Academic Discourse in the 21st Century Nigerian Second Language Pedagogy: 'Glocal' Best as Clinical Option

By

Oduola, M.L., *Ph.D*
Ajayi Crowther University, Oyo,
Oyo State, Nigeria.

Abstract

This paper hinges on academic discourse which, as a tool-kit in knowledge industry has been the brain-box of meaningful research output, knowledge and development in the 21 century Nigerian second language pedagogy. Studies abound concentrating on conceptualisation and execution without sufficient emphasis on presentation and dissemination especially in the throes of 21st century digital and literacy challenges. This study, therefore, investigated the expedient ingredient of skill in research analysis, presentation, and classroom instructional precision that meet international standard form to examine the key role of language in effective professional communication of research outputs in the context of Nigerian second language pedagogy. Macluhan's conceptual framework of "global village" was adopted to complement Hymes' view of language as an index of its associated culture and fix the Nigerian second language as largely characterised by convolution of formal pedagogy and informal mis-instruction. Meeting the 21st century's tertiary educational challenges thus requires acquiring, on one hand, the kind of English from which all forms of informal mis-instruction and confusion are eliminated, and practices that move the use of print literacy beyond simple recall, conformity and economic function into the realm of genuine social participation and creation, and transforming students into thinkers and actors as citizens through the agency of language. Radical appropriation of global intellectual strength and local environmentally conditioned curricular and extra-curricular sources of acquiring the language would bear a mutually reinforcing rather than opposing relationship, and then, forge a profound 'glocal' educational understanding that precludes social nemesis of disastrous educational isolationism.

Keywords: Formal pedagogy, National Development, Instructional precision, Educational isolationism, 'Glocal' best.

Introduction

The use of language in general is creative, and the docile nature of English makes such creative quality to be particularly noticeable more especially in the current Nigerian sociolinguistic space, and as touching instructional communication or **academic discourse** in schools. The bilingual L2 setting consequently forms a potential site for investigating linguistic innovations not only in language acquisition but also in its use in knowledge production, and development as well as in the dissemination of pedagogic research.

The basic assumption underlying the focus of this study is closely related to Wilson's (1986) prognosis that Nigeria will continue, for a long time to come, to use English, perhaps a more dynamic variety among its people and as a medium of instruction in schools, most especially at the tertiary level. Such prediction is, of course, not without some implications for teachers who appear to be, primarily, the responsible factor for tilling the soil for students' ability to express thoughts and ideas effectively, a mark of academic accomplishment. What is not doubted is that the English language has become the site of terrifying anxieties and fears generated by the power and might of globalising forces over local, national and regional cultural capital like mother tongues and their perpetuation through the state and private educational institutions. It is in this circumstance that the concept of Nigerian English, characterised by the inescapability of variation, has evolved in the same way that Jeyifo (2006) identifies 'Anglophone English'. This mutual interaction of 'globalising forces' and 'local variations' serves as foundation for our idea 'glocal' best for the Nigerian pedagogical practices. Palpably, this study acknowledges the chamber of Nigerian bilingualism/biculturalism or multilingualism/multiculturalism where there have been echoes of the innumerable languages which have engaged in fruitful and productive encounters with English, and without which English would simply be English.

Discourse and the teaching of English in Nigeria: matters arising

Previous works have attempted to synthesise several scholarly view-points drawn from a variety of communication settings in Nigeria, and identified a number of strategies often employed in the attempt to grapple with numerous difficulties faced in such settings. Such areas of difficulties are manifested and addressed through various perspectives on the use of English in communication albeit with scant attention to new trends that capture curricular and teaching methods. It is therefore, crystalised that this research engagement, as against those perspectival views, resides in the insightful and diagnostic attempt to investigate the domain of English as second language (ESL), devoting attention to transactional English and innovative informal ideas that can complement the established formalised pedagogic approach. It is therefore, imperative to present a perspectival study that examines academic discourse with a view to discourseing the inter-relationship between curricular and extra-curricular

efforts to bring students out of the wood. The question is: what is academic discourse? Answering such question invariably leads to another question: what is discourse?

Alo (2006:19) explains discourse as a term that has come to mean different things to different people. "It often refers to the way texts are put together in terms of product and form, sequential relationships, inter-sentential structures and organisation. It is also concerned with the way texts hang together in terms of cohesion and coherence". For us, precisely with the idea of contextual knowledge, discourse is a level of language study that is coterminous with the kind of organised interactional process that takes place between a source and a target audience within a particular interactional context.

'Glocal' best and the concept of globalisation

Our notion of academic discourse, in the light of Stubbs' (1981: 1) perception, therefore, suggests the situation in which such organised interactional activities are pedagogically contextualised for knowledge production, development and dissemination. The question to answer is: how does one harness the intellectual glocal impulse which resides in our ability to locate 'the mainstream' and urgently re-inscribe our cultural self within it? This fully comes into play when we draw up all markers of glocalisation as emergency strategies in the area of our instructional and academic discourse especially with respect to our (English) language pedagogy (Awosanmi, 2010; Odugu, 2011).Our idea of glocal best thus stems from Hymes' (1964) global theoretical position that, a language is an index of its associated culture intermixing with locally conceptualised emergency strategies. This, again, provides the basement for our 'glocal' thought of pedagogical strategies in effective teaching and learning of the English language in Nigeria. Discussing the importance of the English language – the number one world language – under the language demands of globalisation in Nigeria, Adetugbo (2001) points out the global domain of the use of English. The current study, therefore, seeks to explore Adetugbo's revelation of the wealth of resources and information stored in English and which could be retrieved by persons that are literate in the language to their own advantage.

Previous Scholarly Considerations

Our major concern here is clear, that is, academic discourse in ESL classroom; and that informs the interest in presenting the major matter of methodological concerns that relate to effective teaching of English

in Nigeria, the perceived largest second language situation in the black Africa. In his review of the complex language situation in Nigeria, Ogunsiji (2016) highlights its pedagogical implication. It follows earlier views that pluralistic linguistic state of Nigeria and its concomitant implications for education should be approached with the evolvement of a national language. Emenanjo (1985), referenced in Ogunsiji (2016), recommends government's intervention in terms of viable language policy formulation that can mitigate the negative effects on pedagogy of the bi/multilingual situation of the Nigerian child, a path also tolled by Spolsky (2004).

What is probably obvious is that, in educational contexts, language-education policies should be as dynamic, free and energetic with no defined boundaries as language itself, and be entirely about educational and ideological regulations of language. And perhaps for the reasons of manipulation, manoeuvring and circumvention, Igboanusi (2008b) questions the continued use of English as the sole medium of instruction in schools in Nigeria given the declining performance of students in English at all levels of Nigeria's educational system and its consequent reflection on the general performance of students; this is alsobased on the perception that, sometimes, the need to learn English is often a barrier to education (and employment) rather than opportunity for it.

Finally, from a discourse analytical perspective, Olateju (1998) presents "analysing discourse in ESL classroom" as an attempt to examine how teachers interact with their pupils in English as a second language situation. Theme theological problems identified in Olateju (1998) may have resulted from what Igboanusi (2008 a) calls the politics of bilingual education in primary schools which has had a direct impact on the performances of students in secondary and tertiary levels of education.

It is, therefore, imperative for our enquiring mind to aim at providing practical approaches to addressing the apparent progressive relegation of a very dynamic source of English beyond mere raising concerns or alarm. The appeal is thus a justification of the complementary intermixture of informal and formal pedagogical approaches for teachers of English with a view to stemming, if not eradicating the superlative swell in the growth of un-English production and poor usage.

The State and Status of English in Nigeria

Whenever the English language leaves its British shore, it is heading for a new destination either to colonise or be colonised. It is axiomatic that the English language came to Nigeria to colonise, and whereas its biddable nature subjects it to drastic colonial experiences. The rest, today, is history. English has come to rule for ever not only in Nigeria but also in the entire West African coast, making the populace to swim in the tide of bilingualism and biculturalism as second language users. Jeyifo (2006:8-9), looking at the global reach and influence of English with an assertively postmodern view, identifies Anglophone English; he also speaks of 'global English' as a language without frontiers or borders. This notion is based on sociolinguistic accounts of the developments in English as world language in the last few decades that are empiricist and positivistic in the traditions of "hard-core" social science. One important fact, according to Jeyifo, is that "the scope of the teaching of English as a second language throughout the world has surpassed anything the world has ever known in the teaching of world languages as second languages outside their historic homelands".

The point of interest here is that the English language status in Nigeria has assumed a hegemonic dimension; and consequently, "this comes with a general agreement that a very essential (if not the most essential) part of formal education in the country is the acquisition of a good mastery of English. Our position then, is that one important way of addressing the pedagogical problem in ESL classroom is availability of good teachers who can provide tools that are both *diagnostic* and *remedial* in keeping students on the path of good usage. This is in spite of whatever irregularities that may be peculiar to English, especially in its use of verbs and word classes.

Significance of the Study

This study, therefore, seeks to (i) project national development through teaching and learning of the English language especially the Nigerian L2 situation as serious educational issue. (ii) Assess English as crucial in the educational advancement of probably the largest bilingualism in the black Africa. (iii) Reappraising the Nigerian second language situation and rid it of its characteristic convolution of formal pedagogy and informal mis-instruction in meeting the 21st century's tertiary educational challenges. (iv) providing the enabling environment for the acquisition of the kind of English from which all forms of informal mis-instruction and

confusion are eliminated. Such projections as above is capable of recognising the forms of literacy that transform students into thinkers and actors as citizens through the agency of language in the 21st century.

Theoretical/Conceptual Framework

Establishing the importance of our understanding of the interelationship of bilingualism and biculturalism with regard to Nigerian user of English requires the theoretical position that, a language is an index of its associated culture (Hymes, 1964) as the basis for our discussion. Similarly, thinking along the line of Macluhan's concept of 'global village' captures the reduction of the world space and rising of global consciousness. This theoretical and, or conceptual intermixture provides the basement for our 'glocal' thought of pedagogical strategies in effective teaching and learning of the English language in Nigeria. Such framework as this has assigned goals of language revival, language maintenance and stylistic simplification (Odugu, 2011; Ogunsiji, 2016).

Methodology

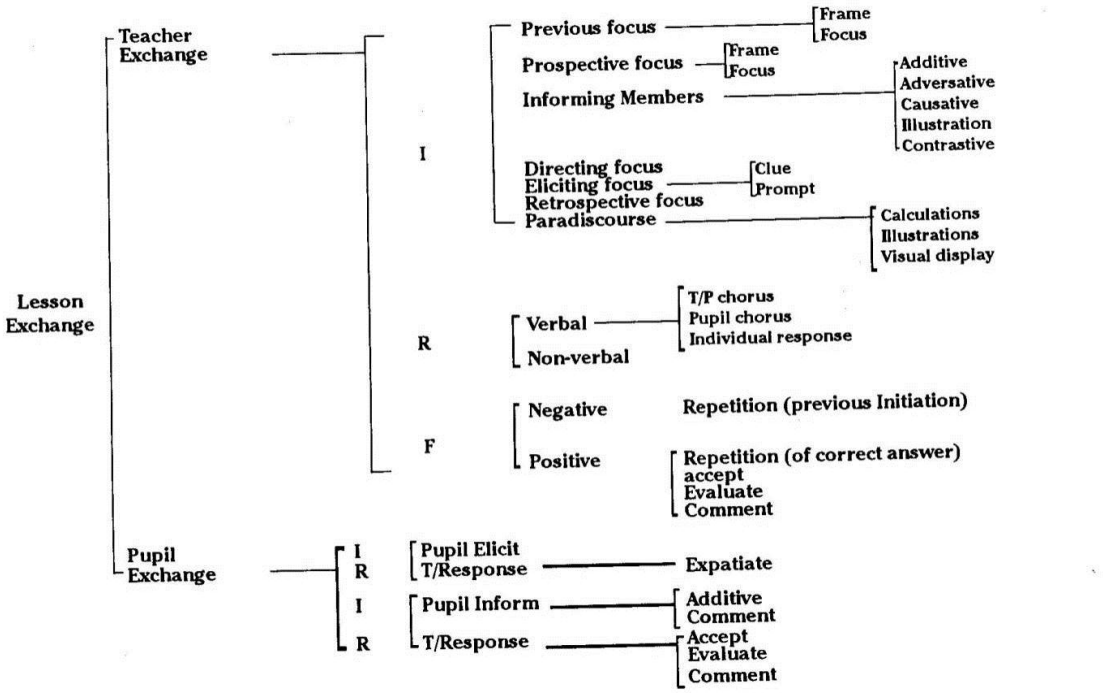
This study combines data from extra-curricular sources such as "out of class natural conversations and casual usage", news media resource, social media resource, and personality media resource with samples from class exercises and activities. Newspaper resources often include the countless clichés, misnomers, malapropisms and by the outright obvious errors of grammar which pervade the pages of our newspapers as well as our radio and T.V. broadcasts". These natural uses of language require the blending of Olateju's (1998) adaptation of Sinclair and Coulthard's descriptive apparatuses as instances of formal instructional approach. Thus the beneficial curricular formal classroom pedagogy is reinforced with intermediate didactic responsibility.

Such methodological strokes assist in knowing how the teacher needs to work harder to meet the learners' needs. The roles of teachers and students now, and in the future will be crucial factors in the negotiation between a nightmare and a hopeful portent in the 21st century. Addressing the formidable theoretical, methodological and pedagogical challenges that these conjectures require a 'glocal' option', adapted from Awosanmi (2010). Such 'glocal' option coincides with Jeyifo's prospective view of radical, comparative postcolonialism as one theoretical and ideological response.

Discussion

Formal Approach in English Language Teaching

The traditional responsibility of language teacher of any background is to exploit the situation in which all formal instruction models are put into perspective drawing upon all technicalities in the teaching of English. It involves an essentially structured pattern of teaching with categories that have direct grammatical realisation and discourse function. The formal instructional approach has the descriptive system with four minimum criteria as the basis. The said descriptive system has the following features: (i) Finite descriptive apparatus (ii) Relatable symbols and terms to their exponent (iii) Comprehensive/describable data (iv)



There must be, at least, one impossible combination. These quadruple features of highly structured system essentially require a tripodal stand characterised by a typical exchange of IRF structure. Adapting Olateju's (1998) adaptation of an ESL humanities classroom discourse makes these clearer:

In summary, an English teacher's formal opportunity to keep his students on the path of good usage is usually during: (i) the marking essays (ii) language/literature exercise or tests (iii) oral questioning and answering on specific lexis, structure or semantics.

Informal Approach in English Language Teaching

In spite of the universal applicability of the foregoing pedagogical principles,

deficiencies set in resulting from the influence of unavoidable L1 interference which is suggestive of greater responsibility for the bilingual teacher in the Nigerian second language pedagogy classroom. Such responsibility includes the practice whereby the teacher employs every available opportunity to point out bad English usage to his students while supplying what the correct usage should be for every particular instance, and if possible, explaining why one is bad, and the other, good usage. In other word, teachers should, as a rule, assume DIDACTIC RESPONSIBILITY that serves as intermediate level between CURRICULAR sources and EXTRA-CURRICULAR sources of instruction. Such demonstrable language teaching scenario facilitates the students' coming to terms with the nuances of English, and the skill of recognising and deploying the correct suitable phraseology and sentences in social situations especially within the second language experience.

Logical Extension and Excessive Modification

Traditionally, in the world of modification, adverbial elements modify actions, states of being, modification processes, and manners; and such adverbial elements, most especially at lexical level end in 'ly' as in the words 'quickly' 'truly', 'beautifully', and so, expressions such as: 'The free-kick was quickly taken', 'I am truly yours', 'the assignment was done beautifully well' are acceptable usages in English. Such principle cannot, however, be extended to words like hardly and presently as most 'educated' Nigerian bilinguals often do. The basic fact is that forcing 'ly' on 'hard' and 'present' is to rigidly subscribe to logical nature of language; but all know that language is not always logical after all. If language were logical, and the plural of 'boy' is 'boys', then, the plural of 'man' should be 'mans'. If language were logical, and the plural of 'man' is 'men', then, the plural of 'pan' should be 'pen'. If the opposite of 'man' is 'woman', the opposite of 'boy' should be 'woboy' were languages to be always logical. The onus, therefore, lies in the teacher to employ his didactic responsibility to show the semantic implications of 'never' for 'hardly' and 'soon' for 'presently' as in 'she hardly knocks the door to enter my room' and 'I will be with you presently'

Prepositional Variations: Evidence of Biculturalism

Similarly, the didactic effort of teacher in the bilingual class should clarify the confusion that often ensue in the use of expressions headed by prepositions 'on' and in when indicating a particular point in time. The following examples will suffice: 'the 8.00 am lecture took off 'on time'. Here, 'on time' means 'at the time arranged', that is, 'at exactly 8.00 am'; whereas 'in time' means 'not late' as in 'We got to the 8.00 am lecture *in time*', that is, 'we arrived before 8.00 am'. Again, the bilingual teacher, with his didactic urge must clear the air distinguishing between the foregoing and the situation in which 'in time can mean 'in the end' or eventually as in 'He'll get used to the weather *in time'*. It is the same problem of correct use of prepositions encountered by especially the Nigerian bilingual users that makes them to 'come with their cars' instead of 'coming in their cars'. It is therefore, important for the teacher to draw his students' attention didactically to expression involving travel and movement. Akere (1990: 109) clearly spells out these as follows:

(i) We travel from a starting point to a destination.
(ii) We travel by bus/ car /train/ boat/sea/air.
(iii) We travel on horseback, on foot, on a bicycle.
(iv) You arrive in a country or town.
(v) You arrive in or at a village.
(vi) You arrive at any other destination, an address, a theatre, station, hotel, bus stop, river, bridge, cross-roads, meeting point.

A case is recently reported of gunmen's attack on Nigerian Deputy Senate President; and in recounting his ordeal, the Nigerian number four man said:

"…they gained access into my bedroom where I was *sleeping with* my wife"

The general understanding of the context of the expression- *sleep with* as used here tells us that the senator could not have intended the real meaning.

The same difficulty with the usage of prepositions makes the Nigerian users of English to usually be "on bed" instead of being "in bed". Only a cultural explanation is available for this; and it is the responsibility of the teacher to benefit his students by offering such. English people, like other European societies, do not actually sleep "on bed"; they tuck themselves "in bed" for climatic reason. Thus, the use of the preposition 'in' is conventionally determined in such context. What the Nigerian bilinguals do is to logically extend and run their own

situation parallel to the English cultural reality

Stative and Dynamic Verbs in Bilingual Situation

Again, we often hear graduates of English asking question such as "are you *hearing* me?" or "are you *understanding* the gist?" the didactic arsenal should be deployed to make distinction between dynamic and stative verbs. Dynamic verbs such as *jump, run, sing, study* and so on, are those that denote action while stative verbs such as *be, appear, seem, agree, hear, understand* and so on, mark a state. The essential difference between the two is that dynamic verbs can occur in the 'ing form', while stative verbs usually cannot. It is thus acceptable usage to have "the officer is *jumping/ runing/ singing/ studying"* but never to have "I am*agreeing/ hearing/ understanding* you". It is therefore, imperative for the teacher of English in a bilingual class to bring all these from extra-curricular environment to the classroom for discussion and mainly for amelioration. He then, with the explanation such as above, supplies the correct forms: "can you hear me?" and "do you understand the gist?" or can you understand the gist?" for acceptable usage. The verb 'hear' can, however, carry "ing" in legal context as, for instance, in: "the hearing comes up at the supreme court tomorrow". Similarly, the verb 'see' picks "ing" in the context of a formally slated appointment as in "I am seeing the governor next week Monday". When the verb 'understand' picks "ing", it becomes morphologically nominalised by conversion.

Order of Pronominal Items

There is yet another of English usage that usually constitutes problem to Nigerian bilingual users that also requires the teacher's didactic attention. The ordering and distribution of pronominal NPs would always remain daunting without knowing the knitty-gitty of case theory in the government and binding grammatical orientation. Case theory accounts for some of ths formal properties of overt NPs and integrates the traditional notion of case into the grammar Pronouns should be seen to have different case forms depending on their position in the sentences as the third person pronouns, for instance, appear in different.

(i) When the pronoun is the internal argument of the lexical verb, it takes what, in traditional terminology, is referred to as ACCUSSATIVE case form. Examples:

The Parents have paid for *them*

(ii) But when the third person pronoun is the internal argument of the lexical

verb, it mostly takes the NOMINATIVE case form. Example:

They have paid for their children

Finding the overt distinction of both forms in English system of pronoun, the subjects of finite clause have nominative case, and the NPs that are complements of prepositions or verb as well as NPs that are subjects of infinitival clauses appear in the accussative. This means that finite verbs, prepositions, and infinitival clauses are possible case assigners in their governing domains. The following table is adapted from Haegeman's (1991) *Introduction to Government and Binding Theory*:

The following summarising points must, therefore, be noted by the bilingual teachers and students:

(i) Case assignment must be internally done especially as a verb cannot assign case outside the VP. Example: "*The President* **moves**/ **towards** *them*"

(ii) Transitive verbs and prepositions are classified as accussative case assigners perhaps because of the common feature of [–N] they both share according to government theory's dictates. Example: *He* **placed** *the chalk*/ **on** *the table*

(iii) Where there are more than one possible case assigners in a governing constituency, minimality must be respected, that is, the closer head defines its maximal projection as a barrier for government by another head. Examples in *(i) and (ii)* above apply

With the understanding of the foregoing grammatical analysis as the background, the teacher in the bilingual class then, goes ahead to explain the manner of order of the pronominal NPs. Again, the explanation is cultural. It is part of the English practice of courtesy to always concede to others; and the concessionality affects the distribution and ordering of pronominal NPs in English usage as in the following:

"You and I present the bill tomorrow"

"It's meant to be shared among *them and us"*

There is a quarrel between *him and me*

From the foregoing analysis, it is crystalised that one very important way of addressing the pedagogical problem in ESL classroom is availability of good teachers who can take students through in the path of good English usage.

Instructional Strategies and Implications for 21st Century Universal Relevance

On the whole, this study has implicated an analysis of the linguistic and sociocultural variables in the induced Nigerian variety of English, and how the attendant challenges of unintelligibility could be

positively maximised in the Nigerian second language pedagogy. From the analysis, the unavoidability of L1 interference has been made conspicuous; our idea of 'glocalisation', therefore, raises the question just how do we devise, harness or channel our teaching strategies with a view to minimising the negatives for the express purpose of communication within a given cultural area and with the outside world? In other word, what are the be-all and end-all of this analysis?

This study has, so far, proposed these twin notions that schools are the soil in which egalitarian society, that is, a good house full of good things, is cultivated, and that teachers are those primarily responsible for tilling this soil as the underlying impetus of the argument for the Nigerian second language pedagogy especially with regard to acquisition and usage of the English language.

In the context of 'glocal' best, therefore, these ideas of power and politics of (the English) language from the perspective of literacy must provide the solid pedestal. Hornstein (2008) identifies seven types of literacy that are quite distinct but interwovenly relevant in building a virile democratic culture: one, **critical literacy** relates to the development of habit and ability to see how various texts represent certain view points and agenda, and to understand how such texts might seek to influence ideas, behaviour, assumptions and cultural perspectives (Orisawayi, 2008). Lack of critical literacy, for instance, constitutes the fallout of Okonkwo in Things Fall Apart. Two, **multi-cultural literacy** is that which develops in us the skill to, among other things, uncover the assumptions of knowledge, to view knowledge from diverse ethnic and cultural perspective and to use knowledge that will create a just and humane world. Creating this type of literacy, Hornstein (2008) opines, has been a daunting challenge to the Western world; hence some parts of American society, for instance, have been significantly less diverse than others. Consequently, in some areas, the American population may be more homogenous and primarily white. This also explains the danger posed by the parochial Boko Haram's campaign of "ethnic cleansing" in the Northern Nigeria. Third, **technological literacy** is such that develops in the citizens the ability to technically exploit their world for immediate consumption and capital outlay. Consequently, what this implies for our research concerns is similar to Luke and Freeboy's (1999:3) proposal of a literacy model that focuses on the following four families of practices:

(i) breaking the code of text through alphabets, phonics, spelling, syntactic conventions, and so on;
(ii) participating in the meaning of texts by understanding and creating writing visual and spoken texts within a variety of meaning system and setting;
(iii) using texts functionally within a variety of social setting and knowing how texts perform different functions across different settings and cultures; and
(iv) critically analysing and transforming texts by acting on them with the knowledge that they are not neutral, and that they represent some distinct voices and viewpoints with the power to influence but can be challenged and critiqued.

A focus on practices such as these, using the lens of Hornstein, moves the use of print literacy beyond simple recall, conformity and economic function into the realm of genuine social participation and creation, and transforming students into thinkers and actors as citizens through the agency of language. The implication, therefore, is that our literacy practices in Nigerian classrooms should be geared toward developing this in Nigerian bilingual teachers and students in order to fit-in in meeting the particular needs of 21st Century Nigeria, and the language that mediates in such role mainly, remains the English Language.

Summary of Findings and Conclusion

We thus have a study whose burden is to tease out not only the universal relevance of the language but also the general signification of its pedagogic methods or instructional strategies in such ways that make its teaching a productive venture. Thus, the academic discourse of a worthwhile English language pedagogy that fuses local intelligence with universal linguistic realities must ensure that:

(i) students are helped to improve their knowledge of the English language and develop their ability to apply the principles of language study to a wide range of linguistic situations and acquire a sense of the creative use of language for communication
(ii) such emphasis on the development of critical skills which can be applied to all aspects of language use aids the understanding of the process by which these aspects developed in English especially in L2 situation
(iii) all these culminate into acquisition of skills which will help in manpower needs of the country and contribute to social/organic growth that make our nation a betrothed of all in the comity of nations.

On a final note, the point of emphasis has been that all of our nation's educational views, interests and practices should be environmental conditioned. We therefore must develop this intellectual 'glocal' impulse which resides in our ability to locate 'the mainstream' and urgently re-inscribe our cultural self within it. This fully comes into play when we draw up all markers of 'glocalisation' as emergency strategies in the area of our instructional and academic discourse especially with respect to our (English) language pedagogy.

To the end of these, teachers must aim at developing in the students the ability to analyse, understand and discuss critically any piece of literary, grammatical, socio-cultural and discourse construct with a full perception of all its aspects. Such objective makes students develop communicative prowess and power of written expression that are of significance in 'local' applicability and 'global' intelligibility. This explains further the nexus of language education process in multilingual society like Nigeria and strengthened by the fusion of global visions and local agenda.

References

Adetugbo, A. 2001. "The Language Demands of Globalisation in Nigeria". Paper presented at the Sociolinguistics Conference held at the University of Lagos, 15th – 18th August.

Afolayan, A. 1977. "Acceptability of English as a second language in Nigeria", In Greenbaum, S. (ed.) *Acceptability in language*, The Hague mouton, pp.13-25.

Akere, F. 1990. *English across Disciplines A Use of English Course Text*, Department of English, University of Lagos, Nigeria. Pumark Nigeria Limited.

Alo, M. A. 2006. Creativity and lexical/discourse innovations in Yoruba-English translation. in *IBADAN Journal of English Studies*. Vol. 3.

Awosanmi, T. 2010. Wole Soyinka's 'glocal' cultural legislation. *Ibadan Journal of humanistic Studies*, Facaulty of Arts, University of Ibadan, Ibadan, Nigeria. Barton, D., Hamilton, M. and Ivanic, R. Eds. 2000. *Situated Literacies.* London: Routledge.

Barton, D., Hamilton, M. and Ivanic, R. Eds. 2000. *Situated literacies.* London: Routledge.

Block, B. and Trager, G. L. 1942. *Outline of linguistic analysis*. Baltimore: Linguistic Society of America/Waverly Press.

Emenanjo, E. N. 1985. "Nigerian language policy: perspective and prospective", *JOLAN 3, 123-134.*

Friere, P. and Macedo, D. 1987. Literacy: Reading the word and the world.

Bergin and Garvey Publishers Inc.

Haegemann, L. 1991. *Introduction to Government and Binding Theory*. Oxford: Basil Blackwell Inc.

Hornstein, S. E. 2008. Beyond print literacy: the importance of multi-literacies in a democratic, globalised society. English and the challenge of literacy in the 21st century.

Hymes, D. H. 1964. 'Directions in ethno-linguistic theory' *American Anthropology*, 66: 3 part 2.

Igboanusi, H.2008a. Mother Tongue-based Bilingual Education in Nigeria: Attitudes and Practice. *International Journal of Bilingual Education and Bilingualism,* 11(6): 721-734.

Igboanusi, H.2008b. "The Deficits of English-medium Education in Nigeria" In *Focus on English: Linguistic Structure, Language Variation and Discursive Use. Studies in Honour of Peter Lucko.* (eds.) Hans-Georg Wolf, Lothar Peter & Frank Polzenhagen 93-103. Leipzig: University Press.

Jeyifo, B. 2006. 'Being and becoming Anglophone, then and now' in *IBADAN Journal of English Studies*. Vol. 3.

Kolawole, C. O. O. 2016. Language, education and the curriculum nexus: pathway to achieving sustainable development in Nigeria. An inaugural lecture delivered at the University of Ibadan. Ibadan, Nigeria.

Lloyd-Jones, R. and Lundsford, A. A .1989. (eds.) "The English coalition conference: democracy through language", National Council of Teachers of English, USA.

Luke, A. and Freeboy, O. 1999. A map of possible practices: Further notes from http://www.alea.au.freeboy.htm.

Odugu, D. I. 2011. "Education, Language Policy Process in Multilingual Society: Global Visions and Local Agenda in India, Nigeria and UNESCO". An Unpublished Ph.D Dissertation, University of Loyola, Chicago.

Ogunseye, B. 1986. The use of English in university and other higher educational institutions (ed) Unoh S. O. Use of English in communication, Spectrum Books Limited, Ibadan Nigeria.

Ogunsiji, Y. 2016. Language and its pedagogic implcations in Nigeria. (Eds) Odebunmi, A., Osisanwo, A. Bodunde, H. and Ekpe S. *Grammar Applied Linguistics and Society A Festschrift for Wale Osisanwo.* 448-460.

Olateju, M. A.1998. discourse analysis analysing discourse in the ESL classroom, Crossland Educational Service, Lagos, Nigeria.

Orisawayi, D. 2008. "English, literacy and national development in nigeria in the 21st century". (Eds.) Adegbite, W., Olajide, B., Oyeleye, L. Kehinde, A. A. *English and the challenges of literacy in the 21st century*

Oyeleye, A. L. 1985. The language of Achebe's early novel (in the context of Nigeria English): A study in literary stylistics. PhD Thesis University of Ife. iv+241.

Oyeleye, A. L. 1994. "Problems of variety differentiation in Nigerian English: A sociolinguistic study." In Asein Samuel & Adesanoye Festus A. (eds.) *Language and Polity: Essays on Language and Society in Africa*. Ibadan: Sam Bookman.

Oyeleye, A. L.2016. In my father's house': globalisation, linguistic pluralism and the English language in Nigeria. An inaugural lecture delivered at the University of Ibadan, Ibadan University Press, Ibadan, Nigeria.

Sinclair, J. MCH and Coulthard, R. M. 1975. Towards an analysis of discourse the English used by teachers and pupils, Oxford University Press.

Spolsky, B. 2004. *Language policy*. Cambridge: Cambridge University Press.

Stubbs, M. 1983. *Discourse Analysis*. Blackwell: Oxford.

Stuckey, J. E. 1991. *The violence of literacy.* Portsmouth. NH: Heinemann.

Effective Assessment of Learning Outcomes in Yoruba Language at Senior Secondary Schools: Imperatives for Teachers' Knowledge of Innovative Assessment Instruments

By

Adeola R. Adetunji & Adeyinka, A.A.
Department of Arts and Social Sciences Education
University of Ibadan, Ibadan

Abstract

This study investigated the teachers' knowledge of assessment instruments in Yoruba language among public senior secondary school teachers in Ibadan North Local Government of Oyo State. The study adopted the survey research design. The participants were 20 SS 2 Yoruba language teachers randomly selected from 20 public senior secondary schools (one per school) in Ibadan North Local Government Area, Oyo State. The instrument used was Teachers' Knowledge Test on Assessment Instruments in Yoruba (r=0.81). Data collection lasted two weeks. Two research questions were answered. Data collected from the study were analysed using descriptive statistics and t-test at 0.05 level of significance. Findings revealed that Yoruba language teachers had average knowledge of innovative assessment instruments with a mean of 11.50. There was a significant difference inmale and female teachers' knowledge of assessment instruments ($t_{(8)}$ t= 2.05; p<.05).The male teachers obtained a higher knowledge score (12.68) than female teachers (9.59).Based on the findings, it is recommended that Yoruba language teachers should attend regularly organised workshops, seminars and training programmes to expose them to the various innovative assessment tools.

Keywords: Assessment tools, Portfolio, Anecdotal records, Checklists, Learning outcomes

Introduction

The Yoruba language is one of the three major native languages in Nigeria. A large number of the population in the southwest region of Nigeria have Yoruba as their mother tongue. Nigeria currently have the Yoruba as one of its largest ethnic and cultural groups, even though Nigerian indigenous languages are not equally distributed. Yoruba is predominantly spoken in the southwest, whereas Hausa and Igbo are mainly spoken in the north and the southeast of Nigeria, respectively. All of