



Evaluation of Lower Basic II English Language Curriculum Implementation in Bauchi Local Government, Bauchi State, Nigeria

¹Abdullahi Hassan, ¹Ibrahim Umar, ²Saleh Tafida, ³Binta Hassan

¹Department of General Education, School of Education

²Department of Accounting, CCE, ATB COE Kangere

³Department of ECCE, School of PES/ECCE

ATB College of Education, Kangere,
Bauchi State

ABSTRACT

The study examined Evaluation of Lower Basic II English Language Curriculum Implementation in Bauchi Local Government, Bauchi State, Nigeria. Survey research design will be adopted for the study. Six specific objectives were formulated to guide the study. The population consisted of all English language teachers in the upper basic schools in Bauchi LGA. The population of students in public upper basic schools in the Bauchi LGA as at 2020/2021 academic session both males and females respectively, while there are about sixty (60) English language teachers in the Bauchi Local Government Education Authority (LGEA). The population used for this study will consist of selected students in various senior secondary schools in Bauchi metropolis, the total population of the study is 7,084. The study made sample of respondents from the population using simple random sampling was adopted so that every member of the organization has an equal chance of been selected as sample. The results of the study were discussed in details from administered questionnaires. Based on the findings, it was concluded that English Language Curriculum Implementation in Bauchi Local Government influenced educational development in Bauchi state. It is recommended among others that lower basic II English language curriculum implementation should be intended to improved educational development and not the other way round. The result of this study is meant to benefit the authorities and various institutions of learning, colleges, polytechnics and Universities, teachers and parents, the researchers and lecturers in understanding the political interference on educational planning programmes and educational development. It is hoped that the recommendations would serve as solutions towards lower basic II English language curriculum implementation in Bauchi state.

ARTICLE INFO

Article History

Received: September, 2023

Received in revised form: January, 2023

Accepted: February, 2024

Published online: March, 2024

KEYWORDS

Lower Basic II, English Language,
Curriculum Implementation

INTRODUCTION

English Language is the instrument of communication in primary, post primary schools and higher institutions as well as the official language of the country. Therefore, English Language is therefore essential for communication at all levels of schooling, including basic II students'. It aids functionality and

effectiveness within the school system. This is because the language of examinations and evaluation are conducted in English Language. Fema (2013) is of the view that "a person is functionally literate when he acquires knowledge and skills in reading and writing, which enables him to engage effectively in all those activities in which literacy is normally assumed in his cultural

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



of group". English language normally has four basic skills, namely listening, speaking, reading and writing. It is the medium of instruction in our schools and compulsory school subject that must be passed at all levels of education in Nigeria (Ogunnaike, 2016).

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. Curriculum also refers to the knowledge and skills students are expected to learn, which include learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning (Hidden Curriculum, 2014). According to the University of Nigeria's (2015) definition of curriculum, it is the way content is designed and developed. The curriculum is a crucial component of any educational process. It addresses questions such as what students should learn and be able to do, why, how, and how well. Every curriculum after its design, is implemented. Thus putting into practice the officially prescribed courses of study, syllabuses and subjects (Omatere, 2021), is what curriculum implementation entails. It is a "network of varying activities involved in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these activities" (Patrick, J-sui, M, Didam & Ojo, 2014).

Curriculum implementation is often done by teachers. They have to translate what is in the curriculum into a step by step classroom activities so that the learners can learn it and as a result, bring about a change in the learners' behavior' In Nigeria, the curriculum, after its design is sent to the Curriculum Research and Development Division for it to be translated into the various syllabuses. Each syllabus contains the topics of study, the objectives, teaching and learning activities with suggested teaching materials and then evaluation. On the initial pages of each syllabus, are the rationale, the profile dimension for the subject to help teachers know

what the subject (English) is about and the aim(s) for that subject (Ministry of Education (MOE), 2012). The national syllabus for English language (MOE, 2012), spells out in its rationale for teaching English language, that the status of English language and the role it plays in national life are well known. This reason is that, English language is the official language of Nigeria and as such a language of instruction across all levels of education in Nigeria's schools.

English language also enjoys the prestige of being a subject of study which is almost compulsory at all levels of Nigeria's educational structure. In Nigeria, a good knowledge in English is so important to the extent that one ought to have a good pass in it in order to graduate to the next level in the academic pursuit. This means the success in education at all levels depends, to a very large extent on the individual's proficiency in the language (MOE, 2012). It is for this reason and others that English language is a major subject of study at all levels in Nigeria's schools. Nigerians are nonnative speakers of English and English which involves a lot of irregularities and rules are quite different from the indigenous Nigerian languages. There is therefore the need to handle its teaching well, especially for the nonnative teacher of English language. As second language speakers of English, one is bound to encounter difficulties such as syntax, semantic, phonetics and punctuations in using this second language. It is therefore imperative that the teacher of English be well versed in the correct forms and usage so as to implement the English language curriculum well.

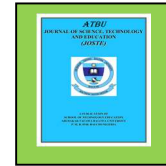
Apart from the teacher receiving training in the teaching of English language, other facilities must be put in place in order to handle the subject better. In a study conducted by Torto (2014) on the approaches adopted by upper basic school teachers in their teaching of writing, it was found out that, the majority of upper basic school teachers have not received the proper training in the teaching of the English language subject. The chief examiner's report on Basic Education Certificate Examination (BECE, 2016) English language paper continues to lament on students' poor performance in the paper, advising teachers

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



to teach the basics of the subject (Chief Examiner's report, 2016). If teachers have not received training in the teaching of English and if the Chief Examiner for English continues to lament the poor performance of candidates, then what sort of teaching is being done in our lower basic school English classrooms? Surely, teachers are experiencing some challenges with the teaching of the subject. It therefore becomes imperative to investigate what challenges teachers encounter in implementing the English curriculum and what really goes on in the English classrooms.

There is, therefore the need to conduct this study so as to know what actually is going on in the classrooms to draw the attention of major stakeholders of education to such issues so that they find solutions to them. This study focused on the evaluation of lower basic school II English language curriculum implementation in Bauchi local government, Bauchi State, Nigeria by lower basic school II teachers, in their teaching of English Language. Currently, English language is taught as an integrated approach where all the four language skills are at play. (McDonough & Shaw, 2018). This approach is to help learners to comprehend how communication takes place in real life by motivating them with meaningful tasks and activities (Yanik, 2017) in all aspects of the subject. Here, all the four language arts must be at play so as to help students achieve a great deal. For instance, in a conversation lesson, though much speaking should be done by learners, certain new words should be written on the board for learners to learn and go further by using these new words in forming good sentences. This will bring out the meaning of the word better. And as the teacher mentions the word, pupils grasp the pronunciation, including intonation of the word (McDonough & Shaw, 2018).

Humphreys, Post and Ellis (2018) define integration as a form of study in which children broadly explore knowledge in various subjects related to certain aspects of their environment". To them, there is a linkage among the various skills and subjects that students learn in school. Shoemaker (2019) also defines integration as education that is organized in such a way that it

cuts across subjects, "bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study". This approach is to help learners to comprehend how communication takes place in real life by motivating them with meaningful tasks and activities (Yanik, 2017) in all aspects of the subject. Here, all the four language arts must be at play so as to help pupils achieve a great deal. For instance, in a conversation lesson, though much speaking should be done by learners, certain new words should be written on the board for learners to learn and go further by using these new words in forming good sentences.

This will bring out the meaning of the word better. And as the teacher mentions the word, pupils grasp the pronunciation, including intonation as well as seeing the word written on the board. In Nigeria's lower basic school English syllabus, this integration of the language arts is clearly stated (MOE, 2012). The same syllabus again states that human values should be integrated in lessons so that as students learn language, they also develop good and acceptable human values. Another aspect of integration is where the thematic approach is used. Under the thematic approach, themes that cut across subjects are taught so that pupils get to learn how to transfer learning from one subject to another and to learn to place learning in the real world. Again in the English syllabus, this form of integration is expressed in the nature of topics that ought to be treated (MOE, 2012). A teacher who has been trained to teach English, will be introduced to the nature of the syllabus so will understand what the syllabus requires. Again a teacher though has not received training in English but has been posted to teach English and decides to read the syllabus will come across this and will take cognizance of it. On the other hand, a teacher who has not read through the syllabus will not know this fact so will teach the subject anyhow.

Also student's characteristics can possibly affect curriculum implementation and some of these characteristics includes; students interest, motivation, learning style and cognitive ability and socio-economic background. Students

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



have individual learning ability and cognitive ability difference which has the capacity to influence how students learn and what they learn. Also the issue of socio-economic background to some extent may influence students learning favorably or adversely in English language curriculum implementation. Udo (2019) further added that the teaching of English language requires multiple teaching methods in the English language content, stress dynamic innovative societal issues which are affected by changes in attitudes, values and knowledge procedures. The English language teacher is expected to adopt various instructional approaches, illustrations and explanations, such that the learner is maximally involved in the teaching learning environment.

In addition, Obaegbalem (2014) expressed that the application of relevant methods equips the teacher with the requisite knowledge and skills to excuse the teaching of English language more effectively. English language is an emerging discipline in Nigeria, which has emphasized the use of innovative teaching strategies in order to strengthen the effective implementation of the English language curriculum towards achieving vision 20:2020. Ogbonna (2017) noted "a teacher of English language should possess a range of teaching strategies because different styles or patterns of teaching behaviors are used for different educational purposes hence ever teacher (of English language) should use more than one way of teaching. The findings of this study when completed may hopefully benefit different stakeholders such as; students, government, English language Curriculum planners, English language teachers, school administrators, test book publishers and future researchers.

English language education is a discipline that is meant to develop in the learners' positive knowledge, skills, proficiency and disposition for the enhancement and development of their own society. However, there has been a pyramid shift in teaching from teachers Centre approach to child center which is what the teachers as implementers of English language curriculum should exhibit in the classroom.

The implementation of lower Basic English language curriculum ought to be seamless and holistic. Teachers of English language are supposed to be able to implement the curriculum without any hurdles. However, there are several obstacles that stand in the ways of proper and effective implementation of the curriculum. Some of such challenges and obstacles includes; poor methodology, inadequate timing, inadequate use of instructional materials, and poor mastery of subject matter (Obaegbalem, 2014).

The problem facing the implementation of English language curriculum in lower basic schools in Bauchi local government area of Bauchi State is of serious concern to teachers, learners, government, parents and non-governmental organizations who are involved in the planning of the curriculum. Udoh (2019) posits that English language curriculum has not been properly matched with the need of the country. This is likely a major problem of curriculum implementation which will affect the effective implementation and achievement of English curriculum objectives in Nigeria. Although, concerned stakeholders and government inclusive has made salient efforts to ensure effective implementation of English language curriculum at upper basic level. Some of such efforts includes; training and retraining of teachers, curriculum reform and evaluation as well as improving teachers' welfare among others.

All these effort has not yielded the expected result and neither has it translate to actual significant upscale in the implementation of English Language Curriculum. If this problem, persist lower basic students will not learn English Language content as expected and such will affect the students' achievement. Also the standard of education will be at jeopardy because the official language and learning language is English hence the need for effective and sufficient implementation of English language curriculum. Where this problem of poor and ineffective English language curriculum also persists there will be implication on national development of the state such that the state will not be able to in the nearest future produce students with sound knowledge of English language who will be ambassadors and responsible citizens. Although, there exist handful

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



of studies on curriculum implementation but to the best of the researchers' knowledge little or nothing has been done on evaluation of lower basic II English Language curriculum implementation in Bauchi Local Government Area. Thus, to what extent does teachers' qualification affect curriculum implementation in English Language.

Aim and Objectives of the Study

The aim of this study is to assess the evaluation of lower basic II English language curriculum implementation in Bauchi LGA of Bauchi State Nigeria. Specifically, the study objectives include to;

1. Find out the qualification of teachers who implements English language curriculum in lower basic school II in Bauchi local government.
2. Find out the appropriateness of the strategies used in the implementation of English language curriculum in lower basic school II in Bauchi local government.
3. Find out the extent of usage of instructional materials in the implementation of English language curriculum in lower basic school II in Bauchi local government.
4. Determine the influence of student's interest towards curriculum implementation in lower Basic English language

Research Questions

The following research questions are put forward to be answered in the study;

1. What is the qualification of teachers involved in the implementation of

English language curriculum in lower basic school II in Bauchi local government?

2. How appropriate are the strategies used by teachers in the implementation of English language curriculum in lower basic school II in Bauchi local government?
3. To what extent are instructional materials used in the implementation of upper basic II English language curriculum in Bauchi LGA of Bauchi State?
4. To what extent does students interest towards influences curriculum implementation in lower basic English language?

METHODOLOGY

Survey research design was adopted for the study. The study focused on investigating the evaluation of English language curriculum implementation in lower basic II in Bauchi LGA of Bauchi State. Specifically, this study will adopt cross-sectional survey design as used by Engida and Baisa (2014), Marti (2010) among others. This is a process whereby data are collected from the population through the use of questionnaires. Under this research design, data relating to the variables were collected to basically describe the relationship between the variables under study. Survey design according to Creswell (2016) is a design used to aggregate opinion of large respondents to get perception from sample and portion of the population to draw conclusion.

Table 1: Population distribution of the study

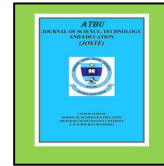
S/N	School Name	Ward	JSS II			English Teachers
			Male	Female	Total	
1	Government Comprehensive Junior Secondary School Bakari Dukku	Dan'iya	196	134	330	3
2	Government Day Junior Secondary School Bakari Dukku	Dan'iya	278	290	568	4
3	Government Girls Junior Secondary School Bauchi	Dan'iya	0	172	172	3

Corresponding author: Abdullahi Hassan

abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



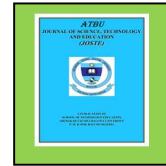
4	Government Junior Secondary Babasidi	Dankade	232	208	440	4
5	Government Junior Secondary Federal Lowcost	Dan'iya	108	83	191	3
6	Government Junior Secondary Hospital Quarters	Dankade	136	139	275	2
7	Government Junior Secondary Jahun 1	Makama	81	89	170	3
8	Government Junior Secondary Jahun Wayan Makafi	Dan'iya	60	80	140	2
9	Government Junior Secondary Saleh Manga	Makama B	84	126	210	2
10	Government Junior Secondary School Adamu Jumba Bauchi	Majidadi A	103	127	230	3
11	Government Junior Secondary School Army Barracks	Dan'iya	90	115	205	3
12	Government Junior Secondary School Babban Mutum	Dawaki	130	112	242	3
13	Government Junior Secondary School Dan Gikka	Majidadi A	213	180	393	3
14	Government Junior Secondary School Fadamar Mada	Dan'iya	289	268	557	2
15	Government Junior Secondary School Games Village	Dan'iya	342	395	737	4
16	Government Junior Secondary School Garba Moh'd Noma	Dan'iya	121	156	277	2
17	Government Junior Secondary School Kandahar	Dan'iya	180	300	480	2
18	Government Junior Secondary School Kobi	Makama B	240	260	500	2
19	Government Junior Secondary School Kofar Dumu	Majidadi B	220	200	420	2
20	Government Junior Secondary School Kofar Wase	Makama A	405	388	793	2
21	Government Junior Secondary School Married Women Bauchi	Makama A	0	45	45	2
22	Government Junior Secondary School Rimin Jahun	Makama B	151	120	271	3
23	Government Junior Secondary School Sa'adu Zungur	Dan'iya	183	176	359	3
24	Government Junior Secondary School Zannuwa	Dawaki	165	140	305	2
25	Government Junior Secondary School Unguwar Borno	Makama A	107	167	274	3
26	Government Junior Secondary School Kofar Nasarawa	Makama B	40	46	86	2
27	Government Junior Secondary School Ibrahim Bako	Tirwun	144	146	290	3
28	Government Junior Technical College Bauchi	Dan'iya	144	108	252	4

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



sections namely A and B. Section A of the instrument will contain issues of personal data or details of the respondents which seeks the demographic information like gender, qualification and age range among others where respondents are required to tick (✓) as they deem fit.

Section B of both instruments will be analytical in nature, the section B of both questionnaires will contain 25 items each regarding the issues and variables raised in the study. The section B of both questionnaires are further sub divided into 5 parts where each part addresses a specific aspect of the study. Both questionnaires are structured on a 4point scale of strongly agree (SA) agree (A) disagree (D) and strongly disagree (SD). 4points, 3points, 2points, and 1point is awarded for every SA, A, D, and SD respectively. The respondents are required to tick (✓) against each section as they deem fit using the scale which is provided. The point value of each respondent's option was totaled to get a score for each respondent.

The researcher developed the two instruments which was used for data collection for this study after identifying the objectives of the study, reviewing relevant literature, consultation of experts in Curriculum and Instruction as well as consulting experts in research and evaluation for guidance and interaction with teachers. Having done these, the researcher was able to fashion out the questionnaires and subjects it to the expert scrutiny of the project supervisor.

To ensure validity of both instruments the researcher subject both instruments to scrutiny of two (2) experts, one from the unit of test and measurement in educational foundation and the other one from curriculum and instruction in Department of Science and Technology Education which is the supervisor all from Faculty of Education in University of Jos. These experts will be given instrument validation guide together with the study objectives, research questions and hypotheses. The express evaluate, assess and express their judgment based on the adequacy, comprehensiveness and relevance of the items as well as the clarity of expression. The comments and adjustment of these experts will be

incorporated before final production of the instrument for the study.

To establish reliability of the instrument the researcher adopted the split half method of reliability where the instruments will be divided into two equal halves and scored against each other. The separated scores will then be correlated against each other to generate the reliability coefficient through Pearson product Moment Correlation and the reliability coefficient established for both instruments will be ascertain.

To generate data for this study the researcher first gets letter of introduction from the department dully signed by the supervisor and HOD. Having gotten the letter, the researcher will further proceed to visit each of the schools and meet the school heads. After getting permission of the school heads the researcher then proceed to the class and introduce him-self to the students and the purpose of the visit. The researcher adopted face to face method of administration to ensure the respondents are given the time to respond independently to the instruments without interaction. Also the choice of face to face method is so that the researcher was able to explain any area of confusion to the respondents and also collect the filled questionnaire on the spot to avoid missing of the instrument in any way. To administer the instrument to the teachers the researcher approached the teachers in their office and appeal to the teachers after explaining the purpose of the researchers visit to assist fill the instrument for the study. The data was analyzed using descriptive statistics. This involved the use of marginal tabulation and simple percentage in analyzing the demographic data while the research questions will be answered using mean and standard deviation. The hypotheses were tested using t-test statistics. All these have done using Statistical Package for Social Science (SPSS).

RESULTS

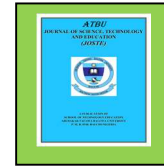
The results of the study were discussed in details from administered questionnaires.

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



Research Question 1: What is the qualification of teachers involved in the implementation of English language curriculum in lower basic school II in Bauchi local government?

Table 3: the qualification of teachers involved in the implementation of English language curriculum in lower basic school II in Bauchi local government

S/NO	Items Statement	X	SD	Remarks
1	Teachers of English language in lower basic are qualified	2.09	.92	SA
2	Teachers qualification is key to effective curriculum implementation	2.12	1.0	SA
3	Teacher of English in my school do not teach us English well	2.16	.76	SA
4	My English teacher make effort and struggle to teach English effectively	2.17	1.0	SA
5	Teachers qualification affects implementation and teaching in class	2.29	.92	SA
6	The topics in English are not sufficient for better learning	1.94	1.1	A
7	English curriculum should be reviewed for adequacy	2.26	.78	SA
GRAND MEAN		2.15	0.92	SA

Key: X= Mean, SD= Standard Deviation, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 3 above presented the mean ratings of respondents on the view of the teachers on the the qualification of teachers involved in the implementation of English language curriculum in lower basic school II in Bauchi local government. Items 1-5, and 7 recorded mean ratings ranging from 2.09 to 2.29 indicating moderately possessed, on the other hand, item 6 recorded mean ratings ranging from 1.94 indicating slightly possessed. The standard deviation ranges from 0.76 – 1.1 indicating that the respondents were not far from each other in their opinions. With a grand

mean and standard deviation of 2.15 and 0.92 respectively, Table 7 indicated that the qualification of teachers involved in the implementation of English language curriculum in lower basic school II in Bauchi local government.

Research Question 2: How appropriate are the strategies used by teachers in the implementation of English language curriculum in lower basic school II in Bauchi local government?

Table 4: the strategies used by teachers in the implementation of English language curriculum in lower basic school II in Bauchi local government

S/NO	Items Statement	X ₁	SD ₁	Remarks
1	English teachers use dictation in teaching	1.96	.95	A
2	The method used in teaching English by our teacher is good	1.81	.75	A
3	I understand my English teacher when teaching	2.09	.96	SA
4	Most time I don't pass English because of the way the teacher teach	2.34	.98	SA
5	Teaching method can affect understanding of students in English	2.09	.94	SA
GRAND MEAN		2.03	.87	A

Key: X= Mean, SD= Standard Deviation, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATBU College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



Table 4 above presents the mean ratings of respondents on view of the students on the strategies used by teachers in the implementation of English language curriculum in lower basic school II in Bauchi local government. Items 1, 2 and 6 recorded mean ratings ranging from 1.81 to 1.96 indicating slightly possessed, while items 3, 4, 5 and 7 recorded mean scores of 2.06 to 2.34, indicating moderately possessed. Standard deviation ranges from 0.64 – 0.98 indicating that the respondents were not far from

each other in their opinions. With a grand mean of 2.03 and standard deviation of 0.87, Table 2 indicated that strategies used by teachers in the implementation of English language curriculum in lower basic school II in Bauchi local government.

Research Question 3: To what extent are instructional materials used in the implementation of upper basic II English language curriculum in Bauchi LGA of Bauchi State?

Table 5: instructional materials used in the implementation of upper basic II English language curriculum in Bauchi LGA of Bauchi State

S/NO	Items Statement	X ₁	SD ₁	remarks
1	Our teacher use do not use instructional material in teaching English	1.96	.95	A
2	The use of instructional materials can improve implementation of English	1.81	.75	A
3	The place of instructional materials is key to effective teaching	2.18	.86	SA
4	Instructional materials promote teaching in English	1.96	.95	A
5	English teachers hardly use instructional materials	2.09	.99	SA
GRAND MEAN		2.00	.90	SA

Key: X= Mean, SD= Standard Deviation, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 5 above presented the mean ratings of respondents on view of instructional materials used in the implementation of upper basic II English language curriculum in Bauchi LGA of Bauchi State. Items 1, 2 and 4 recorded mean scores ranging from 1.81 to 1.96 indicating slightly possessed while items 3 and 5 recorded mean scores ranging from 2.09 to 2.18 indicating moderately possessed. Standard deviation ranges from 0.75 – 0.99 indicating that the respondents were not far from each other in their opinions. With a grand mean of 2.00 and a standard deviation of 0.99, Table 9 indicated that

instructional materials used in the implementation of upper basic II English language curriculum in Bauchi LGA of Bauchi State.

Research Question 4: To what extent does students interest towards influences curriculum implementation in lower basic English language?

Table 6: Students interest towards influences curriculum implementation in lower basic English language

S/NO	Items Statement	X	SD	Remarks
1	My interest in English make me understand better	2.09	.92	SA
2	The place of students interest in English is important	2.12	1.0	SA
3	Students interest is related to curriculum implementation	2.16	.76	SA
4	The interest of students is important to English curriculum implementation	2.17	1.0	SA

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



5	Students interest affect learning in English classroom	2.29	.92	SA
GRAND MEAN		2.15	0.92	SA

Key: X= Mean, SD= Standard Deviation, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 6 above presented the mean ratings of respondents on the view of the teachers on the students' interest towards influences curriculum implementation in lower basic English language. Items 1-5, and 7 recorded mean ratings ranging from 2.09 to 2.29 indicating moderately possessed, on the other hand, item 6 recorded mean ratings ranging from 1.94 indicating slightly possessed. The standard deviation ranges from 0.76 – 1.1 indicating that the respondents were not far from each other in their opinions. With a grand mean and standard deviation of 2.15 and 0.92 respectively, Table 4 indicated that students' interest towards influences curriculum implementation in lower basic English language. It is recommended among others that lower basic II English language curriculum implementation should be intended to improved educational development and not the other way round.

FINDINGS OF THE STUDY

The result of the analysis showed that

1. Teachers in urban junior secondary schools achieved coverage of English content to a great extent while teachers in rural schools achieved coverage of English content to a low extent among others.
2. The findings revealed that teachers employed mostly a combination of teaching modes in classrooms.
3. The human and physical resources were found to be inadequate and the school technologically deficient.
4. The negative attitudes of the students impacted on the implementation of the curriculum. The study identified the ineffective implementation of the English language curriculum in basic II junior secondary schools.

DISCUSSION OF FINDINGS

The research questions focused in this study are all in line with these four levels. The data was collected from three groups of participants

namely students, teachers and principals by interviewing include class observation at the fieldwork in Phnom Penh, Cambodia. Results of the study indicated that the English curriculum of lower secondary school in Cambodia not yet meet the target goal and still keep in consideration to revise and update due to several issues. The reviewed study is related to the present study as it is concerned with evaluation of curriculum of English subject in lower secondary schools used a qualitative design. The gaps in the study is that objectives were not stated neither was any hypothesis postulated or tested. Also the study was a position paper. The present study will fill these gaps by stating objectives, formulating and testing hypotheses as well as collecting data and analyzing same.

English language plays roles as language of instruction and core subject at junior secondary school (JSS) level in Nigeria as it is indicated in the National policy on Education (NPE (2004). The English studies curriculum at JSS level of education is an integrative document where English language and Literature in English language were integrated to achieve the set objectives of language education. This paper, therefore, attempts to make a review on the challenges in the implementation of JSS English studies curriculum in Nigeria. A review of the previous studies related to this paper, revealed that the crises include lack of teaching materials and ICT instructional gadgets, lack of provision of incentives to language teachers, insufficient time to cover the curriculum, lack of mentoring, lack of steady supervision, monitoring and evaluation. The paper suggests that Literature in English and English language should be taught separately and school principals should encourage mentoring relationship among the language teachers. It was also suggested that parents should learn the key components of the curriculum and develop attitude of visiting the academic works of their wards at home, so as to take appropriate actions

Corresponding author: Abdullahi Hassan

abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



at school level in the event they noticed lack of content coverage of the curriculum.

Role play method is one of the strategies use in teaching English language to develop the affective domain. It is use for exploring complex ethical behaviour as well as teaches certain emotional feelings which might be difficult for the teacher to express or demonstrate. In role-play, there is no rehearsal or scripts to be memorized, players try to get into the shoes of the person they are acting their role. The steps involve in role-play are: Identify the problem; Discuss the problem with the students thoroughly to the point of dilemma; Identify the various solutions to the problem; Choose the players that will enact each solution; Questions and discussions must follow each enactment; and after all possible solutions have been enacted, generalizations are then formed. The advantages of role play include improvement of learners problem-solving behaviour; exposing learners to real life situation; values of the society are learnt and internalized; learners learn skills of listening, talking and demonstration; it enables students express their thoughts and feelings freely. English language education influence positively man's social, cultural, economic and political values. Through English language, learners are expected to acquire knowledge and understanding of his environment and voluntarily participate in social and civic responsibility of his society. These will work out if English language teachers effectively apply the mentioned methods and techniques for teaching and learning.

Demonstration method of teaching can be said to be the illustration or display or directions on the operations of something or procedures involved in a process action, activities or that act of teaching. It is a teaching method that is utilized by both teachers and students in an English language classroom. It is used by a English language teacher who wants to show the students how to construct some instructional materials, show the students the operations of an overhead projector (where available) while the students use it to show that they have mastered the steps in a process. Demonstration method facilitates knowledge retention and its eventual recall when

need be. It arouses the interests of the learners; it also encourages them to actively participate in the learning process. Demonstration that is construction oriented may enhance the improvisation of instruction materials that are in short supply and where students are allowed or encouraged to demonstrate some activities. One problem of demonstration is that in large classes, demonstration may be a waste of teaching time as majority of the students may not have the opportunity to see what is being demonstrated, in situation where demonstration is teachers centre, it stifles the enthusiasm of learners who may become withdraw.

Lecture method; lecture method according to Mohammed (2014) is a process of delivering verbally a body of knowledge according to a pre-planned scheme. It is one of the teaching method considered as traditional or transmission of content. It is characterized by a one-way communication and based on the assumption that a teacher is an embodiment of knowledge while the students are ignorant and passive learners. He further added that, where lecture method is used, the teacher presents ideas of concepts summarizing notes from the blackboard after the lesson or take down or answering questions and where questions arises, they are mainly for clarification or information hence, the method is referred to as "chalk and talk" method of instruction.

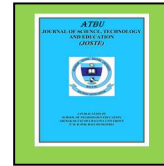
Advantage; Lecturers have face to face interaction with their students. It is good for introducing new topic especially when definitions and explanation are required. Use a lot of ground in a short time. Large classes can easily be taught using lecture strategies it inculcates in the learners, the art of note taking and wide reading and independent studies. Lecture method does not cater for individual differences among learners. It is found to be less efficient in learning because the students are usually placed in a passive role as recipients of materials rather than participating actively. Problems arises if the lectures has speed defect or memoriam and it may bring about boredom, sleeping and day dreaming among learners. There also exist other forms and strategies of teaching like Socratic Method which

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



is also referred to as questioning and answer method, and simulation method among others (Yarima, 2014).

CONCLUSION

Based on the findings, it was concluded that English Language Curriculum Implementation in Bauchi Local Government influenced educational development in Bauchi state. English language teachers should be encouraged to go to school for higher degrees and be allowed to attend workshops, seminars and conferences organized outside their colleges. Wages of the Language teachers should be reviewed intermittently to encourage the teachers to show more commitment in the discharge of their duties.

RECOMMENDATIONS

The study thus, recommended that;

1. The encouragement of basic II junior secondary school teachers to pursue academic development to improve their performance.
2. Regular workshops, seminars or on-the-job trainings should be organized by the ministry of education to update and up skill English teachers' knowledge and skills in content delivery.
3. That parents and other stakeholders should thoroughly investigate teacher training.
4. English language should be taught separately and school principals should encourage mentoring relationship among the language teachers.
5. That parents should learn the key components of the curriculum and develop attitude of visiting the academic works of their wards at home, so as to take appropriate actions at school level in the event they noticed lack of content coverage of the English curriculum.

ACKNOWLEDGEMENT

The authors acknowledged the TETFund and Management of Adamu Tafawa Balewa College of Education, Kangere for financially supporting the journal.

REFERENCES

- Abakpa, B.O. & Agbo-Egwu, A.O. (2013). Challenges of Attaining MDGS in Nigeria through Mathematics Curriculum Delivery. In T.L. Adepoju (Ed.), *Attaining the MDGS through STEM Education*. Ibadan: Education Industries Nigeria Ltd.
- Dike, S. (2014). Opening Remarks Presented at the Train-The-Trainers Workshop on the Use of the Revised Nine-Year Basic Education Curriculum held at Rockview Hotel, Abuja Nigeria 5-9th August, 2014.
- Aja, Egwu, Aja-Okorie, Ani, & Amuta (2018). Universal Basic Education (UBE) Policy Implementation Challenges: The Dilemma of Junior Secondary Schools Administrators in Nigeria. *International Journal of Education Administration and Policy Studies*, 10(7), 8390-8411.
- Ajayi, L. (2016). Language Education Policies in Nigeria: Perspectives and Prospects. In T.B. Oladipo & A. Adetula (Eds.), *English Language Education in a Global World: Practices, Issues, and Challenges* (pp. 47-64). IGI Global.
- Benjamin, B. & Orohdo, J.A. (2014). Teaching and Learning Resource Availability and Teachers' Effective Classroom Management and Content Delivery in Secondary School in Huye District, Rwanda. *Allen Institute for Artificial Intelligence*.
- De Lusignan, S. (2017). In this issue: Innovation in design and implementation in health informatics. *BMJ Health and Care Informatics*, 24(2).
- Drew, C. (2020). What is the Humanistic Theory in Education? Retrieved Sept. 10, 2020, from [Ps://Helpful professor. Com humanist](https://www.psychologytoday.com/helpful-professor).
- Erarslan, A. (2016). An evaluation of second-grade English Language curriculum: Teachers' perceptions and issues in implementation. Retrieved from <https://hdl.handle.net/20.500.12428/2031>

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



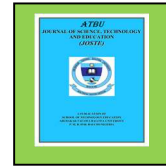
- Ezeudu, F.O. (2015). Teaching English in Nigeria: Between Policy Formulation and Implementation. *English Language Teaching*, 8(2), 174-181.
- Federal Republic of Nigeria. (2014). *National Policy on Education* (4th Ed.). NERDC Press.
- Gertrude, A.T. (2017). The Implementation of the Basic School English Curriculum: The Case of the Cape Coast Metropolis in Ghana. *Journal of Education and Practice*, 8(8), 166-175.
- Hong, W. & Liying, C. (2019). Explores factors affecting teachers' implementation of English as a foreign language (EFL) curriculum in six universities in the north-western part of China. *Linguistics Journal*, 4(2), 135-150.
- Kavanuke, P. (2013). What is it that keeps good teachers in the teaching profession: A reflection on teacher retention. *International Journal of Social Sciences and Humanities*, 4(1), 165-175.
- Kitta, S., & Fussy, D. (2013). Bottlenecks in preparation of quality teachers in Tanzania. *Time Journal of Arts and Educational Research*, 1(5), 29-38.
- Lawason, A., Oluwakemi, N., & Tari G. (2011). Provision and Management of School Facilities for the Implementation of UBE Programme. *Proceedings of the 2011 International Conference on Teaching Learning and Change*.
- Mahanani, P.A. (2017). Conducted a research on English teacher's strategies in implementing 2013 curriculum in private senior high school. Unpublished undergraduate thesis, *Sarjana Pendidikan University, Salatiga, Central Java, Indonesia*.
- McGrawHill College. Hare, J.E. (2019). The Merits of Endaimonism. *Journal of Religious Ethics*. Retrieved November 5, 2020, from <https://doi.org/10.1111/jore.12248>. <https://liste.org/journal/index>. [Phttp://JEP/article/view file/11873/12222](http://JEP/article/view/file/11873/12222).
- Mkumbo, K. (2012). Teachers' commitment to, and experience of the teaching profession in Tanzania: Findings of focus group research. *International Education Studies*, 5(3), 222-227.
- Mohammed, A. (2014). Nigerian students in colleges of education lament lecturers' strike. *Premium Times Online*. Retrieved from <http://www.premiumtimesng.com/news/156275-students-nigerias-colleges-edu>
- Obeka, O.N. (2021). Teachers Qualification as a Determinant of Students Achievement and Attitude towards the English Language. *Journal of Research in Humanities and Social Science*, 9(12), 73-81.
- Ogunnaike, O.O. (2016). Nigerian English Language Curriculum and Standards: Implementation Challenges in the Rural Areas. *International Journal of English and Literature*, 4(6), 281-288.
- Okpala, P.N. (2011). Reforms in STEM Education. Keynote Address at the 52nd Annual Conference of STAN. Held on the 15th -20th August, 2011, Akure, Nigeria.
- Ololube, N.P. (2016). Qualification and Professional Development of Teachers in Nigeria: The Journey So Far. *International Journal of Higher Education*, 5(3), 1-13.
- Omatere, A.C., Isama, E.N., & Okpan, O.P. (2021). Investigated an evaluation of the implementation of the English language curriculum in Nigeria. *International Journal of English Language Teaching*, 9(4), 10-25.
- Onotere, A.C., Isama, E.N., & Okpan, O.P. (2021). An Evaluation of the Implementation of the English Language Curriculum in Nigeria under the Nine-Year Universal Basic Education Curriculum. *International Journal of English Language Teaching*, 9(4), 10-25.
- Oyetunde, T.O. (2018). Challenges and prospects of English language

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved



- education in Nigeria. *Journal of Humanities and Cultural Studies*, 5(2), 199-215.
- Pandiyan, S., Maasu, S., & Albert O. (2017). The Effects of Lack of Qualified English Language Teachers on the performance of Senior High School Students. A case study of selected schools in Tamale Metropolis. Retrieved Oct. 1, 2020, from <http://www.rjelal.com>.
- Patrick, J., Sui, M., Didam, B., & Ojo, N. (2014). An insight into factors militating against Nigerian students' attainment in English Language senior secondary certificate examination. *Revista de Cercetare si Interventie Sociala*, 45, 107-120.
- Shaheen, H.A., Sajid, N.U., & Batool A.B. (2013). Integration of English language teaching at upper basic Schools in Nigeria. *International Journal of Languages' Education and Teaching*, 5(2), 80-86.
- Stotsky (2012), Changing Teacher, Changing Times: Teacher Work

Corresponding author: Abdullahi Hassan

✉ abdulkobi@gmail.com

Department of General Education, School of Education, ATB College of Education, Kangere

© 2023. Faculty of Technology Education. ATBU Bauchi. All rights reserved