



**FEDERAL UNIVERSITY OF AGRICULTURE  
ABEOKUTA NIGERIA**

# **9<sup>th</sup> INAUGURAL LECTURE**

## **ELIMINATING THE AVOIDABLE GULF BETWEEN KNOWLEDGE AND DEVELOPMENT**

by

**Professor Helen Aduke Bodunde**

*(Professor of Communication and Teaching English as a Second Language)*

*Department of Communication and General Studies  
College of Agricultural Management and Rural Development  
Federal University of Agriculture Abeokuta, Nigeria*

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**This 91<sup>st</sup> Inaugural Lecture was delivered under the  
Chairmanship**

**of**

**The Vice-Chancellor**

**Professor Babatunde Kehinde**<sup>FGSN, FIHS</sup>

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BETWEEN KNOWLEDGE AND DEVELOPMENT**

**PROTOCOLS**

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Members of my Immediate and Extended Families,

All other special Guests and Friends of the University,

Gentlemen of the Press,

Distinguished Ladies and Gentlemen,

Great FUNAABITES!

**PREAMBLE**

The Vice-Chancellor, Sir, it is a privilege to be the 91<sup>st</sup> Inaugural Lecturer of this great University, and to present today, June 5 2024, my contributions to developing minds, lives and humanity in over three decades in academics. To God alone be the glory for this great opportunity. He has been my Enabler from conception to date, my life Giver, my Source of wisdom, knowledge and understanding.

Inaugural lectures provide occasions for the University to acknowledge the appointment of professors (hence the word, inaugural), introduce them to the university community, and provide engagement with the larger community. In the process, a professor is able to share his/her detailed innovative research engagements and output with audiences consisting of academic community, members of the public, friends and family members, providing a great opportunity for gown and town engagement and interaction.

This Inaugural Lecture is the first in Communication and Teaching English as a Second Language (TESL) in this University, the second and the third in the English and Communication Unit and the Department of Communication and General Studies (CGNS), respectively. The first in the English and Communication Unit was delivered by Professor Bolanle Idowu Akeredolu-Ale, and was the 34<sup>th</sup> in the University while the second in the CGNS Department was by Professor Adenike Onifade, and was the 77<sup>th</sup> in the University; the eleventh in the College of Agricultural Management and Rural Development and the 91<sup>st</sup> in the Federal University of Agriculture, Abeokuta.

As a young girl in the Secondary school, I had always nursed the idea of studying a course that would provide me the opportunity of affecting humanity positively through knowledge dissemination

and interaction. I pursued this interest with utmost vigour through trainings in relevant institutions of learning, leveraging on disciplines that could facilitate my intention. The medium of knowledge dissemination and the beneficiary of the knowledge became my concern from the beginning, hence the pursuance of languages (the tool for communication and knowledge dissemination), with special reference to Nigeria's lingual franca; and Educational Psychology (which provides the opportunity to study human mind and processes, and the interaction between the duo). Learning, motivation and memory are parts of these processes. The knowledge of these mental processes helps teachers to understand the learners in order to facilitate and enhance learning.

I started my academic career at Ahmadu Bello University, Zaria where I taught English and Communication Skills, and Literary Studies to undergraduates in order to provide them skills for better accessibility to their content areas while in the University; and for them to function well in their workplaces after graduation. It has been a career of encouraging learners towards language competence and performance. The situational use of language propels learners to be comfortable wherever they are, thereby increasing their performance and self-esteem for self-actualisation and transcendence, giving back to their communities.

Learning as the impulse of knowledge dissemination is a relatively permanent change in behaviour as a result of experience. The experience, here, is the learning content (knowledge) disseminated formally and informally, driven by a tool (language). For one to be able to have a change in behaviour, a permanent one for that matter, sustainable education must have taken place. For example, there are 17 Sustainable Development Goals directed towards people and the planet through partnership, leading to peace and prosperity.

For this to happen, every person must understand himself and relate with the environment with care. This is a role that only quality and functional education (Goal 4) can make attainable. It is, therefore, a thing of concern for anyone involved in the field of knowledge dissemination to identify and pursue the major ingredients towards its attainment. The core of learning procedure is the tool for knowledge dissemination made possible by the use of language. The topic of this inaugural lecture is **Eliminating the Avoidable Gulf Between Knowledge and Development.**

## 1.0 INTRODUCTION

The Vice-Chancellor, Sir, permit me to set this inaugural lecture in perspectives by defining some important concepts related to the topic of the lecture.

### 1.1 Definitions of Concepts

#### 1.1. 1 *The concept of education*

Many scholars have defined 'education' in different ways. Aristotle defines it as “the process of training man to fulfil his aim by exercising all the faculties to the fullest extent as a member of a society” (ExamPlanning.Com). John Dewey describes education as “the development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities”. On the part of Chazen (2022) cited in Cremin (2023:27), education is “the deliberate, systematic, and sustained effort to transmit, provoke or acquire knowledge, values, attitudes, skills or sensibilities, as well as any learning that results from the effort” (Cremin,, 2023). Education Summary (2023) succinctly describes education as facilitating the acquisition of new knowledge, skills, moral values, beliefs, habits, learning, and personal development for a meaningful life.

The definitions by Aristotle, a great philosopher, and Dewey, an exemplary educational theorist, accentuate the importance of



education in developing individual's intellectually, socially, emotionally and physically for mature life. In the process, the individual acquires knowledge, develops abilities, attitudes and behaviour to control and contribute to the development of his/her environment. Chazen's definition, in addition to Aristotle and Dewey's, emphasizes the provision of intentionally-organised efforts in order to facilitate effective, enduring, transferable and sustainable education. They advocate the need for those involved in knowledge transmission to decipher the medium of effective knowledge dissemination.

Education can be received formally or informally. The former is structured and acquired from academic institutions while the latter is non-regimented and acquired from home, churches, mosques, different organisations and generally in the environment. Whichever form of education, its transmission to others is intentional. Thus, there is the need for adequate plans for effective and successful transmission of the intended goal to be the attainable.

### *1.1.2 The concepts of learning, teaching and language*

Learning is the process of acquiring new knowledge and new responses (Woodworth, 1945). It can also be described as the acquisition of knowledge, habits and attitudes (Crow and Crow, 1973) It involves new ways of doing things and it operates in an individual's attempts to overcome obstacles or to represent a progressive change in behaviour, resulting from experience. Learning is generally defined by psychologists as “relatively permanent change in a behavioural potentiality that occurs as a result of reinforced practice”. These skills, knowledge or attitudes result from identifiable psychological or social experience. This means that temporary changes in behaviour do not count as learning. Learning is “a process that leads to change, which occurs as a result of experience, and increases the potential for improved

performance and future learning"(Ambrose et al, 2010, p. 3) . The change in the learner may happen at the level of knowledge, attitude, skill or behaviour. To cause this to happen, something needs to provide the trigger for change. There comes teaching, which acts as the modification of behaviour.

Teaching is defined as the concerted sharing of knowledge and experience, which is usually organized within a discipline, and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person (Perko, Lebe and Basle 2020). It is the engagement with learners to enable their understanding and application of knowledge, concept and processes. Basically, the teaching-learning process is about communication. Information, ideas, knowledge are disseminated through the use of language. Language, itself, is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily-produced symbols (Lyons, 1981). The understanding of these symbols facilitates conversation and communication. This is why communication is basically a language activity. It makes the transmission of ideas, information, and knowledge attainable and achievable.

### *1.1.3 Language of instruction*

Language policy is a guiding document on the adoption and integration of specific languages for teaching and learning in the educational system (Kaplan and Baldauf (1997). Language of instruction is defined as the language used by teachers in knowledge dissemination to students, and how learners and teachers communicate about instructional matters. The language of instruction may be the mother tongue (MT) of learners (a language they speak at home ), language of wider community, that is, a language in the learners' immediate community (LIC), the official or national language of the country, an international language such as English, or a combination of all these identified forms (Peyton, 2015).

The teacher needs to communicate with the learners. Since communication is a language activity, a specific language or languages that is/are understood by the learners and the teachers need be used for instruction in either face-to-face mode, virtual/online, distance learning center-based or in technology-based instruction in classroom correspondence.

### **1.2 Types of Language of Education**

Decisions about language of education requires choices as to what mother tongue languages to teach, in what grades, when to transit to the national language or international language. Efforts to develop materials and instructional strategies to support the language(s) selected are usually considered. The linguistic phenomena of a country and the goals of the nation influence the kind of policy to be adopted. It is possible that students begin learning in one language, and have transit to one or more languages after some years (Bodunde, 1998).

The typology of language of education could be endo-, exo- or endo-exo-glossic. The endo-glossic is the use of an indigenous language in education, the exo-glossic is the use of foreign language while the endo-exo-glossic is a combination of indigenous and foreign languages in education. The endoglossic could be the MT or language of the immediate community for early education, or throughout the basic education level. In some cases at the regional level, one or two ///languages can be in use. For instance in Nigeria, it could be a mother tongue or one of the three major languages (Yoruba, Hausa or Igbo). The exo-glossic typology is basically the use of foreign languages which could be one or more, depending on the nation. The endo-exo-glossic is otherwise termed the bilingual situation. It is the use of two languages, a combination of foreign and an indigenous language in giving instructions. There are, however, instances of bilingual

situations being two foreign languages, depending on the target of the nation on education.

Bilingual education, which is most used in multi-lingual nations, could be transitional, language maintenance, enrichment, interdependence or immersion (Fishman, 1977). Transitional Bilingual Education (TBE) is that in which the native language or mother tongue is used as a co-medium of instruction only briefly until the second language (L2) is sufficiently well-learned to the extent of being the lone medium of instruction.

The Language Maintenance Oriented Bilingual Education (LMOBE) is that in which the MT, as a co-medium of instruction is not retired from active duty as soon as possible but it is retained for an appreciable, if not the entire, part of school experience. MT is used as a medium of instruction in subjects such as History, Literature, Custom and Religious Knowledge whereas the L2 is the medium of instruction in subjects such as Mathematics, Natural Science and unmarked Literature. Harding and Riley (1986) assert that this medium gives the academic attainment equal to those of monolingual. It enables learners to develop mature skills in both languages and attain full bilingualism eventually.

Enrichment Bilingualism Education (EBE) is designed to add to the linguistic repertoires of majority and minority or both users. In this type, two MT groups are co-present in the classroom and each is one of the co-media of instruction so what is EBE for the L2 learners can be maintenance Bilingual Education (MBE) for MT learners. Interdependence Bilingual Education (IDBE) between types is the one that there is a progression from TBE through MBE and to EBE. IDBE is not static on a single typology it starts from where one fails. The Immersion Bilingual Education (IBE) operates where learners receive the lion share of their education in

the MT during the elementary years, and still remain in a programme in which an L1 and MT are used in similar degrees concurrently resulting in native or near native standard without falling behind in their academic pursuit.

Research has shown that throughout primary school, children' first language is the optimal language for literacy and learning (UNESCO, 2008). Primary language reading instruction develops first language skills, promotes reading in English, and can be carried out as children are also learning to read, and are learning other academic contents, in English. Advocates of bilingual/multilingual education agree that there are many reasons for students to maintain oral proficiency and literacy in their mother tongue/home language and for that language to be used as a medium of instruction in school, at least in the primary years. One of such reasons is the importance of building a bilingual and multilingual citizenry in a global society. Students often have a stronger sense of identity and agency when their mother tongue is valued and used in school (Cummins, 2000). Some scholars and educators argue that, when possible, it is appropriate to develop proficiency in the mother tongue/home language at high levels (beyond the elementary school grades) at the same time as students learn a national language of the country or an international language (Abbott et al., 2014).

Coming back home to Nigeria, what kind of language policy does the nation formulate, and how is it implemented, and what is the effect on the teaching-learning process and quality of education?

### **1.3 The Language Situation in Nigeria**

Nigeria is a multi-lingual nation. The official number of indigenous languages in Nigeria has been intractable. While some put the number at between 400 (Adegbija, 1999) , 500 (Bamgbose, 1992), 520 (Oyeniyi and Alemimu , 2013), recent works have put it at an

estimate of 520 (Eka (2000), 522 (Lewis, 2022). The indigenous languages of Nigeria are classified into three broad linguistic phyla - Niger-Congo, Nilo-Saharan, and Afro-Asiatic. Most Nigerian languages, Yoruba, Igbo, Fula, Tiv, Jukun, Edo, Igala, Idoma, Nupe, Gwari, Efik, Ibibio, Anang, Ekoi, Awak, Waja, Tia belong to Niger-Congo, while others like Hausa, Bade, Margi are the most spoken of the Afro-Asiatic language phylum; Kanuri, Bagirmi and Zerma are the main languages from Nilo-Saharan group. Apart from the indigenous languages, some other foreign ones are in use.

Nigerian languages are classified into three groups - major, main and minor. Yoruba, Hausa and Igbo which are regional, are classified as major while Fulfulde, Kanuri, Tiv, Ijaw, Annang, Igala, Edo, Ibira, Urhobo, Itshekiri, which are sectional languages, are referred to as main. Many other languages are classified as minor. Nigeria makes use of at least three foreign languages English, and French which belong to the Indo-European language group, and Arabic from the Semiotic languages of the Afro-Asiatic group. The multilingual nature of the country led to the emergence of an exo-glossic language as the Lingua franca as none of the indigenous languages is considered widely spoken enough to be a national language.

#### **1.4 Language Policy in Education in Nigeria**

The concern of every nation is the thought of how good education will be achieved in its domain. This makes the question of language of instruction a top priority in the educational agenda, particularly in a multilingual setting. Each country has its own policy on language of education. That is, it works out the types of languages of instruction based on the language situation of the country, the age and level of education of learners.

The discussion on a workable language of instruction has always been controversial since the inception of formal education in Nigeria (Adesina, 1977). Language of Immediate Community

(LIC) was predominantly used in early formal education during the colonial period as stipulated in the 1916 Ordinances and the Phelps-Stokes Commission report (Adesina, 1977). These languages include Yoruba in the South West, Igbo in the South East, Hausa, and Fulfulde in the north. This was understandably so, because there were few teachers who could use the English language to teach. From inception of primary education to date, the proposed choices have been the MT (Fafunwa, 1977); Bamgbose, 1992; Emananjo, 1994); Transitional Bilingual (FGN, 1977); Gradual Transition (Omojuwa, 1982); Straight for English (Ogunyemi, 1991; Adedun, 1992); Selective Bilingualism (Bodunde, 2004).

The first attempt to develop a language policy made by Nigeria as an independent nation was in 1973 after the Conference on Curriculum. Experts, voluntary agencies in different fields were assembled to provide a National Policy on Education (NPE), in which the language of achieving the lofty ideas was presented in 1977 (FGN, 1977). This document has had five reviews since then - 1981, 1993, 2004, 2007, 2013, and had been reprinted thrice (2014, 2020, 2022).

The main thrust of language in education, as spelt out of the NPE in Section 4d, states that:

In addition to appreciating the importance of language in the educational process and as means of preserving the people's culture,...each child should be encouraged to learn one of the three major languages other than his own mother tongue (FGN, 1981:6)

In Section 4e, the policy allocates languages for instruction at different levels of education, such that, at the pre-primary level, instruction be given in the MT or the LIC. The medium of instruction for the primary level is MT or LIC in the first three years and English is taught as a subject in the curriculum. At the senior primary level (4-6 levels), English language becomes the medium

of instruction, and it is used and is still taught as subject in the curriculum. The major Nigerian languages (MNL) - Yoruba, Igbo and Hausa are only to be learnt as subjects in the curriculum (Table 1).

The aim of education at the secondary level is to prepare useful citizens within the society. The medium prescribed for this purpose is English language from Junior to Senior Secondary School up to tertiary institution. In addition to this, English language, LIE/LIC and any other language apart from LIE/LIC should be learnt as subjects. In other words, from primary four to the tertiary education level, English language is used for instruction.

Table 1 summarises the roles of language in the school curriculum.

Table 1: Language Policy in Nigeria

| <b>Educational level</b> | <b>Instruction Medium</b>    | <b>Language Subject</b>      |
|--------------------------|------------------------------|------------------------------|
| Pre-primary              | MT/LIC(E)                    | LIC(LIE)                     |
| Primary                  | MT/LIC(E) 1-3<br>English 4-6 | LIC( LIE),English<br>English |
| Junior Secondary         | English                      | English, LIC (LIE            |
| Senior Secondary         | English                      | English/ , LIC(E)/MNL        |
| Tertiary institutions    | English                      | *ECS /EAP                    |

\*extrapolated from the introduction of Use English as a Course in the Nigerian tertiary institutions in 1981(Olaofe, 1993)

The essence of this language prescription is to provide quality education that will develop the citizens for socialization, career development and national unity and development. This further brings out the importance of the UNAVOIDABLE TOOL for human sustainability. There are many research publications which focus on education in developing countries, most of which argue strongly for the use of the mother tongue/home language in instruction, at least in the early years of education. After an overview of interest in and approaches to mother tongue education



in the past several decades in many countries around the world, Ball (2014) cited the UNESCO publication exploring the strengths and challenges of mother tongue education in Mali, Papua New Guinea, and Peru. Building on this article, and the cited case studies, Zafeirakou (2015:1) gives a prevalent argument that “teaching the foundational skills (early literacy and numeracy) and critical thinking in a language that the child speaks and understands is one of the most effective ways to reduce school failure and drop out in the early grades. More importantly, the foundational skills significantly increase learning later on” as students transfer these skills to learning in another language.

### **1.5 Language and Quality Education**

Quality education has been the concern of every nation for the development of her people. An attempt to achieve this begins with the policy or policies that will drive the education. Of utmost importance about this is the kind of education, the language of education, and the educational materials crafted in the language of instruction. There is a symbiotic relationship among language, literacy and educational achievement. Language learning and nurturing literacy skills in the early years lay the foundation for a world of learning opportunities. Language functions as the medium through which educators impart knowledge, explain concepts, provide instructions and get feedback from students.

### **2.0 MY CONTRIBUTIONS TO KNOWLEDGE**

My research work, over the years, has consistently added to the body of knowledge in language teaching and learning in the second language situation focusing on all tiers of education generally but with special reference to Nigerian educational system. The focus on the three tiers of education is to show that the laying of a strong and effective foundation is important to the whole structure. The mishandling of the foundation obviously affects each step of the

structure. The various contributions at various levels of education and on specific issues in a second language situation are towards assisting students learn the language of instruction to cope with their studies and communicate effectively at workplace after graduation, and in the society at large.

The thrust of my contributions are divided into:

- i. Policy issues in Language Teaching
- ii. Language Teaching in the Second Level of Education
- iii. Language Teaching in the Third Level of Education
- iv. Emerging Technologies and Language Teaching
- v) Language and Quality Education for Sustainable Development

## **2.1 Policy Issues in Language Teaching**

In every organization, there are rules, ideas, guidelines and principles that drive activities and govern behaviours. They are directed by a plan or policy that has been agreed to, officially, by a group of people representing the organisation.

A policy is a formalised set of procedures to guide behaviour. Its purpose is either to maintain consistency in behaviour or to alter behaviour in order to achieve a specified goal. Some reviews and researches were done on the effectiveness and shortcomings of the NPE in the teaching and learning processes.

### *2.1.1 Appraisal of Nigerian National Policy on language of education*

Bodunde (1996) did an appraisal of language policy, as stipulated in the Philosophy of Nigerian Education. The policy is intended to integrate the individual into a sound and effective citizen and provide equal opportunities for all citizens of the nation at all educational levels (FGN, 1981). Language learning is an important tool in achieving the philosophy. Policy issues are important in Teaching English as a Second Language (TESL). Each child is

encouraged to learn one of the three languages (Yoruba, Hausa and Igbo) other than his mother tongue. In recognition of this role, National Policy on Education (NPE) allocates languages for instruction at the different levels of education.

An extensive appraisal of the Nigerian Policy on Education, with special reference to the language of education, was done. Nigerian Language Policy on Education as stipulated in National Policy on Education (NPE) 1981, 1990, 1998, 2004 (revised) shows a Transitional Language Medium (TLM). It states that pupils in the primary schools will learn all the subjects in the curriculum in their MT or LIC or Language of Wider Communication (LWC) from primary one to three, and learn English as one of the subjects in the curriculum.

From Primary 4 to the tertiary level, a switch in the language of education from MT to English language is advocated. English and all major Nigerian languages (MNLs) are to be learnt as subjects from junior primary to senior secondary school levels. The need to promote indigenous languages through embarking on language planning and corpus development was considered. Hence the 1989 Constitution of FGN provides that Government shall promote the learning of indigenous languages. Language centres were established, one in Aba and another in Badagry for the Nigerian and French languages, respectively. However, their effectiveness in promoting the main and minority languages in Nigeria has not been obvious. Many of the main languages have not been properly codified for learning. It is very obvious that many of the languages in the Curriculum cannot be used for instruction in education.

Evidently, NPE provides transitional bilingual education. Bilingualism is the alternate use of languages while bilingual education is the instruction in two languages, wherein any of the two could be used for any part of the school curriculum. MT is

merely a transitional medium until the child acquires enough proficiency in English language to ensure easy assimilation into it. At least, it removes the shock that Straight for English Medium (SEM) would have caused. Thus, it acts as a humane bridge to English in providing an effective education for children whose MT is not English. However, the time of transition and the bulk transition do not consider the readiness of the learners in transiting to the other medium. Learning English for three years is not enough to prepare a pupil to take instructions in the language. This is the first critical flaw in the policy. The pupils have not internalised the syntax of the language in the first three years and so, it becomes difficult to understand learning in the language. This creates phobia and under-achievement (Bodunde, 2006) and confusion (Bodunde, 1996). Ball (2014) emphasizes that children whose primary or home language is not that of instruction, in the primary level, are more likely to drop out of school or fail in early stages. The carry-over effect is observed at the beginning of secondary school, for those who get there, where lack of readiness for English language tasks expected is clearly absent. It manifests in poor performance in West African School Certificate English and University Matriculation Examination 'Use of English' and in processing questions in students' content areas. The teaching of the MNL is also underachieved because many of the main languages have not been codified.

Bilingual education, whether transitional, additive, compound or maintenance, needs proper planning, corpus development, and having teachers who are compound bilinguals to teach. The policy only promises the planning after the commencement of its implementation. Adequate qualified teachers to teach and to use both MT/MNLs and English language is a big problem. The proficiency and competence of many of the teachers in the use of English language is low and many can only speak their MT, but not the other MNLs. This creates a gulf between the teacher on one

hand, and knowledge and achievement of students on the other hand. The plight of teachers in linguistically mixed classrooms is a serious one. Assuming the teacher understands the LIC, how does he teach pupils who do not understand the LIC, but only their MTs? Bodunde (1996) concluded that even though the proposal of the language of education as stipulated seems reasonable but it does not consider that Nigeria is no longer three regions where the major three regional languages are only to be patronised. Bilingual education is a necessity in a multilingual setting like Nigeria. However, the pursuance of additive and not replacive or subtractive form should be encouraged. Pursuing this will not only enhance effective learning, but facilitate mutual co-existence and understanding, forster national unity and inclusivity. Nigerian child should form part of the clientele for bilingual education and the goal should be functional trilingualism. The Nigerian child should be saved from the dilemma of being in two worlds but not being able to lay claim to any.

### *2.1.2 Medium of instruction preference and attitude to choice of medium of instruction*

The Vice-Chancellor, Sir, after the review of the Policy on Education, Bodunde (2005a) investigated medium of instruction preference and attitude to choice of Government Stipulated Language Policy (GSLP) medium of instruction. For fairness and inclusivity, most of the researches were done in the six geo-political zones. Samples of 300 parents, who are the determiners of the kind of education their children receive, and 300 teachers, who are the implementers of language of education were drawn from the six geo-political regions of Nigeria to determine language preferred in having their children taught, and for teaching. Results revealed that the English Medium was most preferred for teaching all the subjects in the curriculum except in the teaching of Nigerian languages (Table 2).

**Table 2: Parents and Teachers' Most Preferred Medium Choice for Teaching the Subjects in the Primary School Curriculum**

| <b>Zones</b> | <b>LP</b> | <b>Eng</b> | <b>Maths</b> | <b>SS</b> | <b>Sci.</b> | <b>CA</b>  | <b>Arts</b> | <b>HE</b> | <b>CRK/IRK</b> | <b>Agric</b> | <b>NL</b> |
|--------------|-----------|------------|--------------|-----------|-------------|------------|-------------|-----------|----------------|--------------|-----------|
|              |           | F          | F            | F         | F           | F          | F           | F         | F              | F            | F         |
| SW           | EM        | 77         | 62           | 57        | 57          | 8          | 51          | 56        | 53             | 53           | -         |
|              | MT        | -          | -            | -         | -           | -          | -           | -         | -              | -            | 59        |
| SE           | EM        | 86         | 76           | 71        | 72          | 56         | 62          | 69        | 70             | 84           | -         |
|              | MT        | -          | -            | -         | -           | -          | -           | -         | -              | -            | 81        |
| SS           | EM        | 75         | 62           | 57        | 61          | 50         | 55          | 59        | 57             | 55           | -         |
|              | MT        | -          | -            | -         | -           | -          | -           | -         | -              | -            | 50        |
| NE           | EM        | 97         | 91           | 85        | 90          | 78         | 81          | 86        | 86             | 81           | -         |
|              | MT        | -          | -            | -         | -           | -          | -           | -         | -              | -            | 73        |
| NW           | EM        | 87         | 69           | 66        | 63          | 55         | 56          | 67        | 63             | 61           | -         |
|              | LIC       | -          | -            | -         | -           | -          | -           | -         | -              | -            | 42        |
| NC           | EM        | 82         | 69           | 68        | 78          | 61         | 76          | 79        | 77             | 76           | -         |
|              | LIC       | -          | -            | -         | -           | -          | -           | -         | -              | -            | 62        |
| 6            | EM.       | 504        | 429          | 404       | 421         | <b>348</b> | 382         | 416       | 405            | 390          | -         |
| Zones        | %         | <b>84</b>  | <b>71.5</b>  | <b>67</b> | <b>70</b>   | <b>58</b>  | <b>63</b>   | <b>69</b> | <b>67</b>      | <b>66.5</b>  |           |
|              | MT/LIC    | -          | -            | -         | -           | -          | -           | -         | -              | -            | 321       |
|              | %         |            |              |           |             |            |             |           |                |              | 53.5      |

LP-Language Preference; Eng- English SS-Social Studies; Sci-Science; CA-Cultural Activities; HE-Health Education; Agric-Agriculture; NL-Nigerian Language; F- Frequency; SW-South West, SE-South East, SS-South South, NE-North East, NW-North West, NC-North Central; EM-English Medium; MT-Mother Tongue; LIC-Language of Immediate Community

The percentage of preference varied from subject to subject across the six regions. The cumulative responses of preference for English medium to teach each subject in the curriculum are as follows: English (84%), Mathematics (71.5%), Science (70%) and with the least from Cultural Activities (58%). The range of response of using Nigerian language to teach another Nigerian language (NL) varied from 42% to 81%, with the highest from SE and the least from NW.

Generally as a medium for teaching, English is the most preferred and the level of preference ranged from 58% to 84% while NL is the most preferred (53%) for cultural activities. In terms of attitude, both teachers and students show that language attitude is one of the psycho and sociolinguistic imperatives in language policy. There are different functions of language, which vary from official, religious, language of wider communication, educational (Ferguson, 1966); provincial literacy (Stewart, 1968), to specialised function (Nida and Wonderly, 1970). It was observed that out of the ten subjects in the primary school curriculum, English is the most preferred for teaching nine subjects (Bodunde, 2005).

**Table 3: Desired Language in the Primary School**

| Language Types | SW  | SE  | SS  | NE  | NW  | NC  | Six regions | %    |
|----------------|-----|-----|-----|-----|-----|-----|-------------|------|
| Major          | 3   | 2   | 1   | 1   | 4   | 3   | 14          | 2.3  |
| Main           |     | 3   | 4   | 1   |     |     | 8           | 1.3  |
| Minor          |     |     | 1   |     |     |     | 1           | 0.2  |
| English        | 77  | 79  | 72  | 88  | 83  | 73  | 472         | 78.7 |
| ENG/NL         | 20  | 16  | 19  | 6   | 10  | 24  | 95          | 15.8 |
| Others         |     |     | 3   | 4   | 3   |     | 10          | 0.17 |
| Total          | 100 | 100 | 100 | 100 | 100 | 100 | 600         | 100  |

Both parents and teachers were also polled to determine the language they preferred to have their children taught in, and to teach, respectively. The results showed that all in all the States, the parents desired for their children to be taught in English. The NE, a near monolingual region (88%) had the highest score.

**Table 4: Most Important Language for Pupils**

| Language Types | SW  | SE  | SS  | NE  | NW  | NC  | Six regions | %    |
|----------------|-----|-----|-----|-----|-----|-----|-------------|------|
| Major          | 2   | 3   | 1   |     | 8   | 5   | 19          | 3.2  |
| Main           |     | 5   | 2   |     | 3   | 1   | 11          | 1.83 |
| Minor          |     |     |     | 3   | 1   |     | 4           | 0.07 |
| English        | 95  | 91  | 97  | 94  | 84  | 92  | 553         | 92.2 |
| ENG/ML         | 3   | 1   |     | 2   | 3   | 2   | 11          | 1.8  |
| Others         |     |     |     | 1   | 1   |     | 2           | 0.33 |
| Total          | 100 | 100 | 100 | 100 | 100 | 100 | 600         | 100  |

English was regarded as the most important in all the states, with SS having the highest (97%). It is understandably so because SS is a linguistically heterogeneous region.

It is asserted that the overt utility and prestige of a language (national and international) promotes its use. The study showed that many of the parents and teachers were attitudinally disposed to English Medium because of its utility (72%), national prestige in Nigeria (62%), international use (42%) and functionality (36%). The choice of the major languages is for solidarity (98%) and loyalty (73%) while that of the minority language is only for loyalty (25%). These findings show that Nigerian languages are under-utilized and are not accorded official functions. The choice of English over the NLs is because it is the mainstream language for education, examination from primary four to six, entrance examination through secondary to the tertiary level. In government circles and administration, it is the internal and external official language used by many countries in the world.

Figure 1 provides the attitudinal profiles for language desirability for use in the primary school.

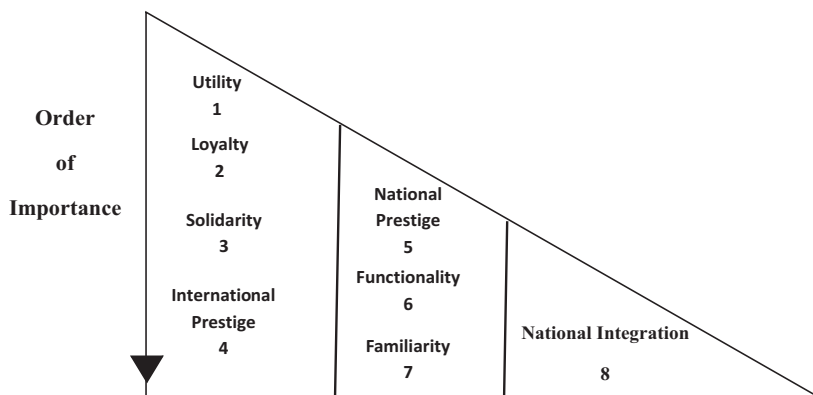


Figure 1: Attitudinal Profiles for Language Desirability for Use in the Primary School



It can be inferred that the inability of the public schools to meet the desire of many of the parents of having their children to be taught in English language accounts for sending their children to the avalanche of private schools (both the beautiful and the ugly) where the Straight for English medium is in use from the nursery to the secondary school levels. The ineffectiveness of implementation of GSLP medium is glaring. An additive bilingualism, where the indigenous and the foreign languages thrive together, seems unattainable.

### *2.1.3 Implementation of language of education policy in Nigeria*

Bodunde (2004) studied the implementation of the Language of Education Policy at the basic level of education in Nigeria. Six hundred teachers were drawn from the six geo-political regions of Nigeria, based on the homogeneity, heterogeneity or polyglotic linguistic situation(s) of the regions. The results show that in five out of the six zones, English Medium ranked first (58.87%). The interchangeable use of English and MT (MBM) was placed second (22.69%) while the use of MT was third (8.75%). English Medium was mostly used in the SS (73.5%) followed by the NE (73.4%). The two regions belong to the heterogeneous linguistic typology. This is a situation where there are many languages with none strong enough to dominate the others. However, In the NC region, the interchangeable use of English and MT was ranked first (45.0%), followed by the English Medium (41.4%).

**Table 5: Medium of Instruction Used in the Six-geopolitical Zones**

| <b>IM</b> | <b>SW</b> | <b>SE</b> | <b>SS</b> | <b>NE</b> | <b>NW</b> | <b>NC</b> | <b>CR</b> | <b>Rank</b>     |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------------|
| Eng. 1-6  | 45.6      | 58.5      | 73.5      | 73.4      | 60.4      | 41.4      | 58.87     | 1 <sup>st</sup> |
| MBM 1-6   | 22.1      | 20.9      | 14.9      | 8.7       | 19.5      | 45.0      | 22.69     | 2 <sup>nd</sup> |
| MT 1-6    | 13.7      | 13.5      | 4.9       | 9.3       | 7.3       | 3.8       | 8.75      | 3 <sup>rd</sup> |
| GSLEP/TBE | 12.1      | 5.2       | 1.0       | 5.9       | 3.9       | 2.3       | 5.0       | 4 <sup>th</sup> |
| LIC. 1-6  | 0.8       | 1.2       | 5.0       | 1.8       | 7.6       | 6.6       | 3.83      | 5 <sup>th</sup> |
| IBE       | 0.5       | 0.3       | 0.2       | 0.7       | 1.0       | 0.4       | 0.52      | 6 <sup>th</sup> |
| Total     | 100       | 100       | 100       | 100       | 100       | 100       | 100       |                 |

IM-Instructional Model, LIC- Language of Immediate Community, MBM- Maintenance Bilingual Medium, IBE-Immersion Bilingual Education, GSLEP-Government Stipulated Language of Education Policy, CR- Combined regions, MT-Mother Tongue, TBE-Transitional Bilingual

The results also indicate a mismatch between the stipulated language policy and the language used by the teachers in the primary level of education (Table 5). The level of implementation of the TBE policy is abysmally low across all the regions (5.0%). On individual regional basis, it is most used in the SW (12.1%) and least in the SS (1.0%).

The test of hypothesis on the difference between the level of medium of instruction most used and the Government Stipulated Education Language policy (GSLEP/TBE) was done. The t-test in each region shows a significant difference and the test of difference across the six regions shows a significant difference between the language used (LU) for education and the GSLEP (Table 6). Based on the t values, it is evident that the use of English Medium from primaries 1-6 in the zones was a departure from the GSLEP (Table 6).

Table 6: Difference between Language Used for Education and Government Stipulated Language Policy

| Regions   | Variables | Observations | Means | t-cal. | P-value | Decision |
|-----------|-----------|--------------|-------|--------|---------|----------|
| SW        | LU        | 10           | 45.6  |        |         |          |
|           | GSLEP     | 10           | 12.1  |        |         |          |
| SE        | LU        | 10           | 58.4  |        |         |          |
|           | GSLEP     | 10           | 5.2   |        |         |          |
| SS        | LU        | 10           | 74.5  |        |         |          |
|           | GSLEP     | 10           | 1.0   |        |         |          |
| NE        | LU        | 10           | 73.4  |        |         |          |
|           | GSLEP     | 10           | 5.9   |        |         |          |
| NW        | LU        | 10           | 60.4  |        |         |          |
|           | GSLEP     | 10           | 3.9   |        |         |          |
| NC        | LU        | 10           | 41.4  |        |         |          |
|           | GSLEP     | 10           | 2.3   |        |         |          |
| Six zones | LU        | 120          | 276.6 |        |         |          |
|           | GSLEP     | 10           | 30.4  |        |         |          |

SW-South West, SE-South East, SS-South South, NE-North East, NW-North West, NW-North Central, LU- Language Use, GSLEP- Government Stipulated Language Education Policy

Some of the reasons identified for lack of implementation GSLEP were a combination of parents' preference for English medium, inadequate number of qualified teachers for both MT and English and lack of teaching materials, and Nigeria's multilingual situation across the six regions, as well as multilingual and dialectical differences. The irony of using the English Medium is that many of the teachers are not proficient enough to use the language to teach. The incompetence of the teachers in the use of English is a major problem, coupled with the lack of resources that can facilitate the teaching, and enhance the learning.

#### *2.1.4 Appraisal of reading skill and comprehension ability of primary school pupils after medium transition*

An appraisal of reading skill and comprehension ability of pupils in the primary school was conducted by Bodunde (2006). Attention was on reading and writing skills because the content of the other school subjects are learned through the former while the latter helps pupils to show the understanding of what is read, as any reading that does not result in comprehension is not successful. Six hundred pupils were drawn from rural and urban primary schools in the six regions of Nigeria. The study examined the relationship between comprehension of pupils in rural and urban areas in the study area.

The selected pupils had learned English language as a subject for four years, and had received instruction for one year in English Medium. They were all in the third term of Primary four. A short passage with five questions to be answered was the assessment test. It was found that majority (69.50%) of the Primary four pupils could read (Table7).

The distribution of reading ability according to region revealed the highest (87. 0%) from the SE, which is 20.9% of total sample, while the least (54%) was from the NE, which was 12.9.% of the sample. The second and third were NW (76.00%) and SS (73.00%), respectively.

Pupils in the urban (combination of private and public) areas (84.00%), consisting 60.40% of the sample read better than their counterparts in the rural (public and private) areas (55%). Disaggregating the data into private and public, pupils in private schools (84.00%) could read better (56%) than those in the public schools. This implies that public (56%) and rural (55%) schools have more students in the primary school that cannot read. The major implications of the findings are availability of resource materials such as reading books for pupils, and the commitment of the teachers made the difference.

Table 7: Reading Ability of Primary School Pupils in Nigeria According to Region

| Regions |                     | Reading Ability in % |             |
|---------|---------------------|----------------------|-------------|
|         |                     | Can read             | Cannot read |
| NW      | Within region       | 76                   | 24          |
|         | Within total sample | 18.2                 | 13.1        |
| NE      | Within region       | 54                   | 46          |
|         | Within total sample | 12.9                 | 25.1        |
| NC      | Within region       | 70                   | 30          |
|         | Within total sample | 18.8                 | 16.4        |
| SW      | Within region       | 57                   | 43          |
|         | Within total sample | 13.7                 | 23.6        |
| SE      | Within region       | 87                   | 13          |
|         | Within sample       | 20.9                 | 7.1         |
| SS      | Within region       | 73                   | 27          |
|         | Within sample       | 17.5                 | 14.8        |
| CR      | Within region       | 69.5                 | 30.5        |
|         | Within sample.      | 100                  | 100         |

SW-South West, SE-South East, SS-South South, NE-North East, NW-North West, NW-North Central, CR-Cumulative Result

Apart from reading ability, the comprehension level of the students was tested. The pupils' comprehension performance was negatively skewed considering the addition of scores for Cumulative result (CR) on V. Weak, Weak and Poor, which is 65.2% as against 34.8% for Fair, Good and Excellent, which shows that less than half could comprehend the passage. The highest comprehension level was from the NW (51.3%) followed by the SE (44.7%). School type did not play a significant role in the comprehension ability as the private and public levels were 36.8% and 31.8%, respectively (Table 8). The fact that many of the pupils could read, but a few comprehended the passage, which was written in the medium of instruction portends danger because many of the pupils would not be able to understand the knowledge the teacher disseminated by, and this affect their achievement level. Reading without comprehension is sheer waste of time and mere babbling by the teacher. This is an indication that shows that the three years for learning the English language is not adequate for them to learn other subjects using the language.

Table 8: Comprehension Ability of Primary Schools Pupils in Nigeria According to Regions

| Regions |          | Comprehension Ability in % |      |      |      |      |      |
|---------|----------|----------------------------|------|------|------|------|------|
|         |          | V. Weak                    | Weak | Poor | Fair | Good | Exc  |
| N       | Within R | 2.6                        | 23.7 | 22.4 | 19.7 | 18.4 | 13.2 |
| W       | Within S | 2.1                        | 20.9 | 18.9 | 20.5 | 29.2 | 41.7 |
| NE      | Within R | 13                         | 29   | 31.5 | 16.7 | 5.6  | 3.7  |
|         | Within S | 7.3                        | 18   | 18   | 12.3 | 6.3  | 8.3  |
| NC      | Within R | 52.9                       | 22.9 | 14.3 | 8.75 | 2.9  | 1.4  |
|         | With S   | 38.5                       | 18.8 |      | 5.50 | 4.3  | 4.2  |
| S       | Within R | 28.1                       | 14.0 | 19.3 | 26.3 | 5.3  | 4.7  |
| W       | Within S | 16.7                       | 9.3  | 12.2 | 20.5 | 6.3  | 16.7 |
| SE      | Within R | 14.9                       | 13.8 | 26.4 | -    | 14.9 | 5.7  |
|         | Within S | 15.5                       | 14.0 | 25.6 | -    | 27.1 | 20.8 |
| SS      | Within R | 28.8                       | 21.9 | 16.4 | 12.3 | 17.8 | 2.7  |
|         | Within S | 21.9                       | 18.6 | 3.3  | 12.3 | 27.1 | 5.3  |
| CR      | Within R | 23.0                       | 20.6 | 21.6 | 17.5 | 11.5 | 5.8  |
|         | Within S | 100                        | 100  | 100  | 100  | 100  | 100  |

SW-South West, SE-South East, SS-South South, NE-North East, NW-North West, NW-North Central, CR-Cumulative Result, R-Region, S-Sample, Exc.-Excellent

In many cases, because of lack of comprehension, students imbibe wrong things at the lower level of education which they have to unlearn in order to relearn the right thing at higher levels of education. This is one of the reasons General Studies courses provide remedial opportunities for fresh students in tertiary institutions.

Having established that using an exoglossic language in knowledge dissemination may induce inhibition in learning, some of my research works (Bodunde 1996, 2006, 2009, 2021; Sotiloye and Bodunde, 2018; Popoola, Bodunde and Sotiloye, 2012) were geared towards sensitizing language teachers on how to deal with identified challenges in language teaching.

## **2.2 Language Teaching in the Second Level of Education**

First Language Acquisition (FLA) comes through a natural means via interactions with people and exposure to various language situations in one's environment. The second language learning situation, however, is artificial, and is replete with challenges that could impinge on learning. The artificiality howbeit gives room for influences that can reduce the challenges, facilitate the teaching, and enhance the learning. This is a major responsibility of any teacher, and in particular the one who is charged with the responsibility of using the language to teach in other areas of specialization. This is the calling for the removal of the speck in the teachers' eyes so the learners can be helped. The importance of the second level of learning is that it provides for amendments on what was wrongly learnt in the primary school, and builds on the good foundation some of them had.

### *2.2.1 Contrastive analysis and second language teaching*

The Vice-Chancellor, Sir, the role of the first language in learning a new language is core to the effectiveness of the voyage in the second language situation as it may facilitate or hinder the process.

The inhibition caused by language interference at the phonological, structural and semantic levels are great challenges to language teachers and even other content teachers, linguists, psycholinguists, course designers and book writers.

Contrastive Analysis (CA) is an approach that encourages the comparison of the deep and surface structures of the L1 and L2 to know the surface areas of conflicts, and provide a strategy that will reduce the effect of interference. CA is based on the premise that when L2 is learned, there can be positive transfer from the L1 which will facilitate learning of the L2 or there can be negative transfer, which inhibits or acts as an impediment to the learning of the L2.

There are underlying assumptions in CA theory. One of which is that the underlying cause of difficulty and error is first language interference. The difficulties are wholly or partially due to interference between the L1 and L2. The greater the level of the difficulties, the more the learning difficulties will be. The results of the comparison between the L1 and L2 are needed to predict the difficulties and errors which will occur in L2. The teaching material can be identified by comparing the two languages and subtracting what is common to them and emphasizing the dissimilarities. From the assumptions, the psychological and linguistic components of CA are highlighted. The psychology is rooted in Association theory and transfer of knowledge. The association leads to positive transfer, which facilitates learning while the difference leads to interference which impinges L2. In the various linguistic components (phonology, grammar, lexicon of the target languages) of CA, the comparison of the description of the different aspects of the two languages will offer an explanation on the language behaviour of the learners based on the identified elements of the L1 and L2. Transfer can be in medium, meaning, distribution or culture.

Bodunde (2000) advocates that CA, as a pedagogical tool, should

be learned and understood by the L2 teachers because it will enable them to understand certain problems that may arise in class, and devise on-the-spot corrective treatment. The awareness of students' problems causes the teacher to search for pedagogic principles, resulting in resourcefulness. Students benefit directly from CA. The classroom presentation of CA to intelligent and interested students can be of help to them in order to understand and overcome their learning problems. The explanation and the explicit presentation to students of surface differences in the manifestation of the deep features in L1 and L2 is common practice. For example, at the phonological level, the phonological difference of Yoruba and English sounds could be better treated through CA, which is used to identify the areas of interference of the L1 on L2. The knowledge of the teacher in identifying the sounds in L1 and L2 and noting the areas of differences provides opportunity for better teaching and learning (Bodunde, 2008).

Examples at the phonological level:

The dental fricatives /θ/ /ð/ are problematic to Yoruba learners of English language because the sounds do not exist in their language. The closest sounds to the two in Yoruba are /t/ and /d/ hence 'path' /paθ/ is pronounced as /pat/ while 'this' /ðis/ is pronounced as /dis/.

The voiced labio-dental fricative /v/ is also a source of problem to the Yoruba learner of English language as the sound is absent in his L1, though he is familiar with the voiceless counterpart /f/ which occurs in his language. He finds it difficult to distinguish between 'fan' /f? n/ and 'van' /v? n/ as he substitutes /f/ for /v/. Both words are pronounced as /f? n/. Another example is feasible for visible.

Another challenge comes with the absence of consonant clusters in L1. The English language language permits a string of three consonants /str/ and /kst/ as in 'strange' /streind?/ and 'text' /tekst/ but the Yoruba learner produces /srend?/ and /test/ because there is



no consonant cluster in the Yoruba language. So, words with consonant clusters are looked at as alphabets hence are produced as single sounds as in Yoruba sound /gb/, which comprises two letters but a single sound.

Challenges also come up in the learning of English vowels - whereas the English language has 20 vowel sounds, the Yoruba language has five. Therefore, distinction between long and short vowels is difficult for the L2 learner of English -

'sit' /sɪt/ and 'seat' /si:t/ 'win' /wɪn/ and 'wean' /wi:n/

The learner produces the two words in each case as /sɪt/ and /wɪn/ respectively. Other examples are:

/ʔ/ as in 'hut' /hʔt/ often produced as 'hot' /hʔt/,  
/ / as in 'her' /h :/, sir (s :/ pronounced as /ha/ and /sa/

Diphthongs (two vowel sounds pronounced as one) are completely absent in Yoruba language and these constitute problem when the Yoruba learners of English language treat all vowels as monophthongs. e.g.

|            |           |             |           |
|------------|-----------|-------------|-----------|
| 'baby'     | /beibi/   | produced as | /bebi/    |
| 'grateful' | /greitfl/ | produced as | /gretful/ |
| 'fail'     | /feil/    | produced as | /fel/     |

The ultimate aim of teaching and learning is to bring a change in behaviour in the learner. For this to take place, the sociolinguistic and psycholinguistic beings of the learners, the analytical assessment of the learning materials in LI and L2 are essential and must be taken into consideration. Classroom teachers should, therefore, be exposed to CA through training and workshop, even after graduation, so as to help the learners find their feet.

Bodunde (2000) advocated Contrastive Analysis as a compulsory course in language teacher preparation at the undergraduate level.

It should be one of the frequent topics in workshops for practicing teachers.

### *2.2.2 Peer critiquing as effective strategy for teaching writing*

In addressing the issues of poor performance in English language which is often associated with the teaching of language skills, particularly in the secondary schools, there is the need to identify teaching strategies or techniques which can boost instruction. Again, considering the importance of the secondary level of education to the third level in learning, as the former feeds the latter, special efforts are needed for effective knowledge transmission of other content areas. Students' knowledge in all the language skills needs be enhanced for effective language performance in all their learning activities.

In the light of this, Bodunde (2009a) directed her research antennae to some pedagogical supplements that can aid learning. One of these supplements is peer critiquing, an aspect of collaborative learning, which gives students the opportunity to become actively involved with their peers. In peer critiquing, a learner is exposed to the writing of another with a specified purpose as a common reader to diagnose the problem and proffer solution. The process encourages learners to take control of their learning, thus making them more reflective and critical in their thinking.

The study assessed peer critiquing as an effective strategy for teaching writing, and its effect on the academic achievement of students in essay writing. One hundred, second year Senior Secondary School students were drawn from two schools in Ikenne Local Government, Ogun State. The evaluative instrument in the study was a teacher-made achievement test. The teachers of the participating schools especially those from the Treatment group were subjected to a day orientation programme on the teaching strategy to enable them use the treatment packages. Both the control and experimental groups had a pre-test on a story to

illustrate the saying “All that glitters is not gold”. Thereafter, the treatment group were exposed to a systematic diversified teaching strategy that stimulates students' interest. The scripts were collected to enable the teachers have copies of the scripts and to be able to do the pairing, The Experimental group had a specially-designed instructional guide for writing in addition to the usual process of essay writing. The participants were enabled to see and accept their ability to succeed. They were made to correct the essays written by their colleagues. The scripts were divided to reviewers who read the essay, and allotted them for critiquing which involved identifying the errors and asking questions from the writers of the assessed essays. The teacher moderated the sessions where the writers, assessors and other members of the class contributed meaningfully.

Some of the common errors detected in the pre-test were quantified as presented in Table 9.

Table 9: Types of Errors in Students' Pre -test

| <b>Types of Errors</b> | <b>Number of Errors</b> |
|------------------------|-------------------------|
| Tenses                 | 37                      |
| Punctuation            | 10                      |
| Paragraphing           | 12                      |
| Grammatical error      | 30                      |
| Spelling mistakes      | 25                      |
| Abbreviation           | 6                       |

A post-test was conducted using the same topic. The Control group only had the teaching on the usual process of essay writing and was not exposed to the specially-designed programme. The errors ranged from tenses, grammatical errors, spelling mistakes, poor

paraphrasing, punctuation to abbreviation errors.

The writers were given opportunities to respond to the errors while other members of the class provided corrections to the errors. The teacher moderated and motivated the students. Each student took note of the errors and the corrections. Many of the participants in the Experimental group had a drastic reduction in the number of errors when compared to the pre-test writing.

The mean scores of pre and post-tests of the students exposed to peer critiquing were analysed and are presented in Figure 2 and Figure 2 with evidence of a better performance between pre and post-scores of the treatment group. The figure showed that students exposed to the treatment became competent in the use of the specific strategy in learning and an obvious change was noticed. A wide variation was shown between pre and post-mean achievement scores.

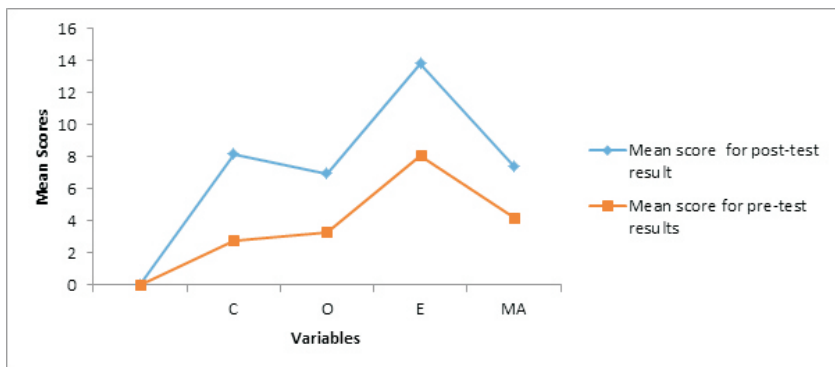


Figure 2: Variation in Mean Scores of Pre and Post-tests of the Experimental Group

C-Content, O-Organisation, E- Expression, M A - Mechanical Accuracy

The hypothesis testing showed that peer-critiquing, as a teaching strategy, significantly influenced students' performance in writing. This is so because the level of students' performance in writing after treatment had an interactive effect. Thus, students exposed to peer critiquing performed better in their writing with about 58.6% of total variability as shown on Table 10.

Table 10: Post treatment comparison of subjects exposed to Peer Critiquing using ANOVA

| Multiple  | Source     | DF | SS       | MS      | F-value | P |
|-----------|------------|----|----------|---------|---------|---|
| R=0.36271 | Regression | 1  | 1652.126 | 143.581 |         |   |
| R=0.58569 | Residual   | 49 | 347.823  | 97.067  | 11.327  | S |
| R=3.51927 | Total      | 50 | 5125.959 | 240.648 |         |   |

S\*=significant “0.05 alpha level

The effect of teaching quality is made known in the difference between the performance of the Experimental group and the Control group. The Experimental group performed better than the Control group in all the four tested aspects of writing (Table 12).

This is an indicator that their achievement in essay writing is a reflection of the teaching quality adopted by their teacher. The orientation received by the teachers on peer critiquing adopted for teaching their students impacted on the students positively resulting in better performance than those whose teachers were not exposed to the orientation for teaching writing of essay.

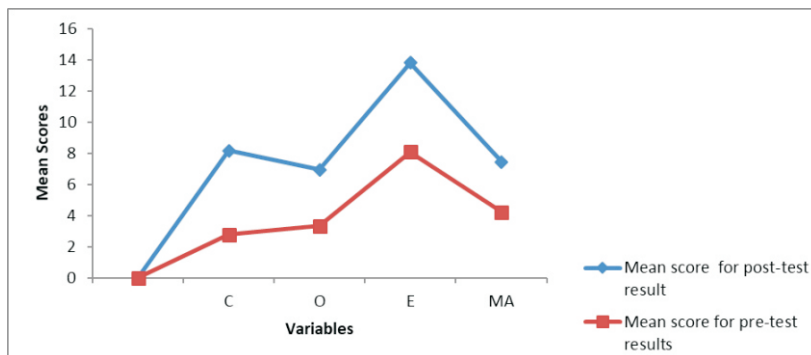


Figure 3: Variation in mean scores of post-test of the control and experimental group

The total variance accounted for by teaching quality in predicting students' performance is 49.5% ( $R^2 = 0.49464$ ) and this is accounted for by teaching quality which significantly influences students' performance in writing as  $f = 18.190$  0.05 (Table 11).

Table 11 Effect of Teaching Quality on Students' Performance in Writing

| Multiple   | Source     | DF  | SS       | MS      | F-VALUE | P |
|------------|------------|-----|----------|---------|---------|---|
| R=0.21850  | Regression | 2   | 1183.184 | 127.728 |         |   |
| R=0.49464  | Residual   | 98  | 1703.036 | 68.688  | 18.190  | S |
| SE=2.94770 | Total      | 100 | 2886.220 | 196.416 |         |   |

S\*=significant @0.05 alpha level

### 2.2.3 Conversational discourse pattern in Basic Science classroom in selected secondary schools.

A typical classroom situation is an avenue where conversation with the use of language takes place between teachers and students. This is the subject of Conversational Analysis, which is the study of verbal or non-verbal interactions that provide a better avenue for teacher and students to teach and learn effectively. The need to analyse the conversational process of teaching is very important as it helps to detect areas of intervention in knowledge dissemination.

Ifeanyi and Bodunde (2021a) examined the conversational discourse of the Basic Science classroom in selected schools in Abeokuta North Local Government Area of Ogun State in order to identify the patterns of conversational discourse in urban versus rural areas, private versus public schools. The research instruments were a tape-recorder and researchers' observation note. Two schools each, private and public, were purposively selected in urban and rural areas of Abeokuta North Local Government Area. Twelve (12) lessons with a distribution of three each from the four selected schools were observed and recorded. Data were analysed using descriptive statistics such as frequency counts and percentages.

Findings from the study showed that the pattern of conversation between the teachers and the students is multi-dimensional, consisting of formal and informal usage. Turn-taking strategy was employed in the dissemination of knowledge in the Basic Science classroom. Classroom interaction clues were often used to make students understand the lesson. The structure of the Basic Science classroom lesson was of two types consisting of teacher and students' exchanges. The features of the teachers were more of information, elicitation, check and direct while the students' were initiation and responses. Both teachers and students initiated the classroom discourse in all the observed lessons, although students had a higher discourse initiation as indicated on

An x-ray of the exchange types in the four schools that culminated into the patterns are as shown in Table 12. Exchange types mostly used by the teachers were information (41.0%), elicitation (27.0%) and check (15.7%) while repetition (4.0%) was the least. Students also used information (2.8%) and elicitation (1.8%). It suggests that the teachers did most of the talking.

The observation notes revealed that the use of elicitation and check was to make the class interactive, and for teachers to achieve their goal at the end of the lesson. Although the effort was made, the participatory approach was limited. Fact-finding, close-ended questions were frequently used by teachers and this elicited holophrastic responses. The kind of question asked did not encourage adequate participation in the target language.

**Table 12 :Exchange Types Used by Teachers in the Four Schools**

| Type of Exchange  | PUUS |      | PRUS |      | PURS |      | PRRS |      | Total of the four Schools |        |
|-------------------|------|------|------|------|------|------|------|------|---------------------------|--------|
|                   | F    | %    | F    | %    | F    | %    | F    | %    | F                         | %      |
| T: Information    | 46   | 17.2 | 95   | 35.4 | 36   | 13.4 | 91   | 34   | 268                       | 41.0   |
| T: Elicitation    | 31   | 17.6 | 42   | 23.9 | 19   | 10.8 | 84   | 47.7 | 176                       | 27.0   |
| T: Check          | 11   | 10.7 | 66   | 64   | 8    | 7.8  | 18   | 17.5 | 103                       | 15.7   |
| T: Para-discourse | 5    | 16.7 | 9    | 30   | 6    | 20   | 10   | 33.3 | 30                        | 4.5    |
| T: Repeat         | 3    | 11.5 | 9    | 34.6 | 4    | 15.4 | 10   | 38.5 | 26                        | 4.0    |
| T: Direct         | 4    | 13   | 4    | 17.4 | 9    | 39.1 | 7    | 30.5 | 24                        | 3.6    |
| S: Inform         | 8    | 50   | 3    | 18.8 | 2    | 12.5 | 3    | 18.7 | 16                        | 2.4    |
| S: Elicitation    | 3    | 25   | 3    | 25   | 2    | 16.7 | 4    | 33.3 | 12                        | 1.8    |
| Overall Total     | 111  |      | 231  |      | 86   |      | 227  |      | 655                       | 100.00 |

**Source: Field Survey, 2015**

T= teacher, S:student; PUUS -Public urban school; PRUS -Private urban school; PURS -Public rural schools; PRRS-Private rural schools



A difference in teaching patterns between public urban and rural schools was noted. The urban public school teacher always initiated/opened the discourse while that was done once at the rural public schools, students initiated the discourse for the three (3) lessons before the teacher took over. They both made use of elicitation exchanges but the rural public school teachers used more of elicitation i.e. questioning technique in teaching their students. The class was more lively than that of urban public schools.

Table 13: Exchange Pattern According to School Type

| Exchange Type | Information |    | Elicitation |      | Check | Direct |     | Repeat |   | PD | PI  |     | PE |     | Total |
|---------------|-------------|----|-------------|------|-------|--------|-----|--------|---|----|-----|-----|----|-----|-------|
|               | F           | %  | F           | %    | F     | F      | %   | F      | % | F  | F   | %   | F  | %   | F     |
| Public        | 137         | 21 | 115         | 17.5 | 29    | 11     | 1.7 | 13     | 2 | 15 | 2.3 | 11  | 7  | 1.1 | 338   |
|               |             |    |             |      | 4.4   |        |     |        |   |    |     | 1.7 |    |     | 51.6  |
| Private       | 131         | 20 | 61          | 9.3  | 74    | 13     | 2.0 | 13     | 2 | 15 | 2.3 | 5   | 5  | 1   | 317   |
|               |             |    |             |      | 11    |        |     |        |   |    |     | 1.5 |    |     | 48.4  |
| Total         | 268         | 41 | 176         | 27   | 103   | 24     | 3.6 | 26     | 4 | 30 | 4.5 | 16  | 12 | 1.8 | 655   |
|               |             |    |             |      | 15.7  |        |     |        |   |    |     | 2.4 |    |     |       |

PD- Para-Discourse, PI- Pupil Information, PE- Pupil Elicitation

No particular pattern was associated with the private or public schools. However, the public school teachers used more of information (21.0%) and elicitation (17.5%) than the private school teachers with 20.0% and 9.3%, respectively. The private school teachers used more of checks (11.0%) than the public school teachers (4.4%). The effect of these exchange types on the students is that they enhanced learning because as the teachers gave information, they elicited and checked in order to know whether they followed the lesson.

It was discovered that students initiated the discourse on many occasions before the teachers took over the discourse. They were encouraged to contribute to the lessons when teachers entertained their questions (elicitations) and made clarifications on the topics or part of the lesson not understood. The findings also showed that

the patterns of questions used by the teachers are close-ended. They are fact-finding which made students' responses holophrastic, preventing them from elaborating and expressing their thoughts and ideas thereby limiting the extent of their interaction in the classroom.

It was observed that teachers in the public schools gave more information in the class on the topics than their counterparts in the private schools. Teachers are hereby advised to use more participatory approach in classroom interaction for knowledge dissemination.

#### *2.2.4 Assessment of the language competence of Basic Science teachers in selected secondary schools.*

There are two overarching types of language instruction, explicit and implicit (Krashen, 2019). The first or formal instruction involves vocabulary listing and a search at specific tenses or conjugations. The implicit, which is communication-based instruction, focuses on fluid communication as a tool used in classroom discussion. Both types of instructions (explicit and implicit) are required in language acquisition learning. A competent teacher must have a mastery of the use of both implicit and explicit types of language instructions, otherwise teaching and learning would not be optimally effective.

Ifeanyi, Bodunde and Adebisi (2022) conducted a research on the language competence of Basic Science teachers in selected four secondary schools in Abeokuta North Local Government Area of Ogun-State. Basic Science is a course offered to Junior Secondary School three students (JSS3). The conversation was observed and recorded. A tape recorder, researcher's observation note and a performance test were used for data collection. The first was used to record the verbal conversations between the teachers and the

students, while the second was to complement the recording and the third was used to determine the effect of teacher's language competence on students' performance. The data collection was done over four weeks after which the sentence constructions, question patterns and grammatical constructs of the teachers were examined.

The first observation was the use of English /LIC/MT in teaching JSS3 students in the Basic Science classroom. Table 14 shows that code mixing and code-switching pervaded the exchange in the Basic Science classroom. The teachers code-mixed and code switched and the students followed the same pattern to respond to the teachers' questions. Sometimes, a total switch to the Yoruba language for teaching was observed. Teachers code-mixed (35%) more than students (19%). It was noted that students code-switched (65.4%) more than their teachers (22%).

Table: 14 Percentage of Code-Mixing and Switching Used by Teachers and Students

| Teachers/Students       | School Type    | % of code-mixing & switching |
|-------------------------|----------------|------------------------------|
| Teachers code-mixing    | Private/public | 35.0                         |
| Teachers code-switching | Private/public | 19.0                         |
| Students code-mixing    | Private/public | 22.0                         |
| Students code-switching | Private/public | 65.4                         |

### Examples of Code-Mixing

| Code type      | Examples                                                                                                                              | Correct use                                                                                                                      |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Code mixing    | If you want to buy rice, <i>ti won fi cocaine si.</i> (mixture of English and Yoruba)                                                 | If you want to buy rice that had been mixed with cocaine                                                                         |
| Code mixing    | If anyone <i>ba lo hot cream nigba gbogbo, ki lo ma sele si skin e ?</i> (Mixture of English and Yoruba)                              | What will happen to the skin of anyone who uses harsh cream?                                                                     |
| Code Switching | Drug abuse is taking of drug without doctor's prescription. <i>O le fa wahala si eni to n lo'</i> (switching from English and Yoruba) | Drug abuse is taking of drug without doctor's prescription. It can be hazardous to the user                                      |
| Code Switching | Desertification is one of the environmental hazards. <i>Ko ni je ki ohun ogbin wu daadaa. Eyi o ma je k i ounje won.</i>              | Desertification is one of environmental hazards. It prevents the growth of crops, which can lead to high cost of food commodity. |

Also noted was that teachers' sentence construction style seemed complex and sometimes had high language demand. This is applicable to all the teachers from the different schools because science textbooks are written in difficult language, and teachers do not want to alter the definitions given. The overall communicative competence of some of the teachers was below expectation as grave serious grammatical and constructions errors were identified.

Here are excerpts from the class observations as shown in Table 15:

Table 15 : Other Errors by Teachers According to location

| Types of errors        | Errors                                                                                                                                    | Location      |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| syntactic              | <i>Last class we talked about Desertification and I said <b>is</b> one of the environmental hazards that <b>have been doing</b> since</i> | Urban public  |
| syntactic              | <i>Ozone layer <b>did</b> not agree with something that is very hot</i>                                                                   | Rural public  |
| syntactic              | <i>Have you ever <b>hear</b> anyone that say food abuse before?</i>                                                                       | Rural public  |
| Pluralisation          | <i>...there are some <b>agency</b> in Nigeria</i>                                                                                         | Rural public  |
| Pluralisation          | <i>What are the <b>effect</b> of ozone layer?</i>                                                                                         | Urban public  |
| Tense                  | <i>Now it <b>absorb</b> the ultraviolet light on the earth</i>                                                                            | Urban private |
| Tense                  | <i>It <b>bring</b> cooling effect to the atmosphere and earth</i>                                                                         | Urban public  |
| Tense                  | <i>...is just a layer that <b>protect</b> the earth surface.</i>                                                                          | Rural         |
| Tense                  | <i>We said, digestion first <b>take</b> place in the mouth i.e when saliva <b>mix</b> with food</i>                                       | Rural         |
| Tense                  | <i>She <b>run</b> like a mad person</i>                                                                                                   | Rural         |
| Tense                  | <i>Have you <b>hear</b> about Plato?</i>                                                                                                  | Rural         |
| Tense                  | <i>Have you ever <b>hear</b> anyone that says food abuse before but you have <b>hear</b> drug abuse</i>                                   | Rural         |
| Tense                  | <i>It turns to fertilizer and that one even good (rural public)</i>                                                                       | Rural         |
| Tense                  | <i>If there is high temperature the leaf will <b>be die</b></i>                                                                           | Rural public  |
| Tense                  | <i>Who are those that <b>is</b> living on earth surface</i>                                                                               | Rural public  |
| Tense                  | <i>...even in GCE, you <b>are not allow</b> to practicalise anything in Biology</i>                                                       | Urban         |
| Duplication of verbs   | <i>...you <b>eat eat eat eat eat</b> and you fell off. ; ...you b urn burn bush everyday you deplete the ozone layer</i>                  | Urban         |
| Duplication of adverbs | <i>...<b>very very</b> far; ... <b>very very</b> tiny; ...<b>far far far</b> in the heaven</i>                                            | Urban         |

*Duplication of pronouns*      ...that means you **yourself you** are decreasing ozone layer. ...what is **she she she and she** doing?      Urban

|                           |           |            |            |           |
|---------------------------|-----------|------------|------------|-----------|
| <i>Punctuation errors</i> | 'earth'   | /aat/      | instead of | / ?;θ/    |
|                           | 'sun'     | /son/      | instead of | / s?n/    |
|                           | 'hair'    | /I θ(r)/   | instead of | /heθ(r)/  |
|                           | 'milk'    | /mik/      | instead of | /m'lk/;   |
|                           | 'vitamin' | /vaitæmin/ | instead of | /vitθmin) |

It is expected that the teachers would use simpler expressions before using the exact examples from the texts. This expectation was not achieved. The teachers' inability to use the target language (English) effectively to the point of understanding disrupted students' assimilation of the content. Teachers are expected to be in a better position to influence their students' use of the target language in order to assist them in their private reading and communication within and outside their classroom (environs).

The lack of linguistic competence among teachers is a great blow to that of students in pronunciation, spelling, reading and communication. This results in high risk of failure, due to students' inability to understand, interpret and give answers appropriately. Students whose teacher use sub-standard language in class interaction lose interest in whatsoever the teacher is teaching, thereby affecting the expected output of such students' overall performance.

Also, the use of fact-finding-close ended questions which gives room to holo-phrastic responses limit students. It also limits the extent of their interaction in the classroom which is supposed to be a means of improving their use of English language. Allowing students to express themselves or elaborate their thoughts and ideas in the classroom, will improve their language use.

It was also established from the study that the pattern of conversation between the teachers and students is multi-dimensional, and that teachers are facilitators of knowledge

dissemination which promotes better relationship between teachers and students. Therefore, teachers' competence in the use of the medium of instruction is very essential. Based on the findings in this study, it is expedient that teachers work on themselves to improve their communication skills by reading books and attending related seminars and workshops in the language of instruction.

#### *2.2.4 Scaffolding strategies and writing skill of students in selected secondary schools.*

Popoola, Bodunde and Adebisi (2021) considered what could be done to improve writing skills of secondary school students, particularly that research evidences have adjudged the skill as the most complex of the language skills (Bodunde and Sotiloye, 2013). Many students contend with this skill because of its multi-tasking nature (pre-writing, drafting, revising and editing) before it becomes a presentable piece. According to Brunner (2001), increased interactions and involvements help learners to gain higher cognition.

Leveraging on this, a strategy called scaffolding which was used to provide a structural support mechanism for students in teaching writing. Its framework is based on Social Development Theory and Constructivism, both of which are based on the premise that learning does not occur in a vacuum, and that all learners approach learning with their previous experiences which give meaning to them.

Using the theories' fundamental principles of Social Interaction, More Knowledgeable Other (MKO), Zone of Proximal Development (ZPD), the students were encouraged to play active roles in writing skill. One hundred and sixty SS1 students selected from two secondary schools in ANLGA participated in the study. The sample was divided into Experimental and Control groups. Both groups had a pretest to write an essay on a specific topic, 'A

terrible experience I had during my last visit to my home town' to establish their standards before the scaffolding. Both groups exhibited deficiencies in their writings. The content was shallow because they did not have much to discuss; grammatical errors (poor spelling, syntax errors, wrong use of tenses, disconcord among various parts of the sentences) ; and punctuation errors pervaded the essay (Table 16). Their general language use showed severe weakness in concord, and there were syntactic and semantic errors. In both groups, 98.0% and 100% performed below average for the Experimental Groups (EG) and Control Group (CG), respectively. Only 1.3% of the participants scored above average.

Table 16 : Pre -Test-Scores of Experimental and Control Groups

| <b>Variables</b>    | <b>Experimental Group</b> | <b>Control Group</b> |
|---------------------|---------------------------|----------------------|
| Less or equal to 10 | 19(24.35%)                | 67(83.75%)           |
| 11-20               | 58(74.35%)                | 13.(16.25)           |
| 21-30               | 1(1.3)                    | -                    |
| 31-40               | -                         | -                    |

Treatment (scaffolding) was applied to only Experimental group. The treatment was a balanced activity strategy divided into four stages. In the first four weeks, the experimental group read two different novels of 20-30 pages each, summarized each book at 2<sup>nd</sup> and 4<sup>th</sup> weeks, and submitted the summary for assessment. A participatory session was organized for each book to discuss the identified mistakes with the teacher. In the last four weeks of the study, novels of more pages (60- 100) were introduced; whereby students read two novels each and summarized each book at 6<sup>th</sup> and 8<sup>th</sup> weeks for assessment and discussion.

A post-test was conducted at the end of the eighth week. Both the Experimental and the Control groups were asked to repeat the narrative essay on the same topic as that of the pre-test. The results of the essay were analysed for both groups as presented in Table 17.

Table 17 Post - Test-Scores of Experimental and Control Groups

| <b>Variables (Scores)</b> | <b>Experimental Group</b> | <b>Control Group</b> |
|---------------------------|---------------------------|----------------------|
| Less or equal to 10       | 10 (12.82%)               | 32 (40.00%)          |
| 11-20                     | 43 (55.13%)               | 46 (57.5%)           |
| 21-30                     | 24 (30.7%)                | 02 (2.5%)            |
| 31-40                     | -01 (1.28)                | -                    |
| Mean                      | 19.19                     | 15.17                |

Comparing the performances of the two groups in the post-test, most of the flaws noticed in the pretest were still feasible in the essays of the Control Group as they still found writing good content in length and quality, organization, using good expressions with accurate mechanism difficult. The identified inadequacies of the CG were minimal in that of Experimental group as those had been dealt with during the reading and summary strategy (scaffolding) applied to the former. The mean values of post-test scores of the Experimental Group (19.19) was better than that of the Control Group (15.17). A mean difference of 4.02 was recorded. The use of reading provides the opportunity for incidental learning of grammar.

Table 18 shows the results of the test of difference. The test indicates a significant difference ( $t=28.81$ ,  $p=0.001$ ) in the performance of the pre EG and CG. The improvement in the performance of the EG was as a result of scaffolding (reading and summary) they received. The extra efforts on the part of the teacher (MKO) in initiating scaffolding, acted as the support for the development of writing skills and it yielded positive result through the reading of different literature books. Teachers are, therefore, encouraged to use scaffolding strategies as a foundational method in the development of writing skill in students. It is an effective tool that bridges the gap between what learners can attain on their own, and what can be accomplished in collaboration with their teachers and other learners.



Table 18: Test of Difference in the Performance of Experimental and Control Groups

|              | N  | Df  | Mean  | Mean Dif | Std. Error | t-value | p-value | Decision |
|--------------|----|-----|-------|----------|------------|---------|---------|----------|
| Post Exp.    | 78 | 156 | 19.15 | 5.01     | .690       | 28.81   | 0.001   | Sig.     |
| Post Control | 80 |     | 14.14 |          |            |         |         |          |

Aside the support in writing, the scaffolding strategy provides the learners with enhanced and elaborated literary experience in reading which is another important language skill.

### *2.2.5 An Assessment of the use of workbook on the reading culture and performance of students in Integrated Science in Abeokuta*

Still at the second tier of education in Nigeria, Bodunde (2009b) contributed to the teaching of reading, particularly in inculcating reading in the teaching and learning of the Sciences in the secondary school. Reading culture has been a problem in Africa. Combing the continent from the East (Tanzania), South (South Africa), West (Nigeria) and to the North (Morocco), dwindling reading culture has been a great concern ( Bodunde(2021), Sotiloye and Bodunde (2018), Bodunde 2006). A study was conducted on the use of workbook, a form of programmed learning or instruction meant to supplement the traditional classroom teaching in the reading culture and performance of students in JSS3 in Integrated Science in Abeokuta. Random sampling was used to select the student-participants and all the Integrated Science teachers in the six sampled schools. Their reading culture before and after the use of workbook, and performance in Integrated Science were assessed.

Table 19 reveals the use of workbook caused the students to read the main text in an attempt to find answers to the questions in the workbook.

Table 19: Students' Responses to the Assessment of Reading Culture Using of Workbook

| Responses                                                                      | Number of students | Percentage |
|--------------------------------------------------------------------------------|--------------------|------------|
| <b>Did you read other books in order to answer questions in the workbook ?</b> |                    |            |
| Read other books                                                               | 27                 | 90         |
| Did not read other books                                                       | 3                  | 10         |
| <b>Total</b>                                                                   | <b>30</b>          | <b>100</b> |
| <b>Did you read workbooks without given assignments?</b>                       |                    |            |
| Read workbooks without given assignments                                       | 23                 | 76.7       |
| Did not read workbook                                                          | 7                  | 23.3       |
| <b>Total</b>                                                                   | <b>30</b>          | <b>100</b> |
| <b>Did you enjoy reading the workbook?</b>                                     |                    |            |
| Enjoyed reading the workbook                                                   | 29                 | 96.7       |
| Did not enjoy reading the workbook                                             | 1                  | 3.3        |
| <b>Total</b>                                                                   | <b>30</b>          | <b>100</b> |

Majority (93.33%) of the students attested to a change in their reading culture, 90% read relevant materials before answering questions from their workbook, 76.7% of the students read the workbook even when assignments were not given by their teachers, 96.7% of the students claim to enjoy reading their workbook.

As shown in Table 25, the t-test result shows a significant improvement with t-test results of  $16.5534 @ p=0.05$  further emphasized the positive impact of workbook on the reading culture of students. The null hypothesis of no significant difference of students' reading culture before and after the introduction of the workbook is rejected.

Table 20: T -test Analysis of Students' Reading Culture Before and After the Introduction of Workbook

|                     | Reading culture before Study | Reading culture after Study | Decision    |
|---------------------|------------------------------|-----------------------------|-------------|
| Mean                | 2.866666667                  | 3.833333333                 |             |
| Variance            | 0.188505747                  | 0.143678161                 |             |
| Observations        | 30                           | 30                          |             |
| Pearson correlation | 0.698430296                  |                             |             |
| Hypothesised Mean   | 0                            |                             |             |
| Diff.               |                              |                             |             |
| Df                  | 29                           |                             |             |
| t- Stat             | -16.55396351                 |                             | Significant |
| P (t=t) @one tail   | 1.28675E-16                  |                             |             |
| t-critical one tail | 1.699127097                  |                             |             |
| P (t=t)@ one tail   | 2.57349E-16                  |                             |             |
| t-critical two tail | 2.045230758                  |                             |             |

Both the teachers and students observed improvement in students' performance in Integrated Science before and after the introduction of the workbook. A difference is shown in the performance of 80% of the respondents as assessed by the teachers. The extent or degree of the difference in performance of students as assessed by teachers is shown in the t-test analysis. The t-test value result ( $t=8.60992$ ) indicates a significant difference in the students' performance pre and post-workbook introduction. The teachers' assessment of students' performance before and after in Integrated Science is presented in Table 21.

Table 21: T-test Analysis of Teachers Assessment of Students' Performance in Integrated Science

|                         | Performance before Treatment | Performance after Treatment | Decision    |
|-------------------------|------------------------------|-----------------------------|-------------|
| Mean                    | 2.366666667                  | 3.333333333                 |             |
| Variance                | 0.3091954202                 | 0.298850575                 |             |
| Observations            | 30                           | 30                          |             |
| Pearson correlation     | 0.378126562                  |                             |             |
| Hypothesised Mean Diff. | 0                            |                             |             |
| Df                      | 29                           |                             |             |
| t- Stat                 | -8.609918646                 |                             | Significant |
| P (t=t) @one tail       | 8.7696E-10                   |                             |             |
| t-critical one tail     | 1.699127097                  |                             |             |
| P (t=t)@ one tail       | 1.75392E-09                  |                             |             |
| t-critical two tail     | 2.045230758                  |                             |             |

The assessment of both the teachers and students of the latter's performance in Integrated Science as a result of a change in reading culture after the use of workbook indicates that motivation to read plays a positive role in learning achievement. The use of workbook has proved to be productive in enhancing reading culture thereby encouraging reading in all other contents. The use of workbook should be extended to other subjects in the curriculum at the lower secondary school level, as it acts as a supplement to staff's teaching and a complement to students' learning.

### **2.3 Language Teaching in Tertiary Institutions**

Mr Vice-Chancellor, Sir, my experience in teaching English and Communication Skills, English as a Second Language, Scholarly Writing and Communication in the tertiary institution has spanned over three decades. My contributions to the teaching of the identified areas and the teaching of other disciplines are highlighted at this juncture. The contributions spread along the major issues of facilitating the teaching of the target language to enhancing learning on the part of the students and their ability to use the language for their core areas within the university, and being able to use the language in the second language environment at various workplaces after graduation and the ability to effect development.

#### *2.3.1 English for Academic Purpose in a Nigerian University*

Language is universal. Every language has four basic skills which are essential to the teaching and learning process because of their roles in communication. Communication is a language activity, used in all human endeavours for interactions. However, interactions differ from one activity or profession to the other. English for Specific Purposes (ESP) addresses the teaching of English for utility purpose. The target language becomes an instrument for achieving the occupational requirements of different jobs and careers. It is made to perform some variables such as English for Academic Purpose (EAP); English and Communication Skills (ECS); English for Special Purpose (ESP); English for Vocational or Occupational Purpose (EOP). EAP and ECS are subsets of English for Specific Purposes (ESP). The utilization purpose of these courses on the part of the learners is conceived in terms of using the English language for successful learning of other courses, and for engaging in stress-free interactions with lecturers, fellow students, and administrators. Thus, ECS replaced the Use of English in 1988/89 academic session in Nigerian tertiary institutions.

ESP has a special methodology of learner-oriented teaching which

places importance on the need analysis of learners. It is also participatory in approach, and is particular about setting goals to be achieved. Bodunde (1999) did an assessment of ESP/EAP in Ahmadu Bello University barely 10 years after its introduction into Nigerian tertiary institutions. Two courses were introduced under ESP - ECS and EAP. The former was on listening, speaking and reading skills while the latter was on the writing skill. EAP was course-tailored-dictated as the writing activities were based on students' disciplines. ECS and EAP were taught at 100 level, in the first and second semesters, respectively.

The admission exercise of each year determines the number of students that offered the course. It was found out that the class size was always large, and many other problems confronted the ECS and EAP courses in the University. These included inadequate competent teachers, lukewarm attitude of Management on its issues, lecturers of content courses and many of the students displayed carefree attitude towards the learning of the courses. The students viewed the course as a burden because they had passed English at the West African School Certificate level, and saw no reason it should be repeated. There were also challenges of inadequate infrastructure, and students had to rush to get seats, and conducive positions where they could hear the lecturers speak. Unconducive learning environment and lack of resource materials were other challenges faced. All these informed the students' reactions such that many who needed the courses sometime did resent it, counting the courses as irrelevant.

It was also discovered that in some cases, part-time teachers, who are inexperienced in ECS/EAP usually Graduate Assistants and PG students were recruited to teach the courses. A significant methodology of ESP, need analysis, could not be met because of lack of experienced teachers in ESP and the population of students offering the courses. A Coordinator was chosen to provide content materials for and drive the courses with students' population of

7500, and the part-time lecturers employed. The attitude of indifference to complaints of inadequate space and time allocations for the courses were usual. Bodunde (1999) recommended that the University Management employ competent teachers to teach the courses. Space and time allocations should be better considered by reducing the large class size for effective teaching and learning. Comfortable environment needed to be provided to serve as motivation to students.

### *2.3.2 English and Communication Skills (ECS) in Nigerian tertiary institutions : the state of the art*

As a follow-up to the previous work on ECS in a typical University, the need to know what happens in the tertiary institutions (University Polytechnic College of Education) in Nigeria necessitated another research. As the importance of language is being stressed in education, that of lingua franca that pervades all spheres of the Nigerian life such as: civil service, education, economy, social, religion and language is more important. It is, therefore, not a surprise why so much importance or attention is attached to the effort in making the students at the highest level of education competent in the language. For instance, after graduation from the tertiary institutions, the graduates need to convince their employers, through effective use of the spoken and written media, that they are competent in the language of communication. The language does not only equip the students for academic purpose, but also for the labour market. In order to avail the Nigerian child the opportunity of enhancing his competence in the language, specific steps are taken by the Nigerian Government. English is mandated to be taught as a subject from the junior primary and both as a subject and medium of instruction from the senior primary to the tertiary level in Nigeria. The assessment of the implementation and adherence to the policy in the primary and secondary school levels had earlier been discussed in this lecture as abysmally low (Bodunde, 2004). Despite the improper implementation at the two tiers of education, the use of the

language is not negotiable at the third level of education. The ripple effect of the poor implementation is evidenced in the tertiary institutions. A case at hand is an excerpt of a written response to a student in a tertiary institution to the question '*why didn't you register on time?*' She could not express herself orally and was instructed to write her response:

*I no come for regista last week because I travel.*  
*I broke down last week. Sory ma, I beg you regista me*  
Instead of  
*I did not register last week because I travelled*  
*I did not have money then. Please ma, register me.*

The move to strengthen the competence and learning of students of tertiary institutions in the language of education in Nigeria led to the introduction of a course in English language. The course whose title varies from one tertiary institution to another and is referred to as Use of English (UE), English and Communication Skills (ECS) or English for Academic Purpose (EAP) was introduced in 1988/89 academic session (Bodunde, 2006). The controlling and activity-regulating bodies of the universities, National University Commission (NUC), Colleges of Education (NCECC) and Polytechnics and Mono-technics (NBTE) directed that the course should be offered to students. The course is run at the discretion of most universities for one or two semesters in 100 level while others have it a semester each in 100 and 200 levels. There have been various opinions about the effectiveness of the ECS or EAP programmes as it relates to communicative output of the undergraduates (Mohammadi and Mousavi, 2013). This is because the curriculum is grammar-based thereby delimiting the interest of the students in the course (Bodunde, 2004).

Sotiloye, Bodunde and others (2018) assessed the state of the course that occupies the central place in the education of students in tertiary institutions. The respondents were drawn from fifty

three tertiary institutions in Nigeria, 31 were from Universities, 12 from Polytechnics and 10 were from Colleges of Education. Twenty six of the universities were public, out of which 20 were conventional and six were specialized. All the polytechnics and colleges of education were public. The results indicated that ECS is anchored in General Studies Department (55%), while about a quarter of the institutions domicile it in the Department of English. Nine of the conventional universities reside it in the Department of English, seven have it in the General Studies Department while it is situated in centres in four. All the specialized universities anchor it in the Department of General Studies.

Moreover, majority (77.3%) of the institutions offered ECS two hours a week, while 22.7% offered it four hours a week. The breakdown shows that 43.4%, 18.8% and 15.1% had two contact hours of ECS in the Universities, Polytechnics and Colleges of Education respectively.

Earlier research revealed that a spread of the contact hours up to 300 level was desired by the students (Bodunde, 2005). The spread provides opportunity for students to interact more with the ECS lecturers, and enhance their competence in the situational use of the target language (English) as they progress in their studies.

It was observed that in the tertiary institutions in Nigeria, below average (34%) of the ECS class size was between 151 and 300 followed by a class size of 450 and above (30.2%), which prevailed more in the universities (45.2%). Ineffective teaching, resulting in inadequate learning is likely to occur in a large-sized language class. This is because some of the students may not concentrate as a result of distraction during lectures, particularly when the classroom is not big enough to accommodate them. The teacher's skill in classroom management is put to test thereby impinging effective classroom interaction.

The most-used method was lecturing (49.1 %), followed by



participatory method (22.60%), and then conferencing (17%) and teaching (11.3%). Large class size had robbed the students and teachers of interactive approach that engages students and facilitates learning. In language classes, participatory approach encourages optimal output because of the active participation of students. A small class size encourages interactive approach and effective class management.

Table 22: Students' Perception of ECS

| Institutions | Useful | Relevant | appreciative | Burdensome | Total |
|--------------|--------|----------|--------------|------------|-------|
| University   | 28.6   | 14.2     | 14.2         | 42.8       | 50    |
| Polytechnic  | 28.6   | 28.6     | 0            | 42.8       | 50    |
| CoE          | 0      | 0        | 0            | 0          | 0     |
| Total        | 28.6   | 21.4     | 7.2          | 42.8       | 100   |

Only 14 of the 53 institutions that participated in the research had conducted an assessment of the students' opinion on ECS. It was gathered from the 14 institutions that students perceived ECS as burdensome (42.8%), useful (28.6), relevant (14.2%) and appreciative (14.2%). Many of the students in the University and Polytechnic view ECS as burdensome. This may be because polytechnics are science and technology-based, whose students felt they had learnt enough of English language in the secondary school and, therefore, there was no need to learn more of it. In the overall analysis, however, the students acknowledge its usefulness and relevance.

Teachers of ECS gave a catalogue of challenges faced in teaching the course, which include an array of challenges in ranking order. Individually and cumulatively, large class size, inadequate facilities, apathy from students, lack of language laboratory, poorly prepared students, apathy from content lecturers, inadequate teachers, truancy, L1 interference, negative attitude to ECS

teachers, topped the list (58 %). Bodunde (2005) discovered that students complained that large class size posed a great challenge to ECS learning process. Students decried situations where they had to struggle for seats, and be cramped into small classrooms with no provision for public address system for ECS lectures. This makes the learning environment unattractive. Consequently, the students' interest in the course begins to wane because there is a link between motivation and interest. Inadequate language laboratory and poorly prepared students ranked 4th and 5th respectively. A poorly prepared student poses a great challenge to teachers because more time is spent in repairing the damage that had been done in such a learner. Ironically, such a student may see himself as good, so it becomes difficult to affect him positively. An instance is the quotation at the introduction of this paper ascribed to a 300 level student. The student was to be helped but she felt belittled being asked to start learning word formation.

English language pronunciation is a big problem to many undergraduates. This is a problem that ought to have been settled either at the primary or secondary school level. The absence of language laboratory at the tertiary level makes the problem perennial. The apathy towards the teaching of ECS was revealed in the attitude of teachers of core-subjects to ECS teachers and the students especially when a clash occurs on the time-table. There was always the unspoken impression that ECS was not as important as the core courses. Ironically, when there were problems associated with the communicative ability of the students, accusing fingers were always pointed at ECS teachers as not doing enough to alleviate students' errors. Some ECS teachers, as identified in this study, experienced low esteem resulting from the effect of this negative attitude.

Suggestions on improving the teaching of ECS must start with a reduction in class size. This will minimize the limitations faced by the ECS lecturers, reduce distractions and students' apathy towards

ECS lectures. Interaction is important in language acquisition and learning and needs to be strengthened thereby enhancing the learning and teaching process. More facilities and resources for enhancement of teaching and learning should be provided.

### *2.3.3 Students' perception on effective teaching and learning of English and Communication Skills (ECS) or English and Academic Purposes (EAP)*

The aim of ECS/EAP was to assist students at this level to improve their communicative ability in order to facilitate learning process while in school and enhance working capability after graduation. These courses having emanated from ESP, were framed within an interdisciplinary scenario where grammar analysis is integrated to all aspects of cognition, sociology, philosophy, rhetoric, relevant to the specific discourse. The integration is with the purpose of enhancing the teaching and the learning processes. ECS/EAP teachers need to effectively perform their roles by relying on theories of ESP in relation to the disciplines involved. The theories also emphasize need analysis, content orientation and adoption of communicative methodology of Second Language Acquisition (SLA). Each of these aspects revolves round the learners bringing to the fore, the importance of learners' contribution in identifying their needs in ECS teaching and learning (Bodunde, 1999 and Aborisade, 2007).

As a move towards the development of ECS and EAP and improving the teaching and learning ECS, using learners' oriented approach, Bodunde (2005) randomly selected 140 (one hundred level) core agricultural students of Federal University of Agriculture, Abeokuta who had just undergone ECS, for a survey on their perception and assessment of ECS. This was to test the assumption that agricultural students do not see the need for ECS accounting for their nonchalant attitude for the course. An open-ended questionnaire that allowed the respondents to express

themselves without any restriction or inhibition was the instrument for the survey.

All respondents acknowledged the need for ECS in their courses with (33.4%) believing that it had the capability to improve their spoken English. Some others, 31.33%, 27.65%, and 0.7% are of the opinion that it could lead to the improvement of their communication ability, writing and reading, respectively. Listening skill was omitted (Table 23).

Table 23: Responses on relevance of ECS for learning in tertiary institutions

| <b>Is ECS relevant to your course?</b>       | Frequency | Percentage |
|----------------------------------------------|-----------|------------|
| Yes                                          | 140       | 100        |
| No                                           | 0         | 0          |
| <b>What is the relevance to your course?</b> |           |            |
| It will improve my speaking skill            | 73        | 33.64      |
| It will improve my communication             | 68        | 31.34      |
| It will improve my writing skill             | 60        | 27.65      |
| It will improve my reading skill             | 16        | 7.37       |
|                                              | 217*      | 100.0 0    |

\*Multiple reasons given by the respondents .

More contact hours of between three and four week were desired by majority (75.7%) and extension of sessions to two for ECS (51.4%) and additional one (17.5%) for EAP.

The participatory approach method in which teachers and students interact was encouraged. This is because skills were provided at the end of each language area to motivate students and elicit various responses relevant to the targeted and desired behaviour. About 98% of them had positive attitude to the method,

The students rated the language skills according to area of difficulty and suggested ways for improvement (Table 24). Writing (40.0%) and Speaking (35.2%) were adjudged very difficult while the least difficult for them was reading (9.58%).

Table 24: Areas of difficulty and suggestions for improving the teaching of ECS

| <b>Order of Difficulty of ECS skills</b> | Frequency | Percentage |
|------------------------------------------|-----------|------------|
| Writing                                  | 56        | 40.00      |
| Speaking                                 | 50        | 35.21      |
| Listening                                | 20        | 14.08      |
| Reading                                  | 14        | 9.85       |

**Suggestions on areas of improvement**

|                                  |    |      |
|----------------------------------|----|------|
| Provision of language laboratory | 54 | 27.2 |
| Availability of more teachers    | 47 | 23.7 |
| Small class size                 | 35 | 17.7 |
| Regular assignment               | 34 | 17.3 |
| Regular tutorial                 | 28 | 14.4 |

The two most difficult skills identified are expressive and productive skills which require adequate knowledge of the syntax (grammatical structures) of the target language. Both revealed that they have not internalized the syntax of the language.

The students desired and suggested the need for a language laboratory that would help in the learning of speaking skill; small class will make the learning environment friendly; regular assignments and tutorials which provide a link between a classroom situation and the conditions which exist in the natural language learning environment. Some of the points raised have been applied into our teaching and operations in the Department of Communication and General Studies.

The respondents (46.36%) were of the opinion that knowledge gained in writing skill had the highest influence on their learning in other content areas. This was followed by 24.48% for grammar, and 20.85% for speaking skill (Table 25). They were taught that in writing, outlining is a preparatory rudiment upon which their points are built and developed. They claimed to have been able to answer theory papers in their content areas in a more organized way, showing the role of pedagogy as that of laying a foundation of knowledge upon which learners can themselves act in a subsequent process of building inter-language in the learners through transfer of knowledge.

Table 25: Effect of ECS on Students' Disciplines

| Areas of Influence | Frequency | Percentage |
|--------------------|-----------|------------|
| Writing            | 89        | 46.36      |
| Grammar            | 47        | 24.48      |
| Speaking           | 40        | 20.83      |
| Communication      | 16        | 8.33       |

The relationship between writing and speaking skills is emphasized in ECS. The use of grammar to develop the points effectively while answering questions in examinations is an outcome of teaching the grammatical structures of English language in ECS which lays a better foundation for good sentence construction leading to better communication. A Chi square test on the hypothesis of no significant relationship among the areas in which ECS has affected the students' disciplines was rejected ( $X^2=57.708$ ,  $P= 0.000$ ). This is because a positive relationship existed among them.

Table 26: Chi- square result on the relationship among the effects of ECS on students' courses

| Areas of effect | Responses | Chi-square | Probability | Decision    |
|-----------------|-----------|------------|-------------|-------------|
| Writing         | 89        | 57.708     | 0.000       | Significant |
| Grammar         | 47        |            |             |             |
| Speaking        | 40        |            |             |             |
| Communication   | 16        |            |             |             |

Mr. Vice-Chancellor, Sir, sadly enough, 19 years after, the story is still the same. It is expedient that the National University Commission (NUC), National Board of Technical Education (NBTE), National Council of Certificate in Education (NCCE) who have the prerogative of allocation of bulk contact hours to courses review the issue of ECS. Curriculum Committee of each institution needs to consider the change too. University Managements should have to provide adequate lecture rooms, language laboratory, functional multi-media, and learning-friendly environments. Learning in a large class, even with multi-media is difficult. In most cases, electricity and bad condition of

the multi-media constitute major issues that need to be addressed and urgently so!

#### *2.3.4 The relationship between listening instruction and performance in comprehension of freshmen*

Listening is one of the four language skills, and is the foundation for all aspects of communication and cognitive development as it plays a life-long role in the process of communication. People listen 45% of the time they spend in communicating (WaniHani, 2009) and people spend 70% of their waking time communicating and three quarter of this time is spent in listening and speaking (Rankin, 2004). For an ESL learner, the challenge of listening poses particular demands because of the many complex sentence types, which are clearly different from those of the L1. A careful observation of English teaching has revealed that the teaching of listening skill is still the weak link in the language teaching process as it is the least taught of the four language skills. The need for English learners' competence in listening skill is increasingly recognized, such that its teaching has recently attracted considerable attention.

Popoola, Bodunde and Sotiloye (2012) assessed the listening level of fresh undergraduates in order to determine if teaching technique of active listening would improve performance. Thus, the relationship between listening instruction and performance in comprehension of freshmen of the Federal University of Agriculture Abeokuta was investigated. Five hundred and thirty four, selected through stratified random sampling across the ten colleges in the University, participated in the study. The sample was divided into Experimental and Control groups with the former having 204 respondents, and the latter 230. A comprehension performance assessment test was conducted before and after teaching; and the participants responded to a set of questionnaire. The pre-test took place after the fresh student's ICT Orientation Programme while the post-test took place after. All the samples were taught a passage on 'How to avoid becoming victim of

terrorism, after which the pre-test was administered. Treatment of the rudiments of active listening was administered on the Experimental Group (EG) immediately after the pre-test. Both groups were later subjected to post-test after listening to a lecture on the same topic, and they responded to the questionnaire.

The pre-test performance of the two groups is an indication that students do not listen very well, which therefore suggests that there is need for active listening to be taught as the majority scored between 0 and 7. A very high percentage of the EG (98.3%) and CG (97.5%) scored below average (Table 27).

Table 27: Pre-test Listening Comprehension Scores of Control and Experimental Groups.

| Variables (score) | Experimental Group | %    | Control Group | %    |
|-------------------|--------------------|------|---------------|------|
| 0-1               | 58                 | 25.2 | 54            | 26.5 |
| 2-3               | 57                 | 24.8 | 61            | 29.9 |
| 4-5               | 58                 | 25.2 | 39            | 19.1 |
| 6-7               | 26                 | 11.3 | 29            | 14.2 |
| 8-9               | 15                 | 6.6  | 10            | 4.9  |
| 10-11             | 12                 | 5.2  | 06            | 2.9  |
| 12-13             | 04                 | 1.7  | 04            | 2.0  |
| 14-15             | -                  | -    | 01            | 0.5  |

The post-test results of the two groups showed 75.6% of EG scored above average while only 4% of CG had scores above average. The main reason for the remarkable difference is attributed to the treatment of rudiments of active listening to the EG (Table28).

Table 28: Post-test Listening Comprehension Scores of Control and Experimental Groups

| Variables (score) | Experimental Group | %    | Control Group | %    |
|-------------------|--------------------|------|---------------|------|
| 0-1               | 2                  | 0.9  | 52            | 25.4 |
| 2-3               | 1                  | 0.4  | 58            | 28.4 |
| 4-5               | 12                 | 5.2  | 36            | 17.6 |
| 6-7               | 8                  | 3.5  | 30            | 14.7 |
| 8-9               | 14                 | 6.1  | 15            | 7.4  |
| 10-11             | 19                 | 8.3  | 05            | 2.5  |
| 12-13             | 37                 | 16.1 | 04            | 2.0  |
| 14-15             | 47                 | 20.4 | 04            | 2.0  |
| 16-17             | 34                 | 14.8 | -             | -    |
| 18-19             | 25                 | 10.8 | -             | -    |
| 20-21             | 12                 | 5.2  | -             | -    |
| 22-23             | 16                 | 7.0  | -             | -    |
| 24-25             | 3                  | 1.3  | -             | -    |



Testing further, the difference in listening comprehension scores of the EG in pre and post- assessment, the results show that 98.3% scored below average in the pre-test assessment while in the post-test, 95.6% scored above average (Table 29).

Table 29: Listening Comprehension Scores of Experimental Groups in Pre and Post Assessment

| Variables<br>(score) | Experimental Group |      |           |      |
|----------------------|--------------------|------|-----------|------|
|                      | Pre-Test           |      | Post-Test |      |
|                      | F                  | %    | F         | %    |
| 0-1                  | 58                 | 25.2 | 2         | 0.9  |
| 2-3                  | 57                 | 24.8 | 1         | 0.4  |
| 4-5                  | 58                 | 25.2 | 12        | 5.2  |
| 6-7                  | 26                 | 11.3 | 8         | 3.5  |
| 8-9                  | 15                 | 6.6  | 14        | 6.1  |
| 10-11                | 12                 | 5.2  | 19        | 8.3  |
| 12-13                | 04                 | 1.7  | 37        | 16.1 |
| 14-15                | -                  | -    | 47        | 20.4 |
| 16-17                | -                  | -    | 34        | 14.8 |
| 18-19                | -                  | -    | 25        | 10.8 |
| 20-21                | -                  | -    | 12        | 5.2  |
| 22-23                | -                  | -    | 16        | 7.0  |
| 24-25                | -                  | -    | 3         | 1.3  |

The Chi square test result shows a significant association between students' performance in comprehension and listening ability ( $\chi^2 = 84.33 @ p$  is less to 0.05). Most of the students who took part in the pre-test performed abysmally low, which is a sharp contrast to the performance in post-test assessment of the EG. This brings to focus the role of knowing the rudiments of active listening. The students identified other factors that hinder listening and comprehension as hunger, teacher-factor, subject matter, length of lecture and the speed of lecture.

The implications of our findings are not only in the learning of English but in teaching and learning processes. Active listening where students will be involved in the learning process should be emphasized in all courses. All teachers should also learn this skill in order to impart it on their students. Text book writers need to include this into each module outline as it is done for other language skills. The outcome of this research was conveyed to the

University Management, which led to the inclusion of listening skill as one of the initial activities in the Orientation Programme of the freshmen and women of this University. This is to introduce them to active listening that would make them gain from the orientation activities and their lectures.

### *2.3.5 Students' writing skill in an ESL setting*

The importance of writing skill cuts across all levels of education. Its effectiveness hinges on the ability to use the grammar of the target language correctly, as syntactic ambivalence leads to semantic ambiguity. The frequent and increasing negative comments on the writing ability of undergraduates and even graduates have been a thing of concern to teachers of English, and other content teachers. For instance, Use of English lecturers have always been challenged when students make faulty expressions, and have problems in writing in their final year projects. Content teachers are prone to cast aspersions on the relevance of the Use of English course.

Some research works have attributed the poor performance to the influence of L1, deficiency of L2 learners' knowledge of the language, and L2 complexity has compounded students' capacity in writing. Bodunde and Sotiloye (2013) compared the competence of year 1 students of Agriculture in the use of English language with that of those in the final year who have had four years' acquaintance with the language as medium of instruction and examination. It was an attempt to identify, as stipulated by ESP tenets, the writing needs of the students in order to facilitate the teaching and learning of other courses in the University. It was also an attempt to know their grammatical needs through the expressions in writing with the aim of contributing to the curriculum of ECS, in order to facilitate the teaching and learning of other courses in the University.

The writing of 80 students of GNS 101 in the 2009/10 session on a compulsory examination question, which required that they wrote a letter to the Vice-Chancellor exonerating the students from a crisis

that occurred after a telecommunication mast was erected on the campus which degenerated to a student protest, were assessed. In juxtaposition was 40 scripts of HRT 502 (a university-wide Crops Husbandry course) which required that they wrote an essay on how to revive a diseased cocoa plantation. The writings were analysed and errors in grammar (verbs, agreement/concord, pronoun), mechanics (spelling, punctuation) and word choice (vocabulary) were identified as indicated in Table 30.

Table 30 Classification of 100 Level Agriculture Students' Errors

| Type of Error      | Number of Students | Frequency | Percentage |
|--------------------|--------------------|-----------|------------|
| Spelling           | 80                 | 45        | 56.25      |
| Tense              | 80                 | 30        | 37.5       |
| Concord            | 80                 | 26        | 32.5       |
| Punctuation        | 80                 | 23        | 28.75      |
| Abbreviation       | 80                 | 10        | 12.5       |
| Preposition        | 80                 | 10        | 12.5       |
| Wrong amalgamation | 80                 | 3         | 3.75       |

Spelling errors, many of which could be traced to improper communication topped the list.

The students' inability to differentiate between monophthongs and diphthongs caused the problems in i and ii, inability to pronounce /h/ accounted for iii and iv, non distinction between voiceless and voiced sounds /f, v/ and /θ/ vs /t/ accounted for v and vi.

- i) Our names where written down (**were**)
- ii) I will be greatful if this request will be granted (**grateful**)
- iii) The avocs done by the students are enormous. (**harvoc**)
- iv) He as sustained injuries(**has**)
- v) My prooves are as follows (**proofs**)
- vi) I was not in school that faithful day(**fateful**)

The complexities and inconsistencies in the pronunciation of English language and the students' failure to master these are

challenges. For instance:

vii) The mass erected has cycological effect on the students(**mast, psychological**)

ix) I will tanish the image of the family (**tarnish**)

x) I was reading the examination schedule for

Tuesday(**scheduled**)

There were malapropism errors, such as:

xi) the students bit their teachers (**beat**)

xii) I was knew in the system (**new**)

Other major errors, aside spelling, were in the area of concord, wrong use of to –infinitive with the past form, tense errors and punctuation, some examples of wrong use of to-infinitive in students' scripts

xiii) I decided to ran for my life(**run**)

xiv) I only came to discovered that the students gathered in the library (**discover**)

xv) I decided to travelled (**travel**)

Some examples of wrong use of tenses in the students' scripts

xv) I did not involved myself in the crisis(**involve**)

xvi) I did not joined the demonstration (**join**)

xvii) The crisis which occur in September affects me. (**occurred, affected**)

xviii) He has not moved in the afternoon. (**move**)

xix) Previous to that day, I have travelled to Lagos. (**had**)

xx) The Student Union executives was aware of the plan. (**executive members were**)

xxi) May I seek for your indulgence concerning the situation (**for is intrusive**)

Some examples of wrong use of prepositions

xxii) *These* great University is ours(**This**)

xxiii) I was reading for examination scheduled on Tuesday(**for**)

xxiv) My parents praised me to leaving the school premises. (**for**)

xxv) I arrived in Abeokuta (?)

xxvi) The mast erected has a psychological effect that comprises of many things (?)

xxiii) and xxiv should take *for* while xxv and xxvi should not take any preposition.

Unconventional abbreviations were found in the essay. For instance:

*The Crisis was due to d unruling attitude of students (**the**)*

*I am ready to support you with any useful information to yr investigation. (**your**)*

Some examples of wrong amalgamation:

*I saw series of armour tanks from the police (**armoured tanks**)*

*The punch news paper reported the crisis (**Punch newspaper**)*

Analysis of the errors of 500 level of Agricultural students revealed tense (75%), punctuation (57.5%), spelling (45%), concord (32%) errors as shown in Table 31.

Table 31: Classification of 500 Level Agriculture Students' Errors

| Type of Error | Number of Students | Frequency | Percentage |
|---------------|--------------------|-----------|------------|
| Tense         | 40                 | 30        | 75         |
| Punctuation   | 40                 | 23        | 57.5       |
| Spelling      | 40                 | 18        | 45         |
| Concord       | 40                 | 13        | 32.5       |
| Abbreviation  | 40                 | 1         | 2.5        |

Tense errors as shown in the following examples:

*These cultural practices includes.... (**include**)*  
*Good quality beans can be achieve through good fermentation. (**can be achieved**)*

The commonest punctuation errors identified were the arbitrary use of capitalization within sentences, and the absence of comma as a means of separating clauses as shown below:

*There should be Outright planting by the use of....(**outright**)*  
*also the Disease causing organisms must be employed (Also, **disease, employed**)*  
*If cocoa plantation is dying\_it may be as result of the following. (**dying,**)*  
*This is however\_faster and may be more effective. (**, however,**)*

Spelling errors came third in the ordering of the errors which are fundamentally connected to wrong pronunciation and inability to distinguish the stress patterns of verbs and nouns as in :

*There is need for adaptation to the specific enviroment (**environment**)*  
*The economic life sperm of cocoa ranges from 25 to 40 years(**span**)*  
*Fermentation is protection from indiscriminate germination of embrayo (**embryo**)*  
*I will advise that they should rejuvenate the crop (**advise, crops**)*  
*There should be adequate mulching practices (**practices**)*

The comparison of error types of 100 and 500 levels Agriculture

students revealed that spelling, tense, concord, wrong use of punctuation and abbreviations occurred in both writings. However, the level of difficulty of the different types of errors differs. Tense errors were the commonest for 500 level while spelling was for 100 level. Both groups had the same level of difficulty in the use of concord while preposition and wrong amalgamation were absent in the writing of 500 level students.

Table 32: Comparison of Error Types of 100 Level and 500 Level Students' Writing

| Levels | Types of Error |       |         |             |               |              |                    |
|--------|----------------|-------|---------|-------------|---------------|--------------|--------------------|
|        | Spelling       | Tense | Concord | Punctuation | Abbreviations | Prepositions | Wrong Amalgamation |
|        | %              | %     | %       | %           | %             | %            | %                  |
| 100    | 56.25          | 37.5  | 32.5    | 28.75       | 12.5          | 12.5         | 3.75               |
| 500    | 45.00          | 75.00 | 32.5    | 57.5        | 2.5           | -            | -                  |

The t-test result of a non-significant difference between the grammatical errors committed in the writing of 100 and 500 levels agriculture students shows non-significance. This is an indication that both sets of students have not fully mastered the usage of grammatical structures of English language and the rubrics of writing. By inference, there has been a minimal transfer of the knowledge gained in ECS in writing to their disciplines. It calls for more writing activities in different disciplines and by extension of ECS in form of 'Writing Clinic' at probably a middle level 'the 200-300 level'. These findings resulted in redesigning the teaching strategy of GNS 201 Writing and Literary Appreciation offered in 200 level.

### *2.3.6 Communicative competence of Science Students: An illustration with a University of Agriculture Abeokuta*

Over the years, many reasons have been adduced for students' lack of communicative competence at tertiary institutions, even after they have taken proficiency courses to develop their communicative ability. These reasons vary from designing a syllabus that does not meet the actual needs of students, to not

applying appropriate teaching pedagogy thereby creating a gap between communicative competence and actual performance. Bodunde and Akeredolu-Ale (2010) explicate some of the manifestations of these, using data from two sets of 100 level to 200 level results of science students from the Federal University of Agriculture, Abeokuta.

Competence is one of the underlying knowledge of a system, event or fact, which is non-observable, idealized ability to do or perform something. Performance, on the other hand, is about the overtly observable and concrete manifestation or realization of competence. Essentially, competence is ones' underlying knowledge of the system of a language-its rules of grammar, vocabulary, all the pieces of a language, and how those pieces fit together. Performance is the actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events (Brown, 1987). This can be compared to Ferdinand de Saussure's (1916) distinction between *langue* and *parole* as two separate phenomena, independent of each other. *Langue* is a sum of the generalized grammar and lexical symbolic rule system internalized by individuals, while *parole* is a specific speech act that an individual expresses orally according to the potential rule system.

Communicative competence (CC) is the ability or capability to produce and understand utterances which are not so much grammatical but appropriate in the context in which it is used (Wales, 1970 cited in Adejare, 1995). However, Cummins (1980) proposed that in discussing Communicative competence, a distinction between Cognitive/Academic Language Proficiency (CALP) and Basic Interpersonal Communicative Skills (BICS) needs be made. CALP refers to the form of language skills needed for academic learning (listening, speaking, reading and writing about subject area content) while BICS are language skills needed in social situations, that is, the day-to-day language needed to interact socially with other people. Other linguists have



contributed to the discussion of CC. According to Canale (1983), the components of CC are grammar, discourse, sociolinguistic, strategy while Bachman (1987) talked about language, strategy and psychomotor. Our attention in the paper was on Cummins' (1980) CALP, the form of language skills needed for academic learning.

Our objectives were to discover if there were significant changes in the students' performance at the 100 and 200 levels; and to show that their performance is an indication of their good or poor competence in English language and Communication Skills. The research was based on the GNS 101 and GNS 201 results of two cohorts of students (Cohorts 1A -1B) in the first semester, and Cohorts 2A -2B in the second semester in all the 25 Departments of the then seven Colleges in UNAAB.

A correlation of students' performance in the two cohorts according to the courses showed that the students in cohort A scored higher in GNS 201 than students in Cohort 1B (Table 40). This is shown by the modal classes of 50-59 and 40-49 grades for Cohort 1A and Cohort 1B, respectively. The performance of Cohort 1A (100 level) was average as the modal class was between 50 and 59 for 35.8% of the students; Cohort 1B (200 level) was negatively skewed with the modal class as 40 and 49 for 51.4% of the students. In the other cohorts 2A and 2B, both had the modal class as between 40 and 49. However, Cohort 2A had more students (31.9%) scoring between 50 and 59 than Cohort 2B (21.1%) as seen in Table 33.

Table 33: Distribution of Results of Cohorts 1A and 1B Students' in all Departments

| Course<br>s | Cohort<br>s | No of students | <u>Grades</u> | Grades     | Grades      | Grades     | Grades     |
|-------------|-------------|----------------|---------------|------------|-------------|------------|------------|
|             |             |                | <u>70+</u>    | 60-69      | 50-59       | 40-49      | Below 40   |
| GNS 101     | 1A          | 1390           | 121(8.7%)     | 291(20.8%) | 501(35.8%)  | 387(27.7%) | 90(6.4%)   |
| GNS 201     | 1B          | 1489           | 9(0.6%)       | 49(3.3%)   | 252((16.9%) | 766(51.4%) | 413(27.7%) |
| GNS 101     | 2A          | 1417           | 18(1.3%)      | 169(11.6%) | 453(31.9%)  | 633(44.6%) | 148(10.4%) |
| GNS 201     | 2B          | 1703           |               | 114(6.7%)  | 360(21.1%)  | 921(54.1%) | 294(17.3%) |
|             |             |                | 14(0.8%)      |            |             | )          | )          |

Comparing GNS 201 of the two cohorts, the second cohort (2B) performed better. This shows that a deliberate and conscious attempt to improve was made after their marginal performance in 100 level. However, over confidence might have caused the downward performance of students in Cohort 2A. The overall performance of the students in GNS 101 was better than that of GNS 201 because more students scored above average in GNS 101 (65.3%) than GNS 201 (20.8%) in the first semester; and it was the same in the second semester (2A had 44% and 2B had 28.6%). A consistently lower performance in high grades was observed in GNS 201. Generally, Cohorts 1A and 2A performed better than Cohorts 1B and 2B (Figure 6).

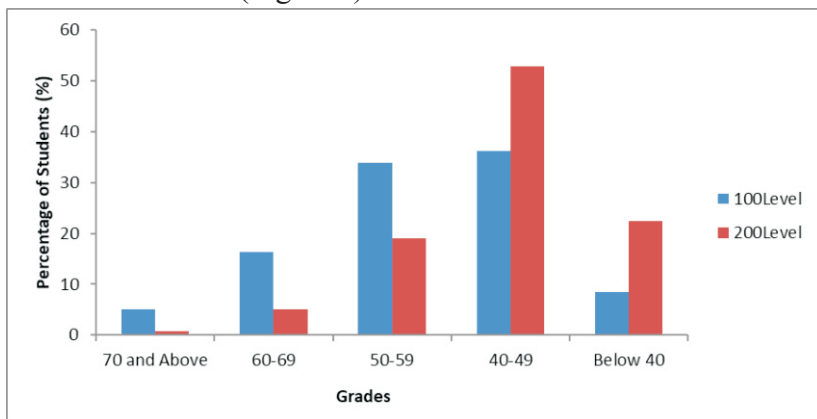


Figure 6: Correlation of 100 and 200 Levels' Performance in English and Communication Skills

The need to know the cause of the discrepancy between students' performance in GNS 101 and GNS 201 is necessary. As a matter of fact, it is expected that 13 years (six in the primary and another six in the secondary schools and one year in the university) of learning, the target language, the students ought be able to communicate effectively and manifest high level of proficiency in it. One of the reasons for this could be the nature of the examination in 100 hundred level because it was fill-in-the gap, and multiple choice question type. This kind of assessment does not adequately give room to assess students' competence appropriately. It allows guessing and cheating during assessment. On the other hand, the mode of assessment of GNS 201 examination was essay type, which makes guess work and cheating difficult. The assessment requires students to put into play their proficiency in grammar to express the content of the required answers in the essay question. Because their level of competence in the language is inadequate, their performance was bad.

Another factor is the students' attitude to reading in non-core subjects. They see learning as a way of regurgitating verbatim what is taught in class, whereas GNS 201 is an application of what is taught considering the objective of the Course, which is to assist students cope with their daily and life tasks. There is no task in life that will ask you to 'list' or 'mention, 'thus questions set in this course require the application of the students' experience bearing in mind what they have read and been taught in solving a problem or approaching a life situation. Those who find it difficult to cope well in this course often find it difficult to cope with the challenges in their courses, particularly at 400 level.

There is also the negative attitude towards languages by science students, who I guess most often forgot that English is the language of knowledge dissemination. This attitude is encouraged by some of the core-subject lecturers who claim that the students have learnt enough English language in the secondary school. The negative

reinforcement influences the students' attitude and performance, and the teachers then turn round to complain about language ability of the students.

Class size as pointed out in previous studies (Bodunde, 2005, 2006) is a bane and a clog in the wheel of learning effectively in GNS 101 and GNS 201. The students are 'faceless' in a large class. They are in the class but in a world of their own and this does not enhance learning. The outcome of this study led to the allocation of more classes (4 slots) to the teaching of the courses, whereby a manageable number that can encourage more participation is attained. The use of multi-media was introduced for students' participation on given topics prior to the lecture hours. It is advocated that fill-in-the gap or multiple choice questions should give way to short writings that will make students use the grammar of the target language.

#### *2.3.7 Language learning in large classes in tertiary institutions*

Language learning should be stress free in a relaxed atmosphere, very close to natural setting as is the case in the first language acquisition, where learners can participate effectively and freely enjoy the learning process. The premium placed on the use of the English language as a medium of instruction, a means of communication at work and measurement of job effectiveness makes learning in the second language situation an all important task.

The increase in students' enrolment in Nigeria's educational institutions at all levels has, however, made learning overwhelming. Being a teacher or a student in a class with large enrolment can be intimidating. This is more so in general courses like English and Communication skills, where the teachers have come to contend with a crowd of students who all rely on them to meet their different learning needs. According to a report by Bodunde and Sotiloye (2012), a standard class size of between 151

and 300 is typical of EAP classroom in the Polytechnics, 450 and 1500 for public Colleges of Education and Universities, respectively.

Three hundred students were sampled from the three public tertiary institutions, Federal University of Agriculture Abeokuta (FUNAAB), Moshood Abiola Polytechnic (MAPOLY) and Federal College of Education (FCE) in Abeokuta metropolis. The participants who were mostly between ages 15 and 19 had learnt in a large class during their first and second years in their institutions. Questionnaire was the main instrument for data collection. Lecture method (44%) and Participatory Approach (39.7%) were the two most common methods of teaching.

The nature of the class size during the Use of English lectures in the institutions under consideration ranged from below 50 to above 2000 (Table 34). It varied from one institution to another. FUNAAB indicated a class of between 1000 and 2000. The largest class size in FCE is between 101 and 500 while MAPOLY has between 50 and 100. Universities has most large classes in Use of English. Teaching and learning in large class is an herculean task for the teacher and students.

Table 34: Ages, Teaching Methods and Class Size of the Respondents

|                         | <b>Institutions</b> |               |            |              |            |
|-------------------------|---------------------|---------------|------------|--------------|------------|
| <b>Ages in Years</b>    | <b>FUNNAB</b>       | <b>MAPOLY</b> | <b>FCE</b> | <b>Total</b> | <b>%</b>   |
| 15-19                   | 47                  | 34            | 49         |              | 43.3       |
| 20-24                   | 32                  | 35            | 51         |              | 39.3       |
| 20-29                   | 21                  | 31            | -          | 16           | 17.4       |
| <b>Total</b>            | <b>100</b>          | <b>100</b>    | <b>100</b> | <b>1</b>     | <b>100</b> |
| <b>Teaching Methods</b> |                     |               |            |              |            |
| Participatory           | 53                  | 32            | 34         | 119          | 39.7       |
| Lecture                 | 35                  | 56            | 41         | 132          | 44         |
| Note dictation          | 1-                  | 5             | 11         | 16           | 5.3        |
| Teaching                | 12                  | 7             | 12         | 31           | 10.3       |
| Others                  | -                   | -             | 2          | 2            | 0.7        |
| <b>Class-Size</b>       |                     |               |            |              |            |
| Below 50                | -                   | -             | 6          | 6            | 2          |
| 51-100                  |                     | 30            | 29         | 56           | 18.7       |
| 101-500                 | 5                   | 17            | 44         | 66           | 22         |
| 501-1000                | 52                  | 29            | -          | 51           | 17         |
| 1001-2000               | 73                  | 13            | 7          | 93           | 31         |
| Above 2001              | -                   | 11            | 13         | 28           | 9.3        |

Majority (68.7%) and 63.7% acknowledged the availability of Public Address System (PAS) and multimedia respectively for teaching. However, 92.2% and 65.3% of the former and latter were adjudged functional. The students acknowledged the usefulness of multi-media in preparing and delivery of their presentations. A major problem to the use of the facilities was epileptic electricity, which most times rendered the use of multimedia impossible. An average percentage of 69.4% of the students had negative perception of learning in a large class while two of the three institutions show negative (89%) and perception (90%). Students' responses on their experience learning in large class in all the three institutions show that learning was difficult and stressful. This was more so in large classes in the Polytechnic (87%) and the College of Education (84%) where they learnt in unconducive environments. They had to get to school early in order to secure seats in vantage positions as the seats available were not always adequate. However, many (89%) of those in the university claimed their sitting arrangement was comfortable. Less than average (41.3%) indicated that positive student-learners interaction existed in the institutions, although it was much higher (72%) in the university (Table 35).

Table 35: Students' Perception on Learning in a Large Class

| <b>Student's perception on Large Class</b>             | <b>FUNAAB</b> | <b>MAPOLY</b> | <b>FCE</b> | <b>Total</b> | <b>%</b> |
|--------------------------------------------------------|---------------|---------------|------------|--------------|----------|
| Negative                                               | 29            | 89            | 90         | 208          | 69.4     |
| Positive                                               | 71            | 11            | 10         | 92           | 30.6     |
| Total                                                  | 100           | 100           | 100        | 300          | 100      |
| <b>Students' assessment of learning in Large Class</b> |               |               |            |              |          |
| Difficult                                              | 54            | 87            | 84         | 225          | 75       |
| Not difficult                                          | 46            | 13            | 16         | 75           | 25       |
| Total                                                  | 100           | 100           | 100        | 300          | 100      |
| <b>Conduciveness of learning in a Large Class</b>      |               |               |            |              |          |
| Not conducive                                          | 31            | 69            | 70         | 170          | 56.7     |
| Conducive                                              | 69            | 31            | 30         | 130          | 43.3     |
| Total                                                  | 100           | 100           | 100        | 300          | 100      |
| <b>Comfortability of sitting arrangement</b>           |               |               |            |              |          |
| Comfortable                                            | 89            | 21            | 29         | 149          | 49.7     |
| Not comfortable                                        | 11            | 69            | 71         | 151          | 50.3     |
| Total                                                  | 100           | 100           | 100        | 300          | 100      |
| <b>Interaction with lecturer</b>                       |               |               |            |              |          |
| Yes                                                    | 28            | 49            | 47         | 124          | 41.3     |
| No                                                     | 72            | 51            | 53         | 176          | 58.7     |
| Total                                                  | 100           | 100           | 100        | 300          | 100      |

The students suggested reduction in class size, better method of teaching that will make them participate, improvement on the facilities for teaching in large classes, employment of more lecturers, and constant electricity. It was concluded that large class has significant impact on language learning process thereby hindering performance and classroom management.

## **2.4 Emerging Technologies and Language Teaching**

The Vice Chancellor, Sir, the fourth area of my contribution is in the use of emerging technologies in language teaching, in this digital age where the whole world is a global village. According to the Nigerian Communications Commission (NCC)'s 2022 statistics, there were about 222.5 million telephone customers in Nigeria with over 215 million active mobile phone subscriptions. Most of the active users are the youth. Gaining access to the students through what they possess will motivate them, facilitate teaching and enhance learning. Some researches were carried out using energy technologies in the ECS class.

### *2.4.1 The application of Web 2.0 tools in teaching writing*

The modern day educational system cannot rely entirely on the print medium, which in time past was the principal instructional material used. As frontiers of knowledge increase, the medium can no longer satisfy the growing communication and learning needs of our dynamic society. The deficiency of basic communication skills, lack of motivation on the parts of teachers and students, environmental factors problems of handling large classes bedeviling effective teaching in and learning in a typical language classroom call for intervention. In the advanced countries, technology has been long introduced much to the teaching and learning process, particularly in the area of speaking. For instance, Fonix Speech Incorporation, a company that specialises in embedded speech interfaces for mobile devices, processors, video games and handheld electronic products provides a device then called invetec Besta CD 875. It allows the

user to interact directly with the device to confirm correct pronunciation of English words, phrases and sentences in the language learning process. The device has all the functions of PDA matched with all the capabilities of an electric dictionary which allows users to directly and verbally compare and contrast and practice pronunciation of words and phrases to a native pronunciation embedded in the dictionary software. It allows the user to select any word, phrase or sentence from the dictionary, listen to the example and say the word or phrase. It is really a very useful tool for ESL students and professionals. Today, this can be done on any android phones.

Leveraging on the exposure of the faculty to Web 2.0 tools training powered by the CTA and FUNAAB in 2012, Bodunde and Sotiloye saw an opportunity in advancing the teaching of ECS, and collaborated with some staff of the ICT Unit of FUNAAB. This engineered the use of some of the tools to the then e-learning strategy (presentation using multi-media). The objectives of the study was to apply some of the Web 2.0 tools exposed to at the workshop to the teaching of writing as our pilot project in virtual learning. The project was based on a General Course: Writing and Literary Appreciation (GNS 201) offered to 200 level students of Federal University of Agriculture, Abeokuta and which is aimed at developing the writing and reading skills of the students. The class is usually large because it is offered to all the students in their second year in the University with majority of them in the second semester. The teaching of the course had gone through different teaching techniques from lecture method, participatory approach, to grouping method using multi-media for presentation. We embarked on this project as a means of improving on the gains of the use of multi-media in presentation to motivating the students to collaborate and search for quality information that will enrich their content knowledge in developing competence in writing skill. To examine the effectiveness of some web 2.0 tools in the teaching and learning of writing skill in facilitating quality paper presentation,



attention was on the effectiveness of Google Alerts, Google Scholars, Google Translate and Google Docs.

One hundred students offering Writing and Literary Appreciation (GNS 201) were invited for the study. They were divided into four groups of 25 each to test collaboration among them. Two topics, Report Writing for Groups A and B; and Project Writing for Groups C and D were allocated to the participants to write on. An orientation was organized where the students were briefed about the project and the web 2.0 tools since their knowledge of the tool was limited at the time. They were exposed to two sessions of discussion for two hours each of discussion. Questionnaire was also used to assess the participants' opinion on the effectiveness of the tools. In the first session, assisted by the ICT members of the team, all participants opened Gmail accounts, and thereafter, had a brief on the use of the three tools for searching information: Google Alerts, Google Scholars, Google Translate. The inter-relatedness of the search tools informed the choice of the grouping for the first session. The second session was on the use of collaborative tool that facilitates the pooling of the searched information together for effective group work, hence their exposure to Google Docs. The choice of the selected tools was based on the target skill for discussion, the writing skill.

From the results, five basic findings were identified. There was a good paper quality as reports were detailed, well organized showing evidence of good composition, crafting and editing. Also, the quality of paper delivery was exemplary as the actual presentation was done with high level of dexterity, an indication of the presenter's participation in the preparation. Interactivity, one of the qualities of a good online programme, was seen to have been utilized optimally among the group members. All the members of Groups A and C were able to respond to answers from all members of other groups while presenting. Furthermore, the morale of the

students was high, hence their creativity prowess came to the fore. The use of the tools motivated them to create and recreate what they termed their *e-report presentation on project writing*. A positive influence on their psyche triggered optimal performance. Again, the presenters were very bold and confident in their presentation. The attitudinal disposition showed that they had a grip of the presentation and the content of the subject matter. The fifth finding was increase in the knowledge of Web technologies, a new thing at that time. The project launched them to use the devices on their phones, i-pad, not only for chatting, calls and emailing, but for learning wherever they are.

From the students' perspective of the project, all (100%) the participants highlighted the benefits as time saving, (90%) submitted that it provided opportunity for quality search of materials, others, (89%) and 83% said it allowed for collaboration and currency in getting information, respectively. Lastly, 74% of the participants reported that it helped build their confidence confidence in paper presentation (Table 36).

Evidently from their responses, the extension of teaching from the four walls of the classroom to the students' rooms and other possible locations, encourage collaboration among learners and advance the use of same in their various disciplines. The Control Groups (B and D) could not boast of the same performance (both in the composition and delivery of their presentations) as Groups A and C who made use of the four Google tools to search information for preparing their papers.

**Table 36: Students' Responses on Gains of the Project**

| Ranking | Responses<br>in % | Gains :<br>They...                                                                                                                         |
|---------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | 100               | save time                                                                                                                                  |
| 2       | 90                | provide quality search                                                                                                                     |
| 3       | 89                | make collaboration online possible                                                                                                         |
| 4       | 83                | make getting information as it happens possible                                                                                            |
| 5       | 74                | build confidence in me in writing paper delivery                                                                                           |
| 6       | 73                | make transfer of knowledge to our disciplines                                                                                              |
| 7       | 72                | make correcting of errors on paper as we get information                                                                                   |
| 8       | 68                | Make ability to get information in an unknown language possible                                                                            |
| 9       | 60                | make collating search outcomes with group members from my<br>house possible; make building of confidence as I work with my<br>team members |

The ranking of the search tools in order of benefits as indicated in Table 36 identified Google Scholar as the most beneficial for writing. Other tools had equal rating benefits for writing.

**Table 37: Students' Ranking of the Search Tools in Writing in Order of Benefits**

| Google<br>Tools  | Responses in % | Reasons                                                                                                                                                                                  |
|------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Google Scholar   | 42             | Makes search easier, eliminates redundancy and blind search, reduces fatigue, aids correct and quick search,                                                                             |
| Google Translate | 30             | Excited getting information from the medium I do not understand, very useful to source information in my discipline written in different language.                                       |
| Google Alert     | 30             | Useful for getting current information as it happens, getting information effortlessly through the too fascinates me, cross-cultural check of a topic made possible.                     |
| Google Docs      | 30             | Collation of contributions with other members of the Group in the comfort of my room and simultaneous editing excite me, instant learning from other members of the Group encourages me. |

The major challenges during the project were the inaccessibility of internet as a result of poor bandwidth, epileptic electricity supply, unaffordability of smart phone or computer system. The itemised factors are things that limit the usability of technology in learning.

### *2.4.2 Social media awareness and utilization for academic activities amongst students of tertiary institutions in Abeokuta metropolis, Ogun State, Nigeria*

The growth and popularity of social media have generated concerns among school authorities, communication experts, and researchers about the potential risks facing students as they engage in social media to cater for more of their social rather than their academic needs. Some believe that students tend to see social network sites as a private zone, more suitable for informal, personal and general communication (Baran, 2010) while literature has also reported that some students take the advantage of the collaborative nature of the social media in setting up academic and assignment groups (Ornes, 2015). Sotiloye, Bodunde and Ogundele (2018) specifically examined the level of students' awareness and use of social media for academic purposes in tertiary institutions.

The study sought to identify the social media platforms the respondents were aware of, use, and the frequency of use, the academic activities they are used for, and factors affecting its use for academic activities. Four hundred and seventy seven students were randomly selected from three public tertiary institutions, reflecting their departments, colleges and schools, in Abeokuta metropolis. Self- designed questionnaire which had open-ended and close-ended questions aimed at eliciting responses on the set objectives of the study were the instruments used for data collection.

The results show that students were aware of, and used 20 social media platforms, the main ones used being Facebook ( $x=2.92$ ), WhatsApp ( $x = 2.91$ ), e-mail ( $x=2.90$ ), YouTube ( $x=2.79$ ) Instagram ( $x=2.71$ ). The order of the daily use of social media by respondents were WhatsApp (75.3%), Facebook(66.1%), Twitter (55.5%), email (54.5%), Yahoo Messenger (54.3%).

Table 38: Social Media Awareness and Utilization for Academic Activities amongst Students of Tertiary Institutions in Abeokuta Metropolis, Ogun State, Nigeria

| Responses in %                                         |        |              |        |       |      |       |
|--------------------------------------------------------|--------|--------------|--------|-------|------|-------|
| Social media are used for academic activities to:      | Always | Ocassionally | Seldom | Never | Mean | SD    |
| Search for academic articles, books                    | 63     | 26.4         | 2.5    | 1.0   | 3.64 | 0.588 |
| Source for scholarly literature and academic resources | 63.1   | 28.3         | 7.3    | 1.3   | 3.51 | 0.695 |
| Generate online reference database                     | 61.6   | 27.9         | 7.3    | 3.1   | 3.46 | 0.774 |
| Link students with researchers and scholars            | 54.7   | 31.0         | 11.5   | 2.7   | 3.35 | 0.800 |
| Connect with other students                            | 48.2   | 33.3         | 13.0   | 5.5   | 3.20 | 0.884 |
| Do video conferencing                                  | 47.8   | 33.8         | 11.5   | 6.9   | 3.19 | 0.912 |
| Do audiovisual information delivery                    | 56.1   | 29.4         | 10.7   | 3.8   | 3.35 | 0.832 |
| Create, edit and store academic works                  | 55.9   | 29.8         | 8.8    | 5.5   | 3.33 | 0.868 |
| Publish and maintain blogs                             | 49.7   | 30.0         | 14.3   | 6.1   | 3.20 | 0.916 |
| Launch academic news and awareness                     | 57.8   | 31.2         | 6.9    | 4.0   | 3.40 | 0.798 |
| Publish research findings                              | 57.6   | 30.6         | 8.2    | 3.6   | 3.40 | 0.800 |
| Engage in collaborative students' assignments          | 63.3   | 28.7         | 5.5    | 2.5   | 3.51 | 0.722 |
| Transfer documents and texting                         | 63.7   | 24.9         | 7.5    | 3.8   | 3.47 | 0.808 |
| Mobilise students for tutorial                         | 53.3   | 35.0         | 7.8    | 4.0   | 3.35 | 0.799 |
| Source for training, workshops and seminars            | 56.0   | 27.9         | 11.3   | 4.8   | 3.33 | 0.873 |
| Source academic related news                           | 67.5   | 24.3         | 5.2    | 2.9   | 3.77 | 0.947 |

Table 38 shows the utilization of social media for academic activities among students of tertiary institutions. The respondents indicated that they used it for sourcing academic- related news ( $x=3.77$ ), academic articles, books, and other academic materials ( $x=3.64$ ), scholarly literature and academic resources ( $x=3.51$ ) and transferring of documents ( $x=3.47$ ). Online reference data base (e.g. encyclopedia, wikipedia) was also generated using the social media ( $x=3.46$ ) among other important usages. These findings imply that social media make it possible and very convenient for respondents to source for academic news as it allows for updating, analyzing, and sharing continuously increasing information, supporting informal learning practices with interaction and communication, and facilitating delivery of education.

As good as the social media use is in academic activities, some factors inhibit its accessibility. Table 39 indicates the ten factors identified by the respondents affecting the use of social media for academic activities. Such factors were poor electricity to charge the phones and other communication gadgets ( $x=2.63$ ), high cost of internet access (subscription)( $x=2.59$ ), lack of good interconnectivity as network was often poor ( $x=2.49$ ), lack of ICT skills ( $=2.21$ ) among

Table 39: Factors Affecting the Use of Social Media for Academic Activities

| Factors                                             | Major |   | Minor |   | Not a factor |      | Mean |
|-----------------------------------------------------|-------|---|-------|---|--------------|------|------|
|                                                     | F     | % | F     | % | F            | %    |      |
| Poor electricity to charge phones and other gadgets | 332   |   | 116   |   | 26           | 6.9  | 2.63 |
|                                                     | 69.9  |   | 24.3  |   |              |      |      |
| High cost of internet access(subscription)          | 303   |   | 160   |   | 14           | 2.9  | 2.59 |
|                                                     | 63.5  |   | 33.5  |   |              |      |      |
| Poor network                                        | 270   |   | 176   |   | 31           | 6.5  | 2.49 |
|                                                     | 56.6  |   | 36.9  |   |              |      |      |
| Lack of knowledge of how to use it effectively      | 147   |   | 246   |   | 84           | 17.6 | 2.14 |
|                                                     | 30.8  |   | 51.6  |   |              |      |      |
| Lack of access to computer/other ICT facilities     | 137   |   | 234   |   | 106          | 22.2 | 2.07 |
|                                                     | 28.7  |   | 49.1  |   |              |      |      |
| Lack of privacy                                     | 142   |   | 202   |   | 133          | 27.9 | 2.02 |
|                                                     | 29.8  |   | 42.3  |   |              |      |      |
| Lack of ICT skills                                  | 178   |   | 220   |   | 76           | 16.6 | 2.21 |
|                                                     | 37.3  |   | 46.2  |   |              |      |      |
| Incessant breakdown of ICT facilities               | 140   |   | 230   |   | 107          | 22.4 | 2.07 |
|                                                     | 29.4  |   | 48.3  |   |              |      |      |
| Availability of too many social media tools         | 118   |   | 217   |   | 142          | 29.8 | 1.95 |
|                                                     | 24.7  |   | 45.5  |   |              |      |      |
| Inadequate time to use it                           | 97    |   | 279   |   | 101          | 21.2 | 1.99 |
|                                                     | 20.3  |   | 58.5  |   |              |      |      |

This study established the awareness of and the use of the social media for academic activities, particularly in sourcing information to undertake collaborative assignments, transfer of documents amongst others. Teachers can leverage on the opportunity provided by social media tools and encourage their students in the use of the affordances of the social media for academic purposes by attending to the afore-mentioned challenges. Students should be exposed to various academic sites, such as Google.com, <http://www.eslfast.com/k-5th>, Google Scholar, Education Resources Information Centre, for academic activities such as assignments, seminars (to keep them abreast of the changing world), and useful materials in preparing them for global competitiveness.

### *2.4.3 Teachers and students' perception of mobile technology in teaching and learning*

Teaching and learning process has gone beyond face-to-face to virtual or electronically supported device mode. The advent of technology has greatly affected the way teachers teach and students learn culminating in increase in the learning skills, removal of the influence of space and time, which eventually maximizes teachers' output. The advances in ICT make it imperative for teachers and students to acquaint themselves with the knowledge of technologies such as mobile phones, android phones, pocket PCs and applications such as WhatsApp, Messenger and Skype. This development poses some challenges in pedagogy and calls for an attitudinal change in teachers and students. While most students, who can be referred to as 'natives' of Information and Communication Technology (ICT), are familiar with these technological advancements, the teachers, who are 'aliens' find it difficult to keep pace with the development. Some teachers are ICT-phobic', making it impossible for their students to attain global competitiveness while the teachers are reluctant and afraid to use technology the 'digital natives' tend to utilize it negatively instead of using it for learning. Successful transformation in educational practice would require that teachers and learners develop positive attitude towards emerging technology. It is expedient to research on the perception of the end users, the students and lecturers, on the ICT integration in education in the institutions under study.

Sotiloye and Bodunde (2016) and others examined the perception of teachers and students across three tertiary institutions (Federal University of Agriculture, Moshood Abiola Polytechnic and Federal College of Education, Osiele) in Abeokuta. The study sought to find out whether school typology plays a role in the teachers and students' perception of the use of ICT in knowledge dissemination. One thousand three hundred and two consisting of 1084 students and 218 teachers participated in the survey.

The results on Table 40 show that both the students and teacher-respondents' perception of ICT integration to teaching and learning in the different tertiary institutions are highly positive with an average cumulative of 70.8% and mean score of 2.6 (Table 50). The students are more positive than the teachers as their interest cannot be separated from the fact that they are ICT natives and they use mobile technologies than their teachers. So, using ICT to teach them is meeting them at their comfort zones. This will trigger their interest and understanding. It is however observed that they seem to lean towards blended learning, a combination of face-to-face and virtual learning (81.9). It is also evident from the result that more teachers (54.3%) than students (42.1%) subscribe to the traditional method of teaching (face-to-face).

Table 40: Respondents' Perception of ICT Integration in Teaching and Learning (n=1303)

| <b>Perceptual statements</b>                                   |          | <b>Agree</b> | <b>Disagree</b> | <b>Undecided</b> | <b>Mean</b> |
|----------------------------------------------------------------|----------|--------------|-----------------|------------------|-------------|
| I am comfortable with ICT integration in teaching and learning | Students | 782(72.1)    | 221(20.4)       | 81(7.5)          | 2.6         |
|                                                                | Teachers | 141(64.4)    | 67(30.6)        | 11(5.0)          | 2.57        |
|                                                                | Total    | 923(70.8)    | 288(22.1)       | 92(7.1)          | 2.60        |
| I like learning through face-to-face and ICT mediated methods  | Students | 910(83.9)    | 149(13.8)       | 25(2.3)          | 2.81        |
|                                                                | Teachers | 157(71.7)    | 28(12.8)        | 34(15.6)         | 2.64        |
|                                                                | Total    | 1067(81.9)   | 177(13.6)       | 59(4.5)          | 2.72        |
| I like to learn through face-to-face method only               | Students | 456(42.1)    | 560(51.6)       | 68(6.3)          | 2.32        |
|                                                                | Teachers | 119(54.3)    | 72(33)          | 28(12.7)         | 2.46        |
|                                                                | Total    | 575(44.1)    | 632(48.5)       | 96(7.4)          | 2.39        |

Figure 7 confirms students' overall perception of ICT in teaching and learning. The figure indicates a high perception level. The students in the College of Education has the best perception (97%) on the integration of mobile technologies. This disposition can be attributed to the fact that the use of instructional materials that can enhance learning is part of the pedagogical needs of teachers-in-training.



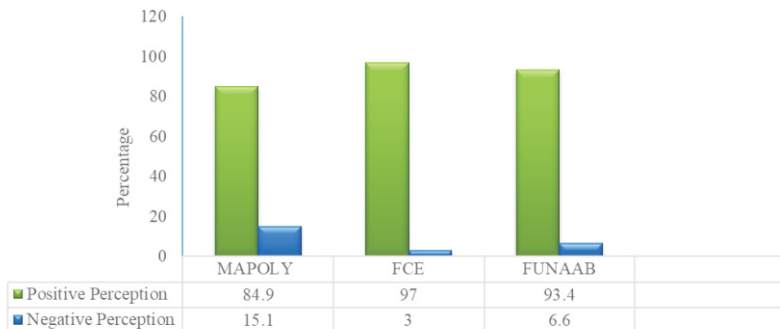


Figure 7 : Students' Overall Perception of ICT in Teaching and Learning

Figure 8 shows that teachers in the three institutions have high positive perception towards the integration of ICT into teaching and learning with MAPOLY having the highest. The results in

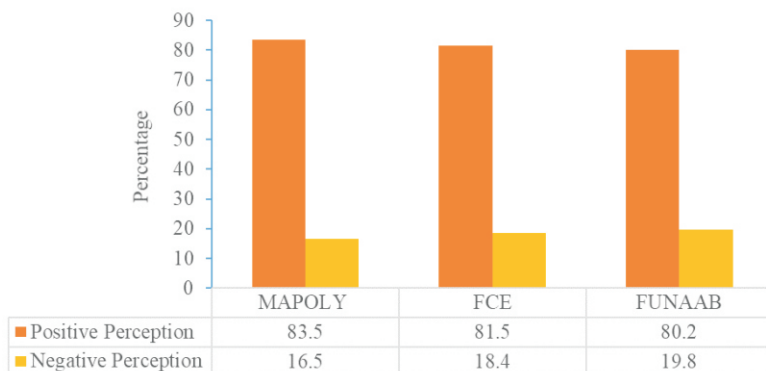


Figure 8: Teachers' Overall Perception of ICT in Teaching and Learning

The test of difference of respondents' perception of ICT integration in teaching and learning across the institutions using ANOVA reveals that there is a significant difference ( $F=9.947$ ,  $p < 0.05$ ) (Table 51). The finding shows that the respondents' perception of the integration of ICT in teaching and learning was significant and varies across the three institutions. The negative hypothesis is, therefore, rejected.

Table 41: Test of Difference of Respondents' Perception across the Institutions

| Variables      | Sum of Squares | DF   | Mean square | F     | P-values | Decision |
|----------------|----------------|------|-------------|-------|----------|----------|
| Between groups | 553.754        | 2    | 276.877     | 9.947 | 0.001    | S        |
| Within groups  | 36159.206      | 1    | 27.836      |       |          |          |
| Total          | 36712.959      | 1301 |             |       |          |          |

Field survey, 2016; S= Significant

The perceptual mean ranking was done and Table 42 reveals that respondents in College of Education have the highest perceptual mean value, followed by FUNAAB, and then MAPOLY with the least perceptual mean values.

Table 42: Perceptual and mean ranking

| Institutions | Total samples | Mean values | Ranking         |
|--------------|---------------|-------------|-----------------|
| FCE          | 437           | 37.7        | 1 <sup>st</sup> |
| FUNAAB       | 442           | 36.9        | 2 <sup>nd</sup> |
| MAPOLY       | 423           | 36.1        | 3 <sup>rd</sup> |

The result of the null hypothesis ( $H_{02}$ ) that 'there is no significant difference between students and teachers' perception of ICT integration in teaching and learning' reveal that there is a significant difference in the respondents' perception of ICT integration in teaching and learning ( $t=4.333$ ) and  $t=4.557$  for students (Table 43). This finding indicates a positive significant difference in teacher and pupils' perception.

Table 43: Test of Difference of Teachers and Students' Perception of ICT Integration

| Variables | N         | Mean  | SD    | t-value | P-values | Decision |
|-----------|-----------|-------|-------|---------|----------|----------|
| Students  | 1084      | 36.60 | 5.252 | 4.557   | 0.001    | S        |
| Teachers  | 218       | 38.39 | 5.611 | 4.333   |          |          |
| Total     | 36712.959 | 1301  |       |         |          |          |

All the findings from the primary to the tertiary levels point to the fact that avoidable gap could be eliminated through various supports that aid learning comprehension. In effect, they reduce and eliminate the gulf that hinders learning.

## **2.5 Language and Quality Education for Sustainable Development**

As it has been said before, there is a symbiotic relationship among language, literacy and educational achievement. Quality education is an essential ingredient in the development for any nation. An attempt to achieve this begins with the policy or policies that will drive the education, most especially the kind of education, language of education and educational resources crafted in the language of instruction. Language learning and nurturing literacy skills in the early years lay the foundation for a world of learning opportunities. Halliday (2004) identifies three ways of thinking about the relationship between language and learning: learning a language, learning through language and learning about language. Our attention is on the first two towards quality education. Both are important aspects of development, as learning the language provides the opportunity to use words for self-expression, reflection and the ability to share thoughts and emotions with others. It is actually the bridge between knowledge and education. Language functions as the medium through which educators impact knowledge, explain concepts, provide instructions and offer feedback to students. It has been recognised as a shared means of communication that is important for sustainable development.

### *2.5.1 Language in education and sustainable development*

Sustainable development is defined as the growth that meets the needs of the present without compromising the ability of the future generations to meet their own needs (WCED, 1987). The human contacts and mutual relations that develop through languages are important in reaching out and achieving such development. Language, as a tool of communication, becomes the instruments for identifying and negotiating areas of development; disseminating appropriate information, education, training, skills and inculcating the right habits towards the attainment of the development. The constitutive nature of language positions it appropriately to facilitate the core areas of development and its

sustainability.

The United Nations General Assembly with agreement of 195 countries adopted 17 goals that can transform the world using holistic approach to achieving sustainable development. The transformation is to improve human, plants, animals and the environment by the year 2030. The foundation of Agenda 2030 resonates in the 5Ps: people, planet, prosperity, peace, and partnership. The major aim is to transform the world. They are a call to action to end poverty and hunger, stop. inequality, protect the planet and its natural resources, ensure that all people enjoy health, expose all to prosperity, realise the human rights and justice of all. The slogan of the principle is 'Leave No one Behind' (UN Report, 2019).

Basically, SDGs is about people and the environment, which is also captured in Goodland's (2002) four forms of sustainability as human, social, economic and environmental. The role of education in achieving the four, which is made attainable through the use of language, is enormous (Bodunde, 2023).

This importance is acknowledged with having one of the goals (4) of SD as quality education (4). It is an integral part of the development tool directed towards knowledge acquisition in all the areas of development. It is directed towards inclusive and equitable education and long life learning opportunities. Quality education has been emphasized as the evolution of and growth of humans. 'The goal is a pivotal driver for positive change, emphasizing the transformative power of education in fostering a sustainable and equitable world' (UN Report ). The knowledge accrued from the dissemination made possible by language brings about the desired development. Quality education is a longlife thing in which the foundation is laid through the appropriate use of language (language competence).

The humanistic approach of sustainable development balances the need and interest of different groups of people. Achieving a successful SD needs a framework of communication, collaboration, critical thinking and creative thinking, particularly now that there is increase in jobs that need communication, analytic, collaborative and creative skills. Language does not only connect people across time and space but also directs them towards consuming good cultures that sustain lives and enhance development. This is because language influences the way people think. The need for language care and culture is emphasised by Edward Sapir and Benjamin Lee Whorf because the thought process that is shaped within the society makes people sensitive towards the human needs. Language negotiation and communication help to address differences in knowledge and culture. For example, it helps in inculcating new technologies research findings to the farmers and rural dwellers. Language promotes literacy through education by expanding people's critical thinking and enhancement of life's standard thereby promoting social justice, political and cultural expansion and economic prosperity.

My contributions as earlier presented affirm the language factors in academic achievements. It is the knowledge gained through education that is deployed towards human beings and the environment; and the good relationship between the two leads to development that is sustainable. This is why the issue of language choice that can drive good education, health, economy and governance is important. Language choice has a great role to play in many areas of development. The educational institutions provide the platform for literacy development. GMR's (2007) report on the Education for All 2008 Global monitoring team identified language issue as a critical factor in quality education. Literacy and language choice in learning environments are subsets of sustainable development.

### *2.5.2 Harnessing multilingualism in education for Sustainable Development*

Many scholars have researched into this area and have divergent opinions on language choice in multilingual setting like ours in Nigeria. Some argue for just one language between the official global language English (Brown 2001, Candlin, 1989) while some advocate the use of regional multilingualism in language literacy. There is the need for the assessment of the use of MT and global languages. Functional multilingualism develops individuals. MT and Regional languages are important for cultural equity and individual identity, social and sustainable development. It develops emotion, tolerance, understanding among ethnic groups. The MT sharpens intellectual and psychological faculty of learners. Thus, initial instruction in it creates a strong bridge for learners to transfer literacy skills from known to the new languages(s) for the learning of additional L2 and academic achievements (Thomas and Coller, 2022). It has the capacity to connect the previous learning to the new ones. MT has the cognitive worth that helps the learners to conceptualise and deeply sensitize the subject matter of the learning material. On the other hand, the global language provides awareness for wider opportunities and benefits. For instance, English, as a global language, is feasible in the availability of resources (materials, teachers and professionals for course planning) for educational purposes, within and outside the walls of an institution. It also meets the demand of science and technology and enables access to knowledge and information globally.

### *2.5.3 Removing the avoidable gulf between learners, knowledge and development*

The means of knowledge dissemination (language) must be determined, pursued and implemented for the desired goal. The language choice must be inclusive. Language planning in education must consider the goal of education which is meant to drive the gigantic needs of sustainable development of the society,

resources in materials and persons, the language engineering, implementers, monitoring and evaluation at different levels to ascertain the extent of accomplishment (by users and implementers) and periodical reviews.

Additive bilingual education will help learners and individuals to access knowledge everywhere they go. This will remove barriers in information dissemination as individuals can access information on what can grow their career, trade, businesses, academics and professions. They will be sensitive to new developments on health, governance, technology, better life, farming, security and in turn add value to them.

Communication, through the use of languages, is about sharing thoughts, questions, ideas and solutions made possible through understanding people and their cultures, ages and backgrounds. The ability to express one's thoughts clearly, articulate opinions, give coherent instructions and motivate others through speech that are needed to pursue personal and societal development will be achieved. The use of different communication styles and methods need be encouraged. Leveraging on the availability of emerging technologies to facilitate prompt information for professional, business, career and private successes; provision of effective information on man and his environment; promotion of positive attitudes towards jobs, humanitarian and security issues. It is not too late to improve one's knowledge in the use of English language by engaging in language classes for beginners, professionals (Business English, Academic, Journalese). The ability of the media to fulfil its mandate of information dissemination in any subject matter is hinged on language proficiency and performance. Language competence can lead to peace and understanding while incompetence in the media can lead to sensational reporting causing violence and uproar rather than informing for peace and justice.

### **3.0 CONTRIBUTIONS TO HUMAN DEVELOPMENT**

In the course of my sojourn in academics, I have contributed and still contributing in the three areas. I have been involved in human development through teaching, supervision of students, extension services in forms of workshops and trainings within and outside FUNAAB.

#### **3.1 Teaching**

By the virtues of the courses I teach in the University, I have immensely contributed to the human development of ALL the undergraduate students of FUNAAB from 2000 till now, due to the fact that none can graduate without passing the courses I teach in the Department of Communication and General Studies.

#### **3.2 Students' Supervision**

I have supervised six PhD students, five of which I was the major supervisor. To the glory of God, they are now working in different universities and polytechnics. They are:

- i. Dr. Titilayo Popoola , presently a lecturer in FUNAAB
- ii. Dr Emmanuel Olumuji lectures at Olabisi Onabanjo University, Ago-Iwoye
- iii. Dr Olufemi Olupe is a Chief lecturer at the Moshood Abiola Polytechnic, Abeokuta
- iv. Dr Victoria Adegboye is the Osogbo Centre Manager of Olusegun Agagu University, Ondo
- v. Dr Ifedolapo Ademosun lectures in Caleb University, Lagos
- vi. Dr Benjamin Osadolor lectures in Edo State University, Ekpoma.

I have supervised 21 MSc students and I was major supervisor in eight.

#### **3.3 Trainings and Workshops**

During my tenure as the Director of Graduate Records and Career Centre, I organized many seminars and workshops tagged Career Fair for graduating students. It was an annual programme during



which successful professionals were invited to share their 'on the job experiences' with the students and to motivate them on the essential needs of various professions. I also contributed in editing the lyrics, popularizing the singing, and the recording of the FUNAAB anthem using the Orientation Programmes of fresh students as a start - a feat that was achieved through the collaboration of Prof Segun Odeyemi and Mr. Tajudeen Alabi.

Sustainable Development Goals are very essential to human development. Bearing this in mind, we in conjunction with other resource persons carried out a weekly programme on FUNAAB Radio for two months, to popularize the 17 goals. Callers from within and outside the University contributed immensely to the programmes. The FUNAAB SDG Movement was formed in 2019 after the radio programme and this led to some FUNAAB students attending the International Conference on Addressing SDGs at the sub-national level held in Abeokuta, sponsored by the then Vice-Chancellor, Prof. Felix Salako.

I served as resource person in some workshops and seminars for career development of members of staff of the university community and outside the university, some of which are indicated below:

- i. 'Effective use of communication skills' during the workshop on Work Ethics for Professional and Technical Staff in the University.
- ii. 'Professional attitude of security men and women in workplace' during the Workshop organized for FUNAAB security men and women in 2022.
- iii. 'Employability skills' during the Career Fair for FUNAAB graduating students from 2009 to 2011.
- iv. 'Punctuation in communication during the workshop organized for journalists in Abeokuta Metropolis in 2022
- v. 'Women in the implementation of Sustainable Development Goals' during the new year seminar of the National Association of University Women, FUNAAB Branch.

### **3.4 Leadership**

My first leadership assignment was the Assistant Coordinator (English) for Pre-degree Programme for four years (2003- 2007). I became the Hall Warden Iyalode Tinubu, the only female hall then between 2004 and 2006. Later, I served as the Deputy Dean of College of Agricultural Management, Rural and Consumer Studies for two years (2007-2009) before its bifurcation to COLAMRUD and COLPHEC. I also served as the Director of GRECC (2009-2011). I was a member and the Vice-Chairperson of the Ceremonial Committee for five years (2006- 2011), and the Chairperson of the University Guest House from 2013 to 2017. I was the first Dean (Acting Capacity) of Students of Federal University, Oye-Ekiti (2011-2013 March) during my sabbatical leave. I returned to FUNAAB to serve as the Head, Department of Communication and General Studies, first in an acting capacity(2013-2014) and later as the substantive Head (2015-2018). I have been a member of the University Senate since 2007. Presently, I serve as the Chairperson of the University's Publications Committee.

I served in leadership for capacity in National Association of Teachers and Researchers in English as a Second Language (NATRESL), first as a Secretary later Vice President and President. Presently, I am the Editor of English Language Today, a journal of the Association.

As the President of Education Gender and Family Network (EduGufN), a non Governmental Organisation, we organized training for the development and peaceful co-existence of young adult, married women and men.

### **4.0 CONCLUSIONS**

From the foregoing, the 91<sup>st</sup> Inaugural lecture has established the importance of language in communication in human endeavours. This is because it is difficult for human beings to survive without

communication in any domain. Considering this importance, the need to develop individuals towards learning language is germane. It is even more important in education that develops human beings in all fields of life. Nigeria, though a multilingual nation, has failed to leverage on this God-given gift by not according functions to the languages resulting in their non-desirability in learning. Even the TBE medium stipulated in the NPE has met with mismatch in practice at the three tiers of education. Instead, it has been replaced at various levels with Straight for English medium. The mismatch is strengthened by teachers and parents' preference for English in teaching and learning right from the lowest level of education. It, however, turns out that most students (even some teachers) are neither proficient in their MT or the L2. The hangover effect of non-proficiency in language takes its tolls in the secondary and the tertiary education. A solution through CA, which draws attention to the language needs of the learners, helping the teachers to help through collaborative learning and scaffolding strategies have been proffered. Workbook for developing reading habit and effective use of language in knowledge dissemination has also been seen to be able to bridge the gap.

A serious need for intervention in improving the proficiency of learning skills of undergraduates in the tertiary institutions so that they can learn better in school, be employable and be able to drive the desired sustainable development. The importance of active listening skill to comprehension was established. Large class size is a serious bane to language learning, particularly in General Studies courses. Students and lecturers established its negative effect on learning and teaching. Learning environment as part of education resources contributes immensely to quality education and it is important to all forms of development. Technology, as a great tool in facilitating effective language teaching and enhancing learning and knowledge dissemination has equally been established. Language is used in directing attention to knowledge and its dissemination in all domains resulting in changes in behaviour

which eventually leads to sustainability changes.

The various research works presented have identified issues related to language policy that is supposed to drive knowledge dissemination, language choice, language teaching and learning in the three tiers of education. Interventions that brought a positive change in learning, and in particular, the use of technology have been showcased. The sensitization on the power of language in initiating, developing and growing sustainable education and development was also established. These have shown that Nigerian learners can attain high proficiency in English language and the indigenous languages that they can utilize to acquire knowledge, skills and competence needed to develop themselves and the nation.

So, I strongly believe that the major issues are pedagogical (the teaching of the languages - indigenous and English), unfriendly learning environment, lack of resources and resourcefulness, acute under-funding of language courses, non-challant attitude of learners to MT, the defeatist assumption that English is a foreign language, hence it must be difficult.

This lecture is concluded on the note that the pedagogical issues surrounding the teaching and learning of indigenous languages and English language should be tackled from the foundation. When this is done, the avoidable gulf of lack of comprehension, created by dissemination gap, language of education, resulting in learners' inability to gain from knowledge disseminated will be closed. Dissemination of knowledge requires a tool that cannot be avoided so that quality, enduring and sustainable education for national development can be achieved. The tool is the language of education, which should be pursued vigorously. For the desired development in Nigeria, functional languages that satisfy the language needs of the society should be pursued. Meaningful development hinges on effective communication, may it be English or indigenous languages. A restricted language use might be a great impediment to fulfilling the desired development. Maintenance

Bilingual education is being advocated.

### 5.0 RECOMMENDATIONS

Language policy, language teaching and language learning as instruments of knowledge dissemination are considered and discussed in this lecture. Based on the outcomes of the various researches conducted in these areas, the following recommendations are made to remove the avoidable gulf between learning and quality education for sustainable development

- i. The language of education must be revisited to review transitional bilingual education. It should be taken more seriously than it is now. I suggest Maintenance Bilingual Education should be pursued to enable learners, by extension Nigerians, to be able to operate effectively within outside and Nigeria. Both the indigenous and the English languages should be accorded functionality.
- ii. Teacher development at all levels should be more intensive in such a way that language teachers' competence will not be in doubt. Training and re-training of teachers is antidote to this. The proficiency of teachers in the language and ability to be resourceful and creative and digitally inclined in teaching the language need be promoted. The 21<sup>st</sup> language teacher should upgrade from low-level intellectual language thinking to a high order intellectual thinking tasks that will invoke creativity, innovation and productivity for socio-economic development, healthy life and promotion of healthy environment. This could be cost intensive, therefore, Government and all other stakeholders such as heads of institutions, teachers, parents and other partners should fund language education.
- iii. Contrastive Analysis should be a compulsory course for language teachers in training at all levels.
- iv. Listening skill should be taught at all levels of education to

- students. At tertiary level, it should be incorporated in fresh students orientation programme in order to develop comprehension ability.
- v. Institutions should provide enabling learning environments for language learning. Electricity should be provided in electronic and face-to-face classrooms to power the media resources for learning. Large class size is a bane to language. This should give way to small ones in face-to-face learning environment.
  - vi. Language laboratories promote language learning. All institutions should establish the laboratory for the use of students and staff alike. Language Clinic should also be established for both students and staff. This could provide both prophylactic and curative treatments.
  - vii. Other content teachers should not be left out in the training and retraining in the language of education for students to comprehend the desired content; and that the teachers should use the right language to ignite the power of thinking in their subject areas.

## 6.0 ACKNOWLEDGEMENTS

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Now to the King eternal , immortal invisible, the only God be honour and glory for ever and ever(1 Tim. 1:17). Join me in thanking God as we sing :

1. Immortal, invisible God only wise,  
In light inaccessible hid from our eyes,  
Most blessed , most glorious, the Ancient of Days,  
Almighty, victorious, Thy great name we praise .
2. Unresting, unhasting, and silent as light,  
Nor wanting, nor wasting, Thou rulest in might;  
Thy justice like mountains high soaring above,  
Thy clouds which are fountains of goodness and love.

Thank you for listening .



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