

CULTURAL AND CONTEXTUAL FACTORS AS CORRELATES OF IMPLEMENTATION OF NATIONAL POLICY ON EDUCATION LANGUAGE PROVISIONS IN SOUTH WESTERN NIGERIAN PRIMARY AND SECONDARY SCHOOLS

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Abstract

The study examined teachers' knowledge of cultural and contextual factors as correlates of implementation of the National Policy on Education Language Provisions in primary and secondary schools in Southwestern Nigeria. The study used the survey design. The sample size was made up of 1,620 pupils, 1620 students who were selected using stratified random sampling technique with class level as stratum and 300 English language teachers selected using convenience sampling technique. An instrument titled "Factors on Language Implementation Questionnaire" (FLIQ) was employed. Two research questions and two hypotheses emanated from the study. The findings revealed among others that 57.7%, 55% and 53.7% representing societal value placement, learners' prior language development and learners' self-efficacy respectively are the major cultural factors affecting language provisions implementation. In addition, there was a significant relationship between contextual factors and implementation of language provisions in the NPE ($r = 0.123$, $p < 0.05$). There was also a significant relationship between cultural factors and implementation of language provisions in the NPE ($r = 0.181$, $p < 0.05$). It was recommended, among others, that policy makers should take cognizance of the relevance of the cultural and contextual factors in the planning and formulation of the objectives of the language provisions as stipulated in the National Policy on Education in primary classes 4 to 6 and JSS 2, 3 and SS 1. Moreover, English language teachers should be provided with guidance in actualizing the language provision goals.

Keywords: Cultural and Contextual factors, implementation, National Policy on Education

Introduction

In section 1, subsection 10(a) and section 2, subsection 14(c) and 2(b and c) of the National Policy on Education (NPE) (FGN. 2014), the importance of using the language of the environment as a means of improving learners' mastery of a second language is recognized. Most of the learners in primary classes 4, 5, 6, JSS (Junior Secondary

School))11, 111 and SS (Senior Secondary) 1 in the rural and urban public schools come from homes where English is not used. Therefore, if the various skills are taught at the lower primary school in the language of the environment as stipulated in the Policy, learners would be able to apply what they have learnt.

Cook (2001) affirms that a child should initially be taught in the native language for an extended period of time, followed by education in English. This is to assist the child to develop literacy in the native language first, and then transfer the skills to the second language. Ryburn (2000) adds that if pupils are thoroughly grounded in the grammar of their mother tongue, it would be much easier for them to acquire skills in the second language. From the perspective of Ajibade (1993), the experiences the child has in first language learning are quite relevant in second language learning. Walqui (2000) indicates that the more academically sophisticated the learners' native language knowledge and abilities, the easier it will be for them to learn a second language.

The teacher plays a significant role as a strong agent of teaching the second language. He/she serves as a mediator of learning as he/she directs the learning process and as expects feedback from learners through proper assessment (Adeyemi & Okewole, 2009). In the 60s, most secondary schools had native-speakers of English as teachers who taught and provided appropriate environment for teaching listening, speaking, reading and writing skills. In implementing the language provision objectives, the teachers' roles cannot be neglected. Babatunde (2011) asserts that the teacher as a curriculum implementer and guide to the learners must teach and ensure that learning takes place.

Many well-known determinant factors influence language learning. These include school resources, class size and quality of teachers. School resources in form of study materials like textbooks, dictionaries, workbooks, adequate classrooms and electricity are determinants of the quality of language teaching and learning. Learners in schools where these learning resources are unavailable or inadequately provided cannot properly learn language.

Contextual and cultural factors affect the adolescent learners of English as a second language. Contextual factors are characteristics of the learning environment that influence the effectiveness of instruction. Contextual factors include: students' learning environment, learners' level of proficiency, peer group influence, learners' individual differences, political instability and learners' upbringing.

The learning environment is a factor affecting learners' acquisition of English as a second language. According to Okebukola and Jegede (1987 in Odejebi, 2006), the learning environment is very crucial to the learning process. It affects learning process either positively or negatively in a number of ways. Students come from diverse backgrounds and have diverse needs and goals. The quality of the school and the availability of good school structures can affect learning. If the learning environment is conducive, the students assimilate and learn better. Moreover, the home is a significant

environmental factor in enabling children to develop the trust, attitude and skills that help them learn. A good home learning environment provides the love, security, stimulation, encouragement and opportunities that help children to flourish (Keating, 2007). Learners who come from a positive home learning environment which provides social interaction, attention and activities that promote the development of a positive attitude to learning will achieve and perform well.

Learners' level of proficiency in the native language greatly affects the acquisition of a second language. This shows that knowledge and abilities in the native language will assist in the mastery of the target language. Most learners in rural and urban primary and secondary schools come from homes where they do not speak in English. Therefore, if the various skills are taught in the language the learners understand, they would be able to apply what they have learnt to other levels. If the system of teaching is mechanistic, children find it difficult to attain literacy in any of the languages taught, since none of the languages is well mastered. According to Klein (1986), much of language proficiency is of tacit form; the rules that define word order in a sentence or the use of the article in English. He further opines that this tacit knowledge can under certain circumstances be made conscious, and many textbooks, including the grammars used in language teaching, do just that.

Peer group influence is yet another important factor. Gardner (1989) opines that teenagers tend to be greatly influenced by their peer groups in second language learning. This becomes possible because peer pressure often undermines the goals set by parents and teachers. For learners of English language as a second language, speaking like a native speaker may unconsciously be regarded as a sign of breaking away from their native language. Some of these learners in a bid to identify with the peer groups use Pidgin English. According to Adegbite and Akindele (2005), a pidgin language is generally understood to be a simplified language, but whose grammar is very different. Therefore, when the need arises for a language which can be understood by the learners and others in the school, a familiar language is used.

Learners' upbringing determines their exposure to the target language. Many children from low class families have adequate exposure to their native language orally at home before going to school but fail to achieve literacy in the language or master any skill in English at school because of several constraints. In contrast, children from many elite homes are hardly proficient in their native language before going to school and thus lack both oral and literacy competence in it. Some of them, however, eventually succeed in gaining mastery of English via adequate exposure to it at home and in their elitist schools. For this category of students, English replaces the parents' language as native language of the child. Krashen (1985) states that one of the observations made by many international school teachers is that second language students are only exposed to English during school hours, except if English is also spoken in the community environment.

Political instability is a factor that needs to be taken into cognizance in language policy implementation. Education cannot be separated from politics because the government in power may use the educational system to promote its political interest and ideologies, and this could affect the objectives of the language provisions. Okoromo (2006) points out that although the Nigerian leaders want the country to stand out educationally, they lack political will. This is as a result of government instability or lack of continuity.

Cultural factors are sets of values, perceptions, preferences and behaviours that have been learned, consciously or unconsciously, by a nation, a community, an individual or other defined groups of people. Cultural factors encompass societal value placement, learners' differing self-efficacy, learners' prior language development, learning styles, and multiplicity of languages. Social historians have shown that schools reflect and influence society. Schools are established to serve the needs that society has identified. Society decides who is to attend, for how long, and for what kinds of experiences (Olaofe, 2003). In a very important sense, educational institutions reflect the values society places upon children, the aspirations they have for them, and the attitudes, skills and competencies they are expected to acquire for their own welfare and that of the society. Language study is incomplete without an understanding of its social dimensions. A careful study of current events in Nigeria's religious institutions and other sectors of the society clearly show that there is an unbalanced equation as regards the input and output of societal values in the school system. It is either there is a reduction of the necessary and compulsory societal values which must be introduced and imbibed in the school system or that there is wanton disregard, disrespect, or negligence of excellent societal values. The society receives the blame if the former probability is the case while the school deserves the blame if the latter is the case (Essein, 2005). The shift in the value system of the society has affected the most important factor for status symbol. Most of the schools, despite being "government approved" have no definite location, trained personnel, or structures, or facilities, nor do they implement formulated policies.

Effective learning and productivity of learners depends on their self-efficacy. The applications of self-efficacy in modern society are enormous. In unusual, stressful situations, people commonly exhibit signs of distress, fatigue and fear which result in low self-efficacy. If a learner who has never been exposed to speaking in public is called upon to deliver a speech, he/she may develop sudden anxiety and fear, thus decreasing his/her self-efficacy further. Ormrod (2008) states that high self-efficacy increases one willingness to experiment with new ideas. Self-efficacy has a positive correlation with pro-social behaviour. On the other hand, moral disengagement, negative beliefs result in negative social relationships. Bandura (1977) shows that people of differing self-efficacy perceive the world in fundamentally different ways. People with a high self-efficacy are generally of the opinion that they are in control of their own lives and that their own actions and decisions shape their lives. On the other hand, people with low

self-efficacy may see their lives as somewhat out of their hands. This indicates that learners must believe in their abilities to acquire proficiency in the second language.

Research has shown that individuals vary greatly in the ways they learn a second language (Skutnab-Langas, 2001). The learning styles guide the way students learn, change the way they internally represent experiences, the way they recall information and even the words they choose. Learners interpret information in very different ways. The extent to which individuals learn has more to do with whether the educational experience is geared toward their particular style of learning than whether or not they are intelligent. This shows that heredity, upbringing and current environmental demands affect the way learners perceive and process information. Therefore, teachers' knowledge of the learning styles of pupils and students alike will assist them to design their instructional methods by using various combinations of experience and experimentation in language teaching.

In view of the popular definition of culture as a way of life, which Olaosun (2003) refers to as the unique thought patterns, world view, attitudes, norms, beliefs and value systems of a people, it is apparent that language is a significant means of perceiving and interpreting the culture of a group of people. The vital role of language in human life makes it a mandatory feature of social, cultural and educational concern. Nigeria is generally referred to as a multilingual nation because it has over 400 languages (both indigenous and foreign) spoken by over 250 ethnic groups and immigrants spread across the nation (Stewart, 1968). In such a community of stable societal bilingualism, a worthy bilingual or multilingual person seeks basically to learn his or her mother tongue (e.g. Hausa, Igbo, and Yoruba) primarily for immediate local use and the English Language secondarily for national official use.

When the school recognizes and validates the students' culture, it helps them to be aware of their heritage and to value the accomplishments of their family, their community and their ancestors. It builds a sense of pride and self-esteem, which is the best gift any teacher can give to his/her students (Okpilike, 2010). Usually, by the age of six, when a child comes to the primary school, the child already speaks his or her mother tongue (MT) or, more specifically, the local dialect of the mother tongue. Although several children of the elite who speak English at home or who have attended nursery schools have a fair or good knowledge of spoken English by this time, most children do not have any knowledge of the second language at all. On arrival at school, they meet a curriculum of education that is supposed to be guided by the language provisions that the medium of instruction in primary school from primary classes 1 to 3 should initially be the mother tongue or the language of the immediate community, with English language being used as the medium of instruction from the fourth year (NPE, FGN 2014, pp. 11-12).

Despite the several criticisms made against the above provision, especially in respect of the hasty and abrupt switch from the mother tongue into English and the lack of its

implementation (Afolayan, 1977; Brann, 1977 and Omojuwa, 1983), the primary role assigned to the mother tongue in the policy cannot but be recognized and applauded. In view of this recognition, it would be logical to expect that adequate provisions are made to teach these two languages as subjects in the curriculum so that pupils can use them to learn other subjects. Prior language development and competence is key in determining how well a student acquires English as a second language (Cummins, 1986). Thus, there is a recognition of the importance of the quality of language with which children come to school, that is, the language within the home, and the length of time children have had to establish competence in their native language.

Jaimes (2006) opines that communication takes place in an infinitive variety of situations and that success in a particular role depends on one's understanding of the context and prior experience of a similar kind. It requires making appropriate choices of register and style in terms of the situation and other participants. The socio-cultural rules of appropriate use of second language can be seen from how utterances are produced and understood in different sociolinguistic contexts. Nieto (2007) states that the differences that students bring to school have a profound effect on what they gain from the educational experience. Not all students come with the necessary competence already established in one language that will allow an easy bridge into second language learning. Many learners come from multiple language backgrounds where one or both parents' mother tongue may be different. In other cases, learners may have moved to a variety of places and stayed with people with a different mother tongue. Learners with such complex linguistic histories, who have not established adequate competence in a primary language, may continue to have difficulty with fully developing a second (or third, or fourth) language, despite sustained exposure to the target language (Nancy, 2010). Bronfenbrenner (1960) in Ajibade (1994) is of the view that a child's life space varies from home to home in relation to the social class of the family. In studying the various cultures of the world, Yule (2002) supports Sapir's (1938) claim by stating that man is really the embodiment of culture and that culture itself is the socially acquired knowledge of the world as shown in his use of language.

Having considered the importance of both contextual and cultural factors in the implementation of the language policies generally, there is a need to examine how teachers' knowledge of them would assist in the implementation of the NPE language provisions in primary and secondary schools in Southwestern Nigeria.

Research Questions:

1. Do teachers' knowledge of contextual factors influence the implementation of the language provisions in the NPE?
2. Do teachers' knowledge of cultural factors influence the implementation of the language provisions in the NPE?

Hypotheses:

1. There is no significant relationship between teachers' knowledge of contextual factors and the implementation of language provisions in the National Policy on Education
2. There is no significant relationship between cultural factors and the implementation of language provisions in the National Policy on Education.

Methodology

The research adopted the survey design. The population for this study comprised of primary classes 4, 5, and 6 school pupils, JSS 11, 111 and SS 1 students and their teachers in Southwestern Nigeria. A sample of 1,620 pupils, 1,620 students and 300 English language teachers was drawn from three senatorial districts in each of the six states (Ekiti, Ogun, Osun, Oyo, Ondo and Lagos) in Southwestern Nigeria for the study. Purposive sampling technique was used to select both public and private schools in the senatorial districts. Thus, two public and one private school were selected from each senatorial district. From primary classes 4 to 6 and from JSS 11 to SS1, 1,620 pupils and 1,620 students respectively were selected using stratified random sampling technique with class level as stratum while 300 certified English language teachers were selected using convenience sampling. An instrument titled "Factors on Language Implementation Questionnaire" (FLIQ) was developed for the study. The instrument was designed by the researcher to elicit information from teachers on the factors affecting the implementation of the language provisions in the NPE. The instrument was divided into three sections. Section A was on personal information like work experience, qualification, sex, and class. It had 11 items in which teachers were expected to tick as appropriate. Section B of the instrument consisted of 15 items of contextual factors while Section C also had 15 items on cultural factors. For Sections B and C, the respondents were expected to respond to each of the items of "FLIQ" on a three point modified Likert-type scale ranging from Great Extent to Little Extent. The instrument was scored 1 for Little Extent, 2 for Some Extent and 3 for Great Extent. The maximum scores for each of Section B and C were 75 marks respectively. The instrument yielded 0.77 using Cronbach Alpha. Data collected were analyzed using simple percentage and Pearson correlation coefficient statistical analysis.

Results

To answer research questions 1 and 2, data on contextual and cultural factors in the questionnaire were used. The data were analyzed using percentages. The results are presented in Table 1 for contextual factors and Table 2 for cultural factors.

Research Question 1: Do teachers' knowledge of contextual factors influence the implementation of the language provisions in the NPE?

Table 1: Percentage Score showing the Responses of Teachers to What They Perceived as Contextual Factors Affecting Language Provision Implementation

Statement	Great Extent	Some Extent	Little Extent
I consider the different learning environment of learners to realize the language objectives	16(5.3%)	34(11.3%)	250(83.4%)
Adequate information is provided to me on implementing the language provisions	7(2.3%)	83(27.7%)	210(70%)
Learners' level of proficiency is considered in teaching my English lessons	5(1.7%)	67(22.3%)	228(76.0%)
I group learners into ability levels to achieve learning goals	6(2.0%)	32(10.6%)	262(87.3%)
I consider learners' skills in planning language lessons	6(2.7%)	39(13.0%)	253(84.3%)
Most learners in my class are not exposed to English language and this affects the realization of the language objectives	5(1.7%)	67(22.3%)	228(76.0%)
I consider the influence of peer group on language use (i.e. that of the mother tongue) in teaching English language lessons	6(2.0%)	89(29.7%)	205(8.4%)
I consider the influence of peer group on language use (e.g. use of pidgin) in teaching English language lessons	57(19.0%)	117(39.0%)	126(42.1%)
Political instability leading to constant changes of policymakers affect the implementation of language provisions in my state	6(2.0%)	39(13.0%)	255(85%)
Peer group pressure affects learners in my class in second language learning	25(8.3%)	88(29.4%)	187(62.4%)
Language policies are entrusted to those who are competent to implement them in my state	21(7.0%)	89(29.6%)	190(63.4%)
Appropriate monitoring team is set up in my state to ensure that the language provisions in the policy are strictly followed	18(6.0%)	89(29.7%)	193(64.3%)
I consider learners upbringing and current environmental demands in language learning in my class	36(12.0%)	106(35.3%)	158(52.7%)
I consider learners' individual differences in planning language lessons and assessment in my class	63(12.0%)	80(26.7%)	157(52.7%)
Parents assist learners to engage in examination misconduct in English language in my school	52(17.4%)	128(42.7%)	120(40.0%)

Research Question 2: Do teachers' knowledge of cultural factors influence the implementation of the language provisions in the NPE?

Table 2: Percentage Score showing the Responses of Teachers to what They Perceived as Cultural Factors Affecting Language Provision Implementation

Statement	Great Extent	Some Extent	Little Extent
Societal value placement on certificates affects the implementation of the language provisions in my school.	173(57.7%)	62(20.6%)	65(21.7%)
The value the society places on learning English affects learners' enthusiasm for learning in my school.	86(28.7%)	90(30.0%)	124(41.3%)
Learners in my class who learn a foreign language beginning in early childhood demonstrate certain cognitive advantage over learners who do not.	72(24.0%)	95(31.7%)	133(44.3%)
I give learners the opportunity to demonstrate their cognitive and creative abilities during English lessons.	34(11.3%)	163(54.3%)	262(87.3%)
I plan lessons in response to the objectives of the language provisions.	47(25.7%)	81(27.0%)	172(57.3%)
I consider learners' differing social self-efficacy status in planning English lessons to achieve the objectives of the language provisions.	69(23.1%)	109(36.3%)	122(40.7%)
Learners' self- efficacy promotes language learning in my class.	161(53.7%)	89(29.7%)	50(46.7%)
I am provided with guidance in implementing the objectives of the language provisions.	7(2.3%)	57(19.0%)	236(78.7%)
I consider the learning styles of learners in my English language lessons.	49(16.3%)	78(26.0%)	173(57.7%)
I expose learners to other cultures during English language lessons.	53(17.7%)	68(22.7%)	179(59.7%)
I consider the prior language development of learners in planning my English language lessons.	69(55.0%)	88(29.3%)	143(47.7%)
Most of the problems learners in my class encounter start from a poor primary school foundation.	151(50.3%)	89(29.7%)	60(20.0%)
The multiplicity of languages in my state poses a problem to the implementation of language provisions in my school.	144(48.0%)	106(35.3%)	50(16.7%)
I place high premium in English language teaching than that of the mother tongue.	79(26.3%)	68(22.7%)	153(51.0%)
Learners in my class perform better when there is closeness between what they learn at home and what they learn at school.	128(42.7%)	111(37.0%)	61(20.3%)

Tables 1 and 2 illustrate the factors affecting the implementation of the language provisions in the NPE as indicated by English teachers.

In Table 1, 76.0% of respondents revealed that most learners in primary and secondary schools were not exposed to English Language at home, except at school and this affected their understanding of concepts taught in the second language. Moreso, 83.4% of teachers did not consider the different learning environment of learners in planning and teaching language lessons. In Table 2, 57.7%, 55.0% and 53.7% of the respondents indicated that societal value placement, learners' prior language development, and learners' self-efficacy respectively were the major cultural factors affecting language implementation.

Hypotheses

1. There is no significant relationship between contextual factors and the implementation of language provisions in the National Policy on Education

Table 3: Relationship between Contextual Factors and the Implementation of Language Provisions

		Contextual factors	Implementation
Contextual factors	Pearson Correlation	1	0.123*
	Sig. (2-tailed)		0.034
	N	300	300
Implementation	Pearson Correlation	0.123*	1
	Sig. (2-tailed)	0.034	
	N	300	300

* Correlation is significant at the 0.05 level (2-tailed)

The Pearson correlation analysis yielded significant values of 0.123 at 0.05 confidence level which implied $r = 0.123$, $p < 0.05$. This showed that there was a significant relationship between contextual factors and implementation of language provisions in the NPE.

2. There is no significant relationship between cultural factors and the implementation of language provisions in the National Policy on Education

Table 4: Relationship between Cultural Factors and the Implementation of Language Provisions

		Cultural Factors	Implementation
Cultural factors	Pearson Correlation	1	0.181**
	Sig. (2-tailed)		0.002
	N	300	300
Implementation	Pearson Correlation	0.181**	1
	Sig. (2-tailed)	0.002	
	N	300	300

* Correlation is significant at the 0.05 level (2-tailed)

The Pearson correlation analysis yielded significant values of 0.181 at 0.05 confidence level which implied $r = 0.181$, $p < 0.05$. This showed that there was a significant relationship between cultural factors and implementation of language provisions in the NPE. This implied that contextual factors such as students' learning environment, students' level of proficiency, students' goals, extent of students' exposure, peer group and so on had significant influence on the implementation of language provisions in the NPE.

Discussion of Findings

The results of the study showed the factors affecting the implementation of the language provisions in the NPE as indicated by teachers. Several factors ranging from non-consideration for learners' level of proficiency, the influence of peer group, and inappropriate monitoring team to ensure the compliance to the objectives of the language provisions affected implementation of the language provisions. This might be because English language teachers were not carried along in language policy planning and formulation. As a result, they find it difficult to consider the contextual and cultural factors in actualizing the language provision objectives in class. Leveling (1991) asserts that the level of proficiency in the L1 has a direct influence on the development of proficiency in the second language and that a disruption in first language development has been found in cases, to inhibit second language proficiency and cognitive growth. Senkoro (2004) affirms that meaningful education is delivered when the language of instruction that both the teachers and the learners fully understand and are comfortable with is used to explore different concepts and ideas. This stresses the need for the government to provide avenues where language teachers would be exposed to the language provisions in the NPE. Furthermore, change in government ushers in diverse decisions that affect the realization of the objectives of the language provisions. Bamgbose (1994) affirms that administrative or political instability leading to frequent changes of policy makers and policy affected the implementation of the language provisions. Moreso, the government did not highlight the strategies for implementing the language provisions, therefore, according to Adekunle (1995) in Shohamy (2003), different schools used the MT up to primary three, while some used it together with English up to primary six and thereafter. Some others did not use it at all. The non-conformity to the language provisions had an effect on implementation. Many critics like Bamgbose (1971), Branne (1977) and Emenanjo (1985) express their views on the language provisions in the National Policy on Education. According to them, could all Nigerian languages be used as mother tongue or language(s) of immediate environment? By implication, this situation indicates that the objectives of the language provisions are not properly stated to meet up with the multilingual nature of Nigeria and this has affected implementation.

The results further revealed that there was a significant relationship between contextual factors such as students' learning environment, students' level of proficiency, knowledge of students' skill, peer groups among others, and the implementation of language provisions in the NPE ($r = 0.155, p < 0.05$). This implied that all the identified variables had a corresponding relationship with the implementation of the language provisions in the NPE. The classroom atmosphere should be conducive for learners to acquire the needed language skills, which could then be translated in learning another language. This supports Adegbite (2003) who is of the view that when a child comes to the primary school, the child already speaks his or her mother tongue (MT), or more specifically, the local dialect of the language, fluently. The knowledge of this could assist the learners to comprehend the rules of the target language. A few children of the elite who speak English at home or who have attended nursery schools have a fair knowledge of English by this time, but most children do not have any knowledge of the second language at all. In view of this recognition, it would be logical to expect that provisions be made to teach these two languages so that pupils could use them to learn other subjects. However, according to Ogunmodimu (2015) using indigenous languages for all classroom purposes in the nation would lead to the total break off from exogenous languages in other domains. This implies that teachers' knowledge of contextual factors would go a long way to provide effective language teaching and learning.

In addition, the results showed that there was a significant relationship between cultural factors and implementation of language provisions in the NPE ($r = 0.181, p < 0.05$). Cultural factors had the broadest influence on language provisions because they constituted a stable set of values, perceptions, preferences, and behaviours that had been learned by a nation, a community or other defined groups of people. This supports Spolsky (2003) who suggests that the language policy of a speech community might be revealed in its practices, its beliefs or explicit language management. However, Shafaei (2008 in Dunnette, 2015) indicates that, differences between teachers' culture and that of the students create conflicts and misunderstanding. These culture clashes result in the challenge the language learners encounter.

Conclusion and Recommendations

The study concluded that if the contextual and cultural factors identified in the study were addressed, implementation of the objectives of language teaching as stipulated in the NPE in primary and secondary schools would be better implemented in Southwestern Nigeria. Moreover, there should be a policy statement on languages which should guide or direct the use and teaching of languages in Nigeria. A forum should be provided where teachers, school administrators and inspectors would be informed of the objectives of language provisions in the NPE. The government should set up an adequate monitoring team to ensure that teachers are informed of contextual

and cultural factors that are relevant to the teaching of various languages in the country, especially those that have been recognized in the language provisions.

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