry reading fits into literacy pedagogy. It also reflects on the potentials of inquiry pedagogy in advancing 21st century learning skills. If well integrated into literacy pedagogy at all levels of education, inquiry reading will help in making students to be active learners, active participants in decision making and to be active members of the society. One of the suggestions made is that language educators and researchers should carry out more systematic research on conditions of successful implementation of inquiry reading in today's classroom environment.

Keywords: 21st Century learning skills, Inquiry reading and learning, Literacy pedagogy

Introduction

There has been a strong advocacy for the infusion of research-based student-centered strategies into the school curriculum to advance teaching and learning processes. The effort has been ongoing in the last two decades. Subsequently, some of the issues raised by different scholars are based on the processes of empowering learners with 21st century learning skills, the processes of empowering learners with effective literacy skills, the way to cope with information on different media for 21st century learning and ways to manage complexity of learning in the 21st century.

The process of empowering learners with literacy skills has been the goal of language teaching for a long time. The English Language curriculum is designed towards developing students' language skills, which are the oracy skills (listening and speaking) and the literacy skills (reading and writing). The four basic literacy skills have been for a very long time the focus of the West African Examination Council (WAEC). At the Senior Secondary School level (SSS), WAEC test students' knowledge of reading and writing skills in section A paper I, and other aspects including test of orals in section C of Senior School Certificate Examination (SSCE).

Awolere & Muraina (2020) informed that reading is a literacy skill which is inevitable for learning. He added that no meaningful teaching and learning can take place in the classroom without the teaching of reading and writing. Literacy skills are developed in learners to serve as a means of enhancing their communicative competence. It is expected that as students' reading and writing skills improve, they will be empowered to use English Language effectively after the completion of the Senior Secondary School.

Different scholars in different studies have written about the essence of effective literacy acquisition. Cited in Taiwo and Olagunju (2017), Onukaogu informed that effective literacy acquisition is the communicative empowerment, which enables readers to interact with written text. Onukaogu explained further that effective literacy acquisition empowers individual to search for information and it promotes the art of content area inquiry and learning. Effective teaching of literacy skills is sine qua non to the development of quality teaching and learning, and in turn, to quality education delivery system, because according to Pirttimaa, Takala and Landonhati (2015), information is typically acquired by

reading and evidence of learning is given by writing.

However, students' inability to acquire effective literacy skills was blamed on the use of ineffective methodology (Olagunju, 2019). Conventionally in Nigeria, there is a perception that reading and writing skills were never taught and learnt. It was assumed that reading skills can be taught when learners are exposed to texts. Also, writing skills were seldom taught with the use of process oriented student-centered strategies. The paradigm shift in teaching and learning process which evidently was based on cognitive conceptualization of reading and constructivist view of learning (National Reading Panel, 2000, Snow, 2002) has informed the use of research-based strategies such as inquiry strategies to teach reading and writing in the classroom (Olagunju, 2019). Cognitive-based theories of reading literacy emphasise the interactive nature of reading and the constructive nature of comprehension in the print medium (Programme of International Student Assessment, 2015). Effective reading and writing strategies are required to enhance literacy acquisition. The strategies which are suggested to be used in the classroom will make students to be critical thinkers, strategic readers and creative writers.

Research on Students' Learning Process in 21st Century (from Theories to Practices)

Education in the 21st century has been described as the type that prepare learners to develop knowledge and skills necessary to think, learn to solve problems, communicate and collaborate effectively (Educational Testing Bureau, 2009). According to Partnership for 21st century learning (2003), the 21st century soft skills are defined as critical thinking, creativity, communication and collaboration (the 4C). Joseph-Orelus (2019) referred to the 4Cs as the 21st century learning skills. The skills are expected to be embedded into learners repertoire of activities through set of strategies to be learnt and meant for practice by students.

Studies have shown the effect of problem-solving pedagogical practices in

enhancing students' learning and in engendering the 21st century skills. For instance, Joseph-Orelus (2019) indicated that the use of problem-solving practices lead to global change in teachers' instructional questioning behaviours which in turn improve students' learning in various subjects. The use of problem-solving pedagogy such as activity-based learning, inquiry-based learning aligns with the learning goals of 21st century. The use of these strategies in the classroom is considered in terms of active participation, effective communication, social interaction and the teacher's role in enhancing students' learning outcomes.

The theoretical basis for the adoption of novel activity-based student-centred strategies (e.g. problem-solving, project-based and inquiry-based strategies) is derived from constructivist's view of learning. The constructivist learning theory lends theoretical support to teachers in facilitating students reconstructing their own knowledge while engaging in higher-level thinking and problem solving (Shunk, 2012). Vygotsky's (1978) social constructivism provided opportunity to support in presenting content and in engaging students in practices to foster literacy acquisition (Vygotsky, 1978, Huxkey-Binnus, 2015). Vygotsky (1978) perspective on inquiry learning is a constructivist claim that where students actively process and construct knowledge for themselves, they arrive at their Zone of Proximal Development (ZPD), (Shunk, 2012).

Twenty-first Century Literacy Empowerment

Literacy in the 21st century involves more than teaching students to read and write using pen and paper. Students need general skills, like those classified as soft skills to be able to live successfully in a technological-based digital world that is full of challenges of internet fraud, drug abuse, misinformation and social imbalance. In PISA (2015), literacy is viewed as an expanding set of knowledge, skills and strategies that individuals build on throughout life in various contexts, through

interaction with peers and the wider community. Teachers who want to help students develop and exercise 21st century literacy skills in the classroom will help in overcoming some of the challenges of this century. Literacy empowerment in the 21st century is no longer just a possible linear activity that deals with classroom reading and writing process. Abbott and Farris (2000) explained that in the age of multimedia, hypertext blogs and wikis, it is essential that students have a wide range of literacy skills, including multimodal skills.

In order to define what constitute 21st century literacy skills, Baker (2010) arguably noted that they hinge around higher order thinking, critical and creative thinking, managing change, working collaboratively and participating within a multimodal framework. Cited in Gretter and Yadav (2018) the 2007 ISTE National Educational Technology Standards for students recognizes that basic literacy (Modern age) requires critical thinking, problem solving, and decision making. The standards identify six skill areas that overlap with the goal of media literacy education: (1) creativity and innovation (2) communication and collaboration (3) research and information fluency (4) critical thinking (5) problem solving (6) decision making

Literacy empowerment in the 21st century involves the use of advance literacy skills. According to United Nations Education, Scientific and Cultural Organisation (UNESCO, 2012), advance literacy skills helps to develop life skills which enable a person to be active participants in society, and help to cope with the problems of adult life. Citing Murnane, Sawhill and Snow (2012), by advance literacy, it means ability to use reading to gain access to the world of knowledge, to synthesise information from different sources, to evaluate argument and to learn totally new subjects.

Literacy empowerment in the 21st century has implications on teachers' classroom practices. The adoption and the use of appropriate teaching and learning strategies in the classroom can help in empowering learners to develop appropriate literacy skills. UNESCO

(2012) opined that education in the modern age is no longer to provide information to students, rather it is to prepare them to become active critical thinkers. The methods adopted to teach 21st century skills includes direct instruction, demonstration, modeling, questioning, cooperative learning and other disciplinary-based strategies. Selection of these strategies and their appropriateness will enhance critical thinking and collaboration in the classroom. Inquiry reading strategy is one of the strategies suggested to facilitate 21st century in the classroom, and there has been an on-going advocacy for its integration into every aspect of literacy pedagogy.

Infusion of Inquiry Reading into 21st Century Literacy Pedagogy

Inquiry reading strategy is a curriculum strategy and one of the approaches suggested to be used in the classroom to promote students' learning. Several writers have used different expressions to describe inquiry pedagogy based on its potentials, its features and its main purpose. The constructivist paradigm frames inquiry learning, and the main activity in constructivist-inspired inquiry classroom is problem solving. Savery (2015) wrote that inquiry is a student-centred strategy, where learners are actively partaking in the learning approach through questioning, critical thinking, and problem solving. The use of inquiry reading strategy to enhance literacy skills in the classroom aligns with both constructivist view of learning and the goals of 21st century literacy development.

Inquiry reading strategy (IRS) is a disciplinary strategy. It covers a wide range of literacy learning, including ability to read and write in all content areas discipline. Giving evidence in support of English language learners' literacy and content area knowledge, Carrejo and Reinhartz (2015) explained that integration of inquiry-based learning supports language acquisition to improve ELLs comprehension of content areas knowledge. Adrini (2016) reiterated that the main objective of inquiry-based learning (IBL) is helping students to develop intellectually disciplined

and thinking skills by providing questions and get answers on the basis of curiosity. This above is in accordance with Araromi (2002)'s, assertion that inquiry reading strategy stimulates curiosity through asking questions and getting answers to solve problem.

Joseph-Orelus (2019) informed that IBL offers English language learners (ELLs) a comprehensive approach to acquire the language and support subject area learning through thinking skills, questioning skills, and communication skills. Snow (2002) had earlier informed that students who are involved in inquiry cooperative learning are challenged to use critical thinking skills supported by hands-on activities. The development of thinking skills and communication skills will help students to acquire the English language skills and to communicate fluently and more efficiently. Communication skills lead into sophisticated soft skills of 21st century learning and survival. Symonds, Schwartzs and Ferguson (2011) opined that communication and collaboration are survival skills within a 21st century context. Adrini (2016) indicated that the necessities of 21st century require education to continue creating in the young generation to have life skills so that they can survive and compete in the global community. Adrini, explained further that life skills needed consist of the ability to think critically, the ability to communicate effectively and the ability to work in a flexible, productive and innovative setting. The life skills listed above are embedded in inquiry and inquiry-based pedagogy.

Modern literacy instruction and learning emphasized strongly the development of the 4Cs of 21st century learning. Inquiry enactment is an approach through which students can develop the important skills. Estrella, Au, Jaeggi and Collins (2018) noted that the collaborative nature of inquiry instruction is thought to promote rich learning experiences in ELL students. Joseph-Orelus (2019), therein, affirmed that the 4Cs of 21st century literacy learning are linked to inquiry learning and technology integration and are vital to students' global literacy.

Although, little has been reported on

the impacts of IR adaptations on students' learning outcomes in English studies compared to reported impacts of the recommended implementation (e.g. impacts of enactment of different levels of inquiry), however, research effort has shown the effectiveness through experimental studies in different content areas. For instance, Adams, Jessup, Crisswell, Weaver-High, and Ruston (2015) conducted a study utilizing a written assessment to evaluate the effect of guided inquiry lesson on a small, co-taught ELLs high needs secondary locale to support their linguistic and conceptual growth. The study yielded positive results with a high cognitive level based on the assessment.

Also, there are several studies which are affirms the benefit of inquiry reading and learning integration into some content areas including sciences e.g. (Lara-Alecio, Irby, Tong, Guerrero, Koch and Sutton-Jones, 2018). Additionally, research effort has shown instances of how inquiry is being implemented at different level of education from kindergarten to tertiary level (e.g. Glaser and Brunstein, 2007, Guccione, 2011, Ulanoff et al, 2015, Golham, 2019). For example, Ulanoff et al (2015) explored the development of academic language using questions skills in six kindergartens and six third grade ELLs in the context of inquiry-based learning. The experts, the third-grade students partook in 45 minutes lessons, then they taught the same lesson to the kindergarten learners for 45 minutes. The results showed that the third grades help the kindergartens answer inquiry questions.

In inquiry learning, literacy practices help ELLs to construct meaning before engaging in independent inquiry. Several studies have shown benefits of using literacy skills in inquiry-based learning (e.g. Guccione, 2011; Joseph-Orelus, 2019). Also there are several studies which affirmed the benefits of inquiry reading and learning integration into some content areas including sciences. Lara-Alecio, Irby, Tong, Guerrero, Koch and Sutton-Jones (2018), in their longitudinal field-based research found that ELL students language acquisition and science concept understanding

improved with the implementation of literacy and the 5E inquiry model (Engagement, Exploration, Explanation, Elaboration and Evaluation).

According to the Next Generation Science Standard (NGSS, Lead States, 2013), a merger of core scientific ideas and inquiry literacy skills is required to help ELLs attain the 21st century skills needed to complete in the global society. Nargund-Jones and Bautistia (2016) used both 5E inquiry model and the Sheltered Instruction Observation Protocol (SIOP) framework to demonstrate the effectiveness of inquiry learning and critical thinking skills. The researchers explained that linking the two instructional models could enhance ELLs scientific understanding and empower them to become problem solvers and critical thinkers.

The integration of inquiry-based learning supports language knowledge, communication skills and acquisition of literacy skills to improve students' comprehension of content areas knowledge. Joseph-Orelus (2019) affirmed that inquiry-based learning demands the purposeful integration of literacy instruction models fostering both creative, stimulating inquiry exercises and academic language and literacy skills. Cited in Gretter and Yadav (2018) the National Association of Media Literacy Education (NAMLE) embraced an inquiry and literacy-based education which can fulfill a promise to provide people with 'the habits of inquiry' and skills of expressions they need to be critical thinkers, effective communicators, and active citizens in today's digital world.

Recent curriculum and instruction reforms have focused to a greater extent on the teaching and assessment of 21st century skills such as critical thinking, problem-solving, communication and collaboration (Organisation for Economic Corporation and Development, 2011, Griffin, Care and McGraw, 2011). Also, there is a growing emphasis on inquiry-oriented learning which includes shaping curriculum and instruction around critical thinking, problem-solving and collaboration skills (National Research Council,

2011, Darling-Harmond, 2011). Therefore, from the foregoing, inquiry reading method is useful to in enhancing academic literacy at all levels of education (from kindergarten to the tertiary level). The efforts of various researchers in the literature reviewed have shown the potentials of IR and the benefits that learners can derived from inquiry instruction.

Conclusion

The 21st century learning skills have been linked to effective literacy pedagogy. Learning in the 21st century requires students at all levels of education to be empowered with effective literacy skills. The activities embedded in the enactment of inquiry-based learning (IBL) have been found to exert much influence on learning in content areas. In spite of the potentials of IBL to facilitate content area learning, inquiry reading has not been fully integrated into literacy learning. In order to effectively explore the potential of inquiry practices it should be integrated into all aspects of literacy learning, at all levels of education.

Suggestions

1. The advancement of literacy skills is a prerequisite to success of education in the twenty-first century. Language educators and teachers should embrace effective literacy pedagogy in the classroom through the use of inquiry strategies.
2. Teachers' attitudes do change as a result of intervention. Thus, there is a need for intervention in both pre-service training and in-service training programmes through seminars and workshops that are periodically organized to change teachers' perceptions and attitudes to modern classroom innovations.
3. The need to better prepare learners for 21st century literacy demands has informed the advocacy for the use of novel classroom strategy such as inquiry reading strategy. There is also a need for training and retraining of teachers to better equip them with inquiry reading skills.

4. There are limitations and conditions to successful implementation of inquiry reading strategy such as inappropriate training, professional development and availability of resource materials. Educators and researchers therefore should carry out more systematic research on the limitations and conditions of successful implementation of inquiry reading strategy in the classroom to help teachers have access to its requirements.

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Comparative Assessment of Technological Devices Usage in Language Teaching in Public and Private Secondary Schools in Ondo State

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Abstract

This study aimed at assessing comparatively technological devices usage in language teaching among public and private secondary school teachers in Ondo State. The purpose of the study is to identify availability, utilization and the level of proficiency of teachers in the usage of technological devices in teaching language. Population for the study consisted of all language secondary school teachers in Ondo State while the sample comprised two hundred language teachers randomly selected from private and public secondary schools in Ondo West Local Government Area of Ondo state. Self-structured questionnaire of a four-point Likert model was used to elicit information on the availability, utilization and teachers' proficiency of technological devices for language teaching. Data collected were statistically analyzed and scientifically discussed. Findings revealed that private secondary school teachers are better equipped and proficient in the use of technological devices for language teaching. Recommendations were made to the government, the school managements, parents and other stakeholders for sensitization and rethinking on the use of technological devices in education. It is hoped that the research findings will raise broader awareness and situate the logical use of technological devices in language teaching at the secondary school level.

Key words: comparative assessment, technological devices, public, private, teaching

Introduction

The role of technology in teaching is very significant especially in this twenty first century because it improves the quality of education. Teaching and learning with the help of technological tools is an organized way of conceptualizing the execution and evaluation of the education system (Richard & Haya, 2009). Technology is playing an increasing role in education world-wide and is having a growing impact on the design and delivery of English language lessons. Today's language teachers are expected to understand how to integrate technology into the teaching as well as knowing how to help learners make use of resources such as media and the internet to improve their learning of all the four language skills

According to Prensky, (2008) technology can improve teaching and learning process through different ways, for instance it enhances greater enthusiasm by learners, enriched communication skills, excellent research tool, good assessment tools, better preparation of students for education. Various scholars have proposed the idea of transition from the conventional chalk and talk to a modern educational environment rather than

restricting to the traditional setup. This makes the students learn to contribute and become active participants hence adding up to building a nurturing environment (2009; Vlieghe, 2014). The use of technological devices in education especially in teaching and learning will lead to efficient studying and students will be able to learn better within the technology-based atmosphere of student.

Technology has been a growing force in education, business, and private life of humans. According to Kim and Kim (2017), students find the use of technology particularly helpful when it relates directly to their course. or when they are learning about abstract concepts. Using technology devices, such as TV, radio, movies or the Internet in general for the purpose of achieving self-directed learning serves a variety of functions in shaping positive learner identity, maintaining motivation for learning (Lamb 2007). The teaching process has completely shifted from classrooms to students' homes with the use of different technological devices

Technology is changing the ways language teachers teach and that language learners learn and consequently is playing an

increasingly central role in curriculum implementation and assessment (Warschauer and Meskill, 2000 2005; Meskill et al., 2002; Woo et al., 2007; Levy, 2010, 2012). Computers and interactive whiteboards are increasingly common in schools world-wide and the speed with which schools can connect to each other and to the world constantly increases. For teachers and students technology is now mobile, and laptop computers, tablet devices and smartphones are a normal part of the teaching and learning context in many schools. More and more teachers and school administrators accept the role that technological devices can play in raising levels of motivation and engagement in learners, supporting learners with different learning styles and helping improve the quality of teaching and learning According to Prensky, (2008) technology can improve teaching and learning process through different ways, for instance: with greater enthusiasm by learners, enriched communication skills, assessable to learners of all levels and capabilities, excellent research tool, good assessment tools, better preparation of students for education. Various scholars have proposed the idea of transition to a modern educational environment rather than restricting to the traditional setup because this way students would learn to contribute and become active participants hence adding up to building a nurturing environment (Vlieghe, 2014). The use of technological innovation tools in education and learning will lead to efficient studying and students will not only be able to learn better within the technology-based atmosphere of students but also teaches them in several ways to interact in a social environment by instilling different values in them.

The use of technological devices has been a growing force in education, business, and private life of humans. According to Laferrière Hamel and Searson (2013), the technology usage in the area of education is a blend of procedures and various tools that work together and portray the growing needs for teaching and learning. According to Kim and Kim (2017), students find the use of technology particularly helpful when it relates directly to their course or when they are learning about abstract concepts.

Using technology devices, such as TV, radio, movies or the Internet in general for the purpose of achieving self-directed learning serves a variety of functions in shaping positive learner identity, maintaining motivation for learning (Lamb 2007) The teaching process has completely shifted from classrooms to students' homes with the use of different technological devices .

More and more teachers and school administrators accept the role that digital resources and the internet can play in raising levels of motivation and engagement in learners, supporting learners with different learning styles and helping improve the quality of teaching and learning. usage of Technology is a subject that has evinced an intense and lively research interest (Clark et al. 2009; Ghavifekr and Rosdy 2015; Paris 2004; Sert and Boynuegri 2017). One of the reasons why technology has become an integral part of today's language learning environment is its ability to provide personalized language instruction and materials enabling learners to select the lesson and adapt it to their needs. Likewise, technology advances access to information and offers more communication possibilities.

The aim of this study is to

1. Make a comparative assessment of the availability of technological devices by private and public secondary school teachers in Ondo West Local Government Area of Ondo State.
2. Make a comparative Assessment of the utilization of technological devices in private and public secondary schools in Ondo West Local Government of Ondo Stat

The following research questions were generated to pilot the study

1. Are technological devices available for the teaching of language lessons in private and public secondary schools in Ondo West Local Government?
2. Do teachers utilize technological devices in teaching language lessons in Private and Public Secondary Schools?

3. What are the level of proficiency of private and public secondary school teachers in the usage of technological devices in teaching language?

Methodology

The study adopted a descriptive design of a survey type. The population for the study consisted of all language secondary school teachers in Ondo State. Stratified random sampling technique was used to select two hundred language teachers from private and public Secondary schools in Ondo West Local Government Area of Ondo state. One hundred private school language teachers and one hundred public school language teachers were selected for the study. Self- structured

questionnaire of Likert model of four-point rating scale was used to elicit information on the availability, utilization and teachers' proficiency of technological devices for language teaching. The instrument was subjected to both face and content validity by experts in test and measurement. Corrections arisen from their observations were effected in the final draft. Data collected were subjected to statistical analysis using simple percentage and mean for data analysis.

Research Question 1: Are technological devices available for the teaching of language lessons in private and public secondary schools in Ondo West Local Government?

Table 1: Availability of technological devices in private schools in Ondo West Local Government.

SN	ITEMS	SA	A	D	SD	X	R
1.	Few technological devices are available in my school	40	35	10	15	3.0	A
2.	The School management is always ready to make available technological devices for language lessons	47	27	14	14	3.09	A
3.	The School management encourages the use of technological devices for teaching language lessons	29	45	19	7	2.96	A
4.	Parents are always willing to provide technological devices for their wards for language learning	44	38	14	4	3.22	A
5.	I come to class with my personal technological device when the required is not provided by the management	28	50	13	9	2.98	A
	TOTAL	3.04					

$X > 2$.

The total mean score is greater than the benchmark of 2.5, therefore it answers the question that there are availability of technological devices in private secondary schools in Ondo State

Table 1, the total mean score obtained is 3.04. This shows that there are availabilities of technological devices for teachers in private secondary schools for the teaching of language lessons. In item 1 shows that the respondents

agreed to the statement that there are availability of technological devices in most private schools. It also agreed that the school managements are always willing to make available technological devices for language lessons. The mean score of 3.09 of item 2 is a proof to this statement. This is a clear indication that the school managements and proprietors of private secondary schools in Ondo West are aware of the importance and benefits of using

technological devices for teaching and learning language subjects.

Result of item 4 also shows that parents of students in private secondary schools are always willing to provide technological devices for their wards for language lessons. This is indicated with the obtained mean score of 3.22. This could be as a result of the conviction given by the school managements and proprietors on the importance and benefits of using technological devices in language lessons or as a result of compulsion by the school management.

The mean score of 2.98 of item 5 shows that language teachers in private schools are always willing and ready to use their personal technological device when the required ones are not available in the school. This is an indication of the support and encouragement given by the school management and proprietors to the teachers on the use of technological devices in language lessons. Therefore the overall mean score obtained is 3.04 indicating that there are availability of technological devices in private secondary schools for language lessons.

Table 2: Availability of technological devices in teaching language lessons in public schools Ondo West Local Government

SN	ITEMS	SA	A	D	SD	X	R
1.	Technological devices are available in my school The School management is always ready to	12	14	53	21	2.17	D
2.	make available technological devices for language lessons	10	5	63	22	2.03	D
3.	The School management encourages the use of technological devices for teaching language lessons	14	27	33	26	2.09	D
4.	Parents are always willing to provide technological devices for their wards for language learning	8	10	47	35	1.91	D
5.	I come to class with my personal technological device when the required is not provided by the management.	9	9	53	23	1.92	D
TOTAL		2.024					

$X < 2.5$

The total mean score is less than the benchmark of 2.5. This shows that there are no availability of technological devices in public secondary schools in Ondo State In table 2, the total mean score of 2.024 is obtained which is less than the benchmark. It shows that there are no availability of technological devices for language lessons in public secondary schools in Ondo State as the mean score is 2.17 is less than the benchmark of 2.5. It shows that the school managements could not afford the purchase of technological devices for language lessons. Feelers from the schools; heads affirmed that the state government did not supply technological

devices for teaching and learning processes. Parents of students in public schools are not always willing to provide technological devices for their ward for language lessons. The mean score of 1.91 in item 4 attest to this statement. This is an evidence that parents believe it is the responsibility of the government and the school to provide teaching and learning resources, this idea or view makes them unwilling to provide necessary learning resources for their wards. Also, the mean score of 1.92 obtained in item 5 shows that many language teachers in public secondary schools do not use their personal technological device to teach language lessons

because there are no means of getting feedback from the learners. Besides, they claimed that salaries are not regularly paid and the government is not making provisions for technological devices for schools. As a result of these, teachers in public secondary schools rarely make improvisation of technological

devices for teaching language lessons. This statement is justified with the mean score of 1.91 obtained in item 5.

Research Question 2: Do teachers utilize technological devices in teaching language lessons in Private and Public schools?

Table 3: Utilization of technological devices in teaching language lessons in private schools

SN	ITEMS	SA	A	D	SD	X	R
1.	I make use of technological devices in teaching language lessons	41	33	16	150	2.7	A
2.	I was employed based on my ICT versatility	52	22	21	16	3.2	A
3.	I ensure that my students use the required technological devices during language lessons	51	33	9	7	3.28	A
4.	My students often look forward to the next lesson because of the excitement of the use of technological devices during language lessons	41	43	10	6	3.8	A
5.	I control my students' use of technological devices during language lessons	48	39	6	7	3.28	A
6.	My students are actively involved when technological devices are used for language teaching	51	33	9	7	2.95	A
7.	Students learn better when technological devices are used for language teaching	44	39	11	6	2.82	A
8.	Parents discourage the use of technological devices for language teaching	8	9	37	46	1.79	D
TOTAL		2.98					

X > 2.5

The total mean score is greater than the benchmark of 2.5. Therefore, teachers in private schools make use of technological devices in the teaching of language lessons.

In table 3, the benchmark is 2.5. The total mean score of 2.98 is obtained. This shows that the total mean score is greater than the benchmark. Hence, it justifies the statement that private school teachers maximally make use of technological devices in teaching language lessons. Respondents agreed to the statement of item 1 of the table that technological devices are used by language teachers in private schools for language lessons with the mean score of 2.7. Also, the mean score of 3.2 of item 2 indicates that language teachers in private schools are employed based on their versatility in the use of

technological devices. This parameter of the condition of service in private secondary schools has made a difference between the two sets of teachers. Respondents agreed to the statement that teachers in private schools ensure that their students make use of the required technological devices during language lessons. This is indicated with the mean score of 3.28 of item 3. In item 4, findings show the mean score of 3.8, since the benchmark is less than the mean, there is a clear indication that students of private schools enjoy using technological devices for language lessons. The mean score of 3.25 in item 5 reveals that private school teachers are able to control the use of technological devices during language lessons. This is an indication that private school teachers

ensure good classroom management and control of their students by not allowing them to use technological devices for other activities apart from language lessons. With the mean score of 3.28 in item 6, it is clear to note that private school teachers attest to the statement that students are actively involved during language lessons. This is an evidence that when the required technological devices are used, learning is enhanced and sustained as indicated with the mean score of 3.44 in item 7. Findings

reveals with the mean score of 1.79 Of item 8 shows that parents who have wards in private secondary schools do not discourage the use of technological devices for language learning. Their decision for this may be due to the academic or socio- economic status of the parents. In essence, the overall mean score obtained is 2.98. This shows that private school teachers maximally use technological devices for language lessons.

Table 4: Utilization of technological devices in teaching language lessons in public schools

	ITEMS	SA	A	D	SD	X	R
1.	I make use of technological devices in teaching language lessons	9	9	53	23	1.92	D
2.	I was employed based on my ICT versatility	4	12	58	26	1.94	D
3.	I ensure that my students use the required technological devices during language lessons	1	9	62	28	1.83	D
4.	My students often look forward to the next lesson because of the excitement of the use of technological devices during language lessons	10	7	57	26	2.01	D
5.	I control my students use of technological devices during language lessons	15	11	47	27	2.13	D
6.	Students are actively involved when technological devices are used for language teaching	45	41	9	5	3.26	A
7.	Students learn better when technological devices are used for language teaching	54	30	3	13	3.25	A
8.	Parents discourage the use of technological devices for language teaching	43	45	7	5	3.33	A
	TOTAL	2.46					

X < 2.5

Benchmark is 2.5. If the total mean score is lesser than the benchmark, then the response disagree to the statement. Therefore, teachers in public secondary schools do not use technological devices in teaching language lesson. In table 4, the overall mean score of 2.46 is obtained. This shows that the benchmark is greater than the overall mean. Hence, majority of the teachers in public secondary schools do not make use of technological devices during language lessons. This could be as a result of

non-availability of technological devices in schools or as a result of their incompetence in using the few available ones. Findings reveal with the mean score of 1.92 in item 1 that majority of public secondary school teachers are not proficient in the use of technological devices for language lessons. This could be as a result of the free-will to use any method that is suitable for them not minding whether such method would enhance students' learning or not. The mean score of 1.94 obtained in item 2 of table 4

shows that public secondary school teachers are not employed based on their versatility in the use of ICT and technological devices for teaching language lesson. This could be as a result of non-provision of technological device by the government and the school managements or as a result of their lack of exposure to the usage. Few public secondary school teachers claim to ensure that their students used the required technological devices for language lessons. This is indicated with the mean score of 1.83 obtained in item 3 of table 4.

Results also show that some public school students enjoy language lessons better as they look forward to the next lesson because of the excitement of the use of technological devices. This is revealed with the mean score of 2.01 mean score obtained in item 4. This is an indication that a few public secondary school students are excited when technological devices are used for language lessons and they look forward to the next lesson. The mean score of 2.13 of item 5 shows that few of public secondary school teachers control their students' use of technological devices during language lessons. The reason could be overpopulation of students in language classes which could hinder classroom management. Findings reveal students' active participation in teaching and learning process when technological devices are used for language lessons. This is indicated with the mean score of 3.26 in item 6. Teachers agree that their students learn better when technological device are used for language lessons. The mean score of 3.26 of item 7 justifies this claim. This shows that if public school teachers engage in the use of technological devices for language lessons, their students will perform better in language lessons. Result in item 8 shows that parents of students in public secondary schools do not encourage teachers with the use of technological devices for language lessons. This is because most parents shift their responsibilities to the government and the school managements.

Table 5: Comparative analysis of the availability of technological devices in Private and Public Secondary Schools in Ondo West

Availability	X	R
Private	3.04	A
Public	2.024	D

Result of table 5 shows a comparative analysis of the availability technological devices in private and public secondary schools. Findings show the mean score of 3.04 and 2.024 for private and public secondary schools respectively. This shows that there are more availability of technological devices in private secondary schools while there are a few availability of technological devices in public secondary schools as indicated in the mean score of 2.024. Table 5 reveals the comparative analysis of the mean score of the availability of technological devices in both private and public secondary schools in Ondo State. The mean score of 3.04 and 2.024 obtained for private and public secondary schools respectively is an indication that private school owners are aware of the importance of the role that technological devices plays in the teaching and learning processes especially for language lessons hence, they ensure that they provide required ones for teachers. However, the story is not the same with public secondary schools as there are no availability of technological devices in most of public secondary school in Ondo State. Government as well as the school managements do not make available the required technological devices for schools and the parents are not helping matters as they shift the responsibility to the government and school managements.

Table 6: Comparative analysis of the Utilization of technological devices in Private and Public secondary Schools

Utilization	X	R
Private	2.98	A
Public	2.46	D

The result in table 6 reveals the comparative analysis of the mean score of the utilization of technological devices of private and public secondary school teachers having 2.98 and 2.46 respectively. This shows that private secondary school teachers make maximum use of technological devices for language lessons as a result of the support enjoyed by the proprietors and parents. While most of public school teachers do not use technological devices for language teaching because the government, school managements and the parent do not encourage it

Conclusion

It is therefore concluded that:

There are availability of the required technological devices in most private secondary schools for language learning in Ondo State

Most Public secondary schools in Ondo State do not have the required technological devices for language lessons

Most teachers in private secondary schools are more proficient in the use of technological devices for language lessons than public secondary school teachers. Private secondary schools are better equipped with teaching and learning resources than public schools owned by the government

Recommendations

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

1. Government should fund schools appropriately as recommended by UNESCO
2. Government should make available the required technological devices for public secondary schools
3. Stakeholders as well as philanthropists should support the government by supplying required technological devices for language lessons to schools.
4. There should be regular training on the importance and use of technological devices for language lessons and such

training should be made compulsory for teachers

5. The school management should create awareness for parents on the importance of the use of TD in the teaching and learning process
6. Parents should be encouraged to provide the required technological devices for their wards for language lessons
7. Old Students' Association of schools should contribute their quota to the development of their Alma Mater by providing the required technological devices for schools.

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The Need for Paradigm Shift in the Teaching and Assessment in English as a Second Language in Nigeria

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Abstract

This paper examined the need for paradigm shift in the teaching and assessment of English as a Second Language (ESL) in Nigeria. It has been observed that ESL teachers mainly adopt the conventional Presentation, Practice and Production (PPP) method of teaching language and use tests, assignments and examinations assessment strategies only to assess their students' English language performance. Five types of tests have been identified as commonly in use in the language curriculum, however only two: the achievement tests and diagnostic tests relate directly to classroom learning. ESL teachers use achievement tests at the expense of diagnostic tests. Achievement tests are developed to know how much of a language students have learnt, while diagnostic tests are developed to find out students' areas of difficulty. Four components of communicative competences have also been identified, which the English language teacher should develop in the students by using communicative language teaching approaches such as the task-based language teaching and cooperative language learning. Communicative testing should not only be devoted to what the learner knows in the second language and how to use it (competence), but also the extent the learner is able to demonstrate his/ her knowledge of the second language in a meaningful communicative situation (performance). It was recommended among others that ESL teachers should use communicative language teaching approaches such as the task-based language teaching, cooperative language learning and all the assessment strategies at their disposal to assess their students' performance in English language.

Key words: English as a second language, assessment, tests, communicative competence, communicative language teaching.

Introduction

The importance of English language in a multi-lingual country such as Nigeria cannot be overemphasized. It is the language of government, commerce, judiciary and more importantly, the language of education. English language is mainly the medium of instruction in schools. It is also mandatory for students to have at least a credit pass in English language to enable them to gain admission into the university and other tertiary institutions. In most of the African countries including Nigeria where English is a second language (L₂), children in the public and private schools are exposed to learning through English, from the pre-primary level of education so that they could acquire reasonable competence in English and use it as the medium of communication and of further education. In spite of these, students have been performing poorly in English language in the Senior School Certificate Examinations (SSCE).

What could be responsible for the above state of performance? The teaching method and assessment strategies which a language teacher adopts in the classroom for teaching English language and assessing students could influence students' proficiency. Successful language teaching and learning cannot take place unless the teaching method and assessment strategies are appropriate. Unfortunately, most English language teachers, in order to complete the syllabus, adopt the conventional presentation, practice and production (PPP) method of teaching language. The PPP method is a teacher-centred method that is aimed at teaching a particular language form - a grammatical structure, and the realisation of a particular function. This is said to discourage initiative, curiosity and creativity in learners and does not offer them opportunity to interact effectively with their peers and learning materials. This may have resulted in students' reduced participation in class and poor academic achievement.

The Concept of Language Assessment

Assessment is a term that is frequently used in tests and measurement. It includes both measurement and test. The term is commonly used to refer to all activities teachers use to help students learn and to determine students' progress. According to Stefanakis (2002), "The word *assess* comes from the Latin word '*assidere*', which means *to sit beside*. Literally then, *to assess* means *to sit beside the learner*" (p.9). Assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. The focus of assessment is on the outcome of teaching and learning. Assessment seeks to provide vital information for the improvement of the teaching learning process.

Urevbu (2001) states that "assessment deals with how well a student or group of students have learned a particular set of skills or kind of knowledge and uses various forms of measuring techniques, tests or examination" (p.124). In an educational context, assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning. It is also a process for obtaining information about students, curriculum, programmes and educational policy.

Assessment is one of the ways through which feedback can be obtained from the learners of English as a Second Language (ESL) on what their teachers had taught them. Students' achievement can be determined through assessment. In most cases, assessment of students' achievement is based on the behavioural objectives of instruction or lesson in question. Instructional or behavioural objectives therefore, provide teachers with a set of yardsticks for assessing learning.

Assessment is the link between teaching and learning. It is important because without it there is no way to anticipate what students will actually learn from their classroom experiences and this might be quite different from what was intended. Assessment helps teachers find out what has actually taken place in students' developing understanding during a sequence of teaching and learning.

Brown (2015) posits that *assessment* includes all sorts of testing and other forms of measurement but focuses on the processes and purposes of determining the language performance, progress, and achievement of individual students in language teaching and learning situations, most often to promote learning or for grading purposes. Assessment is essential to successful teaching and learning.

Norris (2012) states that language assessment is the process of *using* language tests to accomplish particular jobs in language classrooms and programmes. In language assessment, the first step is for information to be collected in a methodical way using language testing tools. For instance, language teachers can use oral interview to collect information on students' speaking abilities, and then make interpretations based on that information. Or, they may make interpretations about students' abilities to perform a range of real-world speaking tasks based on how well students perform in the oral interview. Finally, based on these interpretations, they make a decision or take action within the classroom or programme. They may decide that their students need more work on oral fluency and that they should therefore devote more class time to fluency-oriented activities.

Another important consideration related to assessment is that it often affects learners' lives in a range of non-educational ways including cultural integration, access to resources, social prestige, well-being and economic prosperity. L2 assessment has increasingly turned into a powerful gate-keeping tool that monitors opportunities in employment, education and immigration (McNamara, 2006; Shohamy, 2000).

Assessment in ESL learning takes the forms of summative, formative and dynamic like every other area in education. Whereas summative assessment is helpful for measuring achievement and language development, formative assessment is used to collect information on what students know, the tasks they can perform with the language they know and what they should do to be able to do what is

required of them. Dynamic assessment on the other hand is a new concept that connects assessment and teaching in the course of interaction and collaboration between learners and teachers, and aims at “understanding individuals' abilities and promoting their development” (Poehner, 2009) in an integrated way.

An additional approach to assessment in ESL is branded as Assessment for learning (AfL), as distinct from assessment of learning (AoL). AfL is a useful approach for assessing what students know and where they are in their learning process, and has been found to have such advantages as creating opportunities for providing feedback that raises standards in teaching and learning (Black & William, 2009).

ESL teachers have at their disposal among others the following assessment strategies that can provide information about students' progress:

- teacher observation of students engaging in classroom activities;
- teacher observation of students' performances;
- teacher checking of students work;
- students checking each other's work and similar forms of peer assessment;
- questioning to check for understanding;
- tests; assignments and exams; and
- other tasks, projects

From the foregoing, it can be seen that assessment is directly related to teaching and learning cycle in a language classroom. Assessment regulates curriculum and instruction. Assessment, therefore, has a direct impact on students' learning outcomes and should be carefully designed and planned to yield rich dividends to the educational system at individual and collective level. It is also obvious that tests are important components of assessment strategies as all the definitions of assessment mentioned in this article agree that tests are subsets of assessment.

Tests shall be discussed in this article because all sources cited in this paper agree that tests are subsets of assessment and ESL teachers

in Nigeria mainly make use of end of topic test, assignments and exams assessment strategy to collect information on their students' progress. According to Hughes (2003); Brown and Abeywickrama (2010) test is a specific assessment or a particular form of assessment, for assessment includes test as its subset. Within the language classroom language teachers use tests to diagnose areas of learner need or sources of learning difficulties, reflect on the effectiveness of materials and activities, encourage students' involvement in the learning process, track learner development in the ESL, and provide students with feedback about their language learning progress for further classroom-based applications of language tests.

ESL teachers may also use language tests to influence or wash back on what and how they teach; make selection decisions for entrance into universities; and certify that students have achieved a particular standard of language ability. Although not an exhaustive list, the examples make it clear that language teachers use language tests to accomplish a wide range of jobs in language classrooms and programmes. In order to use tests in a purposeful way, ESL teachers first need to establish exactly what language assessment should be used to achieve in a particular language education context. With the jobs of language assessment in focus, teachers will be better able to select the appropriate language testing tools and to decide how they should be used to get the jobs done.

Language tests are simply tools or processes for collecting specific kinds of information, especially information that have to do with students' language abilities. Tests could have a range of designs, lengths, item types, scoring criteria, and media. Language test types are differentiated based on their characteristics and the information they provide. For example, a 30-item cloze test, which requires the students to write single-word responses to complete a reading passage, provides a very different type of information than a 30-item multiple choice reading comprehension test, that requires the student to only choose the right responses.

Desheng and Varghese (2013) classified language test into two types; namely

those that test skills such as listening, speaking, reading, and writing and sub- skills such as comprehension, vocabulary, grammar, spelling, punctuation and those that test knowledge of content like non-referential test, aptitude test, proficiency test, achievement test and diagnostic test. The difference in language tests comes about as a result of the way in which they are designed in respect to test method and the purpose of the test. Conventional *paper-and-pencil language tests can be differentiated from performance tests* in terms of method.

Paper-and-pencil language tests are characteristically utilised for the assessment of different components of language knowledge (grammar, vocabulary etc.), or of the receptive comprehension skills (listening and reading comprehension). Language skills in performance-based tests are assessed in an act of communication. Performance tests typically involves oral production, written production, open ended responses, integrated performance (across skill areas), group performance and other interactive skills.

There are different types of language tests in terms of purpose. Brown (2004) describes five types of tests that are commonly used in the language curricula. They are achievement, diagnostic, language aptitude, placement and proficiency tests. They are explained below.

1. Achievement Test

An achievement test is also referred to as an attainment or a summative test. It relates directly to classroom lessons, units or even a total curriculum. It is developed to assess how much of a language someone has learned with reference to a particular course of study or programme of instruction, e.g. end-of-year tests designed to show mastery of a language. An achievement test might be a listening comprehension test based on a particular set of situational dialogues in a textbook. In more practical and pedagogical terms, Brown (2004) states that "*achievement tests are limited to particular material covered in a curriculum within a particular time frame* (p.391). Most of the time, achievement tests are constructed by classroom teachers for a particular class.

2. Diagnostic Test

Diagnostic tests are mainly intended to diagnose some specific linguistic forms. Diagnostic tests in pronunciation, for instance, might have the purpose of determining which particular phonological features of the English language that are difficult for students and should therefore become a part of the curriculum. A checklist of the features pointing out the areas of difficulty is usually provided by the teacher. A diagnostic test designed to find out area of difficulty in composition writing of students will begin by requesting a writing sample from students, the teacher will then identify students' area of special focus from a list of rhetorical features present in a writing course. Achievement tests should not be used as diagnostic test since each serve different purpose.

3. Language Aptitude Test

Before one ventures into defining what a language aptitude test is, it would be wiser to start first by defining what a language aptitude is. Language aptitude, as a hybrid concept part linguistic and part psychological, refers to the genuine ability one is endowed with to learn a language. A high language-aptitude person can learn more quickly and easily than a low language-aptitude individual. The evidence in such assertion is axiomatic in a language aptitude test. A language aptitude test tends to measure a learner aptitude for language learning, be it second or foreign, i.e. students performance in a language. Thus, it is used to identify those learners who are most likely to succeed.

4. Placement Test

A placement test, as its name implies, is originally designed to place learners at an appropriate level in a programme or course. Various types or testing procedures such as dictation, interview or a grammar test (discrete or integrative) can be used for placement purposes. The English Placement test (EPT), which is a well-known test in America, is an illustrative example of this test-type. The EPT is

designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate courses. Those undergraduate students who do not demonstrate college or university-level skills will be directed to remedial courses or programmes to help them attain these skills.

5. Proficiency Test

A proficiency test is devised to measure how much of a language someone has learned. Proficiency tests are majorly taken by students from countries where English is not a first language, who wish to study/live in a country where English is a first language. It is not linked to any particular course of instruction, but measures the learner's general level of language mastery. Most English language proficiency tests base their testing items on high frequency-count vocabulary and general basic grammar. Some proficiency tests have been standardized for worldwide use, such as the well-known American tests, the TOEFL, and the English Language Proficiency Test (ELPT) which are used to measure the English language proficiency of foreign students intending further study at English-speaking institutions, namely the USA.

Issues in Teaching and Assessment of English as a Second Language in Nigeria

Many teachers of English, where English is a Second Language, are more concerned with teaching the grammatical system, without regard to how learners can transfer that grammatical knowledge to meet the language needs in real-life situation. Many Nigerian English language teachers and students do not place priority on understanding and using English in authentic communication, neither is it a priority for them to master the language for social interaction. Rather, English is taught and learnt in Nigerian schools so that learners could earn a satisfactory grade that would enable them to attain a higher level of educational placement and later, better career.

English is regarded as one of the subjects worst taught in Nigerian schools

(UNESCO, 2000). This has continued to be so as there have been little or no improvement in students' performance. The teaching and learning of English as a Second Language (ESL) in Nigeria has been disappointing because many teachers lack creative teaching ability to improve learners' communicative skills (Ekpo, Udosen & Afangideh, 2007; Olaniyan & Obadara, 2008), among other issues like lack of instructional resources.

English as a Second Language (ESL) teaching requires exceptional instructional skills, but most Nigerian teachers seem to teach English as a Second Language (ESL) without seeking effective pedagogical strategies capable of maintaining a balance between the quality and quantity of teacher and learners' talk (Agbatogun, 2013). English Language teachers in most schools in Nigeria still depend heavily on the traditional lecture method in English lessons, and the intensive use of prescribed textbooks as well as the use of lecture method in delivering English lessons. The debate and group methods of teaching are occasionally used (Aduwa-Ogiegbaen & Iyamu, 2006).

A second language teacher needs to design carefully and implement a good assessment strategy for him/her to deliver a successful L2 teaching method. This is because assessment is highly important as it affects directly what teachers and students do in the language classroom. This is called washback or backwash effect. A washback effect is the effect of a language instruction on the students. The effect could be positive or negative. A good assessment strategy will promote positive washback by encouraging students and even the teachers to engage in tasks in the classroom that will reflect real life situation.

In Nigeria, it has been observed that of all the different assessment strategies, teachers of ESL commonly use tests and end of term examination only. This is not good enough because language is such a complex phenomena that using tests and end of term examination strategy to assess the students' performance is not alone to cover every aspect of communicative competences. Again, from

observation, only the achievement test seems to be administered by second language teachers to their students despite the fact that there are five types of language tests in the language curriculum. Diagnostic tests that are used to diagnose learners' areas of difficulty are hardly employed in the classes. If language teachers use diagnostic tests the way they use achievement tests in the language classroom, maybe our students' performance in internal and external examinations would have improved. This is because students' areas of difficulty would have been identified by their teachers and solution proffered before they sit for the end of term examinations. The present situation is that language teachers seem to be more interested in what the language student knows than what they do not know.

Communicative Language Teaching (CLT)

Modern theories of teaching English language suggest that the instructional process should be student-centred for teaching and learning of English language to be effective. In the conventional classroom, students do not demonstrate reasonable understanding of concepts while only a few of them dominate the instructional process because significant interaction is absent (Duggan, Palmer & Devitt, 2007; Jackson, 2007). A strategy that promotes interaction between the instructor and the learners, as well as among learners, is the pivotal tool to improving students' communicative skills in English (Farrell, 2002).

The theory underlying Communicative Language Teaching (CLT) is that the major purpose of acquiring language is to use it for communication, while developing learners' communicative competence i.e learners' ability to communicate effectively. Individuals use much more than just words when they use language. For conversation to be successful, the speakers will not only know the grammar of that language but also choose language forms that make sense and are appropriate to the particular context. Appropriateness requires that speakers consider the social expectations that govern a context such as taboos and the level of formality.

They must use their grammatical knowledge to accurately structure their ideas in understandable phrases and sentences. They must use intonations and stresses that support the intended meaning of their words, and they must constantly interpret verbal and non-verbal feedback in order to choose their next set of utterances. To negotiate such a sophisticated interaction requires participants to have communicative competence.

Communicative competence is a theory that seeks to understand the ability of individuals to effectively convey meaning from texts (any spoken or written discourse) within given contexts. The most widely-accepted components of this ability include grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. The theory of communicative competence has been influential in changing the nature of second language classroom teaching, practice and methodology. Current trends indicate that communicative competence will continue to be an important theory in language classrooms.

Hymes (1972) coined the term communicative competence in reaction against the concept of "linguistic competence" introduced by Noam Chomsky (1965). However, Chomsky's linguistic competence is now considered to be a *part of* communicative competence. Stern (1978) explains, that Competence represents proficiency at its most abstract and psychologically deepest level. Chomsky has demonstrated that underlying the concrete language performance, there is an abstract rule system, and this underlying knowledge of the grammar of the language by the native speaker is his "linguistic competence". In contrast, Hymes argues that in addition to linguistic competence, the native speaker has another rule system, the ability to use the grammatical rules that are appropriate to a given social context *sociolinguistic competence (the ability to apply social rules to language)*. In Hymes' view, language was considered as a social and cognitive phenomenon. Therefore, speakers of a language

have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes.

The concept of communicative competence has enjoyed increasing popularity among linguists, psycholinguists and language teaching specialists and has had a great impact on the practice of second language teaching. It has been widely accepted by linguists, who have been explaining, investigating and developing the concept. The concept also gave birth to Communicative Language Teaching (CLT). CLT is the most recent approach to language teaching that is a conglomeration of different methods; among which are the task-based language teaching, cooperative language learning, content-based instruction and the natural approach (Richards & Rodgers, 2012)

The emergence of Communicative Language Teaching (CLT) methodology in the 1980's, as well as, the prominence given to learners' communicative abilities; the phrase Task-based language teaching (TBLT) became widespread in the domain of second language acquisition in terms of developing process-oriented syllabus and designing communicative tasks to promote learners' actual language use (Jeon & Hahn, 2006). It developed in reaction to a number of inadequacies of the conventional Presentation, Practice, Production (PPP) approach (Ellis, 2014). TBLT is a learner-centred method to language teaching. TBLT makes reference to a teaching method, which basis is on the use of tasks as the core unit of planning and instruction in language teaching. This approach focuses on the use of authentic language and on asking students to do meaningful tasks using the target language (Richards & Rodgers, 2012). In TBLT, students work in pairs or small groups, to achieve the goals of the task. A Task-based approach sees the learning process as one of learning through doing; it is by primarily engaging in meaning that the learner's system is encouraged to develop (Skehan, 1996).

A Task-based lesson is divided into

three principal phases: pre-task phase, during task (task cycle) and post-task phase (language focus). According to Willis (1996), Willis and Willis (2012), at the beginning of a Task-based lesson, teachers and students work together, later in the lesson, the students are assisted to figure out the language they are learning so that they learn effortlessly; the situation and topic establishes the task to be performed. The communication task constitutes the heart of the framework. As learners are executing the task, they utilize whatever language they have been taught in earlier classes or from other sources. When finally the students get to the language focus phase, they would have been conversant with the language; learners increase their awareness in the course of engaging on language focus exercises that motivates them to think and to analyze. The listening and reading skills provide students with a variety of experiences in the use of natural language. The experiences consist of a series of words, collocations, lexical phrases and patterns in addition to pre-selected language forms. Students are at liberty to enquire on the subject of whichever part of language they observed. The essence is from fluency to accuracy and a combination of fluency and accuracy; and all four language skills of listening, speaking, reading, and writing are logically combined.

Osa-Omoregie & Gbenedio (2017) investigated the effects of the Task-based Method on Junior Secondary school students' achievement in English listening comprehension. The research design is quasi experimental non-randomized pre-test, post-test control group design. From a population of fourteen thousand five hundred and thirty five (14535) students in three (3) Local Government Areas in Edo South Senatorial District, a sample of five hundred and twenty-five (525) junior secondary school students was drawn from three schools. Two intact classes in each of the schools used were randomly selected and assigned to an experimental and a control group. Those in the experimental group were taught with the Task-based Method, while those in the control group were taught with the Direct Method. One

instrument titled Listening Comprehension Proficiency Test (LCPT) with a reliability coefficient of .83 was used to collect the data for the study. T-test for independent samples and univariate ANOVA were used to test the hypotheses at an alpha level of .05. Results showed that the subjects taught with the Task-based Method outperformed the subjects in the control group. This finding is in line with Ifeduba, Onyebuchi & Egwuatu (2022), Osakwe (2000) and Umo & Chineke (2014), who found that task-based method was more effective in facilitating students' achievement in various aspects of English language and composition writing in Igbo language. The reason being that task-based teaching method apart from giving learners opportunity to be actively involved in the learning process by carrying out different tasks in the classroom; is a pedagogical approach that encourages active participation of learners, and is therefore learner centred.

Cooperative language learning (CLL) is a student-centred, instructor-facilitated instructional strategy in which a small team of four (4) heterogeneous ability students, is responsible for its own learning *and* the learning of all team members. The number four is not sacrosanct, except that you can have pairs working together at times, and four members working together at other times, without having an unwieldy group. This is said to promote peer interaction and cooperation for studying academic subjects (Slavin 1980). CLL holds each of the team members accountable for his/her own and the team's outcomes. Several essential characteristics must be present for a team to be called cooperative. Even though the teacher structures most of the activities, it is the team and each of its members that are responsible for learning. A team must exhibit interdependence, support one another's learning, hold each other accountable for the team's process and outcomes, exhibit acceptable interpersonal skills, and possess team dynamics (Felder & Brent 2001; Johnson 2003).

To implement CLL in the language classroom, the teacher does the following:

- assign the students into heterogeneous groups of four students each, with at least one good reader and one good writer in each group,
- rearrange the classroom to create face-to-face sitting arrangement so as to facilitate easy interaction among members of each group,
- assign roles to the students in the different groups, and explained to them that the roles will be changed during every lesson,
- the teacher or a student asks a question based on the text the class is reading,
- each group, work to develop a response and check that everyone in their group can give and explain their group's response,
- positive interdependence in which all students need to do their assigned duties in other for the task to be completed,
- provision of group reward by the teacher.

Gbenedio & Osa-Omoregie (2018) study investigated the effects of cooperative language learning on students' achievement in English composition writing. The research design is based on a quasi-experimental non-randomized pre-test, and post-test control group design. The population of the study comprised all 243 students in Junior Secondary 3 (2017/2018 academic session) in a demonstration secondary school in Edo State, from which a sample of 80 students in two intact classes were selected, one class into the experimental group composed of 40 students taught using Cooperative Language Learning (CLL) which is a Process Approach, and the other class the control group composed of 40 students taught using the Product (traditional) Approach. Data were collected using English Essay Writing Achievement Test (EEWAT), a standardized instrument developed by the

National Examination Council (NECO). The descriptive statistics of mean and standard deviation were used to analyse the research questions, while the t-test for independent samples and paired samples were used to test the hypotheses at alpha level of 0.05. Results showed that the subjects in the experimental group taught with Cooperative Language Learning (CLL) outperformed the subjects in the control group taught using the conventional teaching method which is the method commonly used by teachers for teaching composition writing. The findings of this study are in agreement with the findings of Ogbu (2006), Okonkwo (2014), and Oluikpe (2007) that carried out similar studies in different States of Nigeria using either University students or students in the Senior Secondary schools respectively. Despite the class level and the State involved, the result turned out to be the same.

Canale and Swain (1980) Theory of Communicative Competence

The theoretical frame work underlying this study is Canale and Swain (1980) theory for second language teaching and testing. Canale and Swain (1980) who were influenced by the works of Allen and Windowson (1975), Halliday (1970), Hymes (1967, 1968), Johnson (1977), Morrow (1977), Stern (1978), Wilkins (1976), and Windowson (1978) developed a more pedagogically influential analysis of communicative competence. Their theory became known as a theory for second language teaching and testing. At the initial stage, the theory had three components of competences (*linguistic, socio-linguistic, strategic*). Canale (1983) divided the socio-linguistic competence component into two thereby adding a fourth component (*discourse*). For Canale and Swain, communicative competence is the underlying systems of knowledge and skill required for communication. Knowledge refers to what one knows (consciously or unconsciously) about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual

communication (Canale, 1983). From this perspective, what language teachers need to teach is no longer just *grammatical* competence (grammatical competence entail the knowledge of lexical items, rules of morphology and syntax, sentence grammar semantics and phonology) but also *socio-linguistic* competence (which utterances are produced and understood appropriately in different socio-linguistic contexts), *discourse* competence (knowledge of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres), and *strategic* competence (knowledge of verbal and non-verbal communication strategies that may be used for compensating or enhancing breakdown in communication as a result of incompetent competence)(Canale, 1983).

To have a satisfactory theory of communicative competence they came up with the following guidelines for a communicative approach to second language teaching and testing.

- (1) Communicative competence is composed of grammatical, sociolinguistic, strategic and discourse competencies. The main goal of the communicative approach will be to facilitate and integrate the different knowledge for the second language learner without an overemphasis on one form of competence over the others.
- (2) A communicative approach should be based on and respond to the learners' communication needs. The various components of communicative competence (grammatical, sociolinguistic, strategic and discourse) should be integrated and taught in second language class and tested, taking into cognisance the age of the learner and the variety of the second language the learner is exposed to. The current emphasis on the grammatical component alone at the expense of the other components should be discouraged.

- (3) The second language learner should have the opportunity to engage in meaningful communicative interaction with highly competent speakers of the language.
- (4) At the beginning level of second language learner in schools there should be optimal use of the aspects of communicative competences the learners have acquired in their first language that are common to those skills needed in the second language.
- (5) The primary objective of a communication-oriented second language should be to provide the learners with the information, practice and experiences needed to meet their communication in the second language. The learners should also be taught about the culture of the people of the second language in their Social Studies class so that they will be equipped with the socio-cultural knowledge of the second language group to aid their understanding of utterances in the language.

Implication of Canale and Swain's Theory for Second Language Teaching and Testing

Canale and Swain (1980) theory have implication for second language teaching in the following areas: syllabus design, teaching methodology, teacher training and materials development. On syllabus design, they advocated for a functional approach to syllabus design at all levels of second language learning. With regard to teaching methodology, they opined that classroom activities should revolve around communication activities that learners are likely to be engaged in outside of the classroom. They advocated that the teacher in a second language classroom should be trained to have a high level of communicative competence in the second language. On the issue of materials development, they are of the view that functionally developed textbooks should be used for the teaching of a second language.

Canale and Swain (1980) theory have two important implications for second language

testing. Firstly, they suggested that communicative testing should not only be devoted to what the learner knows in the second language and how to use it (competence), but also the extent the learner is able to demonstrate his/ her knowledge of the second language in a meaningful communicative situation (performance). They believe that the commonly used paper and pencil test do not give a valid indication of second language learners' skills in performing in actual communicative situation.

Secondly, they argued that integrative test type and discrete-point test type should be used to measure learners' communicative competence. Discrete-point tests are developed on the assumption that language can be broken down into its' component parts and that those parts can be tested successfully. These components are the skills of listening, speaking, reading and writing, and various units of language (discrete points) of phonology/graphology, morphology, lexicon, syntax and discourse. Examples of discrete-point test items in language testing include multiple choice, true/false, fill in the blank, and spelling. Integrative language testing is based on the unitary trait hypothesis, which states that language is indivisible. This is in complete contrast to discrete-point methods which supports dividing language into specific components. Two common integrative language testing include cloze test and dictation. Cloze test involves taking an authentic reading passage and removing words from it. Which words remove depends on the test creator. Normally, it is every 6th or 7th word but it could be more or less or only the removal of key vocabulary. In addition, sometimes potential words are given to the student to select from or sometimes the list of words is not given to the student. The student's job is to look at the context of the entire story to determine which words to write into the blank space. This is an integrative experience as the students have to consider grammar, vocabulary, context, etc. to complete the assessment. Dictation is simply writing down what was heard. This also requires the use of several language skills simultaneously in a realistic context.

They however favour the discrete-point testing. They believe that discrete point test is more effective than the integrative test in making the learner aware of and in assessing the learners' control of the separate components and elements of communicative competence. They also stated that discrete-point testing is easier to administer and score in a reliable manner. They concluded by stating that while discrete-point testing is more suitable for assessing communicative competence, integrative test types are more suitable for assessing actual communicative competence.

Recommendations

Based on the points raised in this paper the following recommendations are made:

- (1) ESL teachers should use communicative language teaching approach such as the task-based language teaching and the cooperative language learning in class to encourage students' active participation in class.
- (2) ESL teachers should make use of other assessment strategies identified in this paper in conjunction with end of topic tests, assignments and examination to assess their students.
- (3) ESL teachers should make use of both achievement tests and diagnostic tests.
- (4) ESL teachers testing should not only be devoted to what the learner knows in the second language and how to use it (competence, but also the extent the learner is able to demonstrate his/ her knowledge of the second language in a meaningful communicative situation (performance).
- (5) ESL teachers should make use of both integrative test type and discrete-point test type to measure learners' communicative competence.

Conclusion

The teaching of English Language should be taken with all the seriousness it deserves using communicative language

teaching approach such as the task-based language teaching and the cooperative language learning, so as to involve the students in the teaching / learning process.

Language assessment is much more than simply giving a language test; it is the entire process of assessment. Indeed the ultimate goal of language assessment is to use all the different assessment strategies to better inform teachers on the decisions they make and the actions they take in the language classroom. A number of such decisions and actions may call for the use of language tests and other assessment strategies. In the language classroom, for example, teachers should use tests and other assessment strategies to determine the extent to which course objectives are being achieved, evaluate their performance, and reflect on the effectiveness of syllabus design and pedagogy. The appropriate types of tests and other assessment strategies that will assess all the four components of the communicative competences should be developed by language teachers and administered to the students. This paper has looked at the concept of assessment generally and from the point of view of language specialists. It has also looked at the different types of tests in the language curriculum and the contributions of Canale and Swain in Second language teaching and testing.

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The Issue of Language in Science Classroom: A Qualitative Study

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Abstract

This study was carried out to investigate the problem of language in science classrooms in public senior secondary schools in Ondo State, Nigeria. The qualitative research design was adopted. Ten science teachers (two per school; one each for Physics and Chemistry) were purposively selected. The instrument used was In-depth Interview Guide. Data were analysed using content analysis. From the analysis, it was revealed that students lack adequate proficiency to be able to participate actively in science classroom discussions. This also limited their understanding of science concepts taught them. Based on this finding, teachers should pay attention to pedagogic illocutions for improved students' understanding of concepts and classroom participation. It is, therefore, recommended among others that the teacher of science should use the simplest expressions in science lessons to make for easy understanding of concepts by the students.

Keywords: Language issue, Science instruction, Language proficiency, Active participation
Conceptual understanding

Introduction

The role of science in the development of the society is not quantifiable. Science provides a strong bedrock for technological inventions. The advancement recorded in communication, transportation, electricity, housing, agriculture, medicine and pharmacy could not have been possible without science. This, perhaps, explains why it is included in the curricula of schools at all levels of education worldwide. It is, therefore, imperative that science curriculum should be implemented by well trained and qualified teachers who are competent in the knowledge and methods of teaching it.

Language is the most common medium through which learners and educators interact in the Science classroom. Given this, parents, educators and learners need to understand that whether learners are studying literature, history or science; they need fundamental language skills to understand information and express their ideas on it. It is through language that learners are able to acquire skills that are essential in the workplace and for their livelihood (Oyekunle, 2021). Communication in science relies heavily on context reduced, cognitively demanding language, which has been identified as being particularly difficult for second language learners to acquire (Omilani, 2015). The importance of language in learning

and teaching Science cannot be underestimated. It is important for learners in developing their scientific knowledge, and for educators in understanding their learners' learning processes. But research has shown that the ways in which educators and learners use language in the classroom are complex and the effects, though considerable, are often highly subtle and not self-evident. Therefore it is important to develop what happens with language, why it happens and how it happens, since language is a tool that is used for expressing information and ideas. A variety of linguistic and non-linguistic modes are used for communication: listening and talking; reading and writing; discussing and arguing; narrating and describing; using actions, images and symbols—all of which are ways of signaling meaning and what linguistics term 'semiotics' (Lemke, 1998:88). Not only is language used by educators to communicate information to learners, language is necessary for the complete formulation of most concepts and principles. In science classrooms, one of the primary ways for learners to demonstrate knowledge and understanding of scientific ideas is through the use of language to express their conceptions of the ideas.

Ogunkunle (2017) supports the above assertion by stating that many of the learners' learning problems in science originate from an

inadequate knowledge of the basic vocabulary of the language of instruction.

In an analysis of recent studies on second language learning in science, Ajadi (2018) states that it is acknowledged that expecting learners to learn a new and difficult subject through the medium of a second language is unreasonable, giving them a double task of mastering both Science content and language. This double task entails the acquisition of two conceptually difficult and different skills at once – one being related to language, and the other to science content. This confirms what Olukokun (2013) asserts when he suggests that second language learners will acquire language and content most successfully when they are challenged cognitively but provided with contextual and linguistic supports.

The majority of learners (if not all) in Ondo State learn through a language other than their first language (primary language or mother tongue). In other words, they are experiencing schooling in a second language interaction. This results in poor academic performance because research indicates that using the learners' home language adds to the child's ability to perform satisfactorily and to communicate in the second language (Oyekunle, 2021).

Proficiency in conversational English is not the only prerequisite for English second language learners to master Science. They also need to be familiar with scientific English. According to Idika (2019), learners engage in both conceptual and procedural discourses by using a language. The difference between conversational language and scientific language is considerable, since according to her, the difference between everyday language and science or scientific terminology also leads to first language speakers learning a new language when learning science. Further, limited proficiency in the language of learning and teaching inhibits or restricts progress and overall achievement. Communication in the classroom is used to negotiate meaning, explain solutions, clarify misunderstanding as well as to verbalize (scientific) ideas and thoughts. All

scientific ideas, interpretations reasoning and thoughts are filtered through language in the classroom (Ubadiniru, 2017). Hence, Ubadiniru suggests that educators need to adjust their lessons according to the background knowledge and language skills because many of the textbooks presently in use take this variable for granted while demanding too much of the learners' reading skills. The implication here is that educators should look carefully at the text used in the textbook in order to identify vocabulary and concepts that might be difficult for learners.

Culture is also a critical determinant in shaping how learners speak and interpret words. Meanings of words are determined by the uses of words within a linguistic and cultural setting, and these settings are not the same in any two cultures. For instance, learners who are using English as their second language, like the subjects of the present study, need to learn words in English as well as the cultural background that gives words their English meaning (Oyekunle, 2021). To fully function in a particular language, one not only needs to understand the mechanics, such as grammar, but also to apply that language across various contexts, audiences, and purposes (Meyer, 2002:120). The above serves to explain why it has always been advocated that meaningful learning takes place in an environment that accommodates learners' home language since that awakens a variety of internal development processes that a child has acquired in his socio-cultural environment (Dewaele and Furnham, 2005). As a result, learners whose linguistic background is different from the one used in the classroom are likely to be marginalized by those who are proficient in the required language.

From the arguments alluded to above, it is evident that learners must learn science as a language as well as a discipline of knowledge. Both the language of learning and teaching and scientific proficiency is required for effective learning. Thus, if second language (L2) learners do not have access to the linguistic skills required for scientific argumentation, they will not be able to engage in the level of discussion

essential to scientific enquiry, and will have difficulty in scientific reasoning. The implication here is that L2 learners will find it difficult to use certain linguistic structures such as logical connectors and specialised vocabulary because discourse patterns common to Science such as compare/contrast, and problem/solution require a high level of linguistic ability. Thus cognitive development in Science is heavily dependent upon linguistic development. Thus, in the context of the present study, the researcher is of the opinion that learning science through English as a language of learning and teaching will inevitably lead to challenges of cognition.

The role that language plays in the classroom is not simple, and there are numerous ways in which the interaction between language and learning is important to the classroom educator. In Science, where so much of the work is concerned with describing observations, this becomes a special handicap. The language barrier would seem to be a very obvious source of difficulty since Science is hostile with unfamiliar technical words. What has been shown to be the case is that the technical terms present few difficulties as compared to familiar non-technical terms which learners understand (Oyekunle, 2021).

In most physics and chemistry classrooms in Ondo State, instruction is highly teacher-centred. The teacher dominates illocutions such that the students make minimal contributions or are not made to contribute at all and this becomes a problem. The teacher does all the talking, while the students are only to sit down, listen to the teacher and carry out instructions as directed by the teacher. Only the teacher talks in the classroom without the students participating (Olukokun, 2013). Students are just passive in classroom discourse. Students are not part of their own learning. They are involved only when the teacher wants them to do some class exercises or to answer oral questions, which are usually polar questions (Dewaele and Furnham, 2005; Ubadiniru, 2017). This tends to limit students' conceptual understanding of the subject matter. This has

been attributed to the fact that students, being L2 users of the English language, are not proficient enough in the language of instruction to contribute meaningfully to lessons.

It should also be borne in mind that language problems in science are not confined to second language learners only. Luk (2007) point out that the difference between everyday language and physics or chemistry terminology also leads to first language speakers learning a new language when learning science. The learning of a new language is in itself part of another social practice, so a learner learning science through a second language is trying to become initiated into two social practices at once.

Conceptual understanding is another challenge facing second language (L2) learners using English as a language of learning and teaching. Oyekunle (2021) maintains that variations in the language of learning and teaching affect concept attainment for learners. This is unfortunately what is happening in many English second language (ESL) classes. One does not have to have much first experience of schools in Ondo State to realise that such mechanical learning is a widespread phenomenon.

Statement of the Problem

The teaching-learning process of science is expected to be participatory. However, evidence has shown that the teaching-learning process of physics and chemistry in many public senior secondary schools in Ondo State, Nigeria is transparently skewed towards the teacher owing to language problem of pedagogic encountered by the students. Consequently, students are left to be passive listeners in class. Efforts to scale up students' conceptual understanding, classroom participation and academic performance in physics and chemistry lessons have focused largely on interventions through the use of interactive instructional strategies such as case study, constructivist-based and card sorting strategies, with less emphasis on investigating the constraints posed by language in the

teaching-learning process of science. This study, therefore, was carried out to investigate problems of language use in physics and chemistry classrooms in public senior secondary schools in Ondo State, Nigeria.

Research Questions

The following research questions were answered.

1. What are language problems confronting students in physics and chemistry classroom?
2. What are problems associated with conceptual understanding of physics and chemistry?

Scope of the Study

The study investigated the problems of language in physics and chemistry classrooms in Ondo South Senatorial District, Ondo State, Nigeria. The study covered 10 senior secondary two (SSII) science teachers and students in chemistry and physics classrooms in five public senior secondary schools two having science classes in Ondo South Senatorial District, Nigeria.

Significance of the study

Findings revealed the problems of language among students in science classrooms. It also revealed the problems of conceptual understanding arising from language difficulty experienced by the students. This study has also contributed to the existing body of knowledge on how to improve classroom participation in the science classroom. Finally, curriculum planners will benefit in the sense that they would see the need to design science programmes which accommodate linguistic challenges faced by English as a second language learners in science lessons.

Methodology

The study adopted the qualitative research design. The participants were 10 science teachers (five for Physics and five for chemistry in five public senior secondary schools in Ondo State. The instrument used in

the collection of data was in-depth interview guide. During the interview process, the trained research assistants discussed with the teachers. Data collected were analysed using thematic analysis.

Results

Thematic Analysis of In-depth Interview

In-depth interview was held with five experienced chemistry and physics teachers. Their responses are thematically analysed as follows:

Research question one: What are language problems confronting students in physics and chemistry classroom?

On language problems in science classrooms, all the teachers interviewed unanimously identified the language problems in science classrooms as students' inability to convey ideas and thoughts in simple correct English.

According to one of the teachers, "*low proficiency of students in English makes them to find teachers' explanations difficult to understand*" (**Teacher O**).

"*Students' deficiency in English reflects in their inability to express their thoughts and ideas clearly and correctly*" (**Teacher S**).

Research question two: What are problems associated with conceptual understanding of physics and chemistry?

Students' poor conceptual understanding of concepts and classroom participation in physics and chemistry.

It was reported that: though scientific terms and concepts are rich, they are at the same time knotty and dense, which students' often find difficult to comprehend.

"*Many concepts in physics and chemistry do not have equivalents in the local language of students, hence students often face difficulties of comprehending technical jargons in physics and chemistry lessons*" (**Teacher J**).

Another problem is that students lack conceptual understanding of the topics taught despite being able to memorise formulae and solve numerical problems in science, hence, they often code-mix and code-switch English with Yoruba.

"In the teaching and learning process of physics and chemistry, code-mixing and code-switching of English with indigenous language of the students are often adopted for effective teaching and learning and improve classroom participation of students." (Teacher F).

"I had to code-switch and code-mix English language with the student' language of immediate environment to achieve conceptual understanding even though it contradicts language policy provisions on medium of instruction at this level of education" Teacher A.

"Lack of proficiency in the medium of instruction is the main contributor to poor learner understanding of science concepts. The language used in teaching and learning of science is the English language in which most learners are not proficient, hence, it becomes a hindrance in their understanding of science concepts and processes. It also inhibits their active participation in lessons". Teacher M.

"Students also have problem as a result of the fact that English language is the medium of instruction. They could have performed better if their mother tongue is used or at most if code-mixing and code-switching is allowed. So, they find the concepts taught in the lesson difficult to understand, due to poor English language background." Teacher F.

It could be inferred from the views of the teachers interviewed that the major issues identified on in physics and chemistry teaching and learning at public secondary schools in Ondo State was the problem faced by students in coping with scientific terminology, and in expressing ideas in their own words due to their generally low proficiency in English.

The students on their part, also confirmed that the only way they participate in science lessons is by listening to teachers' explanations and ask questions where they do not understand.

"I always listen attentively in physics and chemistry lessons, but I don't always take part in discussion in class because I find some terms in physics and chemistry difficult to understand". Student A.

"I listen to my teacher as he explains concepts in physics and chemistry lessons" I often find it difficult to involve in discussions in physics and chemistry because I find it difficult to use the language". Student B.

" I listen to my teacher and ask question for clarifications. I also keep quit in class whenever I no longer understand what the teacher is talking about." Student O.

The conclusion from the responses of the students is that they could not use language beyond for answering and asking questions. The implication is that when students did not participate actively in class discussions or had limited participation such as in asking and answering questions only, they become passive and the illocutions become teacher dominated. The likely consequence is that the quality and quantity of learning will be very low. As a result of this, the students might not perform well in public and external examinations in physics and chemistry.

Discussion of the Findings

Language Problems in science classrooms

Findings from In-depth interview revealed that the language problem faced by students in science classrooms include coping with scientific terminology, and in expressing ideas in their own words due to their generally low proficiency in English. A general consensus of opinion of the science teachers interviewed was that "lack of proficiency in the medium of instruction is the main contributor to poor learner understanding of science concepts. The

language used in teaching and learning of science is the English language in which most learners are not proficient, hence, it becomes a hinderance in their understanding of science concepts and processes. It also inhibits their active participation in lessons" According to the teachers, *'low proficiency of students makes them to find teachers' explanation difficult to understand. In the same vein, students' deficiency in English reflects in their inability to express their thoughts and ideas clearly and correctly. Teachers had to code switch and code mix English with the students' local language before they could understand concepts taught in science.'*

This is not surprising because science is taught in English and English is a second language to all the learners in Ondo State. Olukokun (2013) state that learning in a second language is considered challenging when learners experience difficulties in deducing the meaning of science language.

Problems of conceptual understanding in science classrooms

Teaching science in a foreign language results in learners' problems of understanding concepts taught. Similarly, Brock-Utne B (2004) observes that the problem is worsened if the science teachers are not proficient in English. Teaching science in English to second language English speaking learners negatively affects the learners' performance (Ofulue 2011).

Underlining the problem of language in science teaching and learning, Hamre and Planta (2007) also state that learners' lack of proficiency in the medium of instruction is the main contributor to poor learner performance at school. If the language used in teaching and learning of science is the language learners are not proficient in, then it becomes a hindrance in their understanding of science concepts and processes.

Conclusion

This study set out to analyse the language problems in English as a second language science classroom in Ondo State.

From the analysis, it was revealed that students lack adequate proficiency to be able to participate actively in science classroom discussions. This also limited their understanding of science concepts taught them.

Recommendations

1. In science lessons, students should be made to use language for a variety of activities like supporting or disagreeing with teachers' explanation, giving their own examples of concepts discussed, verifying facts, drawing conclusions and making generalizations. This will make science lessons to be interactive.
2. Science lessons should be conducted in such a way that students are given opportunities for use of language in making contributions to lessons as a way of improving the quality of learning.
3. The teacher of science should use the simplest expressions science lessons to make for easy understanding of concepts by the students.

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Using Technology for Multilingual Learning: Challenges and Opportunities

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Abstract

This study examined how language provisions in the National Policy on Education, particularly in making pupil/student a multilingual, could be achieved through the use of technology. It discussed language contents and language as a medium of instruction in the current NPE through content analysis. It explored how language policy in education could develop from statement of intents to practice by harnessing technological resources. In addition, language configurations and factors militating against language learning in schools generally were studied through review of existing literatures. The study concluded that we must see technology only as a supporting tool for multilingual learning not as an overriding means by which language teachers would be rendered unwanted in language teaching and learning situation.

Keywords: Education, Language Learning, Multilingual, Technology

Introduction

Nature of Language

As rightly claimed by Lyon (1981) that definitions of language are not difficult to find and the fact remains that different definitions have been put forward to explain the concept

Before defining what language is, let us consider this extract from Barbara Strang (1979) “Sir, English is a living of people, community or society. It is an important human heritage and critical to human existence. It is language. Meanings change, and dictionary cannot always keep pace with current usage. If the majority of English-speaking people use the word sophisticated to describe something which is highly refined, then that is its meaning”.

From the paragraph above, one would subscribe to the opinion that language exists within a social group that cooperates. This could be found in Blosh and Trager (1942) that a language is a system of arbitrary vocal symbols by means of which a social group cooperates. Also, they claim that language is a non-instructive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols.

Omoike, Alufohai and Idiakhwa (2020) define language as 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 system of vocal auditory patterned sound units and assembled according to set when interacting with the experiences of its users. He concluded that language is a tool that is intimately used by man in all his daily activities.

Crystal (1977) reveals that the importance of language in the life of individuals has been well-documented over the years. This is in spite of the fact that language was never created, in the strict sense of the word creation, when other things were created. Yet, language has found its way into existence and has become so central to development, advancement, civilisation, education, science and technology, without which it will be impossible to talk of civilisation.

eSchoolToday.com states that language has been indicated as one of the six basic needs (sunlight, water, air, food and habitat) that all living things, including man have. Kolawole (2016) says that language is indispensable to man because it helps man to give expression to himself and fully explore his environment to his advantage.

Looking at the above definitions of language, one would find out that there are some

terms that really indicate what the concept or nature of language is. Some of these terms are:

Language as a Vocal Symbol: the term, as used in one of the definitions, means that the primary medium of language is sound which is produced by exhales air that comes from the lungs, passes the vocal cavity, the mouth and the nasal cavity. What this is telling us is that writing systems are attempt to capture sounds and meanings on paper. It is on this premise that language teaching gives credence to the sharpening of the organs of speech through the use of tongue-twister. They believe that language is spoken. So, the spoken aspect of language, Yoruba specifically is emphasized particularly to children. In relation to this, the Yorubas put attention on teaching the oral aspect of the language. For example: *opolopo olopolo ko mo pe opolo l'opolo l'opolo* (Many intelligent people do not know that frogs have a lot of intelligence.)

Language as a Peculiar Human Feature: one could deduce from these definitions that language is a set of human habit. That is, human uses language to express feelings, ideas and thought. This explains to us that language is possessed by human beings and it is quite different from the communication systems that animals use. William (2014) narrated that in the 1930s Winthrop and Luella Kellogg acquired a seven-month old chimpanzee Gua, which they brought up like a human child, alongside their own son. Although, Gua was able to understand over 70 words, she never spoke. Another story reveals that in the late 1940s, Keith and Cathy Hayes acquired Viki, who they attempted to teach English. Despite intensive coaching over a period of three years, she learnt to say just four words- mama, papa, cup and up- though she was able to recognise around 100 words. The reason for their inability to speak has been attributed to physiological reasons. They were incapable of articulating the range of sounds of human language.

Nigeria as a Multilingual Country

There is no one size fits all explanation about the nature of multilingualism. It has been a common denominator in heated discussions among sociolinguists (Gass&Glew, 2008; Larrissa, 2019) on how best to explain it as an individual (the acquisition and use of several languages by an individual) or societal (context, circumstances, order, manner and routines of use of languages in different kinds of communities, organizations and groups) phenomenon.

For this reason, this study would not attempt to further complicate already over-flogged concept rather describe it from existing definitions and answer the question, what kind of person a multilingual is? Multilingualism was explained by Larrissa, (2019) as:

'presence of a number of languages in one country, community or city';

'the use of three or more languages';

'the ability to speak several languages'

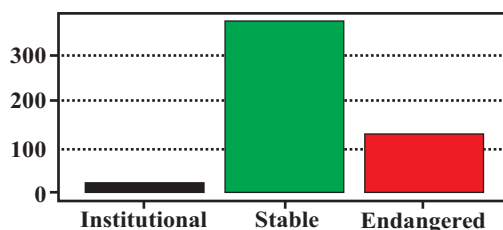
In addition, Adetokun (2022) explains that multilingualism is the ability of an individual to speak multiple (or many) languages. He proceeds that this predominantly is as a result or form of language contact and it arises in societies where different languages co-exist in specific patterns. It is the current linguistic phenomenon globally. In other words, many nations for some fundamental factors now fit into multilingual classification. Nigeria is a good example of a multilingual nation because, according to Ethnologue, she has more than 500 languages. The term "multilingualism" can refer to either the language use or the competence of an individual, or to the language situation in an entire nation or society. It means the use of more than one language, or to have "competence in more than one language."

Multilingual scholars are said to be responsible for the translation of Arabic and Greek texts into Latin and the transmission of learning in the Middle Ages. They could be speakers of a minority indigenous language. Multilingual are immigrants who speak their first language(s) as well as the language(s) of

their host countries. To Li (2008), multilingual is “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading).

Voloshina, (2019), claimed that Nigeria has the highest number of languages in sub-Saharan Africa and there are, according to Kame, (2012), 400 languages of which about half of the 88.5 million people in the country speak three languages — Hausa, Igbo, Yoruba. While 10 per cent of the population are people who speak other languages like Kanuri, Ibibio, Efik, Tov, Ijo, Edo, Fulfulde, Urhobo, Nupe, Igala but at the same time understand and use one of the three main languages as an auxiliary language. But an analytical study carried out by a scholar on the language situation in Nigeria revealed that only 22 of languages in Nigeria are institutionalized, 80 developing, 358 are vigorously undergoing changes, 20 are endangered and 42 are gradually going into extinction.

Ethnologue (2022) reported that Nigerian language situations is represented in the graph below



Source: <https://www.ethnologue.com/vitality/NG>

The dark green interprets to mean developed language which signifies that it is used and sustained by institutions beyond the home and community. The light green means that the language is not being sustained by formal institutions but it is still the norm in the home and community. The red simply connotes that it is no longer the norm that children learn and use again.

Language Configurations and Learning in Multilingual States: Nigeria in Focus

Obayan (2020) wrote that there are relatively five language configurations in the African context, but this study will discuss just four;

Monolingual Nations - using the mother tongue as language of education mainly in basic education with a second (international) language at higher levels, coupled with the teaching of a foreign language- usually English or French

Highly Multilingual Countries - the language community uses language as an object (tool for promoting learning) in early schooling, replaced later by an official language, as it reverts to subject, and the introduction of French or Arabic as foreign language.

The Maghreb: well established use of Arabic at all levels of education, with French as second language; complicated with a growing demand for English and political pressure for the promotion of KABILI

Straight for Official Language Nations: French/Portuguese/Spanish remain the sole language of and in education. This is common in most of Francophone and Lusophone Sub-Saharan countries

Nigeria is a multilingual state, (Ikonne & Enwere, 2021) with English as its official; the language of education, mass communication and administration, the law court etc. There is no how one would talk about language teaching, particularly in a multilingual country without talking about language policy. This is because in every multilingual nation, according to Elana (2006) there have always been those groups and individuals who want to control and manipulate language in order to promote political, social, economic and personal ideology. Not only that, in a multilingual country, language is used mostly to create group membership

(US/THEM), to demonstrate inclusion or exclusion, to determine loyalty or patriotism, to show economic status (HAVES / HAVE NOTS) and classification of people and personal identities.

The teaching of language in Nigeria has always been confronted with issues on the preferred languages that should be used, where, when and by whom. Teaching language was adequately captured in Spolsky's (2007) when he explained the concept of language practices, belief and management.

Also, language teaching reflects in matters related to language policy in education, a mechanism used to create language practices in educational institutions, especially in centralised educational systems like that of Nigeria. It helps to make decisions in the specific contexts of schools and universities in relation to mother tongue, foreign and second languages. The decision often includes issues such as:

Which language(s) to teach and learn in school?
When (at what age) to begin teaching these languages?
For how long language (number of years and hours of study) should be taught?
By whom and for whom? (who is qualified to teach and who is entitled or obligated to learn)?
How? (Which methods, materials, test should be used?)

However, Akinsola, (2022) narrated that the National curriculum conference of 1969 resulted in the National Policy of Education where language teaching was given attention. He pointed out that the policy has gone through developmental stages right from when it was first published in 1979, revised in 1981 (2nd Edition), 1988 (3rd Edition), 2004 (4th Edition), 2007 (5th Edition), 2013 (6th Edition). Akinsola (2022) concluded that the current educational policy (6th edition) has 10 sections. In this study, authors will talk on where language teaching and learning is emphasised in the document.

- ❖ **1 Year of Pre-Primary Education**
Medium: Mother tongue or language of the immediate community.

- ❖ **9 Years of Basic Education**Content
(Primary Education Year 1 to 3): English Studies; One Nigerian language; Arabic (Optional)Content
(Primary Education Year 4 to 6): English Studies; One Nigerian language; French language; Arabic (optional)Content (3 Years of Junior Secondary Education): English Studies; One Nigerian language; French Language; Arabic (Optional)
Medium Year 1 to 3 – Mother tongue or language of the immediate community
Year 4 to 6 – English language
3 Years of Junior Secondary Education – English language
- ❖ **Post Basic Education**
Core language cutting across all the fields (the fields are Science and Mathematics, Technology, Humanities and Business Studies): English language;

Content in Relation to language Humanities:
French; Arabic; Any Nigerian Language
Medium: Exclusively English

The policy actually unreliably discussed the concepts of 'official language', 'majority language' minority language and 'indigenous language. And these acts have brought confusions to the successful learning of language particularly in a multilingual state like Nigeria

From Language Policy to Field Practices: Technology to the rescue for Multilingual Learning

Learning, according to Literature.freesevers.com (2020), is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. It states that teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning. Technology is very much part of language learning throughout the world at all different levels (Obayan, 2020). It recently, has given room for a societal evolution which

Foirillo (2018) called the Fourth Industrial Revolution (4IR) and has really influenced language teaching and learning. Undoubtedly, we can uphold Makinde, Makinde & Shorunke (2013) call that technology is needed to achieve the purpose of language teaching, and indeed of any educational process, and to enhance the human and social development of students and their broader community. While Makinde, Adetokun & Abbass (2020) have suggested before now that government, institutes and associations should support the use of technology to teach language as they realized in their study that employing technological process in the teaching of language creates opportunity for learner-centred approach which brings about positive attitude to learning. Researchers like Ajetomobi, 2019; Makinde, Adetokun & Hunpegan 2021; Olorunfemi, Oladimeji & Oladimeji, 2020; Makinde, Adetokun & Abbass, 2020) have justified the importance of using technologies to teach language before and during COVID-19.

Obayan (2020) put it that technology has contributed to the world of work from three angles: the worker which is the (teacher), the workplace (school) and work methods (teaching method). The worker is now a mind-worker whose competencies must include ICT-versatility. The workplace which is a fix physical office is no longer the sole operational venue. Work methods have become internet-driven in which hard copies have been transformed into soft copies.

Certainly, language teaching and learning according to Akinsola (2022) is said to be confronted with different barriers before the dominance of technology. They are; Attitudinal factors, Political, factors, Resources- related factors and Policy – related factors

Complexity of the Nigerian linguistic environment (That is, the multiplicity of languages)

The use of technology in multilingualism has been adequately captured under contemporary multilingualism (Cenoz, 2013). Contemporary multilingualism is driven

by technological innovations. In the past, multilingual learning was often limited to writing, and mail was slow but because of the Internet, multilingual communication is multimodal and instantaneous. Also, multilingualism is not limited to geographically close languages or to specific border areas or trade routes. It is now a more global phenomenon spread over different parts of the world due to technology.

The Challenges

Despite different praises attached to the use of technology in language teaching and learning, some studies have identified some challenges which accompany it. Makinde (2021) outlined some challenges attributed to the use of technology when he delivered a keynote address at the English Teachers' Association Conference in Port-Harcourt. The challenges he identified include:

- i. network problems
- ii. slight difficulties in using educational tools by language learners to facilitate learning
- iii. reluctance of pupils in doing their assignments and performing online tasks
- iv. high rate of distraction as a result of environmental factors and poor online teaching management.
- v. inappropriate input of information, erroneous feedback, frustration with software and hardware

Adetokun (in progress) is currently investigating the use of technology in form of games to enhance the learning of indigenous languages in Nigeria. He has found out so far in his study that depending largely on extrinsic motivators in games to modify students' behaviour is bad because the habit created during the gamified process may not sustain once the extrinsic reward is gone.

Harnessing Technological Resources in favour of Multilingual Learning

The advantages of technological resources in language as the British Council wrote include:

“Writing: technology in the form of word processors allows us to work at the language. We go through a process of creating and re-creating text until it is fully comprehensible to others and is accurate. We can create a draft, show it to others and, based on feedback, can make changes to improve the text. The tools can also help us by showing our spelling or grammar needs work, too. Technology makes this much easier and makes it more likely that learners will engage with the editing process to produce the highest-quality text that they can. This writing can then be displayed for others to look at and comment”.

“Listening-Speaking: linking classes around the world, using tools such as video conferencing, can give a reason for a learner to ask question and then try to understand the response. It might also provide support for the teacher. It mediates the process, getting language out there and giving feedback that shows whether someone has or has not understood what you have said”.

“Project work: getting learners to do some work about topics that are of interest to them, or topics that are taught in other parts of the curriculum is a great way to improve their skills. Technology makes this possible whenever you are in the world”.

On the other hand, Makinde (2021) testified during his address at the English Teachers' Association Conference that the usefulness of technology in developing learning materials cannot be underrated. He cited the recently concluded early grade readers; *Jẹ́ ká kàwé* for Nigerian pupils as a product of technology. He claimed that writers of the books converged on the internet through Zoom Meeting, WhatsApp platforms to develop stories that are suitable for primary 1-3.

Recommendations/ Conclusion

Multilingualism can refer to either the language use or the competence of an individual, or to the language situation in an

entire nation or society. It means the use of more than one language, or to have competence in more than one language.

Nevertheless, the fact remains that we must see technology as a SUPPORT for multilingual learning because of its potentials for enhancing effectiveness of teaching and learning. Therefore, teachers are still in charge and as well as in complete control of the teaching process. It is on this premise that this study puts it forward that we must not relegate teachers to the background because it is natural that teachers' pedagogical skills remain viable tools in promoting meaningful learning.

The influx of technology in teaching and learning of languages is a continuous thing and limitless. So, language teachers must continue to search for technology that would meet specific needs especially in a multilingual nation.

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Psycho-Social Factors as Correlates of Students' Achievement in English Summary Writing in Osogbo Local Government Area, Osun State

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Abstract

The study investigated psycho-social factors as correlates of students' achievement in English summary writing in Osogbo Local Government Area of Osun State. The study adopted the descriptive research design of the correlational type. Ten senior secondary schools were randomly selected from fifteen (15) public senior secondary schools in Osogbo Local Government Area of Osun State. Twenty (20) SS II students were selected from each school making a total of 200 students that participated in the study. Three instruments were used for data collection for the study: Questionnaire on Summary Writing Anxiety ($r=0.81$), Summary Writing Achievement Test ($r=0.78$) and Questionnaire on Peer Influence on Students' Summary Writing ($r=0.76$). Data collected were analysed using Multiple Regression and results were interpreted at 0.05 level of significance. The result revealed that there is positive, non-significant relationship between peer influence ($r=0.030$; $p>0.05$) and writing anxiety ($r=0.034$; $p>0.05$). The result revealed that when pulled together, the two independent variables had no significant contribution to the prediction of students' achievement in English summary writing ($F_{(2, 238)} = 0.221$; $p > 0.05$). The result revealed the relative contributions of peer influence ($\beta = 0.026$, $t = 0.402$), while the relative contribution of writing anxiety ($\beta = 0.032$, $t = 0.484$) was not significant to the prediction of students' achievement in English summary writing. Based on the findings of the study, it was recommended that government should organise seminars, workshops and conferences for English language teachers on how they can teach summary writing aspect of the subject better. Parents and teachers should ensure that students associate with peers who have positive attitude to education and particularly, learning of English summary writing.

Keywords: Peer influence, writing anxiety, achievement, English language, summary writing

Introduction

Summary writing is a highly complex, recursive reading-writing activity. That is, summary writing establishes the connection between language skills, especially the reading and writing skills (Akinsowon, 2016). According to Langan (1993), 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 is brief statements that represent the condensation of information accessible to a subject and reflect the gist of the discourse (Hidi and Anderson, 1986). The ability to identify and select important information such as the main ideas in the text is vital in producing a successful summary. Moreover, the writer should make sure that any main idea should not be lost and that the content of the original text should not be changed (Kim, 2001).

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 of the English language curriculum for secondary schools. The basic objective for teaching summary in the Senior Secondary School Curriculum are as follows: 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 passages (FME, 2008).

Summary writing is closely related to comprehension because it requires the ability to extract or construct the gist of a text (which is the goal of comprehension), summary writing is more complex because it is a technique that enhances comprehension and retention of a written discourse (Kolawole, 2000; Ashade, 2008; Aniga and Ellah, 2010). Therefore, summary writing requires a deeper processing of the text and presentation of the answers in

students' own words and these constitute some of the problem areas for students in English language examinations. Rinehart and Thomas (1993) state that writing an effective summary requires reflection and decision making. Summary writing is one of the aspects of English language that is taught and learnt in Secondary schools.

It 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 assess students' ability to read, comprehend and retain the gist of the written text (Obasa, Alamu and 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. 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.

Summary writing is an important skill 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 an evidence of effective language use (Fakeye 2017). Ojedokun (2010) notes that students need summary skills to confirm that the different information gathered from books, lectures, seminars, laboratories, discussions etc. forms part of their knowledge and can be recalled when needed. Aragoni (2011) observes 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 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 slightest knowledge of it. All these point to the fact that

summary skills are important for instructional and transactional use of the English language.

The main objective of teaching summary writing skills is to demonstrate the comprehension of a text by giving the basic ideas or gist of a passage, it must however be done in the writer's own words. The teaching of summary writing requires that teachers should guide the students to effectively capture an author's main ideas in a few well-chosen words to form a representative detail of the original passage. When students do not understand the passage given, it becomes hard for them to distinguish between main ideas and supporting details, and this confusion hinders quality summary writing. Writing summary entails, the ability to recognise the main ideas of a passage and being able to retell those ideas in a few sentences (Olagbaju, 2019).

Considering the importance of summary skills to students' success in examinations, independent study and everyday use of the English language, it is disturbing that many students still do not perform well in this aspect of English language examination (Olagbaju, 2019). This problem has been attributed to factors such as inability of students to read or comprehend the passage very well, the nature or genre of the text, poor vocabulary and sentence structure, mindless lifting, text length, poor attitude to summary writing, inability of students to write answers in their own words and in grammatically correct sentences, among others (Olagbaju, 2005).

Nambiar (2007) asserts that summarizing is a difficult and cognitively demanding task. It is not an easy task to acquire because it involves the ability to conceptualise material in which the learner must be able to move from the specific and local to general or macro. In addition, they should present the information they have gathered in a clear and concise manner. Norisma, Sapiyan and Abdullahi (2007) found that students generally used the copy-delete strategy in summarizing where they copied sentences from the source text. Normah (2009) said that teachers reported students' inability to differentiate between main

ideas and supporting ideas in the summary text. The students also had difficulty in using their own words in writing their summaries.

As a way of addressing this problem, Olagbaju (2005), Akinsowon (2016), Oni (2014) and Olagbaju (2019) conducted studies on efficacy of teaching strategies such as partner reading, paragraph shrinking and scaffolding in relation with summary writing. Fakeye (2017) also conducted research on psychological factors as predictors of students' achievement in summary writing. All these studies gave useful contributions to the teaching and learning of summary writing but with less attention paid to psycho-social factors as correlates of students' achievement in English summary writing.

Literature has linked peer influence and writing anxiety with students' achievement in Literature in English (Omobowale, 2016) and they have also been linked with English grammar (Amore, 2016) but with less emphasis on summary writing, especially in Osogbo Local Government Area of Osun State. Peers play a significant role in the social and emotional development of adolescent (Allen, **McGarland** and Elhaney, 2005). A peer could be anyone a student looks up to in behaviour or someone who a learner thinks is equal to his/her age or ability (Hardcastle, 2002).

Peer pressure can also help to challenge or motivate one another to perform better in school subjects (Okorie, 2015). Research has shown that influences from peer group could be something stronger than that of the parents when there is need to make decisions (Arnett, 2010). Omobowale (2016) asserts that peer group provides a forum where teenagers construct and reconstruct their identity; this identity may be towards achieving academic excellence and being the best or otherwise. Research has shown that students who associate with friends who have positive attitude to education always develop satisfaction towards school but students who associate with friends with negative attitude to schooling reduces their interest in schooling.

Peer influence is a strong factor that could determine the behaviour, attitude and

even the extent of what a learner can achieve in school subjects. A student can learn by discussing with peers and possibly be affected by their personality and attitude towards learning (Zaki, Thabet and Hassan, 2014). There are several students who have excelled through peer influence. Scholars are of the opinion that peer tutoring often result in academic, emotional and social gains for the students involved. The interaction among peers is normal and essential part of the learning process that influences the lifelong learning habit of students (Zaki, Thabet and Hassan, 2014).

Writing as a communicative activity imposes great difficulties on learners of English as Second Language. Writing anxiety is also known as writing apprehension or blockage. According to Fakeye and Ohia (2016), writing anxiety is a negative and apprehensive feeling a learner has whenever such learner is given a writing task. Lee and Krashen (2002) describe writing apprehension as anxiety about writing. Writing apprehension is the measure of anxiety about writing that outweighs the projected gain from the situation (Singh and Rajalingam, 2012). Ibrahim and Noor (2011) view writing apprehension as a subjective complex of attitudinal, emotional and behavioural interaction which reinforces each other. Students that are apprehensive while writing may misinterpret questions, may not have enough points to write, may not be able to present their points logically and if they do, they may lack correct expressions to put their points across (Fakeye and Ohia, 2016). According to Ahmed (2010), writing anxiety negatively influences learners' motivation and academic achievement. It also influences learners' attitudes towards writing.

Apart from peer influence and writing anxiety, there are other psycho-social variables such as self-efficacy and student-teacher interaction. Self-efficacy is the confidence a person has in his/her own ability to achieve intended results. It is the measure of one's own competence to complete tasks and reach goals (Ormroid, 2006). Bandura (1989) defines self-efficacy as a multidimensional construct that is

fundamental to the social-cognitive approach and conceptualizes individuals as being agentic, purposeful, proactive, self-evaluative and self-regulatory. Bandura views self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks and challenges. It is a motivation for both learning and performance.

Students with high self-efficacy (people who believe they can perform well) are more likely to view difficult tasks as something to be mastered rather than something to be avoided. Self-efficacy beliefs affect what students do by influencing the choices they make, the effort they put in their work, the persistence and perseverance they exert in the face of adversity, and the anxiety they experience. A student's personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them (Bandura, 1991).

The interaction between teachers and students can affect teaching and learning, including regulation, classroom disciplines, the use of approaches and methods of teaching and learning in the classroom. Indeed, many researchers have emphasised teacher interaction with students as an essential factor to be established in teaching and learning process. An active part in the classroom to portray teacher caring and creating a positive learning environment to support student learning in essay writing (Haron and Said, 2014).

Many studies have shown that peer influence and writing anxiety are strong determinants of students' achievement in Mathematics, Economics, Biology, Literature in English and other aspects of the English language but to the best knowledge of the researcher, these two factors have not been significantly linked to English summary writing, especially in Osogbo Local Government Area of Osun State. Therefore, this study investigated psycho-social factors as correlates of students' achievement in English

summary writing in Osogbo Local Government Area of Osun State.

Statement of the Problem

Summary writing is an important skill 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 evidence of effective language use. However, studies have shown that students have poor summarisation skill and this account for their poor performance in English language examinations. As a way of addressing this problem, scholars have carried out studies on efficacy of teaching strategies such as partner reading, paragraph shrinking, scaffolding and psychological factors as predictors of students' achievement in summary writing. All these studies gave useful contributions to the teaching and learning of summary writing but with less attention paid to psycho-social factors (peer influence and writing anxiety) as correlates of students' achievement in English summary writing. Literature indicates that there is a strong link between psycho-social factors and students' achievement especially in the areas of mathematics, sciences, Literature in English and other aspects of English language such as grammar and comprehension. The link of these variables and students' achievement in summary writing has not received much research attention. Therefore, this study investigated psycho-social factors as correlates of students' achievement in English summary writing in Osogbo Local Government Area of Osun State.

Research Questions

1. What relationship exists between independent variables (peer influence and writing anxiety) and students' achievement in English summary writing?
2. What is the relative contribution of independent variables (peer influence and writing anxiety) and students' achievement in English summary writing?

3. What is the joint contribution of independent variables (peer influence and writing anxiety) and students' achievement in English summary writing?

Significance of the Study

By revealing the relationship among psycho-social factors (peer influence and writing anxiety) and students' achievement in English summary writing. This study will guide English language teachers on identifying factors that could enhance students' achievement in summary writing. Also, the study add to the pool of research on solution to poor performance of students in summary writing and English Language.

Methodology

The study adopted the descriptive research design of the correlational type. Ten senior secondary schools were randomly selected from fifteen (15) public senior

secondary schools in Osogbo Local Government Area of Osun State. Twenty (20) SS II students were selected from each school making a total of 200 students. In all, a total number of 200 SS II students participated in the study. Questionnaire on Summary Writing Anxiety, Summary Writing Achievement Test and Questionnaire on Peer Influence on Students' Summary Writing were subjected to face and content validity to ascertain clarity, relevance and adequacy. To ascertain their reliability, the instruments, were administered to 50 students who were not part of the study. Questionnaire on Summary Writing Anxiety (r=0.81), Summary Writing Achievement Test (r=0.78) and Questionnaire on Peer Influence on Students' Summary Writing (r=0.76). Data collected were analysed using Multiple Regression.

Results

Research Question 1: What relationship exists between independent variables (peer influence and writing anxiety) and students' achievement in English summary writing?

Table 1: Showing the Correlation Matrix of the Independent Variables and Students' Achievement in English Summary Writing

Variables	Mean	S.D	1	2	3
Summary Achievement Test (1)	15.69	6.089	1		
Peer Influence (2)	53.31	8.566	0.030 0.648	1	
Writing Anxiety (3)	45.25	12.888	0.034 0.596	0.107 0.096	1

Table 1 shows the relationship between the independent variables (peer influence and writing anxiety) and students' achievement in English summary writing. The result reveals that there is positive, non-significant relationship between peer influence (r=0.030; p>0.05) and writing anxiety (r=0.034; p>0.05). This implies that peer influence and writing

anxiety are not related to students' achievement in summary writing.

Research Question 2: What is the joint contribution of independent variables (peer influence and writing anxiety) and students' achievement in English summary writing?

Table 2: Summary of Regression Analysis of the combined Independent Variables on Students' Achievement in English Summary Writing

R =0.043 R Square = 0.002 R Square (Adjusted)= 0.007 Standard Error of Estimate= 6.10921						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.528	2	8.264	0.221	0.802
	Residual	8882.750	238	37.322		
	Total	8899.278	240			

Table 2 indicates the joint contribution of the independent variables (peer influence and writing anxiety) to the prediction of students' achievement in English summary writing. The result reveals that when pulled together, the two independent variables had no significant contribution to the prediction of students'

achievement in English summary writing ($F_{(2,238)} = 0.221; p > 0.05$).

Research Question 3. What is the relative contribution of independent variables (peer influence and writing anxiety) and students' achievement in English summary writing?

Table 3: Regression Analysis of the Relative Contribution of Independent Variables to Students' Achievement in English Summary Writing

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.723	2.729		5.140	.000
Peer Influence	.047	.046	.026	.402	.688
Writing Anxiety	.029	.031	.032	.484	.629

Table 3 shows the relative contribution of the independent variables (peer influence and anxiety) to the prediction of students' achievement in English summary writing, as expressed in Beta weight. The result reveals the relative contributions of peer influence ($\beta = 0.026, t = 0.402$), while the relative contribution of writing anxiety ($\beta = 0.032, t = 0.484$) was not significant to the prediction of students' achievement in English summary writing. This implies that peer influence and writing anxiety did not predict students' achievement in English summary writing.

writing anxiety and students' achievement in English summary writing. This may be because students were asked to summarise individually and not as a group that was why there was no peer influence. Also, it may be because they tried to avoid writing anxiety so as not to misinterpret the questions, they avoided not having enough points to write and not being able to present points logically. This finding is in line with Oloyede and Olatoye (2005) who revealed that there was no significant relationship between peer influence and students' academic achievement. Fowler and Kroll (1980) also reported that there was no relationship between writing anxiety and grades. This finding is against the finding of Onwuegbuzie, Bailey and Daly (2000) also reported that the higher the

Discussion of Findings

Table 1 revealed that there was no significant relationship among peer influence,

level of writing anxiety, the better the students' performance in writing.

Table 2 revealed that there was no significant joint contribution of peer influence and writing anxiety on students' achievement in English summary writing. Peer influence and writing anxiety did not contribute to students' achievement in English summary writing. This may be because students knew the importance of English summary writing and they tried as much as possible to avoid what could make them perform below expectation in this aspect of the English Language. This finding is supported by the finding of Omobowale (2016) who revealed that there was negative relationship between peer influence and students' achievement in Literature in English. This finding is contrary to the finding of Oduwole (2016) who found positive relationship between peer influence and students' achievement in English grammar.

Table 3 revealed that peer influence and writing anxiety did not make relative significant contribution to students' achievement in English summary writing. This finding is in line with Alabi (2013) who reported that there was no significant relationship between peer influence and students' achievement. This finding is not similar with Aiyede (2017) who found that peer influence and writing anxiety predicted students' achievement in different aspects of the English language.

Conclusion

The study has shown that peer influence and writing anxiety could not predict students' achievement in English summary writing. Findings of this study have provided a better understanding of the two factors (peer influence and writing anxiety) and students' achievement in English summary writing in Osogbo Local Government Area, Osun State.

Recommendations

Based on the findings of this study, it is recommended that government should organise seminars, workshops and conferences for English language teachers on how they can

teach summary writing aspect of the subject better. Parents and teachers should ensure that students associate with peers who have positive attitude to education and particularly, learning of English summary writing. Government should employ well trained counsellors to counsel secondary students who have negative attitude to education.

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Perceptions on the Impact of Microteaching on Pre-service Arabic Language Teachers' Preparation for Teaching Practice

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Abstract

This study investigated the perceptions of the pre-service Arabic Language teachers on the impact of microteaching on their preparation for teaching practice in selected colleges of education in Oyo State Nigeria. The study adopted the survey research design. A total of 66 pre-service Arabic teachers participated in the study. The instrument used was Questionnaire on Microteaching and Pre-service Teachers' Performance ($r=.64$). Data collected from the study were analysed using descriptive statistics of frequency counts, percentage, mean, and standard deviation. Findings revealed that the impact of microteaching on pre-service Arabic teachers' preparation for teaching practice is statistically significant. However, findings also revealed that a significant number of respondents was not motivated by the microteaching courses to become professional teachers. It was therefore recommended, among others, that microteaching should be properly taught in order to boost teaching competence of pre-service Arabic Language teachers.

Key words: Microteaching, Teacher Preparation, Pre-service Teachers, Teaching Practice

Introduction

Micro-teaching is a teacher preparation programme designed for the training of pre-service in institutions of education. Its introduction is basically to equip pre-service teachers with appropriate teaching skills. Micro-teaching is a scale down form of teaching in terms of class size and time, the aim of which is to expose teachers to teaching and various teaching skills before going for teaching practice.

Remesh (2013) sees micro-teaching as an efficient technique for learning effective teaching which provides teachers with an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. Micro-teaching involves planning, teaching, observing, and criticizing (Ismail, 2011). It can also include these five steps: teaching, feedback, re-planning, re-teaching, and re-feedback (Mahmud and Rawshon, 2013). In addition, a micro-teaching class also arranges the simulation to the pre-service teachers by combining the theory and practice and develops their confidence in teaching (Ismail, 2011).

Presenting the qualities of micro-teaching, Remesh (2013) maintains that micro-teaching emphasises three things: knowledge acquisition, skill acquisition and transfer of

knowledge to learners. A teacher trainee in the process of micro-teaching should be able to engage in lesson planning, presentation and explanation, illustration with examples, reinforcement, stimulus variation, probing questions, classroom management and use of audio-visual aids. It is also noted by Bell (2007) that micro-teaching enhances communication development; problem-solving and critical thinking skills; develops the skills of the novice teacher; and compares effectiveness of variation of one micro-teaching with another. It is always good that a teacher trainee which is to engage in micro-teaching should be abreast of what is involved in preparing for it in order to achieve a successful outing.

Moreover, the pre-service teachers do not only learn and reflect the various teaching procedures but they will also have additional practical experiences in the micro-teaching class. Micro-teaching provides the pre-service teachers with valuable teaching experiences and makes them aware of the benefits and relationships between theories and practices (Bell, 2007). Micro-teaching is also set up as a reliable training environment where the pre-service teachers are able to practice their teaching skills before taking over the real classroom (Akanbi and Usman, 2014). As a modeling instructional skill, the micro teaching

setting is meant for the demonstration of good teaching skills by student-teachers which can be recorded on videotape or observed by a supervisor. Such a recording or observation is analysed to identify component skills comprising teaching which is a complex activity (Verma and Sharma in Audu, 2010). Similarly, sub-behaviours underlying each skill can also be identified.

Meanwhile, presenting the important nature and requirement of micro-teaching, National Commission for Colleges of Education (NCCE) (2012:38) stipulates that:

1. Micro teaching is a scaled down teaching encounter (in terms of time, skill(s) and number of students) aimed at preparing students for the actual teaching and skills acquisition/improvement in a practical and professional setting.
2. Micro-teaching is a pre-requisite for teaching practice. On no account should a student who failed EDU 213 (Micro-teaching theory) and EDU 224 (Micro-teaching practicum) proceed on Teaching Practice.

Micro-teaching as an essential part of formal education training for teachers has its objectives which include enabling pre-service teachers gain confidence in teaching by mastering a number of skills on a smaller group of students, providing pre-service teachers with enabling environment for practice-based teaching and through this instill some self-evaluative skills.

The objectives of micro-teaching reveal that it is a field or branch of teacher education essential for teachers in training because through it, they imbibe the qualities of effective teaching, avoid mistakes often made by teachers and equip themselves with adequate mastery skills and techniques of good teaching (Goodlad, 2010). From the foregoing, it has been established that the objectives of including micro-teaching in the teacher preparation programme is to lay a good foundation for teaching skills and this, in essence, makes micro-teaching to be of great value to the entire spectrum of teacher preparation programme.

Therefore, to achieve these objectives with the expectations of recording encouraging achievement in micro-teaching and be effective in their future endeavour, pre-service teachers are therefore being introduced to different components of teachers' classroom practices during EDU 213 (Micro-Teaching Theory) amongst which are set induction, verbal and non-verbal communication, stimulus variation, planned repetition, reinforcement, questioning, closure and evaluation (NCCE, 2012).

However, experience has shown that, right from the introductory stage, a student teacher cannot demonstrate a sense of commitment in understanding the basic concept for micro-teaching as contained in the teacher training curriculum, of Colleges of Education titled Micro teaching theory and coded EDU 213 offered at NCE level. This factor is not far from the fact that right from the selection of institution, a candidates often disfavor teacher training institutions (College of Education), often selected as their last resort (JAMB, 2013). This might not be unconnected with the attitude of the members of the society toward teaching as a profession. The ability of the student teacher to transform an abstract idea into reality through the application of relevant skills as well as the appropriate instructional materials towards boosting their morale for effective comprehension of the lesson appears to be inefficient. It is also observed that the state of deprivation as well as deficiency in the application of Classroom Management technique which weaken the learner's attention as well as interest due to student teachers inefficiency in the application of skill of class control and unconducive atmosphere makes the designed objectives not achievable.

Meanwhile, a number of studies available to the researcher revealed the impact of microteaching on the classroom activities of pre-service teachers. Dagnew, (2011) Studied the reflective effects of microteaching and field experience in pre-service teachers. The researcher investigated the notes of improving the pre-service teachers' competence and productivity with the use of descriptive survey.

The study highlighted the efficacy of micro teaching on facilitating effective teacher's preparation. The study revealed that micro teaching content, resources and materials need to be reviewed for optimum result. The study by Chatzidimou (2011) aimed at investigating the contributions of micro-teaching as a vehicle of teacher training and teacher professionalization. The findings of this study corroborated the fact that micro-teaching can play a significant role in teacher education and can contribute, to a great extent, to the better understanding of teaching and its complexities as an element of the improvement of teacher education. Rosita, Igwe and Saheed (2013) conducted research on reflective effect of microteaching and field experiences on pre-service teachers in Nigeria. The purpose of the study was to investigate the modes of improving the pre-service teacher competence and productivity based on the constructive reflection of student teaching, with a focus on microteaching. The study sought to highlight the efficacy of micro-teaching in facilitating effective teacher preparation. The study revealed that micro-teaching content, resources and materials need to be reviewed for optimum result. Multi-channel viewing and other forms of Information Communication Technology (ICT) gadgets need to be introduced as a matter of urgency. From the foregoing, it is revealed that all the available studies dwelled on the effect or contribution of micro teaching to the pre-service teacher in ensuring quality and effective teacher education programme globally. The present study was designed to further determine whether the acquired micro-teaching skills contribute towards effective performance of NCE student teacher during teaching practice exercise in Nigeria.

Statement of the Problem

The process of transforming theoretical knowledge into practical aspect is acquired during micro-teaching. Therefore, the essence of posting pre-service teachers for teaching practice is to enable them showcase the rich experience acquired during the theoretical and practical aspects of microteaching to the learners toward efficiency.

However, as important as microteaching is, reports from intervention studies have shown that, though some pre-service teachers did well in theory aspects of teaching practice, a significant number of pre-service teachers are deficient in microteaching skills as evident in the inability of some of them to do well in microteaching practicum. Previous studies have identified some factors being responsible for this ugly situation amongst which are the traditional hatred some pre-service teachers have for teaching profession, low teaching self-efficacy beliefs, anxiety, poor commitment to teaching, poor content knowledge, and poor pedagogical knowledge and all these add up to influence their performance in microteaching practicum. Meanwhile, previous intervention studies have looked into these factors with little emphasis on the perception of pre-service Arabic teachers on the impacts of microteaching on their preparation for teaching practice. The focus of this study is therefore to examine the impact of microteaching practices in preparing pre-service Arabic teachers during teaching practice and how it has improved their classroom instructional delivery. This in the long run determines the overall performance in their future career as a teacher.

Research Questions

The following research questions were raised and answered in the cause of the study.

1. What is the perceived level of adequacy of microteaching courses pre-service Arabic Language teachers are exposed to in the colleges of education in Oyo State?
2. What is the perception of the pre-service Arabic Language teachers of the impact of microteaching on preparation for teaching practice?
3. What is the perception of the pre-service Arabic Language teachers of the extent to which microteaching influences instructional delivery of pre-service teachers in the teaching practice exercise?

4. What is the perception of the pre-service Arabic Language teachers of the extent to which microteaching motivates the pre-service teachers to become professional teachers?

Scope of the Study

This study investigated the impact of microteaching on pre-service Arabic teachers' preparation for teaching practice in selected Colleges of education in Oyo State, Nigeria. Specifically, the study covered 200 level and 300 level pre-service Arabic teachers of Federal College of Education (Special) Oyo and Emmanuel Alayande College of Education, Oyo.

Methodology

In this study, the survey research design was adopted. The population for the study comprised all 200 and 300 levels pre-service Arabic teachers of Federal College of Education (Special) Oyo and Emmanuel Alayande College of Education, Oyo. The sample size of 66 pre-service Arabic teachers participated in the study. The instrument used for data collection for this study was a self-designed pre-service Arabic

teachers' perception of the impact of microteaching on their preparation for teaching practice. The questionnaire was divided into section A and B. Section A contained demographic information of the respondents such as name of school, course of study, level, and gender. Section B contained twenty (20) constructed items to elicit responses on the pre-service Arabic teachers' perception of the impact of microteaching on their preparation for teaching practice. Responses were scored using four (4) keys of Strongly Agree, Agree, Disagree, and Strongly Disagree to indicate the level to which the respondents agree or disagree with the questionnaire items. Data collected from the study were analysed using frequency count, percentage, mean, and standard deviation.

Results

Research Question 1: What is the perceived level of adequacy of microteaching courses pre-service Arabic Language teachers are exposed to in the colleges of education in Oyo State?

This research question was answered with the use of descriptive statistics presented on Table 1.

Table 1: Arabic Pre-service Teachers' Perception of the Adequacy of Microteaching Courses

S/N	Statements	SA	A	D	SD	MEAN	STD.
	Adequacy of Microteaching Courses						
1.	I offered courses in microteaching.	66 100%	-	-	-	4.00	.000
2.	The credit units allotted to the courses are adequate.	54 81.8%	-	12 18.2%	-	3.64	.777
3.	The Tutors handled the courses effectively.	-	31 47.0%	35 53.0%	-	2.47	.503
4.	I was actively involved in the class projects for microteaching.	-	47 71.2%	19 28.8%	-	2.71	.456
5.	The courses enhance my performance during the teaching practice exercise.	45 68.2%	21 31.8%	-	-	3.68	.469
	Weighted Mean = 3.3						

Table 1 revealed the responses of the respondents to the perception of the Arabic pre-service teachers on the adequacy of microteaching courses at Federal College of Education (special), Oyo and Emmanuel

Alayande College of Education, Oyo. From the table, it was revealed that all the respondents strongly agreed that they offered microteaching courses - EDU 213 (Micro-teaching theory) and EDU 224 (Micro-teaching praticum). Also, out

of the 66 (100%) respondents, 54 (81.8%) of the Arabic pre-service teachers sampled in the study strongly agreed that the units allotted to the Microteaching Courses is adequate for their needs while 12 (18.2%) of the respondents disagreed. In the same vein, while 31 (47.0%) of the total respondents agree that the microteaching tutors handled the courses effectively, 35 (53.0%) disagree that the microteaching tutors handled the courses effectively. Also, on the active involvement of the respondents in the class projects for microteaching, 47 (71.2%) of the respondents agree that they were actively involved in the class projects for microteaching while 19 (28.8%) disagree. Also, analysis on this table revealed that the microteaching courses- EDU 213 (Micro-teaching theory) and EDU 224 (Micro-teaching practicum) enhance pre-service teachers' classroom performance as 45 (68.2%) and (21 31.8%) representing 66 (100%)

of the respondents strongly agree and agree respectively that the courses enhance their performance during the teaching practice exercise. Further analysis of data showed that the Arabic pre-service teachers' perception of the adequacy of microteaching courses was statistically moderate as the derived mean for the five items under adequacy of microteaching courses were shown to be 4.0, 3.64, 2.47, 2.71, and 3.68 respectively. The derived weighted mean of 3.3 out of the maximum obtainable score of 4.00 which is higher than the standard mean of 2.50 also lend credence to this.

Research Question 2: What is the perception of the pre-service Arabic Language teachers of the impact of microteaching on preparation for teaching practice?

This research question was answered with the use of descriptive statistics presented on Table 2.

Table 2: Impact of Microteaching Courses on Pre-service Teachers' Preparation for Teaching Practice

S/N	Statements	SA	A	D	SD	MEAN	STD.
Microteaching and Teaching Practice							
Microteaching courses have:							
1.	Prepared me well for teaching practice exercise.	48 72.7%	14 21.2%	3 4.5%	1 1.5%	3.65	.644
2.	Strengthened my methodology during teaching practice.	51 77.3%	13 19.7%	2 3.0%	-	3.74	.506
3.	Given me confidence to teach during teaching practice.	62 93.9%	3 4.5%	-	1 1.5%	3.91	.420
4.	Empowered me on effective class management.	58 87.9%	8 12.1%	-	-	3.88	.329
5.	Improved my capacity to prepare documents for teaching.	59 89.4%	6 9.1%	1 1.5%	-	3.88	.373
Weighted Mean = 3.81							

Table 2 revealed the responses of the respondents on the extent microteaching courses has prepared Arabic pre-service teachers at Federal College of Education (special), Oyo and Emmanuel Alayande College of Education, Oyo for teaching practice exercise in order of their mean score: microteaching courses have given me confidence to teach during teaching practice (3.91), microteaching

courses have empowered me on effective class management (3.88), microteaching courses have improved my capacity to prepare documents for teaching (3.88), microteaching courses have strengthened my methodology during teaching practice (3.71), and microteaching courses have prepared me well for teaching practice exercise (3.65).

Results in this table further revealed that out of the 66 (100%) respondents, 48 (72.7%) and 14 (21.2%), totaling 62 (93.9%) strongly agree and agree respectively that microteaching courses have prepared them well for teaching practice exercise while 3 (4.5%) and 1 (1.5%) of the total respondents disagree and strongly disagree respectively that microteaching courses have prepared them well for teaching practice exercise. While 51 (77.3%) and 13 (19.7%) totaling 64 (97%) of the total respondents claimed strongly agree and agree that the respectively that microteaching courses have strengthened their methodology during teaching practice, 2 (3%) of the total respondents disagree that microteaching courses have strengthened their methodology during teaching practice. In the same vein, while 62 (93.9%) and 3 (4.5%) totaling 65 (98.4%) of the total respondents strongly agree and agree respectively that microteaching courses have given them confidence to teach during teaching practice, 1 (1.5%) of the total respondents strongly disagree that microteaching courses have given them confidence to teach during teaching practice. Also, further analysis on this table revealed that the microteaching courses-EDU 213 (Micro-teaching theory) and EDU 224 (Micro-teaching practicum) empowered pre-service teachers on effective class management

as 58 (87.9%) and 8 (12.1%) representing 66 (100%) of the respondents strongly agree and agree respectively that microteaching courses have empowered them on effective class management. With 59 (89.4%), 6 (9.1%) and 1 (1.5%) respondents claiming strongly agree, agree, and disagree respectively that microteaching courses have improved their capacity to prepare documents for teaching, it shows that microteaching courses offered by the pre-service teachers are impactful. The table also revealed the derived weighted mean score of 3.81 out of the maximum obtainable score of 4.00 which is higher than the standard mean of 2.50 on the extent microteaching courses has prepared Arabic pre-service teachers for teaching practice exercise. This implies that Arabic pre-service teachers perceived the extent to which microteaching courses have prepared them for teaching practice exercise as being statistically high.

Research Question 3: What is the perception of the pre-service Arabic Language teachers of the extent to which microteaching influences instructional delivery of pre-service teachers in the teaching practice exercise?

This research question was answered with the use of descriptive statistics presented on Table 3.

Table 3: Influence of Microteaching Courses on Arabic Pre-service Teachers' Instructional Delivery N=66

S/N	Statements	SA	A	D	SD	MEAN	STD.
	Microteaching and Instructional Delivery						
	Microteaching prepared me to:						
1.	Introduce my lessons effectively during teaching practice.	41 62.1%	23 34.8%	2 3.0%	-	3.59	.554
2.	Present my lessons adequately during teaching practice.	28 42.4%	35 53.0%	1 1.5%	2 3.0%	3.35	.668
3.	Evaluate my lessons during teaching practice.	31 47.0%	34 51.5%	1 1.5%	-	3.45	.532
4.	Summarise my lessons during teaching practice.	28 42.4%	37 56.1%	-	1 1.5%	3.39	.579
5.	Manage my class for conducive teaching and learning.	11 16.7%	23 34.8%	28 42.4%	4 6.1%	2.62	.837
	Weighted Mean = 3.28						

Table 3 revealed the responses of the respondents to the perception of the Arabic pre-service teachers on the extent to which microteaching has influenced instruction delivery of pre-service Arabic teachers of Federal College of Education (special), Oyo and Emmanuel Alayande College of Education, Oyo during teaching practice exercise. From the table, it was revealed 41 (62.1%) and 23 (34.8%) of the total respondents strongly agree and agree respectively while 2 (3.0%) of the respondents disagree that microteaching has prepared them to introduce their lessons effectively during teaching practice. Also, out of the 66 (100%) respondents, 28 (42.4%) and 35 (53.0%) of the Arabic pre-service teachers sampled in the study strongly agree and agree respectively that microteaching has prepared them to present their lessons adequately during teaching practice while 1 (1.5%) and 2 (3.0%) of the respondents disagree and strongly disagree respectively. In the same vein, while 31 (47.0%) and 34 (51.5%) making a total of 65 (98.5%) of the total respondents strongly agree and agree respectively, 1 (1.5%) of the respondents disagree that microteaching has prepared them to evaluate their lessons during teaching practice. Also, on the extent to which microteaching has prepared pre-service Arabic teachers to summarise their lessons during teaching practice, 28 (42.4%) and 37 (56.1%) of the total respondents strongly agree and agree respectively while 1 (1.5%) of the respondents

strongly disagree that microteaching has prepared them to summarise their lessons during teaching practice. Also, analysis on this table revealed that the microteaching courses- EDU 213 (Micro-teaching theory) and EDU 224 (Micro-teaching practicum) enhance pre-service Arabic teachers' classroom management for conducive teaching and learning as 11 (16.7%) and 23 (34.8%) representing 34 (51.5%) of the respondents strongly agree and agree respectively that the courses prepared them to manage their class for conducive teaching and learning. Further analysis of data showed that the extent to which microteaching has influenced instruction delivery of pre-service Arabic teachers during teaching practice exercise was statistically moderate as the derived mean for the five items under this table were shown to be 3.59, 3.35, 3.45, 3.39, and 2.62 respectively. The derived weighted mean of 3.28 out of the maximum obtainable score of 4.00 which is higher than the standard mean of 2.50 also lend credence to this.

Research Question 4: What is the perception of the pre-service Arabic Language teachers of the extent to which microteaching motivates the pre-service teachers to become professional teachers?

This research question was answered with the use of descriptive statistics presented on Table 4.

Table 4: Influence of Microteaching Courses on Arabic Pre-service Teachers' Professional Development N=67

S/N	Statements	SA	A	D	SD	MEAN	STD.
Microteaching and Professionalism							
Through my exposure to microteaching courses:							
1.	I want to be a committed teacher.	7 10.6%	25 37.9%	14 21.2%	20 30.3%	2.29	1.019
2.	I want to be a professional teacher.	31 47.0%	-	29 43.9%	6 9.1%	2.85	1.126
3.	I want teaching profession to be my life career.	7 10.6%	25 37.9%	14 21.2%	20 30.3%	2.29	1.019
4.	I am proud to present myself as a teacher anywhere.	-	23 34.8%	4 6.1%	39 59.1%	1.76	.946
5.	I want to belong to teachers' professional associations.	30 45.5%	2 3.0%	27 40.9%	7 10.6%	2.83	1.131
Weighted Mean = 2.4							

Table 4 revealed the responses of the respondents on the extent to which microteaching has motivated pre-service Arabic teachers at Federal College of Education (special), Oyo and Emmanuel Alayande College of Education, Oyo to become professional teachers in order of their mean score: through my exposure to microteaching courses I want to be a professional teacher (2.85), through my exposure to microteaching courses I want to belong to teachers' professional associations (2.83), through my exposure to microteaching courses I want to be a committed teacher (2.29), through my exposure to microteaching courses I want teaching profession to be my life career (2.29) and through my exposure to microteaching courses I am proud to present myself as a teacher anywhere (1.76).

Results in this table further revealed that out of the 66 (100%) respondents, 7 (10.6%) and 25 (37.9%), totaling 32 (48.5%) strongly agree and agree respectively that microteaching has motivated them to want to be a committed teacher while 14 (21.2%) and 20 (30.3%) of the total respondents disagree and strongly disagree respectively that microteaching has motivated them to want to be a committed teacher. While 31 (47.0%) of the total respondents claimed strongly agree that microteaching has motivated them to want to be a professional teacher, 29 (43.9%) and 6 (9.1%) of the total respondents disagree and strongly disagree respectively that microteaching has motivated them to want to be a professional teacher. In the same vein, while 23 (34.8%) of the total respondents agree that they are proud to present themselves as teachers anywhere, 4 (6.1%) and 39 (59.1%) representing 43 (65.2) of the total respondents strongly disagree and disagree respectively that they are proud to present themselves as teachers anywhere. Also, further analysis on this table revealed that despite respondents exposure to the microteaching courses- EDU 213 (Micro-teaching theory) and EDU 224 (Micro-teaching practicum), 30 (45.5%) and 2 (3.0%) representing 32 (48.5%) of the respondents strongly agree and agree respectively that they want to belong to teachers,

professional associations while 27 (40.9%) and 7 (10.6%) disagree and strongly disagree respectively. The table also revealed the derived weighted mean score of 2.4 out of the maximum obtainable score of 4.00 which is lower than the standard mean of 2.50 on the extent to which microteaching courses motivated pre-service Arabic teachers to become professional teachers. This implies that the extent to which microteaching has motivated pre-service Arabic teachers at Federal College of Education (special), Oyo and Emmanuel Alayande College of Education, Oyo to become professional teachers was statistically low.

Discussion of Findings

Perception of the Level of Adequacy of Microteaching that pre-service Arabic Language Teachers are exposed to in colleges of education in Oyo State

Findings from this study revealed that the level of adequacy of microteaching pre-service teachers are exposed to in colleges of education is significantly adequate as the mean level is 3.3 representing 82.5% adequacy level. This finding corroborates with the findings of Ahmad (2013) who observed that the role and importance of microteaching as an integral part of teacher education programme upon which the syllogisms regarding teaching and learning are built. Microteaching is the foundation of good delivery by the pre-service teacher and his/her attitude and general behaviour which is achieved through their active involvement in the exercise.

Perception of the extent to which microteaching has prepared pre-service Arabic Language teachers in colleges of education for their teaching practice exercise

Findings from this study revealed that the extent to which microteaching courses has prepared Arabic pre-service teachers at colleges of education is statistically high. It was revealed that the mean level of the extent to which microteaching has prepared pre-service teachers' for teaching practice exercise is 3.81 and the percentage level of preparedness is

95.25%. This indicates that microteaching has significantly prepared pre-service teachers for teaching practice exercise. This finding corroborates with the findings of Alhassan (2012) who observed that classroom management and poor lesson presentation by teaching practice students is a result of low exposure to microteaching and inadequate environment to rigorously practice teaching during microteaching exercise.

Perception of the extent to which microteaching has influenced instruction delivery of pre-service Arabic Language teachers in teaching practice

Findings from this study revealed the extent to which microteaching has influenced the instructional delivery of pre-service Arabic teachers' in Colleges of Education during teaching practice exercise. Findings revealed that the extent to which microteaching has influenced instruction delivery of pre-service Arabic teachers during teaching practice exercise was statistically moderate as the mean level is 3.28 and the percentage level is 82.0%. This indicates that microteaching has significantly influenced the instructional delivery of pre-service teachers' during teaching practice exercise. This finding corroborates with the finding of Rosita, Igwe and Saheed (2013) who observed that microteaching will equip pre-service teachers with reflective skills for personal growth and also enhance their experience during teaching practice.

Perceived extent to which microteaching has motivated pre-service Arabic Language teachers to become professional teachers

Findings from this study revealed the extent to which microteaching has motivated pre-service Arabic teachers at Federal College of Education (special), Oyo and Emmanuel Alayande College of Education, Oyo to become professional teachers. It was revealed that, despite the fact that microteaching courses pre-service Arabic teachers were introduced to were adequate, significantly prepare them for teaching practice and significantly influence

their instruction delivery during teaching practice, the extent to which microteaching has motivated pre-service Arabic teachers at Colleges of Education to become professional teachers was statistically low. This finding is in line with the research conducted by Abdulwahab (2009) who observed that many teachers most especially in Nigeria chose teaching profession because they have no other alternatives and as soon as they secure another job they tend to resign from teaching profession despite their professional qualification as teachers. The fact is most of these teachers are not properly oriented during their teacher training programmes. It is also believed that most developing countries today of which Nigeria is part do not take teaching as a serious profession and hence teachers are not well placed in the society. Hence this situation calls for an urgent review of educational policies in Nigeria.

Recommendations

Based on the findings, the following recommendations are made:

1. Microteaching tutors should endeavour to be more effective in handling the courses to enhance pre-service teachers' instruction delivery.
2. The administrators in the Colleges of Educations should ensure that instructional materials (instructional media) are provided for proper handling of microteaching courses.
3. Teacher training institutions should seek for grants from Tertiary Education Trust fund for the capacity building of their lecturers in handling Microteaching effectively.
4. Government at various levels should provide special grants that would motivate student teachers and their supervisors for effective teaching practice exercise.

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Honorific Features of the Third Person Pronoun in the South West Nigerian English

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Abstract

This study investigated the usage of the Yoruba honorific plural-awon/won(they) in its subjective, objective, possessive and reflective forms in the written and spoken English of selected tertiary institution students in the South-west, Nigeria with a view to determining the extent to which the cultural features of their local language (Yoruba) have influenced their use of English. The participants for the study were 20 undergraduate students of the University of Ibadan who are Yoruba native speakers. The instruments used were self structured interview on a topical issue "Roles of parents in the contemporary society" and an essay writing assignment on the same topic to examine the participants' usage of 'they' and its various forms in their day to day communications in English. The data were textually analysed. The study established that the forms are used for honorific purposes in the Yoruba language. Such pronouns are used to refer to people on the social ladder in terms of usage - master/slave, husband/wife, teacher/student, junior/senior; in the society. The usage is carried over to formal English usage, thereby making Nigerian English distinct from the Standard English leaving the interlocutors confused in terms of the number of people being referred to in a discourse. It concluded that cultural influence should be controlled in the use of English so as to enhance international intelligibility and acceptability.

Keywords: Honorific features, third person pronoun, South-west, Nigerian English

Introduction

The English language remains one the most remarkable landmarks left behind in Nigeria by the British colonial masters. It is in fact, the language of science and technology, and a passport to educational advancement and prestigious employment. It is the language of commerce, trade and administration and also a means of national and international communication (Olagoke, 1979). It is the leading language of international discourse and lingual franca in many regions of the world. The importance of the English language cannot be overemphasized in Nigerian educational system because a high level of competence is a requirement for entry into courses in higher institutions (Adebajo, 2009).

Based on this, the issue of English language in Nigeria educational system is very crucial. As rightly put by Jibowo (2009), English has been and still remains a serious deciding factor in the education of the Nigerian child. Ayodele (1988) cited by Jibowo (2009) succinctly states that the extent to which a

person can learn is determined largely by the degree to which he/she can master and use the language which he/she learns and the language through which the Nigerian child from the upper primary school level, learns in English. At the tertiary level, English is the sole medium of instruction, except in language courses. The implication of this is that English holds a very crucial role in Nigerian educational system.

The multilingual nature of the Nigerian community makes the choice of English as a medium of expression pertinent because it helps to facilitate contacts among diverse ethnic groups with their varying local languages. According to Brann (1978), Akindele & Adebite (2005), an estimate of more than four hundred languages are spoken natively by members of more than two hundred and fifty ethnic groups that inhabit the country, out of which we have the Yoruba of the south west, Nigeria. It should be noted that having such diversity and multiplicity of languages in one country will apparently have a lot of influence on the target language. One of such influences is

the effect of the contact that exists between English and the Yoruba language of the South West Nigeria.

The Yoruba language has been classified as one of the major languages in Nigeria simply because of the population that speaks it. The speakers (the Yoruba) constitute between 30 and 50 million individuals throughout West Africa and are found predominantly in Nigeria: this makes up around 21% of its population. While the majority of the Yoruba live in western Nigeria, there are also substantial indigenous Yoruba communities in other countries of the world constituting up to 22 million Yoruba second language speakers (Igboanusi & Peter, 2005). Such countries are the Republics of Benin and Togo, plus large groups of Yoruba migrants living in the United States of America and United Kingdom (Johnson, 2001).

Like any other society, the Yoruba society has guidelines which must be learned and adhered to by its members. These guidelines are cultural values or collection of habits and norms which they learn, share and transmit from generation to generation; they could be learned or acquired by every member of the society through social interactions. Such cultural values could be expressed through politeness/respect for the elderly on their interactive activities expressed mostly through their language.

It is, however, not surprising to see most of the features of respect, honour or politeness being transferred to the English language in its both formal and official usages. Having established the fact that the use of honorific third person plural pronoun is one of the common features of Southwest Nigerian English, particularly among the Yoruba – English subordinate and incipient bilinguals, this study established the extent to which these honorific features appear in the English of Southwest Nigerian students at the tertiary level of education.

Statement of the Research Problem

It has been observed that there are a number of errors of usage being committed by

Nigerian learners and users of English at different levels due to ignorance of some grammatical systems or the influence of their mother tongue (Yoruba). Such wrong usages are found in the use of prepositions, omission of functional words (determiners), peculiar use of reflexive pronouns, over generalization of rules, etc. The knowledge of these previous findings (linguistic errors) spurred the present researcher into examining the use of the English third person plural pronoun by Nigerians of the South Western region, particularly students at the tertiary level.

The specific objectives of the study are to:

1. establish the difference between the English and Yoruba third person plural pronouns,
2. examine the degree of the cultural influence of the Yoruba third person plural pronoun on the use of English to achieve functional communication purposes,
3. find out if there is honorific third person plural pronoun in English, and
4. make recommendations, on the basis of findings, for the effective use of English by second language users/learners to enhance international intelligibility and acceptability.

Research Questions:

1. What are the different shades of meanings of the English third person plural pronoun?
2. Does the English third person plural pronoun have singular referent?
3. Does the Yoruba third person plural pronoun have singular referent?
4. Does the Yoruba third person plural pronoun have plural referent?

Language Contact

English was introduced to Nigeria through the activities of the Portuguese and the British people who came to Nigeria for the purpose of trade and evangelism (Ezeh, 2016). Considering the heterogeneous nature of the Nigerian society, there was a dire need of a unifying language for mutual communication

among the natives and understanding between the Europeans and the natives and also for inter-ethnic communication. This led to the evolution of the English language and its other varieties in Nigerian setting such as Yoruba English, Igbo English, Hausa English; the three languages i.e. Yoruba, Igbo and Hausa are the three major languages in Nigeria and other numerous minority languages.

The synergy between two or more languages in communication within a given linguistic community is therefore referred to as language contact (Ezeh, 2016). Dada (2007) is of the view that anytime languages come in contact a number of things actually come in contact such as the people who speak the language as well as their cultures. Weinreich (1974) cited by Dada (2007) sees language contact as a phenomenon whereby two or more distinct languages are spoken within a speech community. Where this happens, Yusuf (1999) in Dada (2007) is of the view that language contact should be seen in the broad sense of contact between two cultures as a result of conquests, wars, migration, colonization etc. as also opined by (Akindele & Adegbite, 2005).

Thus, whenever two languages come in contact within an individual or a community such an individual or a host community is inevitably bilingual (Crystal, 1997). In other words, whenever speakers of one language interact with speakers of another language the two languages are said to be contact.

The phenomenon of language contact has both positive and negative effects. Some of the positive effects are code switching, code - mixing, borrowing, coinages/neologism especially in a multilingual setting as Nigeria. These positive effects bridge communication gaps among the people of diverse ethnic groups.

Looking at it in terms of linguistic competence there are many negative effects of language contact. One of such is the problem of linguistic interference. Ezeh (2016) defines linguistic interference such as the automatic transfer, due to habit of the surface of the first language to the surface of the target language which impacts negatively on the acquisition of

the target language. In the other words, linguistic interference can be viewed as the transfer of elements of one language to another at various grammatical levels which negatively interferes in the language learning situation and use of the second language. Although linguistic interference occurs at four levels of language description, this study focuses on grammatical interference with emphasis on the use of the third person plural pronoun by the Southwest Nigerian speakers of English.

The Concept of Honorifics in English and Other Languages

In comparison to languages such as Japanese and Korean, according to Richard (2018), English does not have an especially rich system of honorifics. Common used honorifics in English include, Mr, Mrs, ms, Captain, Coach, Professor and your honour (to a judge) among others. In the words of Nordquist, an honorific is a conventional word, title or grammatical form that signals respect, politeness, or social differences. Also known as a courtesy title or an address term, he adds that the most common form of honorifics (sometimes called referent honorifics) are honorary titles used before names in situations, for examples, Mr. Spock, Princess Leia etc. for instance, the use of 'ma'am' and 'sir' is much more common among Southern English speakers in the United States. The reasons advised to this are; to address someone older or in an authority position, to show respect, or to maintain or re-establish good relations with someone.

In British Isles, however, the honorific *Sir* is very widely used to bestow a knighthood on any citizen who performs exceptionally well in public life.

Also, in some areas in East Africa, where the Bantu language- Swahili is spoken, *Mzee* is frequently used for an elder to denote respect by younger speakers. It is used in direct conversation and in referring to someone on third person. Among the Akan ethnic groups of West Africa in Ghana, the word *nana* is used as an aristocratic pre-nominal by chiefs and elders

alike.

In the South Western Nigeria of West Africa, the word- *Ogbeni*- is used as a synonym for the English “Mister” by the Yoruba. Titled members of the region's aristocracy are therefore called *Oloye* instead, this being the word for *chief*. Although the former, *Ogbeni* is only used for men while aristocrats of either gender are addressed using the latter i.e. *Chief*.

It should, however, be noted that apart from the honorific titles, the Southwest Nigerians (Yoruba) speakers of English mostly use honorifics in the pronoun form to show mark of respect, honour, recognition, politeness for people they hold in high esteem. Unconsciously, this has been transferred to the use of the third person plural English pronoun to show respect, politeness, honour to elderly people or anyone that is highly honoured. This is common especially among the subordinate and incipient Yoruba – English bilinguals.

English and Yoruba Personal Pronouns

	1st						2nd						3rd					
	SUBJECTIVE		OBJECTIVE		POSSESSIVE		SUBJECTIVE		OBJECTIVE		POSSESSIVE		SUBJECTIVE		OBJECTIVE		POSSESSIVE	
	ENGLISH	YORUBA	ENGLISH	YORUBA	ENGLISH	YORUBA	ENGLISH	YORUBA	ENGLISH	YORUBA	ENGLISH	YORUBA	ENGLISH	YORUBA	ENGLISH	YORUBA	ENGLISH	YORUBA
SINGULAR	i	emi mo	me	mi	my mine	mi temi	you	owo	You	e o	your yours	re tire two	he	oun o	him	a	his her hers its	re tire re tire
PLURAL	we	awa	us	wa	we	tiwa tawa	you	eyin	you	Yin	your yours	yin tiyin	they	awon	them	won	their theirs	won tiwon

It should be noted that the contraction of words common in the Yoruba language, does occur in succession in quick conversations and dialogues. As it has earlier established, the Yoruba language is basically a humanistic language and language of respect. The language humanizes persons and social beings in situations of discourse. The language pays close attention to official situations of respect and informal situations of familiarity of users.

Based on this, the English third person plural pronoun, and its various forms are used on different occasions to maintain the ethic of respect and politeness as and when due, not minding its acceptability or intelligibility to the outside world as exemplified in the following

English and Yoruba Pronouns

Learning both English and Yoruba pronouns is very important because their structures are used in everyday conversations. It should be noted that the more one is acquainted with the mastery and use of pronouns in the two languages the more the competence in the use of the languages. In the two languages under study, the first person pronouns (refer to the person(s) speaking; the second person pronouns refer to the person(s) spoken to; while the third person pronouns refer to the person(s) spoken about; indefinite pronouns e.g. somebody, anybody, everyone etc. fall under the third person pronouns. Relative pronouns connect parts of sentences e.g. which, who, that, whose etc. and reciprocal or reflexive pronouns (in which the action of the verb is shared by the person involved or the action of the verb goes back to the subject respectively).

expressions;

- *Won* (plural) ti fun wa ---- *They* (plural) have given us.
Intended expression --- He/ She given us.
- *Won* (plural) ti joko ---- *They* have sat.
Intended expression ----- He or She has sat.
- *A ti ri Won* (plural) ----- We have seen *them*.
Intended expression----- We have seen him.
- *Won gbe mi* ----- *They* carried me –Honorific.
Intended expression – He or She carried me.
- *Mo feran won*---- I like *them* – Honorific.
Intended expression – I like him or her.
- *Mo gbadun won*---- I enjoyed *them*.
Intended expression – I enjoyed him/her.
Many of such expressions will be textually analysed in the subsequent sections.

Methodology

The data for the study were drawn from the first year undergraduate students of General studies in English (Use of English course) in a Nigerian University. 20 participants were randomly selected using purposive random sampling technique. The twenty (20) were Yoruba-English bilinguals selected from five zones of the South West, Nigeria, namely; Oyo, Osun, Ekiti, Ogun, and Lagos states: 4 participants were selected to represent each state. The study adopted quantitative approach; the elicitation instruments used were self structured interview on a topical issue “Roles of parents in the contemporary society” and an essay writing exercise conducted during a lecture on General English course. The participants were specifically instructed to write the essay on either of their parents (father or mother). The data were textually analyzed to examine the southwest Nigerian cultural influence on the use of English third person plural pronoun and its various forms.

Data Analysis and Discussion

The study revealed that out of the 20 participants in the study, 18 (90%) of them wrote their essays on their mothers while 2 (10%) wrote on their fathers. It is important to note that the students exhibited considerable degree of competence in their writing assignments particularly, in the use of personal pronoun. Their choices of personal pronoun describe appropriately the personality being referred to in their essays.

The analysis revealed that the subjective singular third person pronoun *he/she* and its objective and possessive forms *him/her*; *his/her* respectively were mostly used by the participants. The implication of this is that there is no influence of their social cultural norms (i.e. politeness or honour) on their usage of the third person pronoun. They conformed to the rules of concord in writing their essays it can be exemplified on the following excerpts:

Excerpt I

My father is a very disciplined man. He does not take nonsense. He makes sure his children have good and sound education. After

God, he is the first man I wil ever love and will continue to love him till eternity.

Excerpt II

It has been known to so many children that mothers are jewels of their family. They are known to be hardworking, honest and committed. All these attributes refer to my mother.

In the introductory part of this excerpt the writer used the English third person plural pronoun (non – honorific) in its subjective and objective forms to refer to mothers generally.

The next paragraph reads;

My mother has been through a lot when it comes to protecting her family and children. She carries a lot of responsibilities. She is a good helpmate for my father.

In the interview session, the participants were asked to answer the interview questions on one of their parents (either the father or the mother). The following questions were asked:

- I. Describe your father/mother.
- ii. What are the social responsibilities of your father/mother on you?
- iii. How does your father/mother contribute to the community he/she resides?
- iv. Do you wish to be like your father/mother?

Contrary to what we have in essay writing, 4 (20%) out of the 20 participants used honorific *they* to refer particularly to *their* fathers as a mark of respect.

Excerpt I

My father is loving. They are the one taking care of all my educational responsibilities. They encourage me to be a good child. They always encourage me to be good to people around, if you are good to people, you are good to yourself.

The use of *they* in the excerpt is honorific.

Except II

*My father *contribute to the community by working to ensure that their family gets the best possible educational opportunities. Their emotional and practical helps are even more important than financial support. The possessive third person plural their in the except is honorific.*

Except III

*My mother is caring. She loves to pray. She is a gentle woman. She is hardworking. She doesn't wait for daddy to give her money before she *do some necessary things. She always tries to solve problems in her own way.*

It is observed from the excerpts above that more honour is accorded to the father than the mother in the South West, Nigeria. This is demonstrated in the use of honorific *they*, *their*; for the father while the third person singular pronoun (she/her, subjective/possessive form) is used for the mother. In this regard, Yusuf and Olateju (2005) note that in the syntax of English, the use of the honorific *they* is regarded as a product of interference. This assertion is also noted by Banjo (1996) in relation to this phenomenon:

---there is the occasional interference in this respect from Yoruba in the English of (some ESL) speakers, and a Yoruba boy was once reported to have said to a visitor who had called to see the boy's father at home:

They are sleeping, instead of "He is sleeping".

Such usage is generally considered ungrammatical or unacceptable.

Yusuf and Olateju (2005) further observe that the growing use of gender related/neutral singular *they* in English aligns the language with Yoruba which is the primary language of South

Western, Nigeria. In Yoruba, the pronoun *awon* (*they*) is a plural third person pronoun, but is also used as a singular one when one wishes to show deference to the person to whom it refers.

1. Mo ko awon akeeko mi lanaa: won se daadaa
I taught my students yesterday; *they* performed well – third person plural - *they*
2. Mo ri iya mi laana; daadaa ni won wa.
I say my mother yesterday; *they* were fine – honorific – *they*
3. If *someone* is severely criticized or punished, *they* are criticized or punished a lot (the Longman Active Study Dictionary (1998) (LASD) - English gender neutral singular '*they*'. This refers back to the impersonal pronoun "*someone*".

In answer to the questions raised in this study, the study revealed that:

- The Yoruba third person plural has singular referent – honorific
- The Yoruba third person plural pronoun has plural referent – normal plural
- The English third person plural pronoun has plural referent – normal plural
- The English third person plural pronoun has singular referent – Gender Neutral Singular '*they*'.
- There is no dialectal difference in the use of the third person plural pronoun in the five zones of the South West Nigeria.

Conclusion

Contrary to Yusuf & Olateju's (2005) views that the use of honorific singular '*they*' should be regarded as an acceptable feature of Nigerian English, this present the study concludes that Nigerian speakers and learners of English should use the form that is acceptable and intelligible globally. Thus, cultural influence should be controlled in the use of English so as to enhance international intelligibility and acceptability.

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Efficacy of E-Learning on Teaching and Learning of English Language during Covid-19 Pandemic: Implication for ELT in the Post Covid-19 Era

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Abstract:

This study, descriptive research, is aimed at assessing the effectiveness of e-learning in the promotion of teaching and learning of English language during Covid-19 pandemic. It is also embarked upon to keep all in education industry on guard during and after the pandemic. Fifty-four (54) English language teachers of both public and private senior secondary schools were considered as the population for the study. A structured questionnaire was used as instrument for data collection. Data collected were analysed using descriptive statistics. The findings of the study indicated that the integration of e-learning was of great significance for both teachers and learners. It is therefore recommended that the e-learning teaching should be properly utilised in teaching and learning of English language and that teachers should embark on e-learning training to help their English language students in secondary schools.

Key words: assessment, effectiveness, e-learning, English language, Covid-19.

Introduction

English language, we must understand is the native tongue of the British and the United State of America and therefore non-native to Africa. Quoting Dairo (2009) in Owuru, Dairo and Onadeko (2016), English came to Nigeria as a foreign language through trade and commerce, Christian evangelism as well as through colonial imperialism. Since its inception, it has established itself as the language of instruction from upper primary through secondary and tertiary education in Nigeria. The state of English as a Second Language in Nigeria together with the roles it plays, compels every Nigerian learner to learn and to speak it. The teaching and learning of English language therefore take place in different parts of the world including Nigeria in different dimensions (traditionally and innovatively).

However, e-learning has recently become an important component in education, during this Covid 19 era and it is believed to provide unique benefits to teaching-learning (Appana, 2008). E-learning, cannot be restricted to a given technological devices but “include instruction delivered via all electronic media including the Internet, intranets, extranets, satellite broadcasts, audio/video tape, interactive TV, and CD-ROM” (Govindasamy,

2001, cited in Macro and Kasper, 2017p.92). E-learning is a learning system based on formalised teaching with the help of the just cited devices. As e-learning activities can be carried out in or out of the classrooms, computers and the Internet facilities constitute the major components. E-learning can also be regarded as a network-enhanced devise used for transfer of knowledge essential for making access to education global and easy to a large number of recipients at the same or different times (The Economic Times, n.d). Looking at the global utility functions of the English language as one of the world most used languages and considering the myriads of problems negating against its effective teaching, particularly among her teeming foreign users, the introduction of online teaching has become very mandatory to ease the tension in the teaching and learning of this all-important language. The yearning for innovative strategies for teaching and learning of English language in a specific situation, to ease teaching /learning challenges, has further reinforces this development with a view to making teaching and learning of English language more effective and result - oriented.

As the world moves towards knowledge - driven economy, the need to build

human capacity to gain competitive advantage has become imperative for developed and developing nations. This becomes more germane and compelling especially for developing nations that have suffered decades of social - economic development as well as infrastructure neglect. To reverse this situation, Nigeria and countries the world over, have begun to move away from traditional classroom settings to e-learning oriented method of instruction delivery. The drifts from traditional to digital teaching innovation has not left any part of teaching curriculum uncovered, it cuts across various fields of subjects, say, physical and applied sciences, social sciences as well as pure and applied linguistics (Appana, 2008). This study's focus is on the latter, that is, effectiveness of e-learning on the teaching and learning of every aspect of communication skill in English language – listening, speaking, reading and writing.

Equally, the need for this type of study becomes necessary because of the sudden outbreak of a killer - virus known as Corona virus disease. Initially, this killer - virus, referred to as Covid 19, was said to have originated in a popular big market in the city of Wuhan in China towards the end of the year in 2019. Severe acute respiratory syndrome coronavirus 2 (Sars-Cov-2) is an infectious disease which can easily be transmitted to human on just a minor contact, coughing, sneezing and mere sharing of equipment with infected person. The viral infection, which started as mere epidemic soon turned -out to be uncontrollable and within some few weeks of her emergence, engulfed the whole world in a pandemic proportion (WHO, 2020). As at January 2020, Covid 19 continued to spread like a wild fire with nearly 300 million reported cases of infected persons and over 5 million deaths in nearly 200 countries (Visual and Data Journalism Team, BBC, 2020).

The first case of Covid 19 was reported in Lagos, Nigeria by the Federal Ministry of Health on February 28, 2020. The infected person was said to be an Italian working in Nigeria. He brought the disease to the country while returning from Milan having already

been infected in his country of birth (Federal Ministry of Health, 2020). Various measures were put in place by the Federal Ministry of Health to ensure that Nigerians were protected from contracting the deadly virus that had killed a large number of people all over the world. Part of the measures include, regular washing of hands, the use of hand sanitizer for cleaning of hands, avoidance of handshake, the use of nose cover, maintaining of at least 1 & half meter (5feet) while in public place particularly, if very close to somebody sneezing or coughing.

Perhaps it was believed by the Federal Government of Nigeria that the pandemic would not last with us and so, after putting all these measures in place, normal activities such as social, economic and education were still going on unabated until it was obvious that there was the need to suspend all these activities to avoid calamity. Thus, every sector of the Nigerian economy was lockdown and the education industry was not left out, in fact, it became the worst hit and the most affected. Primary, secondary and the tertiary education systems were paralysed and the need for an alternative way of imparting knowledge through teaching and learning became much more irresistible. While online learning methods have been in vogue before the outbreak of Covid 19, its patronage by school owners both public and private was very minimal as most school owners find it difficult to invest on it because of their perceived inadequate knowledge of its usage and cost implication. But with Covid 19 staring the world in the face abysmally, alternative to online method of teaching / learning of all schools' subjects seems to be far out of reach- As a result, primary, secondary and tertiary owners had to adjust to this new normal.

With the emergence of various variants of this virus, for example, the Delta and the Omicron variants, the need for continuing utilization of the online platforms is more pressing now much more than it was then, hence, the need to carry out this study. Today, depending on the need of the consumer of the platforms, there are different types of online platforms like telegram, Zoom, Google Search,

Facebook, Edmodo, Android, WeWork and Twilio, to mention a few that are now being maximally used for both teaching and learning activities (Platform Hunt, 2016). The idea behind this study is to therefore investigate the manners in which the teachers of English language perceive its use, view its effectiveness and the constraints noticed against its proper utilisation in this era of covid 19 and the implication it has after this abnormal new normal.

Arising from the aforementioned, the objectives of the study are to investigate:

1. the perception of teachers on e-learning method of teaching and learning of English language in senior secondary school in Ijebu-Ode Local Government Area of Ogun State during covid 19 pandemic.
2. the effectiveness of e-learning in the teaching and learning of English language in senior secondary school in Ijebu Ode Local Government Area of Ogun State during Covid 19 pandemic.
3. the constraints to effective utilization of e-learning in the teaching and learning of English language in senior secondary schools in Ijebu -Ode Local Government Area of Ogun State during the Covid 19 pandemic.

The following research questions were answered.

1. What is the perception of teachers on e-learning method of teaching and learning of English Language?
2. What is the perception of teachers on effectiveness of e-learning method during Covid 19 Pandemic?
3. What are the perceived constraints to the utilisation of e-learning for teaching and learning of English language?

Perception of teachers on E-learning Method of Teaching

Clarke and Hermens (2001) emphasizing the uniqueness of online learning stressed that learners are the most focus of the instruction because they can control when they wish or not wish to learn to adjust to their

learning potentials. The researchers also concurred that with online method of teaching, activities can be flexible to better suit students' preferred learning style. To Lam and Lawrence (2002), technology did not only give learners the opportunity to control their own learning process, but also provided them with ready access to a vast amount of information over which the teacher has no control. Online learning also creates opportunities for active learning (Chien, Wu & Hsu, 2014). In addition, with good online learning applications or software, students are at advantage to take part in subject - related discourse, air their views and gain maximally from the knowledge shared with one another regardless of classroom size and time.

Yanti, Setiawan, Nurabiabah and Yannular (2018) studied teacher's perception on the use of e-learning /Edmodo for the teaching of all subjects including English language communication skills. They investigated perception effects of its utilisation in motivation, usefulness and how easy it can be used. The population of this study consisted of teachers who know how to use e-learning /Edmodo to teach diverse subjects in secondary schools in Pasama city of West Sumatra in Indonesia. Sixty-five percent (65%) of the population reported positive perception of the use of e-learning /Edmodo.

Olagunju in Adeniyi, (2019) remarked that no nation can claim to be educationally advanced without embracing Information Communications Technology (ICT) for her educational activities, for smooth transition of citizens from the information society into the emerging global knowledge economy. Nigeria National Policy on Education (2004) stated that the goal of education should be to meet the needs of individual citizens and society at large in consonance with the realities of our immediate environment and modern world. To this end, one of the goals of Nigeria educational policy is that modern educational techniques shall be increasingly deployed and improved upon at all levels of the educational system to bring about the desired educational outcomes. Arising from

the above, Nigeria has been making frantic efforts to comply with the technology age. Effort is being made to incorporate technology into school system. As such, certain technology assisted devices such as mobile phones, smartphones, e-readers and tablets are being introduced as aids to teaching-learning activities (Adeniyi, 2019).

Ojelabi and Agbatiogun (2010) investigated the perception of secondary school teachers on introduction of e-learning platforms for instruction, looking at module, e-college and web ICT. Six hundred teachers from 50 schools in Lagos State educational districts were the study's population. The researchers used Likert scale questionnaire as instrument to investigate teachers' perception on the use of e-learning. The outcome of their findings led to the recommendation that e-learning should as a matter of urgency, be introduced to school as soon as possible.

Realizing the benefits of e-learning to teaching-learning processes, Osun State Government, under the leadership of Governor Rauf Aregbesola in 2013, resolved to incorporate digital technology based-learning into high schools in the state. The tablet of knowledge, translated to mean "Opon-Imo" in Yoruba language, is a standalone educational tablet for self-paced learning at the senior secondary school level. According to Aregbesola (2013), the tablet is regarded as one of the steps taken by the state government towards realization of globally competent human resources. This digital technology based-learning platform was said to have assisted in improving the learning of Agricultural science (Aremu, & Fasan, 2011).

From this short review, it can be concluded that the perception of teachers and researchers on the utilisation of e-learning for teaching and learning of English language is positive.

E-learning in English as a Second Language (ESL) teaching

Planning the teaching of foreign languages can be rather challenging and

daunting at times. This is because teaching is expected to be varying, versatile, entertaining and motivating. It is a daunting task both in planning and content delivery. Added to this is the fact that, learners' level of proficiency may be very heterogeneous and it is important to note this when planning the lessons. For this reason, integration of e-learning to confront these various challenges can be an entertaining and motivating tool for learners with different skill levels (Rusilidizati, et.al, 2019). E-learning creates opportunities for active learning, which may be difficult to receive in traditional classroom setting. In addition, according to many previous studies, there are several reasons to use e-learning in foreign language teaching. Some of these reasons are the quality and the amount of input it can provide within a short period of time, the cost effectiveness, and the uniformity it ensures in syllabus preparation (Weinchieh & Huwan, 2012).

Constraints to Utilisation of E-learning in Teaching and learning of English Language.

Given the effectiveness inherent in opting for e-learning as an alternative to traditional method of teaching English language before and during this trying time, the following impediments have hampered its effective utilisation in the Nigerians' school systems, particularly, the secondary school system. Accessibility to internet website is one of the major constraints to effective use of e-learning to teach English language in the Nigerians' secondary schools. According to a report released by Education Innovation Survey (EIS, 2020), published Business Day Reporter, Gbemi Farinu (2020, 14 August), access to digital tools and internet connectivity as well as imbalance electricity supply were some of the major constraints against effective utilisation of e-learning teaching devices. The report stated that over 36.4 million Nigerians' students affected by school closures during the lockdown period found it difficult to successfully gain access to e-learning facilities (Faminu: Business Day Reporter, August 14, (2020). Of equal relevance is the report credited to Abdulahi,

Mohammed and Tahiru (2017). The researchers concurred that slow internet speed and lack of stable power supply constituted major setbacks to effective use of e-learning for teaching and learning in Niger State, Nigeria. The problem of accessibility to internet and its poor connection has been an age-long problem in the secondary school system in Nigeria as investigated by Fakeye (2010) while studying the effect of English language knowledge of and the use of ICT in secondary school in Ibadan South West Secondary Schools. The researcher's investigation revealed that dearth of e-learning facilities such as computers, modern desk top and connectivity to functional and stable internet were major impediments to e-learning teaching and learning of English language. The views also upheld by Benedict (n.d). Falana (2015) put this succinctly in his finding to unravel the challenges of e-learning teaching and learning among National Open University, Nigeria (NOUN) students, Akure study centre, "Inequality of access to technology is the prior challenge of e-learning among students of NOUN, no stable internet provider to support easy and fast learning (p.5). The submission so far, however, is diametrically opposed to that of Habib and Enite (2015) who discovered that there was great access to internet in their cross-sectional survey on the perception of certified Liberians on internet accessibility and utilisation in Nigeria libraries.

The problem is however not limited to the Nigerian secondary and other institutions of learning alone as reported in the study of Ronal and George (2017). In their investigation of internet access and usage by Tanzania secondary school students, the researchers enumerated the factors hindering e-learning to be "poor telecommunication infrastructure, difficulties in accessing relevant learning materials, high costs of ICT gadgets" (p.2). This study is in harmony with that of Oso and Adesua (2017) who found out that inadequate facilities led to low utilisation of e-learning platforms for teaching and learning among the students of college of education in Nigeria. Of equal status to the remark above is the nature of the African

societies generally, most would-be beneficiaries of e-learning -- teachers and students, find it extremely costly (Ronal & George, 2017). The cost of data appears to be too overbearing for them. Npungoze (2020) summarized this remark thus, "With accessibility challenges exacerbated by relatively exorbitant data cost, poor network performance and devices that are not user-friendly when accessing online resources" (p.899). The bottom line underlining this position is that the cost of maintaining e-learning facilities is expensive. This same position is upheld by Wasiu, Ayodeji, Maryam, Abayomi and Rafiat (2020) who berated the high cost of ICT and inadequate resource person as panacea to e-learning teaching and learning in Nigeria. While analysing the challenges of e-learning teaching during the pandemic period among the University of Lagos undergraduate students, Chukwumeka, a reporter for Peoples Gazette summarised the lamentation emanating from the students, on the cost for procuring data to partake in the e-learning classes organised by the university. A few of the comments of these students go thus; "We have spent a lot of money on data and it is so annoying," Another said, "I started last week Monday, today is Tuesday, I have spent about 4000 naira" (Chukwumeka: Reporter, Peoples Gazette, 2021).

Salaudeen (2010 cited in Bibiana, Titus and Jonathan, 2012) summarised the problem of cost implication on e-learning usage thus, "due to high primary cost of infrastructural development, poor ICT infrastructure and other socio-economic reasons... the cost of personal computer... software and licence cost" (p.2-3). The underline truth behind all these arguments is that e-learning facilities are expensive and are not all that easy to maintain by low-income economy like Nigeria.

Another inhibition to e-learning teaching and learning is the naivety displayed by those saddled with the responsibility of handling the classes. Most of the teachers are incompetent in the use and handling of the e-learning facilities for teaching and learning. They prefer to hold on to their usual traditional method. They lack confidence as well as competence to

use them. A meta-analysis on barriers to successful integration of ICT in teaching and learning environment was carried out by Bingimlar (2009). Relevant literatures investigating the difficulties encountered in the use of e-learning mechanisms for teaching and learning were consulted to provide basis for the study. The findings from the literature consulted revealed that, even when teachers indicated a very strong desire to accommodate e-learning into their teaching and learning, they were often faced with stumbling blocks associated with incompetence and self-distrust (Bingimlar, 2009).

This is manifested in the poor handling of ICT facilities in most schools. According to an Australian Research, Newhouse (2002) cited in Bingimlar (2009) "many teachers lacked the knowledge and skills to use computers and were not enthusiastic about bringing computers into teaching practice" (p.240). While it is easy for many researchers to pass a sweeping comment about the relevance of statements credited to some of the researchers just cited based on the premises of time and space then and now; a remark by Albrini (2016) confirmed that the problems of teacher's lack of competence and confidence in the technical know-how of e-learning apparatus, have turned to acute-diseases among developing world's teachers. According to this researcher, "In developing countries, teachers' lack of technological competence has been cited as main barrier to e-learning teaching and learning (p.240). In some studies, carried out by researchers (Aydin, 2013; Buabeng, 2019; Lawrence and Tar, 2018 & Arslan, 2017), their findings revealed that the knowledge and skills procured by teachers in technology have direct consequences on their use of e-learning teaching facilities.

From the review so far, one can then conclude that the problem confronting teaching and learning using e-learning are multifaceted but the few considered in this study are summarised;

Accessibility to internet website, cost of maintenance of e-learning facilities, teacher's incompetence and dearth of experts.

Methodology

The study adopted descriptive survey design. The population for this study comprised 54 teachers selected through simple random technique from both private and public senior secondary schools in Ijebu-Ode Local Government Area of Ogun State. It must however be stated that intention of the researchers is not to ascertain the difference between private and public secondary schools use of e-learning method of teaching and learning of English language. The researchers feel that any school teachers within the purview of this research endeavour should be included in the study; hence, the justification for making use of both private and public secondary school teachers to participate in the study. Besides, both private and publicly-owned secondary schools constitute the type of school system being run in Nigeria, we do not intend to leave any of them out. But we must emphasize that this is not a study cantering on finding out which or which is not making use of e-learning or, which, the private or publicly-owned secondary schools, is the best at using it. Instrument for data collection was a structured questionnaire which was divided into 4 sections: section A was on respondents' demographic information, section B was on the perception of teachers on e-learning in the teaching and learning of English language, section C was on the effectiveness of e-learning on teaching and learning of English language while section D was on the factors inhibiting the use of e-learning in teaching and learning of English language. Data collected were analysed using descriptive statistics which included frequency distribution, percentages, mean and standard deviation to assess the effectiveness of e-learning on teaching-learning of English language in senior secondary school in Ijebu Ode Local Government Area of Ogun State of Ogun State.

Results**Table Showing Teacher's perception, effectiveness and factors limiting the use of e-learning**

		STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE	MEAN	S.D
		FREQUENCY AND PERCENTAGE					
1.	The application of e -learning in teaching-learning of English language is a complete waste of time.	29 (53.7%)	16 (29.6%)	2 (3.7%)	7 (12.9%)	2.93	0.76
2.	I am conversant with the opportunities e-learning offers for effective teaching and learning of English Language in senior secondary school.	36 (66%)	10 (18%)	3 (5.5%)	6 (11%)	1.72	0.60
3.	The application of e -learning enables students to be more active and engaging in English lesson. Class.	18 (33.3%)	27 (57.4%)	5 (9.2%)	0	1.75	0.61
4.	With e -learning, English language classroom management is out of control.	1 (1.8%)	11 (20.3%)	29 (53.7%)	13 (24%)	2.97	0.73
5.	E-learning helps teachers to improve teaching of English language with more updated materials.	20 (37.0%)	30 (55.5%)	1 (1.8%)	3 (5.5%)	1.70	0.63
6.	The integration of e -learning helps students to find related knowledge and information for learning of English language.	32 (59.3%)	17 (31.4%)	1 (1.8%)	4 (7.4%)	1.71	0.59
7.	The integration of e-learning helps to improve students' academic ability, specifically in English language.	29 (53.7%)	20 (37%)	0	5 (9.2%)	1.72	0.63
8.	The integration of e-learning allows students' to be more creative and imaginative in their communication skills in English Language.	34 (62.9%)	15 (27.7%)	1 (1.8%)	4 (7.4%)	1.80	0.60
9.	Students learn more effectively with the application of e -learning to teach English language.	19 (35%)	32 (59.2%)	0	3 (5.5%)	1.71	0.57
10	The integration of e -learning helps promote active and engaging lesson for students' best learning experience in English language.	22 (40.7%)	28 (52%)	1 (1.8%)	3 (5.5%)	1.67	0.63
11.	Little access to ICT hinders me from using it in teaching of English communication skills.	33 (61.1%)	11 (20.3%)	2 (3.7%)	8 (14.8%)	2.02	0.69
12.	High cost of internet facilities prevents me from integrating technology into my teaching and learning of English communication skill.	34 (62.9%)	14 (25.9%)	6 (11%)	0	1.84	0.60
13.	Epileptic power supply discourages me from frequent integration of technology	25 (46.3%)	20 (37%)	2 (3.7%)	7 (12.9%)	1.81	0.77

Items 1-5 from the table above shows teacher's perception on e-learning in teaching-learning of English and the table reveals that majority of teachers are conversant with the benefits of e-learning in teaching-learning processes irrespective of the teaching items to be taught, be it, oral or written. Majority of teachers realised that the application of **e-learning** enables students to be more active and engaging in their lesson. The mean of 1.75 shown on the table is an indication of this assertion. This is as a result of the fact that students are familiar with the modern technology and they find it easier learning by it. Result for teachers' familiarity with the opportunities e-learning offers for effective teaching-learning was also obtained from the data where the mean of 1.72 showed that most teachers were aware of the benefits e-learning platforms offer. Most of the respondents concurred that introduction of e-learning teaching platform bring about effective teaching and learning of English language. The finding of the study also revealed that most English language teachers realised that the integration of e-learning helps teachers to improve teaching with more updated materials as shown on the mean of 1.70. This clearly indicated that online teaching materials are more updated than the ones used in the conventional classroom and that teachers could rely on them to prepare active and engaging lesson for their students.

Items 6 – 10 from table examined the effectiveness of e-learning method of teaching English language communication skills such as listening, speaking, reading and writing. The result indicated that integration of e-learning platforms allows students to be more creative and imaginative in their use of English language with recorded mean score of 1.80. This is an indication that the integration of e-learning enhances students thinking and enables them to make the best use of their learning process. In addition, most of the teachers believed that students learn more effectively with the integration of e-learning as the mean score of 1.71. established. The finding also showed that the application of e-learning helped students to

find related knowledge and information for learning English language with shared mean of 1.71. Effective learning will be enhanced when students are able to relate what they have learnt with the information they have gathered online and engage in discussions with their teachers and classmates.

Items 11-15 from table investigated constraints to effective utilization of **e-learning** to English language teaching and learning. From the data collected, it shows that teaching time were not enough for teachers to integrate e-learning for teaching and learning purposes with score mean of 1.84. It means enough time were not provided for English teachers so that they can at least use e-learning for effective teaching and learning.

From the result obtained for the study, it could be seen that majority of the respondents were motivated to use e-learning for teaching but the little access to it hindered them from using it as they would have wished with the mean score of 0.69. Besides, epileptic power supply and high cost of internet facilities hindered teachers from frequent integration of e-learning in their teaching of English language with mean of 0.77 and 0.60 respectively. There is no doubt that this constitutes a very serious albatross to effective teaching and learning of English language in senior secondary school in Ijebu – Ode Local Government of Ogun State.

Discussion

The findings of this study reveal that e-learning platform is very effective for teaching and learning of English language. The result of the findings shows that the integration of e-learning allows for an active learning environment that is more friendly, interesting and effective for both teachers and students. This is in agreement with Ghavifekr & Rosdy (2015) whose study proved that using ICT in education would promote students' learning. Most of the respondents agree that the application of e-learning helps improve students' academic ability as lesson designed is more engaging. Moreover, this study proves that e-learning allows students' to be more creative and imaginative.

Findings reveal that English teachers have sufficient skills for handling e-learning in teaching – learning process; this finding corroborates Zhang's (2013) study, which shows that teachers have some knowledge about Internet use in teaching and learning. However, the researchers for this study discover that teaching time is insufficient for English teachers to integrate e-learning to teaching and learning purposes appropriately. In conclusion, the findings of this study have indicated that e-learning can be very effective in teaching and learning of English language.

Conclusion and Recommendations

From the research findings as outlined and the discussed, the study recommends that research about e-learning integration in teaching and learning should be carried out in every other school's subjects. Apart from this, rather than focusing on senior secondary schools only, it will be better if study of this nature can be conducted primary, junior secondary schools and tertiary institutions levels in Nigeria.

In order to enhance students' learning effectively, the government needs to provide stable and constant electricity and ensures provision of internet facilities in secondary schools in Nigeria, particularly Ogun State. Teachers of English also need to have good knowledge and skills in using of ICT platforms to improve their teaching so as to promote effective learning as well as to meet the demand of the 21st century teaching requirements. They can achieve this by engaging in different types of self- trainings on information technology (ICT). The world has become a global village in that, most of the facilities required for updating one's knowledge are there on-line and teachers can make use of this opportunity. Government should embark on massive training of teachers in our secondary schools so as to train and retrain teachers on the use of e-learning facilities and ICT generally. In order to promote effective teaching and learning, enough time should be devoted to teach English language making use of e-learning facilities. With the Covid 19 and its different variants still foaming and raging all

over the globe, nobody is certain about the future of education in Nigeria, therefore, the earlier the e -learning method of teaching and learning is thoroughly and effectively integrated, the better for all.

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Correlation among Teachers' Knowledge, Perception of Task-Based Language Teaching and Students' Achievement in English Grammar in Oyo State

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Abstract

This study investigated the relative and joint contributions of teachers' knowledge, perception of task-based language teaching to students' achievement in English Grammar in Lagelu Local Government Area of Oyo State. The study adopted the survey research design of the correlational type. Ten (10) public secondary schools were randomly selected from public secondary schools in Lagelu Local Government Area of Oyo State. Simple random sampling technique was used to select thirty SS II students and two English language teachers from each school. Three hundred (300) students and twenty (20) English language teachers participated in the study. Three research instruments were used for data collection: Teachers' Perception of Task-Based Language Teaching Questionnaire ($r=.77$), Teachers' Knowledge Test on Task-Based Language Teaching ($r=.75$) and English Grammar Achievement Test ($r=.82$). Data collected were analysed using Multiple Regression Analysis at 0.05 level of significance. Findings revealed that the joint and relative contributions of teachers' knowledge and perception of task-based language teaching to students achievement in English grammar ($F_{(2,17)} = 0.24$; $Adj R^2 = 0.09$; $p>0.05$), ($\beta = 0.11$; $t = 0.46$; $p>0.05$), ($\beta = 0.11$; $t = 0.46$ $p>0.05$) were not significant. Based on the findings of this study, it was recommended that teachers of English should engage in professional development activities to boost their knowledge of Task-Based Language teaching.

Keywords: Knowledge, Perception, Task-Based Language Teaching, English Grammar

Introduction

Grammar is equal to the rules and norms of language which includes the comprehension of sentence structure. Grammar though commonly referred to as set of rules that govern a language, however, there is more to being the rules of language because grammar is the language structure as it gives the word order by which a given language are arranged and the basis for the pattern of arrangement. Yuldiz and Senel 2017 avow that efficiency in grammar of any language allows for effective use of that language. English grammar is the way in which meanings are encoded into words in the English language (Turula, 2011). According to Ayodele (2001), grammar is crucial for communication to take place because it shows how language is used. It is the study of the systematic account of the rules of sentence structure, syntax and semantics of a particular language. Lester (2001) defines grammar as the internal, unconscious rule system, that is, the rules of the language that have been acquired and are used unconsciously by a speaker. It also means the scientific analysis of sentence structure that is,

the linguistic models of grammar and transformative generative grammar. English grammar fosters precision, detect ambiguity and exploit the richness of expression available in English Language (Bradshaw, 2013). Grammar is central to teaching and learning of languages. It can also be described as the system or rules of language, and it is used to explore words construction in sentences. It is important to learn rules of grammar so as to form words and make sentences (Olubodun, 2014).

Grammar helps people to communicate more effectively in the English language. The knowledge of grammar enables learners to evaluate the choices that are available to them when writing composition. If users of the English language understand the relationship that exists between parts of a sentence, they would be able to avoid some of the ambiguities and misinterpretation that result from poor construction. Grammatical knowledge is essential in interpreting what is written. Understanding literary texts, for instance, often depends on careful analysis of grammar. Other forms of writing can equally be uneasy to

interpret without proper understanding of grammar. Scientific and academic writing, for example, may be complex not just in the ideas they convey, but also in their syntax. These types of writing may not be easy to understand without the knowledge of how the parts relate to each other. The study of grammar makes a language user to go beyond his instinctive, native-speaker knowledge, and to use English in an intelligent and informed way (Amore, 2016).

Adequate familiarity with the English grammar is essential for understanding of English as a second language as well as for learning a new language, since the English language has become the pivot on which the educational wheel of Nigeria rotates (Fakeye, 2006). The relevance of grammar makes it possible for interlocutors to encode, with precision and to be able to understand one another. There is tendency for communication breakdown if there is lack of grammar in a conversation which results in misunderstanding and disagreement. The reason for grammar in communication is to convey the thought of language users through language. It means that for aim of communication not to be defeated, one must be understood (Adedigba, 2015).

In spite of the importance attached to the English grammar in students' academic advancement, students' performance in this aspect of the English Language, especially in external examinations has not been encouraging. The poor performance of students in this aspect of the subject has been discovered to be one of the reasons behind the poor results they had in English Language which 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. According to WAEC *Chief Examiners' Report* (2015), candidates' weaknesses include inability to marshal their points and give answers to questions that required detailed explanations, inability to spell technical words correctly, inability to understand the words used in passages due to low level of vocabulary knowledge and ignorance of the rudiments of English grammar.

Adesulu and Laju (2015) attribute the weaknesses of candidates to inadequate preparation and rote memorisation, illegible handwriting and vague or irrelevant answers.

The major causes of the poor performance have been attributed among others, to inappropriate strategy employed by teachers (Mabekoje, 2013; Ayodele, 2001; Thornbury 1999 and Ajayi, 1996). This perennial problem of students' poor performance may be attributed to the traditional-oriented teaching in Nigeria and the fact that most teachers of English language still emphasise teacher-centred and teacher-directed instruction. Jibowo (2012) asserts that the learners of English as a second (ESL) in Nigeria tend to manifest fear and anxiety in grammar classes. Therefore, the weaknesses, fear and anxiety which students exhibit in English grammar suggest that something may be wrong with the approach used in teaching English grammar in schools. WAEC Chief Examiners' Report (2008) suggested that there was the need for alternative approaches, methods and strategies that could relate academic contents to real life experiences to enhance high academic achievement.

In Task-Based Language Teaching (TBLT), meaningful and holistic language practice are emphasised, learners are expected to listen, read, speak, or write, for them to solve a problem. The rationale behind TBLT as a teaching methodology was found in theories of language acquisition which stresses the major role of language learning for meaningful usage of language allied with opportunities to notice ways in which meanings are created through the Target Language (Long, 1996 and Skehan, 1996). TBLT was generated from communicative approach which applies some interactive and meaningful activities, engaging learners to comprehend or produce an outcome using the Target Language. The tasks are different from the traditional tasks where the teacher instructs students to complete an exercise (SeungHee, 2005). Task Based Language Teaching is a proven language teaching approach that has yielded positive results in language teaching in any other nations.

The level of effectiveness and implementation boils down to perception and knowledge of teachers about it (Willis 2006).

When perception and knowledge of teachers about TBLT are high, they will use TBLT to facilitate teaching and learning of English grammar especially in an environment where English language is used as a Second Language (Willis 2006). Van den Branden (2006) noted that there is relationship among teachers' perceptions, knowledge and their actions in the classroom. What language teachers do in the classroom is inspired by what they know, believe and think. When language teachers have poor perception of Task-Based Instruction and low knowledge of it, no real change will happen in an ESL setting. Therefore, this study investigated correlation between teachers' knowledge, perception of Task Based Language Teaching and students' achievement in English Grammar.

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, examinations results have shown that students are not performing as expected in this aspect of English language. Efforts to solve this problem have made researchers and scholars to carry out numerous intervention studies. These researchers and scholars came up with good insights to the teaching and learning of English grammar but the problem of students' poor performance still persists. Therefore, there is need for shift in research focus from integrative grammar instructional strategies to Task-Based Language Teaching. Studies have shown that there is a strong link between TBLT and students' achievement but relationship among teachers' knowledge, perception of task-based language teaching and students' achievement in English grammar has not been given much research attention. Therefore, this study investigated

relationship among teachers' knowledge, perception of task-based language teaching and students' achievement in English Grammar in Lagelu Local Government Area of Oyo State.

Research Questions

1. What is the joint contribution of teachers' knowledge and perception of TBLT to achievement in English grammar?
2. What is the relative contribution of teachers' perception of TBLT to students' achievement in English grammar?

Significance of the Study

This study revealed the relationship among teachers' knowledge, perception of task-based language teaching and students' achievement in English grammar. Through the findings of this study, educational stakeholders would be guided on identifying and working on factors that could enhance students' achievement in English grammar. Also, the study would be an addition to the body of research on solution to students' poor performance in English grammar.

Methodology

The study adopted the survey research design of the correlational type. Ten (10) public secondary schools were randomly selected from twenty-three (23) public secondary schools in Lagelu Local Government Area of Oyo State. Simple random sampling technique was used to select 30 SS II students and two English language teachers from each school making a total of 300 students and twenty (20) teachers. 400 students and twenty (20) English language teachers participated in the study. Three research instruments were used for data collection: Teachers' Perception of Task-Based Language Teaching Questionnaire ($r=.77$), Teachers' Knowledge Test on Task-Based Language Teaching ($r=.75$) and English Grammar Achievement Test ($r=.82$). Data collected were analysed using Multiple Regression Analysis.

Results

Research question 1: What is the joint contribution of teacher's knowledge and

perception of TBLT to students' achievement in English grammar?

Table 2: Multiple Regression Analysis showing the joint contribution of independent variables to achievement in English grammar

Sources of Variance	Sum of Squares	Df	Mean Square	F	Significant
Regression	4.436	2	2.218	0.235	0.793
Residual	160.114	17	9.418		
Total	164.550	19			
R = 0.164 R Square = 0.027 Adjusted R Square = 0.088 Std. Error of the Estimate = 3.06896					

Source: Fieldwork 2021.

Table 2 reveals that the joint contribution of teacher's knowledge and perception of task-based language teaching to students' achievement in English grammar ($F_{(2, 17)} = 0.24$; $Adj R^2 = 0.09$; $p > 0.05$) is not significant. This means that teacher's knowledge and perception

of task-based language teaching do not predict students' achievement in English grammar.

Research question 3: What is the relative contribution of teacher's knowledge and perception of task-based language teaching to students' achievement in English grammar?

Table 3: Multiple Regression Analysis showing relative contributions of the independent variables to students' achievement in English grammar.

Model	Unstandardized Coefficients	Standardized Coefficient		T	Sig.
	Beta	Std. Error	Beta (β)		
(Constant)	13.110	8.097		1.619	0.124
Teachers knowledge	0.110	0.239	0.111	0.463	0.650
Perception	0.073	0.160	0.109	0.455	0.655

Source: Fieldwork 2021.

Table 3 shows that the relative contribution of teacher's knowledge of task-based language teaching to students' achievement in English grammar ($\beta = 0.11$; $t = 0.46$; $p > 0.05$) is not significant. Also, the relative contributions of teacher's perception of task-based language teaching to students' achievement in English grammar ($\beta = 0.11$; $t = 0.46$; $p > 0.05$) is not significant. This indicates that none of the

independent variables relatively contributes to students' achievement in English grammar.

Discussion of Findings

Table I indicated that there was a positive, low non-significant relationship between teachers' knowledge of task-based language teaching and students' achievement in English grammar. This finding is similar to Ellis (2006)

which indicated that there was a positive, low non-significant relationship between teachers' knowledge of task-based language teaching and students' achievement in English grammar. This is against the study of Ruso (2009) who revealed that there was not a positive, low non-significant relationship between teachers' knowledge of TBLT and students' achievement in English grammar.

Table 2 showed that the joint contribution of teacher's knowledge and perception of task-based language teaching to students' achievement in English grammar was not significant. This means that when teacher's knowledge and perception of TBLT to students' attitude to English grammar are taken together, they do not predict students' achievement in English grammar. This is in line with Xiongyong and Samuel (2011) who found that the joint contribution of teacher's knowledge and perception of TBLT to students' achievement in English grammar was not significant. This finding is not in line with Yim (2009) who found that the joint contribution of teacher's knowledge and perception of task-based language teaching to students' achievement in English grammar was significant.

Conclusion

It was found that none of the independent variables could predict students' achievement in English grammar. This study has provided a better understanding of relationship among teachers' knowledge, perception of task-based language teaching and students' achievement in English grammar in Lagelu Local Government Area of Oyo State.

Recommendations

Based on the findings of this study, it is recommended that school managements should create a conducive environment that would enhance the teaching of English grammar. Government should organise in-service trainings for English Language teachers on how they can use Task-Based Language Teaching to teach English grammar. Parents or guardians

should ensure that their children/wards have the needed materials for learning.

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