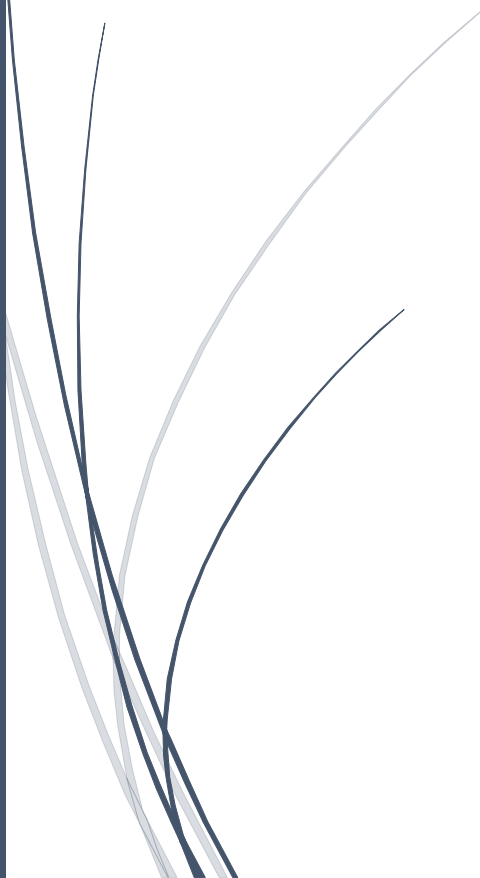


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CV

Oluwayomi Sefiu Ayanfe Oladunjoye



Executive Summary

Oluwayomi Sefiu Ayanfe Oladunjoye, a distinguished scholar, educator, and consulting partner at TransformELT, United Kingdom, possesses a rich academic background and extensive experience in communication skills and curriculum and Instruction. Holding a Norwich Institute of Language Education Scholarship (2008), Oladunjoye has made significant contributions to the field of Language Education as a full Professor at Olabisi Onabanjo University, Nigeria.

Professor Oluwayomi Oladunjoye has held various leadership positions in Olabisi Onabanjo University, including Head of Part-Time Studies (February-July 2016), Director of the Centre for Continuing Education (August 2016 to July 2018), Dean of Students' Affairs (August 2018-July 2020), Head of the Department of Arts and Social Sciences Education (August 2020-July 2024), and currently serves as the Director, Institute of Education from August 1st, 2024.

His expertise extends beyond academia, as he is actively involved in consulting on quality assurance, pedagogical advancements, and TESOL matters in primary, secondary, and higher education institutions globally. Furthermore, he is a published novelist and biographer, showcasing his literary talents and intellectual versatility.

In addition to his professional pursuits, Oluwayomi Oladunjoye is a dedicated volunteer counselor for an African relief organization, demonstrating his commitment to social responsibility and humanitarian efforts. A voice for Commonwealth Foundation on Education, human rights, health and climate change, Oluwayomi is a fervent advocate for equality, championing the rights of individuals regardless of cultural, gender, social, or religious differences.

With his multifaceted expertise, scholarly achievements, and unwavering commitment to societal betterment, Professor Oluwayomi Sefiu Ayanfe Oladunjoye emerges as a prominent figure in the realm of Language Education and trainer in communication skills, leaving an indelible mark on the international academic landscape.

Education

(Academic)

- Ph.D., Language Education – University of Ibadan, 2005
- M.A., Language Education – University of Ibadan, 1991
- B.A.(Ed), English – Ogun State University 1988

(Professional)

- Creative Writing (Irresistible Fiction), Creative Writing Now.Com, Spain-- 2016
- Creative Writing (Story Structure), Creative Writing Now.Com, Spain-- 2016
- TEFL Certificate, Norwich Institute of Language Education - Norwich, UK. 2008

Administrative positions

LEADERSHIP EXPERIENCE FOR EXECUTIVE POSITIONS
<p>10 years within a leadership position (Professorial rank)</p> <ul style="list-style-type: none">• Appointed Adjunct Professor of English in the department of Mass Communication, Babcock University Business School, Ilishan, Remo, Nigeria --- January 2nd, 2013• Appointed Associate Professor of Language Education (Teaching English to Speakers of other languages TESOL) ---October 1st, 2013, at Olabisi Onabanjo University, Ago-Iwoye, Nigeria (Home institution)• Appointed Full Professor of Language Education (Teaching English to Speakers of other languages) ---October 1st, 2019, at Olabisi Onabanjo University, Ago-Iwoye, Nigeria (Home institution)• Presented, as a full Professor of Language Education (Teaching English to Speakers of other languages TESOL)), the 107th Inaugural lecture of the Olabisi Onabanjo University, Ago-Iwoye, Nigeria (Home Institution) on April 11th, 2023, with the title: “LITERATURE OF TEACHING AND TEACHER OF LITERACY: The 21st Century Challenge”• https://youtu.be/UgNYXQNE6Yg (link to inaugural lecture) Link to some newspaper publications of the lecture: https://punchng.com/introduce-tech-in-education-don-advises-govts/https://tribuneonlineng.com/?p=667746, https://www.paulukpabio.com.ng/2023/04/at-107th-inaugural-lecture-by-professor.html• Professorial cadre is a leadership cadre, a time to mentor younger academics, plan curriculum, organise professional development courses, workshops, and conferences for staff, publish research reports, lead community services (town-gown activities), win grants, pioneer innovative projects, manage budgets etc., I have done this for over ten years (From 2013 to date) <p>Over the past decade, I have held several positions, including:</p> <ol style="list-style-type: none">1. Adjunct Professor and External Examiner at Three Universities: Since 2013, I have served as an adjunct professor and external examiner at three different universities.2. Head of Part Time Studies: From February 29 to July 31, 2016, I led the Part Time Studies department.3. Director of the Centre for Continuing Education: From August 1, 2016, to July 31, 2018, I directed the Centre for Continuing Education, a significant division within the university that functions as a mini-university. In this role, I had leadership responsibilities akin to those of a Vice Chancellor, overseeing every unit represented in the Centre. Essentially, this position is equivalent to that of a Deputy Vice Chancellor.4. Dean of Students' Affairs: I served as the Dean of Students' Affairs from August 1, 2018, to July 31, 2020.5. Head of the Arts and Social Sciences Education Department: From August 1, 2020, to July 31, 2024, I was the head of the Arts and Social Sciences Education Department.6. Director of the Institute of Education: Since August 1, 2024, I have been serving as the Director of the Institute of Education. <p>Comprehensive knowledge of rules and regulations within tertiary education and extensive managerial experience applicable to any company or corporation</p>

I've been a university instructor for two decades, and during the last ten of those years, I held a number of leadership roles that required me to be knowledgeable about the policies and procedures of the university. Apart from my automatic membership in the Senate, my previous positions required me to be a member of the University Management Team and the Appointment and Promotion Committee (A &PC), which are the two highest organs of the university operations. Throughout the ten years of expertise, I am working with the third Vice Chancellor.

Having held positions of trust that required initiative and pioneering efforts in other universities (apart from my home university) even while I was a lecturer 1 and senior lecturer, I have extensive managerial experience with various universities. These positions include (a) serving as a member of the committee for Caleb University's Mass Communication Department's establishment in 2009, (b) serving as an external member of Babcock University Consultancy for the establishment of Adeleke University, Ede, Nigeria in 2011, and (c) serving as the Chairman of the Accreditation Committee and acting Head of the department of Human Communication, Bowen University, Iwo in 2008 while on sabbatical leave.

Experience in managing E- Learning/Open and Distance learning,

I was a pioneering Director of the university's Distance Learning programme. The planning and take-off of OOU Distance learning took place in the Centre for Continuing Education when I was the Director. I am also one of the online moderators and a member of the management team of EL a 24/7 online English practice for international audience. The Online group (EL) --- pioneered and managed by Tommy Bunns---that has received the nod of New York Weekly of Dec 15th, 2022 <https://nyweekly.com/business/tommy-bunns-english-language-club/> is part of a wider online community called Clubhouse. We have worldwide English practice participants. Besides, I have students across the world that I prepare for varieties of international exams like TOEFL, IELTS, GRE, IGCSE, O Levels and International AS & A Levels as well as proficient courses for UK and US residents seeking jobs. The modules for all these programme and courses are dispensed via E-Learning. I am in constant invitation to write for IReader and Truelancer--two famous international digital writing platforms

Professional and Academic Achievements

- (a) Was funded to undertake autobiographical research projects of three Nigerian statesmen leading to the publications of the following: Guided by His Hands (2013), HBN Publishers, Plc, Ibadan, All of Grace (2020), So4i Publishers, Lagos, and Entirely by Him (2022), So4i Publishers, Lagos. (Approximately GBP 20,034.84 in value)
- (b) Was funded to produce and market the e-copy, and undertake the promotion of the hard copies of Guided by His Hands – from 2016 to date (approximately GBP 13,061.56 in value)
- (c) Have just (with my team) completed one year (2021/22) full funding of intervention-- TESOL project of a private college, in Ijebu-Ode, Nigeria - the project - which has been renewed for another academic session (beginning from September, 2022) is proven evidence of satisfactory performance as reflected in the 2022 Senior Secondary School Certificate Examination results.

- (d) Examination students' results in English Language and Literature - in - English by the West African Examination Council (WAEC). 100% was recorded in Literature in English and 98% in the English Language. (The concluded project is approximately GBP 8,043.71 in value)
- (e) Consulted (May 2022 to date) to research into and undertake a complete revitalization of a moribund group of private primary and secondary schools in two cities around my university. Initial research and proposal were funded, proposal was later accepted and negotiation is ongoing for further funding as regards the take-off which was initially slated for September 2022. (GBP 200,000.71 in value)
- (f) In November, 2021, I started a dialogue with *TransformELT*, Norwich, United Kingdom, on partnership and funding of various literacy projects in Nigeria through my consultancy. On November 29th, 2022, I was in the UK to formally defend the proposal which recommended five different areas of TESOL projects. They are English for Employability (EFE), English for Urbanicity (EFU), English for Revitalising Rurality (EFRR), English for Beginner ELT Efficiency (EFBEF), and English for Experienced ELT Efficiency (EFEFEEF). These are robust projects, which though are capital intensive, are not only plausible in coverage and application to addressing gaps in EAP, ESP, ESL and AW (academic writing) but are, also, avenues to internationalise "our English Language" as a country, generating revenue for TransformELT while expanding their scope in Africa, bringing us income as their partner, providing jobs for hundreds of jobs-seeking Nigerian youths and improving the per capita GDP of the government. The discussion around the best approach or strategy to improve the teaching and learning of English at specific levels of Nigerian Education system is still on going with TrasformELT.
- (g) NERDC appointment: Appointed a Consultant/Resource Person to Nigerian Educational Research and Development Council (NERDC) on curriculum sensitization project in selected states of the country. 2012-2016
- (h) Scholarships: Received NILE Scholarship on Professional Development for Trainers: as the only African recipient in 2008. The Scholarship was awarded by Norwich Institute for Language Education, Norwich United Kingdom
- (i) Consultancy: Consultant to Macmillan Publishers on Books' promotion among school teachers and managers. 2004-2006
- (j) Recognition of Author's Best Seller in the English language: *Systematic English for Schools and Colleges* approved by government since 2005, reprinted a number of times; to date, recommended to be used in all Command Secondary Schools in Nigeria in 2014-2015 session.

Research Interest

My over fifteen year's research in the teaching and training of recipients of English as a second language revolved around the following

1. Language Teacher Education and Development
2. Communication, Multilingualism and Multiculturalism
3. Content and Language Integrated Learning (CLIL)
4. Language Policy and Planning

5. Discourse Analysis and Language Teaching
6. Language and Identity
7. Language Learning Strategies
8. Intercultural Communication and Pragmatics
9. Language Education for Specific Purposes (LESP)

In search of better pedagogies to address the growing trends of technology and media in relation to the teaching of English as a second language, I am currently researching around:

1. Technology-Enhanced Language Learning (TELL)
2. Social media and language teaching
3. Variables in blogging and content development

Publications

Thesis/Dissertation

1. Oladunjoye **S.A.O.** (1991) The Influence of Mother Tongue on the Speaking Skills of English Language, a case study of selected schools in Ijebu North Local Government Area of Ogun State. *Unpublished M.Ed. Dissertation*, University of Ibadan, Ibadan, Nigeria.
2. Oladunjoye **S.A.O.** (2005). Effects of Two Collaborative Learning Strategies on Students' Performance in and attitude to Verbal Communication in the English Language in Ogun State, Nigeria. *Unpublished Ph.D. Thesis*, University of Ibadan, Ibadan, Nigeria.

Journals

1. **Oladunjoye, S. A. O.** (2003). The relationship between verbal ability and achievement in English language: A case study of Senior Secondary II. *African Journal of Education Research*, 9(1&2), 97-102.
2. **Oladunjoye, S. A. O.** (2003). Learning strategy, gender, and achievement in verbal communication in the English language. *Ibadan Journal of Educational Research*, 3(1&2), 11-15.
3. **Oladunjoye, S. A. O.** (2005). Rebuilding the Nigerian nation: A language educator's perspective. *Studies in Curriculum*, 4, 125-140.
4. **Oladunjoye, S. A. O.** (2006). Managing the English language class for effective output: The collaborative approach. *Educational Management International*, 1(1), 50-55.
5. **Oladunjoye, S. A. O.** (2008). Stakeholders' assessment of comprehension programmes in the Nigerian JS English textbooks. *Nigerian Journal of Curriculum Studies*, 15(1), 68-76.
6. **Oladunjoye, S. A. O.** (2008). Some Nigerian BBE/BSA part-time students' assessment of their English language programme. *Journal of Sociology and Education in Africa*, 7(2), 203-214.
7. **Oladunjoye, S. A. O.** (2009). Effect of home video on the reading habit of literate Nigerian housewives. *African Research Review: A Multidisciplinary Journal of Pedagogical Science*, 3, 95-101.

8. **Oladunjoye, S. A. O.** (2009). Promoting EFL learning through group dynamics. *African Research Review: A Multidisciplinary Journal of Pedagogical Science*, 3(4), 407-412. <https://doi.org/10.4314/afrrrev.v3i4.47575>
9. **Oladunjoye, S. A. O.** (2009). Psycho-social variables for language learning in the Upper Basic: A case assessment of Southern Kaduna, Nigeria. *International Journal of Emotional Psychology and Sports Ethics*, 11, 329-341.
10. **Oladunjoye, S. A. O.** (2011). EAP in Nigerian language education curriculum: Trainers and trainees' perspectives. *Ghana Journal of Education and Teaching*, 12, 42-48.
11. **Oladunjoye, S. A. O.** (2012). English for examination purposes (EEP). *AFREV IJAH: An International Journal of Arts and Humanities*, 3(1), 116-132.
12. **Oladunjoye, S. A. O.** (2012). Reading culture and internet browsing: A shift of paradigm among Nigerian students. *AFREV LALIGENS: An International Journal of Languages, Literature, and Gender Studies*, 3(1), 36-47.
13. **Oladunjoye, S. A. O.** (2013). Gender experiences, teacher qualification, and students' outcomes in English language among senior secondary school students in Ibadan. *International Journal of English Language and Linguistics Research*, 1(3), 53-58.
14. **Oladunjoye, S. A. O.** (2014). Investigating the literary components of print media: A case of *Punch* and *Guardian* newspapers. *Global Journal of Arts, Humanities and Social Sciences*, 2(10), 84-89.
15. **Oladunjoye, S. A. O.** (2014). Literacy skills for college teachers: Taking a cue from the new Nigerian curriculum. *Literacy and Reading in Nigeria*, 15(2), 332-336.
16. **Oladunjoye, S. A. O.** (2014). Group work and substitution of words in Senior School Certificate English comprehension examination. *Studies in English Language Teaching*, 2(4), 412-419. <https://doi.org/10.22158/selt.v2n4p412>
17. **Oladunjoye, S. A. O.** (2014). Literacy teaching: How much grammar is required in writing as an expressive skill? *Studies in English Language Teaching*, 2(4), 420-425. <https://doi.org/10.22158/selt.v2n4p420>
18. **Oladunjoye, S. A. O., & Banjo, O.** (2015). Pushing the millennium goals of universal primary education through the medium of language: A Nigerian case. *Journal of Studies in Educational Planning and Administration*, 5(1), 216-222.
19. **Oladunjoye, S. A. O., & Kolawole, C. O. O.** (2015). Students' cognition and comprehension content of selected passages in Senior Secondary School English readers. *African Journal of Educational Research*, 19(1&2), 125-132.
20. **Oladunjoye, S. A. O.** (2016). Sex difference in the reading habit of senior secondary school students. *Journal of Applied Education and Vocational Research*, 13(2), 186-191.
21. **Oladunjoye, S. A. O.** (2016). Developing the English teacher's expertise to handle the new Nigerian national curriculum. *Babcock University Journal of Education*, 2(2), 78-95.
22. **Oladunjoye, S. A. O.** (2017). Writing without plagiarism: Developing the skills to write better. *Eko Journal of Educational Research*, 5(1), 1-5.
23. **Oladunjoye, S. A. O.** (2019). Literacy intervention in secondary education: Experimenting with community participation in upgrading Senior Secondary School Certificate Examination. *Lagos Education Review*, 4, 125-140.
24. **Oladunjoye, S. A. O.** (2020). Facebook's social speak and its influence on users' English language writing fluency. *Lagos Education Review*, 4, 240-251.

25. **Oladunjoye, S. A. O.** (2020). Teaching vocabulary using Nigerian film and video: A catalyst for developing Senior Secondary School students' registers. *Journal of International Association of Language Educators*, 1, 147-152.
26. **Oladunjoye, S. A. O., & Idowu, S. O.** (2022). Students' engagement, motivation, and English PR language achievement of secondary school students in Ogun State. *Journal of International Association of Language Educators*, 3, 114-122.
27. Kolawole, A. D., Omotosho, S., & **Oladunjoye, S. A. O.** (2023). Perceived role of female parents' psycho-demographic variables on children's communicative competence. *Journal of International Association of Language Educators*, 4, 118-125.
28. **Oladunjoye, S. A. O., & Bankole, O. J.** (2023). Teachers' motivation: Implications for senior secondary students' academic achievement in English language in Oyo State, Nigeria. *Journal of International Association of Language Educators*, 4(2), 80-86.

Books

1. **Oladunjoye, S. A. O.** (2008). *Don in the valley* (A novel). Gratia Associates International. ISBN: 978-178-536-5-5
2. **Oladunjoye, S. A. O.** (2015). *Systematic English for schools, colleges, and universities* (New edition). Gratia Associates International. ISBN: 978-178-355-210-7-8.
3. **Fakeye, D. O., Oladunjoye, S. A. O., Alade, I. A., Kayode-Olawoyin, B. O., Bateye, O. R., Olatunji, S. O., & Jayeoba, O. S.** (Eds.). (2017). *Further thoughts on language, education, and the curriculum: Nexus for sustainable development in Nigeria*. Constellation Books. ISBN: 978-978-874-3.
4. **Oladunjoye, S. A. O.** (2021). *A nap on the rug* (A novel). SO4I Publishers. ISBN: 978-978-533-8928.
5. **Oladunjoye, S. A. O.** (2000). Effective teaching of literature in English. In S. Y. Erinosho, A. Adesanya, & A. Ogunyemi (Eds.), *Teaching effectiveness in Nigerian schools* (pp. 255-266). Sam Bookman Publishers.
6. Jibowo, A. V., & **Oladunjoye, S. A. O.** (2000). Effective communication in teaching. In S. Y. Erinosho, A. Adesanya, & A. Ogunyemi (Eds.), *Teaching effectiveness in Nigerian schools* (pp. 55-69). Sam Bookman Publishers.

Positions held with dates.

A. Current Employment

Position and Status: Professor and Head, Department of Arts and Social Sciences Education (ASSED), Olabisi Onabanjo University, Ago-Iwoye, Nigeria. (Full time)

- (a) Date of first appointment with the University: July 20, 1998.
- (b) Status at first appointment and salary: Lecturer II, AUSS 3/6
- (c) Present position and salary: Professor, CONUASS, 7 STEP 2

Functions' Summary

Conduct research, mentor colleagues, instruct, and assess English as a second language learners' performance. Participate in a variety of TESOL leadership activities in areas such as Academic writing (AW), English as a foreign language (EFL), English for academic purposes (EAP), English for specified purposes (ESP), and English as a second language (ESL).

- Offer efforts for the transfer of knowledge between education trainees' pedagogy and the curriculum of basic language arts.
- Encourage writing, editing, and peer review as means of enhancing staff professional growth and increasing my university's online presence.
- Facilitate approaches that reinforce the tenuous connection between applied and sociolinguistics through interdisciplinary initiatives and cutting-edge research
- Establish and preserve cordial and productive working connections with my department, the host community, and the global community.

Courses Taught:

Advanced studies in writing (post graduate), Advanced studies in reading (post graduate), The grammar of language (post graduate), Mother tongue education (post graduate), Language study and curriculum development in multi-lingual states (postgraduate), Applied linguistics (post-graduate). The teaching of writing (post graduate) Use of English (undergraduate) Introduction to African prose, (Undergraduate) Prose fiction (undergraduate) Effective business communication (Undergraduate) Study skills (undergraduate), Creative writing (undergraduate), English Language Methods (undergraduate) Language Education Methods (undergraduate), Prose genres and techniques, (undergraduate) Drama genres and techniques, (undergraduate) Introduction to curriculum development, (undergraduate), Case studies in curriculum implementation (post graduate), Instructional technology (undergraduate)

B. Previous Employment

Place, Position and Status: Professor of English in the department of Mass Communication, Babcock University Business School. Ilishan, Remo, Ogun State, Nigeria.

- (a) Date of Appointment with the University: November, 2008

- | | | |
|-----|--------------------|----------------------|
| (b) | Date of leaving | January, 2014 |
| (c) | Reason for leaving | End of Adjunct offer |

Functions' Summary

- Employed a range of instructional strategies and supplementary resources to enhance student learning and highlight presentations in small group settings.
- Reviewed and updated course materials and lesson plans to facilitate student-centered learning for undergraduate media students.
- Oversaw the creation of a digital media programme to be used in expanding undergraduate and graduate students' options for curricular delivery.
- Designed and executed a successful grammatical curriculum to enhance learning and raise student achievement in media studies.
- Contributed to the relocation of media and applied linguistics course content and technology alternatives to improve functionality for instructors and students.

Courses taught

Introduction to Public Speaking (undergraduate), Communication and Mass Media (undergraduate), Christian writers' workshop (undergraduate), Language and Mass media (postgraduate)

C. Previous Employment

Place, Position and Status: Lecturer in Media -related English Courses, Bowen University, Iwo Oshun State, Nigeria.

- | | | |
|-----|--|-------------------|
| (a) | Date of Appointment with the University: | November, 2007 |
| (b) | Date of leaving | January, 2009 |
| (c) | Reason for leaving | End of sabbatical |

Functions' Summary

- Achieved results in teaching and practical classes by using coordination and planning abilities.
- During my brief stint as acting head of department, I received and processed stock into the inventory management system.
- I created plans and communicated deadlines to complete projects on time. For example, while leading the committee on course review for the department's accreditation, we recorded over 90% success in both speed and accuracy.
- I used Microsoft Word and other software tools to create documents and other communications while demonstrating media skills.
- Made significant financial savings by putting cost-cutting measures that addressed persistent issues into practice.

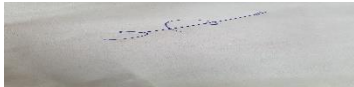
Courses taught: Newspaper and Magazine Production and Management, Introduction to Editing, Editing and Graphics Production, Print Production Management, Book Development and Publishing, Writing Techniques and Styles and Techniques of Scholarly Writing

Professional services to other universities

- (a) External Examiner: Department of Arts and Social Sciences Education, (ASSED), University of Ibadan, Ibadan
- (b) External Examiner: Department of Arts Education, University of Lagos, Lagos
- (c) External Examiner: Institute of Education, Obafemi Awolowo University, Ile-Ife
- (d) External Examiner: Department of Arts and Social Sciences Education, Ekiti State University.
- (e) External Examiner: Department of Arts and Social Sciences Education. Lagos State University

Affiliations

- Modern Language Association of America (MLA)
- Member, International Association of Teachers of English as Foreign Language (IATEFL)
- Subscriber, Centre for Applied Linguistics, Washington D.C., USA
- Member, Curriculum Organization of Nigeria (CON)
- Member, International Reading Association, Nigeria Chapter
- Member, Teachers' Registration Council of Nigeria (TRCN) Member,
- Member, International Association of Language Educators (IALE)



Prof. Oluwayomi Sefiu Ayanfe OLADUNJOYE

**S.A. OLUWAYOMI
OLADUNJOYE'S**

**SAMPLE
PUBLICATIONS**

AFRREV LALIGENS

An International Journal of Language, Literature and Gender Studies
Bahir Dar, Ethiopia

Vol. 1 (3) August-December, 2012: 36-47

ISSN: 2225-8604(Print)

ISSN 2227-5460 (Online)

Reading Culture and Internet Browsing: A Shift of Paradigm among Nigerian Adolescents?

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Olabisi Onabanjo University, Ago-Iwoye, Nigeria

E-mail: yomi_yemi@yahoo.com

Abstract

This study was conducted to examine the state of adolescents' readiness to project a stable reading culture in a society where the growth of ICT is catching their fancy. A total of 100 respondents, 52 awaiting admission into the university and 48 in their first year in the university, were used. Four hypotheses were tested to confirm the average number of hours the participants devote to browsing on one hand and to reading on the other, identify gender difference in respondents' perception of the time they spend and what they use the time for and if their browsing indeed have any impact on their reading habit. The participants' awareness of the existence of ICT language training programmes was equally tested and whether such have impact on adolescents' attitude to reading or studying. All the four hypotheses were rejected and probable reasons advanced. The thrust of the

recommendation is that it is possible to assist the adolescents to combine their drive for internet browsing with the essential culture of reading.

Introduction

Reading as a skill and a norm is desirable for the youth and for all in a developing nation to foster understanding, increase knowledge and expand horizons of citizens. The World Bank Encyclopaedia, 2001, says reading is basic to learning and one of the most important skills in everyday life. This idea corroborates the opinion of Johnson, 1999, who feels that the level of readership is to a large extent, an index to a country's level of development.

In Nigeria, English is the National language and, so, must be learnt to gain entrance into institutions of higher learning and to fit into the highly competitive secular world after graduation. Like in Scandinavia, as observed by McMillion and Shaw (2009) where the study of most scientific subjects involves reading textbooks and articles and listening to lectures in English, Nigerian undergraduates have to do their assignments in addition to taking virtually all their general courses and specialised studies through the same medium of English language. It is in this vein that we view reading as synonymous to study skills in the language of communication in Nigeria.

Most of the Universities in Nigeria are community based and allow students to either come from home or live with people where the universities are situated. In addition to this, students have to share their time between attending lectures and going to business centres (within and outside the campus) to type and print their assignments before going home to rest where supply of electricity is epileptic. Caught between sharing their time to getting information for their assignments and taking time off the busy schedule to browse for pleasure, adolescents have the usual temptation of diverting more of their time to pleasure than to study.

In previous related studies like that of Agyemang (1998), Ghanaian students, despite the goodwill of the Ministry of Education, have apathy to reading when confronted with the volume of material they are expected to cover. (Anigbogu 2006), identify the following reasons as being responsible for Nigerian undergraduates' negative attitude to reading. According to her, some undergraduate students feel reading is no fun. Some study more during the exam period and for tests while others feel bored reading their texts. It was also discovered that quite a number of undergraduates, about 68% of her

respondents, did not have specific time for reading and others did not have efficient time table.

Undoubtedly, the purpose of ICT, all over the world, is to modernise teaching and equip learners with skills that will enable them to use such technology after their graduation in a way that they will fit effectively into the challenges of the workplace. ICT in its different 'shapes' and 'shades' is also expected to, massively, cut down the workload of teachers and students by making planning and resources available on the internet. Information and learning exchange could then be made easier through electronic form. The advantage of this is that the long time spent on exchange of information manually would thin down. Perhaps the primary goal in promoting the use of ICT in schools has been to increase the effectiveness of teaching and improve pupils' learning. ICT tools could indeed assist students in acquiring language competency as well as enhance the quality of the learning experience (Samuel and Zaitun, 2007).

Purpose of Study

The purpose of this study is to examine the challenge of maintaining a reading culture in the face of the visible effect the emergence of internet browsing is registering on adolescents. It was equally conducted to identify the gaps in ICT Curriculum as it relates to reading and study skills and in the process suggest ways of managing adolescents' drive for ICT exploration to bring best practise into the teaching and learning of Reading and development of Study skills. Additionally it aims at assisting Nigerian adolescents, in the universities and those awaiting admissions, to come to the levels of their colleagues in other parts of the world where ICT is having a strong impact on all language skills: listening, reading, speaking and writing and not the other way round. For instance, digital reading materials, called talking books by (Labbo & Kuhn, 2000,) act as scaffolds for the children's developing concepts of print. This occurred in ways similar to traditional adult-child print interactions with the talking book taking the place of the skilled reader.

Hypotheses

Four Null Hypotheses Were Tested

Ho1: There is no significant difference in the perception of students on the time they spend Browsing and the time they spend Reading/Studying.

Ho2: There is no significant difference in the perception of male and female students on the time they spend browsing and the time they spend reading/studying.

Ho3: There is no significant difference in the perception of school certificate graduates (awaiting admission) and their counterparts in the university on the effect of long/short browsing time on their attitude to reading

Ho4: There is no significant effect of internet browsing and familiarity with ICT programmes that facilitate development of language skills on adolescents' attitude to reading

Research Methods

Sampling technique & Procedure for data collection

A total of one hundred (100) subjects were used for this study. 48 were purposefully selected university undergraduates studying English, in their first year and 52 school certificate graduates awaiting admission into the university, also to study English. The latter group was selected as captive audience at the Joint Admission and Matriculation Board (JAMB) office, Abuja. The undergraduate students (all of whom are from University of Lagos) had completed their *Harmattan* Semester and had just resumed for *Rain*. All the fifty two ambitious applicants who hope to find a place either for foundation or preliminary programmes in the universities of their choices in Nigeria were enthusiastic to talk with me and my research assistants and were willing to fill my questionnaires. They voluntarily released their UME forms for inspection, confirming their choice of English as a proposed course of study. UME is the qualifying entrance examination into Nigerian universities. The same questionnaire was designed for all respondents who were briefed to fill only the portions relevant to them. In Part A, respondents were expected to supply information on basic questions like: gender, age, qualification, future career and area of study (if student) or what you are doing presently (if seeking admission). The Part B of the form sought to elicit information on issues like: *The number of hours I spend for browsing per day is...: The number of hours I spend reading per day is..., The number of hours I spend for browsing per week is...: The number of hours I spend reading per week is..., (alternatives like(a) Between 4 and 28 hours (b) Between 28 and 42 hours (c) Above 42 hours (d) Less than 4 hours (e) Not really sure but certainly not up to 1 day in the week, were available for respondents to tick their choices.), I am familiar with one or more of the following computer/internet programmes: audio dictionary, sentence*

generator, spells checker, audio books, e-exercises test programmes and passage analyzer. The purpose of the structured questions is to find a link between the time respondents spend on browsing and their 'occupation' while their browsing lasts.

Other variables tested were: *I prefer reading to browsing, I must be sincere; I used to read much but now I browse more. I browse only when I have assignment that demands that I seek information from the internet, I don't have enough motivation in my previous school to read, We have no computers in our school, The library periods on the school time table are optional, Our computer periods are unguided. We don't have a standard library in our school etc., The responses were rated in the 5-point Likert scale with the highest mark of (5) going for Strongly Agree (SA) for all positive statements and the lowest (1) for Strongly Disagree (also for all positive statements). 'Agree' attracts 4, 'Not sure attracts' (3) and Disagree (2). The assessment is turned round if the statement is negative with the highest mark of '5' awarded to Strongly Disagree (SD) and (1) for Strongly agree*

A little orientation was conducted prior to filling the questionnaires on the need for objective response and assurance of confidentiality. Questionnaires were collected back the same day from the two categories of respondents though there was a gap of two weeks between the periods used to administer the questionnaires in University of Lagos and in the JAMB office, Abuja.

Data Analysis

Ho1: *There is no significant difference in the perception of students on the time they spend Browsing and the time they spend Reading/Studying.*

Table 1: Relationship in the perception of students on their browsing and reading time

Variables	N	Mean	Sd	r	sig
Time spend on Browsing	100	5.16	2.81	-0.112	0.27
Time spend on Reading	100	36.32	12.29		

Ho2: *There is no significant difference in the perception of male and female students on the time they spend browsing and the time they spend reading/studying.*

Table 2: Perception of male and female students on their browsing and reading/studying time

Gender	N	Mean	Sd	Df	t	sig
Male	56	36.43	13.46	98	0.099	0.92
Female	44	36.18	10.76			

Ho3: *There is no significant difference in the perception of school certificate graduates (awaiting admission) and their counterparts in the university on the effect of long/short browsing time on their attitude to reading*

Table 3: Perception of school certificate graduates and their university undergraduate counterparts on the effect of long/short browsing time on their attitude to reading

Qualification/Level of study	N	Mean	Sd	Df	t	sig
Undergraduate students	48	37.08	13.68	98	0.595	0.55
School Certificate graduates	52	35.62	10.93			

Ho4: *There is no significant effect of internet browsing and familiarity with IT programmes that facilitate development of language skills and adolescents' attitude to reading*

Table 4: Effect of internet browsing and familiarity with IT programmes that facilitate development of language skills and adolescents' attitude to reading

Sources of Variation	N	Mean	Sd	Df	t cal	t crit.	sig
Browsing adolescents familiar with IT language programmes and attitude to reading	27	46.40	4.70	68	7.21	2.0	.05
Browsing adolescents not familiar with IT language programmes and attitude to reading	43	40.20	3.20				

***Only 90 out of the 100 respondents made data available for this hypothesis**

Results and Discussion

The first table shows an r-value (-0.112) which is not significant at 0.05, ($p > 0.05$). Therefore, there is no significant difference on the perception of students on the time they spend browsing and the time they spend reading/studying.

This hypothesis is not rejected probably because most of the respondents feel that they browse only when they have assignment that demands that they seek information from the internet. A few respondents also claimed they browse when they have done enough reading for the day just as others feel they have computers in their school and periods on the school time table to go to computer room. Studies have shown that little or no direct reading instruction is given in schools (Spiegel, 1980, Poindexter & Prescott, 1986,

Hartman & Nelson, 1989 and Udosen, 2004) and in Nigeria schools, reading has no recognisable position. At best it is incorporated in the language curriculum. In the case of ICT however, most schools advise students to visit internet cafe to learn the use of computers in addition to going to computer rooms to spend their free periods in addition to enforcing the use of computer periods in the computer rooms with or without teachers or supervisors.

Table 2 presents to us a t-value of (0.099) which is not significant at 0.05, ($p > 0.05$). This means that there is no significant difference in the perception of male and female students on the time they spend on browsing and the time they spend on reading/studying. Though no significant difference, the mean values 36.43 for male students and 36.18 for female indicate that the male students have a slightly 'higher' perception than the female.

This hypothesis is tested to establish possible gender difference on adolescents browsing time compared to their reading time. It is not uncommon in research to either uphold or debunk the claim that female students have interest in reading more than the males. In a study on sex differences in the reading habit of senior secondary school students, (Oladunjoye, 2006), it was found that there was no significant difference in the reading habit of male and female students. But, Ross, J. W., Beath, C. M., and Goodhue, D. L. (1996), reporting on Sex or Gender difference on electronic mail discussion favoured male while females have been shown to score higher than males in Japanese language class in a research conducted by (Oxford, 1990).

Table 3 shows a t-value (0.595) which is not significant at 0.05, ($p > 0.05$). This means that there is no significant difference in the perception of undergraduate students and that of School Certificate graduates. Though no significant difference, the mean values 37.08 for university undergraduates and 35.62 for school certificate graduates awaiting admission into the university, indicate that the university undergraduates have a slightly 'higher' perception than their colleagues seeking admission.

Hypothesis 3 was generated to test what students do in their 'waiting' time (awaiting admission) and what they do in the first year of their admission into the university. This is against the backdrop of the fact that they have so many options to choose from. They could devote their new liberty to unlimited internet browsing, socialise or go partying, pick up new novels to read and gain new vocabulary, travel (those awaiting admission) or simply develop a hobby to pass time. The researcher intended to confirm the possibility of

divergence in the opinions of the two categories of respondents related by academic need (seeking first degree in English) and psycho-social status (adolescence) but different in levels and qualification. The mean difference in their perception rated the undergraduates higher probably because having spent a semester in the university; it was beginning to dawn on them that they need to create more time to serious academic work.

On Table 4 we have a t-value (7.21) which is not significant at 0.05, ($p > 0.05$) being greater than t-critical (2.0). This means that there is no significant effect of internet browsing and familiarity with ICT language development programmes on the attitude of those familiar with the programmes and those who are not. Though no significant difference, the mean values 46.40 for browsing adolescents with ICT language programmes awareness as against 40.20. of Browsing adolescents with non familiarity with ICT language programmes indicate that Browsing adolescents with ICT language programmes awareness have a slightly 'higher' advantage than their colleagues who are ignorant of the existence of these programmes and could change their attitude to reading at a sooner than later date.

It is established through this hypothesis that though the respondents devote so much time to internet browsing, little is known about what they actually do in relation to their academic work. The ideal thing would perhaps have been that they search for internet programmes that could aid their learning and lay a foundation for their university programme. I think the problem here is lack of awareness. Students need to know that reading is fun and a lot of internet language programmes are available to help them build a strong reading habit. Through a research done by Lewis, (1988), in America, she found that most students felt internet web programmes would improve their reading skills because the story is read aloud, 'it shows the words and you can read along with it' and 'you can click on a word and it will say it'

Summary, Conclusion and Recommendations

This study evolved from the hunch to identify adolescents' attitude to reading with reference to their involvement in internet browsing such that teachers, counsellors, parents student affairs personnel, and indeed, all stakeholders will, among other things:

- (a) Determine the centre of interest of the Nigerian youth while busy with ICT facilities.

- (b) Confirm if indeed there is a shift of paradigm among Nigerian adolescents with reference to reading or studying; attempting to answer the question ‘who is interested in reading?’
- (c) Attempt to evaluate the time they spend browsing and the benefits such a time provide them.
- (d) Prove their awareness of computer/internet language programmes and software that could improve their reading and study skills.

The study has confirmed the admission by the participants to spend much time on browsing while agreeing partially; however, that such time spinning endeavours ever had anything to do with their attitude to reading. The possible explanation to this is that, in this part of the world, internet browsing being pretty new is more of attraction and exploration to the young people than for exploitation of the benefits it carries. The priorities of the adolescents at their foundation or preliminary levels is to embrace the euphoria of their admission into the university with exchanging pleasantries among friends and folks on face books, interact on yahoo messengers and make endless email contacts that lead to nowhere particularly with less attention to studying and research.

To this end, this researcher recommends that:

- (a) A planned supervisory programme is mounted to assist them on proper use of time to affect a balance between social and academic life.
- (b) A general study course is made available in our community ICT centres where experts could attend to the youth awaiting admission. Such a course should be based on correct exploration of relevant internet language facilities that could restore the culture of reading.
- (c) The National University Commission (NUC) should set in motion the process of accrediting existing Nigerian university libraries to ensure the availability of both digital and non digital sections and recommend that librarians be equipped with facilities that will make them qualified to supervise library users. For example they should be trained to monitor balancing in the use of time between manual book selection/ study and digital/e – learning surveying.
- (d) Back to reading campaigns could be organised in schools, colleges and community centres to establish a foundation for future university intakes.

- (e) Without delay, the Federal government should make one or two national newspapers free for Nigerians like it is done in the United Kingdom and other parts of the world for pick in public places.
- (f) Public internet browsing centres should be advised to print out, regularly, reading materials that will attract the adolescents and distribute freely to their customers as gifts for patronising them. They could organise occasional contests that will award best reader prizes. I call this 'operation take reading targets to them where they are browsing.'

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Community Read Aloud and Literacy Performance in Early Grade Pupils

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Abstract

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

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

Introduction

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

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

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

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

involvement. Hence, the major objective of this study is to investigate the effect of community read aloud on literacy performance of early grade pupils in Nigeria.

Hypothesis

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

Methods

Research Design

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

Population

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

Sample and Sampling Techniques

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

Research Instruments

Two instruments used for this study were:

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

ESSPIN Monitoring Learning Achievement Test (EMLAT)

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

Community Read Aloud Questionnaire (CRAQ)

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

The second part contains the rating scale which was used to collect data on their

perceptions and opinion as regards the treatment used in the research work.

Validity and Reliability

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

Method of Data Analysis

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

Results

Table 1: Socio-Demographic Data: Gender

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

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

Test of Hypothesis

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

Table 2: Analysis of Covariance for Effect of Treatment

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

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

Discussion

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

indicated that exposure to community read aloud sessions has a measurable impact on the literacy performance of the participants.

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

Recommendations

Based on the findings, the following recommendations were made:

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

system for data collection, including pre- and post-programme literacy assessments, can help track the progress of early-grade pupils over time. Feedback from both community members and early grade pupils can also inform programme adjustments and ensure that the intervention remains relevant and responsive to the needs of the pupils.

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Facebook's *Social Speak* and its Influence on Users' English Language Writing Fluency

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Abstract

This is a descriptive survey that sampled the opinion of 60 regular users of Facebook among students of a Federal Government College in Lagos, Nigeria. The purpose was to determine the effect of Facebook on learners of English; the official language of the Federal Republic of Nigeria. Facebook as a social medium provides a template for learners to discuss, interact, write, speak, and exchange messages. The study focused on the possible effect of staying long on Facebook and the students' consequent writing interest and fluency. Facebook messages (120 in all) were downloaded and analyzed based on language features. The students' sheets totaling sixty — written in an examination condition were considered. These sheets were content-analyzed to determine to what extent "social speak" as observed in their Facebook messages also occurred in the students' answer sheets. The findings show that there is a gross influence of the emerging social media language on students writing skills. Recommendations were made on how to control students' exposure to social media and the damaging effects such may have on their language learning.

Keywords: Users' Perception, Facebook, Learning, English as Second Language, Writing Skills

Introduction

Social media provide multiple dimensions for developing creative learning strategies that allow students to connect formal and informal learning settings. Students can find like-minded people and organize informal knowledge exchange for educational purposes (Wodzicki, Schwämmlein & Moskaliuk, 2012). The use of social media applications in teaching and

learning has garnered substantial interest among educators (Cain & Policastri, 2011). Web-based social networking platforms such as Friendster, MySpace, and Facebook offer users communication and interaction channels to link with friends, family, and community. Any Facebook user can easily search and view any user's Facebook page through the Facebook network (Mazer, Murphy & Simonds, 2007).

Learning English via the Internet is a seamless way to increase the effectiveness of English learning among students. Students can learn by choosing topics and levels of lessons from a wide variety of activities based on their interests and language proficiency skill levels. For language teachers however, language learning from electronic media on the internet can also be the utilization of materials and resources available online as a medium to gain knowledge for effective teaching and development of learners. Electronic lessons usually have selective contents, learning activities, exercises, and tests and allow students to revise them at any time. Students will also be encouraged to respond to the contents of the lessons. Also, electronic lessons can be linked to many other learning resources in their related subjects. This learning technique provides students with interesting lessons that make study more fun and thus help to develop the students' knowledge and skills more efficiently (Oracha, 2008).

Additionally, Thuwanon (2006) argues that teaching language via the internet can help the learners to understand the language in a real socio-cultural context that provides practical and up-to-date information. Moreover, while searching for information from the internet, students will be able to improve their English reading skills; this is consistent with the teaching and learning technique that fosters self-reliant learning, that is, learner independence and lifelong learning. This open-ended learning

style can reduce restrictions and make the teaching more flexible and appropriate for a larger group of students. Furthermore, e-learning provides an opportunity for learners to get to the novel sources of learning that meet their individual needs. This educational approach potentially reduces barriers to accessing a traditionally functional language learning space and thus encourages students to learn at their own pace anywhere and anytime (Jintawee, 2010).

Most current studies in the use of social media for educational purposes seem to focus more on college students and adults. However, many adolescents and much younger language learners have consciously, or perhaps unconsciously, adopted social media as a very important part of their lifestyles. Some of these curious minds are secondary school students who are a bit bored of the two-dimensional approach with which language is often taught in their secondary school classrooms. And so, have metamorphosed to becoming digital learners who can easily connect with peers and common groups on social media across the world to learn, interact, and share interests in new experiences. Blattner & Fiori (2009) indicate that various usages of Facebook can be integrated into foreign language courses. Children could experience authentic language interactions and develop socio-pragmatic awareness (e.g., language use in specific contexts, relationship building...), which are often absent in textbooks. Hitherto, a student on a Facebook group may, for instance, post an idiom and ask other members of the group to discuss its meaning. Another student may ask other students to give feedback on his or her translation or offer corrections on the grammar used in a certain text.

Facebook interaction can occur among learners in a specific group created by their teacher. Teachers can create private

groups for their students to share knowledge within the group, give comments on posts, and ask and answer questions (Baran, 2010; Richardson, 2010). Thus, Facebook may be used as an ELT supportive tool.

Students who use Facebook can notice an improvement in their writing over an extended period (Najafi & Hashemi, 2011). One of the reasons is that posts and comments remain for a while, so learners can see them and compare old posts to new ones. Additionally, Manan, Alias, and Pandian (2012) report that Facebook activities increase the level of interaction among learners through providing a safe learning environment. That is, learners at a low proficiency level feel more comfortable and less threatened when they participate in online activities than face-to-face in-class discussions, which are mainly dominated by learners with higher language proficiency. Furthermore, Facebook enables students to collaborate and engage in healthy competition with each other, which, as a result, increases their learning (Harris & Rea, 2009). For example, through engaging in discussions, asking questions, and requesting for feedback and opinions, learners can notice the progress their peers are making and feel motivated to do better.

According to MacIntyre, Burns, and Jessome (2011), willingness to communicate has to do with how likely it is that individuals will get involved in communication with others when there is no obligation for them to do so. As mentioned, this study looks at the willingness to use Facebook. According to MacIntyre (2007), "Intergroup motives stem directly from membership in a particular social group, and interpersonal motives stem from the social roles one plays within the group." If MacIntyre is right, learners' motivation to use Facebook can come from their motivation to learn from each other and their perceptions of the individuals as belonging to a group.

Baran (2010) shows that learners believe that interacting with their peers on Facebook motivates them to learn due to the competition that occurs among learners of various language proficiency levels. Additionally, Hayashi (2011) suggests that what makes the students more willing to participate is that they control the information they share and the materials they post, and they decide on the difficulty of the subjects they discuss with others, which helps them avoid embarrassment, thus creating a safe environment. The cultivation theory by George Gerbner is one of the core theories of media effects. The central focus of this theory is that persistent long-term exposure to media content has small but measurable effects on the perception of the audience and the more a person is exposed to a message provided by the media, the more likely that person believes that the message is real. In this study, the effect of Facebook on students' linguistic expressions is being measured with proportion to its usage.

Statement of the Problem

The explosion of social media, (one of our case studies of which is Facebook), in this generation, has completely reshaped all human activities, especially communication. Now, about 65% of the world's population uses social media — exchanging feelings, ideas, opinions, and other related matters. Thus, it is believed that the emergence of Facebook and its rapid popularity amongst the younger generation is seriously impacting how students use language presently. As a result of this, researchers in language education have raised eyebrows at the issue of using "social speak" or generally "text talk" in a schooling situation. Hence, this study tries to investigate the influence of Facebook on the writing skills of Secondary School students. It is expected that the findings of this study would contribute to knowledge about the effect of social media on the teaching and learning of the English language in

Nigeria. This research could also become a baseline for further studies on social media and universal learning. Also, this study would contribute immensely to improving students' writing skills, and generally — their proficiency in the English language.

Research Objectives

This study has one major purpose, i.e. to determine the influence of Facebook on students' writing skills. Specifically, it determines the:

- a) Frequency of students' social media usage.
- b) Relationship between the frequency of social media usage and students' tendency to use social speak linguistic features in formal writing.
- c) *Social Speak's* linguistic features in Facebook messaging and students' formal writing, i.e. answer sheets

Methodology

A descriptive survey design was adopted in this study to get the natural quantitative information that is required for this research from the represented population. A simple random sampling technique was used and sixty (60) SS2 students (30 males and 30 females) from Federal Government College, Ijanikin, and King's College, Yaba, Lagos who are Facebook users were studied. The main tools used for the collection of data included questionnaire, sampled social media messages generated by students, and essays (in sheets) produced by the students. The students were required to forward their two most recent Facebook messages they had sent to friends — indicating the date and time the messages were sent. This was required to measure the frequency of the use of social media by students. The Facebook messages (120 in total) were downloaded and analyzed based on language features. The students' sheets totaling sixty — written in an examination

condition were considered. These sheets were content-analyzed to determine to what extent “social speak” as observed in their Facebook messages also occurred in the students’ answer sheets.

Findings and Discussion

This section presents the analysis of data collected and the discussion of major findings. It presents the analysis of social speak linguistic features — both in Facebook messaging and how they reflect in students’ work as seen in their answer sheets. Also, we are equally provided a co-relational analysis of the rate of students’ use of language in Facebook messaging and the use of this language (social speak) in the examination.

Co-relational Analysis of the use of the Facebook and usage of Social Speak in students’ writing

This study sought to show the frequency of Facebook usage and how it affects students’ expression. This was to determine the rate at which the students use Facebook. Table 1 below provides the findings on this aspect of the study.

Table 1: Frequency of social media usage

Frequency of Facebook Usage	Number	Percentage (%)
Many times a day	38	63.3
Daily	14	23.3
Others	6	10
Not uses	2	3.3
Total	60	100

The findings of this study indicate that majority of the students (over 63%) use social media many times a day. 14 students — making 23.3% use it daily, while 10% of the population use social media once or twice either weekly or monthly. The least in the group forming a 3.3% claim to not use Facebook at all.

Table 2: Co-relation between Frequency of Facebook Messaging and Use of Social Speak in Essay

Frequency of Facebook Usage	Frequency of Social Speak in Students’ Writing (Sheet)	Percentage (%)
Many times a day	91	66.4
Daily	37	27
Others	9	6.6
Not used	0	0
Total	137	100

Data in Table 2 above indicate that the more students use Facebook, the more they tend to use “social speak” in their essays. Text talk was used 91 times in the essays produced by students who use Facebook many times a day — constituting 66.4%. As against 27%, 6.6%, and 0%. For students who use the service daily, others, and those who do not use it at all, respectively.

Findings of the study, therefore, suggest that students’ constant use of Facebook with social speak as their communicative habit seriously hampers students’ writing skills. These findings also go in line with Seo (2004) who opines that the negative influence of the Internet is only on excessive users and not on all users.

Analysis of Social Speak’s linguistic features in Facebook messaging and students’ sheets

Findings indicate that the same linguistic features of Facebook language (social speak) observed in the 120 Facebook messages collected from students appeared in these students’ essays. Table 3 below shows the linguistic features of social speak: contractions (short forms), alphanumeric homophony, misuse of punctuation, lack of inter-word space, onomatopoeic expressions, code-mixing, and misused punctuation.

Table 3: Patterns of occurrence of features of social speak in students' formal writing

Social Speak Features	In Facebook messages		In answer sheets	
	Occurrence	%	Occurrence	%
Contractions	91	28.7	101	37.5
Alphanumeric homophony	78	24.6	83	30.9
Misused punctuation	69	21.7	61	22.7
Lack of inter-word space	44	13.9	11	4.1
Onomatopoeic expression	20	6.3	02	0.7
Code mixing	15	4.7	11	4.1
Total	317	100	269	100

As shown in Table 3 above, almost all the features of social speak considered for this study are found in both the students' Facebook messages and essays. The three most dominant features of social speak as observed in this study include contractions, alphanumeric homophony, and misused punctuation. Contractions represent the most dominant social media linguistic feature constituting 28.7% in social media messages and 37.5% in students' essays.

It is often used for brevity. A situation of contraction is said to have occurred when the Facebook users create a compressed version of the word(s) he intends to use (Rafi, 2010). Examples gathered from our sample include 'skul' for 'school'; 'ur' for 'your'; 'bcos' for 'because'; 've' for 'have', 'u' for 'you'; 'xpress' for 'express', among others. These examples and others appeared both in the social media messages and the students' answer sheets. The second dominant feature of social speak as observed in both the messages and the students' answer scripts is alphanumeric homophony, representing 24.6% of such features in social media messages and 30.9% in students' essays. Alphanumeric homophonies have to do with the more or less arbitrary blending of letters and numbers to represent words, phrases, or clauses, (Odey, 2014). In such situations, the users sometimes substitute the word, phrase, or

sentence with phonetically similar letters or numbers that sound almost the same as the substituted word or phrase, (Odey, 2014). Example drawn from our sample include '2day' for 'today'; 'b4' for 'before'; 'w8' for 'wait'; 'there4' for 'therefore', 'gr8fu' for 'grateful' and so on. The third most dominant feature of the social media language observed is an abuse of punctuation. It constituted 21.7% of such features in social media messages and 22.7% in students' essays. Punctuation 'errors' basically included violation of grammatical rules at the level of punctuation. Our sample indicated 'errors' such as the omission of punctuation markers and arbitrary use of these markers (for instance, a comma at the place of a full stop or vice versa) to form fragmented sentences.

Conclusion and Recommendations

From the data analyzed, the researcher concludes that the exposure of senior secondary students to social media is high and has negative effects on their writing skills and general linguistic performance. Hence, based on the major findings of the study, the researcher recommends that:

- Students should reduce their exposure to Facebook and pay more attention to their writing skills.
- The examination bodies such as WAEC and NECO should motivate the use of Standard English in an examination situation.
- It is important to recommend that social media should be used more carefully by students when needed and not at all leisure time.
- Students should be encouraged to write more essays to enable teachers to discover and correct their errors.

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LITERACY INTERVENTION IN SECONDARY EDUCATION: EXPERIMENTING WITH COMMUNITY PARTICIPATION IN UPGRADING SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION

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ABSTRACT: *This is a report of an on-going project. It is a base-line survey. It captures the initial efforts of the researcher who leads a team of secondary school senior teachers as a volunteer in a community work that involves intervention for an upgrade in the school certificate examination of a group of Nigerian Senior Secondary Schools. This is to be done with a focus on the core subjects of English and Mathematics. This first stage of the report is like a sensitization campaign for fellow teachers and researchers keen on providing solution to the epileptic state of learning at the secondary education level. It is a clear position paper that takes Nigeria education system from where it was then to where it is now. Attempt is made to provide a brief but rich and clear historical background to the golden era of Nigerian literacy up to the period of a lacuna that sets in to cripple development in the education sector. It also reports how the community intervention is being conducted and the envisaged outcome.*

KEYWORDS: Literacy Intervention, Secondary Education: Community Participation, Senior Secondary School, Certificate Examination

INTRODUCTION

The pride of a nation is her level of development. What are the indices for measuring development and developmental purposes? One major investment hub agreed by stake holders all over the world is Education. Education provides the literacy template for planning, researching and executing developmental goals and objectives. Through Education, visions are generated for all areas of national needs: economy, politics, commerce, human management, school system, manufacturing, religion etc., According to Lawal (2013), education is believed to be an instrument for self reliance, social reconstruction and economic development. Developing nations have to contest with the much quest for education; visible in increase in school enrolments. Much as this has great predictive validity for future growth, the corresponding attention it needs in terms of human and non-human resource application seem to be a mirage in a country like Nigeria.

Components of Education as a source of National Development.

Orji and Job (2013) present Education as a launching pad for development in Vocational, Science and Technology being a source for identifying the entrepreneurial skills for present investment

that guarantees future windfall in a nation that is forward – driven. Education should provide what stabilizes the individual and corporate bodies in a moving nation. It is assumed that education should guarantee components such as sustenance, self esteem and freedom. No one is looking for a kind of education that would not provide food on the table of a graduate, that would not generate self – respect or self esteem and that would not assure protection for the vulnerable like women and children.

Teachers: their roles and societal expectation

Teachers of whichever subject and in whichever country of the world play a very critical role in meeting educational objectives as set by the National policy of the country. So much is expected from teachers that more often than not, make them act the heroes (which most often they are not) and must, of course, not be villain in any form. The reason for putting so many premiums on teachers is not unexpected. It is assumed that they determine the destiny of the learners and the future of the nation. Thus, successful teachers have been found to put so much emotion into their work hence teaching has been seen as “emotionally taxing and potentially frustrating” (Lambert, O'Donnell, Kusherman, & McCarthy, 2006, p. 105).

While some literature (Dembo & Gibson, 1985; Roger D. Goddarda*, Yvonne L. Goddardb (2001) and Skaalvik, E. M., & Skaalvik, S. (2010).) bend towards teacher's conditions (health, attitude, availability ethics, qualification and experience) as important requisites for teacher's best practice and classroom effectiveness, it is worthwhile to consider strategy as correspondingly important in taking learners to their goals.

Education in Nigeria today

The privilege to read about other nations – developed or developing, the opportunity to study in such nations and the further chances of participating in international conferences in countries other than ours give us a clear impression of a nation in comatose when it comes to assessing the government's response to the National need of an average Nigerian child. Neither the failed Millennium Development Goals (MDG) that targeted 2010 nor vision 20-20-20 that has less than five years more to go hardly promise anything visible to the power players in education industry. Offering various suggestions with reference to improving the ailing standard of Nigerian education system in the areas of quality control, scholars have not been able to really agree on a common solution to best practice:

- What the needs of Nigerians really are?
- Which of such needs can be met through education?
- Can education really address Nigerian needs?
- How much efforts have been applied in the past and what have they really, objectively, produced?

- What is responsible for our failure?
- What keeps the influence of politics on education strong and ‘permanent?’
- What can we do to move forward?

The golden era of Nigerian Education

Nigeria is 55 years old. By October 1, this year (2016) she will be 56. Independence came in 1960 with a lot of challenges for a fragile nation. How did all start? In 1955, Professor Awokoya, was the majority leader, Western Region House of Commons. With Chief Obafemi Awolowo at the helm of affairs, the need for reviving or rather laying a foundation for a future modern Nigerian was apparent. Of course, it has to be done with the instrument of Education. Primary Education must be free, compulsory and common to all families. Professor Awokoya declared:

“Education is Imperative and urgent. It must be treated with emergency, second only to war. It must move with a momentum of a revolution”

What followed this declaration was indeed revolutionary as there was massive construction of primary schools in the West and establishment of teacher training colleges as well. Teachers were recruited in large numbers majority of whom had gone through either the three, two or one year intensive courses basically on the teaching of pupils at the primary school levels. It should be reported as well that education at this level was also free – free tuition, free food, free accommodation and school uniforms including stationery and selected books of core subjects. Teacher trainees were also paid a monthly salary in the last three months of their final year. I am a recipient of all these. So I am sure it happened; all in this country. Colleges of Education were established in diverse areas of Yoruba states in the 70s and 80s to train teachers for massive graduates of primary schools – to handle, specifically, the first three levels of Secondary education popularly known today as the Junior Secondary Schools. Products of Colleges of Education, therefore, are middle man-power graduates awarded with Nigeria Certificate in Education (NCE). While in the College, NCE students had free tuition and were paid teaching practice allowance. Teaching Practice allowance was as handsome as N100 per student per term. This was in the days when university graduates earned less than N400 per month in the first two/three years of their employment. We must hasten to add that university students studying education had handsome scholarship (bursary awards), enjoyed free meal and earned field trips allowances. Putting all these together, graduates from all of the three levels of education highlighted in this paper – TCII, NCE and Bachelors put their best into applying the skills and experience associated with their new qualifications in their places of primary assignment. The summary of the gains of education in the golden era are:

- Best Practice in Teacher Training
- Effective classroom teaching

- Teacher Commitment
- Students' Healthy Competitions
- Robust students' scholarship (academic performance and attitudinal change)
- Fantastic Inspectorate
- Brain drain

Then something went wrong

It may be difficult to sort out what went wrong. What was apparent was the consequence of the missing gaps – a full scale decline in teachers' productivity and learners' achievement measurable especially in the abysmal failure in the core subjects of English and Mathematics at the School Certificate/Senior School Certificate and GCE levels. Initially, students and their parents faced the reality on ground with moral courage to seek genuine academic helps for their wards in emerging Continuing Education Centres. This development served less than a generation of students. Blame the events that followed possibly on successive military regimes and the nescient democracy of the first and second republic; that accounted for government paying lip services to demands of teachers and university staff thereby culminating in strike actions that left universities or colleges of education closed for weeks or months at regular intervals! Of course, bursary awards to teachers in training faded out. Somewhere along the line, National Examination Council (NECO) emerged to compete with WAEC to conduct SSCE and GCE (should I say Nigeria limited?). Not a few people in the education sector today believe that NECO exams are of lower standard compared to WAEC. We could argue this back and forth.

Unusual solution to failure at SSCE/GCE

The first reaction to the problem of mass failure by students and their collaborators was bribing their ways into WAEC offices to buy original examination papers in virtually all the subjects but especially in English, Mathematics and Sciences. As if this was not enough, and indeed it was not enough, because this practice was not systemic but the consequence, also, of a failed system, with moles on parade as saints undetected. To cover her face, WAEC normally cancelled leaked papers or results of such papers eventually. It was not enough! What is highly disturbing is what followed - the trend chosen by parents and students and perhaps teachers and school managers – private and public, to get credit 'pass' for their children/students at all cost. New terms started emerging - special centres, pari – ise (finish and go), settle the teachers, the invigilators or WAEC/NECO supervisors etc,

For roughly fifteen years plus, this scenario had overplayed itself into Nigeria education system such that majority of the products of secondary education with, between, six and nine credits/distinctions gaining admission into Nigerian universities could hardly know why they are in the university let alone what to do with their admissions. Consequently, the quality of response

expected from them to the strong curricula of university education was not there. Without prejudice, we could extend our search light to the quality of teachers from National Teachers' Institute (NTI) which took over the "rebuilding of the demolished Grade II Teachers' programme", the products from the colleges of education and part time programmes of some universities all of whom found their ways into universities before or after earning a Masters' degree. It is a sorry case to note that the situation instead of improving is yet deteriorating. No wonder, there is clear mismatch between certification and job performance in industries, schools and establishments. So as at today, an a sincere average Nigerian could summarize our problem in the education industry to include:

- Good Curriculum, bad implementation
- Faulty Teacher recruitment processes into Universities
- Politics and political influence on policy making and execution
- Ill – equipped 'raw materials' admitted regularly into Tertiary Institutions
- Finished Products unbaked
- Society shift in paradigm in the area of value clarification
- Bad influence of technology

The Way Out

The concept of community participation in this content is the burden of a university teacher who went through all the levels of education and taught at all levels of education ever conceived through Nigeria National Education Policy. The dream of the researcher with the team is to bridge the gap and supply the missing links in the areas spotted above while waiting for the government to act right.

The objectives were as follows:

- Restoring the golden era of Standardization in education
- Rebuilding the powerful effect of Communication – Spoken and Written on education
- Restoring the dignity of learning and success through the Core subjects of English and Mathematics

Procedure

The project is ongoing. The first stage lasted six weeks and involved the following steps:

- Training the trainers in skill acquisition for intervention project. The trainers in this case are the teachers – the first one week
- Providing recommended books that address identified gaps. The books were funded by the schools in association with the candidates' parents. – the first one week
- Providing specific demonstration hours of contact for/in schools and colleges. This is done with the teachers in attendance. – the next two weeks
- Teachers providing intervention directly to learners – the next three weeks
- Providing the required supervision of teachers while the project lasted – all the six weeks
- Providing required formative and summative evaluation of the intervention project through feedback from the teachers, students and members of the community. This was done through qualitative and quantitative measures like interviews and questionnaire to be reported in the second stage.

Observations

The initial observation (not yet backed up with data except a few interview reports) is that quite a number of learners are excited at the innovation. Learners believe that they can learn better if dynamic approaches that involve all round; all inclusive interaction in these core subjects are encouraged. Few students have the following to say:

“I never have found Mathematics as much fun as it is now”

“This is grammar made easy, honestly. Thank you sir, for coming to our aid”

“If our teachers could go on this way, we would certainly make rapid progress”

“Skills in English give us quick understanding and techniques to answering our Science questions”

“This is practical. We have been calling for it for a long time. This is great”

These observations, no doubt, promise fantastic outcome as long as the learners' interest is sustained and their participation is allowed to flourish.

Summary, Conclusion and Recommendation

This is a continuous report. The study is in progress. This paper, has, however, succeeded in opening our eyes to the unlimited possibilities of improving success at the level of students. It shows, as well, that teachers can be assisted to be creative – going beyond the run of the mill approach to teaching and learning especially with reference to handling the core subjects of English and Mathematics both of which hold the key to learners' overall success.

While Some researchers associate creativity with concepts that have to do with cognitive abilities such as aptitude, approach, and knowledge (Sternberg & Lubart, 1996), others prefer to see it as providing a means of patronizing conceptual thinking abilities that involve flexibility, fluency, and originality (Leikin & Pitta-Pantazi, 2013). I agree with both dimensions as teaching in any nation today should measure shoulder to shoulder with current trends in global professional practice. Learners might no more be comfortable with “a sit down - to – look” approach with which lecture method is associated. The preliminary recommendation here is that secondary school teachers should tap the resources at their disposal to bring learning nearer to students. Such resources include human and material like online resources, in-born skills of learners and the ever growing interest of students in interactions made much more prominent by the evolution of social media.

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Teaching Literacy through What Students Read

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Abstract: *Some studies focus the shift of paradigm in Nigeria with reference to students' attitude to reading. The emergence of mobile phones, the rapid growth of social media and the ailing economy are advanced as some of the reasons. Some scholars believe, however, that students do read nevertheless. This study is conducted to identify and promote literacy through what students read.*

1. BACKGROUND TO STUDY

Literacy is pivotal to individual, corporate, community and national growth. The digital age is a busy dispensation that carries with it the need to develop reading 'programmers' that will match the time - spinning challenge young and adolescent readers face in 'sitting down to read'. United Nations Educational, Scientific and Cultural Organization (UNESCO) define reading as:

"The ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associate with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society"

Lending credence to this, The Reading Agency submits that:

"We believe that reading can transform people's lives. The more you read, the more you know. The more you read, the more you imagine. The more you read, the better you understand and the better you can connect to people. Our mission is to inspire more people to read more."

We could, from available literature, almost conclude that the dropping attention to reading is a global issue and it is evident in reports across nations and cultures. In a test of reading competence conducted in 2006, England primary children seem to be sliding down the international rankings. These teen agers had the 15th position out of 40 countries which included Russia and Germany in clear leading ahead of UK.. (Twist, Sainsbury, Woodthorpe, & Whetton 2007. Donbey et al 2010)

There had been different initiatives across the world with reference to providing remedy to the ailing reading standard. For example.

"In 2001 The US Senate passed the No Child Left Behind Act. This included the mandation of Reading first, a programme to remedy reading failure in low-achieving schools. This consisted of direct instruction in the 'essential components' of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension), taught as separate skills, to children in Grades 1, 2 and 3.) Billions of dollars were spent on the programme, which involved nearly 6,000 schools." (page 12)

Gee (2004) reports that: "Reading in the outside world is no longer confined to books. If they are to operate successfully out of school, children need to be helped to become effective and critical readers of multimodal text - of texts where the messages come through the visual images and the sounds as well as the written words. Working with such texts in school has been shown to increase engagement and improve comprehension of more conventional texts," .According to Troy and Kristen (2013), countless curricular documents, blue ribbon panel reports, professional books, and conference presentations over the last decade have centered on the idea of teaching students how to be literate across multiple forms of media and in a variety of contexts. It is sad to note that why literacy is on a super highway in very many other nations with the fast growing activities in the world of digital

literacy, some cultures and countries still battle with getting people; young and old, interested in 'elementary literacy.' Williams (2014) views Digital literacy from the perception of data gathering for possible literacy analysis. Data literacy is expected to showcase in the 'expert' the ability to work with, analyze and make arguments with data. The society in her view is digital driven and as such there must be a deliberate effort to take literacy to the next level of speaking and writing through data. To drive her point home, she reported in one of her researches "how City Digits; Local Lotto, a high school curriculum and supporting web application, supported students in building data literacy." Buke, Jeffrey, Deborah, Mark, Andrew Nithya, Sansank and Mani (2006), Anderson &Quitney (2012), Bertot, Paul and Justin (2012) in separate studies; agreeing on the growth in decision making since over a decade as contingent on understanding the way of data and its interpretation submitted that almost all forms of planning must be preceded by data. Whether the plan is about improved transport system or housing, rural-urban migration or child – spacing, funding the primary, secondary or higher education and addressing the cancer of insecurity in almost every part of the globe with curtailing the menace of ethics and civility in criminal laden societies; a quantitative or qualitative data literacy is required.

2. STATEMENT OF PROBLEM

One of the driving forces for this study is to assist students back to reading by searching for what they read outside the traditional text books. The digital age that provides for unrestrained access to online activities requires that students be engaged in all skills – listening, 'reading', speaking and writing. The study therefore seeks to assist the teachers to get students engaged in what they read and also help them develop the comprehension skills needed for independent study, academic skills, research and examination.

Research Questions

Two research questions were raised for the study:

- (a) What materials are read by the students?
- (b) Does what students read have significant relationship with their performance?

3. METHODOLOGY

A descriptive survey design was used to analyse the responses of 47 students' attitude to reading. The 47 students are of mixed gender and have the age range of between 16 and 19). All respondents are in the foundation class of a four – year degree programming the same university. They are in different programmes other than English. The choice of non- English studying students is deliberate to eliminate the perceived 'intrinsic' reading skill a student of English might possess. The university as an academic community is expected to promote reading culture in all students irrespective of their specialism. A 25 - item Likert type four - scale questionnaire tested at 0.05 level of significance was administered on the participants with the aim of getting them to respond to specific issues bothering on reading as well as definite items being read and its significance to their general study skills. The administration of the instrument was done at once within the range of an hour and all participants submitted their responses on the spot.

4. RESEARCH FINDINGS

Table1. *What materials are read by the students?*

Items	A %	SA%	D%	SD
Textbook	51.1	10.6	31.9	6.4
Magazines	8.5	29.8	46.8	14.9
Home works	23.4	19.1	27.7	29.8
Library (Social Media blogs)	19.1	23.4	25.5	31.9
Next topic	17.0	8.5	21.3	53.2

The chart shows what the students read with the percentage responses. From the chart, it can be seen that when agree and strongly agree are added together, majority of the students (61.7%) read text books, followed by homework and going to library (where they spend more time on multimedia devices for chatting, pinging, online interactions in facebook, whatap, yahoo messenger etc) to read one thing or the other 42.5% respectively, then magazine (38.3%) and next topic (25.5%).

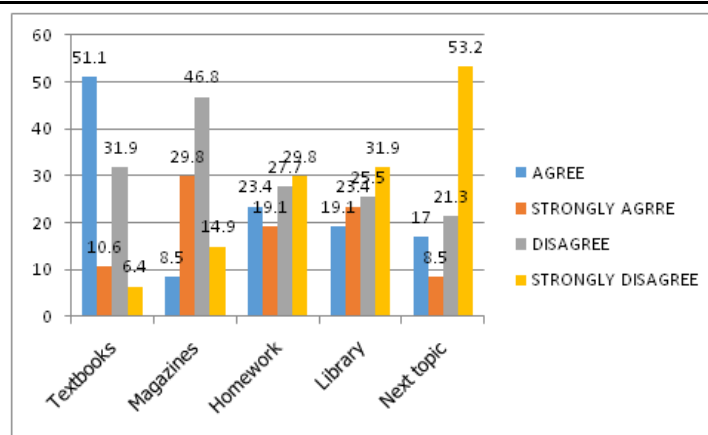


Table2. Does what students read have significant relationship with their performance?

Variables	N	Mean	Sd	r	sig
Reading	47	11.94	3.49	0.495	0.00
Performance	47	2.34	1.01		

The r-value 0.495 is significant at 0.05, ($P < 0.05$). It follows that there is a significant relationship between what students read and their academic performance. The positive value of r, indicates that the relationship is positive.

5. DISCUSSIONS AND RECOMMENDATIONS

This brief survey research tested the students' level of literacy through students' reading programmes, activities and habit.

Poor reading habit or cold attitude to study is perceived to hinge on the distractions caused by social media. This study confirmed this to a point but it (the perception) fell short of constituting the most vital reason for the sharp drop in quest for reading. We could see:

- Reading is a vital expressive skill that requires systematic teaching to foster literacy.
- The need to seek better method of teaching reading and study skills in a way that will be attractive to the young people with growing addiction to browsing.
- The emergence of browsing as a language skill that could be used to the advantage of the teenagers to get them read without the learners' consciousness that they are responding to a formal programme

This study has led the researcher to develop a programme called 'Browsing Literacy' aimed at helping students read while browsing. The approach is to have 'an online literacy period' when students would be allowed to choose any online forum or blog to participate in. The lesson will be 'strictly' informal but the teacher is present to control the server centrally and monitor discussion as well as answer questions.. Some stages of the programme would require that online topics be suggested. The students should search for blogs that discuss the topics or generate discussions among one another online using feedback audio gadgets (and video) of available.

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English for Examination Purposes (EEP): A Norm or a Genre?

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Abstract

This is a paper proposing the recognition of English for Examination Purposes (EEP). It is a report of an 'unscheduled' quasi experimental research over 278 college students in Nigeria getting prepared to sit for Senior School Certificate English. The researcher was consulted to bring in a palliative measure as an intervention model on a school at comatose for roughly four years with reference to making the students in the Certificate year acquire the qualifying credit in English to proceed after their graduation from the college. Relying heavily on Communicative English Approach, the researcher focused the in-coming examination in choosing the

right strategies to carry out the consultancy. The seven week project saw the students writing over thirty essays (including letters), engaging in extensive practice in Lexis and structure with more than a hand on Summary and Comprehension while receiving immediate feedback in all cases. The highest mean grade of 4.51 was recorded in 2006 when the treatment and the examination took place compared to the previous years. Thus Exam focused English language strategy is recommended for practice in countries where students need a minimum of credit grade in English to make it into the university and the teaching and learning conditions were not favourable enough to equip them for their public examination under normal circumstances.

Introduction

The place of English as a world language is a usual point of discourse in academic conferences where there is the need to advance a medium of communication for effective ‘translation’ of the school subjects, especially in multi – cultural communities. Urgent efforts have been made time and again by mega English bodies like the British Council to reach more learners and teachers using its generous but limited resources. The desperate concern for over 11.4 million English language teachers and 1.1 billion English language learners, (Umeh and Wood, 2010), is partly the reason for evolution of varieties of English to meet specific purposes in different cultures of the users. Today we have English teaching to speakers of other languages, (ESOL), English for Academic Purposes (EAP), English for Specific Purposes (ESP), Radio English, (RE) and English Language Teaching (ELT). While Gilway recommends English grammar for Academic Purposes (EGAP), building on the previous experiments of Biber et al,(2000) and Swales,(2004), Alimi, (2010) feels there should be a workplace English programme, citing the emerging multicultural work environments like Botswana as a case study.

Rationale for this Paper

This paper is written to justify the need for a kind of English teaching that will focus Examination. In Nigeria where longitudinal ‘experiments’ took place on making passing examination a focus of English teaching, the researcher is overwhelmed by the discovery that quite a number of students would learn English if the stake is making the required credit to register for higher education.. While English may be in some sense, a simple tool of communication in and across Nigeria societies especially among the elite and

the fairly literate people, it complicates the linguistic patterns of the high school students from diverse ethnic settings who have not just to learn it but also to acquire a qualifying certificate in it. Less than a credit pass in English will make them to miss their place in the university in the year of their application. It is a compulsory subject to be passed with a minimum of “B” (credit, formerly ‘C’), no matter the course a student intends to study. Unfortunately, candidates had kept failing the subject.

English Language in Nigeria – An Unofficial, Official Lingua Franca

A colony of Britain, Nigeria, so named by Flora Shaw, the wife of Lord Lugard in 1914, obtained independence in 1960 and became a Republic in 1963. Because of her multiethnic and multi-lingua nature, it has no common national language from either the major or minor linguistic groups. While Awoniyi (1971) and Bamgbose (1976) submit that Nigeria has more than 320 different tongues, Ubabukoh (2005) put the number at 515. Out of these languages Ubabukoh highlight, 505 are living languages, two are second languages without mother tongue speakers and eight are extinct. Not much had been achieved from the efforts being made to solve the nation’s political, cultural and religions problems through formulation of national indigenous languages, Oladunjoye, (2005) Today, English is Nigeria’s language of official records and communication. Colonial rule had the conduct of every affair of the colony in English. Thus, English became the language of administration, law and order, executive and legislative functions, Ker (2002) and must be taught in all schools and at all levels.

Students’ Performance in English

Ubahakwe (1988) blames students’ failure in English on “declining competence.” Of whom? Ayodele (1988), probably analysing Ubahakwe’s position better, argues that the causes ‘must be traced to the classroom practices’ which sum up the classroom factors responsible for the regular high rate of failure in English to include teachers’ low level of competence in the language skills, especially reading, unduly large classroom, too many periods per week, lack of incentive and learners’ unserious attitude. Unoh (1990) and Kolawole (1997) agree that students’ failure to express their thoughts through the medium of English is responsible for their failure in the writing aspects of the language.

The Experimental Setting

This work is a report of series of treatments (palliative support) applied on the final year students of a Federal government college in Nigeria where the researcher was invited as a consultant to conduct a remedial course prior to the students' Senior School Certificate examination (S.S.C.E), an equivalent of General Certificate Examination (G.C.E). In accepting the invitation, I did not have the mind to conduct an experiment. This explains the reason the word experiment either appears in italics or is simply quoted wherever it occurs in this report. Like most of the Federal Government Colleges and other state-owned secondary schools, the 'experimental' school is well-staffed with qualified and experienced teachers. Out of their fourteen teachers of English language, there were three Masters Degree holders, among whom one was(then) on doctorate degree programme. From the interaction with them at a one-day seminar, the teachers put the entire reason for students' years of setback in English language as shown in Table 1 below, on the lackadaisical attitude of learners, touching on their: (a) coldness to essay writing, (b) indifference to communication in the standard English in and around the campus, (c) unwillingness to do extra-lesson except by force, (d) refusal to do take-home assignments or doing it in half, and (e) not reading story books, comics, magazines and other periodicals in addition to the neglect of doing study exercises from their recommended textbooks.

Table 1 shows the English language result of the school for four years prior my invitation for an intervention model before the 2006 examination.

Table 1: English Language Results of a Nigerian Federal Government School over a Period of Four Years.

	Yr	A1	B2	B3	C4	C5	C6	D 7	E8	F9	No of candidate	% A+B+C	A+B+C +D+E
1	2002	-	03	22	22	21	67	82	76	53	346	39.0	84.7
2	2004	-	-	04	06	19	133	88	54	19	324	50.0	94.1
3	2005	-	-	02	03	13	97	83	44	08	250	46.0	96.8

Note: A+B+C represent distinctions and credits, while D, E, and F represent Pass (D and E) and Fail (F) respectively. Therefore, 'A – C' is considered pass, and qualified, while D, E, and F are unqualified. 2003 result was not available at the time of the gathering of this data.

Source: *The results were obtained from the School's Counselling and Evaluation Department*

None of the teachers, as expected, advanced any teacher-related reason for students' poor performance in the subject for such a long time. Why not holding brief for the students, it is obvious that the teachers probably over-bloated students' role as the architects of their problem. That is not to say, however, that the teachers did not work nor that the students were altogether blameless. Quite far from that, the teachers did what they know best to do; talk, teach, test and complain. The students also did what their restless limbs and brains could afford them; receive lectures without concentration, rebuff every bit of encouragement to be diligent and rebel against authorities whenever the noose was tighter.

Generally in countries outside Europe in particular, there are teachers who speak English with mother-tongue accent and, yet, not feeling in any way deficient or inferior to others whose accent approximate to a native model (Jubril, 1986). This model has far reaching consequence on the learners. In some places, there is the problem of absence of an enabling environment confirmed by disheartening features of over-populated and ill-equipped classrooms, poorly-paid teachers, unmotivated, hungry and poorly prepared students', hurriedly written textbooks, uncoordinated litany of policies and documents and old fashioned bureaucracy and resistance to change (Aliyu, 2002).

Nigerian Teachers' approach to teaching English as a Second Language

Not all teachers of English in Nigeria have qualifying English teachers' status. To teach English in the primary and junior secondary schools, the minimum qualification is Nigeria Certificate in Education (N.C.E) while Bachelor's Degree in Education with specialization in one teaching subject will qualify a recipient to teach in the senior secondary. However, non education specialists graduating from universities had had to find their way into teaching to have a job at all cost. On the part of the ministry of education, missionary and private school managers, such people are readily absorbed to the ever waiting vacancies in secondary schools. Unlike what operates in developed nations, however, there is no provision for short term course like Certificate in English Language Teaching to Adults (CELTA) to brush up graduates of English without ESL certificate. Though such teachers are in the majority in Nigerian secondary schools the problem is actually more than *qualification* as even teachers with qualified status tend to lack the

basic contemporary methodology for addressing students preparing to write examination. Thus it is observed that:

- (a) Teachers have taught, overtime, and are still teaching now, by imitation, following, look-and-copy method.
- (b) Some teachers simply give unedited 'model' essays and letter writing without caring to supervise them for vetting.
- (c) Lexis and structures (grammar) are taught without practical, adequate involvement of students.
- (d) The recommended books, produced in modules, have good content but lack examination focus.
- (e) Students are deficient of wealth of words to combat the summary aspect.
- (f) Apart from having problem with general understanding of the comprehension passages, teachers and students do not fully understand what I call "grammar in comprehension" like classification of clauses, figures of speech and parts of speech. Unfortunately, students are expected to treat questions in that area in the two passages they are given.
- (g) The problem of the teachers possibly emanated from their diverse backgrounds in their learning of English as a second or foreign language whereas that of the students emerge from confusion following improper clarification of technical terms like Noun clause and Noun phrase, in what way do they differ? If Relative Clause can also be called an Adjective Clause, why two names?
- (h) What the curriculum of Oral English recommends is known in Nigeria as *alternative to oral*. No tape test. Students are tested on their ability to identify a word that carried a particular sound – consonant or vowel. They are also tested to identify proper stress placement and so on. However, I discovered there are two extremes to the teachers' handling of Oral English.
 - (i) Deliberate, careful avoidance of Oral English aspects to cover their deficiencies;
 - (ii) Handling it the wrong way like dictating their own training notes from the College or University to students; giving

them definitions of consonants, vowels, diphthongs, glides, stress, intonation, etc, instead of teaching them what the examining body wanted at the SSCE level, where no definition but application is required.

Procedure: Exam-Focused English Teaching Strategy

The procedure for the remedial course was to be guided by the need to touch base with existing practice in English teaching to achieve the desired change. Since over fifty years ago when Michael West first talked about 'teaching English in difficult circumstances' (West, 1960), not much has changed in most parts of the world as 50 or more pupils still congest on benches, ill graded, with a teacher who perhaps does not speak English very well (Smith, 2010) to learn English. For the present project, the consultant focusing on the proposed School Certificate Examination adopted a combination of Communicative English, Collaborative Approach and Individual Learner Autonomy altogether to make learners identify their learning strength, improve their own learning strategies and develop as independent language learners irrespective of their socio-cultural backgrounds, age, gender or academic standard. The teacher (the consultant) as is common in communicative language teaching guided the learners to analyse discourse and demystify conventions while providing on the spot progress with verbal feedback.

Meeting two times in the week over a period of seven weeks, the consultancy programme involved:

- (a) A commitment to covering all aspects of English required of the students by the West African Examination Council.(WAEC), the Examining body for the Senior School Certificate Examination(S.S.C.E).(Please see the appendix)
- (b) In every meeting, students wrote at least one essay or letter which I took away for marking to be distributed in the next meeting. That is, there was always a writing of essay in all interactive sessions no matter which aspect of English was taught. And there was always a feedback for students to peruse in every session. Meanwhile, students will retire to their hostels (90% were boarders) or to their houses with at least 3 or 4 more continuous writing assignment.
- (c) For Lexis and Structure which constitutes over 64% of the entire examination, concepts were discussed, relevant past questions

given, treated, and another question or two, sometimes three, follow, also with immediate feedback. (please see the appendix)

- (d) In tackling the problems associated with Summary and Comprehension, students work in groups discussing topical issues or analysing printed passages from their text books. They could also be asked to compare similar newspaper reports from different media. At another time, story books were distributed to them part of which they were expected to read first individually (within a group or peer) and later to be discussed. Presenters were to be appointed from each group who would come to the front of the class to share the group's ideas about author's style, literary devices, setting of the story or the plot. From focusing on linked ideas in literature stories and the media, students were guided to transfer their knowledge, experience and comprehension ability to addressing examiners' questions in English Comprehension and Summary.

Results and Findings

Both the management and Parents Teachers' Forum attested to the efficacy of the model after the release of the result as clarified on the following tables.

Table 2 Both the Mock and the 2006 results

	Yr	A1	B2	B3	C4	C5	C6	D7	E8	F9	No of candidate	% A+B+C	A+B+C+D+E
1	2006	-	2	22	52	41	105	32	23	-	277	80.1	100.0
2	2006 mock	2	4	17	19	50	51	45	38	56	278	51.4	79.9

Note: A+B+C represent distinctions and credits, while D, E, and F represent Pass (D and E) and Fail (F) respectively. Therefore, 'A – C' is considered pass, and qualified, while D, E, and F are unqualified

The Mock was conducted by the researcher as a predictive validity for the eventual 2006 public examination.

Table 3

Comparison of the Differences in English Performance between 2002 and 2006

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	305.331	4	76.333	34.253	.000
Within Groups	3275.873	1470	2.228		
Total	3581.204	1474			

The table shows a large value of F (34.25) with a low significance. This indicates that the difference in the performance of the students in English is significant even at 0.01 levels.

Table 4: Scheffe Multiple Comparisons

(i) Treat	(j) Treat	Mean difference (i – j)	Std. Error	Sig.	95% confidence interval	
					Lower bound	Upper bound
Year 2006	Year 2005	1.19*	.13	.000	.79	1.59
	Year 2004	1.16*	.12	.000	.79	1.54
	Year 2002	1.23*	.12	.000	.86	1.60
	Mock	.93*	.13	.000	.54	1.32

The Scheffe post hoc test reveals the difference among the means. When the means of other years are deducted from that of year 2006, the result is positive, signifying that the mean of year 2006 is better than the rest. The * is an indication that the difference is significant at 0.05 level. See below the mean grade for each year.

Table 5: Showing the Means of the Performance for Each Year

	N	Mean	Std. Deviation
Year 2006	277	4.51	1.39
Year 2005	250	3.32	1.02
Year 2004	324	3.35	1.14
Year 2002	346	3.28	1.73
Mock	278	3.58	1.93

The table shows the mean grade for each year. It is glaring from the table that year 2006 has highest mean grade of 4.51, thus justifying the

effectiveness of the strategy under review – Exam-focused Language Teaching Strategy.

Relationship between Year 2006 Mock and Exams

Variables	N	X	SD	R	R²	Sig.
Year 2006	277	4.51	1.39	0.94	0.88	0.01
Mock	278	3.58	1.93			

The table shows a high positive value of R (0.94) which signifies a high positive relationship between mock and exam. The R² (0.88) further confirms that the mock exam affects 88 out of every 100 cases.

Conclusion

In advocating English for Examination purposes (EEP), an Exam-focused English Language Teaching Strategy, the researcher had discussed the place of English as a second language in Nigeria, the very many problems of English usage and the common complain of teachers about students' lack of readiness to learn English.

While he applauded the use of other strategies to teach English, and the well coordinated English language textbooks written in modules, the researcher notices that the situation with English in Nigeria is such that students should be taught with the mind of making them pass their examinations in addition to developing the skills for an everyday proficient user.

Both the school management and the staff acknowledged the 2006 result that brought a visible change which broke the chain of failure in the English language. The consultant was asked to repeat the same 'experiment' in both 2007 and 2008 as a follow up to 2006 outstanding performance of the students on the request of both the school management and the Parents Teachers Forum (PTF) of the school. Results in both cases were outstanding. It is therefore, recommended that English for Examination Purposes (EEP) be given a recognition in countries where learners have to pass it to qualify for further education and in places where academic English is required at the foundation level to acquire skills for study and practice in effective communication.

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Appendix 1

The six-year secondary school curriculum that dove-tail into the writing of the Senior School Certification Examination expects so much from the candidates in the area of:

- a) **Lexis and Structure**; Students will be required to choose from given options to complete gaps in questions testing: Homographs, Homonyms and Homophones, Alternatives close in meaning, Nouns and Articles, Pronouns, Tenses, Modals and Auxiliaries, Conjunctions, Intensifiers, Prepositions, Word Order, Question and Answer Tags, Language Registers and Comparative Adjectives. Some three sections of this aspect is also devoted to Nearest in Meaning, Nearly Opposite in Meaning and Interpretation of Statements. The tests in this section give statements that will be followed by at least five possible interpretations out of which candidates will choose the most suitable.
- b) **Comprehension**; Two passages are presented before the candidates; testing: substitution of words and phrases, general comprehension, which involves a test of the ability of students to show a clear understanding of author's themes, literary terms like metaphors, similes, onomatopoeia, oxymoron, pun, hyperbole, metonym, irony etc., grammatical structures like Noun phrase prepositional phrases, adverbial clause etc., and parts of speech like adjectives, adverts, conjunctions, nouns, verbs etc.,
- c) **Summary**: Only one passage of summary is tested where the candidate is expected to demonstrate an understanding of precision as a skill. In testing ability of students to paraphrase, they are scored

on their willingness to deliberately avoid lifting of author's word and to write sentences with or without preambles without presenting phrases as sentences or subordinate clauses.

- d) **Essays and Letter Writing:** Here the candidate is tested on continuous writing. Five options are given covering Narrative, Descriptive, Explanatory, Argumentative, and Expository essays as well as Informal and Formal letters. The candidate is expected to attempt only one and he/she is not restricted to any number.
- e) **Oral English:** Oral English test comes with Lexis and Structure paper and candidates are tested on their ability to identify vowels or consonants that are similar to the underlined vowel or consonant in the underlined word of a specific question. They are also tested in the same way to identify syllabic patterns, stress and intonations of words. Presently there is no audio test.

Each of these items contain complex sub-items that are loaded into the recommended books – *English Project*, *NOSEC (New Oxford English Course)*, *Practical English*, *Effective English*, etc, in modules beginning from book 1-6.

Appendix 11

(Example of treatment package)

The exam-focused English strategy presupposes that irrespective of the ability or deficiencies of the certificate – year students, the teacher will handle them with the focus of examination in mind. To do this,

Example A:

Concept: Nearest in Meaning

Instruction

Teacher: In a group of four or five read the two sentences below and study the use of proud.

1. Mr. Benson wears a proud look always.
 - (a) a fair
 - (b) an arrogant
 - (c) a costly

- (d) an authentic
(SSCE, 2001)

2. An explorer once said he was proud of his country.

- (a) in love with
(b) desirable of
(c) uninterested in
(d) weary of

(GCE, 2000)

The first use of proud above is in a bad or negative sense. So option 'B' is the nearest in meaning to it. In the second sentence, proud is used in the positive sense to mean pleased with or satisfied about something or person with whom you are connected. Thus, option 'A' is the nearest in meaning to proud of.

Example B:

Teacher: Study the examples below:

1. You do not need to dissipate your energy on a futile exercise.

- (a) waste
(b) combine
(c) employ
(d) direct
(e) allow

(GCE, 1998)

Teacher: At different items 'A', 'C' and perhaps 'D' and 'E' with changes in the use of the prepositions, can be used to replace the underlined word – dissipate. Thus, we can have a table like this based on this context.

dissipate		
Near	Nearer	Nearest
allow direct	Employ	waste

2. It is absurd to say you cannot live on your salary.

- (a) strange
- (b) humorous
- (c) ridiculous
- (d) merry
- (e) joyful

(SSCE, 1980)

Teacher: In arbitrary meaning, absurd means ridiculous. Yet ridiculous idea or opinion could be humorous especially when one considers who the maker of the opinion or the idea is. Again, an absurd statement or attitude could be strange or look strange to use if it comes from an unexpected source. Like the previous examples, we can have a table like this:

absurd		
Near	Nearer	Nearest
humorous direct	Strange	ridiculous

Students' Activities

Divide into a group of four to build a box for each of the following items in order to arrive at the nearest in meaning:

1. Olu seems rather optimistic about the future.

- (a) hopeful
- (b) convinced
- (c) believing
- (d) sad
- (e) expectant

Optimistic		
Near	Nearer	Nearest
believing	Expectant	?

2. My friend's sister said that she felt forsaken.

- (a) undermined

- (b) abandoned
- (c) insulted
- (d) dejected
- (e) disappointed

(GCE, 1983)

Dissipate		
Near	Nearer	Nearest
disappointed	Dejected	?

B. Tenses (Simple present). Learners gather to discuss the following sentences.

1. She writes legibly.
2. We meet once in a month to evaluate our progress
3. I like sleeping late
4. He watches his diet these days.
5. You speak like your European friend.
6. They usually respect others' opinion.
7. The dog barks indiscriminately

PCN + V – S e.g. Sentences '2', '5' and '6'

SCN means Singular Countable Noun

V means Verb

PCN means Plural Countable Noun

V means Verb

S means 's'

The exception to the above rules is when an auxiliary or modal verb comes between the subject and the verb.

For example:

Don't say: He should comes here occasionally.

Say: He should come here occasionally.

As a group, study this question and discuss the answer:

Q1: Many a preacher these days _____ dishonest.

- (a) is

- (b) are
 - (c) were
 - (d) was
- (WASCE, Nov 1999)

Students' Activities

Pupils discuss the question as a group, reasoning out each option to arrive at the correct one.

Note: The teacher will only supply the answer after the pupils had thoroughly reviewed it. The answer is 'A'

Teacher: Now that we have understood the process of arising at the answer, attempt the following individually.

Q2: Nigeria, like many other African countries _____.

- (a) has being predominantly agricultural
- (b) have been predominantly agricultural
- (c) are predominantly agricultural
- (d) is predominantly agricultural

(SSCE, 2003)

Q3: Ibrahim _____ say that to my face.

- (a) does not dare
- (b) dares not
- (c) dare not
- (d) did not dare

INVESTIGATING THE LITERARY COMPONENTS OF PRINT MEDIA: A CASE OF PUNCH AND GUARDIAN NEWSPAPERS

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ABSTRACT: *The paper investigates the literary components of print media with specific reference to Punch and Guardian Newspapers as case studies. It uses syntax and semantics components of the English language as units of inquiry. The paper starts by describing the history of the newspaper in Nigeria and conceptualizes the syntax and semantics components in media. Also, the review of the documentary evidence as secondary resources from journal articles, paper reports and books were utilised in gathering the information used in analysing the situation. The syntax of any language is governed by rules that are fairly stable and which, unlike the phonology, cuts across both horizontally and vertically among the users while semantics is the study of meaning. The paper unravels the appropriate usage of syntax and semantics of English language to pass across messages to reader by removing the ambiguity, and minimizing errors when it comes to newspaper editorials.*

KEYWORDS: Media, Newspaper, Editorials, Syntax, Semantics

BACKGROUND

The contents of newspapers have been held to yield a lot of influence over the mind of readers, just as literature does. For majority of people, reading the dailies makes up their most substantial and significant consumption of printed discourse. However, from the view point of linguistic analysis, the institutionalized position of the editorial writer has made it easier for him/her to inundate the column with ambiguous statements (semantics level) which make readings (meaning) confusing to readers. Also, some statements are ungrammatical. That is, they are replete with errors which violate the standard British English rules. This paper presents analytical instances of such and shows their effect on readers and writers. English as a second language in Nigeria, started with minimal functions but has evolved to become the “linguistic messiah” in a multilingual nation with over five hundred languages and numerous dialects. It is the language of education, law, media, administration, business and commerce, entertainment, information and communication technology, politics, religion, and so on. It has contributed immensely to the dissemination of information to the entire public through the media, of which the newspaper is not an exception.

A Brief History of the Newspaper Industry in Nigeria

According to Tosanwumi and Ekwuazi (1994), the history of the Nigerian press dates back to 1859 when, in Abeokuta, Reverend Henry Townsend released **Iwe Iroyin fun Awon Ara Egba ati Yoruba** (The Newspaper for the Egba and Yoruba). The newspaper was the first to be published in what is now known as Nigeria. It was a bilingual newspaper since it was published both in

Yoruba and English. This newspaper spearheaded the attack on slavery. In 1863, the second newspaper was published. It was edited by Robert Campbell and was called **The Anglo African**. It carried both local and national news, while its editorials were dedicated to the appraisal of the problems of the time.

The blossoming of the Nigeria Press started 17 years later in the exigencies of socio-political and economic activities. The first newspaper of this period was by Andrew Thomas, who came out with **The Lagos Times** on 10th November 1880. This bi-monthly newspaper was used to aggregate public opinion on topical issues. Fifteen months later, Bagan Benjamin began the publication of **The Lagos Observer**. This was followed closely by **The Eagle**, which made its debut on March 31, 1887 when Adolphous Mark started **The Mirror**.

Nationalistic sentiment and struggle erupted with the establishment of the colony and protectorate of Southern Nigeria in 1906, as well as the reports of the amalgamation of the North and South in 1914. This led to the emergence of the new set of Nigerian newspapers. Johnson Brothers started **The Nigerian Chronicle** in 1908, while Kukoyi Ajasa started **The Nigerian Pioneer**. He aroused a lot of criticisms because his newspaper was seen as a mouthpiece of Fredrick Lugard's administration. In 1926, the Nigerian Printing and Publishing Company started **Nigerian Daily Times**. The first editor of **Daily Times** was Ernest Okoli whose newspaper, **The African Messenger**, was taken over by the government due to its dwindling financial fortune. **The West African Pilot** of Dr. Nnamdi Azikwe later joined in 1936 and this brought about an increase in nationalistic consciousness. Its news reports were mainly anti-colonialism and it championed nationalist struggles. Chief Obafemi Awolowo established **The Nigerian Tribune** in 1946. The newspaper strengthened the anti-colonialism campaigns through its critical analysis of the problems of the time. However, in the present day Nigeria, a host of other newspapers are now in circulation. Some of these are: **The Vanguard Newspaper**, **The National Concord**, **The Punch**, **This day**, **Comet Newspaper**, **Daily Sketch**, **The Monitor**, **Alaroye**, **The Guardian**, **The Post Express**, among others.

Newspaper industry in Nigeria

Nigeria's newspaper industry is a vibrant one and this is because the press institution in the country has come a long way. Since the introduction of the first indigenous newspaper in 1859, the Nigerian reading public has been inundated with different newspapers, many of which are privately owned. According to Sommerlad (1966), Nigeria has not only made progress in this important aspect of national growth and development; it has been made to adopt the press as a political tool for economic development, stimulation of change and for social function. Another important role of the newspapers in Nigeria is that of serving as catalyst to literacy development. This role will be further explored in the course of this paper.

Basically, we can categorize Nigerian newspapers into two broad groups. The first group comprises daily newspapers. Examples are **The Guardian**, **The Punch**, **The Nigerian Tribune**,

The Comet, **This Day**, **The Daily Sketch**, **The Observer**, **The New Nigerian**, etc. Still within this group, we have some titles specifically devoted to weekends, evenings or early mornings. Such titles as **The Sunday Punch**, **The Sunday Guardian**, **AM** and **PM News**, etc. can be recognized. The second group comprises magazines, which are published weekly, bi-weekly or

monthly. We can equally identify two types of magazines in Nigeria. There are those that are devoted to serious or investigative journalism like **Tell, the News, Newswatch**, etc and others that are called soft-sell magazines which are devoted to entertainment, celebrities, gossips and the like. Notable among these are **Ovation, National Encomiums, Hints, Hearts**, etc. The first group claim to tell the news as it breaks, while the second group claim to add flesh and meat through in-depth analysis and investigative activities. Complementing the above groups in news reporting are the few newspapers published in indigenous Nigerian Languages. These ones are regionally based since they are confined to areas where the language of publication is spoken. These newspapers are also good instruments to promote literacy in the indigenous languages. Our observation in this study is that these newspapers enjoy high patronage among the semi-literates and stark illiterates in the society. The stark illiterates usually depend on their children or friends that are literate at least, in the local languages, who will read the news to them. And since no interpretation is involved, it is very easy to digest the news.

Private entrepreneur can establish newspaper publishing being part of the mass media in Nigeria where the newspaper is owned solely by private individual(s) or companies without any financial help coming from any government. Examples of privately owned newspaper outfits are **The Guardian, The Nigerian Tribune, Punch, This day**, etc. However, in terms of government ownership, the newspaper outfit is solely established, funded and financed by the government that is involved.

In Nigeria today, the vibrancy, fearlessness and steadfastness of a newspaper are usually conditioned by the ownership status of the newspaper. The privately owned newspaper outfits are usually more direct in their reports, not given to unbridled propaganda and acting as government mouthpiece like the government-owned outfits. They usually tell the story as it is without fear or favour. Perhaps that is why some of them are more vociferous in criticizing government policies. As a result, they get hounded and molested by the agents of the government. Also, privately owned newspaper outfits rarely get advertisements from the government, its agencies or individuals that happen to be pro-government. But government-owned newspapers are usually used as propaganda machinery to popularize government policies and portray them in good light. Well, he who pays the piper dictates the tune.

Understanding the Concept: Syntax and Semantics

The Syntactic Level:

The syntax of any language is governed by rules that are fairly stable and which, unlike the phonology, cuts across both horizontally and vertically among the users (Chomsky, 1965). That is, the rules remain obligatory to the different geographical and social groups using the language, and any instance of violation or misapplication is readily recognizable as such. For this reason, it is plausible to insist on a monolithic standard Nigerian English syntax. The proposed criteria here are grammaticality, appropriateness and acceptability. As stated earlier, most of these rules are violated by editorial writers. These are examined more closely below.

Grammaticality:

Language use is governed by rules of grammar among others. Many of these rules are well known and apply logically and consistently most of the time. They are thus relatively easy to learn. But others are subtle, illogical and

inconsistent in their application. And it is the mostly unconscious violation of rules of the latter type that has consistently yielded deviant expressions of the type that many have unjustifiably labeled 'Nigerian English', rather than the outright errors that they are. For example, such expressions as

*luggages *equipments
 *smoothen *can be able to
 *some few things *that your friend
 *you are enjoying *talkless of
 *it does not worth it *we discussed for a long time
 *make him to do it *I asked him that are you not coming? *matured person

are often all taken for granted as standard Nigerian English usage, whereas each violates one rule of grammar or another. These errors also reflect in our newspapers and magazines language usage every day. However, while errors can be overlooked and ignored in spoken language, written language is expected to follow the rules of the standard British English. The apparent illogicality of some of these rules is often perplexing. For instance, in the sentences below, "make" has the same meaning as "compel" and they are both verbs, but while the first three are grammatical, the last is not even though it has the same syntactic structure (both surface and underlying) as the third, and the contrasting lexical items have the same meaning. These are:

He was compelled to do it. (passive) (correct)
 He was made to do it. (passive) (correct)

(1.3.3.b) Analysis.

Copies of editorials of the punch newspaper are used for this analysis. Two extract are used, from publication of wednesday, May 8th 2019 to point out the success of the communicative interaction between the editorial writer and his readers.

(1) *Adeleke arraigned for forgery, gets ₦2m bail, permission for US trip*

The statement violates the lexical rules of the English language. It will definitely confuse the reader, who might not know Adeleke before now. Also, some missing lexical items render it meaningless and incomplete. The correct form should be:

Former governorship aspirant of Osun state, Adeleke has been arraigned for forgery, he gets two million naira bail and permission for his US trip.

(2) *Surulere potholes of hell*

Sola Olatunji, 9, Obasun Street, Aguda, Surulere, Lagos.

There are two potholes at Alhaj Masha Road, inward National Stadium, Lagos.

It should be:

There are two potholes on Alhaji Masha Road, inward of National Stadium, Lagos.

Some missing lexical items or omission of lexical item i.e. (on, of,) in the sentence render it incomplete and inappropriate.

The Semantic Level:

According to Okoro (1986), semantics is the study of meaning. But the question of what is meaning has generated controversy among philosophers and linguists alike over the centuries (Lyons, 1981). However, this paper will not focus on the definition of meaning or the distinction made between 'lexical meaning', 'sentence meaning', 'grammatical meaning', or 'utterance meaning'. Instead, it will simply be concerned with meaning as it affects the intelligibility of the speaker and reader of English language in our newspapers regularly for information. For Nigerian English to be justifiably described as a world variety of English, it must remain

internationally intelligible, and the concern here is to delimit what should be acceptable or otherwise as standard Nigerian English usage as far as intelligibility is concerned. Here again, the paper draws a line between expressions that amount to misuses of the code and those that do not.

Okoro (1986), extends the semantic scope of certain expressions as is commonly the case with kinship terms. The wide range of application of such terms as 'father', 'mother', 'uncle', 'aunt', 'brother' and 'sister' by Nigerians is very well known. Any adult of one's parents' age is a 'father' or 'mother'. Youths of one's age from one's village or town are 'brothers' and 'sisters'. Family friends are 'uncles' and 'aunties', and within the family itself, it is not unusual for an elder sister to be called 'auntie' by her younger siblings if she is sufficiently older than they are. On the other hand, such terms as 'nephew', 'niece', 'second cousin', 'great-uncle', 'great-aunt', 'step-father', 'step-mother' are little used or known by Nigerian speakers. The misuse of kinship terms though widespread among Nigerians, should not be accepted as standard Nigerian English usage in writing of editorials as it undoubtedly impairs intelligibility. Moreover, the correct terms can easily be learnt and properly used. But, out of mental laziness, they are not. All these and many more confusing words are vivid in our newspaper editorials.

Analysis

Copies of editorials of the Guardian newspaper are used for this analysis. There are many errors, but two extracts are used from publication of Wednesday May 8th, 2013. This analysis is based on the theory of cooperative principle (CP) aimed at providing a rudimentary frame work to validate the success of the communicative interaction between the editorial writer and his numerous readers.

(1)RELIGION FROM THE NIGERIAN PERSPECTIVE

By Anthony Akinola

Two athletes, one African and the other British, were interviewed after the successful conclusion of their respective events. The African who had won an event attributed her success to the grace of GOD. "He touched my limbs, I could not have done it without him". The British athlete, on the other hand, gave substantial credit to her coach as she attributed her success to a regime of rigorous training.

The text above opens with a voice of total and sweeping African sentiments and generalization concerning receiving divine intervention to win a race. Of course, all glory must be given to God, but there are certain things we can never achieve in life through religious sentiments unless we do the needful: hard work, focus and determination. The metaphor, "He touched my limbs" gives the average readers serious tasks in the meaning processing mechanism because it is puzzling but not for majority of Nigerians and Africans who will understand because of African religious sentiments.

(2)With this Kaduna polytechnic is now rated third among the well over 1,800 universities and polytechnics around the world that teach entrepreneurial education. By any standard, this was not a small achievement....

This great achievement in spite of the obvious financial constraints the institution has is noteworthy. Twenty two students had qualified to participate in this year's competition from

Kaduna polytechnic, but there (sic) enough money to sponsor only five students and three coordinators.

The anaphoric deictic term “this” gives the impression that the reader has already known the subject in discourse. The first sentence violates the maxim of quality by not stating what the writer specifically knows but just based the statistics on an extrapolated and ambiguous figure “well over 1,800 universities and polytechnics” or both put together. Thus, the overgeneralization is a mere assumption which is far from the truth.

CONCLUSION

We have examined four editorials from the Punch and Guardian newspapers, two from each, to discuss the issues related to syntactic and semantics errors related to ambiguity. The categorization above is by no means exhaustive. It merely gives an indication of the overriding considerations in delimiting standard usage, which in this section are grammaticality, intelligibility, appropriateness and acceptability to the speakers of the language. In this regard, the researcher identifies guidelines for the delimitation of standard Nigerian English usage. Although they are many more, our concentration is on syntax and semantics. Admittedly, the problem of such delimitation is not as easy in practice as it may appear on paper, and in proposing some of the guidelines above, we may have ridden roughshod over some areas that require a more delicate treatment. But it is hoped that our suggestions more than give an indication of what should be recognized and regarded as standard Nigerian English usage.

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

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Abstract

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

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

Introduction

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

Essay Writing is a primary arm of English Language. It occupies a prime position in students' achievement in both internal and external examinations in English.

In disclosing the prime place of Essay Writing in the overall achievement of students in English, the West African Examination Council (2023) has it that three different papers should be attempted in English by all candidates who take the exam.

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

the contents of Essay Writing. This assumption is predicated on the fact that the learning contents that enhance a learner to pass the Essay Writing is quite needed to pass the Summary and the Comprehension aspects, although the examiner's method of asking questions differs in each of them. For example, to write a good essay or letter, all senior secondary school students are expected to have the mastery of punctuation marks, vocabulary, tenses, sentence structure and parts of speech (Jibowo, 2005; Oladunjoye, 2016). These areas are not negotiable before any candidate can do well both in Comprehension and Summary parts. This being the case, a student who finds Essay Writing difficult will find both Summary and Comprehension impossible. In other words, Essay Writing is a window to Summary and Comprehension because it is the productive aspect of the exam that shows the linguistic quality and potential of the candidate. English Language teachers are most at times in a situation where they have to mark hundreds of essays as public schools in Nigeria are usually overpopulated. Such herculean task requires that the teacher in question is motivated, mostly extrinsically by the school authority. Where this is not available, the teacher may not be placed on a platform to grow the needed commitment to teach and mark the essays of his students. Hence, his skill is dormant and his students' achievement is impeded. Waiyaki (2017) based on a study she carried out at Pam Golding Properties, Nairobi, opined that motivation was a vital tool to gear the employees to action that would lead to the achievement of the organizational goals. Schools and organizations owe it as a duty to put in place machinery that would encourage their workers to goal realization. This is significant especially that teachers in the public secondary schools are embattled with so many essays to mark. If the motivation is at low ebb, this will affect the teacher's essay-

marking skill and consequently the students' achievement. Chintallo and Mahadeo (2013) observed that both private and public organizations encounter the issue of motivation. While addressing the issue of motivation effects on the performance of workers, Zameer, Ali, Nizar, Amir (2014) reflected on Maslow Hierarchy of Human needs to explain the prime position of motivation to workers' output. Once the basic needs of the worker are taken good care of in terms of the pay and incentives, the worker would not only be hooked down to serve his employer, but also collaborate with the company to achieve its goals. As a corollary to the above arguments, Chukwuma and Obiefuna (2014) argued that only a motivated employee would be responsive to the goals set by the employer. When the company or the school is out to compete with the competitor nearby, the workload or demand of the school at such a time may be strenuous, the only way to get the teacher committed is by motivating them.

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

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

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

achievement in essay writing despite high teacher's motivation. Sometimes, teachers' motivation may inadvertently contribute to an overly competitive or stressful classroom environment. Students may perform up to the teacher's expectations under this condition, leading to anxiety and decreased motivation to interface with essay writing on the part of the learner.

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

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

Research questions

This study was based on the following research questions:

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

teacher's motivation and students' academic achievement?

Methodology

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

placed on the four-point Likert type response, scaled on Always (A); Most of the Time (MT); Seldom (S) and Not at All (NA).

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

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

Data Presentation and Analysis: Results of the analysis.

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

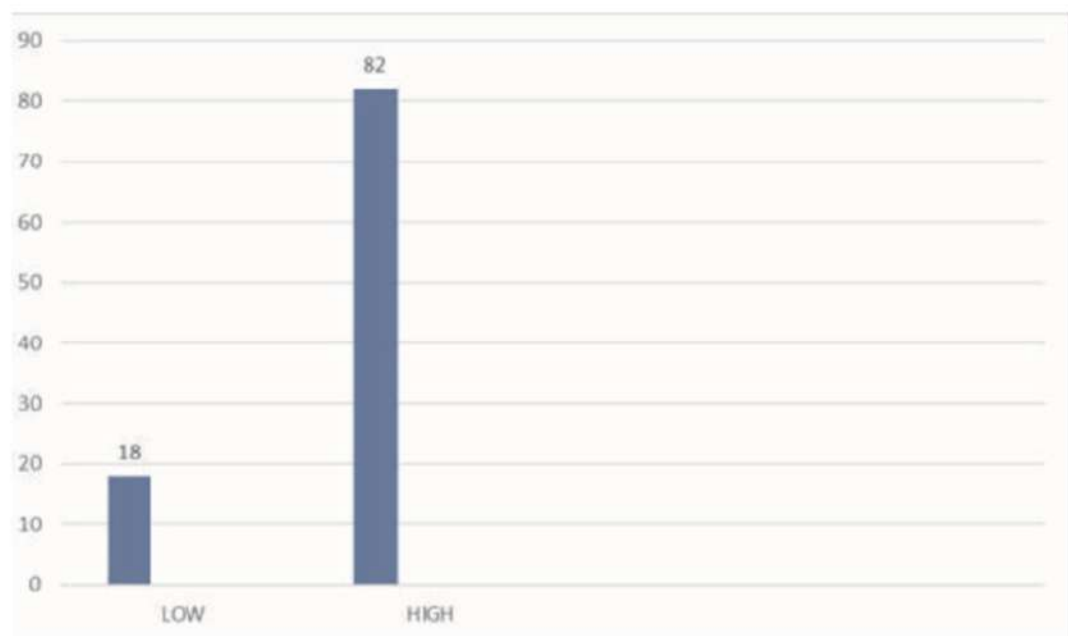


Fig. 1: Level of teachers' motivation

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

motivation while 82% of the respondents received high motivation. It follows that majority of the respondents were highly motivated.

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

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

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

Table 1 reveals the correlation between teachers' motivation and students' achievement in essay writing. From the correlation coefficient ($r = -0.29$), it is significant at 0.05. It follows that there is a significant correlation between teachers' motivation and students' achievement in essay writing. The negative sign in the value

indicates that as the motivation is increasing, the achievement is decreasing. This may be as a result of other factors that are not included in this study such as: when teachers experience high motivation but it leads to negative effects on students' achievement, several underlying reasons may contribute to this paradox.

Conclusion

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

Recommendation:

It is therefore recommended that:

- (a) Too much emphasis on performance sometimes, could lead to this drawback. A situation where teachers become overtly focused on achieving specific performance or standardized test score due to external pressures could make students' achievement lopsided.
- (b) Teacher's high motivation may not always align with effective teaching strategy. Where this occurs, if instructional methods are not tailored to meet the diverse needs and learning style of students, motivation alone may not translate into improved academic outcome.
- (c) Inflexible curriculum and instructional approaches can limit teacher's ability to adapt to students' individual strengths, interests, and learning pace. This lack of flexibility may result in disengagement and decreased motivation among students, despite the teacher's enthusiasm.
- (d) The lack of students' autonomy may result in a scenario that places poor students' academic achievement against teachers' high motivation. When teachers are highly motivated, they may unintentionally overshadow students' autonomy and intrinsic motivation.

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English for Examination Purposes (EEP): A Norm or a Genre?

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Abstract

This is a paper proposing the recognition of English for Examination Purposes (EEP). It is a report of an 'unscheduled' quasi experimental research over 278 college students in Nigeria getting prepared to sit for Senior School Certificate English. The researcher was consulted to bring in a palliative measure as an intervention model on a school at comatose for roughly four years with reference to making the students in the Certificate year acquire the qualifying credit in English to proceed after their graduation from the college. Relying heavily on Communicative English Approach, the researcher focused the in-coming examination in choosing the

right strategies to carry out the consultancy. The seven week project saw the students writing over thirty essays (including letters), engaging in extensive practice in Lexis and structure with more than a hand on Summary and Comprehension while receiving immediate feedback in all cases. The highest mean grade of 4.51 was recorded in 2006 when the treatment and the examination took place compared to the previous years. Thus Exam focused English language strategy is recommended for practice in countries where students need a minimum of credit grade in English to make it into the university and the teaching and learning conditions were not favourable enough to equip them for their public examination under normal circumstances.

Introduction

The place of English as a world language is a usual point of discourse in academic conferences where there is the need to advance a medium of communication for effective ‘translation’ of the school subjects, especially in multi – cultural communities. Urgent efforts have been made time and again by mega English bodies like the British Council to reach more learners and teachers using its generous but limited resources. The desperate concern for over 11.4 million English language teachers and 1.1 billion English language learners, (Umeh and Wood, 2010), is partly the reason for evolution of varieties of English to meet specific purposes in different cultures of the users. Today we have English teaching to speakers of other languages, (ESOL), English for Academic Purposes (EAP), English for Specific Purposes (ESP), Radio English, (RE) and English Language Teaching (ELT). While Gilway recommends English grammar for Academic Purposes (EGAP), building on the previous experiments of Biber et al,(2000) and Swales,(2004), Alimi, (2010) feels there should be a workplace English programme, citing the emerging multicultural work environments like Botswana as a case study.

Rationale for this Paper

This paper is written to justify the need for a kind of English teaching that will focus Examination. In Nigeria where longitudinal ‘experiments’ took place on making passing examination a focus of English teaching, the researcher is overwhelmed by the discovery that quite a number of students would learn English if the stake is making the required credit to register for higher education.. While English may be in some sense, a simple tool of communication in and across Nigeria societies especially among the elite and

the fairly literate people, it complicates the linguistic patterns of the high school students from diverse ethnic settings who have not just to learn it but also to acquire a qualifying certificate in it. Less than a credit pass in English will make them to miss their place in the university in the year of their application. It is a compulsory subject to be passed with a minimum of “B” (credit, formerly ‘C’), no matter the course a student intends to study. Unfortunately, candidates had kept failing the subject.

English Language in Nigeria – An Unofficial, Official Lingua Franca

A colony of Britain, Nigeria, so named by Flora Shaw, the wife of Lord Lugard in 1914, obtained independence in 1960 and became a Republic in 1963. Because of her multiethnic and multi-lingua nature, it has no common national language from either the major or minor linguistic groups. While Awoniyi (1971) and Bamgbose (1976) submit that Nigeria has more than 320 different tongues, Ubabukoh (2005) put the number at 515. Out of these languages Ubabukoh highlight, 505 are living languages, two are second languages without mother tongue speakers and eight are extinct. Not much had been achieved from the efforts being made to solve the nation’s political, cultural and religions problems through formulation of national indigenous languages, Oladunjoye, (2005) Today, English is Nigeria’s language of official records and communication. Colonial rule had the conduct of every affair of the colony in English. Thus, English became the language of administration, law and order, executive and legislative functions, Ker (2002) and must be taught in all schools and at all levels.

Students’ Performance in English

Ubahakwe (1988) blames students’ failure in English on “declining competence.” Of whom? Ayodele (1988), probably analysing Ubahakwe’s position better, argues that the causes ‘must be traced to the classroom practices’ which sum up the classroom factors responsible for the regular high rate of failure in English to include teachers’ low level of competence in the language skills, especially reading, unduly large classroom, too many periods per week, lack of incentive and learners’ unserious attitude. Unoh (1990) and Kolawole (1997) agree that students’ failure to express their thoughts through the medium of English is responsible for their failure in the writing aspects of the language.

The Experimental Setting

This work is a report of series of treatments (palliative support) applied on the final year students of a Federal government college in Nigeria where the researcher was invited as a consultant to conduct a remedial course prior to the students' Senior School Certificate examination (S.S.C.E), an equivalent of General Certificate Examination (G.C.E). In accepting the invitation, I did not have the mind to conduct an experiment. This explains the reason the word experiment either appears in italics or is simply quoted wherever it occurs in this report. Like most of the Federal Government Colleges and other state-owned secondary schools, the 'experimental' school is well-staffed with qualified and experienced teachers. Out of their fourteen teachers of English language, there were three Masters Degree holders, among whom one was(then) on doctorate degree programme. From the interaction with them at a one-day seminar, the teachers put the entire reason for students' years of setback in English language as shown in Table 1 below, on the lackadaisical attitude of learners, touching on their: (a) coldness to essay writing, (b) indifference to communication in the standard English in and around the campus, (c) unwillingness to do extra-lesson except by force, (d) refusal to do take-home assignments or doing it in half, and (e) not reading story books, comics, magazines and other periodicals in addition to the neglect of doing study exercises from their recommended textbooks.

Table 1 shows the English language result of the school for four years prior my invitation for an intervention model before the 2006 examination.

Table 1: English Language Results of a Nigerian Federal Government School over a Period of Four Years.

	Yr	A1	B2	B3	C4	C5	C6	D 7	E8	F9	No of candidate	% A+B+C	A+B+C +D+E
1	2002	-	03	22	22	21	67	82	76	53	346	39.0	84.7
2	2004	-	-	04	06	19	133	88	54	19	324	50.0	94.1
3	2005	-	-	02	03	13	97	83	44	08	250	46.0	96.8

Note: *A+B+C represent distinctions and credits, while D, E, and F represent Pass (D and E) and Fail (F) respectively. Therefore, 'A – C' is considered pass, and qualified, while D, E, and F are unqualified. 2003 result was not available at the time of the gathering of this data.*

Source: *The results were obtained from the School's Counselling and Evaluation Department*

None of the teachers, as expected, advanced any teacher-related reason for students' poor performance in the subject for such a long time. Why not holding brief for the students, it is obvious that the teachers probably over-bloated students' role as the architects of their problem. That is not to say, however, that the teachers did not work nor that the students were altogether blameless. Quite far from that, the teachers did what they know best to do; talk, teach, test and complain. The students also did what their restless limbs and brains could afford them; receive lectures without concentration, rebuff every bit of encouragement to be diligent and rebel against authorities whenever the noose was tighter.

Generally in countries outside Europe in particular, there are teachers who speak English with mother-tongue accent and, yet, not feeling in any way deficient or inferior to others whose accent approximate to a native model (Jubril, 1986). This model has far reaching consequence on the learners. In some places, there is the problem of absence of an enabling environment confirmed by disheartening features of over-populated and ill-equipped classrooms, poorly-paid teachers, unmotivated, hungry and poorly prepared students', hurriedly written textbooks, uncoordinated litany of policies and documents and old fashioned bureaucracy and resistance to change (Aliyu, 2002).

Nigerian Teachers' approach to teaching English as a Second Language

Not all teachers of English in Nigeria have qualifying English teachers' status. To teach English in the primary and junior secondary schools, the minimum qualification is Nigeria Certificate in Education (N.C.E) while Bachelor's Degree in Education with specialization in one teaching subject will qualify a recipient to teach in the senior secondary. However, non education specialists graduating from universities had had to find their way into teaching to have a job at all cost. On the part of the ministry of education, missionary and private school managers, such people are readily absorbed to the ever waiting vacancies in secondary schools. Unlike what operates in developed nations, however, there is no provision for short term course like Certificate in English Language Teaching to Adults (CELTA) to brush up graduates of English without ESL certificate. Though such teachers are in the majority in Nigerian secondary schools the problem is actually more than *qualification* as even teachers with qualified status tend to lack the

basic contemporary methodology for addressing students preparing to write examination. Thus it is observed that:

- (a) Teachers have taught, overtime, and are still teaching now, by imitation, following, look-and-copy method.
- (b) Some teachers simply give unedited 'model' essays and letter writing without caring to supervise them for vetting.
- (c) Lexis and structures (grammar) are taught without practical, adequate involvement of students.
- (d) The recommended books, produced in modules, have good content but lack examination focus.
- (e) Students are deficient of wealth of words to combat the summary aspect.
- (f) Apart from having problem with general understanding of the comprehension passages, teachers and students do not fully understand what I call "grammar in comprehension" like classification of clauses, figures of speech and parts of speech. Unfortunately, students are expected to treat questions in that area in the two passages they are given.
- (g) The problem of the teachers possibly emanated from their diverse backgrounds in their learning of English as a second or foreign language whereas that of the students emerge from confusion following improper clarification of technical terms like Noun clause and Noun phrase, in what way do they differ? If Relative Clause can also be called an Adjective Clause, why two names?
- (h) What the curriculum of Oral English recommends is known in Nigeria as *alternative to oral*. No tape test. Students are tested on their ability to identify a word that carried a particular sound – consonant or vowel. They are also tested to identify proper stress placement and so on. However, I discovered there are two extremes to the teachers' handling of Oral English.
 - (i) Deliberate, careful avoidance of Oral English aspects to cover their deficiencies;
 - (ii) Handling it the wrong way like dictating their own training notes from the College or University to students; giving

them definitions of consonants, vowels, diphthongs, glides, stress, intonation, etc, instead of teaching them what the examining body wanted at the SSCE level, where no definition but application is required.

Procedure: Exam-Focused English Teaching Strategy

The procedure for the remedial course was to be guided by the need to touch base with existing practice in English teaching to achieve the desired change. Since over fifty years ago when Michael West first talked about 'teaching English in difficult circumstances' (West, 1960), not much has changed in most parts of the world as 50 or more pupils still congest on benches, ill graded, with a teacher who perhaps does not speak English very well (Smith, 2010) to learn English. For the present project, the consultant focusing on the proposed School Certificate Examination adopted a combination of Communicative English, Collaborative Approach and Individual Learner Autonomy altogether to make learners identify their learning strength, improve their own learning strategies and develop as independent language learners irrespective of their socio-cultural backgrounds, age, gender or academic standard. The teacher (the consultant) as is common in communicative language teaching guided the learners to analyse discourse and demystify conventions while providing on the spot progress with verbal feedback.

Meeting two times in the week over a period of seven weeks, the consultancy programme involved:

- (a) A commitment to covering all aspects of English required of the students by the West African Examination Council.(WAEC), the Examining body for the Senior School Certificate Examination(S.S.C.E).(Please see the appendix)
- (b) In every meeting, students wrote at least one essay or letter which I took away for marking to be distributed in the next meeting. That is, there was always a writing of essay in all interactive sessions no matter which aspect of English was taught. And there was always a feedback for students to peruse in every session. Meanwhile, students will retire to their hostels (90% were boarders) or to their houses with at least 3 or 4 more continuous writing assignment.
- (c) For Lexis and Structure which constitutes over 64% of the entire examination, concepts were discussed, relevant past questions

given, treated, and another question or two, sometimes three, follow, also with immediate feedback. (please see the appendix)

- (d) In tackling the problems associated with Summary and Comprehension, students work in groups discussing topical issues or analysing printed passages from their text books. They could also be asked to compare similar newspaper reports from different media. At another time, story books were distributed to them part of which they were expected to read first individually (within a group or peer) and later to be discussed. Presenters were to be appointed from each group who would come to the front of the class to share the group's ideas about author's style, literary devices, setting of the story or the plot. From focusing on linked ideas in literature stories and the media, students were guided to transfer their knowledge, experience and comprehension ability to addressing examiners' questions in English Comprehension and Summary.

Results and Findings

Both the management and Parents Teachers' Forum attested to the efficacy of the model after the release of the result as clarified on the following tables.

Table 2 Both the Mock and the 2006 results

	Yr	A1	B2	B3	C4	C5	C6	D7	E8	F9	No of candidate	% A+B+C	A+B+C+D+E
1	2006	-	2	22	52	41	105	32	23	-	277	80.1	100.0
2	2006 mock	2	4	17	19	50	51	45	38	56	278	51.4	79.9

Note: A+B+C represent distinctions and credits, while D, E, and F represent Pass (D and E) and Fail (F) respectively. Therefore, 'A – C' is considered pass, and qualified, while D, E, and F are unqualified

The Mock was conducted by the researcher as a predictive validity for the eventual 2006 public examination.

Table 3

Comparison of the Differences in English Performance between 2002 and 2006

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	305.331	4	76.333	34.253	.000
Within Groups	3275.873	1470	2.228		
Total	3581.204	1474			

The table shows a large value of F (34.25) with a low significance. This indicates that the difference in the performance of the students in English is significant even at 0.01 levels.

Table 4: Scheffe Multiple Comparisons

(i) Treat	(j) Treat	Mean difference (i – j)	Std. Error	Sig.	95% confidence interval	
					Lower bound	Upper bound
Year 2006	Year 2005	1.19*	.13	.000	.79	1.59
	Year 2004	1.16*	.12	.000	.79	1.54
	Year 2002	1.23*	.12	.000	.86	1.60
	Mock	.93*	.13	.000	.54	1.32

The Scheffe post hoc test reveals the difference among the means. When the means of other years are deducted from that of year 2006, the result is positive, signifying that the mean of year 2006 is better than the rest. The * is an indication that the difference is significant at 0.05 level. See below the mean grade for each year.

Table 5: Showing the Means of the Performance for Each Year

	N	Mean	Std. Deviation
Year 2006	277	4.51	1.39
Year 2005	250	3.32	1.02
Year 2004	324	3.35	1.14
Year 2002	346	3.28	1.73
Mock	278	3.58	1.93

The table shows the mean grade for each year. It is glaring from the table that year 2006 has highest mean grade of 4.51, thus justifying the

effectiveness of the strategy under review – Exam-focused Language Teaching Strategy.

Relationship between Year 2006 Mock and Exams

Variables	N	X	SD	R	R²	Sig.
Year 2006	277	4.51	1.39	0.94	0.88	0.01
Mock	278	3.58	1.93			

The table shows a high positive value of R (0.94) which signifies a high positive relationship between mock and exam. The R² (0.88) further confirms that the mock exam affects 88 out of every 100 cases.

Conclusion

In advocating English for Examination purposes (EEP), an Exam-focused English Language Teaching Strategy, the researcher had discussed the place of English as a second language in Nigeria, the very many problems of English usage and the common complain of teachers about students' lack of readiness to learn English.

While he applauded the use of other strategies to teach English, and the well coordinated English language textbooks written in modules, the researcher notices that the situation with English in Nigeria is such that students should be taught with the mind of making them pass their examinations in addition to developing the skills for an everyday proficient user.

Both the school management and the staff acknowledged the 2006 result that brought a visible change which broke the chain of failure in the English language. The consultant was asked to repeat the same 'experiment' in both 2007 and 2008 as a follow up to 2006 outstanding performance of the students on the request of both the school management and the Parents Teachers Forum (PTF) of the school. Results in both cases were outstanding. It is therefore, recommended that English for Examination Purposes (EEP) be given a recognition in countries where learners have to pass it to qualify for further education and in places where academic English is required at the foundation level to acquire skills for study and practice in effective communication.

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Appendix 1

The six-year secondary school curriculum that dove-tail into the writing of the Senior School Certification Examination expects so much from the candidates in the area of:

- a) **Lexis and Structure**; Students will be required to choose from given options to complete gaps in questions testing: Homographs, Homonyms and Homophones, Alternatives close in meaning, Nouns and Articles, Pronouns, Tenses, Modals and Auxiliaries, Conjunctions, Intensifiers, Prepositions, Word Order, Question and Answer Tags, Language Registers and Comparative Adjectives. Some three sections of this aspect is also devoted to Nearest in Meaning, Nearly Opposite in Meaning and Interpretation of Statements. The tests in this section give statements that will be followed by at least five possible interpretations out of which candidates will choose the most suitable.
- b) **Comprehension**; Two passages are presented before the candidates; testing: substitution of words and phrases, general comprehension, which involves a test of the ability of students to show a clear understanding of author's themes, literary terms like metaphors, similes, onomatopoeia, oxymoron, pun, hyperbole, metonym, irony etc., grammatical structures like Noun phrase prepositional phrases, adverbial clause etc., and parts of speech like adjectives, adverts, conjunctions, nouns, verbs etc.,
- c) **Summary**: Only one passage of summary is tested where the candidate is expected to demonstrate an understanding of precision as a skill. In testing ability of students to paraphrase, they are scored

on their willingness to deliberately avoid lifting of author's word and to write sentences with or without preambles without presenting phrases as sentences or subordinate clauses.

- d) **Essays and Letter Writing:** Here the candidate is tested on continuous writing. Five options are given covering Narrative, Descriptive, Explanatory, Argumentative, and Expository essays as well as Informal and Formal letters. The candidate is expected to attempt only one and he/she is not restricted to any number.
- e) **Oral English:** Oral English test comes with Lexis and Structure paper and candidates are tested on their ability to identify vowels or consonants that are similar to the underlined vowel or consonant in the underlined word of a specific question. They are also tested in the same way to identify syllabic patterns, stress and intonations of words. Presently there is no audio test.

Each of these items contain complex sub-items that are loaded into the recommended books – *English Project*, *NOSEC (New Oxford English Course)*, *Practical English*, *Effective English*, etc, in modules beginning from book 1-6.

Appendix 11

(Example of treatment package)

The exam-focused English strategy presupposes that irrespective of the ability or deficiencies of the certificate – year students, the teacher will handle them with the focus of examination in mind. To do this,

Example A:

Concept: Nearest in Meaning

Instruction

Teacher: In a group of four or five read the two sentences below and study the use of proud.

1. Mr. Benson wears a proud look always.
 - (a) a fair
 - (b) an arrogant
 - (c) a costly

- (d) an authentic
(SSCE, 2001)

2. An explorer once said he was proud of his country.

- (a) in love with
(b) desirable of
(c) uninterested in
(d) weary of

(GCE, 2000)

The first use of proud above is in a bad or negative sense. So option 'B' is the nearest in meaning to it. In the second sentence, proud is used in the positive sense to mean pleased with or satisfied about something or person with whom you are connected. Thus, option 'A' is the nearest in meaning to proud of.

Example B:

Teacher: Study the examples below:

1. You do not need to dissipate your energy on a futile exercise.

- (a) waste
(b) combine
(c) employ
(d) direct
(e) allow

(GCE, 1998)

Teacher: At different items 'A', 'C' and perhaps 'D' and 'E' with changes in the use of the prepositions, can be used to replace the underlined word – dissipate. Thus, we can have a table like this based on this context.

dissipate		
Near	Nearer	Nearest
allow direct	Employ	waste

2. It is absurd to say you cannot live on your salary.

- (a) strange
- (b) humorous
- (c) ridiculous
- (d) merry
- (e) joyful

(SSCE, 1980)

Teacher: In arbitrary meaning, absurd means ridiculous. Yet ridiculous idea or opinion could be humorous especially when one considers who the maker of the opinion or the idea is. Again, an absurd statement or attitude could be strange or look strange to use if it comes from an unexpected source. Like the previous examples, we can have a table like this:

absurd		
Near	Nearer	Nearest
humorous direct	Strange	ridiculous

Students' Activities

Divide into a group of four to build a box for each of the following items in order to arrive at the nearest in meaning:

1. Olu seems rather optimistic about the future.

- (a) hopeful
- (b) convinced
- (c) believing
- (d) sad
- (e) expectant

Optimistic		
Near	Nearer	Nearest
believing	Expectant	?

2. My friend's sister said that she felt forsaken.

- (a) undermined

- (b) abandoned
- (c) insulted
- (d) dejected
- (e) disappointed

(GCE, 1983)

Dissipate		
Near	Nearer	Nearest
disappointed	Dejected	?

B. Tenses (Simple present). Learners gather to discuss the following sentences.

1. She writes legibly.
2. We meet once in a month to evaluate our progress
3. I like sleeping late
4. He watches his diet these days.
5. You speak like your European friend.
6. They usually respect others' opinion.
7. The dog barks indiscriminately

PCN + V – S e.g. Sentences '2', '5' and '6'

SCN means Singular Countable Noun

V means Verb

PCN means Plural Countable Noun

V means Verb

S means 's'

The exception to the above rules is when an auxiliary or modal verb comes between the subject and the verb.

For example:

Don't say: He should comes here occasionally.

Say: He should come here occasionally.

As a group, study this question and discuss the answer:

Q1: Many a preacher these days _____ dishonest.

- (a) is

- (b) are
 - (c) were
 - (d) was
- (WASCE, Nov 1999)

Students' Activities

Pupils discuss the question as a group, reasoning out each option to arrive at the correct one.

Note: The teacher will only supply the answer after the pupils had thoroughly reviewed it. The answer is 'A'

Teacher: Now that we have understood the process of arising at the answer, attempt the following individually.

Q2: Nigeria, like many other African countries _____.

- (a) has being predominantly agricultural
- (b) have been predominantly agricultural
- (c) are predominantly agricultural
- (d) is predominantly agricultural

(SSCE, 2003)

Q3: Ibrahim _____ say that to my face.

- (a) does not dare
- (b) dares not
- (c) dare not
- (d) did not dare

Literacy Teaching: How Much Grammar Is Required in Writing as an Expressive Skill?

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Abstract

This paper is a one hypothesis research that investigates the perception of teachers on the effect of grammar on the expressive or productive skill of writing to provide a good platform for literacy teaching. One hundred undergraduates and post-graduates participants—50 each—were given a fifteen-item questionnaire to show their opinion on the relevance of grammar to the teaching of continuous writing. The hypothesis tested at 0.05 level of significance was rejected. Obtaining a mean score of 2.93 above the undergraduate students' 1.92 in the t-test of the data collected, the findings show that the post-graduate students believe grammar is an essential part of good writing. The researcher consequently suggests ways of slicing up grammar teaching for better performance in writing.

Keywords

Perception, Grammar, Expressive, Writing, Academic

1. Introduction

Writing is a key skill in life-long learning as it has the potential to help students express their thoughts and assist school graduates in enhancing their careers. It ushers young adults into politics and socialization, especially in contemporary times. The emergence of computer assisted language instruction and social media, for instance, advance researchers by connecting them faster to the world through writing than it was in the last twenty years.

In a study conducted by Abu-Seileek (2004) on Computer Assisted Language Instruction and its impact on respondents' writing ability, it was found "*that there were statistically significant differences between the experimental group who studied via computer and the control group who studied in the traditional method*". The former performed better.

In another research conducted by Evangelin (2011) on effect of instructional media on the learning of English grammar among teacher trainees, the 40 students considered for learning grammar based on instructional media through a software programme were found to have a higher achievement compared to their colleagues (another 40 respondents) who constituted the conventional group.

However, whether in traditional setting or with electronic strategies or resources and whether with or

without phobia for grammar, “*Students struggling with the writing process develop a negative view of writing as well as a negative image of their own abilities to conduct written communication*” (Algozzine & Diliberto, 2004).

Writing, though a strong literacy skill, provides a cover up for people who are weak in speech communication and pronunciation, both of which are universal indicators of proficiency in any language as well as yardsticks to measure literacy. As a productive skill, therefore, writing should be approached with the sagacity of sharing authentic materials and resources that are comprehensible. To do otherwise is to promote bigotry and cripple learning and socialization.

As an expressive skill of language, writing showcases people’s culture and social milieu, promotes interaction, encourages adaptation and allows for feedback. This makes academic literacy to be broad and wide; while academic writing remains a genre within the larger field of academic literacy (Lee, 2012; Gijbels, Donche, Richardson, & Vermunt, 2013). Students come into the universities not just from varied backgrounds but with diverse experiences that would require processing in the face of multiculturalism and heterogeneity of humanity. Such processing is a test of effective academic writing involved in the daily university life.

2. Brief Literature Review

2.1 Writing as a Literacy or Productive Skill

In the university, students are expected to be involved in multiple tasks that require broad reasoning and critical analyses of issues, notions and ideas. The ability to do independent thinking, synthesize thoughts and extract decisions come under serious scrutiny in report writings of term papers, projects, dissertations and theses. Hence, academic literacy is all about being able to bring, from your “archive”, a scientific induced form of thinking which makes you *a jack of all trade* and *master of all*. Academic writing as a standard literacy measurement tests the scholastic part of a researcher. For example, the one in humanities, reasoning out trends in social and natural sciences to further his arguments. While most researchers tend to shy away from writing, no one doubts the fact that writing skills are required to get established as an authority (Cameron, Nairn, & Higgins, 2009). “*Academic writing skills are crucial when students, e.g., in teacher education programs, write their undergraduate theses*” (Aberg, Stahle, Engdahl, & Nyqvist, 2012).

Academic writing, unfortunately, is not a linear process. That is, we don’t count the teaching or acquisition as well as the knowledge of the skills like we count numbers. Many students might feel disappointed to learn this. Writing skills are acquired in a long time learning processes of building up from resources, materials and personnel on the road map of the learner. The researcher writes, presents drafts for criticism and writes again. Academic writing is writing to re-write. Experience has shown that precocious students would be on the lookout for a comprehensive syllabus on academic writing that would spell out the step-by-step approach to acquiring skills for academic writing. Braine (2002) believes that the direction to acquiring literacy for fantastic academic writing includes:

- A working knowledge of learner's specialism
- Research skills
- good reading habit and ability
- genuine interest in writing
- willingness to adapt to university social and academic cultures
- personalities of academic mentors
- demands of academic mentors
- demands and influence of student peers
- textbooks, manuals and handbooks.

And, we can add, to the list of Braine, social media.

2.2 Grammar in Effective Writing

In countries where English is studied as a second language and is utilised for multiple socio-political purposes we are confronted with the question: how much grammar is required for effective writing in all genres? This question arises for the following reasons:

- (a) Bad grammar distorts information and makes nonsense of good thoughts and fluid logic. According to Azar (2007), grammar sets the pace for structures because it consists of predictable patterns that allow what we say, hear or write to be intelligible.
- (b) Every language is cultural. We dream in our culture, we write in English. Some aspects of the cultures of people learning English as a second language cannot be expressed in the English Language.
- (c) In an attempt to "force" local thoughts into foreign language, writers sometimes "localize" English dictions or water down the effect the native thoughts should have on the reader. The consequence of this may rub on arriving at effective semantics, syntax or morphology of the report.

2.3 Rationale for This Paper

This paper is focused on:

- (a) Presenting a report of teachers' perception of the role of grammar on academic writing
- (b) Discussing the relationship between grammar and effective writing skills

2.4 Hypothesis

There is no significant difference in the perception of undergraduate and post graduate students on the relevance of grammar to academic writing.

3. Methodology

The study adopted a descriptive survey design tested on a hundred participants—50 undergraduate students and 50 post graduate students each of whom was given a well structured fifteen-item questionnaire (Relevance of Grammar to Academic Writing Questionnaire (RGAWQ)) aimed at eliciting their responses on how they perceived the relevance of grammar to academic writing. Section "A" of the inventory contains items requesting participants' bio-data which was actually not used for this research due to limited time and space. With reference to section B, participants were to tick (✓) the

correct item on a modified Likert structure ranging from 1 (Not all the time) to 4 (Exactly true). The total score obtainable was $4 \times 16 = 64$ and the lowest $1 \times 16 = 16$. High scores were associated with positive view of grammar in academic writing. Touching on the validity of RGAWQ, the instrument has undergone face and content validity through trial-tests in various populations including in-service teachers, online audience and young adults in foundation classes across cultures and nations. The reliability co-efficient was found to be 0.72. The test was administered the same day to all participants.

4. Findings

Table 1 shows the t-test analysis of difference in the perceptions of undergraduate and post-graduate students on the relevance of grammar to academic writing.

Table 1. Perceptions of Participants on the Relevance of Grammar to Academic Writing

t-value	N	X	SD	t-cal	t-crit	Df
Undergraduate Students' perception of the relevance of grammar to academic writing	50	1.92	1.24			
Post-graduate Students' perception of the relevance of grammar to academic writing	50	2.93	1.26	5.71	1.92	198

* Level of significance = 0.05

* H_0 rejected

5. Discussion and Recommendation

The t-value (5.71) from the table is significant at 0.05 ($p < 0.05$). It follows therefore that there is significant difference in the perception of undergraduate and post-graduate students on the relevance of grammar to academic writing. It is not surprising that though both groups believe grammar is relevant to academic writing, the post-graduate students with (2.93) mean score have a higher perception. This is probably because they need to do more of writing in their study.

Writing, at this level, can be enhanced through introduction to specific skills in planning, drafting and revising. The road to demystifying conventions and providing explicit feedback to given tasks is:

- (a) More available today through growing technological opportunities like online avenues. Now, in the comfort of their homes, students intending to improve on their study could tap on online resources for innovative paths to pursuing their writing courses. A lot of worksheets and dummies are available for free
- (b) A good starting point in writing process is the selection of a topic. It is doubtful if a writer will choose a topic he would hardly be able to write about. Writing practice would normally include as well,

training in maintaining and applying a logical coherence, vocabulary development, style, good grammar and avoidance of plagiarism.

(c) These thoughts of Hacker (2002) on proofreading could assist us further:

“Although proofreading may be dull, it is crucial. Errors strewn throughout an essay are distracting and annoying. If the writer doesn't care about this piece of writing, thinks the reader, why should I? A carefully proofread essay, however, sends a positive message: it shows that you value your writing and respect your readers” (p. 45).

(d) With reference to teaching grammar for better writing performance. The first thing we should confirm is with “what method are we teaching grammar?” This is because methodology itself has a way of maligning our intention and destroying our purpose. A lot of students hate grammar because they view it as a compendium of rules and standards that cannot be met easily by second language learners of English. Gina Jaegar (2011) posits that notwithstanding the submission of earlier studies on the fact that traditional grammar instruction has no effect on composition, English teachers and policy makers need to re-evaluate the pedagogical approach to grammar instruction.

(e) Finally, this study also intends to uphold the earlier findings of linguists that it is more effective to teach punctuation, sentence variety and sentence patterns in the context of writing than to access the topic by teaching unorganized skills.

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Developing the English Teacher's Expertise to Implement the New Nigerian National Curriculum

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Abstract

This paper is written to assist the English Language teacher trainers in Nigeria universities and the Secondary school English teachers to come to term with the reality on ground with reference to the New Senior Secondary School English Language Curriculum. It is a position paper resulting from the experience of the writer as a resource person in the nation – wide curriculum sensitization workshop of the Nigerian Educational Research and Development Council (NERDC), the makers of the Curriculum. For five years (2011-2015) the writer handled the “Humanities” aspect of the teachers' workshop in the Western Zone of the nation (Lagos, Oyo, Ondo, Ogun, Ekiti and Oshun). While this is not another workshop paper, nor a summary of the three years' workshop, it certainly contains the major highlights of the new curriculum presented from the point of view of a researcher with clear emphasis on what the roles of the English teacher should be as against what it used to be.

Key words: *English language, Curriculum Teachers, Development, Professionalism*

Introduction

Curriculum is a world concept. It provides the totality of blueprint with which teaching is transmitted at different levels of education in all cultures and nations. Educational objectives; broad and specific are based on the ever changing society. Curriculum planners, therefore have the responsibility of planning a policy that will reflect societal needs. Like in any other part of the world, development in the teaching industry in Nigeria today is fast changing the teachers' roles. We have witnessed a shift in paradigm

time and again, with a regular call on teachers to seek to improve on learners' centered and collaborative strategy as against the old teacher-centered approach. The call to abandon traditional roles and act more as guides and mentors have come to teachers through the likes of: (Adams1990, Staggina 1997, Fitzpatrick and Davies 2003, 4). Because Language is central to interactive process, in a nation like Nigeria where the official language is English, due consideration must be given to the central principles of language learning, namely interaction and collaboration and the accompanying skills; the importance of which has been recognized as a crucial element of new literacy (Richardson 2006).

Effective teachers are, more often than not, evaluated by the language they teach and the language they use to make learning happen. Of necessity it is assumed that they are skilled communicators. In the words of Meskill (2009), "Indeed, good use of language for instruction is essentially instruction in second and foreign language education." So much goes on in the language classroom as the language teacher issues instructions, takes responses, organize groups to talk, 'brainstorm' while providing enabling environment that takes care of the diverse backgrounds of learners.

Objective of the paper:

Experience has shown that teachers sometimes find it difficult to demystify conventions when it comes to analyzing or/and synthesizing the Curriculum in any school subject. The Curriculum planners do their work and produce the booklet. The school teacher receives the booklet with mixed feelings: how to break it down to suit his purpose and how to eventually apply it in the classroom to cover all the stated topics, follow the procedures, activate the recommended resources including trying the appropriate evaluation, request feedbacks and get the desired results.

What we do in the Faculty of Education of any university is to provide the pedagogical application of the content areas of the school subject. More often, than not, the teacher in training and his counterpart in the field (the classroom teacher) has to combine his content experience from the Faculty of Arts or Science with this

pedagogy to be able to do the correct justice to breaking the Curriculum into meaningful bits. Unfortunately, our experience on the field (during the workshops) shows how inadequate most teachers are in accepting their roles as curriculum implementers. Among other things, this paper aims at:

- (a) Allowing the English teachers to see *what is new* in the New Curriculum
- (b) Providing a mid-point between the English Language Content and Pedagogy in transmitting the Senior Secondary school English Curriculum.
- (c) Presenting a short Literature on the expected roles of the Language teacher in this jet age of digital education. The purpose of this is to make the teacher see how much easy his/her job could become if he/she is familiar with the abundant resources available on the net that could facilitate his/her use of the Curriculum.
- (d) To give a typical breakdown of an aspect of the Curriculum as a sample for the teacher
- (e) To recommend strategies and approaches to helping the teacher trainees get equipped to handle the challenge of interpreting any curriculum in the future.
- (f) To recommend the application of the principles included in the new Nigerian curriculum for international use.

Curriculum, Language, Communication: Theory and Practice

Reporting on a meeting held in Ibadan in December 2005, Obioma in 2007 reiterates the Federal Government's intention to review and reform the Nigeria Educational Curriculum to attain the millennium Development Goals (MDGS). He also emphasized the need to align with critical targets of the National Economic Empowerment and Development Strategies (NEEDS) which include: value orientation, poverty eradication, job creation, wealth generation and strategic empowerment through literacy and formal education. He summarizes further as follows:

“It became imperative that the existing curricular for Junior and senior Secondary Schools be reviewed and re-aligned to fit into the reform programme of the government. The

National Council on Education (NCE) directed the Nigeria Education Research and Development Council (NERDC) to restructure the curriculum”

Now we have the fallout from the above to include the emergence of the new approved curriculum for Junior and senior secondary schools with focus on Science and Mathematics, Humanities, Business and Technology with relevant subjects for each stream listed. With various seminars held between January 2007 and September 2008, no one (stake holders) was left in doubt about what a true national curriculum should indeed reflect: the true ideals of a burdened nation bedeviled with myriads of unresolved riddles crippling her growth. Today we have, indeed, a national curriculum that provides a template for national growth through practical education. In the curriculum is: the depth, appropriateness and interrelatedness of curricular contents. Curriculum is of no use where the language educators jettison the important role of theory, research and practice. In developing the trainees, it is assumed that educators will be guided to develop their own instructional strategies informed through observation, analysis, direct practice, and reflection. The observed pattern in the New English Language Curriculum is the recommendation of avalanche of discourse and dialogues in virtually all aspects the language.

Empirical studies, borrowing heavily from existing curriculum and learning theories, reveal that text-based discourse help a lot to promote students' reading comprehension. Examples of theories in question include cognitive, socio-cognitive, socio-cultural, group-re-group and dialogue. Cognitive theorists are of the opinion that students can experience active engagement in making meaning from text (Mckeown et al, 2009). From socio-cognitive perspective, discussion enables students to make public their views on issues arising from the text, consider alternative ideas from others, and champion a position fusing these diverse points of view. The socio-cultural theorists are of the opinion that discussion enables students to “co-construct knowledge and understanding about the text and internalize the ways of thinking

that foster the knowledge of skills and dispositions needed to transfer to the reading of new texts” (Wells, 2007). Nystrand 2006, is of the School of thought of the Dialogue theorists who submit that it is easy to annex *competing voices in discussion* about text to get a proper shape for intelligent discourse and students' comprehension.

What is New in the New Curriculum?

Unlike in the previous ones, what is done in the new curriculum is that the four language skills: Listening and Speaking (Oracy) and Speaking and Writing (Literacy); put in the other - way: listening and reading (receptive skills) and speaking and writing (expressive skills) constitute the main streams or focal points of curriculum design. What I do here is to provide an extract of the relevant part of the New Senior Secondary English Language Curriculum. The purpose of this approach is to:

- Bring this important part to the readers directly without the burden of searching for the bulk. You will know, however, that it is not a total replacement of the complete curriculum.
- To awake the reader to the need to accept the New English Language Curriculum *hook, line and sinker* and get familiar with it with little or no reservation
- To join the teacher in implementing the various recommendations of the curriculum by providing a sample scheme and lesson guide.

Extract from the New Senior Secondary School English Language Curriculum

Introduction

The Senior Secondary English Curriculum is an extension of the Junior Secondary Curriculum. It builds on the language skills of listening, speaking, reading and writing already introduced significantly at the JSS level. In the Nigerian society, no student can proceed to the tertiary level without a credit pass in English language. In addition, the subject is the medium of instruction at all levels of education as well as the language of government and wider communication. Consequently, the English language is *primus interperes* among the core subjects in the Senior

Secondary School Curriculum.

The revised Curriculum strives to equip the student with an adequate range of words, sentences and sentences types, to enable the student communicate effectively in school and outside it. The way the curriculum is designed ill ensure that the students can listen effectively to any speech or lecture, speak fluently and intelligibly, read materials of varying lengths and difficulty at all levels effectively, and rite logically with grammatically correct sentences

Objectives

The Objectives of this Senior Secondary (SS) English language curriculum include

- (a) Building upon the English language skills developed at the Upper Basic Education Classes,
- (B) Developing the skills of listening, speaking, reading and writing to enable the students undertake higher education without problems,
- (a) Equipping secondary school leavers with a satisfactory level of proficiency in the language for use in their work places,
- (b) Stimulating in them the love for reading as a pleasurable activity,
- (c) Promoting and enhancing the various language skills and competences for effective national and international communication.

Vocabulary developments components

Any student or person for that matter that needs to communicate effectively with English language is expected to possess adequate vocabulary, without which ability to communicate will be hampered. Vocabulary items that cover any areas of need and interest have been highlighted. These include:

1. Words associated with home and family, agriculture, health, sports, religion, the professions, building etc.,
2. Antonyms and synonyms,
3. Word formation through prefixes and suffixes,

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Effect of Home Video on the Reading Habit of Literate Nigerian Housewives (Pp. 95-101)

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Abstract

The study investigated the effects of home-video on the reading habit of a hundred (100) randomly selected literate house-wives in one of the 752 local government areas of Nigeria. The descriptive survey method was used to field the views of the respondents on the use of home made video with reference to their reading habit. Through the four-point Scale it was found that, indeed, the emergence of home video in Nigeria and particularly its sporadic expansion in the recent time has a great effect on the reading habit of Nigerian house wives.

Introduction

Reading in language is a compendium of vibrant scholastic ability. A reader is a scholar who has undergone literacy programme on the synthetic, semantic, phonological, stylistic and socio-linguistic structure of a language. Oyeleye and Olateju (2003). Some scholars see reading as the light that illuminates the path of the individual through other school activities, and a tool for effective participation in all aspects of human life Etuk.(2006) while others like Maduabuchi (2006) believe that reading is the gateway to the mastery of all school subjects, and a sure road to formal learning. There is no doubt that reading opens up every frontier of knowledge, and exposes learners to various encounters with words. As a process, it requires a lot of

energy, concentration and time so that one is able to understand the content of what is read.

Krashen (2004) views reading as the only way, through which we become good readers, develop a good writing style, acquire more vocabulary, build up good speaking skills, advance in grammatical competence, and improve tremendously in spelling. The above is corroborated by Oladunjoye (2005) in his definition of reading as “an interactive process in which readers comprehend, interpret and respond to texts according to what they already know.

The media means the way through which a larger number of people receive information and entertainment. Media organizations are the establishments and outfits, etc, which send and *sell* messages, ideas, culture, information, attitudes, news and knowledge, etc, to people.

Chapel and Read (1984) define media as any means by which thought is transferred from somebody to another person. Broadly speaking, media could be print or electronic where the former encompasses the newspaper and magazine, touching wider and larger aspects of life as well as addressing or delivering messages to those who can read and understand. The latter (Electronic media) on the other hand, consists of radio and television in the first place and the evolving global gadgets (Africa as a case study) like multimedia projectors, audio and video, memory sticks, mobile phones in their various forms, and other internet networks that are readily available to service language transmission. Electronic media, like the print, transmits messages, information, ideas, views, etc, to a widely heterogeneous listening and viewing audience (John, 2002)

The Home Video

In the first three decades of Nigerian Independence, the home video was not popularly celebrated as we have it today. Then, the common thing was to find people reading the indigenous novels like D.O Fagunwa’s collections *Ogboju Ode Ninu Igbo Irunmale*, *Igbo Olodumare* etc.,(the former was translated to English by Nobel laureate Professor Wole Soyinka as *A forest of Thousand Demons* In addition to this, photo plays with the indigenous title *Atoka*, pioneered by the likes of Hubert Ogunde (the doyen of Nigerian Theatre) emerged and filled the leisure of men and women in the youth and young adulthood. According to Haynes (1979) Video production started in the late

80s out of a desperate desire by producers to remain in the motion picture business. The home video came on board in Nigeria, not only in reaction to and rejection of alien cultural domination but also to reinstate Nigeria's own cultural heritage and re-orientate her own people suffering from colonial mentality (Haynes, 1979; pg. 13).

The film industry is currently the most popular means of entertainment in Nigeria with the home made video taking the lead. This is because most housewives tend to watch home-video during their leisure period. Watching home video has also been seen as a way of meeting the insatiable appetite of fun lovers who are either too impoverished to go to the cinema or simply fagged out, after a hectic day's work.

Statement of Problem

Reading generally is an activity that requires skill developed through special training. This implies that it can only be enjoyed by the literate; however, the electronic media especially the film industry has gradually become highly celebrated in every home. It is now discovered that most people, especially literate housewives in spite of their tight schedule e.g. house chores, demands of office work, etc, can still engage in the watching of home-videos in place of reading.

This study was therefore, designed to find out the effect that the watching of home-videos during the leisure time would have on the reading habit of literate housewives. The research also aimed at determining the joint effect of Age, Qualification and Years of marriage on the watching of films and reading habit of the literate housewives selected for this study.

Hypotheses

Two hypotheses were raised for the study:

1. There is no significant effect of home-video on the reading habit of literate housewives.
2. There is no significant collective effect of age, qualification and years of marriage in home-video watching of literate housewives on their reading habit.

Methodology

The subjects for the study were one hundred (100) literate housewives selected through a random sample technique from Ijebu North Local

Government Area of Ogun State, Nigeria. The selection was across the towns in the area. The major instrument used for the study is a set of questionnaire, which consists of ten (10) items for reading and ten (10) items for *watching* exercise. In constructing this instrument, items were generated from the following *areas*:

- (a) Attitude to reading and *watching*.
- (b) Importance of reading and *watching*.
- (c) Effects of reading on watching of home-video and vice-versa.

The instrument was validated through the assistance of and consultation with experts in the field of Adult Education and Measurement and Evaluation. Suggestions made by these individuals were used in modifying the instrument to come up with the final form containing twenty items.

The questionnaire is divided into two sections. Section A focused on Demographic Information while section B was based on Emotional Intelligent Test. The instrument is a four-point attitude Format Scale of *Strongly Agree* (4 points), *Agree* (3 points), *Disagree* (2 points) and *Strongly Disagree* (1 point).

Data Analysis

Data collected were analyzed using the Descriptive Statistics of Means and Standard Deviation with Pearson Product Moment Correlation.

Table 1 interprets the first hypothesis *there is no significant effect of home-video on reading habit of literate housewives*. The t-value (-0.575) which is negative signifies a negative effect of home-video on reading habit of literate housewives. The significance (0.01) which is less than (0.05) shows that the effect is significant.

Hypothesis two:

There is no significant joint effect of age, qualification and years of marriage in home-video watching of literate housewives on their reading habit is interpreted by table II. The R-value (0.385) is a low value signifying a low relationship between the independent variables (age, qualification and years of marriage) and home-video watching of the literate housewives. The adjusted R^2 (0.072) signifies that 7.2% of the variance in video watching is accounted for by age, qualification and years of marriage of the literate housewives. The R-value 1.956 which signifies 0.118 is notable, as it is

greater than 0.05 showing that the relationship is not significant. The Beta values 0.454, 0.093 and -0.531 for age, qualification and years of marriage respectively show that years of marriage predicts video watching more, followed by age and qualification – the least predictor. It also shows that while years of marriage negatively affect video watching, age and qualification both have positive effect on it..

Conclusion and Recommendations

Based on the above findings, this study agrees with the fact that years of marriage have significant effect on the reading habit of literate housewives; the following recommendations are therefore suggested:

- As it is a known fact that reading requires a lot of energy, concentration and time, the government could help the literate housewives by promulgating, a law that will generally reduce the load of work at office in order to encourage reading habit in them, because a tired individual especially housewives may find it difficult to read as it is expected of her after a tiresome working experience at office.
- There should be Couple Seminars organized by the government and Non-governmental organizations aimed at creating awareness in the decaying culture of reading. House wives could be asked to document lessons evolving from the videos they watch for sponsored printing. Video Clubs should begin to make the graphic forms of their films available for free, They can make it mandatory for members wanting films to read the scripts before collecting the video,
- Literate housewives would be encouraged to develop a reading habit outside the working hours if the government can help reduce their house-chores by providing different gadgets like laundry machine to do their washing, and grinding machine to get groceries and spices ready for culinary purposes, etc, at affordable prices. The government should also ensure the regular supply of electricity in order to make use of different gadgets whenever there is need for it. This will reduce the burden of spending precious time and energy on house chores at home, which will eventually improve the reading habit of the literate housewives even at home.

- There should be public enlightenment campaign on “Reading Exercise” by the government, through the use of media on regular basis. This will motivate the “unwilling” and lukewarm housewives to take up the challenge of reading.

Since reading is a part of daily life, for those living in literate communities, the suggestions above would improve the reading ability of literate housewives especially in their early years of marriage.

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Table I: Effect of Home-Video on Reading Habit

Variables	N	X	SD	R	Sig.
Home-video	50	24.32	5.66	-0.575	0.01
Reading	50	24.78	6.62		

Table II: Joint Effect of Age, Qualification and Years of Marriage in Home-Video Watching on Reading Habit

Variables	R	Adjusted R²	R	Sig.	Beta	t	Sig.
Age					0.454	1.810	0.077
Qualification	0.385	0.072	1.956	0.118	0.093	0.618	0.540
Years of marriage					- 0.531	- 0.352	0.023