TEACHER CURRICULUM-AWARENESS, EFFECTIVENESS AND TEXTBOOK CONTENT-ADEQUACY AS PREDICTORS OF SENIOR SECONDARY STUDENTS' ACHIEVEMENT IN ENGLISH ORACY AND LITERACY SKILLS IN IBADAN, NIGERIA

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ABSTRACT

English language curriculum is split into oracy and literacy skills and taught in secondary schools to equip learners with ability to use the language correctly in oral and written communication. However, deficiency in it, accounts for Senior Secondary School (SSS) students' poor English language communication skills. Previous studies largely focused on teachers' instructional strategies with less emphasis on their curriculum-awareness, effectiveness and textbook content-adequacy. This study was, therefore, designed to investigate teacher curriculum-awareness, effectiveness and textbook contents-adequacy as predictors of SSS students' achievement in English oracy and literacy skills in Ibadan, Nigeria.

Existentialist Learning theory provided the anchor, while the descriptive design was adopted. Multistage sampling procedure was used. Six Local Government Areas (LGAs) out of 11in Ibadan land were randomly selected, while 18 (three per LGA) public co-educational SSS with graduate English language teachers and more than 50 SSS II students were purposively selected. Fifty-four English language teachers (three per school) and 900 SSS II students (50 per school) were randomly selected as participants. Each teacher's effectiveness score was correlated against the average score of students in each class in oracy and literacy skills in each school. Instruments used were Teacher Curriculum-Awareness Questionnaire (r=0.93); Teacher Effectiveness (r=0.87) and Textbook Content-Adequacy (r=0.99) rating scales; English Oracy Skill (written) (r=0.84), English Oracy Skill (spoken) (r=0.84) and English Literacy Skill (r=0.77) achievement tests, and oral interview guide. While qualitative data were content analysed, quantitative data were analysed using descriptive statistics, Pearson product moment correlation and Multiple regression at 0.05 level of significance. The threshold of 2.50 was considered as criterion norm.

Teacher curriculum-awareness ($\bar{x}$=2.67; SD = .89) and textbook-content adequacy ($\bar{x}$=2.96; SD = .91) were high, while teacher effectiveness ($\bar{x}$=2.44; SD = .79) was low. Students' English oracy skill (spoken) ($\bar{x}$=2.48; SD = .77), English oracy skill (written) ($\bar{x}$=2.43; SD = .77) and literacy skill ($\bar{x}$=2.41; SD = .81) were low. While teacher curriculum-awareness (r=0.46) and effectiveness (r=0.25) had significant positive correlation with students' achievement in English oracy skill, textbook content-adequacy (r=.018) had positive significant correlation with English literacy skill. The independent variables had significant joint predictions on oracy skill ($F_{(2.899)}$= 10.52, adj. R^2 =.03) and literacy skill ($F_{(2.899)}$= 6.70, adj. R^2=.02); accounting for 3.4% and 2.2% to their variances respectively. Only textbook content-adequacy (β=0.18) had relative contribution to students' English oracy skill, while textbook content-adequacy (β=0.12) and teacher curriculum-awareness (β=0.09) had relative contributions to students' English literacy skill but teacher effectiveness had none to both. Teachers were not provided with copies of the English language curriculum, hence their inabilities to properly implement the English language curriculum.

Though, teacher curriculum-awareness and textbook content-adequacy influenced students' achievement in oracy and literacy skills, however, the English language curriculum was not properly implemented in senior secondary schools in Ibadan, Nigeria. Teachers of English language should take cognisance of these factors for improved students' achievement in English oracy and literacy skills.

Keywords: English language curriculum, English language teachers' effectiveness, Secondary school students in Ibadan

Word count: 481

CERTIFICATION

I certify that this work was carried out by Omobolaji Olufunmilola Akanbi in the Department of Arts and Social Sciences Education, Faculty of Education, University of Ibadan, Ibadan under my supervision.

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DEDICATION

This study is dedicated to the first Educator; Almighty God who is the source of all wisdom, knowledge and understanding and the giver of all good gifts. It is also dedicated to my son, Ireoluwatomiwa Oluwatimileyin who encouraged me and to all lovers of education.

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CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

The importance attached to English language in Nigeria is so elaborate because it performs different roles. The language is used in all spheres of life in Nigeria. It is the language of instruction across all levels of educational institutions. It is also a unifying language because Nigeria, with her numerous living languages has failed to identify a common indigenous language. This is the reason the language of our colonial masters; English language, which was bequeathed to us as a result of colonization of Nigeria by the British has readily filled the gap. Owolabi and Dada (2012) stated that Nigeria has more than 510 languages due to the fact that the country is a linguistically diverse region with different ethnic groups. However, the recent 2014 Ethnologic Data (Lewis, et al, 2014) listed 529 languages for Nigeria. Of these, 522 are living languages, 7 are extinct. Of the living languages, 21 are institutional, 76 are developing, 357 are vigorous, 26 are in trouble, and 42 are dying while Hausa, Yoruba and Igbo are the three major languages in Nigeria. Kolawole (2016) affirms that there are 521 ethnic languages in Nigeria. He said, though this complex language situation offers Nigeria the opportunity to quickly harness its resources and truly develop as a nation, we have failed to take full advantage of the natural endowment because we have not been able to identify a unifying language amongst all the diverse languages.

Therefore, English language is taught in Nigerian schools so that students can be well-versed in it as very high premium is placed on English language in Nigeria. Success in this language is the key to get admission into higher institutions of learning as it is the language of instruction from the upper primary classes to the university and securing gainful employment later in life. However, majority of secondary school graduates cannot speak English language properly (Alonzo, 2014, Sarwar, Alam, Hussain, Shah, and Jabeen, 2014) and Alharbi, 2015). Even the bright students who get high scores in written examinations are unable to express themselves orally in English language (Sarwar et al, 2014). In any language, there are four basic skills in English language, namely: listening, speaking, reading and writing. These language skills are broadly categorized into oracy (listening and speaking)

and literacy (reading and writing) skills in the English language curriculum in order for teachers to teach the skills separately with the understanding that there would be an integrative flow of the skills. The way it is being taught, oracy skill is not receiving adequate attention. Oracy skill is used in an attempt to give educational and pedagogical life to the primacy of speech in human development and culture, and to ensure that teachers treat student's oral development no less seriously than they treat the development of student's ability to read and write. Listening and speaking (oracy skill) and reading and writing (literacy skill) constitute the main streams or focal points of the senior secondary English language curriculum design as exemplified in the curriculum. Teaching English language to inculcate oracy and literacy skills are scientific processes because they involve the systematic planning and programming of instruction and experience. Oracy skill is what is otherwise known as verbal ability which is a test of intelligence that can be used to predict learners' performance in language skills. Oracy skill is not receiving adequate attention in the teaching and learning of English language in the secondary schools. That is why today, most graduates of tertiary institutions, lacks good command of English language. One way that can be developed is to find out whether the curriculum captures it, if it is actually being taught as stipulated in the curriculum and it is well-captured in the textbook. Oladosu (2014) argued that through teacher-student dialogue and communication, students construct knowledge and this knowledge is later internalised.

Acquisition of literacy skill is a complex issue which requires a strong commitment from parents, caregivers, highly dedicated professionals and the society at large. It also involves the use of relevant textbooks and technological tools that will lead learners to acquire the four basic skills i.e. listening, speaking, reading and writing as well as certain new and valuable skills, knowledge and competences both mental and physical. Literacy is best promoted through meaningful and real contexts of learning and a print-rich environment as well as having plenty of opportunities to write in meaningful activities. Students do not learn to read in isolation of the other skills of speaking, listening and writing. All the concepts and skills to be taught in English language to acquire the oracy and literacy skills are contained in the English language curriculum (Kolawole, 2016). William-Dharma-Raja and Pitan (2012) found that there is significant difference in perceiving "Teacher's

Competence' as the cause of problems in learning English language. Alharbi (2015) found that in Saudi Arabia, learners have low oracy skills due to absence of authentic language learning situations outside and inside classroom. The importance of schooling is to impart knowledge. Therefore, what is taught and how it is taught becomes the main focus of schooling. The school curriculum, as the programme of studies and experiences, constitute what is taught while how it is taught in schools constitute the main concern.

Kolawole (2008) emphasised that most English language teachers in recent times, do not exhibit mastery of content knowledge and pedagogical skills. It appears that the inadequacies of English language teachers in their classroom practices seems to have made Obi (2008) to suggest that there should be an introduction of teacher warranty to ensure quality assurance in the production of teachers. A teacher warranty involves a written agreement between a teacher and the education institution and the school system in which they practice. The warranty assures schools that their graduates are effective and can perform as quality classroom teachers. According to Fakeye and Aiyede (2013), some of the indicators of teacher effectiveness are content competence, pedagogical content knowledge, classroom management skills and assessment process.

When it was found that the students were not performing well as demonstrated in the West African Secondary School Certificate Examinations; (WASSCE) and National Examinations Council; (NECO) Senior Secondary Certificate Examinations; (SSCE) results and general poor use of the language, curriculum in English language was revised to accommodate what is called "grammar induced mechanism" (Ikegulu, 1990) with focused attention on grammar. This is the reason the current curriculum is structured into five components namely: Vocabulary development, Grammatical structure, Oral English, that is English oracy skills; (Spoken English and Listening Comprehension), Reading comprehension that is English literacy skills; (reading comprehension, summary and writing for effective communication) and essay writing. The English oracy skill encompasses the listening and speaking skills aimed at ensuring that the students speak the language intelligibly and communicate effectively in English language.

English language curriculum has a product focus vis-à-vis to produce students that have the written and spoken mastery of the subject. It calls for the implementer that is, the teachers to be conversant with the objectives, contents, teachers' teaching as well as students' learning activities and the methods of evaluation for each aspect and topic of the subject. English language Curriculum is delivered when selection of content, implementation and evaluation processes enable the learners to acquire necessary skills needed in mastering the rudiments of spoken and written English. This is evident in the findings of Akanbi, (2014) which shows that the class two Senior Secondary students (SSII) committed errors of inconsistency in tenses, semantic and syntactic in spoken and written English which affected their competence in both written and spoken English. The poor performance in the subject calls to question what teachers do to the curriculum content, their qualification, teaching experience, teaching materials, learning materials and textbooks.

English language in the senior secondary schools has a clear objectives spelt out in the National Curriculum for Senior Secondary Schools as; to achieve a high level of proficiency in the Nigeria students' use of English language; preparing students for tertiary and vocational education and for the world of work after learning, Nigerian Educational Research and Development Council (NERDC, 2009). It covers all the aspects of English language that is speaking; listening; reading and writing; in order to expose the learners to the basic literacy skills and inculcate oracy and literacy competence in them. Therefore, English language experts who want certain things to be taught in the school system developed English language curriculum which contains certain areas to be covered in English language. Babalola (2002) pointed out that the failure of many teachers in their classroom performance is largely caused by inadequate knowledge of the subject matter and pedagogical skills.

The curriculum is really the entire programme of the schools' work. Curriculum, like many other concepts in the field of education, has no known fixed universally accepted definition. There are perhaps as many concepts as there are scholars in the field. Tyler (1949) defined curriculum as "all the learning of students which is planned and directed by the school to attain its educational goals." Taba, (1962) maintained that curriculum is nothing if not a way of preparing young and inexperienced members of the society to participate as

productive members of their culture. It is the essential means of education. Curriculum is everything that the students and their teachers do. Thus, it is two-fold in nature, being made up of activities, the things done, and of the materials with which they are done. Curriculum, like many other concepts in the field of education, has no known fixed universally accepted definition. There are perhaps as many concepts as there are scholars in the field. The curriculum according to Henson (2015) is the basic instrument with which schools actualise their goals. Kolawole (2016) asserts that a curriculum is a pivot on which everything that takes place in the school revolves because it gives shape and direction to education. But public secondary schools in Nigeria continue to pass out school leavers who can barely write simple grammatically correct English sentences. Therefore any concept that will be taught in schools must find accommodation in the curriculum.

For English curriculum to be implemented successfully, it requires that the English language teachers are aware of its content, aware of its objectives and be knowledgeable on what the curriculum requires them to teach and how to assess the students. This is because if the curriculum is taught the way it is supposed to be taught, some of the problems being encountered in the teaching, learning and mastery of English language will not be there. Different from the traditional reform, the new curriculum reform in current Nigeria requires teachers' active participation and involvement. So teachers' curricular awareness is very important, because if teachers are not aware of what they are expected to teach, it may be difficult to teach it effectively. Curriculum-awareness relates to the recognition of curriculum issues and values as well as the implications they have in relation to English oracy and literacy by the teachers of English language. It is best produced and developed by teacher's personal exploration and discovery of students' academic needs. Teachers' curriculum-awareness and participation is vital to the goal of achieving better results in English language. Curriculum matters either in the implicit or the explicit are linked to current thinking and action on educational system around the world (Ajeyalemi, 2005).

Speaking and listening skills are the major skills needed in English oracy, this is recognised in view of the role they play in day to day human communication. However, reports have shown that students are deficient in English oracy skills (Fakeye 2017). There is a deviation from the previous English language curriculum in the area of skills of oracy. In

the past, the listening comprehension aspect is treated fleetingly and is held responsible for failure in English language in our schools. For example, students are unable to listen efficiently to lectures, speeches, and so on. They rely heavily on teacher's notes, suggesting that the time used for teaching may have been wasted. Consequently, the listening skill to be taught has been extended significantly to include: listening to grasp main points or ideas in: speech, conversation, lecture, poem, recorded material, radio/TV broadcast, short debates etc. It also includes: listening to identify the speaker's mood, tone and purpose, Listening to identify details through signaling words like – *because, as a result, for example, in other words,* and so on, listening for summary – note taking, listening to follow directions, listening to tell the meaning of words in context and listening to identify a speaker's style.

Kolawole (2016) asserts that a curriculum is a pivot in which everything that takes place in the school revolves because it gives shape and direction to education. Joseph, Daku and Michael (2015) asserted that teachers have the best opportunity to be the role models of their students because after their parents, the teachers are greatly involved in the learning and socialisation of the students. This is because if the curriculum is taught the way it is supposed to be taught, some of the problems we encounter in the teaching, learning and mastery of English language will not be there. Different from the traditional reform, the new curriculum reform in current Nigeria requires teachers' active participation and involvement of teachers. So teachers' curricular awareness is very important.

Curriculum-awareness refers to teacher's sensitivity to, criticism of and reflection on their important role in curriculum decision and development. These include: Poor quality and quantity of English language teachers which is one of the major factors affecting the proper implementation of English language. (Oduntan and Kolawole, 2013) observed that, teacher recruitment into public secondary schools in Nigeria is generally fraught with inadequacies, nepotism, tribalism, bribery and corruption. As long as these factors that have nothing to do with content knowledge or pedagogical skills remain major determinants of teaching job prospects. It will be difficult, to secure the services of qualified and experienced hands in English language teaching.

Another factor is lack of adequate and relevant infrastructure which results in large or overcrowded class sizes. Kolawole, Olatunji and Akanbi, (2014), stated that an overcrowded classroom is not a conducive venue for curriculum implementation. No matter how good a curriculum package is, or how skilled the teacher is or how adequate all other instructional materials, are, an over-sized class or overcrowded class would render the human and material resources less effective than they would have been in a moderate-size class, overcrowding of classes is another factor inimical to effective implementation of English language curriculum (Ali and Ajibola, 2015). This can be said to be an off-shoot of teacher's being unaware of the English language curriculum. This realization must have prompted the thirty-students-per-class policy of the former governor of Oyo State, Senator Rasheed Ladoja. According to Kolawole, Olatunji and Akanbi, (2014), it is this kind of class size that facilitates thorough assessment of students' exercises and promotes effective teaching and learning in English language where oral presentations are to be made by students, a modestly sized class (thirty-students-per-class) will not overwhelm the teacher.

Poor learning and teaching materials that is textbooks, writing materials and instructional materials constitute another major hitch in the implementation of the English language curriculum because of teacher's unfamiliarity with the curriculum. The role textbooks play in the successful implementation of English language curriculum cannot be overstressed because they complement the teacher's efforts in English language classroom. According to Ayodele (2001), qualitative materials should be made available to teachers and made accessible to teachers to support the implementation of the curriculum and teachers should also avail themselves of such materials, effective implementation of such curriculum can be expected. Lack of feedback mechanism is another important factor affecting the implementation of English language curriculum due to teacher's unfamiliarity with the English language curriculum. According to Kolawole, Olatunji, and Akanbi; (2014), the problem of inadequacy in feedback mechanism is contributory to inefficiency in curriculum implementation while (Kolawole, 2003) reported that, feedback strategies improved senior secondary school essay writing. Studies have shown that teacher curriculum awareness is strongly linked to academic success in subjects such as Social Studies (Taiwo, 2013), Yoruba Language (Olabode, 2017), and Chemistry (Oladosu, 2014) but the extent to which this

variable would predict students' achievement in English oracy and literacy skills is given less research emphasis in Ibadan land, Nigeria.

In an earlier survey conducted by this researcher in 2014 and a subsequent telephone interview with an Assistant Director of Education of the Oyo State Ministry of Education on the 5th October 2016, it was revealed that the Ministry of Education did not supply the senior secondary schools with the English language curriculum. This is why this researcher believes that in most schools, the senior secondary school English language teachers may not have the English language curriculum and are thus unaware of its content. In other words, they may not be conversant with the objectives, content, teaching/learning processes and assessment processes of the curriculum of the subject they teach. Instead, they rely on the syllabus and available textbooks to guide them in what they teach in English language. Pratt (1994) said teachers are called upon to implement the curricular they were never part of. If teachers were not part of it at the conception stage, and the only time they get to know about it is during implementation, they will never buy into it or be committed to implementing it. You cannot give what you do not have. Curriculum-awareness refers to teacher's sensitivity to, criticism of and reflection on their important role in curriculum decision and implementation. The poor awareness of teachers about the curriculum of English Language has been attributed to many factors. These include: poor quality and quantity of English language teachers which may be one of the major factors affecting the proper implementation of English language. (Nwiyi, 2009) observed that, teacher recruitment into public secondary schools in Nigeria is plagued with deficiencies such as favouritism, fraud and acceptance of fake certificate.

Closely related to curriculum-awareness is teacher effectiveness as exemplified by teacher curriculum content competence, pedagogical content knowledge, classroom management skills, questioning style and assessment processes. Koksal (2014) who asserts that teachers are the key elements in teaching and successful implementation of the school curriculum says there is a relationship amongst teacher competencies and attitudes because if individuals have knowledge, understanding and skills about teaching, they also need to have high (positive) attitudes about teaching. Koksal (2014) then concluded that, though, general competencies and attitudes are essential in enhancing the quality of teaching, this is possible only if this fact is known, acknowledged and implemented by teachers. Teacher effectiveness

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has become an issue because it is one thing to have qualifications and another thing to be able to implement the curriculum effectively. English language teachers are the implementers of the English language curriculum. They interact with the learners at the implementation stage as they actually transmit the content designed to the learners. The teachers of English must be well qualified and experienced because their classroom practices can greatly affect the implementation process. Teaching and learning in English language must be complementary. Therefore the English language teacher must have clear and specific aims and objectives of what to teach. Òjó, (2013) noted that in spite of the increase in the quantity and quality of teachers in the schools, the performance of students in external examinations, particularly English Language, still falls below expectation.

English language teachers are the implementers of the English language curriculum. They interact with the learners at the implementation stage as they actually transmit the content designed to the learners. The teachers of English must be well qualified and experienced because their classroom practices can greatly affect the implementation process. Teaching and learning in English language must be complementary. Therefore the English language teacher must have clear and specific aims and objectives of what to teach. Ojo, (2013) noted that in spite of the increase in the quantity and quality of teachers in the schools, the performance of students in external examinations, particularly English Language, still falls below expectation.

Effective teachers are those who attain goals that have been set for them or the ones they set for themselves. Ojo (2013) noted that experienced teachers tend to cause positive academic performance of students than less-experienced teachers do. Miller and Cunningham (2011) stated that research beginning in the mid-1990s has associated classroom management with numerous positive and negative student outcomes. No matter how laudable an educational policy is on paper, it may amount to failure if not properly implemented by the teachers. In a curriculum design, the teacher is the implementer; that is the bridge linking the curriculum and the students.

Fakeye (2012) pointed out that it is to be noted that pedagogical content knowledge is not exactly the same as content competence which is knowledge of subject matter. They are nevertheless intimately linked because teachers' mastery and ability to use them in the classroom to inculcate learning will indicate the depth of their knowledge of the subject matter. Thus, teachers must be well-versed in the content of the subject matter. They must also know the appropriate methods to adopt in different situations or while teaching the oracy and literacy skills in order to enhance students' learning outcomes. Research findings have also shown that there is a correlation between teacher effectiveness and students' performance in school subjects such as Social Studies. Jimoh, (2005) and Ogunbiyi, (2006) found that teachers with higher degree in Social Studies had higher and positive classroom performance of their students in achievement tests; and in Basic Science, Ilunor, (2010) asserted that a lot depends on the teacher who is supposed to be an embodiment of knowledge. But the extent to which this variable could predict achievement in English oracy and literacy skills has not been given adequate attention especially in Ibadan land, Nigeria.

Teachers develop pedagogical content knowledge skills through initial preparation experience got from the college of education or university, then on the job during their first few years and later through continuing professional development. Fakeye (2012) asserted that the way the students perceive teaching process in terms of their teachers' content competence may significantly affect the students' academic performance. Knowledge of subject matter is universally considered an essential attribute for effective teaching and successful learning. Assessment process; that is, questioning technique is also an effective variable of teacher effectiveness that enhances teaching English oracy and literacy skills in secondary schools. Assessment process has to do with the nature and manner a teacher asks questions in the course of the lesson and this is considered as an important factor in improving students' academic achievement.

Fakeye (2007) defines valid student evaluation as the ability of the teacher to questioning properly to adjudicate accurate pedagogy in the classroom. He argues that an important aspect of the classroom interaction is teachers' questions which, plays significant roles in instructional implementation. Ekundayo (2010) maintains that assessment process i.e. questioning technique; enables the teachers to ask germane questions, be organised,

encourage students to communicate effectively and increase students' academic achievement in English oracy and literacy skills in the senior secondary schools. Oduntan and Kolawole (2013) define assessment as an inevitable ingredient because it is needed to make informed decisions regarding students' learning abilities, their placement in appropriate levels and their achievement.

Fakeye (2007) identifies two main types of questions; display questions and referential questions. display questions are those questions for which the questioner knows the answer beforehand. Such questions are usually asked for comprehension checks or clarifications while referential questions are those which require information which the teacher may not know. These types of question require the interpretation and judgment on the part of the students to whom the questions are directed. Both types of questioning enable teachers to check students' understanding, encourage students' participation in class, stimulate and maintain students' interest as well as encourage students to think and focus on the content of the subject matter.

Classroom management skill is another indicator of teacher effectiveness. Stewart (2011) and William-Dharma-Raja and Selvi (2011) reports that classroom management leading to students' active involvement in learning activities is one of the factors that influence students' attitude in English oracy and literacy skills. In order to prevent the class from being noisy and rowdy, the teacher has to be efficient enough to make the students relaxed, keep them in suspense and create a conducive environment for the students to learn. When the classroom is properly arranged and the teacher controls the class well, an enabling environment is created for the students to learn better and participate fully.

Textbook is a key component in most language courses. The content of the English Language textbook for example, at all levels of education consists of the four language skills which include reading and writing (literacy skill), speaking and listening (oracy skill). These skills consist of vocabulary and comprehension, summary, grammar, oral English, lexis and structure, essay and letter writing. It is based on this content that different schemes and topics for different classes are developed. In some situations, they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They

may provide the basis for the content of the lessons, the balance of skills taught and the kind of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers, textbooks may also serve as a form of teacher training - they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of textbooks with adequate contents.

Having a textbook with adequate curriculum content is therefore an important part of a teacher's professional competence. The use of textbook with adequate curriculum contents ensures that the students receive the purposed curriculum content and therefore can be tested accordingly. It will also expose students to materials and varied resource for teachers and learners. This enables the teachers to devote their time and interest to teaching rather than material production or procurement. The content of the English Language textbook for example, at all levels of education consists of speaking and listening (literacy skills). These skills consist of vocabulary and comprehension, summary, grammar, oral English, lexis and structure, essay and letter writing. It is based on this content that different schemes and topics for different classes are developed. The English text books are not written considering the global climatic change. Otabguwagu (2002) stated that language is a vehicle of communication. Comprehension and reading passages in the English language textbooks at all levels should articulate the different culture, religion, celebrations, fashion, food and climate changes; their causes and effects on people, prevention and remedy. When students read these as a passage in the English language class; they get informed of the environment in which they abode. Topics on the contents can be based on past, present and future culture, music, fashion food, increasing heat wave, rainfall, flooding, desertification, erosion, etc. Whichever topic treated should be based on the causes, effects, prevention and corrective measures.

The textbook does not stand alone; teachers do need a manual that is textbook; with specific information about how to begin, conduct and end each lesson given in the book. In the absence of any additional teacher resource books or teaching manuals, it is proposed that

textbooks should include discussion to explain how the suggested activities and content meet the curriculum objectives. Also, since most secondary school teachers in the public sector in Nigeria do not have access to the national curriculum document, they rely solely on textbook and workbooks provided by writers for their guidance (Bano, 2005), it is imperative that the textbook writers have an additional responsibility to ensure that the textbook reflects the aims and objectives of the national curriculum. The textbook should also make suggestions for adapting activities and materials relevant and appropriate to their specific context or circumstances. The suggestions regarding alternative methods, approaches and resources would facilitate teachers in their decision making regarding the relevance and appropriateness of these activities and resources for their contextual realities.

According to Jack (2011), the use of commercial textbooks have advantages; they provide a variety of learning resources because some of them come with workbook and comprehensive teaching guide and disadvantages because they can deskill the teacher if he/she relies only on text books.. The book may contain too little or too much for the class. The content may not suit the target learners. Exercises may contain insufficient practice in the required aspects such as comprehension, grammatical structure, vocabulary development, orals or spoken English and continuous writing also known as essay writing.

As a result of the discrepancies, the implementation of various subject curricula varies. Apart from the emphasis on buildings, classrooms, laboratories, workshops and the like, (Jayachandran, 2007; and Oladosu, 2014) agreed that materials such as textbooks, magazines, journals, pictures, filmstrips, chalk/interactive boards, charts, bulletin boards, school museums and archives go a long way in assisting the teaching-learning process, invariably enhancing students' learning outcomes. Learning outcomes are the expected behaviour on the part of the students. In the context of this study, it is what students are able to do in the areas of English oracy and literacy skills that are measured. Students should speak correct, fluent and coherent sentences on the debate topic "City life is better than village life" as measured by English Oracy Skills Rating Scale (EOSRS), English Oracy Skills Achievement Test (EOSAT) and also read and answer the questions on English Literacy Skills Achievement Test (ELSAT).

Apart from their rather utilitarian value within assessment contexts, students' achievements are important for different reasons. Students will put more focus on their study when they know what is expected of them, they tend put better attention, time and energy what is expected of them to have high achievement in English oracy and literacy. This will inadvertently improve students' learning. A "learner-centered" approach to instructional activity is a good support for students' achievements. Teachers' emphasis is therefore expected to be on the types of experiences students must have to be able to achieve expected achievement rather than "coverage of topics" within the curriculum. Assessing students' achievement can provide information to the students on their strengths and weaknesses in relationship to specific learning dimensions. Assessing students' achievement can provide students, teachers and parents with information that can be used to improve educational programs and demonstrate their effectiveness. They can be articulated at several levels, including lesson, course, program and degree.

A teacher should focus his/her planning of assignments, topics, and assessments in such a way that it will be structured to promote learning. Of all the skills of English language entrenched in the curriculum, the oracy skills i.e. listening and speaking skills; is quite important. This is because it is the skill needed for day-to-day inter-personal interaction and business transaction. As for literacy skills, it is actually referred to as academic skills. Nobody can benefit from formal education without literacy skills (Thompson, Andreae, Bell, and Robins, 2013). .

The success of English language teaching and learning which may lead to the achievement of oracy and literacy skills can be measured when the teachers' awareness of the English language curriculum, teachers effectiveness in the classroom and textbook content adequacy work together. Without teachers being aware of the English language curriculum, it will be impossible to teach it. Without teacher effectiveness as exemplified by teacher curriculum content competence, pedagogical content knowledge, classroom management skills and assessment processes, it will be difficult for the teacher to implement the curriculum effectively. Without textbooks that reflect English language curriculum being available, there is little the teacher can do. Language testing deemphasizes oracy and emphasizes written paper that is literacy tested through pen and paper. Reports and findings

have shown that the senior secondary school students find it difficult to exhibit the English oracy and literacy skills as expected from the clear objectives spelt out in the National Curriculum for Senior Secondary Schools to achieve a lofty level of competence in the Nigeria students' usage of English language; preparing students for tertiary and vocational education and for the world of work after learning. It is evident that to be able to display an acceptable mastery of English oracy and literacy skills, a number of indices must be in place such as teacher curriculum-awareness, teacher effectiveness and textbook content-adequacy. Because of these three important variables therefore, this study is conceived.

1.2   Statement of the Problem

English language is split into oracy and literacy skills in the curriculum. The oracy aspect is not being emphasised as much as ability to read and write in English language. This has led to a gap in the objective of including English in the curriculum A number of factors are responsible for that such as insufficient practice among others. Since it is important to ensure that students do not just come to read and write, but also to be able to use English language orally, it is important for us to pay attention to oracy skill as well as literacy skill. In paying attention to it, content awareness by teachers through the curriculum, their competence/effectiveness, textbook with adequate content and other things are factors that can work together to promote that. Previous studies have largely focused on teaching strategies for improving the performance of students with less emphasis on teacher curriculum-awareness, effectiveness and textbook content-adequacy. Studies have strongly linked teacher curriculum-awareness, teacher effectiveness and textbook content-adequacy to students' performance in various subjects such as, Social Studies, Physics, Chemistry, Christian Religious Studies and English Literature among others. But unfortunately, they have not been examined in a study of this nature. This study therefore investigated teacher curriculum-awareness, effectiveness and textbook content-adequacy as predictors of students' learning achievement in oracy and literacy skills in English language in Ibadan, Nigeria.

1.3   Research Questions

1.   What is the level of teacher awareness of the English language curriculum?

2.   What is the level of teacher effectiveness in the teaching of English oracy and literacy skills?

3.   What is the level of English language textbook adequacy in terms of the provision for oracy and literacy skills?

4.   What is the level of achievement exhibited by the students in oracy and literacy skills?

5.   What is the relationship between the three independent variables (teacher curriculum-awareness, effectiveness and textbook content-adequacy) and

(a)   Students' learning achievement in oracy skills; and

(b)   Students' learning achievement in literacy skills?

6.   What is the relative contribution of teacher curriculum-awareness, effectiveness and textbook content-adequacy to:

(a)   Learning achievement of the Students in English oracy skills; and

(b)   Learning achievement of the Students in English literacy skills?

7.   Do teacher curriculum-awareness, effectiveness variables and textbook content-adequacy contribute jointly to:

(a)   Learning achievement of Students in English oracy skills; and

(b)   Learning achievement of Students in English literacy skills?

8.   Which of the independent variables (teacher curriculum-awareness, effectiveness variables and textbook content-adequacy) would predict:

(a)   Learning achievement of the students in English oracy skills best; and

(b)   Learning achievement of the students in English literacy skills best?

1.4   Scope of the Study

This study investigated the extent to which teacher curriculum-awareness, teacher effectiveness and adequacy of textbook content could predict students' learning achievement in English oracy and literacy skills. It covered 18 senior secondary schools in Ibadan. The components of oracy skill in this study are pronunciation, stress, intonation, phonetics, and fluency while the components of literacy skill in this study are reading and answering

comprehension, essay and summary writing. The study investigated the extent to which teacher curriculum-awareness, effectiveness and textbook content-adequacy predicted students' achievement in English oracy and literacy skills.

1.5   Significance of the Study

Predictive capacities of the variables on students' achievement in English oracy and literacy skills were revealed. This will then provide information on teacher curriculum-awareness, teacher effectiveness and textbook content-adequacy with a view to improving students' learning achievement in English oracy and literacy skills.

The study will also be beneficial to curriculum planners and designers as it would provide empirical information to them on the level of awareness of English language teachers of the curriculum they implement. Findings from the study would also reveal the areas of professional need of English language teacher such as in ensuring that teachers are acquainted with the English language curriculum they are expected to implement in terms of objective content, the content teaching and learning processes and evaluation procedure.

Teachers will underscore the need to pay close attention to the content of the curriculum in order to ensure that nothing is left out. They would also understand the need for teachers to pay close attention to the use of textbooks that are published by reputable publishers. It would also draw teachers' attention to the variables; teacher curriculum-awareness, effectiveness and textbook content-adequacy as factors that have to be taken together in English oracy and literacy skills instruction.

Textbook publishers and authors will also benefit as the study would open their eyes to the need to align the content of their textbook with the curriculum content, objectives, teaching and learning processes and evaluation procedures. Curriculum can only be implemented when there is a qualitative and adequate textbook. More students would improve their communication skills because they would have acquired everything that they would need in terms of teachers' curriculum content awareness, teacher effectiveness and textbook content adequacy that would gear them towards making them better users of the language.

Finally, the study will add to the pool of research efforts being conducted by scholars on the need to find lasting solutions to problems of students' poor performance especially in English oracy and literacy skills. It would also provide an alternative research direction on variables that influence students' achievement in English language other than teaching strategies.

1.6   Operational Definition of Terms

Teacher Curriculum-Awareness: This is the extent of teachers' conscious knowledge and familiarity of the English language curriculum, its content, objectives, teaching and learning activities and evaluation.

Teacher Effectiveness: These are qualities such as; knowledge of curriculum objectives, content competence, pedagogical content knowledge, classroom management skills and assessment practices expected of a qualified English language teacher

Textbook Content-Adequacy: This refers to the relevance, coverage and suitability of the textbook English language content vis-a-vis curriculum content, objectives and evaluation.

Classroom Practices: These refer to specific activities of teachers and students in the classroom which bring about acquisition and mastery of English oracy and literacy skills.

English oracy skill: This is the capability to convey thoughts and ideas orally in a way that others understand.

English literacy skill: This is the ability of students to read and write meaningfully in English language.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0   Introduction

This chapter covers the theoretical framework, conceptual review, empirical review and appraisal of literature.

2.1   Theoretical Framework

2.1.1   Existentialist Theory

2.2   Conceptual Review

2.2.1   Curriculum Development and Implementation in Nigeria

2.2.2   Problems of Curriculum Design and Implementation in English Language

2.2.3   Factors Militating Against the Implementation Of English Language Curriculum in Nigeria

2.2.4   English Language Textbook Adequacy and Curriculum Implementation

2.2.5   Determinants of Teachers' Effectiveness Variables.

2.3   Empirical Review

2.3.1   Studies in Curriculum Implementation.

2.3.2   Studies in English Oracy and Literacy Skills

2.3.3   Curriculum-Awareness and Students' Achievement in English Oracy Skills.

2.3.4   Curriculum-Awareness and Students' Achievement in English Literacy Skills.

2.3.5   Teacher Effectiveness and Students' Achievement in English Oracy Skills.

2.3.6   Teacher Effectiveness and Students' Achievement in English Literacy Skills.

2.3.7   Textbook Content-Adequacy and Students' Achievement in English Oracy Skills.

2.3.8   Textbook Content-Adequacy and Students' Achievement in English Literacy Skills.

2.4   Appraisal of Literature.

2.1 Theoretical Framework

2.1.1 Existentialist theory; Jean-Paul Sartre (1905-1980)

The theory was propounded by Jean-Paul Sartre (1976) and it emphasises the importance of the application of instructional materials, observing and modeling the attitudes of others. Existentialism focuses on becoming oneself, free, independent and ready to bear responsibility for choices made. Jean-Paul Satre stated that the mere fact that I exist, is prior to what I make of myself through my free choices. The theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behaviourial and environmental influences that is, people learn through observing other people's behaviour, attitudes and outcomes of those behaviours. Existentialist theory posits that man can find a justification of his own existence only in the existence of other men. Existentialism focuses on becoming oneself, free, independent and ready to bear responsibility for choices made. The theorist stated that only freedom of others keeps each one of us from hardening in the absurdity of facticity. According to existentialism, the teacher and learning objects must develop the creative abilities in both the teacher and the learners. Osisanwo (2005) stated that existentialism learning theory presents cognition as very important in the learning process and therefore plays a very critical role in learning. The theory states that for learning to take place, learners need to interact with, observe or pay attention to the model i.e. the teacher and learning materials because learning by doing makes learning and knowledge more concrete and permanent. Also, the condition for effective modeling include; rapt attention, retention, reproduction and motivation.

Existentialism learning theorists claim that there is a distinction between learning through observation and the actual imitation of what has been learned. Therefore, there is need for modeling and practice (imitation) during learning. The theorists present some cognitive factors in existentialist learning and these include: passive learning, cognitive processing during learning and modeling. Osisanwo (2005) identified modeling as being capable of making learners to have high self-confidence towards learning. With reference to this study, the processes involved are the model's (teacher's) awareness of the curriculum, the exhibition of his effectiveness such as: the teacher's knowledge of the English language curriculum objectives, content competence, pedagogical content knowledge, his students'

assessment processes and model's and students' interaction with the textbook contents. Students' roles are to be able to reproduce the cognitive processes attained through observing, ingesting, imitating and modeling the teacher. Application of this philosophical theory to education processes promotes real pedagogy, learning skills and sound moral values in the students.

Thus by putting all the variables together - teacher curriculum-awareness, teacher effectiveness and textbook content-adequacy - the researcher will be able to determine whether the teachers in this study will be able to harness their curriculum awareness and effectiveness with the adequate textbook content to influence students' achievement in English oracy and literacy skills. This theory underpins this study in the sense that it helped in the selection of variables, how the study is going to be carried out and to have a basis on what has existed before.

Kolawole (1997) averred that the attitude a person holds towards learning a language will to a great extent affect his level of performance in the language since attitude plays a pivotal role in successful language learning. Also scholars (Osisanwo 2005); Fakeye, 2013) identified the link between students' attitude and achievement by stating that achievement of any learner will to a large extent depend on his interactional attitude towards the learning materials this is through the process of mimicry and imitation which are products of observation.

In other studies (Oluwadamilare 2012; Fakeye 2013) reported that the use of active and learner-centered instructional strategy; otherwise known as teacher effectiveness, which can lead to high self-efficacy in the process of learning, can foster positive attitude towards learning in the students. The teacher's effectiveness can directly or indirectly affect students' motivation, self-esteem and attitude towards the target language. Kees (2007) finds that the use of English language textbooks that reflects the English language curriculum contents, promotes pragmatic learner-centered activities that have proved to be very meaningful and lasting. Kees (2007) testify that the use of adequate English language textbooks that reflects the English language curriculum content facilitates existentialist learning modes. Almekhlafi (2006) observes that adequate English language textbooks-rich classrooms teaching

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constitute one of the fields in which existentialist flourishes. Oluwadamilare (2012:109) point out that the use of adequate textbooks in language teaching and learning "incorporates many aspects of constructivism". An adequate English language textbooks-rich learning environment satisfies the need inherent in humans to make sense of the learning environment as well as understand and remember skills through interaction with the natural environment (Anjanejulu, 2014). All the foregoing about the use of adequate English language textbooks assisted instruction and existentialist are similar to the submission of Luzón and Ruiz-Madrid (2008) also.

Adequate textbooks that reflect the English language curriculum content and some other relevant learning materials have been reported to facilitate more of knowledge elicitation than impartation, enhancing individualized and self-paced learning while also facilitating cooperative learning. Adequate textbook content could, therefore, be a good instrument in the hand of a good language teacher that subscribes to the existentialist theory. Marco and Pueyo (2006) too have discovered that the use of adequate textbooks fit well with a learner-centred pedagogy based on the principle of existentialism, constructivism and cognitivism. Kolawole, Olatunji and Akanbi (2015) too assert that the use of adequate textbooks has certain important features that facilitate learning and are consistent with a more student-centered learning atmosphere that cannot be adequately misused without changes in teacher-practices and clear knowledge of the English language curriculum content.

Other studies that testify to the facilitation of learner-centredness by adequate English language pedagogy include AbuSeileek and Rabab'ah (2007), and Jayachandran (2007). They agree that Existentialism is the dominant approach employed in multi-media-enriched instructional situations. The use of adequate textbooks, according to Troussas, Virvou and Alepis (2013), facilitates Existentialist methods that favour both collaborative and autonomous individualistic learning activities. Autonomous learning and cooperative learning are among the adequate textbook assisted language learning modes that William-Dharma-Raja and Selvi (2011) identify as based on the Existentialist theory.

2.2   Conceptual review of literature

2.2.1   Curriculum Development and Implementation in Nigeria

The following definition of curriculum is adopted in this study: The curriculum is the procedures made for organising learning in the schools, generally presented in retrievable documents of several levels of generality, and the actualization of those procedures in the classroom, as experienced by the students and as recorded by a participant; those involvements take place in a learning atmosphere that also guide what is learned.

In Nigeria, the education of the younger ones has passed through three distinct stages; namely, the pre-colonial, colonial and post-colonial periods respectively. This means that curriculum: what the learners and teachers do in school; has changed (and is still changing) according to the needs of the society at any particular time. The term "curriculum" has been variously defined by scholars at various times. The varied definitions have largely been informed by the perceptions, understandings and conceptions of different scholars. Basically, the various definitions have been premised on the thoughts of two major scholars namely; the traditionalists and the progressivists. Tanner and Tanner (1975) seemed to have been persuaded by the traditionalist scholars when they suggested five academic areas as essential and necessary for inclusion in the curriculum. These are the mother-tongue, mathematics, science, history and foreign language i.e. English language. Kerr (1968) agreed that a curriculum should consist of all learning experiences and what the school may select and organize as experiences with a view to effecting changes in the behavior of children. As a step further, Skilbeck (1982) is of the opinion that curriculum refers to all the experiences a child is exposed to within the confines of the school. According to him:

The experiences encompass both planned and hidden. Planned curriculum contains broad goals and specific objectives, contents, learning activities, use of instructional media, teaching strategies and evaluation stated, planned and carried out by school personnel. Hidden curriculum include learning in the cognitive, affective and psychomotor domains that are acquired concurrently with the planned curriculum, but come about as a result of condition or experience not deliberately planned nor set forth in advance (p. 51).

Essentially, the curriculum should contain these four main features: the objectives or purpose, the content or subject-matter, the method or ways of passing on understanding, and evaluation or assessment (i.e. the procedure for testing whether or not the pupils or students have benefited from the instructions given). In addition to a practicable curriculum, the accessibility and adequacy of resources and personnel are also important factors in the production of high scores in English language examinations. Researchers have debated the different effects of school environment on SSII students learning outcomes. Bano (2005) emphasised that the quality of facilities has an effect not only on educational results but also on the well-being of students and educators. Fundamentally, accessibility of adequate school buildings, lecture rooms, seats, writing desk, research laboratory and other amenities is essential for the achievement of any scholastic goals and objectives (Adeleke, 2006; Ayodele, 2005; Oladosu, 2014). Nwiyi (2009) found that students in federal schools meaningfully out-perform their mates in state schools, because there are discrepancies in the provision of facilities, equipment, personnel and fund to both federal and state schools. There are certain issues in curriculum development, which need to be examined because they affect the realization of the objectives and implementation of secondary school curriculum. The issues include:

1. How long should students remain in secondary schools? Due to many failures under the existing examination patterns in Nigerian schools, some children spend 7 to 8 years of secondary school level instead of 6 years. Thus, a provision for slowing down or repetition of classes exists for weaker children. No provision is made for acceleration .of the brighter children (those who could complete the six years of the secondary school in five or ever four years). Is schooling a question of years in different classes, or ability to learn? Should the curriculum provide for differing content in terms of time as well as ability, in different subjects and areas within a single year in a class? These questions are yet to be addressed in curriculum development.

2. How should classes and students be grouped for teaching? In most schools, teaching of any given subject is done in a classroom where one teacher teaches 50-70 students. Sometimes a few teachers, on their own initiative attempt to divide the class for short

intervals into groups. But generally, the classroom in Nigeria is based on mass grouping. When there is more than one section of the class, like SS 2A, 2B, 2C and 2D the divisions of Senior Secondary (SS) 2 are generally based on the grouping of electives offered by the students For example, the science majors are put in one section, the commerce majors in another and so on. Quite often, there is ability grouping in different sections, the brighter students in one section, and the slower ones in another should be the basis of grouping Should the curriculum be amended or adjusted to meet the demands of the various groups?

3.   How should the interests of individual student be borne in mind? As students receive more education, individual differences become more apparent. How much of compulsory teaching of all subjects to all students should be given? How much of the individual student's day should be spent in work hat suits his individual interest and ability? There is the compulsory group of subjects he has to study, and there are the required electives from which he has to select a group of subjects. The student is hemmed into a system in which he has to fulfill certain requirements, regardless of his individual talents or abilities.

4.   Should more or less emphasis be laid on extra-curricular (co-curricular) activities? The examination-oriented system of education in Nigeria emphasizes extra homework and leaves little time for games, clubs, social service activities publications, dramatic and other activities. Similarly, in most schools, there is often no regular time assigned to listen to school broadcasts or to view the educational television programmes. School administrators often resent the time spent on inter-school sports and other activities, which demand some weeks of preparation and effort in the schools.

5.   Should the school supplement the work of parents, society and other agencies in general and to what extent? In Nigeria, where many parents are illiterates, should the school import various types of knowledge as a preparation for the family and the community? Should sex education be provided in the school, or at home? Whose responsibility is religious and moral training?

Efforts of the Federal Government to achieve good curriculum started with the Curriculum Conference of 1969. The second national curriculum conference took place in 1973 as a follow up on the 1969 conference and with the specific assignment to fashion out a national policy on education,. The policy document has been revised in 1981, 1989, 1998, 2004 and 2013, to meet the needs of the nation. It highlights among others, a curriculum for secondary education. Effective implementation is the vehicle of achieving the desired goals of any well formulated curriculum in education. The Nigerian Educational Research and Development Council (NERDC), is vested with the responsibility of developing curricula for all levels education in Nigeria. It has become vital that the existing curricula for the Senior Secondary School curricula should be re-viewed and re-aligned to fit the restructuring programme. The National Council on Education at its meeting in Ibadan in December 2005 directed the NERDC to carry out the assignment.

Effecting of the SSEC in September, 2011 further consolidates on the gains derived from the 9- Year Basic Education Curriculum (BEC) started in 2008. This was carried out with the main thrust of, among others, to achieve; job creation, poverty alleviation, empowerment of the citizens through quality education and value reorientation with imparting on impacting entrepreneurial skills for students in senior secondary schools. Although the success of this programme requires a very good policy, the main challenge is in the area of execution.

In the Nigerian society, no student can advance to the tertiary institution in the absence of at least a credit in English. The new Senior Secondary School English language curriculum consists of Vocabulary Development Components, Oracy skills (spoken English), Oracy skills (Listening Comprehension), Literacy skills (Reading Comprehension), Literacy skills (Writing for effective communication) and Grammatical Structure. Its objectives include:-

1. Building upon the English language expertise developed at the Upper Basic Classes.
2. Increasing the skills of listening, speaking, reading and writing to enable the students undertake higher education without problems.

3. Furnishing secondary school graduates with a fitting level of expertise in the language for use in their work places.

4. Motivating in students the love for reading as a gratifying action.

5. Stimulating and improving the various language skills and capabilities for effective balanced and international communication.

See appendix XI to XIII.

2.2.2 Problems of Curriculum Design and Implementation in English Language

According to Ekundayo (2010) some of the problems bedeviling the system are discussed thus: The first is the problem of inadequate resources. The success of the implementation of any curriculum depends upon the resources available. The availability, adequacy and utilization of both human and material resources are indeed very germane to the success of the implementation of the English language curriculum. Money is indeed very important because all other important elements in the schools can be obtained such as school building, purchase of equipment, payment of teachers' salaries and allowance and running expenses with rapid expansion of students' admission in Nigeria since independence and free education policy embarked upon by some states. There have been inadequate funding which resulted in poor teaching, decrepit buildings, thus hindering the accomplishment of some of the aims and objectives of secondary education as contained in the National Policy on Education. The state of infrastructural deterioration in many secondary schools is a indicator of poor funding of the system.

In the Nigeria school system; due to lack of teachers in some subject areas, any teacher could be assigned to teach any subject at any time and at the principals' discretion. Has this short cut to teaching any effect in the overall curriculum implementation process? Some studies which provided theoretical support for the importance of area of specialisation and teachers effectiveness, are those of Ifiok (2005), who argued from a theoretical perspective the importance of area of specialization in teaching, the empirical research findings of Patton (2000) and Okpala (1999) also have a bearing on the teaching area of specialization and teaching effectiveness. However, secondary schools systems in developing

nations like Nigeria appear to have failed in discharging their duties because of perceived problems of the system.

Another challenge is the shortage supply of trained English language teachers to the senior secondary schools. A trained English language teacher is supposed to show tangible ability to transmit knowledge of his subject in which he was trained. Shortage of trained teacher in English language has made the government and private school proprietors and proprietresses to assign any teacher to teach English language. Their argument may be that every graduate learnt use of English in the tertiary institution. This method is putting a dangerous strain on the implementation of the English language curriculum. Hypothetically, Ifiok (2005), Patton (2000) and Okpala (1999) stress the need and importance for specialty and specialisation in teaching and effectiveness in teaching.

Inadequate resources form major challenge of the implementation of the curriculum. The success of the implementation of any curriculum depends on the relevant resources available to the teacher and the students. The availability, adequacy and utilisation of both human and material resources are indeed very germane to the success of the implementation of the English language curriculum. Money is quite important because it is with it that all other vital elements in the schools can be obtained such as school building, purchase of equipment, payment of teachers' salaries and allowance and running expenses with rapid expansion of student enrolment in Nigeria since independence and free education policy embarked upon by some states. There have been inadequate funding which resulted in poor teaching, dilapidated buildings, thus hindering the accomplishment of some of the aims and objectives of secondary education as contained in the National Policy on Education. The state of infrastructural decay in many secondary schools is a manifestation of poor funding of the system.

2.2.3 Factors Militating Against the Implementation of English Language Curriculum in Nigeria

Nigerian western educational system has been bedeviled with series of militating factors from the beginning. Most of the problems militating against the implementation of the English language curriculum have not really changed from those of the colonial era and post-independence Nigeria. Factors such as understaffing, lack of reference book, insufficient buildings, poor quantity and quality of teachers, among many others. Normally, the rate of rural-urban migration in a developing nation like Nigeria usually put heavy demands on the amenities and services such as transportation, schools and hospitals, among others. Akinloye (2013) reiterated that the Universal Primary Education U.P.E. escalated the problems of poor and inadequate physical structure, material and human facilities in the schools. According to Kolawole and Oduntan (2016), in any educational system, assessment is an inevitable ingredient because it is required to make intelligent decision on students' academic achievement. An undeniable pointer is the yearly poor results of the Senior Secondary Certificate Examinations (SSCE) in English language and many other subjects. Chief examiners reports and the national dailies give credence to the fact that students' achievement in the national and international examinations are deteriorating each subsequent year (Banjo 2002). A number of reasons have been highlighted by stakeholders. In a nutshell, economic, social, cultural and curricula are the reasons advanced for the incessant English language failure phenomenon.

Adaralegbe (1983:16) noted that "a recurring feature in Nigerian secondary school system from its inception about 120 years ago was its poor staffing". Adesina (1990:76) speaking on the physical facilities also observed "Post-independence Nigeria saw most Nigeria's primary and secondary school buildings no better than they were during the colonial era". In fact, most of them are worse now having suffered from lack of maintenance and weather conditions (e.g rain-storm). Though the various Governments, military and civilian, have given considerable attention to the provision of more teachers and schools, the reality in most schools today, from the primary to the tertiary levels, confirms that the problems still linger.

The problems of shortage of teachers and classrooms are intricately interwoven and when both combine with large pupil enrolment, the consequence is over-crowded classrooms. This is the sad truth in many Nigerian classrooms especially in the major towns and cities with many classes registering fifty (50) to one hundred (100) students and above which is clearly above the internationally recommended standard. The poor state of the physical facilities in the schools confirms Adesina's (1990 p.76) observation that this aspect of the educational problem has been consistently ignored in educational "plans and reports". He cited the example of Banjo Commission (1961) in the then Western Nigeria and a similar one in the old Eastern Nigeria which failed to mention 'inadequate physical facilities' as one of the fifteen factors considered responsible for failing standard of education. Only the Old man Report on Northern Nigeria gave some attention to buildings and furniture in schools (Adesina, 1990). The consequence as noted by the West Africa study group of the Nuffied Foundation (1952) in their report on educational policy and practice in Tropical Africa is that "... most of the school buildings are poor and made worse by over-crowding..." (Adesina, 1990 p.70). Other studies (Okebukola, 2005; Okunola, 2005; Agusiobo, 2004) indicate that the availability of resources is an important variable in curriculum implementation and student learning.

Ordinarily, the phenomenon of rural-urban drift in an emergent nation like Nigeria normally exerts pressure on the facilities and services such as hospitals, schools, transportation etc. However, the introduction of the Universal Free Primary Education (U.P.E.) first in the old Western Region in 1955 and later in the Eastern Region in 1957 as well as the launching of the U.P.E. Scheme by the Federal Government in 1976 compounded the problems of providing adequate facilities in schools to meet the resultant unprecedented upsurge in pupil enrollment (Akinloye, 2013). With inadequate planning for the expected population explosion in schools, Over-crowded classrooms now become a permanent feature of academic setting at all levels of the educational system.

In addition, Educational planning in Nigeria has always been thought of in terms of quantitative growth, which seems to be above the financial capacity of the Government. An example is the implementation of the 6-3-3-4 system of education, which was seriously affected by lack of adequate funding and poor preparation. Even though the Federal and State

Governments showed serious commitment to educational development through their annual budgetary allocation to Education, the attention given to physical facilities is far from being adequate. The issue at stake is not how 'huge' the allocation is but how 'adequate'. In a study on educational financing under military rule (1968-1978) it was found that: "of the financial resources allocated to secondary level institutions, over 80% went to the personal emolument of staff and the maintenance of students while less than 10% went to the purchase of educational materials and equipment". And in the case of the State Governments, the same study found out that; "of the resource allocated to secondary level education, on average, over 50% went to the personal emoluments of Staff and over 30% to the maintenance Of students while less than 15% was Used for the purchase of educational Materials and equipment";

In the case of students' furniture, some state Governments have completely handed off the supply. Students either pay to the school to purchase for them or they bring from home. The latter is more popular. Such furniture now come in all shapes and sizes presenting an ugly sight in the classroom. The phenomenon of overcrowded classroom as well as poor quality and inadequate furniture in the classroom due to unlimited expansion has taken its toll on the educational system. Only few people will deny that the quality of teaching and learning is on the decline at all levels of the educational system.

According to Kolawole and Oduntan (2016), in any educational system, assessment is an inevitable ingredient because it is needed to make informed decisions regarding students learning abilities, their placement in appropriate levels and their achievement. The poor result of the Senior Secondary School examination (SSCE) in almost all subjects in recent years is one potent indicator. The increase in examination malpractices cannot be divorced from poor seating arrangement in classrooms. The quantity and quality of interaction in the class are likely to be adversely affected due to lack of space for moving round the class and the over whelming number of students that the teacher has to deal with within a forty-minute lesson.

The importance of educational facilities in an institution cannot be over-emphasized. The necessity of educational facilities has been noted. The problem of facilities in higher institutions in Nigeria is not limited to colleges of education as the Federal Government of

Nigeria (2000, cited in National Policy On Education) has noted that all levels of education in Nigeria are deficient in the provision of teachers, principal infrastructure that includes instructional materials and resort centers. Most of the colleges lack basic facilities. This is a fundamental problem in the educational sector. However, observations and comments in Nigerian dailies and the chief examiners' reports show that the performance of secondary school students in English language is deteriorating (Banjo, 2002). The situation gets worse year by year. Several reasons have been advanced to explain this deterioration in the programme of English language among the secondary school students. Among the reasons are lack of effective home stimulation which is related to the socio-economic status of the parents, and lack of relevant facilities –books, library facilities and language laboratory. The other reasons are acute shortage of competent and qualified teachers, defects of the examination system, nonchalant attitude of competent and qualified teachers, over-crowded curriculum and the growing influence of youth subculture. In a nutshell, the reasons advanced are economic, cultural, social and curricula in nature.

2.2.4   English Language Textbook Adequacy and Curriculum Implementation

Curriculum involves systematic planning to effect a change in the behaviour of the people. The curriculum must be planned to suit the changing time such as the climatic change that is being experienced today. The use of the English language as a second language in Nigeria dates back to the Phelps Stock Commission report of 1922. Otabguwagu (2002) stated that the commission made reading and writing of English compulsory in Nigerian schools and that English language remained a medium of instruction. Also the recommendation adopts local languages and English language in the education of the Nigerian child. In order to achieve the above, the policy saw the crucial roles English language will play because of its permanent and indispensible nature being a language which other subjects are taught and learnt. The English language curriculum in the senior secondary schools has clear objectives spelt out in the National Curriculum for Senior Secondary Schools (2004) as; to achieve a high level of proficiency in the Nigeria students' use of English language; preparing students for tertiary and vocational education and for the world of work after learning schools. . Most schools lack relevant textbooks and English language textbooks are not exceptions. Oyetunde (2001) observed that most schools in Nigeria have no

library and the few libraries that are available can be best described as stores for packing obsolete books. Readers should be encouraged to make connections between what they read and their own lives and to make connections among various texts and authors. Teachers should encourage readers to think beyond literal information and to consider the big ideas (themes) in a reading, not simply for the sake of identifying them as a literal element but to reflect on their own feelings and attitudes in the context of ideas that emerge from a reading.

More and more Nigerians are now coming forward to write textbooks which are based on local experience and needs. In addition to individual authors, many professional associations are now busy working out new syllabuses in various subjects. Some of the bodies engaged in this field are the Science Teachers Association of Nigeria (STAN), the Mathematical Association and other subject panels working under the auspices of the West African Examinations Council (WAEC). These bodies have revised old syllabi and laid down new ones in subjects like English Language, mathematics, history, geography and the sciences. The Universities, Institutes of Education and Ministries of Education have either jointly or separately organized seminars or workshops for secondary school teachers in curriculum revision. The West African Examinations Council has also organized similar courses for the training of examiners.

2.2.5 Determinants of Teacher Effectiveness Variables

Today, although we still have people who engage in teaching without any formal training in teaching or special courses in teacher education, those who have this background education are becoming numerous enough even in Nigeria to make us include the component of training or teacher education in our definition of the teacher. A teacher then would be seen as someone who has been specially prepared to exercise the profession of teaching or imparting knowledge, skills and other personal qualities to learners in a formal school system. This definition may help us for our purpose, to exclude people like preacher, instructors, public speakers etc. from the category under discussion.

Teachers are thus engaged in developing the learner's head, hand and heart (the three H's). Meanwhile, it suffices to emphasize that the teacher is engaged in the education of the child. In the Nigerian situation, like in some other parts of the world, we may find it difficult to exclude those with no special training in education and who engage in teaching for a living

from the category of teachers. Of course they are still teachers. But to be fully qualified for that title, it is desirable that they receive some background training in the art of teaching. This policy is being systematically pursued in many parts of the country at Present.

From the modest beginning of formal teacher education programme in the late nineteenth century through the efforts of missionary societies, teacher education has improved mainly in terms of entry qualifications Kolawole (2016). For example, Adeniyi (1993) remarked that the entry qualification for most of the early institutions was the first school leaving certificate. Such teachers' major teaching subjects were religious studies, reading and writing, elementary science and arithmetic without formal training in teaching methods.

But the reforms that were recommended by the Phelps-Stokes Commission of 1925 gave birth to two types of institutions for teacher training namely, the elementary training and higher elementary training colleges. While the former was concerned with training grade Ill teachers, the latter was concerned with training grade II teachers, (Ikeajini, 1964). However, the Ashy Commission thirty years later modified teacher education programme by recommending (1) the well-qualified non-graduate teachers programme and the full degree (B.A. or B.Sc) education programme. These two programmes have continued to be the means through which teachers were recruited into the school system until the Nigeria Certificate in Education programme was later introduced.

The independence of 1960 and the National Curriculum Conference of 1969 have impacted heavily on the programme of teacher education in Nigeria. Today, teacher education programme at all levels; colleges of education and universities have undergone some modifications which have changed their structure. This is why any institution producing teachers now must include courses in general education, foundation courses such as philosophy, sociology, psychology, principles and practice of education, academic preparation (subject specialization) and professional preparation that is; teaching practice.

As good as these programmes are, the way prospective teachers are recruited into the secondary schools has become a major source of worry to professionals and other stakeholders. This is why Botzakis and Malloy (2006) were reported to have noted that teacher preparation was reported as inadequate in Nigeria, for numerous reasons. In spite of this scathing remark however, research evidence has continued to show the role of teachers in students' achievement. According to Eggen and Kauchak (2004), findings from research consistently indicate that teacher's effectiveness is the most important educational factor affecting students learning and development (pp 12). Similarly, one can draw an analogy from the factors of production namely; land, labour, capital and entrepreneur that are necessary for production to be complete. The teacher in this context is the entrepreneur who organizes and uses other factors in the school systems to achieve maximum results. It has also been established that researches on teacher effectiveness show that teachers make a profound impact on students learning (Marzano, 2012), thus the need to continue to train teachers well has become imperative.

Several factors contribute to low productivity among teachers in Nigeria. Some of them include inadequate human and instructional materials, inadequate training and development programmes, inadequate teacher welfare service and teachers' poor attitude to the teaching profession. Ofoegbu (2001) reported that problems caused by delays, inconsistencies and errors in paying teacher salaries and other remuneration has seriously conflicted with teacher classroom activities in terms of students evaluation and management. The issue of poor financial motivation all in the name of non-availability of funds has led some teachers into seeking other sources of money thus abandoning their primary assignments. He further reported that motivational resources in schools should preferentially target the teachers in terms salary, welfare packages, school teaching facilities cum infrastructure, numbers of students in the classroom and the prevailing style of leadership are motivational factors which should be designed to enable teachers produce the desired results.

Despite the various efforts to ensure effective implementation of the curriculum, it is still bewitched with a lot of problems. Most secondary school teachers are professionally inadequate. Their educational background, teaching skill, creativity and innovation the ability fall short of world standard of teaching at this level. A situation in Nigeria where mechanical

engineering and business administration graduates have to look round for teaching employment in secondary schools (teaching has become the last resort of many graduates in Nigeria) is a clear sign of either lack of planning or a strong lack of co-ordination or both, at state and national levels. The policy of phasing out untrained teachers compelled most of them to rush for easy way of obtaining certificates in education such as crash programmes and distant learning, without taking the pain of adequate preparation (Ihenacho 2006).

In many schools, the goal of education is passing examinations and qualifying for admission into the university. Education thus becomes a preparation for higher studies. The subjects studied gear students towards outside motive, with no relevance for the existing needs and demands of the young student's development. Certificate acquisition and theoretical knowledge dominate all stages in the learning process. Examinations have become the most important yardsticks for measurement of knowledge.

Sometimes, the teacher's quality and promotion are tied to students' performance in state and national examinations. The more he is able to make them pass, the more successful he regards himself or he is regarded as a good teacher. Banjo (2002) observed that almost all the subjects are taught in the form of notes to commit to memory, whether understood or not. The emphasis on acquiring knowledge of the subject matter, also leads to a greater use of memory than of other mental processes. The students' goal is to remember the facts, without relating them to other facts or learning in other subjects.

Ajeyalemi (2005) pointed out that the guideline on implementation of the new Education policy recommended a maximum of 40 students per class. Some State Ministries of Education, however, aid and abet the enrolment of 60-70 students per class, thus increasing the teacher-pupil ratio to the detriment of effective teaching and learning. Teachers become less dedicated and more perfunctory in their duties. In the USA, where secondary schools are also run in two stages (Junior High school and Senior High school) no class does more than 5 or 6 subjects in any one year. Core subjects vary, but at the Senior High school they must include American History, American constitution, etc. In Nigeria, a JSS one student takes up to 14 subjects including introduction to Technology and 2 pre-vocational subjects. With a crowd of 70 in a class, records of continuous assessment are often

unreliable. Curriculum is an area that needs constant review. Ajeyalemi (2005) observed that for many reasons including late payments of teachers' salaries, lack of basic textbooks, lack of basic classroom and laboratory equipment and overcrowded classes, teachers' morale in state schools is certainly very low. In Nigeria everybody wants his child to be a doctor, a lawyer or an accountant. Nobody wants his child to be a technician because he is determined to send his child to the highest level possible. Whereas, in countries, for example, where pupils' choices are not influenced by parents, pupils are better prepared for society and self-service. They can also further their education for satisfaction and improvement of skills.

Teachers, the mainframe of any academic structure and whose morale is low are not probable to carry out their duties as expected in the school structure. According to Ekundayo (2010), the copious challenges confronting the whole academic structure in Nigeria such as examination malpractices, indiscipline, drug abuse, cultism, persistent poor academic achievement of students in public examinations and many more appear to suggest that teachers have not been credence their job as expected.

Teachers are poorly remunerated and it affects their output. Unavailability of facilities and instructional materials are experienced in most schools. For languages especially the English language to thrive in Nigeria, attention must be directed to teaching and learning. Bamisaiye (2010) noted that qualitative education planning must involve the overall planning process and prevent misallocation of resources, misdirection of energy and bottleneck. In Nigeria, education does not seem to have been given its due attention considering the global climate change in the country and its affects Nigerians. Bamisaiye (2010) stated that the inputs to primary and secondary education in Nigeria are comparatively lower in quality than in many advanced countries. Again, the relevance of what is being taught in this era of serious global climate change becomes issues of great concern to the society at large. Teaching should be made relevant to the needs of the society for sustainable development. Information communication technologies are not available in schools and students do not have access to computer as to be computer literate. Teachers need to be abreast so that they can competently handle their lessons.

According to Ilunor (2010), training is one tool which management uses to develop the effectiveness of human resources in many organizations. The effective development of human resources of the education system is one vital contribution to the future, long term growth and survival of education. Ilunor (2010) stated that employees' competence of the job is acquired not only by formal education but also through acquisition of specific skills and knowledge on the job by training and developing. Training pertains to the programme that facilitates the learning process, and planned approach to improving the effectiveness of groups of people and the whole organization. The success of educational system depends mainly on the quality of teachers employed and their training is quite inevitable because of the explosion brought about by technological innovations which make the whole world a global village. Training of staff enhances organizational effectiveness for it enables employees to perform the duties and responsibilities effectively. The efficiency of an educational system lies in its ability to convert all resources employed in the teaching and learning process to produce useful product on long term benefits. Therefore adequate training and retraining of teachers are very important.

Ilunor (2010) further asserted that a lot depends on the teacher who is supposed to be an embodiment of knowledge and he classified teacher's roles into three:

1.   Knowledge giver because he trains students in some basic skills as stipulated in the curriculum and provides guidance for effective training activities in the class.

2.   He helps in the administration of the school and relates with other teachers so as to implement the programme for secondary education.

Curriculum-awareness relates to the recognition of curriculum issues and values as well as the implications they have in relation to English oracy and literacy skills by the teachers of English language. It is best produced and developed by teacher's personal exploration and discovery of students' academic needs. Teacher curriculum-awareness and participation is vital to the goal of achieving a better WAEC and NECO results in English language. According to Akanbi (2014), problems of curriculum implementation either in the implied or the applied are inextricably linked to modern philosophy and achievement on educational structure all over the world.

2.3.   Empirical Review of Literature

2.3.1   Studies in Curriculum Implementation.

As teachers within the school system, we no doubt have certain aims that guide the performance of our functions. Apart from aiming to earn a living, every teacher probably knows that through his/her teaching, students are supposed to learn something. Beyond this point however, we are likely to come up against differences among teachers in respect of their perception of what aims and functions the school should have. And yet, if the school is to succeed in performing its expected functions within the society, then every teacher as an implementer of school programmes should be equally aware of what the aims and expectations are in order to be guided by them in bringing about desirable learning. A teacher is expected to put students through the rudiments of knowledge acquisition in his or her area of specialisation. Ifiok (2005) observed that non-availability of specialised English language teachers is an impediment to the implementation of English language curriculum in most post-primary schools in Nigeria.

Ali and Ajibola (2015), dug into the issues surrounding effective implementation of new secondary school curriculum in Nigeria and found out that that numerous challenges characterized 21st century education such as tension between global and the local (becoming a world citizen without losing your root); tension between universal and individual (maintaining one's culture yet blend with the progressive global world to choose one's future); and tension between tradition and modernity (adopting to change without compromising one's past, maintain one's authority yet allow the development of others).

Ukanupong (2000) affirmed that training has positive statistical significant effect on psychology of a teacher's self-efficacy towards teaching. He goes further to state that teachers with lower educational qualifications will definitely implement the curriculum in the wrong way because quacks who jumps into teaching due to lack of job. House (2003), confirms that the shortage of qualified teachers is because the proportion of graduates of Education that work as teachers is low, though it varies, according to the type of teacher education, teachers' attitude and their approach to work; which is determined by the motivation from their employers.

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Fennema and Franke (2006) studied the effect of teachers' behaviour and achievement of students. They discovered that students under the tutelage of highly qualified teachers that employ professional approaches in teaching, had greater academic achievement. These type of highly qualified teachers, engage their students in interesting ways that gives the students a feeling of understanding and mastery of the subject. Teachers' quality determines the quality of education of any country. Researchers have confirmed that level of students' achievement depends majorly on the quality and approaches of teachers towards their teaching career. Ali and Ajibola (2015) pointed out that the guideline on implementation of the new Education policy recommended a maximum of 40 students per class. Some State Ministries of Education, however, aid and abet the enrolment of 60-70 students per class, thus increasing the teacher-pupil ratio to the detriment of effective teaching and learning.

Alao (2011) carried out a study on the effective implementation of Nigeria secondary school curriculum. Two hundred (200) samples were used to respond to questionnaires constructed in order to find out whether the Nigeria secondary school system is well implemented or not. The response showed that 160 of the sampled student-teachers were of the opinion that the curriculum of Nigeria secondary school lacks effective implementation, while 40 respondents agreed that the curriculum is effectively implemented. This result corresponds with the assumptions widely held by Adams and Onyene (2011) that the Nigeria secondary school curriculum implementation which is the focal point in curriculum design does not give the students the necessary skills to earn a living in the society. In support of the above finding Adeleke (2006) believes that one of the problems of Nigeria secondary school curriculum content is effectively finishing of a product (implementation), which is saddled with teacher's responsibility. Adeleke opined that the poor implementation of the secondary school curriculum in Nigeria has caused the missing link between the goals of Nigeria education and the achievement of the goals.

2.3.2   Studies in English Oracy and Literacy Skills

According to the syllabus for senior secondary schools, English language is taught to help students to develop the habit of reading, understand and derive information from materials read, to communicate effectively in speech and writing and to develop the desire to create literary materials. Looking carefully at these aims, it was realized that the government's efforts at improving the quality of English language in our schools are not yielding substantial results. This can be attributed to inadequate attention on the part of government, the school administration, parents, teachers and students to the use of English language.

In a group-based observation study carried out by Chamkaur, (2013) to identify the effects of drama on oral English, it was found out that the students became more confident, more assertive and were 'voicing their opinions and ideas' voluntarily. It was noted by the end of the sessions that all conversations were in English, as compared to the beginning of the study when the students spoke in the language of the environment on different occasions during discussions. Davies (1990) contends that:

> *Make-believe activities are the type of language behaviour that should encourage and lead to fluency, and since it is accepted that learners learn a language in order to speak the language fluently and be understood in the target language, then drama does indeed fill the gap. (p. 96).*

The shyest students can improve their pronunciation through taking on make-believe roles. This, in a way, shields them from 'embarrassment', (Emeh and Enukoha, 1995). They maintained that cover of fiction reduces the impact of embarrassing situations. Kao and O'Neill (1998) stated that drama helps generate conversation which "for many language learners, is their major source of learning to use the target language". (p. 78). Learners are more receptive to the notion of oral interaction if mini-dramas or dialogue sessions are introduced in class. (Felder, 1995).

2.3.3 Curriculum-Awareness and Students' Achievement in English Oracy Skills

The teacher's activities in a school system include: selecting and arranging instructional materials, planning instructional strategies, setting objectives, motivating students, setting and marking examinations questions, attempting to infuse discipline and control in the classroom among other functions. Also, the achievement of any learner is to a very large extent dependent on his or her attitude towards the learning process (Fakeye, 2013). (Fakeye, 2002) and Bami-Ogunbiyi (2008) asserted that the attitude a person holds towards the learning of English language will to a large extent determine how he/she will learn it. Also, Fakeye (2013) reported a positive relationship between students' attitude and their achievement in language learning. To him, students' performance in second language learning depends largely on their attitude towards the learning material and the instructional strategy. This is because a positive attitude enhances learning while a negative attitude to the instructor, instructional materials, instructional strategy or process, curriculum content, etc. will likely impede learning.

Fennema and Franke (2006) also stated that highly qualified teachers present their materials in an interesting way that gives the students a feeling of understanding and mystery of the s5bject. Students' learning outcomes/achievement in any teaching/learning process can be measured by different variables such as teachers' awareness or knowledge of the curricular. However, learning outcomes in this study include students' achievement in and attitude to English language. Attitude has been described as an individual's degree of like or dislike for something. Scholars (Tesser, 1993; Dada, 1992; Yara, 2009) have submitted that attitudes are formed as a result of some kind of learning experiences. Learners' attitudes either positive /r negative can facilitate or hinder the teaching and learning process in the classroom.

Listening and speaking skills are important skills that enhance communication, interaction and learning in students. Encouraging skills, capability and flexibility especially in listening and speaking is vital to developing understanding of ideas and experiences of students Ehusani, (2002). Listening and speaking are interactive processes that directly affect each other. Both skills are now referred to as "oracy" skills Oduolowu and Amosun (2010). Developmentally, oracy skills come before literacy skills. Opportunities such as informal

conversation, verbal presentations and problem solving through listening and speaking must be made available for students to practice using these skills. Distinguishing between informal communication in a formal setting, social environment and ability to comprehend complex language used to discuss abstract concepts, should be of utmost importance to students. For successful schooling, students need to develop the more formal and complex oral language. Teachers on the other hand should speak clearly but naturally, pausing often, using simple vocabulary when introducing new concepts, avoiding the usage of idioms and acronyms without explanation: e.g. 'knock off', 'lend a hand'; among others.

The teacher must use visual aids, gestures, or concrete objects to support listening. He/she need to write key words and instructions out so the students can see the words, hear them and pronounce after the teacher when necessary. The teacher should also check students' understanding by observing and interacting with and asking students questions such as, What?, When?, Who?', Where?. He/she need to make use of students' first language skills such as classifying skills memorisation skills as resource for second language learning. This can encourage students to ask for clarification if they don't understand and the teacher can also provide instructions and answers to clarify students' enquiries.

The students also need be encouraged to spend time speaking to the teacher. He/she should be mindful of how much time he/she speaks with the students, keep teacher talk-time to a minimum and increase student talk time. Speaking practice offers an opportunity to build on cultural traditions of oral story telling which many students may be familiar with. Encouraging pride in this tradition can be a useful tool in providing students with the confidence needed for preparing class presentations or other formal speaking activities.

2.3.4 Curriculum Awareness and Students' Achievement in English Literacy Skills

Candidate's academic achievement in any learning situation is categorised into either excellence in or failure to attain in any given evaluation exercise such as a series of continuous assessments, tests or examinations. Any candidate who scores below the set standard is seen as a student with poor achievement in school. Some people blame students and others blame the government while, others blame the teachers on this matter.

Poor academic achievement is any academic accomplishment that is under a set standard. According to Almekhalfi (2006), poor academic achievement is an accomplishment that is declared by the examiner and some other significant that is below a set standard. Also, Almekhalfi (2006) emphasises that academic incapability is not only discouraging to the students and the parents, the ripple effects are quite serious on the society in terms of insufficient workforce in all field of labour, education, governance and political affiliates. Apart from the choice of instructional strategy, other variables that can influence students' learning outcomes in English language learning are verbal ability and gender. Verbal ability has been described and can be used to test of intelligence that predicts learners' achievement in language skills. Elements of verbal ability test include: word power, sentences arrangement, words arrangement and substitution of elements and logical selections of appropriate words. To Oladunjoye (2003), verbal ability is the communicative competence required for the expression of thoughts and ideas either orally or in the written form. Therefore, students' verbal ability can be used to predict their achievement in any of the language skills.

The effects of verbal ability have been investigated in several studies and with different findings. Preston (2018) investigated the relationship between verbal ability and senior secondary schools students' achievements in English language. Olaboopo (1999) noted significant interaction effects of treatment and verbal ability on students' achievement in English language. Similarly, Adegbile and Alabi (2007) reported a correlation between students' verbal ability and their achievement in English language. Also, Adeoye (2014) found that verbal ability had significant main effect on pre-service teachers' achievement in and attitude to learning of English language. On the contrary, Iyagba (1994) found no significant differences in the achievement of students with various verbal abilities in English language. However, Iyagba (1994) reported that verbal ability had significant effect on students' attitude to English language.

2.3.5 Teacher Effectiveness Variables and Students' Achievement in English Oracy Skills

Before the arrival of Europeans and Arabs, Nigerians taught their children informally about their culture, work, survival skills, and social activities. Some societies gave more formal instruction about society and culture as part of young peoples' rites of passage into adulthood. Teaching requires the correct identification of indices of developments in the society at all times. Teaching on the other hand is both a science and an art. The science component according to Afangideh (2001) involves the various teaching methods and instructional materials employed, by the teacher to bring about the desired, changes in the learner; while the art of teaching is the individual teacher's ability to use methods and instructional materials creatively and effectively to enable him achieve the objectives of the lesson. Teaching is also the systematic activity deliberately engaged in by somebody to facilitate the learning of the intended worthwhile knowledge, skills, attitudes and values by another person, and equally getting a feedback. There is a great need to integrate professionalism in teaching in every area of learning, including English language. This obligation makes it essential for teachers to ensure that they are in constant search for latest information, updating their knowledge in their field of study, skills and major progress in academic sphere.

The end result of curriculum planning is its implementation and evolution which is executed in the classroom. Most classroom activities take place while students are seated. Therefore, classroom seating arrangement should not be in the kind of deplorable situation being experienced by most secondary schools in the country. As rightly observed by Cohen, Miller and Cunningham (2011), a careful attention to seating arrangements, contributes as effectively, as any other aspect of classroom management to overall success in a class. They also affirm that one potent index for evaluating educational standard and quality is an examination of the physical facilities available for learning experiences.

A key principle of communicative language teaching in the classroom is that the students should receive as much opportunity to speak as possible when learning English language. Previous research in language teaching has established that when teachers take up most of the lesson time talking, this can severely limit students' opportunities to develop

proficiency in the target language. A general goal of English language teachers is to motivate their students to speak the language they are learning (Nwiyi 2009). In the Nigerian situation, like in some other parts of the world, we may find it difficult to exclude those with no special training in education and who engage in teaching for a living from the category of teachers. Of course they are still teachers. But to be fully qualified for that title, it is desirable that they receive some background training in the art of teaching. This policy is being systematically pursued in many parts of the country at present.

Efforts are always on by intellectuals to bring improvement in any civilization. Some Teachers are by birth and others can be trained to desired skills because psychologists claim that behaviour is modifiable. The government in appreciation of the importance of teachers in the school system, has in Section 8 b (70) of the National Policy on Education (FRN, 2013), made provision for teacher education with specific objectives among which are (a) bring forth conscientious, efficient, effective and motivated classroom teachers for all grades of the nation's educational system, (b) encourage the spirit of creativity, enquiry and purposive reasoning in teachers, (c) bring forth trained teachers with the professional and intellectual background suitable for their job description and make them adaptable to changing situations and (d) enhance teachers commitment to the teaching profession and has in sub-section (72) stated that 'all teachers in educational institutions shall be professionally trained' (p. 39).

This is with a view to encouraging teacher and making sure that they are able to discharge their onerous responsibility well. This is from the background that the government has also realized that 'no education system can rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development' (p. 39). In order to improve the quality of teachers at all levels of education in Nigeria, efforts have been on to expose them to in-service training, regular workshops, seminars and symposia. Government has also embarked on the drive to increase teachers' remuneration, professionalize teaching through the Teachers' Registration Council. It's known that some state governments have recently elevated some teachers to the level of personnel secretaries. But unfortunately, these measures have not impacted favourably on the quality of our English language teachers at all.

Teacher effectiveness has been a great concern to the stakeholders in recent times. Teachers seem not to be adequately motivated and trained in relation to their counterparts in other profession. As a result of this, many people are not attracted to the profession. Many are in the profession due to unemployment, admission problem and therefore display non-challant attitude to teaching learning process. Also the high turnout of graduates from our higher institutions with less employment opportunities has made the teaching profession a dumping ground for graduates of all disciplines. A good number of teachers in the secondary schools do not have basic teaching qualification. The rapid changes in the school system in terms of complex techniques and application of new knowledge, ICT have necessitated their need for training and retraining of teachers, so that teachers can be kept abreast of knowledge and information about the job.

The major challenge of English as Second Language (ESL) students is expressing themselves clearly and fluently orally. According to (Eisenman, Edward and Cushman, 2015), teacher-centredness in schooling experiences indicate limited oral output and student participation. This resultant effect is therefore, limited abilities in spoken English. It puts the students at a disadvantage in situations that warrants oral participation in English tends to be the norm such as during tutorials, discussions debates and quizzes. But, as Kolawole, Olatunji and Akanbi (2015) maitained, many ESL classes offer little or no explicit, focused instruction on the development of oral fluency skills, leading to limited development in speaking skills. At times, students' poor performance has to do with their negative experiences and perceptions of their teachers, the content, and learning and teaching materials (Koksal, 2014). Lower improvement in students' achievement could also be due to learning opportunities being underutilised (Stewart, 2011).

Stewart (2011) explicated that some factors, such as anxiety and low proficiency in English cause learners reluctance to participate English language oral participations. Additionally, students' opportunities to used English language orally are perhaps restricted to institutionalised classroom activities like answering questions, reading prepared speeches and participating in discussions passively. According to Koksal (2015), to a large extent, students learn to speak by speaking. Going by a study by Joseph, Daku and Michael (2015) on migrant Mandarin and East Slavic speakers, it can be summarised that students need

greater exposure to speaking and listening so that the students' oral-language skills can improve.

2.3.6 Teacher Effectiveness Variables and Students' Achievement in English Literacy Skills

The term "teaching effectiveness is often times confused, mixed and interchangeably used with 'teacher effectiveness''. The two concepts are however not mutually exclusively, as they are all means to an end in educational process. According to Kolawole in a lecture (2015), teacher effectiveness is seen as "the ability of the teacher to realize instructional objectives in teaching, ability to take professional decisions that will benefit the learners, ability to understand the characteristics of the learners to be taught, and the ability to manage the classroom and instructional resources to promote effective learning; it is obvious that 'teacher effectiveness' in this case, must be concerned principally with societal acceptable, decided and most utilization educational outcomes of classroom teaching. Certainly, the task of identifying effective teachers is a very crucial one, as far as teaching effectiveness contributes immensely to the total social welfare and quality of life of individual and the ultimate human survival in the 21st century Nigeria environment. The search for effectiveness in teaching has been the focus of a great deal of educational researchers in recent years in Nigeria.

Similarly, they are open to professional experiences of the unfamiliar; they are willing to sacrifice personal comfort for excellence in such areas as their content matter, pedagogical practices, emerging technologies, interactions with parents, and their work with student populations whose lives may be considerably different than their own. Therefore, they respect the ambiguities of their own and their students' expectations, positions, and attitudes, and they respect the recursive and interconnected nature of teaching and learning and the multiple ways teachers and learners can interact. English language teachers who develop these dispositions and values during preparation programmes are better equipped to maintain them. They are able to base professional decisions on them as these teachers work within the context of diverse classrooms and schools. English teachers or educators must ensure that those entering the profession evidence the capacity to engage in practices consistent with these important dispositions and values (Hoy and Woolfolk, 1993). These

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dispositions coalesce around several larger principles that must be the foundation of English teacher preparation programmes.

Ilunor (2010) maintained that the ultimate realisation of the aims and objectives of education depends on the teachers, given that all factors such as, best educational policy and design and colossal sum of money for education are made available. It is therefore imperative that the successful implementation of the educational system will be a mirage if adequate attention is not paid to training and retraining of the required teaching personnel. The main tools according to them for assessing teaching effectiveness involve collecting data about teachers' influences.

Akinloye (2013) claimed that the general education of the learner within the school system could be attributed to the learner, the teacher and the school administrator. The educational output of the students could be increased in terms of individual achievement. This is then left with the significant topic of implementing the school curriculum to meet the needs of the learners. Learning outcome is an index of the quality of implementing the curriculum by the teacher in the classroom. A productive teacher therefore is one who strives to implement the curriculum in such a way as to bring about productive learner.

The term productivity according to Akinloye (2013) is the degree of efficiency and effectiveness with which an individual contributes to the achievement of set objectives. The efficient teacher to him is that person who accomplishes the tasks set out in the job description of his office schedule with minimum unsought consequences, cost and time. He puts productivity as a ratio between output and input of a teacher and observed that the main problem in measuring productivity is that no standard measurement has been agreed upon. However in a typical school system, what constitutes the productivity of each staff is the accomplishment of the total task assigned to him. Koksal (2015) buttressed that quality is synonymous with standard efficiency, excellence, relevance and worthiness. When it is applied to education at any level, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard.

2.3.7   Textbook Content-Adequacy and Students' Achievement in English Oracy Skills

All other subjects taught in the secondary schools and tertiary institutions are taught in English language. This is why English language is regarded as the backbone of teaching and learning; owning to the fact that it is the medium of instruction in most secondary schools and institutions of higher learning in Nigeria. English language is also one of the few core subjects recommended for secondary schools as stated in the National Policy on Education (2008). This is why it is a compulsory requirement for further education. At least a credit (C6) in English is required for every course of study in every institution of higher learning. The emphasis placed on getting a credit pass in English language at the ordinary level in the Nigerian educational system, requires that the subject is properly taught so that student can have effective mastery of the subject. In order to acquire the status of an effective relevant curriculum, an English language curriculum must guarantee ease in comprehension, interpretation and application. Usually, curriculum innovation is accompanied by support materials such as original sources, resource packs, extension pamphlets and individualised learning units.

However, observations and comments in Nigerian dailies and the chief examiners' reports show that the performance of secondary school students in English language is deteriorating (Bano, 2005). The poor performance has now become an annual occurrence. Some of the reasons advanced for the deterioration in the programme of English language among the secondary school students are lack of library facilities, relevant books, language laboratory and lack of effective home stimulation which is related to the socio-economic status of the parents. Some other reasons are inadequate competent and qualified teachers, defects of the examination system, non-challant attitude of competent and qualified teachers, over-crowded curriculum and the growing influence of youth subculture.

In the study of language use and communication, Alao (2011) explained that, the relevant linguistic context of oracy skill can extend to the immediate physical and social environment, as well as general knowledge in addition to its primary aim of teaching students to have communicative competence in it. Alao (2011) explains that Hymes' concept of communicative competence consists of grammatical competence, pragmatic competence and

the speaker's ability to use expressions to achieve a desired communicative effect, that is, to form and interpret sentences.

In the same vein, Thompson, Andreae, Bell and Robins (2013) posits that it is possible for speakers of a foreign language to attain full competence as a second language learner. According to them, speakers should possess a partial competence in all aspects of language use. Furthermore, Wilkins elucidated that attempting to use the spoken language for spontaneous communication places the greatest demands on the learner's language. Hence, the students are required to internalise as much of the language as possible for effective and efficient language use in this situation. This means that the students or users of a language should have an unconscious mastery of as much of the mechanics of the language as possible, in order to give conscious attention wholly to the content of the communication rather than to its form. This means students need to be fluent as well as accurate in the use of the language.

2.3.8 Textbook Content Adequacy and Students' Achievement in English Literacy Skill

Textbooks are considered an essential component of any English Language programme and so the responsibility of selecting suitable books for a particular context demands meticulous scrutiny. "A textbook is a printed material designed specially to help students to improve their linguistic and communicative capabilities" Sheldon (1987). Usage of ESL published materials is gaining ground more than ever before since textbooks provide ESL teachers and students with guidelines concerning syllabi, teaching methodologies and the learning materials to be employed.

Suitability evaluation in the selection of a textbook for English literacy skill is important in order to ensure that it is suitable for its purpose. According to Fredricksson and Olsson (2006), textbooks are used as supporting teaching and learning instruments. The students' textbook are mostly accompanied with additional materials such as teacher's manual, students' workbook, and or even additional multimodal texts for reference as a textbook package. All these are to give strength to the learning and teaching and to make it more credible. Fredriksson and Olsson (2006) conducted a qualitative research to investigate

criteria for selecting English textbooks. They investigated English teachers' system in solving the task of selecting English textbooks in some specific senior secondary school. The findings revealed that most important factor to consider in the selection of textbooks is interesting and relevant texts that appeals to students. Current and motivating texts are significant for both teachers and students.

Hatoss (2004) presented a model which can be used for evaluating language textbooks in terms of their adequacy in teaching culture and developing intercultural skills. The model is based on theories of culture and theories of language learning. Her model is based on three dimensions: aims, input and methods. She explains that textbooks ought to represent cultural leaning of the students. Evaluation criteria, is also expected to focus on the cultural examples given in the textbook. Models are necessary to provide a conceptual framework for designing a particular evaluation depending on the specific purpose of the evaluation. According to Hatoss (2004), choosing an evaluation model depends on some important factors such as the issues that must be addressed, the evaluation questions and the available resources.

Hatoss (2004) highlighted different ways in which textbooks can be evaluated in her book "Materials Evaluation and Design for Language Teaching". According to her, one of the methods of evaluating textbooks is the checklist method this method consists of listing important criteria and checking them off systematically. Other methods include the in-depth and impressionistic methods. These involve means the process of choosing materials for thorough examination. McGrath therefore recommends pre-use evaluation, in-use evaluation and post-use evaluation. This means that the material should not only be evaluated before being used, but constantly while using it as well as after use. McGrath's basic explanation of textbook evaluation concerns the discovery of whether what you were looking for was there. When found, you then need to put a value on your findings. Evaluation of a textbook should be subjective not judgmental.

Hatoss (2004) extends two reasons why the interest in textbooks development increased. One is, involving teachers in the process of textbooks development, would enable them to understand and apply the theories of language learning. It would also help teachers to

develop personally and professionally. The other reason was the understanding that no course book can be suitable for any kind of learners. Therefore teachers need to be able to evaluate, adapt and produce materials that would be adequate for their specific class.

Zohrabi, et al (2012) evaluated the merits and demerits of English literacy skill for high school freshmen to check the extent of suitability and effectiveness of the textbooks in use in Iran from the teachers' and students' viewpoints. Their focus was on seven sections; that is; layout, topics and content, vocabulary, pronunciation, exercises, skills, social and cultural activities as well as function. The investigation pointed out that the textbook was grammar oriented and more emphasis was placed on reading more than three other skills, insufficient practice was provided for pronunciation with respect to target culture, no social and cultural activities were included and the layout of the book was believed to lack beauty.

2.4   Appraisal of Literature Review

The review of existing literature shows that various studies that have been carried out on curriculum awareness as predictor of students' learning achievement in various disciplines in Nigeria have shown to be beneficially significant on the academic performance of students. Teacher effectiveness have also been linked to other subjects in experimenting and surveying other subjects such as: Literature-in-English, social studies, Christian religious studies, among others resulting in significant academic performance of students. However, its application to all aspects of English language, has however, not been recorded. Various studies have also shown that, textbook content adequacy as a predictor of students' achievement in some other subjects especially in conjunction with the use of materials, such as magazines, journals, pictures, filmstrips, chalk/interactive boards and charts in studies, have shown to have gone a long way in assisting the teaching-learning process, invariably enhancing students' learning outcomes in many subjects and some aspects of English language. However, the three variables have not been known to have been jointly used in teaching English language in studies to prove their predictability of students' learning achievement in English language thereby creating a wide gap. In view of this gap the study was conceptualised to find the extent to which these variables would predict SSII students' learning achievement in English language.

CHAPTER THREE
METHODOLOGY

This chapter presents the research methods used in carrying out the study. It includes the research design, population, sample/sampling procedure, instruments, validation of instruments and methods of collecting and analyzing data.

3.1   Research Design

The descriptive research of the survey type and correlational design was adopted for the study. This was because there was no manipulation of variables since all the variables already exist.

3.2   Population

The population of the study comprised all Senior Secondary class two English Language teachers and students in senior secondary schools in Ibadan, Nigeria.

3.3   Sample and Sampling Techniques

Two sampling techniques; Multistage random sampling procedure and purposive sampling technique were used in this study. In the first stage, simple random sampling was used to select six local government areas from the eleven local government areas in Ibadan-land. In the second stage, simple random sampling technique was also used to select three public schools from each local government area making 18 schools. In the third stage, purposive random sampling method was used to select three English language teachers and 50 students from each school making a total of 54 teachers and 900 students. The criteria for the selection of schools, teachers and students included the following:

i.   The school must be public and co-educational.
ii.   They must have three graduate English language teachers.
iii. There must be more than 50 SS two students.
iv.   They should have presented students for WAEC or NECO examinations for at least six years.
v.   They must be willing to participate in the study.

Students in the senior secondary II (SSII) class were used for the study because they were not immediately facing the tension and pressure of preparing for external examinations and because they had covered reasonable grounds in the WASSCE English language syllabus.

3.4 Research Instruments

Six instruments were used. Three were self-designed while the remaining three structured instruments were adapted. These are:

i. a) Teacher Curriculum Awareness Questionnaire (TCAQ) (Adapted)

   b) Oral interview for teachers on curriculum awareness. (Using questions 1, 2, 4, 6, 7, 10 and 23from TCAQ)

ii. Teacher Effectiveness Rating Scale (TERS) (Adapted)

iii. Textbook Content Adequacy Rating Scale (TCARS) (Adapted)

iv. English Oracy Skills Achievement Test (EOSAT)

v. English Literacy Skills Achievement Test (ELSAT)

vi. English Oracy Skills Rating Scale (EOSRS)

3.4.1 Teacher Curriculum Content Awareness Questionnaire (TCARQ)

This instrument has two sections and ten items designed for the teachers' responses. It was adapted from TEFL textbook evaluation: From teachers' perspectives, Tok (2010). The content of the instrument is divided into two sections of observatory items that seek to identify the demographic characters in section A and teacher curriculum awareness in section B. It was actually an observational scale instrument with eight items. Each item has four grading mechanism response; strongly disagree (1), disagree (2), agree (3) and strongly agree (4). The cut-off mark was 2.00. The original eight items was increased to twenty-four in order to cover the variables that were not captured in the original instrument. After modification, it was given to curriculum experts to ensure that it met the face and content validity. It was trial-tested on a selected sample of twenty teachers who were not part of the main study. A reliability coefficient of .93 was obtained after subjecting the instrument to Cronbach Alpha analysis.

3.4.2   Teacher Effectiveness Rating Scale (TERS)

This instrument was adapted from the Professional Practice Observation record, University of Ibadan, Faculty of Education, Department of Teacher Education. It was designed for general observation. The researcher adapted it to suit observation in the English oracy and literacy skills class. The original instrument is in a booklet form with three major sections. The content of the adapted version is on a two page observation sheet which is divided into five sections of observatory items that seek to identify the class observed, topic taught, teacher's competence knowledge example: "lesson plan covers important parts of topic taught", pedagogical content knowledge example: "involves learners actively in the oracy and literacy skills", classroom managerial skills example: "does not allow chorus answer" as well as assessment practices example: "uses questions judiciously during lesson". Teacher's mastery of subject matter and ability to teach all topics as well as teacher's ability to help the students to learn effectively were also identified in the instrument. Each item had five response grading mechanism; poor (1), fair (2), good (3) very good (4) and Excellent (5). The cut-off point then is 2.50. Two observations were carried out because two skills were involved. The first observation was on oracy skill while the second observation was on literacy skill.

It was adapted from the Professional Practice Observation record, University of Ibadan, Faculty of Education, Department of Teacher Education by the researcher and given to five other teachers, the supervisor, co-supervisor and other lecturers who are language and curriculum experts. This is to ensure that the items are appropriate to the level of the students in Senior Secondary Class Two; SSII. It was trial-tested on a selected sample of twenty teachers who were not part of the main study. Inter rater coefficient of .87 was obtained after subjecting the instrument to Scot Pie analysis.

3.4.3   Textbook Content-Adequacy Rating Scale (TCARS)

This instrument was adapted from TEFL textbook evaluation: From teachers' perspectives Tok (2010). It contains seven sections, and thirty items. The instrument was modified. Some of the items that are not in the focus of the study are replaced by more appropriate items. The content of the instrument is divided into seven sections of observatory items that seek to elicit demographic information in section A, layout and design in section

B, activities in section C, skills in section D, language types in section E, subject and content in section F and the whole aspect of the textbook in section G. Each item had five response grading mechanism; poor (1), fair (2), good (3) very good (4) and Excellent (5). The cut-off point then is 2.50. After modification, it was given to textbook evaluation experts to ensure that it met the face and content validity. This is to ensure that the items are appropriate to the level of the students in Senior Secondary Class Two (SSII). It was trial- tested on a selected sample of twenty teachers who were not part of the main study. A reliability coefficient of .99 was obtained after subjecting the instrument to Cronbach Alpha analysis.

3.4.4   English Oracy Skills Achievement Test (EOSAT) (Written)

The instrument was designed by the researcher to measure students' oracy skills. It was patterned after the Nigerian Educational Research and Development Council (NERDC) and West African Examinations Council (WAEC) test format as written in Eyisi et al (2015), New Concept English for SSS, Book II. It comprises of oracy tests on phonetics, stress pattern and intonation. The instrument consists of three sections. Section A and B features fifteen (15) items on phonetics, section C features five (5) items on syllabic coded words, section D features fifteen (15) items on stress pattern, section E features ten (10) items on intonation, section F and G features ten (10) items on words with silent letters and section H features five (5) items on consonant clusters. Each item had five response grading mechanism; poor (1), fair (2), good (3) very good (4) and Excellent (5). The cut-off point then is 2.50. The instrument, designed by the researcher was given to the supervisor, co-supervisor and other lecturers who are language and curriculum experts. This is to ensure that the items in the instrument measure up to the suitability of the senior secondary school, Class Two; SSII English language curriculum. It was trial-tested on a selected sample of fifty students who were not part of the main study. A reliability coefficient of .84 was obtained after subjecting the instrument to Cronbach Alpha analysis.

Table 3.1 TABLE OF SPECIFICATION FOR ENGLISH ORACY SKILLS ACHIEVEMENT TEST

Items	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Phonemes	3	2	3	2	1	1	12
Syllable	2	1	2	2	1	1	9
Stress	2	2	2	3	1	1	10
Intonation	3	3	2	2	2	1	13
Consonant clusters	2	2	2	-	2	1	09
Rhyming Words	1	1	1	2	1	-	08
TOTAL	13	11	12	11	8	5	60

Adapted from Bloom's (1956) Table of Specification

3.4.5 English Literacy Skills Achievement Test (ELSAT)

ELSAT was patterned after the Nigerian Educational Research and Development Council (NERDC) and West African Examination Council (WAEC) test format as written in New Concept English for SSS, Book II. By J. Eyisi et al. This instrument contains four sections consisting the psychometric properties vis-a-vis self-constructed essay writing in section A, comprehension passage and questions from the textbook in section B, a summary passage in section C and grammatical structure test items constructed to measure students' literacy skills (reading and writing for effective communication, grammatical knowledge and vocabulary development) in section D. It was prepared by the researcher and given to five other English language teachers, the supervisor, co-supervisor and other lecturers who are language and curriculum experts. This is to ensure that the items are appropriate to the level

of the students in Senior Secondary Class Two; SSII. It was trial- tested on a selected sample of fifty students who were not part of the main study. A reliability coefficient of .77 was obtained after subjecting the instrument to Kuder Richardson Formula (KR-20) analysis.

3.4.6 English Oracy Skills Rating Scale (EOSRS) (Spoken)

The instrument was designed and patterned after the Nigerian Educational Research and Development Council (NERDC) and West African Examination Council (WAEC) test format as written in Eyisi et al (2015), New Concept English for Senior Secondary School, Book II, by the researcher to measure students' oracy skills as exemplified by full understanding of the oral essay topic, use of correct but simple statements, fluent and confident speech, sequential and logical presentation of points, observation of correct tenses and coherence of expressions. The instrument consists of two sections. Section A features the debate topic, time allotted for the debate and the speaker's stand-point on the topic. Section B features eight (8) rating items. The instrument was prepared by the researcher and given to five other teachers all with not less than fifteen years teaching experience both as teachers of English Language at the senior secondary school level and examiners with the West African Examinations Council. This is to ensure that the items are appropriate to the level of the students in Senior Secondary Class Two; SSII. It was trial-tested for on a selected sample of twenty teachers who were not part of the main study. A reliability coefficient of .84 was obtained after subjecting the instrument to Cronbach Alpha analysis.

3.5 Procedure for data collection

The study spanned a period of eight weeks. The first two weeks witnessed interactive sessions with the teachers and the research assistants to fine-tune the logistics that would facilitate effective implementation of the study and the oral interviews for the teachers were conducted. Two observations per teacher were conducted within the third and fourth weeks by the researcher and the research assistants using the teacher effectiveness rating scale (TERS). The two observations were necessary in order to neutralise the bias and to get comprehensive information as to the effectiveness of the teachers. The teacher curriculum awareness Questionnaire (TCAQ) and the textbook content adequacy rating scale (TCARS) were administered in the fifth and sixth weeks. The English literacy skills achievement test

(ELSAT), the English oracy skills achievement test (EOSAT) and English oracy skills rating scale (EOSRS) were administered in the seventh and eighth weeks.

3.6 Method of Data Analysis

Content analysis was used to analyse the oral interview conducted for the teachers. Data collected were subjected to Pearson Product Moment Correlational (PPMC) statistical analysis to determine the relationship between the independent variables and the dependent variables while Multiple Regression Analysis was used to determine the relative and joint contribution of the independent variables to the dependent variables or the extent to which the independent variables could predict the achievement of students in English oracy and literacy skills at $P<.05$.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 This chapter presents the results of data analysis in the order of the research questions raised.

4.1 Descriptive analysis results

4.1.1 Content analysis of teachers' oral interview

The interview with the teachers revealed that it was difficult to implement the English language curriculum to the letter despite the fact that their awareness of changes of current English language curriculum was high because neither the schools nor the teachers were provided with copies of the current curriculum, the teachers therefore resorted to the use of syllabus of examination bodies, textbooks and old notes of lesson to teach English oracy and literacy skills. Poor reading ability and habits also contributed in no small measure to teachers' difficulties in implementing the English language curriculum. It was also revealed that teachers teach English oracy and literacy skills out of content because of non-availability of teachers' manual. Similarly, majority of students do not possess the recommended textbook.

The level of achievement exhibited by the students in literacy skills show that 338 representing 37.6% of them were in the lower group, 295 representing (32.8%) were in the average group and 267 representing (29.7%) were in the high group. The level of achievement exhibited by the students in oracy skills show that 323 representing (35.9%) of the respondents are in the low group, 346 representing (38.4%) were in the average group and 231 representing (25.7%) were in the high group. This shows that the students' achievement in English literacy skills was low while it was average in oracy skills.

4.2 Qualitative Data Analysis Result

4.2.1 Research Questions

Research question 1: What is the level of teachers' awareness of the English language curriculum?

Table 4.1: Level of teachers' awareness of the English language curriculum

S/N	Items	SD	D	A	SA	Mean	S.D
1	I am aware of the content objectives of the NERDC curriculum for English language	5 9.3%	7 13.0%	28 51.9%	14 25.9%	2.94	.88
2	I am aware of the NERDC SSS curriculum of English language	8 14.8%	4 7.4%	28 51.9%	14 25.9%	2.89	.96
3	I am aware of the performance objectives of the NERDC curriculum for English language	6 11.1%	6 11.1%	30 55.6%	12 22.2%	2.89	.88
4	I am aware that the use of local materials in teaching and learning of English language in the NERDC SSS curriculum for English literacy is encouraged	5 9.3%	9 16.7%	27 50.0%	13 24.1%	2.89	.88
5	I am aware that NERDC curriculum for English language provides for the teaching of literacy skills	6 11.1%	6 11.1%	32 59.3%	10 18.5%	2.85	.86
6	Appropriate prescribed teaching strategies are used to implement the curriculum	4 7.4%	7 13.0%	36 66.7%	7 13.0%	2.85	.74
7	I am aware that the NERDC curriculum for English language provides for learners' English	6 11.1%	8 14.8%	29 53.7%	11 20.4%	2.83	.88
8	I am aware that the NERDC curriculum for English language provides for evaluation guides	5 9.3%	10 18.5%	30 55.6%	9 16.7%	2.80	.83
9	I am aware that the NERDC SSS curriculum for English language shows English literacy skills and its inter-relationship with other subjects	8 14.8%	7 13.0%	28 51.9%	11 20.4%	2.78	.98
10	I am aware that NERDC curriculum for English language provides for the teaching of oracy skills	9 16.7%	8 14.8%	26 48.1%	11 20.4%	2.72	.98
11	I am aware that the NERDC curriculum for English language makes suggestion on learning materials for teaching oracy skills	9 16.7%	10 18.5%	22 40.7%	13 24.1%	2.72	1.02
12	I am aware that the NERDC curriculum for English language makes suggestion on learning materials for teaching literacy skills	7 13.0%	8 14.8%	33 61.1%	6 11.1%	2.70	.84
13	I am aware that the NERDC SSS curriculum for English language uses the thematic approach to select its content	10 18.5%	11 20.4%	19 35.2%	14 25.9%	2.69	1.06
14	I am aware that the NERDC SSS curriculum for English language shows English oracy skills and its inter-relationship with other subjects	6 11.1%	15 27.8%	24 44.4%	9 16.7%	2.67	.89
15	I am aware that the NERDC SSS curriculum for English language omitted topics enhancing English oracy skills in its content	9 16.7%	16 29.6%	21 38.9%	8 14.8%	2.52	.95
16	I am aware that the use of local materials in teaching and learning of English language in the NERDC SSS curriculum for English oracy is discouraged	11 20.4%	14 25.9%	19 35.2%	10 18.5%	2.52	1.02
17	I am aware that the NERDC SSS curriculum for English language is rigid	12 22.2%	14 25.9%	17 31.5%	11 20.4%	2.50	1.06
18	I am aware that the use of local materials in teaching and learning of English language in the NERDC SSS curriculum for English oracy is encouraged	10 18.5%	14 25.9%	24 44.4%	6 11.1%	2.48	.93
19	I am aware that the use of local materials in teaching and learning of English language in the NERDC SSS curriculum for English literacy is discouraged	10 18.5%	17 31.5%	18 33.3%	9 16.7%	2.48	.99
20	I am aware that the NERDC SSS curriculum for English language omitted topics enhancing literacy skills in its content	12 22.2%	15 27.8%	17 31.5%	10 18.5%	2.46	1.04
21	I am aware that the NERDC SSS curriculum for English language does not encourage teachers to enrich the contents with the relevant materials their immediate environment	13 24.1%	15 27.8%	15 27.8%	11 20.4%	2.44	1.08
22	I am aware that the NERDC curriculum for English language does not provide for teachers' activities	12 22.2%	14 25.9%	21 38.9%	7 13.0%	2.43	.98
23	I am aware that the NERDC SSS curriculum for English language does not encourage teachers to enrich with relevant information from their immediate environment	15 27.8%	11 20.4%	20 37.0%	8 14.8%	2.39	1.05
	Grand Mean = 2.67						

Table 4.1 reveals that the teachers are aware of the English Language Curriculum. This is shown in the number of items in which the scores were high. It could be deduced that the response of the majority of the respondents showed that, level of Teacher Awareness of the English Language Curriculum was high because the first fourteen (14) items had average scores above the threshold of 2.50 while five (5) fell below the threshold of 2.50.

Research question 2a: what is the level of teachers' effectiveness in the teaching of English oracy skill?

In order to answer this question, descriptive statistics were used to analyse the data generated. The result is presented in table

4.2: Table 4.2: Level of Teachers' Effectiveness in the teaching of English oracy Skill

S/N	Items	Poor	Fair	Good	V.G	Mean	S.D
1	Communicates with learners in simple English	6 11.1%	13 24.1%	24 44.4%	11 20.4%	2.74	.91
2	Controls his/her emotions during lessons	5 9.3%	15 27.8%	24 44.4%	10 18.5%	2.72	.88
3	Effectively uses voice in the lesson	7 13.0%	14 25.9%	22 40.7%	11 20.4%	2.69	.95
4	Shows a mastery of the content knowledge	5 9.3%	15 27.8%	29 53.7%	5 9.3%	2.63	.78
5	Involves learners actively in the lesson	5 9.3%	19 35.2%	23 42.6%	7 13.0%	2.59	.84
6	Uses time effectively in the lesson	6 11.1%	19 35.2%	20 37.0%	9 16.7%	2.59	.90
7	Involves learners actively in the lesson	5 9.3%	23 42.6%	19 35.2%	7 13.0%	2.52	.84
8	Links previous lesson before starting the present one	7 13.0%	21 38.9%	20 37.0%	6 11.1%	2.46	.86
9	Present lesson plan that covers important parts of topic taught	8 14.8%	15 27.8%	29 53.7%	2 3.7%	2.46	.79
10	Makes the students ready for the days work	6 11.1%	22 40.7%	22 40.7%	4 7.4%	2.44	.79
11	Ensures that students carry out class work relevant to the day's topic	6 11.1%	21 38.9%	26 48.1%	1 1.9%	2.41	.71
12	Exemplifies concepts taught with daily life experience of students	9 16.7%	20 37.0%	20 37.0%	5 9.3%	2.39	.88
13	Does not allow chorus answer	12 22.2%	17 31.5%	17 31.5%	8 14.8%	2.39	1.00
14	Clarifies students' misconception	6 11.1%	26 48.1%	19 35.2%	3 5.6%	2.35	.76
15	Uses reward and reinforcement appropriately	8 14.8%	25 46.3%	17 31.5%	4 7.4%	2.31	.82
16	Uses questions judiciously during the lesson	10 18.5%	24 44.4%	16 29.6%	4 7.4%	2.26	.85
17	Uses different instructional strategies in lesson presentation	11 20.4%	26 48.1%	11 20.4%	6 11.1%	2.22	.90
18	Demonstrates awareness of and uses various assessment techniques	9 16.7%	26 48.1%	17 31.5%	2 3.7%	2.22	.77
19	Marks all assignments immediately after submission and does the correction with the students	12 22.2%	24 44.4%	15 27.8%	3 5.6%	2.17	.84
20	Uses adequate assessment to support learning	8 14.8%	31 57.4%	14 25.96%	1 1.9%	2.15	.68
	Grand Mean=2.44						

Table 4.2 reveals that the Teacher Effectiveness in the teaching of English Oracy Skill was low. This is shown in the number of the items in which the scores were low. It could be inferred that the responses on the items are low as seven (7) of the items had means scores greater than the threshold of 2.50 and thirteen (13) less than the threshold of 2.50.

Research question 2b: What is the level of Teachers' Effectiveness in the teaching of English Literacy Skill?

In order to answer this question, descriptive statistics were used to analyse the data generated. The result is presented in table 4.3 below:

Table 4.3: Level of Teacher Effectiveness in the teaching of English Literacy Skill

S/N	Items	Poor	Fair	Good	V.G	Mean	S.D
1.	Effectively uses voice in the lesson	6(11.1%)	11(20.4%)	31(57.4%)	6(11.1%)	2.69	.82
2.	Controls his/her emotions during lessons	7(13.0%)	25(46.3%)	14)25.9%)	8(14.8%)	2.63	.90
3.	Shows mastery of the content knowledge	6(11.1%)	13(24.1%)	32(59.3%)	3(5.6%)	2.59	.77
4.	Links previous lesson before starting the present one	8(14.8%)	10(18.5%)	34(63.0%)	2(3.7%)	2.56	.79
5.	Communicates with learners in simple English	22(40.7%)	16(29.6%)	8(14.8%)	8(14.8%)	2.56	.92
6.	Ensures that students carry out class work relevant to the day's topic	26(48.1%)	16(29.6%)	8(14.8%)	4(7.4%)	2.48	.84
7.	Presents lesson plan that covers important parts of topic taught	27(50.0%)	13(24.1%)	10(18.5%)	4(7.4%)	2.46	.88
8.	Clarifies students' misconception	25(46.3%)	19(35.2%)	7(13.0%)	3(5.6%)	2.44	.79
9.	Involves learners actively in the lesson	8(14.8%0	23(42.6%)	19(35.2%)	4(7.4%)	2.43	.84
10.	Uses adequate assessment to support learning	7(13.0%)	22(40.7%)	20(37.0%)	5(9.3%)	2.43	.84
11.	Involves learners actively in the lesson	8(14.8%)	24(44.4%)	19(35.2%)	3(5.6%)	2.41	.81
12.	Uses reward and reinforcement appropriately	8(14.8%)	23(42.6%)	16(29.6%)	7(13.0%)	2.41	.90
13.	Makes the students ready for the day's work	8(14.8%)	20(37.0%)	23(42.6%)	3(5.6%)	2.39	.81
14.	Uses time effectively in the lesson	10(18.5%)	17(31.5%)	23(42.6%)	4(7.4%)	2.39	.88
15.	Demonstrates awareness of and uses various assessment techniques	7(13.0%)	22(40.7%)	23(42.6%)	2(3.7%)	2.37	.76
16.	Does not allow chorus answer	10(18.5%)	25(46.3%)	11(20.4%)	8(14.8%)	2.31	.95
17.	Marks all assignments immediately after submission and does the correction with students	24(44.4%)	20(37.0%)	9(16.7%)	1(1.9%)	2.31	.77
18.	Uses different instructional strategies in lesson presentation	14(25.9%)	27(50.0%)	8(14.8%)	5(9.3%)	2.30	.84
19.	Exemplifies concepts taught with daily life experience of students	23(42.6%)	20(37.0%)	10(18.5%)	1(1.9%)	2.28	.79
20	Uses questions judiciously during the lesson	20(37.0%)	23(42.6%)	9(16.7%)	2(3.7%)	2.28	.79
	Grand Mean=2.44						

From table 4.3, it could be inferred that many of the items, were rated lower than the grand mean. This implies that the effectiveness of teachers in the teaching of English literacy skill was low. It could be inferred that many of the items, five (5) were rated higher than the threshold of 2.50 while fifteen (15) were rated below.

Research question 3: What is the level of English language textbook adequacy in terms of the provision for oracy and literacy skills?

Table 4.4: **Level of English language textbook adequacy in terms of the provision for oracy and literacy skills**

S/N	Items	Poor	Fair	Good	V.G	Mean	S.D
1	The content of the textbook is interesting, and challenging	4 7.4%	6 11.1%	25 46.3%	19 35.2%	3.09	.87
2	The text book contains overview of the functions, structures and vocabulary that will be taught in each unit	3 5.6%	6 11.1%	29 53.7%	16 29.6%	3.07	.80
3	The language use in the textbook is authentic, that is, like real-life English.	4 7.4%	3 5.6%	32. 59.3%	15 27.8%	3.07	.80
4	The progression of grammar points and vocabulary items is appropriate	5 9.3%	4 7.4%	27 50.0%	18 33.3%	3.07	.89
5	Adequate review sections and exercises are included	3 5.6%	5 9.3%	32 59.3%	14 25.9%	3.06	.76
6	There is sufficient variety in the subject and content of the textbook	4 7.4%	7 13.0%	25 46.3%	18 33.3%	3.06	.88
7	The textbook's activities can be modified or supplemented easily	4 7.4%	8 14.8%	24 44.4%	18 33.3%	3.04	.89
8	It includes an adequate glossary of vocabulary	3 5.3%	5 9.3%	34 63.0%	12 22.2%	3.02	.74
9	The teacher's book contains guidance about how the textbook can be used to the utmost advantage of students	5 9.3%	6 11.1%	26 48.1%	17 31.5%	3.02	.90
10	The grammar points are presented with brief and easy examples and explanation	4 7.4%	6 11.1%	29 53.7%	15 27.8%	3.02	.84
11	The textbook is appropriate for the oracy and literacy skills and learning aims of SSII students English language curriculum	5 9.3%	2 3.7%	34 63.0%	13 24.1%	3.02	.81
12	The activities encourage sufficient communicative and meaningful practice	4 7.4%	5 9.3%	32 59.3%	13 24.1%	3.00	.80
13	The content of the textbook in organised sequentially	3 5.6%	10 18.5%	26 48.1%	15 27.8%	2.98	.84
14	The objectives of the content are apparent to both the teacher and student	4 7.4%	7 13.0%	29 53.7%	14 25.9%	2.98	.84
15	The textbook highlights and practices natural pronunciation(that is, stress and intonation)	5 9.3%	8 14.8%	25 46.3%	16 29.6%	2.96	.91
16	The language used is at the right level for students' current English ability	4 7.4%	6 11.1%	32 59.3%	12 22.2%	2.96	.80
17	The subject and content of the textbook is relevant to students' needs as literacy and oracy skills in English language learner(s)	4 7.4%	10 18.5%	25 46.3%	15 27.8%	2.94	.88
18	The subject and content of the textbook is generally realistic	4 7.4%	9 16.7%	27 50.0%	14 25.9%	2.94	.86
19	The textbook raises my (students') interest in further literacy and oracy skills in English language	5 9.3%	7 13.0%	28 51.9%	14 25.9%	2.94	.88
20	An adequate set of evaluation quizzes or testing suggestions is included	5 9.3%	4 7.4%	35 64.8%	10 18.5%	2.93	.80
21	The activities incorporate individual pair and group work	5 9.3%	7 13.0%	29 53.7%	13 24.1%	2.93	.87
22	The activities promote creative original and independent responses	5 9.3%	4 7.4%	35 64.8%	10 18.5%	2.93	.80
23	The layout and design of the content is appropriate and clear	3 5.6%	9 16.7%	32 59.3%	10 18.5%	2.91	.76
24	The materials are not culturally biased and they do not portray any negative stereotype	4 7.4%	12 22.2%	23 42.6%	15 27.8%	2.91	.90
25	Grammar vocabulary items are presented in contexts.	5 9.3%	4 7.4%	37 68.5%	8 14.8%	2.89	.77
26	I would choose to study/teaching this textbook	6 11.1%	9 16.7%	25 46.3%	14 25.9%	2.87	.93
27	The textbook pays attention to sub-skills, that is , listening for gist, note-taking , skimming for information Etc.	5 9.3%	12 22.2%	24 44.4%	13 24.1%	2.83	.91
28	The textbook provides a balance of activities(there is an even distribution of free controlled exercises and tasks that focus on both fluent and accurate production	4 7.4%	8 14.8%	37 68.5%	5. 9.3%	2.80	.71
29	The materials include and focus on the skills that I/my students need to practice	5 9.3%	12 22.2%	29 53.7%	8 14.8%	2.74	.83
30	The materials provide an appropriate balance of the four language skills	6 11.1%	12 22.2%	28 51.9%	8 14.8%	2.70	.86
	Grand Mean = 2.96						

Table 4.4 reveals that the level of English language Textbook Adequacy in terms of the provision of Oracy and Literacy Skills was high. This is shown in the number of items in which the scores were high. It could be inferred that the provision for Oracy and Literacy Skills was high in the textbook since all the items had mean scores above the threshold of 2.50

Research question 4: What is the level of achievement exhibited by the students in oracy and literacy skills?

Table 4.5:   Level of English oracy skills exhibited by students (spoken)

S/N	Items	Poor	Fair	Good	V.G	Mean	S.D
1	Exhibits full understanding of the topic	343 38.1%	441 49.0%	37 4.1%	79 8.8%	2.62	.70
4	Speaks confidently	69 7.7%	332 36.9%	375 41.7%	124 13.8%	2.62	.82
2	Speaks simple but correct statements	414 46.0%	343 38.1%	71 7.9%	72 8.0%	2.54	.75
3	Speaks fluently	344 38.2%	387 43.0%	126 14.0%	43 4.8%	2.34	.77
5	Lays the points sequentially	385 42.8%	358 39.8%	88 9.8%	69 7.7%	2.48	.77
6	Observes the tenses correctly	396 44.0%	351 39.0%	80 8.9%	73 8.1%	2.46	.77
7	Presents the points logically	392 43.6%	357 39.7%	86 9.6%	65 7.2%	2.45	.76
8	There's coherence in the expressions	126 14.0%	387 43.0%	344 38.2%	43 4.8%	2.34	.77
	Grand Mean=2.48						

It could be inferred from table 4.5 that the performance of the students was poor as shown in the number of items above and below the threshold of 2.50. This implies that the performance of the students in English oracy skill (written) was low.

Table 4.6:   **Level of English oracy skills exhibited by students (written)**

S/N	Items	Poor	Fair	Good	V.G	Mean	S.D
1	Phoneme	387	344	126	43	2.34	.77
		43.0%	38.2%	14.0%	4.8%		
2	Syllable	392	357	86	65	2.45	.76
		43.6%	39.7%	9.6%	7.2%		
3	Stress	385	358	88	69	2.48	.77
		42.8%	39.8%	9.8%	7.7%		
4	Intonation	392	357	65	86	2.45	.76
		43.6%	39.7%	7.2%	9.6%		
	Grand Mean = 2.43						

From table 4.6, it could be inferred that all the items, were rated lower than the grand mean. This implies that the performance of the students in English oracy skill (written) was low.

Table 4.7:   Level of English literacy skills exhibited by students

S/N	Items	Poor	Fair	Good	V.G	Mean	S.D
1	Essay writing.	387 43.0%	344 38.2%	126 14.0%	43 4.8%	2.34	.77
2	Comprehension.	392 43.6%	357 39.7%	86 9.6%	65 7.2%	2.45	.76
3	Summary.	392 43.6%	357 39.7%	86 9.6%	65 7.2%	2.45	.76
	Grand mean = 2.41						

From table 4.7, it could be inferred that all the items, were rated lower than the threshold of 2.50. This implies that the performance of the students in English literacy skill was low.

Research question 5a: what is the relationship between the three independent variables (teacher curriculum awareness, effectiveness and textbook content adequacy) and students' learning achievement in oracy skills?

Table 4.8: Correlation matrix showing the relationship between the three independent variables (Teacher Curriculum Awareness, Effectiveness and Textbook Content Adequacy) and the dependent variable (Students' Learning Achievement) in English Oracy Skill.

	English Oracy Skills	Textbook Content Adequacy	Teacher Effectiveness	Teachers' Curriculum Awareness
English Oracy Skills	1			
Textbook Content Adequacy	-.006 .863	1		
Teacher Effectiveness	.247* .000	-.017 .601	1	
Teachers' Curriculum Awareness	.460* .000	.016 .639	.113** .001	1

* Sig. at .05 level.

Table 4.8 shows that English Oracy Skills and Teacher Effectiveness(r=.247*, p(.000)<.05) and Teacher Curriculum-Awareness (R=.460*, P(.000)<.05) but no Significant Relationship with Textbook Content-Adequacy (r=-.006, p(.863) >.05).This proves that positive correlation existed between independent and dependent variables.

Research question 5b: What is the relationship between the three independent variables (teacher curriculum awareness, effectiveness and textbook content adequacy) and students' learning achievement in literacy skills?

In order to answer this question, Pearson Product Moment Correlation was used to analyse the data generated. The result is presented in table 4.9:

Table 4.9:   Correlation matrix showing the relationship between the three independent variables (Teacher Curriculum Awareness, Effectiveness and Textbook Content Adequacy) and the dependent variable (Students' Learning Achievement) in English Literacy Skills Achievement.

	English Literacy Skills Achievement	Textbook Content Adequacy	Teacher Effectiveness	Teachers' Curriculum Awareness
English Literacy Skills Achievement	1			
Textbook Content Adequacy	.182* .000	1		
Teacher Effectiveness	.027 .427	-.017 .601	1	
Teachers' Curriculum Awareness	.014 .668	.016 .639	.113** .001	1

** Sig. at .01 level * Sig. at .05 level.

Table 4.9 shows that there was a positive significant relationship between English Literacy Skill and Textbook Content-Adequacy (r=.182*, p(.000)<.05) but no significant relationship with Teacher Effectiveness (r=.027, p(.427)>.05) and Teacher Curriculum-Awareness(r=.014, p(.668)>.05);

Research question 6a: What are the relative contributions of the three independent variables (Teacher Curriculum Awareness, Effectiveness and Textbook Content Adequacy) to Students' Learning Achievement in English Oracy Skills?

In order to answer this question multiple regression analysis was employed on the data generated. The result is presented in table 4.10:

Table 4.10:   Relative contribution of the three independent variables (Teacher Curriculum-Awareness, Effectiveness and Textbook Content-Adequacy) on the dependent variable (Students' Learning Achievement) in English Oracy Skills

Model	Unstandardised Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	-8.496	6.044		-1.406	.160
Textbook Content Adequacy	.361	.065	.182	5.549	.000
Teacher Effectiveness	1.127E-02	013	.029	.871	.384
Teacher Curriculum Awareness	5.231E-03	.021	.008	.248	.804

In table 4.10 Textbook Content-adequacy (B=.182, P<.05) had Significant Relative Contribution; Teacher Effectiveness (B=.029, P>.05) had no Significant Relative Contribution and Teacher Curriculum-Awareness (β=.008, p>.05) had no significant relative contribution.

Research Question 6b: What is the relative contribution of the three independent variables (Teacher Curriculum-Awareness, Effectiveness And Textbook Content-Adequacy) on the Dependent Variable (Students' Learning Achievement) in English literacy skill Achievement?

Table 4.11: Relative contributions of the three independent variables (Teacher Curriculum Awareness, Effectiveness and Textbook Content Adequacy) on the dependent variable (Students' Learning Achievement) in English Literacy Skills Achievement

Model	Unstandardised Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	-14.292	8.530		-1.675	.094
Textbook Content Adequacy	.328	.092	.118	3.579*	.000
Teacher Effectiveness	5.948E-04	.018	.001	.033	.974
Teacher Curriculum Awareness	7.823E-02	.030	.087	2.624*	.009

Table 4.11 reveals the relative contribution. Textbook Content-Adequacy (β=.118, p<.05) had significant contribution; Teacher Effectiveness (β=.001, p>.05) had no significant relative contribution while Teacher Curriculum-Awareness (β=.087, p<.05) had significant relative contribution.

Research question 7a: What is the composite contribution of the three independent variables (teacher curriculum awareness, effectiveness and textbook content adequacy) to students' learning achievement in English oracy skills?

In order to answer this question, regression analysis was employed on the data generated. The result is presented in table 4.12:

Table 4.12:   Summary of ANOVA Regression table showing the joint contribution of the three independent variables (Teacher Curriculum Awareness, Effectiveness and Textbook Content Adequacy) on the dependent variable (Students' Learning Achievement) in English Oracy Skill.

R	R Square		Adjusted R Square	Std. Error of the Estimate
.184	.034		.031	9.3768
A N O V A				
Model	**Sum of Squares**	**DF**	**Mean Square**	**Sig.**	**Remark**
				F		
Regression	2775.398	3	925.133	10.522	.000	Sig.
Residual	78780.081	896	87.924			
Total	81555.479	899				

Table 4.12 shows that the joint effect of the three independent variables (Teacher Curriculum-Awareness, Effectiveness and Textbook Content-Adequacy) on the dependent variable (Students' Learning Achievement) in English Oracy Skills was significant. The table also show a coefficient of multiple correlation of R=.184 and a multiple R^2 of .034. This means that 0.34% of the variance was accounted for by the predictor variables when taken together. The test of the composite contribution was carried out at .05. The table also shows that the analysis of variance (ANOVA) for the regression yielded an F-ratio of 10.522 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research question 7b: What is the composite contribution of the three independent variables (teacher curriculum awareness, effectiveness and textbook content adequacy) to students' learning achievement in English literacy skills?

In order to answer this question, regression analysis was used to analyse the data generated. The result is presented in table 4.13:

Table 4.13:   Summary of ANOVA Regression table showing the joint contribution of the three independent variables (Teacher Curriculum Awareness, Effectiveness and Textbook Content Adequacy) on the dependent variable (Students Achievement) in English Literacy Skills.

R	R Square		Adjusted R Square	Std. Error of the Estimate
.148	.022		.019	13.2353
A N O V A				
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression Residual Total	3521.604 156955.2 160476.8	3 896 899	1173.868 175.173	6.701	.000	Sig.

Table 4.13 shows that the joint effect of the three independent variables (Teacher Curriculum-Awareness, Effectiveness and Textbook Content-Adequacy) on the dependent variable (English Literacy Skills Achievement) was significant. The table also showed a coefficient of multiple correlation of R = .148 and a multiple R^2 of .022. This means that 0.22% of the variance was accounted for by the predictor variables when taken together. The test of the composite contribution was carried out at .05. The table also showed that the analysis of variance (ANOVA) for the regression yielded an F-ratio of 6.701(significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research question 8a: Which of the independent variables (teacher curriculum awareness, effectiveness and textbook content adequacy) would predict learning achievement of students in Oracy skills?

In order to answer this question, descriptive statistics were used to analyse the data generated. The result is presented in table 4.10.

Table 4.10 reveals that Textbook Content-Adequacy predicted English Oracy Skills in the study (β=0.182). It accounted for 18.2% of variance observed in English oracy skill.

Research question 8b: Which of the independent variables (teacher curriculum awareness, effectiveness and textbook content adequacy) would predict learning achievement of students in literacy skills?

To answer this question, descriptive statistics were used to analyse the data generated. The result is presented in table 4.11:

Table 4.11 reveals that textbook content-adequacy was the most potent variable that predicted English lliteracy skill aachievement in the study (β=0.118). It implied that observed 11.8% variance in the English Literacy Skill was accounted for by textbook content-adequacy.

4.3   Discussion of Findings
4.3.1   Teacher curriculum-awareness in oracy and literacy skills

The findings revealed a high level of teacher curriculum awareness as shown in table 4.1 in spite of the fact that neither the schools nor the teachers were provided with copies of the current curriculum. This is attributed to the fact that many of the teachers who participated in the study have a working knowledge of the curriculum. This is due to the fact that many of the teachers attend regular in-service trainings, workshops and seminars. This finding agrees with that of Ali and Ajibola (2015), in which the author tried to look into the relationship between availability of expert teachers and correct implementation of secondary school curriculum in Nigeria. He found that the implementation of curriculum in Nigeria secondary schools has been adversely affected due to the quality and quantity of teachers. He claimed that when teachers have a working

knowledge of the curriculum they implement, their awareness of the curriculum and ability to implement it correctly tends to be high. Nwiyi (2017) in their study also discovered implementation of the curriculum becomes difficult because teachers in secondary schools are not qualified because some did not go through teachers training institutions. They observed that the teaching profession has become the last resort to many due to lack of job. They therefore cannot render or offer quality services, with a resultant effect of badly implemented curriculum.

However, the finding is at variance with that of Babalola (2002) who found that teachers' awareness of curriculum is below average. Ali and Ajibola (2015) investigated the challenges that characterised effective implementation of new secondary school curriculum in Nigeria and found that those challenges that characterized the 21st century education can be categorised into three such as tension between tradition and modernity (adopting to change without compromising one's past, maintaining one's authority yet allowing the development of others); tension between universal and individual (maintaining one's culture yet blend with the progressive global world to choose one's future); and tension between global and the local (becoming a world citizen without losing your root).

4.3.2 Teacher Effectiveness in teaching oracy skills

The findings revealed a low level of teacher effectiveness as shown in tables 4.2 and 4.3. This is connected with the fact that English language teachers who participated in the study demonstrated a low level of pedagogical content knowledge in oracy skill, assessment practices and subject matter mastery. The teachers did not dwell much on the utilitarian value of English oracy skill. According to one teacher when asked how she teaches the English oracy skills;

> *I teach them the recognition pronunciation of vowel sounds and consonant sounds. (KII, Orogun High School, Orogun, Ibadan. 01/06/2018).*

Recognition and pronunciation of vowel and consonant sounds is not enough for the teaching and learning of English oracy skills. Ordinarily, the aim of language teaching is to enable learners speak it well. The problem of students' low achievement is

therefore not unconnected to the emphasis put on both skills by the teacher and students and the teaching and learning materials that were available and used. Most of the teachers did not discuss the correction of exercises given with students after marking. The frequency of the test is another factor, opportunities to use the language orally is another factor. How many students get involved in writing competition, debate and quizzes which used to be the hallmark of studious students? Both the students and teachers are guilty of being glued to their cell phones when they are supposed to be reading academically edifying books and other materials.

The finding is however in accordance with Fennema and Franke (2006) who reported low level of Mathematics teacher effectiveness. Ilunor (2010) asserted that a lot depends on the teacher who is supposed to be an embodiment of knowledge. They found that highly qualified teachers follow good approaches in teaching and that students taught by this grade of teachers have greater academic performance because of positive attitude of the teachers. Okpala and Onocha (1995) examined teacher effectiveness and students'' academic performance. Their finding is at variance with the findings of this study; which established a significant link between students'' performance and teacher effectiveness. When teachers were observed in the teaching of oracy skill, it was found that they did not teach as creatively and resourcefully as expected in the oracy aspect of English language. The extent to which teachers are effective is in teaching the content of the curriculum well, mobilising students to learn, using adequate resources and evaluating comprehensively will ultimately promote students' performance. The provision in the English language curriculum accommodates both the development of oracy and literacy skills.

4.3.3   Teacher effectiveness in teaching literacy skill

The findings here revealed a low level of teacher effectiveness as revealed in table 4.3. This might be connected with the fact that although, the teachers are aware of the curriculum, they have textbooks that are reflective of the content, oracy and literacy. They demonstrated a low level of pedagogical content knowledge, classroom management skill, questioning style, assessment practices and subject matter mastery. The problem of students' low achievement in English literacy skill is not unconnected to

emphasis put on both skills by the teacher and students and the teaching and learning materials that were available and used. Most of the teachers did not discuss the correction of exercises given with students after marking exercises, tests and examinations. The frequency of the test is another factor, opportunities to use the language in written form is another factor. How many students get involved in writing competition which used to be the hallmark of studious students? Both the students and teachers are guilty of being glued to their cell phones when they are supposed to be reading academically edifying books.

> *The classrooms as you can see are not conducive to learning. The roofs are leaking, the floors are dusty, no doors, no windows and there is neither teachers' nor students' furniture. No matter how hard the teacher tries, there is little he or she can do to improve students' achievement in English literacy skills. (KII, Bishop Philips Academy, Ibadan. 13/06/2018).*

The finding is in consonance with Fennema and Franke (2006) who reported low level of Mathematics teacher effectiveness.

However, there was no significant relative contribution between Teacher Effectiveness and Students' Achievement in oracy skills but there was a significant relative contribution between teacher curriculum-awareness and students achievement in English literacy skills. This is in line with Ogunbiyi (2006) and Fakeye (2008) who reported a significant relationship between classroom management and students' academic achievement. The study corroborated that of Fennema and Franke (2006) who stated that highly qualified teachers present their materials in an interesting way that gives the students a feeling of understanding and mastery of the subject. Ilunor, (2010) asserted that a lot depends on the teacher who is supposed to be an embodiment of knowledge.

The finding does not correlate with Fennema and Franke (2006) in their study of the effect of teachers' behavior and achievement. They found that highly qualified teachers follow good approaches in teaching and that students taught by this grade of teachers have greater academic performance because of positive attitude of the teachers.

This finding could be explained as follows; it is possible that the teachers may be talking above the students' head without really passing across the needed content knowledge to the students. This may affect the performance of the students adversely.

Okpala and Onocha (1995) examined teacher effectiveness and students'' academic performance. Their finding is at variance with the findings of this study; which established a significant link between students'' performance and teacher effectiveness. This might make his/her teaching to be more effective. That there is no correlation between teacher effectiveness and students' achievement, means that though there are cases when classroom management, pedagogical content knowledge, years of experience and higher qualification might be assets, but when not carefully handled, it is detrimental to teacher effectiveness. During the observation of the teachers in the teaching of literacy skill, there was better student-teacher interaction. When their effectiveness at both skills - oracy and literacy skills - was compared, there was undue emphasis on English literacy skill at the expense of English oracy skill. This implies that students were being taught towards examinations which, emphasizes written aspect of English language; essay, comprehension, lexis and structure and summary all of which takes eighty percentage 80% of the total examination being conducted by WAEC and NECO; over spoken English. The oral English which is paper three deals mainly with the recognition of oral symbols, intonation and phonemes carries just twenty percentage 20% of the paper. Teachers, being aware of the fact that students can pass the examinations by focusing on the written aspect, possibly deemphasised the oracy aspect of English language. This shows that teachers' commitment to teaching English oracy skill is at best selectively passive.

4.3.4   Textbook content-adequacy

The findings revealed that English language textbook content is adequate in terms of the provision for oracy and literacy skills as revealed in table 4.4. The adequacy of the textbook can be attributed to the fact that the authors and publishers are seasoned and reputable educators who have taught at all levels of education and they know what the curriculum stipulates. They were guided by the curriculum and this is reflected in the content of the textbooks. Textbooks that are available are written to reflect all the four

language skills thereby leaving the teachers' resourcefulness and effectiveness as a factor that will bring all the variables together as a factor to get results. Nwiyi (2017) testify that the use of adequate English language textbooks that reflects the English language curriculum content facilitates existentialist learning modes. That is why there is a correlation between textbook content-adequacy and teacher curriculum-awareness.

When the textbook content is adequate, it will reflect the content of the curriculum and therefore the students will be exposed to everything the curriculum stipulates. When such textbook is used in teaching and learning, such students are expected to do well. But when textbooks that are not in line with the curriculum are used, there will be disparity in what the curriculum stipulates and what is being taught in the classroom. The use of adequate textbooks, according to Troussas, Virvou and Alepis (2013), facilitates Existentialist methods that favour both collaborative and autonomous individualistic learning activities. Autonomous learning and cooperative learning are among the adequate textbook assisted language learning modes that Wang (2010) identify as based on the Existentialist theory.

The finding is in line with Babalola (2016) who reported that oral English textbooks used at secondary school in Ekiti were adequate in content. The findings, is however not in line with Zohrabi, Sabouri, and Behroozian (2012) who reported low content adequacy of English literacy skills textbooks. In as much as the textbook is a reflection of the curriculum, no teacher can teach effectively without a textbook that reflects the adequate content of English language curriculum.

In my observation, out of the several schools that I visited, I found one teacher who provided textbook for the students in her class. She actually keeps a carton full of the recommended textbook. When she was asked why she took it upon herself to provide the students with books, here is her response:

> *"Nobody can pass English language without practice. Their parents cannot afford the textbooks and the students will also hide under the guise to do nothing during lesson. I am just doing my best to help them. I give each of them two notebooks at the beginning of the term; one for class work and one for assignment." (KII, Abadina College, University of Ibadan. 07/06/2018)*

That is 2% of the population of teachers used for the study. How she got the textbooks is worth researching. This suggests that teachers can and should invest in their career. The only way you can know an effective teacher is the extent to which the book he/she uses is being effectively used because it contains all that he/she is supposed to do to implement the English language curriculum. In the course of the study, here is the response of a teacher to why she did not bring her copy of the textbook to the class:

> *The government has not supplied us either the*
> *textbook or the notebook for the notes of lesson.*
> *We have not been paid for about ten months now.*
> *So I have to teach them with my old lesson note.*
> *(KII, Community High School, Ogungbade.*
> *07/01/2018)*

This is why content knowledge is being emphasised during teaching practice. A qualified teacher without a textbook that is adequate in content cannot teach effectively. Teachers are actually employed to teach the content of the prescribed content-adequate textbook. The finding is in consonance with Afangideh, (2001) who reported low level of teacher competence.

4.3.5 Relationship between independent variables and Achievement in Oracy Skill

The study shows that there were significant relationships between students' achievement in English Oracy Skill, Teacher Effectiveness and Teacher Curriculum-Awareness but no significant relationship with Textbook content-adequacy as revealed in table 4.8. This is not surprising because these are teacher related variables that are inevitable for effective teaching and learning of English Oracy skills. This finding correlates with Laurie and Hellstén (2002) who reported significant correlation between teacher effectiveness variables and students' achievement in oracy skills and that, teachers play central role in the curriculum implementation process owning to the fact that they qualified English language teachers are expected to possess and exhibit teacher effectiveness variables. When teachers are aware of the curriculum that expects them to teach English oracy skill, they are likely going to teach it well by using required resource, paying attention to students' challenges in recognition of oral symbols, intonation and pronunciation in oracy skill.

4.3.6 Relationship between independent variables and Achievement in Literacy Skill

The study shows that there was a positive significant relationship between English Literacy Skill and Textbook Content-Adequacy but no significant relationship with Teacher Effectiveness and Teacher Curriculum-Awareness as revealed in table 4.9. This is not surprising because these are teacher related variables that are inevitable for effective teaching and learning of English Literacy skills. It was found out that the textbooks used were those published by reputable publishers who were guided by the new English language curriculum. That was why there was a significant relationship between English literacy skill and Textbook Content-Adequacy. Also, teachers play central roles in the curriculum implementation process because they do many things that promote learning. This finding correlates with Laurie and Hellstén (2002) who reported significant correlation between teacher effectiveness variables and students achievement in literacy skills. However, Nola (2017) also found positive significant relationship between Students' achievement and Textbook Usage. The findings, is however not in line with Zohrabi, Sabouri, and Behroozian, (2012) who evaluated the merits and demerits of English literacy skills. They reported that the book used laid more emphasis on grammar and on reading more than the other three skills, there was insufficient practice for pronunciation with respect to target culture, no social and cultural activities were included and the layout of the book was believed to lack beauty. One of the teachers interviewed said;

> *Teaching these students English language is quite tasking. They do not have the recommended textbooks and most of the do not have notebooks and pens. Nothing tangible can be expected from such students during the WAEC and NECO examinations. (KII, Community High School, Ogungbade. 07/01/2018)*

The findings is in line with Nola, (2017) and Oladapo, (2000) who also reported that materials such as textbooks, magazines, journals, pictures, filmstrips, chalk/interactive boards, charts, bulletin boards, school museums and archives go a long way in assisting the teaching-learning process, invariably enhancing students' learning outcomes.

4.3.7   Joint contribution of the independent to Oracy Skills

The composite contribution of the three independent variables on the dependent variable was significant as revealed in table 4.12. The joint contribution of the independent variables; teacher curriculum awareness, effectiveness and textbook content adequacy to the dependent variable; student in English Oracy Skills was significant. This is because the three variables are core classroom factors and real indices of effective teaching in the classroom. When these factors are in place, teaching and learning will be effective and students will benefit maximally in their studies. According to one of the teachers interviewed;

> *It is difficult for a teacher to maintain good classroom management. This is because the students are too many. I have eighty-seven students in my class. Only thirty-five of them have desks and chairs. Tell me how to have full control in this type of situation. (KII, Community High School, Ogungbade. 07/01/2018)*

The finding is in line with Babalola (2016) who found that teacher effectiveness variable made significant composite contribution to students' achievement on Oral English. This means that, in teaching English language, the factors to be considered are; the teacher must be conversant with both skills, that is, oracy and literacy skills and to what extent are the teachers effective?. Government must put structures in place to ensure that the teacher of English are competent, are motivated, provided with and use instructional materials and effectively aware of the implication of the subject they are teaching. In a good English language class, teachers who are well trained and are aware of the content of the curriculum in terms of knowing what they are supposed to do and how, textbooks that adequately reflect what teachers are expected to teach and how, we need teachers who themselves can deliver in teaching what is to be taught to students adequately are needed in the class. Some of the teachers these days skip what they don't understand. For this trend to stop, there must be a structure in place to monitor or supervise apart from the external inspectors. If we desire students to be an all-round achiever in English oracy and literacy skills, the three variables; teacher curriculum-awareness, teacher effectiveness and textbook content-adequacy are central. This result

was further collaborated with the key informant interview conducted among the teachers that participated in this study. In the view of one of them:

> *I am aware of the new English language curriculum. But we are still managing the old one because the school has not been given the new one by the government. The availability of the new curriculum will go a long way in teaching effectively. (KII, Ikolaba Grammar School, Ibadan, 23/5/2017)*

Another teacher responded that:

> *I have a photocopy of the new English language curriculum. I made the photocopy when I went to my daughter's school at the Federal Government College, Oyo. (KII, Ojoo High School, Ibadan. 23/5/2017)*

It is evident from the findings of the study that if there is no cohesion of the three independent variables, students' achievement in English oracy cannot improve. This is in agreement with Aduwa-Ogiegbaen, (2006). This is so because one of the respondents affirms that:

> *No training and training and retraining has been put in place for teachers to keep us abreast of current development in the teaching and learning of English language especially in oracy skill. Most of us are computer illiterates. (KII, Ojoo High School, Ibadan. 23/5/2017)*

4.3.8   Joint contribution of the independent variables to Literacy Skills

The joint contribution of the independent variables; teacher curriculum awareness, effectiveness and textbook content adequacy to the dependent variable; student achievement in English Literacy Skills was significant as revealed in table 4.13. This is because the three variables are core classroom factors and real indices of effective teaching in the classroom. When these factors are in place, teaching and learning will be effective and students will benefit maximally in their studies. This is in consonance with Ekundayo, H. T. 2010 who found that there is a close relationship between students' attitude towards academic subject and their overall achievement. The finding is also in

line with Babalola (2016) who found that teacher effectiveness variable made significant composite contribution to students' achievement in English language. This result was further collaborated with the key informant interview conducted among the teachers that participated in this study.

4.3.9 Relative contribution of the independent variables to Oracy Skills

The relative contribution of the independent variables expressed in beta weights to the dependent variable showed that Textbook Content-Adequacy had significant relative contribution; Teacher Effectiveness had no significant relative contribution and Teacher Curriculum-Awareness had no significant relative contribution in oracy skills as revealed in table 4.10. This is probably due to the fact that the extent to which textbooks reflect adequate coverage of oracy skills and teacher effectiveness in oracy skills are cogent factors in effective teaching and learning of the various skills in English Language. In other words, the teachers did not teach English oracy skill well. Teaching and learning of English language must emphasise the oracy and literacy skills equally because language is primarily spoken before it is written. They do not teach it as much as they teach literacy skill. This finding disagrees with Aiyede (2017) who found that teacher subject mastery, questioning style and assessment practice made significant relative contributions to achievement in Literature-in-English. The teachers in Aiyede's study harnessed the effectiveness variables; that is; teacher subject mastery, questioning style and assessment practice effectively.

4.3.10 Relative contribution of the independent variables to Literacy Skills

The relative contribution of the independent variables expressed in beta weights to the dependent variable: Textbook Content-Adequacy had significant contribution; Teacher Effectiveness had no significant relative contribution while Teacher Curriculum-Awareness had significant relative contribution to English literacy skills as revealed in table 4.11. This is due to the fact that the extent to which teachers reflect their effectiveness variables to impart literacy skill in the teaching and learning of the various skills in English Language was unexpectedly low. Literacy skill emphasises reading and writing. Teachers are aware of what is in the textbook, they make occasional reference to it, they read it, they use it for assignment and they employ it for illustration and exercises

in class. The relationship between teacher curriculum-awareness and teacher effectiveness is that most teachers do not think they need the curriculum, particularly those that have been teaching for a long time. They assume they know it and rely solely on their old notes of lesson. A teacher, during interview, responded that:

> *I know that there is a curriculum but I have neither seen nor used it. Since I started teaching, I have been using the old note given to me by my predecessor. It is easy to follow. (KII, Ojoo High School, Ibadan. 23/5/2017)*

This finding disagrees with Aiyede (2017) who found that teacher subject mastery, questioning style and assessment practice made significant relative contributions to achievement in Literature-in-English. This is not unconnected to how the teachers exhibited high level of effectiveness variables in the teaching of Literature-in-English.

4.3.11 Independent variables as predictors of Achievement in Oracy Skills

The study showed that only textbook content adequacy could predict students' achievement in English Oracy Skills as revealed in table 4.10. The content-adequacy of the textbook can be attributed to the fact that the authors and publishers are seasoned and reputable educators who have taught at all levels of education and they know what the curriculum stipulates and that is reflected in the content of the textbooks. When the textbook content is adequate, it would have reflected the content of the curriculum and therefore the students would be exposed to everything the curriculum stipulates. When such textbook is used in teaching and learning, students are expected to do well. The finding is in line with Babalola (2016) who reported that oral English textbooks used at secondary school in Ekiti were adequate in content. The findings, is however not in line with Zohrabi, Sabouri, and Behroozian (2012) who reported low content adequacy of English oracy skills textbooks. Such books can be likened to sepulchers. These are glossy textbooks that are full of junks as content. Such books are beautifully presented, but they contain items that are irrelevant to the English language curriculum content in use. However, the textbooks used in this study, contains most of the items an effective teacher is expected to teach his or her students. The extent, to which the textbook a teacher uses

is content-adequate, depicts how effective he or she is in the teaching and learning of English language. One of the teachers interviewed said;

> *I find it difficult to teach the students because of lack of textbooks. Out of the sixty-four students I teach, only fifteen of them have the textbook. (KII, Ikolaba Grammar School, Ibadan, 23/5/2017)*

This study has revealed that a trained English language teacher becomes incapacitated and teaches ineffectively without a content-adequate textbook. Hopefully, the findings in this study will help teachers to try new methods to improve their teaching and adopt strategies that can inspires students to learn better.

4.3.12 Independent variables as predictors of Achievement in Literacy Skills

The study showed that textbook content adequacy was the variable that most predicted students' achievement in English Literacy skills as revealed in table 4.11. When the textbook content is adequate, it reflects the content of the curriculum and therefore the students would be exposed to everything the curriculum stipulates. When such textbook is used in teaching and learning, students are expected to do well with minimal teaching effort from the teacher. According to one of the teachers interviewed:

> *I prefer to use the textbook that match the syllabus because the syllabus is always in line with the curriculum.*

The finding is in line with Babalola (2016) who reported that oral English textbooks used at secondary school in Ekiti were adequate in content. Textbook content-adequacy used effectively and efficiently in the teaching and learning of English literacy skill enhanced students' achievement in English literacy skills. It is not enough for a textbook to have beautiful front and back cover neither is it enough for English language textbook to have appealing graphics on its internal pages. All of these are essential but the graphics and the content must be adequately aligned with the curriculum it is representing. This is actually the case with the English language textbooks used in this study. A teacher's response during interview goes thus;

I have problems with the fact that the few students that possess textbooks come with different English language textbook. This makes class work difficult for us. (KII, Ikolaba Grammar School, Ibadan, 23/5/2017)

The finding is, however, not in line with Zohrabi, Sabouri, and Behroozian (2012) who reported low content-adequacy of English literacy skills textbooks. Such books can be likened to sepulchers. Such books are beautifully presented, but they contain items that are irrelevant to the English language curriculum content in use. However, the textbooks used in this study, contains all the items an effective teacher is expected to teach his or her students. The extent to which the textbook a teacher uses is content-adequate depicts how effective he or she is. This study has revealed that a trained English language teacher becomes incapacitated and teaches ineffectively without a content-adequate textbook.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0   Introduction

This study investigated teacher curriculum awareness, effectiveness and textbook content adequacy as predictors of students' achievement in English oracy and literacy skills. The findings of the study are summarised as follows:

5.1   Summary of Findings

1. Teacher curriculum-awareness was high.
2. Teacher effectiveness in the teaching of English oracy and literacy skills at the observation was low.
3. Textbook Content- Adequacy in terms of the provision of Oracy and Literacy Skills was high.
4. When teachers were observed in the teaching of oracy skill, it was found that teachers did not teach as creatively and resourcefully as expected in the oracy aspect of English language unlike when they were observed in the teaching of literacy skill, where better student-teacher interaction was recorded. When their effectiveness at both skills was compared, there was undue emphasis on English literacy skill at the expense of English oracy skill.
5. The English language textbooks contents were adequate in terms of the provision for oracy and literacy skills.
6. Majority of the respondents had low achievement in oracy test.
7. Majority of the respondents had low achievement in literacy test.
8. The relative contributions of the independent variables to the prediction of students' achievement in literacy skills at different levels and ranks, implies that only textbook content-adequacy predicts learning achievement of students in English literacy skills.
9. Teacher Curriculum-Awareness had significant relative contribution in literacy skills.
10. Teacher Effectiveness had no significant relative contribution in literacy skills.
11. Textbook Content-Adequacy had significant relative contribution in oracy skills.

12. Teacher Effectiveness had no significant relative contribution in oracy skills.

13. Teacher Curriculum-Awareness had no significant relative contribution in oracy skills.

14. There were positive significant relationships between English Literacy Skills and Textbook Content-Adequacy but no significant relationship with Teacher Effectiveness and Teacher Curriculum-Awareness.

15. There were significant relationships between English Oracy Skills and Teacher Effectiveness and Teachers' Curriculum-Awareness but no significant relationship with Textbook Content-Adequacy.

16. The composite contribution of teachers' curriculum-awareness, teachers' effectiveness and textbook content-adequacy to students' learning achievement in oracy skills was significant. This implies that teacher curriculum-awareness, effectiveness and textbook content-adequacy when taken together had significant effects on students' achievement in oracy skills.

17. The composite contribution of teacher curriculum-awareness, teacher effectiveness and textbook content-adequacy to students' achievement in literacy skills were significant. This implies that teachers' curriculum-awareness, effectiveness and textbook content-adequacy when taken together had significant effects on students' achievement in literacy skills.

18. Textbook content-adequacy only predicted students' achievement in English oracy and literacy skills.

5.2 Conclusion

The findings from the study showed that only textbook content-adequacy predicted students' achievement in English oracy and literacy skills, the three independent variables have significant relationships with students' achievement in English oracy and literacy skills in one way or the other. It can be concluded from the study that the independent variables; teacher curriculum awareness, teacher effectiveness and textbook content adequacy are indispensable in the effective implementation of English oracy and literacy skills programmes in the senior secondary schools in Ibadan, Nigeria.

5.3   Implications of the Findings

Through this study, the researcher has been able to contribute to knowledge in the following ways: Teacher curriculum awareness, teacher effectiveness and textbook content adequacy are indispensable in curriculum implementation. Establishing a strong correlation between curriculum content and the content of the textbook could provide a beneficial teaching learning experience in class. In scaling up students' performance in English oracy and literacy skills, teacher curriculum awareness, teacher effectiveness and textbook content adequacy are vital. When questionings are deployed effectively in class it helps to engender higher order thinking in learners. The effective management of classroom instructional process could result in improved performance. The effective application of pedagogical content knowledge could result in improved students' performance.

5.4   Contributions of the study to knowledge

Through this study, the researcher has been able to contribute to knowledge in the following ways: The study has revealed that the best way to know that someone has learnt a language is when it is spoken correctly because, language is primarily spoken before it is written. In other words, oracy is the primacy of all language skills. Language teaching and learning is primarily for social communication. Using English language for examinations is a secondary purpose. It has been revealed that teacher curriculum awareness, effectiveness and textbook content adequacy are potent factors that influence students' achievement in English oracy and literacy skills because English researchers, scholars and teachers are searching for where the problem lies. The study has revealed areas of professional deficiency of teachers that need to be addressed for improved teaching and learning of English oracy and literacy skills. The study has established the need for English language textbook being used in teaching and learning of English oracy and literacy skills to be content adequate. It has also established that every textbook being published must reflect the content of the curriculum so that there can be effective good resources for English language teaching and learning. When textbooks contents are adequate, they can play the role of good teaching resources in the classroom. The study has established that more students would be able to improve their communication skills

that is listening, speaking, reading and writing because they would have acquired everything that they need in terms of teacher curriculum content awareness, teacher effectiveness variables and textbook content-adequacy that would gear them towards making them better users of English language. These three variables have been found to be necessary if improvement in students' achievement in English oracy and literacy skills is desired.

5.5 Recommendations

i. Teachers of English language should take cognisance of these factors; curriculum awareness, effectiveness and textbook content adequacy for effective teaching and learning of English oracy and literacy skills.

ii. The teaching service commission of Oyo state should factor the independent variables that is; curriculum awareness, effectiveness and textbook content adequacy as areas for professional development of English language teachers through workshops and seminars.

iii. The ministry of education in recommending books to be used in schools, must factor in textbook content adequacy.

iv. Textbook publishers must endeavor to establish a strong link between the content of the curriculum and the textbooks they are publishing so that it will be of benefit to the learners and the teachers.

v. Textbook publisher must as a matter of urgency, explore the possibility of developing a software and affordable hardware that will enhance the teaching and learning of oracy skills in secondary schools. They should do this in partnership with WAEC and NECO.

vi. Teaching and learning of English language must emphasise the oracy and literacy skills equally because language is primarily spoken before it is written. I advocate for the teaching of English oracy skill to be 60% while literacy skill should be 40%.

vii. The curriculum planners and designers should endeavor to make the copies of the English language curriculum available because it is one thing to plan and design

the curriculum it is another thing for the curriculum to be readily available for the teachers.

viii. The curriculum planners and designers must also find a way of organising conferences, seminars and workshops where teachers can be acquainted with the content of the curriculum they are implementing as well as other critical variables that are germane to the implementation of the English language curriculum in the classroom.

ix. When government is recruiting teachers of English language, they must take the three potent variables teacher curriculum-awareness, teacher effectiveness and textbook content-adequacy into consideration. They must not take one at the expense of the others.

x. When government is selecting books for English, they should always consider the reputation of the publication outlet by using

xi. Government must put structures in place to ensure that teacher of English are competent, are motivated, provided with and use instructional materials and effectively aware of the implication of the subject they are teaching.

xii. Literacy skills have overtime been emphasised at the expense of oracy skill. Therefore, further studies should be conducted to find out how oracy and literacy skills can be given equal attention in the school system.

xiii. WAEC and NECO should bring back practical spoken English that is, test of oracy skill instead of test of orals that is now in written form into the English language examination as they used to in the olden days till early eighties.

xiv. Government must put structures in place to ensure that teacher of English are competent, are motivated, provided with and use instructional materials and effectively aware of the implication of the subject they are teaching.

xv. When these recommendations are taken seriously and well executed, there will certainly be an improvement on the various factors that are considered in this study, thereby promoting better students' achievement in the senior secondary school English oracy and literacy skills.

5.6   Limitations to the study

In the course of the study, many constraints were encountered. The study was carried out in eight weeks only whereas a longer period of survey would have, perhaps, given better results of the study. Furthermore, the study covered only six out of the eleven local government areas that make up Ibadan land and limited to only eighteen secondary schools out of the various senior secondary schools in Ibadan, Oyo State in those eight weeks because some schools mapped out for the study refused to participate. Some teachers in the selected schools were reluctant to participate in the study without gratification. Some of them felt it would disrupt the normal flow of their class activities and may act as a barrier to completing their scheme of work therefore the researcher had to work according to their timetable. Another limitation was the negative attitude of some of the teachers who were owed salaries for several months. It took a lot of appeal for some of them to be fully involved in the study to the extent that the researcher had to offer some incentives to elicit their cooperation. These identified limitations, notwithstanding, the findings of this study are very valuable and far-reaching and of course the generalisability of these findings is not jeopardized.

5.7   Suggestions for Further Studies

This study examined the relationship between the independent variables (teacher curriculum awareness, effectiveness and textbook content adequacy) and students' achievement in English oracy and literacy skills. The variables were studied jointly and severally. In view of the limitations of the study, the following suggestions were made for further research:

1. The study could be replicated at the junior secondary school level and other local government areas or geo-political zones of Nigeria.
2. Further research could be conducted using other variables not used in the study which could influence students' achievement in English language oracy and literacy skills.
3. The study could be carried out in other aspects of English Language such as reading comprehension, vocabulary development, grammar, and essay writing.

4. Student-related variables such as gender, students' perception of their teacher's performance in the classroom, and students' degree of motivation could be studied.

5. Other teacher-related variables such as, the number of periods that a teacher has per week, teacher's perception of job security and the level of teacher-students relationship could be investigated.

6. Inclusion of private secondary schools in such future researches should be considered.

7. Lastly, larger sample size covering all the local government areas in Oyo state or other states could be undertake

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UNIVERSITY OF IBADAN
DEPARTMENT OF TEACHER EDUCATION
TEACHER CURRICULUM AWARENESS QUESTIONNAIRE (TCAQ)

Dear respondent,

      I am a Postgraduate student of the Department of Teacher Education, Faculty of Education, University of Ìbàdàn, Ìbàdàn. I intend to carry out a research on the Implementation of the English language curriculum at the secondary school, SS2 level. The information required from you is for the use of the researcher. It has nothing to do with you as an individual, your students or your school. Therefore, your maximum cooperation and honesty is solicited.

Yours Sincerely,

Ọmọbọ́lájí Olúfúnmilọ́lá Àkànbí

Section A: Demographic Information
1. Sex: Male { } Female { }
2. What is your qualification?
NCE { } First Degree { } Masters Degree { }
Any other, specify……………………………………………
3. What is your area of specialization?
English/education { } Social Sciences { } Sciences { }
Any other, specify: ……………………………………………

Section B:
Please respond to the following items by ticking the appropriate column.
Key: 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

CURRICULUM AWARENESS

S/N	Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I am aware of the NERDC SSS curriculum of English Language.				
2.	I am aware of the content objectives of the NERDC curriculum for English language.				
3.	I am aware of the performance objectives of the NERDC curriculum for English language.				
4.	I am aware that the NERDC curriculum for English language does not provide for teachers' activities.				
5.	I am aware that the NERDC curriculum for English language provides for learners' activities				

6.	I am aware that NERDC curriculum for English language provides for the teaching of oracy skills.				
7.	I am aware that NERDC curriculum for English language provides for the teaching of literacy skills.				
8.	I am aware that the NERDC curriculum for English language makes suggestions on learning materials for teaching oracy skills.				
9.	I am aware that the NERDC curriculum for English language makes suggestions on learning materials for teaching literacy skills.				
10.	I am aware that the NERDC curriculum for English language provides for evaluation guides.				
11.	Appropriate prescribed teaching strategies are used to implement the curriculum.				
12.	I am aware that the NERDC SSS curriculum for English language is rigid.				
13.	I am aware that the NERDC SSS curriculum for English language does not encourage teachers to enrich the contents with relevant materials their immediate environment.				
14	I am aware that the NERDC SSS curriculum for English language does not encourage teachers to enrich the contents with relevant information from their immediate environment.				
15.	I am aware that the NERDC SSS curriculum for English language uses the thematic approach to select its content.				
16.	I am aware that the NERDC SSS curriculum for English language shows English oracy skills and its inter-relationship with other subjects.				
17.	I am aware that the NERDC SSS curriculum for English language shows English literacy skills and its inter-relationship with other subjects.				
18.	I am aware that the NERDC SSS curriculum for English language omitted topics enhancing English oracy skills in its content.				
19.	I am aware that the NERDC SSS curriculum for English language omitted topics enhancing English literacy skills in its content.				
20.	I am aware that the use of local materials in teaching and learning of English language in the NERDC SSS curriculum for English oracy is encouraged.				
21.	I am aware that the use of local materials in teaching and learning of English language in the				

	NERDC SSS curriculum for English oracy is discouraged.				
22.	I am aware that the use of local materials in teaching and learning of English language in the NERDC SSS curriculum for English literacy is discouraged.				
23.	I am aware that the use of local materials in teaching and learning of English language in the NERDC SSS curriculum for English literacy is encouraged.				

UNIVERSITY OF IBADAN
DEPARTMENT OF TEACHER EDUCATION
TEACHER EFFECTIVENESS RATING SCALE (TERS)

Dear respondent,

      I am a Postgraduate student of the Department of Teacher Education, Faculty of Education, University of Ìbàdàn, Ìbàdàn. I intend to carry out a research on the Implementation of the English language curriculum at the secondary school, SS2 level. The information required from you is for the use of the researcher. It has nothing to do with you as an individual, your students or your school. Therefore, your maximum cooperation and honesty is solicited.

Yours Sincerely,

Ọmọ́bọ́lájí Olúfúnmilọ́lá Àkànbí

Section A: Demographic Information
School: _____
Class Observed: _____
Topic of the Lesson: _____
Time of the Lesson: _____
Section B:
Please rate the teacher according to performance

Key: 1=Poor 2=Fair 3= Good 4=Very Good

CONTENT KNOWLEDGE

S/N	Items	Poor	Fair	Good	Very Good
1.	Presents lesson plan that covers important parts of topic taught.				
2.	Links previous lesson before starting the present one.				
3.	Shows a mastery of the content knowledge.				
4.	Clarifies students' misconception.				
5.	Ensures that students carry out classwork relevant to the day's topic.				

Section C:

PEDAGOGICAL CONTENT KNOWLEDGE

S/N	Items	Poor	Fair	Good	Very Good
6.	Makes the students ready for the day's work.				
7.	Uses different instructional strategies in lesson presentation.				
8.	Involves learners actively in the lesson.				
9.	Communicates with learners in simple English.				
10.	Exemplifies concepts taught with daily life experience of students.				

Section D:
CLASSROOM MANAGEMENT SKILLS

S/N	Items	Poor	Fair	Good	Very Good
11.	Controls his/her emotions during lessons.				
12.	Effectively uses voice in the lesson.				
13.	Involves learners actively in the lesson.				
14.	Uses time effectively in the lesson.				
15.	Does not allow chorus answer.				

Section E:
ASSESSMENT PRACTICES

S/N	Items	Poor	Fair	Good	Very Good
16.	Demonstrates awareness of and uses various assessment techniques.				
17.	Uses adequate assessment to support learning.				
18.	Uses questions judiciously during the lesson.				
19.	Uses reward and reinforcement appropriately.				
20.	Marks all assignments immediately after submission and does the correction with the students.				

UNIVERSITY OF IBADAN
DEPARTMENT OF TEACHER EDUCATION
TEXTBOOK CONTENT ADEQUACY RATING SCALE (TCARS)

Dear respondent,

I am a Postgraduate student of the Department of Teacher Education, Faculty of Education, University of Ìbàdàn, Ìbàdàn. I intend to carry out a research on the Implementation of the English language curriculum at the secondary school, SS2 level. The information required from you is for the use of the researcher. It has nothing to do with you as an individual, your students or your school. Therefore, your maximum cooperation and honesty is solicited.

Yours Sincerely,
Ọmọbọ́lájí Olúfúnmilọ́lá Àkànbí

Section A
Demographic Characteristics of respondents
1. Sex: Male { }   Female { }

2. In what age range do you fall?

20 – 25 years { }   26 – 30 years { }   31 – 40 years { }   41 and above { }

3. How long have you been teaching?

Under 5 years { }   6-10 { }   11-15 { }   16-20 { }   21-25 { } 26-30{ }

30-35 { }   Any other specify …………………………………….

4. How long have you been teaching in the school?

Under 5 years { } 6-10 { } 11-15 { }   16-20 { }   21-25 { } 26-30 { } 30-35 { }   Any other specify ………………………………….

5. What is your qualification?

NCE { }   First Degree { }   Masters Degree { }

Any other, specify…………………………………………

6. What is your area of specialization?

English/education   { }   Social Sciences { } Sciences { } Vocational { }

Any other, specify: …………………………………………………

Section B:
Please respond to the following items by ticking the appropriate column.
Layout and Design
Key: 1=Poor 2=Fair 3= Good 4=Very Good

S/No	Textbook Evaluation Items	Poor	Fair	Good	Very Good
1.	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.				
2.	The layout and design of the content is appropriate and clear.				
3.	The content of the textbook is organized sequentially.				
4.	It includes an adequate glossary of vocabulary.				
5.	Adequate review sections and exercises are included.				
6.	An adequate set of evaluation quizzes or testing suggestions is included.				
7.	The teacher's book contains guidance about how the textbook can be used to the utmost advantage of students.				
8.	The objectives of the content are apparent to both the teacher and student.				

Section C: Activities

9.	The textbook provides a balance of activities (There is an even distribution of free controlled exercises and tasks that focus on both fluent and accurate production).				
10.	The activities encourage sufficient communicative and meaningful practice.				
11.	The activities incorporate individual pair and group work.				
12.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.				
13.	The activities promote creative original and independent responses.				
14.	The textbook's activities can be modified or supplemented easily.				

Section D: Skills

15.	The materials include and focus on the skills that I/my students need to practice.				
16.	The materials provide an appropriate balance of the four language skills.				
17.	The textbook pays attention to sub-skills, that is, listening for gist, note-taking, skimming for information. Etc.				
18.	The textbook highlights and practices natural pronunciation (that is, stress and intonation).				

Section E: Language type

19.	The language used in the textbook is authentic, that is, like real-life English.				
20.	The language used is at the right level for students' current English ability.				
21.	The progression of grammar points and vocabulary items is appropriate.				
22.	The grammar points are presented with brief and easy examples and explanations.				

Section F: Subject and content

23.	The subject and content of the textbook is relevant to students' needs as literacy and oracy skills in English language learner(s).				
24.	The subject and content of the textbook is generally realistic.				
25.	The subject and content of the textbook is interesting, challenging and motivating.				
26.	There is sufficient variety in the subject and content of the textbook.				
27.	The materials are not culturally biased and they do not portray any negative stereotypes.				

Section G: Whole Aspect

28.	The textbook is appropriate for the oracy and literacy skills and learning aims of SSII students English language curriculum.				
29.	The textbook raises my (students') interest in further literacy and oracy skills in English language.				
30.	I would choose to study/teach this textbook.				

UNIVERSITY OF IBADAN
CURRICULUM IMPLEMENTATION QUESTIONNAIRE
ENGLISH ORACY SKILLS ACHIEVEMENT TEST (EOSAT)

TEST OF ORALS

TIME: 1hour

INSTRUCTION

Answer all the questions correctly

SECTION A

From the symbols lettered A-D, choose the phonetic symbol that contains the sound represented by the underlined sound.

Example: B<u>oy</u> (A) /eI/ (B) /OI/ (C) /ɔI/ (D) /AI/

The correct answer is C because only /ɔI/ contains the sound underlined in the given word.

Now answer the following questions.

1. m<u>a</u>ny (A) /e/ (B) /a/ (C) /eI/ (D) /a:/
2. p<u>i</u>g (A) /e/ (B) /i:/ (C) /u/ (D) /I/
3. g<u>ir</u>l (A) /e/ (B) /ɜ:/ (C) /a:/ (D) /e:/
4. d<u>aw</u>n (A) /on/ (B) /ɔ:/ (C) /ɔ/ (D) / ɔI/
5. h<u>o</u>me (A) /ɔ/ (B) /əʊ/ (C) /e/ (D) /ou/

Section B

From the words lettered A-D, choose the word that contains the sound represented by the given phonetic symbol.
Example: /ɔI/ (A) Yell (B) Holy (C) Boy (D) Idiot

The correct answer is C because only *boy* contains the sound represented by the given symbol.

Now answer the following questions.

6. /i:/ (A) booth (B) within (C) feet (D) fed
7. /ʃ/ (A) measure (B) chilly (C) sure (D) zebra
8. /z/ (A) pleasure (B) rise (C) motion (D) piece

9. /θ/ (A) cloth (B) whether (C) made (D) wit
10. /t ʃ / (A) should (B) harsh (C) through (D) church

From the words lettered A to D, choose the word that rhymes with the given word

11. While (A) Buy (B) Boil (C) Bile (D) Boy
12. Could (A) Ford (B) Blood (C) Wood (D) Wool

From the words lettered A to D, choose the word that has the same word sound as the one represented by the letters underlined

13. Float (A) Sew (B) Poll (C) Rinse (D) Know
14. Deep (A) Police (B) Twice (C) Kick (D) Spill
15. Best (A) Port (B) Many (C) Rinse (D) Skirt

SECTION C

In each of the following sentences, the word that receives the emphatic stress is written in capital letters from questions 11-15, choose from options A-D the one to which the given sentence is the appropriate answer.

16. Did John confess that he STOLE the car.
    {A} Did John confess that he stole the car?
    {B} Did John confess that he borrowed the car?
    {C} Did John denied that he stole the car?
    {D} Did John confess that he stole the lorry?
17. Dad requested the DRIVER to open the door.
    {A} Did mum request the driver to open the door?
    {B} Did dad order the driver the driver to open the door?
    {C} Did dad request the gardener to open the door?
    {D} Did dad requested the driver to shut the door?
18. The housemaid locked the baby in the FRIDGE.
    {A} Did the steward lock in the fridge?
    {B} Did housemaid cool the baby in the fridge?
    {C} Did the housemaid lock the cat in the fridge?
    {D} Did the housemaid lock the baby in the toilet?
19. Musa found the money UNDER mum's mattress.
    {A} Did Musa found the money beside mum's mattress?
    {B} Did Musa steal the money under mum's mattress?
    {C} Did Ayo find the money under mum's mattress?
    {D} Did Musa find the wristwatch under mum's mattress?
20. The AMBASSADORS are visiting Nigeria tomorrow.
    {A} Are the ambassadors visiting Ghana tomorrow?
    {B} Are the athletes visiting Nigeria tomorrow?
    {C} Are the ambassadors visiting Nigeria next week?
    {D} Are the ambassador leaving Nigeria tomorrow?

SECTION D

In each of the following options lettered A-D, all the words except one have the same stress pattern. Identify the one with the different stress pattern.

21. A) Success   B) Extent   C) Colleague   D) Acute
22. A) Despite   B) Petrol   C) Vomit   D) Wardrobe
23. A) Component   B) Importance   C) Distribute   D) Revenue
24. A) Benefit   B) Deposit   C) Difficult   D) Prevalent
25. A) Schedule   B) Country   C) Inactive   D) Fountain

Identify the different stress pattern in these options

> Example: A) DE-mo-cra-tic B) de-MO-cra-tic C) de-mo-CRA-tic D) de-mo cra-TIC

The correct answer is C because the main/primary stress of the word *democratic* is on the third syllable.

26. matrimony   A) Ma-TRI-mo-ny   B) ma-tri-MO-ny   C) ma-tri-mo-NY   D) MA-tri-mo-ny
27. advertisement   A) Ad-ver-TISE-ment   B) ad-ver-tice-MENT   C) ad-VER-tise-ment   D) AD-ver-tise-ment
28. formidable   A) FOR-mi-da-ble   B) for-MI-da-ble   C) for-mi-DA-ble   D) for-mi-da-BLE
29. category   A) cat-E-go-ry   B) CAT-e-go-ry   C) cat-e-GO-ry   D) cat-e-go-RY
30. delicacy   A) del-I-ca-cy   B) del-i-CA-cy   C) del-i-ca-CY   D) DEL-i-ca-cy

Rewrite these coded words correctly

31. LERTITCYEC A) Motorcycle B) Electric C) Electricity D) Electrician

32. RTEWA A) Rater B) Waiter C) Water D) Rate

33. LTEMNGAEN A) Management B) Managers C) Managerial D) Gentleman

34. ONCEINTU A) Cotounou B) Continue C) Contingent D) Conclusion

35. JCUONNCOINT A) Condition B) Commotion C) Conjunction D) Congress

Section E

Look at the sentences below. Use the correct arrow to indicate those that require the rising tone.

Example: You may go if you like. ↗

36. Is this your mum?
37. My mother is in the market.

38. I bought books, pens and ink.
39. Kneel there.
40. Hello!
41. What a beautiful day.
42. Thank you.
43. You got the answer right.
44. He conquered.
45. Abuja is the capital of Nigeria.

Section F

In each item, find the word among those lettered A-D that contains the silent sound.

     e.g. a) elect b) wrinkle c) common d) reading

     the answer is (b) wrinkle because the (w) is not pronounced

46. A) pneumonia B) realise C) refer D) pay
47. A) repeat B) soften C) come D) remove
48. A) teach B) will C) ever D) Christmas
49. A) that B) should C) rupture D) bathroom
50. A) castle B) young C) with D) throne

Section G

Underline the silent sounds in the following words
E.g. folk
51. Psalm 23
52. Bristles
53. Should
54. Handsome
55. Prompt

Section H

From the words lettered A-D, choose the word that has the same consonant sound(s) as the one represented by the letter(s) underlined.
56. Bang (A) Hung (B) dress (C) show (D) chalk
57. These (A) ask (B) Clothe (C) axe (D) speak
58. Check (A) fan (B) voice (C) Chimney (D) funny
59. Pneumonia (A) very (B) berry (C) funny (D) knew
60. Slap (A) phone (B) porter (C) Post (D) psychology

EOSAT Answer Guide

Section A
1)	A
2)	D
3)	B
4)	B
5)	B

Section B
6)	C
7)	C
8)	B
9)	A
10)	D
11)	C
12)	C
13)	B
14)	A
15)	B

Section C

16)	B
17)	C
18)	D
19)	A
20)	B

Section D

21)	C

22)	A

23)	D

24)	B

25)	C

26)	D

27)   C

28)   A

29)   B

30)   A

31)   C

32)   C

33)   D

34)   B

35)   C

Section E

36)   Is this your mum? ↗

37)   My mother is in the market. ↗

38)   I bought books, ↗ pens ↗ and ink. ↘

39)   Kneel there. ↗

40)   Hello! ↗

41)   What a beautiful day. ↗

42)   Thank you. ↘

43)   You got the answer right. ↘

44)   He conquered. ↘

45)   Abuja is the capital of Nigeria. ↘

Section F

46)   A

47)   B

48)   D

49)   B

50)   A

Section G

51)   <u>P</u>salm 23

52)   Bris<u>t</u>les

53)   Shou<u>l</u>d

54)   Han<u>d</u>some

55)   Prom<u>p</u>t

Section H

56)   A

57)   B

58)   C

50)   D

60)   C

UNIVERSITY OF IBADAN
ENGLISH LITERACY SKILLS ACHIEVEMENT TEST (ELSAT)

TIME: 1 ½ hour
INSTRUCTION
Answer all the questions correctly

SECTION A;
ESSAY WRITING
Choose one of the three topics and write not less than 450 words on the topic of your choice. You are advised to spend 40 minutes on this section.

1. Write a descriptive essay on "My daily routine".
2. Write a letter of appreciation to your uncle for the birthday gift received from him.
3. Narrate an experience you have had or heard about which illustrates the saying "honesty is the best policy".

SECTION B
COMPREHENSION PASSAGE
Read the following passage and answer the questions on it

Years after Oliha had left home for the capital, first as a student and later as a struggling businessman, Oliha returned to his village, having been informed of his father's failing health. He was amazed that not much has changed since he left as a youth. Every experience <u>shocked</u> him; the coloured water with a strong taste; the eye-sore of a dung-hill on which everyone excreted; the absence of electricity and so on. As he went to bed late in the evening, after a meeting with his younger brothers, on how he would pay his own share of their father's medical expenses, he prayed for the <u>early arrival of the morning</u>. He decided to leave early and put the <u>trying</u> experience behind him.

But morning brought him the greatest shock of his life. Informed by his niece that there was a bucket of water for him in the bath, he hurried down there, half-dressed, holding a towel. The bathroom, located by the side of the building, as an improvised rectangular enclosure made of palm fronds. Hissing to himself, he went in and used his clothes and large towel to cover some opening in the enclosure. He started bathing. Then it happened. With every inch of his body thoroughly covered with soap lather, hardly able to open his eyes, he heard someone removing his clothes and towel. Hardly giving the matter a thought, naked except for the covering of soap lather, he ran out and gave the thief a hot chase.

As he ran after the thief, he heard everyone shouting, "the lunatic has broken loose again!" but as soon as the people saw him, everyone shouted, "Ah! Another mad man has broken loose!" <u>men, women, children all</u> ran away, seeking <u>refuge</u> in their homes, slamming their doors. By the time he realised what was happening, daring men were after him. Just as Oliha was about to beat a retreat, he was held by

strong , muscular men who overpowered him and carried him to the quarters of the village <u>foremost</u> occult healer <u>who alone knew how to cure lunatics.</u>

ANSWER THE FOLLOWING QUESTIONS

a) Why did Oliha return to the village?
b) Mention two basic facilities lacking in the village.
c) What was the subject of the meeting Oliha held with his younger brothers?
d) Why was it possible for the thief to remove the clothes without Oliha stopping him?
e) i) Why was Oliha taken to the the occult healer rather than his father's house?
   ii) What is the irony of the entire event in the passage?
f) -------- "men, women, children all -------"
   i) What is the grammatical name given to the above expression?
   ii) What is its function in the sentence?
g) "the early arrival of the morning"
   i) What figure of speech is the above expression?
   ii) Why do you consider it so?
h) For each of the following words, find another word or phrase that means the same and can replace it as used in the passage.
   i) Shocked
   ii) Trying
   iii) Thoroughly
   iv) Refuge
   v) Foremost

SECTION C

READ THE FOLLOWING PASSAGE CAREFULLY AND ANSWER THE QUESTION ON IT

Poverty! Can anyone who has not really been poor know what poverty is? I really doubt it. How can anyone who enjoys three square meals a day explain what poverty mean? Indeed, can somebody who has two full meals a day claim to know poverty? Perhaps, one begins to have one miserable meal in twenty-four hours. Poverty and hunger are cousins, the former always dragging along the latter wherever he chooses to go.

If you are wearing a suit of complete traditional attire and you look naturally rotund in your apparel, you cannot understand what poverty entails. Nor can you have true feel of poverty if you have some good shirts and pairs of trousers, never mind that all these are casual wears. Indeed, if you can change from one dress into another and these are all you can boast of, you are not really poor. A person begins to have a true feel of what poverty means when apart from the tattered clothes on his body, he doesn't have a sheet to keep away the cold at night.

Let us face it, how can anyone who has never slept outside, in the open, appreciate the full, harsh import of being homeless? Yet that is what real, naked poverty is. He who can lay claim to a house, however humble, cannot claim to be poor. Indeed, if

he can afford to rent a flat, or a room in a town or city, without the landlord having cause to eject him, he cannot honestly claim to be poor. The really poor man has no roof over his head, and this is why you find him under bridge, in a tent or simply in the vast open air.

But that is hardly all. The poor man faces the world as a hopeless underdog. In every bargain, every discussion, every event involving him and others, the poor man is constantly reminded of his failure life. Nobody listens attentively when he makes a point; nobody accepts that his opinion merits consideration. So, in most cases, he learns to accept that he has neither wisdom nor opinion.

The pauper's lot naturally rubs off on his child who is subject not only to hunger of the body but also of the mind. The pauper lacks the resources to send his child to school. And even in communities where education is free, the pauper's child still faces an uphill task because the hunger of the body impedes the proper nourishment of the mind. Denied access to modern communications, media, the poor child has very little opportunity to understand the concept taught him. His mind is a rocky soil on which the teacher's seed cannot easily germinate. Thus embattled at home and then at school, the pauper's child soon has very little option but to drop out of school.

That is not all. Weakened by hunger, embattled by cold and exposure to the elements, feeding on poor water and poor food, the pauper is an easy target for diseases. This is precisely why the poorest countries have the shortest life expectancies while the longest life expectancies are recorded among the richest countries. Poverty is really a disease that shortens life!

Now answer the following question
   a) In five sentences, one for each, summarise the problems of the poor man.

ANSWER GUIDE

ESSAY (50mks)
Content ---- (10mks)
Organisation ---- (10mks)
Expression ------ (20mks)
Mechanical Accuracy ---- (10mks)

COMPREHENSION (20mks)

a) He returned to take care of his father who was ill. (2mks.)

b) i) Electricity ii) Pipe borne water (1mk each.)

c) The subject of his meeting with his brothers was how he would pay his own share of their father's medical expenses. (2mks.)

d) He was taking his bath with his eyes covered with soap lather. (2mks.)

e) i) He was taken for a mad man. / He was thought to be mad. / The people thought he was another mad man. (2mks.)

   ii) The irony was that a sane man/person was taken for a mad man. (1mk)

f) i) Noun clause. ii) It specifies the doers of the action "ran" (1mk each.)

g) i) Personification. ii) Morning which is an inanimate object was described to have arrived like a person/human being. (1mk each.)

h) Shocked – Amazed/Surprised;

   Trying – Painful/Terrible/Unpleasant;

   Thoroughly – completely/totally;

   Refuge – Safety/Protection/Shelter;

   Foremost – Leading / Famous / Best (1mk each)

SMMARY (30mks)

i)   The poor man goes hungry / the poor man has difficulty in finding one poor meal a day.

ii)   The poor man has a short life span / has hardly any clothes to wear.

iii)   The poor man is homeless / the poor man has no roof over his head. The poor man is exposed to the elements (weather).

iv)   The poor man's opinion/idea is not recognized or considered / the poor man is nit respected / recognized.

v)   The poor man is unable to send his child to school / the poor man is unable to educate his child.

vi)   The poor man falls easily to diseases / the poor man dies early / the poor man is an easy target for diseases.

UNIVERSITY OF IBADAN
DEPARTMENT OF TEACHER EDUCATION
ENGLISH ORACY SKILLS RATING SCALE (EOSRS)

Dear respondent,

      I am a Postgraduate student of the Department of Teacher Education, Faculty of Education, University of Ìbàdàn, Ìbàdàn. I intend to carry out a research on the Implementation of the English language curriculum at the secondary school, SS2 level. The information required from you is for the use of the researcher. It has nothing to do with you as an individual, your students or your school. Therefore, your maximum cooperation and honesty is solicited.

Yours Sincerely,

Ọmọbọ́lájí Olúfúnmilọ́lá Àkànbí

Section A:
Topic of the Debate:
Speak for or against the motion: "City life is better than village life" as a chief speaker in ten minutes.

Time allotted for the Debate: 10 minutes
Speaking for: {   }
Speaking against: {   }
Male {   }   Female {   }
Section B:
Please rate each student according to performance in each item.
English Oracy Skills Achievement Test and Rating Scale (EOSATRS)
Key: 1=Poor 2=Fair 3= Good 4=Very Good
(1)

S/N	Items	Poor	Fair	Good	Very Good
1	Exhibits full understanding of the topic.				
2.	Speaks simple but correct statements.				
3.	Speaks fluently.				
4.	Speaks confidently.				
5.	Lays the points sequentially.				
6.	Observes the tenses correctly.				
7.	Presents the points logically.				
8.	There's coherence in the expressions.				

(2)

S/N	Items	Poor	Fair	Good	Very Good
1	Exhibits full understanding of the topic.				
2.	Speaks simple but correct statements.				
3.	Speaks fluently.				
4.	Speaks confidently.				
5.	Lays the points sequentially.				
6.	Observes the tenses correctly.				
7.	Presents the points logically.				
8.	There's coherence in the expressions.				

(3)

S/N	Items	Poor	Fair	Good	Very Good
1	Exhibits full understanding of the topic.				
2.	Speaks simple but correct statements.				
3.	Speaks fluently.				
4.	Speaks confidently.				
5.	Lays the points sequentially.				
6.	Observes the tenses correctly.				
7.	Presents the points logically.				
8.	There's coherence in the expressions.				

(4)

S/N	Items	Poor	Fair	Good	Very Good
1	Exhibits full understanding of the topic.				
2.	Speaks simple but correct statements.				
3.	Speaks fluently.				
4.	Speaks confidently.				
5.	Lays the points sequentially.				
6.	Observes the tenses correctly.				
7.	Presents the points logically.				
8.	There's coherence in the expressions.				

(5)

S/N	Items	Poor	Fair	Good	Very Good
1	Exhibits full understanding of the topic.				
2.	Speaks simple but correct statements.				
3.	Speaks fluently.				
4.	Speaks confidently.				
5.	Lays the points sequentially.				
6.	Observes the tenses correctly.				
7.	Presents the points logically.				
8.	There's coherence in the expressions.				

(6)

S/N	Items	Poor	Fair	Good	Very Good
1	Exhibits full understanding of the topic.				
2.	Speaks simple but correct statements.				
3.	Speaks fluently.				
4.	Speaks confidently.				
5.	Lays the points sequentially.				
6.	Observes the tenses correctly.				
7.	Presents the points logically.				
8.	There's coherence in the expressions.				

Table 3.1 TABLE OF SPECIFICATION FOR ENGLISH ORACY SKILLS ACHIEVEMENT TEST

Items	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Phonemes	3	2	3	2	1	1	12
Syllable	2	1	2	2	1	1	9
Stress	2	2	2	3	1	1	10
Intonation	3	3	2	2	2	1	13
Consonant clusters	2	2	2	-	2	1	09
Rhyming Words	1	1	1	2	1	-	08
TOTAL	13	11	12	11	8	5	60

Adapted from Bloom's (1956) Table of Specification

APPENDIX XI

SENIOR SECONDARY SCHOOL ENGLISH LANGUAGE CURRICULUM

Vocabulary Development Components	Oracy skills (Spoken English)	Oracy skills (Listening Comprehension)	Literacy skills (Reading Comprehension)	Literacy skills (Writing for effective communication)	Grammatical Structure
The objectives of this component, is to ensure that the students possess adequate vocabulary without which ability to communicate will be hampered. Vocabulary and areas of interest highlighted include: Words associated with the home and family, agriculture, health, sports,	The objectives of this component, is to ensure that the students speak the language intelligibly and communicate effectively, face to face, in English language. The following areas must be covered: Selected consonants that create pronunciation difficulty for many Nigerian students. Selected syllabic consonants.	There is a deviation from the previous English language curriculum in the area of skills of Oracy. In the past, the listening comprehension aspect is treated fleetingly and is held responsible for failure in English language in our schools. For example, products are unable to listen efficiently to lectures, speeches, etc. They rely heavily on teacher's notes, suggesting that the time used for teaching may have been wasted. Consequently,	The objectives of this component, is to ensure that the students are involved in recognition and accurate interpretation of words in context, understanding of sentences no matter how complex as well as ability to grasp the ideas and import of what is read. To achieve these, attention was paid to the following: Reading silently for main ideas and details Reading to grasp the meaning of words in context. Reading to follow directions. Reading to answer questions at all levels of comprehension;	The objectives of this component, is to ensure that the students put accurate representation of ideas on paper so as to communicate such thoughts and ideas to an audience. Aspects covered at this level serve as revision as well as extension of the ideas to more complex usages. Areas covered include:	The objectives of this component, is to ensure that the students are able to acquire the skills of proper arrangement of words in sentences as attention is paid on the authentic forms of English (grammatically acceptable forms) using the followings:

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religion, the professions, building, etc.

Antonyms and synonyms.

Word formation through prefixes and suffixes.

Idioms and idiomatic expressions.

Foreign words in common English usage.

American and English spellings of common | Consonant sounds followed by /i/, /u/, etc.

Words of three syllables stressed on first or second or third syllable.

Words of four syllabic consonants stressed on the first, second or third syllables.

Stress timing in English sentences, correct phrasing and voice modulation in prose reading.

Oral composition skills.

Speaking to persuade and convince. | the listening skill to be taught has been extended significantly to include:

Listening to grasp main points or ideas in:

Speech

Conversation

Lecture

Poem

Recorded material

Radio/TV broadcast

Short debates etc.

Listening to identify the speaker's mood, tone and purpose.

Listening to identify details through signaling words like – *because, as a result, for example, in other words,* etc. | Recall level

Translation level

Interpretation level

Extrapolation level

Reading for summary.

Reading to identify theme.

Reading to identify keywords and sentences.

Reading to make notes.

Materials suggested for reading practice and exercises are topical issues of current and national concern like:

National values, honesty, hard work, etc.

Topics on corruption, fraud, etc. as espoused by ICPC, EFCC, National orientation Agency, NAFDAC, etc. | Narrative writing.

Descriptive writing.

Expository writing.

Argumentative writing/debates.

Letter-writing; formal, semi-formal and informal.

Speech-writing for different occasions and purposes.

Technical and scientific writing.

Report writing.

Creative writing etc. | Substitution tables.

Listening to special programmes on television and radio.

Newspaper and magazine.

Concord (subject verb agreement.)

Active and passive voice.

Tenses

Substitution.

Punctuation.

Spelling.

Legibility in writing. |

words. Spelling of commonly misspelt words. Word modifiers.		Listening for summary – note taking. Listening to follow directions. Listening to tell the meaning of words in context. Listening to identify a speaker's style.			

APPENDIX XII

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 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,
4. Idioms and idiomatic expressions,
5. Foreign words in common English usage,
6. American and English spellings of common words,
7. Spelling of commonly misspell words,
8. Word modifiers

Oracy skills: listening comprehension

There is a deviation from the previous English language curriculum in the area of skills of oracy. In the past, the listening comprehension aspect is treated fleetingly and is being held responsible for failure in English language in our schools. For example, products are unable to listen efficiently to lectures, speeches etc. They rely heavily on teacher's notes, suggesting that the time used for teaching may have been wasted. Consequently, the listening skill to be taught has been extended to include:

1. Listening to grasp main points or ideas in:
    a. Speech
    b. Conversation
    c. Lecture
    d. Poem
    e. Recorded material
    f. Radio/TV broadcast
    g. Short debate etc.
2. Listening to identify the speaker's mood, tone and purpose
3. Listening to identify details through signaling words like because, as a result, for example, in other words etc.
4. Listening for summary note taking
5. Listening to follow directions
6. Listening to tell the meaning of words in context
7. Listening to identify a speaker's style.

Oracy skills: spoken English

This is the reverse of the listening skill. Without a speaker, there can be no listener. The objective of thus component is to ensure that students speak the language intelligibly and communicate effectively, face to face, in the English language. To achieve this, the following areas were covered:

1. Selected consonants that create pronunciation difficulty for many Nigerian students,
2. Selected syllabic consonants
3. Consonants sounds followed by /j/, /u/
4. Words of three syllables stressed on the first, or second, or third syllable,
5. Words of four syllabic consonants stressed on the first, second, or third syllables,

6. Stress timing in English sentences; correct phrasing and, voice modulation in prose reading,
7. Oral composition skills,
8. Speaking to persuade and convince.

Literacy skills: reading comprehension

Reading is a very important literacy skill. At the Senior Secondary level, it involves recognition and accurate interpretations of words in context; understanding of sentences no matter how complex as well as ability to grasp the main ideas and import of what is read. To achieve these, attention was paid to the following:

1. Reading silently for main ideas and details,
2. Reading to grasp the meaning of words in context,
3. Reading to follow directions,
4. Reading to answer questions at all levels of comprehension;
    •   recall level
    •   translation level
    •   interpretation level
    •   extrapolation level,
5. Reading for summary,
6. Reading to identify theme,
7. Reading to identify key words and sentences,
8. Reading to make notes.

Materials suggested for reading practice and exercise are topical issues of current and national concern like

a. National values honesty, hard work etc.
b. Topic on corruption, fraud etc as espoused by ICPC, EFCC, National Orientation Agency, NAFDAC.

Literacy skills: writing for effective communication

Writing is an accurate representation of ideas on paper so as to communicate such thoughts and ideas to an audience. It is very important literacy skill, both for higher education and external communication. Aspects covered at this level serve as revision as well as extension of the ideas to more complex usages.
Areas covered include:

1. Narrative writing
2. Descriptive writing
3. Expository writing
4. Argumentative writing/debates
5. Letter-writing formal, semi formal or informal

6. Speech-writing for different occasions and purposes.
7. Technical and scientific writing
8. Report writing
9. Creative writing etc.

These have been presented in very simple manner but the teacher is free to treat them in varying ways using dialogues, substitution tables, extensive practice exercises and extensive reading.

S/NO.	CONTENT OF CURRICULUM THEME 1	TOPICS (SSS ONE)	PAGE
1.	Vocabulary Development	Vocabulary Associated with Home and Family	1
2.	Vocabulary Development	Vocabulary Associated with Agriculture	2
3a.	Vocabulary Development	Vocabulary Associated with Fishing and Animal Husbandry – Fishing	4
3b.	Vocabulary Development	Vocabulary Associated with Animal Husbandry	4
4a.	Vocabulary Development	Words Associated with Religion – Traditional Religion	5
4b.	Vocabulary Development	Words Associated with Religion – Christian Religion	6
4c.	Vocabulary Development	Words Associated with Religion – Islamic Religion	7
4d.	Vocabulary Development	Other Expressions Associated with Religion	8
5	Vocabulary Development	Antonyms As words (i) Exactly Opposite in Meaning (ii) Nearly Opposite in Meaning	9
6.	Vocabulary Development	Synonyms as words (i) With the same meaning (ii) nearly the same in meaning	10
7a.	Vocabulary Development	Words Associated with Profession – Advertising	11
7b.	Vocabulary Development	Words Associated with Profession – Stock Exchange	12
B.	Vocabulary Development	Spelling of Commonly Missplet words and the use of the Dictionary	13

	THEME 2	TOPICS	
1.	Oracy Skills – Spoken English	Selected consonants (j,z,………etc)	15
2.	Oracy Skills – Spoken English	Consonants followed by /w/	15
3.	Oracy Skills – Spoken English	Consonants followed by /j/	16
4.	Oracy Skills – Spoken English	Syllabic consonants /I/	16
5.	Oracy Skills – Spoken English	Words of two syllables, stressed on the second syllable	17
6.	Oracy Skills – Spoken English	Consonants sound followed by K+W	17
7.	Oracy Skills – Spoken English	Consonants followed by /J/ and /U/ sounds	18
8.	Oracy Skills – Spoken English	Words of three syllables stressed on first, second or third syllables	18
9.	Oracy Skills – Spoken English	Words of four syllables , stressed on first, second and third syllables	19
10.	Oracy Skills – Spoken English	Stress timing in English Sentences; correct phrasing and voice modulation in continuous prose reading	19
11.	Oracy Skills – Spoken English	Oral composition skills 1; Narrative & Descriptive	20
12.	Oracy Skills – Spoken English	Oral composition Skills II; Expository & Argumentative	20
13.	Oracy Skills – Spoken English	Speaking to persuade/convince	21
	THEME 2	TOPICS	
1.	Oracy Skills – Listening Comprehension	Listening to grasp main points or ideas (in a speech, conversation, lecture, poem, recorded material, radio broadcast and short debates)	22
2.	Oracy Skills – Listening Comprehension	Listening to identify a speaker's mood, tone and purpose	
3.	Oracy Skills – Listening Comprehension	Listening to identify details	23-24
4.	Oracy Skills – Listening Comprehension	Listening for summary through identifying key words	24
5.	Oracy Skills – Listening Comprehension	Listening attentively to follow directions effectively	25
6.	Oracy Skills – Listening Comprehension	Listening to tell the meanings of words in context	26

7.	Oracy Skills – Listening Comprehension	Listening to identify a speakers' style	27
	THEME 3	TOPICS	
1.	Literacy Skills – Reading Comprehension	Reading to comprehend main ideas or story line	28
2.	Literacy Skills – Reading Comprehension	Reading to comprehend supporting details	29
3.	Literacy Skills – Reading Comprehension	Reading to comprehend word-meanings through context	30
4.	Literacy Skills – Reading Comprehension	Reading to identify the writer's mood, tone and purpose and the relationship between purpose and tone	31
5.	Literacy Skills – Reading Comprehension	Reading for summary	32
6.	Literacy Skills – Reading Comprehension	Reading to make notes	32
	THEME 3	TOPICS	
1.	Literacy Skills – Writing for Communication	Continuous writing- Narrative	34
2.	Literacy Skills – Writing for Communication	Continuous writing – descriptive	35
3a.	Literacy Skills – Writing for Communication	Letter Writing – Informal letter	36
3b.	Literacy Skills – Writing for Communication	Semi – Formal Letters	37
4.	Literacy Skills – Writing for Communication	Record Keeping	38
5.	Literacy Skills – Writing for Communication	Speech Writing	39
6.	Literacy Skills – Writing for Communication	Popular Articles for Various Reading Audiences	
	THEME 4	TOPICS	
1.	English Grammar – Structural Patterns	Nouns and Noun Phrases with the Definite Articles	41
2.	English Grammar – Structural Patterns	Countable and Uncountable Nouns	42
3.	English Grammar – Structural Patterns	Introducing Nominalisation of adjectives and verbs	43
4.	English Grammar – Structural Patterns	Irregular Verbs	44
5.	English Grammar – Structural	Complex Tense form	45

	Patterns		
6.	English Grammar – Structural Patterns	Pharasal Verbs 1	46
7.	English Grammar – Structural Patterns	Pharasal Verbs II	47
8.	English Grammar – Structural Patterns	Adjuncts (Adverbs)	48
9.	English Grammar – Structural Patterns	Complex Sentences	49
10.	English Grammar – Structural Patterns	Compound Sentences	50

(culled from "Federal Ministry of Education Senior Secondary Education Curriculum ENGLISH LANGUAGE for SS1-3 by Nigerian Educational Research and Development Council")

APPENDIX XIII

The researcher and the Participants

The researcher and the Participants

The Researcher and the Participants

The researcher and the Participants

Participants Responding to English Oracy Skill Achievement Test EOSAT (Written).

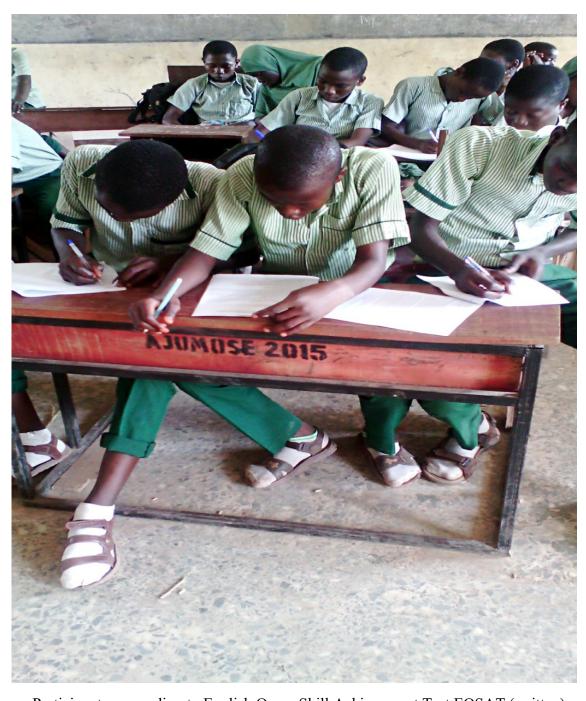Participants responding to English Oracy Skill Achievement Test EOSAT (written).

One of the Schools that Participated

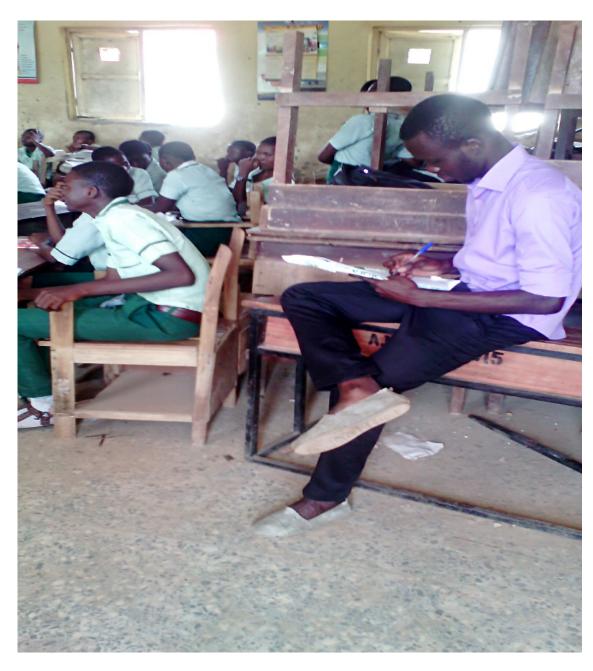Participants responding to English Oracy skill Achievement Test EOSAT (written).

One of the participants speaking on a chosen topic on EOSRS (spoken)

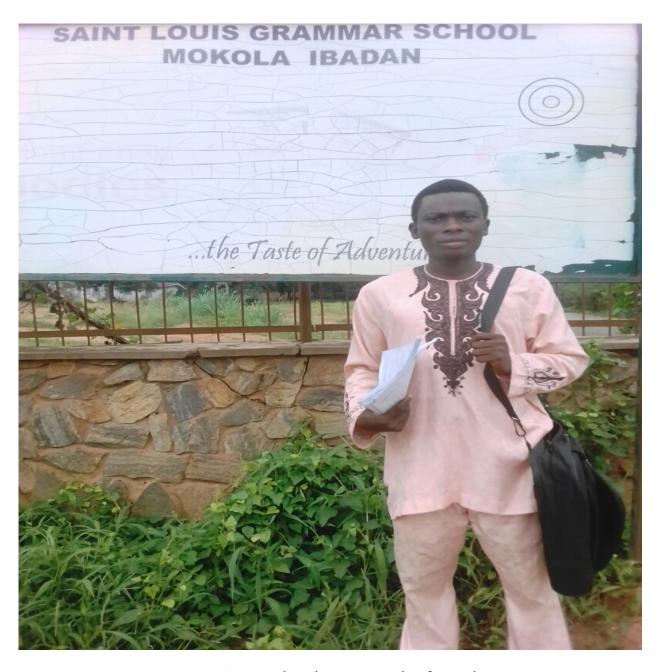Participants responding to English Oracy Skill Achievement Test EOSAT (written)
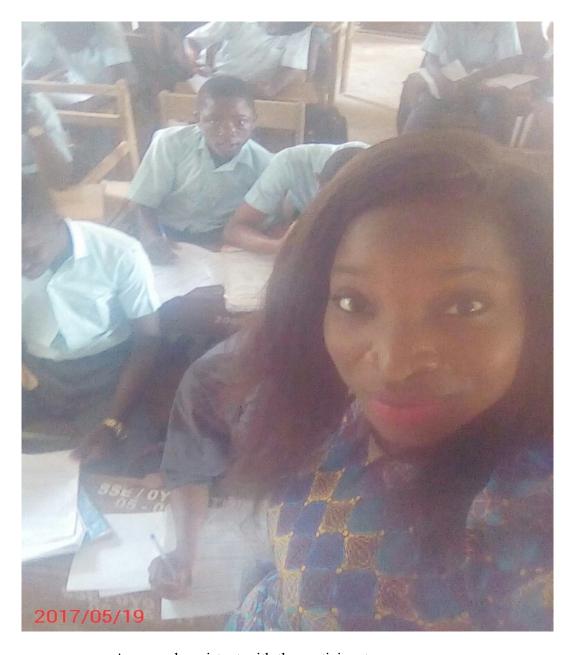
A research assistant rating the participants on EOSRS

Research assistant rating the participants on EOSRS

Participants responding to English Oracy Skill Achievement Test (EOSAT) (written).

A research assistance reporting for work.

A research assistant with the participants

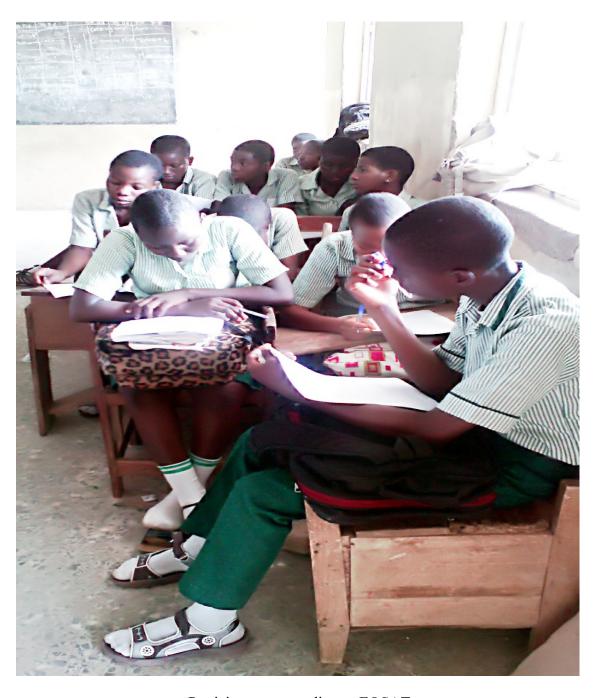Participants Responding to EOSAT

Participants Responding to EOSAT

Participants responding to EOSAT

The researcher watching participants respond to EOSAT

Participants responding to EOSAT

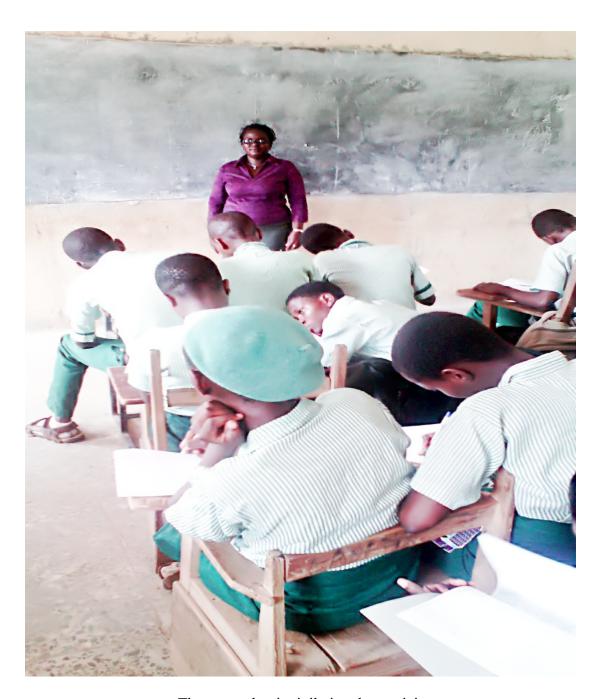The researcher watching participants respond to EOSAT

The researcher watching participants respond to EOSAT

A research assistant and participants listening to a participant speaking on EOSRS

A research assistant and participants listening to a participant speaking on EOSRS

The researcher invigilating the participants

A research assistant invigilating the participants

A research assistant listening to and rating the participants on EOSRS (spoken)

A research assistant rating the participants on EOSRS

A research assistant invigilating the participants

Participants responding to ELSAT

Participants responding to ELSAT

A research assistant invigilating the participants

Participants responding to ELSAT