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The Relationship Between English Language Test Scores Among Nigerian High School Students And Teacher Beliefs About Language Teaching And Their Classroom Practices

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THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE TEST SCORES AMONG NIGERIAN HIGH SCHOOL STUDENTS AND TEACHER BELIEFS ABOUT LANGUAGE TEACHING AND THEIR CLASSROOM PRACTICES

by

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DEDICATION

This study is dedicated to my parents

Theophilus and Virginia Iwuji

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

Nigeria is a multi-linguistic country. The different ethnic nationalities have different languages referred to as 'mother tongue'. Awobuluyi (1979), in this regard, pointed out the dual function of the English language by stating that it is treated as a subject in the school curriculum and thus language education is treated in much the same way as physics education, science education, economics education, etc. would be treated. Conversely, English is different from any of the other subjects in the curriculum and serves as the medium of instruction in all subjects (Awobuluyi 1979). Hence, language education and language in education, according to Awobuluyi, has two distinct functions of language; one referring to the intent and the other to acquisition methodology. The thrust of this research is to explore English language education in Nigeria. To specifically address English language education in Nigeria, the history of the teaching and learning of English in Nigeria must be explored.

Background

The middle of the 19th century was pivotal in language evolution in Nigeria. During this period, the Western Christian missionaries introduced the gospel message and the Western system of education (Taiwo 1980). The Christian missionaries understood the importance of the mother tongue and that the African child was best taught in his native language. They were aware that the interest of Christianity would be better realized by propagating the religion in indigenous languages (Awobuluyi 1979). Hence, the teaching and learning of indigenous languages received much attention in the early days of the Christian missionaries.

Adding to the discussion, Taiwo (1979) noted that the emphasis on the indigenous languages was having an adverse effect of educating young people who could not compete in a society where knowledge of the English language was necessary in a job market dominated by

the ability to communicate in English. Partly predisposed by such views, the Nigerian government began to intervene gradually from the early 1980s to increase the importance of English in the education system. The marketability of Nigerian students in the job market was one key reason for considering the English language as the official language in the Nigerian policy on languages. The multi-lingual and multi-cultural nature of Nigeria underlies the lack of a unifying indigenous language; thus, the official adoption of the English language as a medium of national and international communication became policy (Fakeye 2006).

The birth of the National Policy on Education (NPE) brought to the fore the unsettled discourse on language education. The dominance and importance given to the teaching of English had come under scrutiny. There was a concerted effort to replace the English language, which was the official language, with one of the indigenous languages (Bamgbose 1976). There were proponents that favored a multilingual approach to language policy from the viewpoint of preserving cultural heritage and integration (Osaji 1979).

Furthermore, it was acknowledged that the Nigerian students come to school with their cultural identity. Language is an important aspect of their identity. As they struggle to learn the new language and, perhaps, the new culture, it is important that teachers understand the cultural and language diversity in the classrooms. To use English as the only medium in a linguistically diverse classroom does a disservice to non-native speakers of English. It could actually deter their cognitive and affective development. An understanding of the diversity in the classroom and exploring ways of helping the students understand the new language is a more efficient and appropriate approach.

Another consideration is that secondary education in Nigeria does not afford students adequate foundation in the four language skills in English: listening, speaking, reading and writing. Low performance and mass failure in English language has been the trend in recent

history of education in Nigeria in the teaching and learning process. Following the trend in the West African Examinations Council, results in English Language test scores in Nigeria from 1988 to 1996, Olapoopo (1998) discovered a failure rate ranging from 53.36% to 72.71%. This trend has raised concern as well as awareness among stakeholders in the education of the Nigerian child. Prominent among the issues of concern is better teaching and learning of the language of instruction in Nigerian schools, that is, the English language.

There has been research to investigate the poor performance of students in English language tests in Nigeria. Oyinloye and Ajayi (2008) investigated the effects of audio instructional packages on the academic achievements of students in listening skills in Junior Secondary Schools in Ekiti State. Their study investigated the ability of the students to produce correct articulation of sounds and writing of correct spellings after they were taught with audio instructional packages that aim at improving the listening of the students. The study was quasi-experimental and involved a population of 44,386 students. The schools for the study were selected through stratified random sampling techniques, and a sample of 320 was selected for the study. It was discovered that students taught with the audio instructional packages were able to produce sounds better than those not exposed to audio instructional packages. The study recommended that English language teachers should teach listening skills at the junior secondary schools using audio instructional packages produced by at least near-native speakers.

Ofodu and Adeniyi (2008), in their study on personality and environmental variable influencing reading, found that the instructional practices of teachers and the lack of reading centers, reading groups and libraries constituted great hindrances to reading. But perhaps the most troubling finding of the research is the fact that many educators are still living in the past, as they do not frequently use strategies such as learning through media, library, excursions or fieldtrips. Group learning and role-playing are rarely used, and a great number of teachers are not

computer literate. For the most part, teaching methodology is still the method where the teacher sees himself as the giver of knowledge; so, there is less student involvement in the teaching and learning process.

This brings up the consideration of teachers' underlying beliefs about teaching language, and how they may be dictating the teachers' instructional techniques in the classroom. It will be interesting to see if behaviorist beliefs of the participating teachers still persist, in spite of an evolution of language teaching over the last thirty years towards a more communicative approach. Fotos (1994) suspected that traditional-minded teachers may not view communicative activities, with students out of their seats talking, as serious educational practices (p. 143).

The traditional method of teaching languages, primarily driven by a grammar-based syllabus and little real-life interaction, does not agree with the current research in language pedagogy where both teacher and student are stakeholders in the teaching and learning process. The newer, more communicative approach sees the role of the teacher in a classroom as a facilitator of knowledge and not a giver of knowledge. Teaching methodology is one of the areas that this research seeks to investigate.

Statement of Problem

Nigeria is a culturally and linguistically diverse society. English, being the official language, presents challenges in Nigerian schools. Failure rates are showing an alarming trend, and research needs to clarify some of the underlying causes for this trend. The purpose of the study is to examine the relationship between English language test scores among Nigerian high school students and teacher beliefs about language teaching and their classroom practices.

Research Questions

Several factors might be ultimately responsible for the mass failure of English language exams in Nigerian high schools. Is it the teacher's particular training or is it their deeply

ingrained beliefs? Is it something about traditional approaches to education in Nigeria, or perhaps a lack of awareness or acceptance of more recently recognized best practices in teaching English as a second language? While demographic features of the participant teachers will be considered in an exploratory analysis, all of these considerations lead to three major research questions and their related hypotheses:

1. Do teacher beliefs about language teaching relate to their use of best practices in teaching English as a second language?

2. Do teacher beliefs about language teaching relate to students' scores on the English proficiency measure in Nigerian high schools?

3. Do teacher classroom practices relate to students' scores on the English proficiency measure in Nigerian high schools?

The following hypotheses were tested in this study:

Research Hypotheses

H_1: Teacher beliefs about language teaching relate to their use of best practices in teaching English as a second language.

H_2: Teacher's beliefs about language teaching relate to students' scores on the English proficiency measure in Nigerian high schools.

H_3: Teacher classroom practices relate to students' scores on the English proficiency measure in Nigerian high schools.

Null Hypotheses

H_{01}: Teacher beliefs about language teaching do not significantly relate to their use of best practices in teaching English as a second language.

H_{02}: Teacher beliefs about language teaching do not significantly relate to students' scores on the English proficiency measure in Nigerian high schools.

H_{03}:   Teacher classroom practices do not significantly relate to students' scores on the English proficiency measure in Nigerian high schools.

Significance of Problem

Effective teaching and learning of English language in Nigerian high schools should enable students to acquire proficiency in the use of the language and as a result, should positively influence their performance in English Language Examinations and enhance their ability to compete favorably in the job market.

CHAPTER 2

REVIEW OF LITERATURE

The review of literature examines how the contributions of notable scholars in the area of second language acquisition can enhance the academic achievement of students on standardized tests as well as improve their proficiency in the English language. To this end, the contributions of researchers such as Jim Cummins and Stephen Krashen, are explored. This section also includes an examination of the Sheltered Instructions Protocol Observation (SIOP). Furthermore, some empirical studies in the performance of students in standardized English tests in Nigeria were explored. In this chapter, a statistical outlay of the performance of Nigerian students in the West African School Certificate Examination (WASCE) in English Language from 1996-2006 is presented.

Table 1 is a summary of the statistics of achievement of Nigerian students in English Language in West African School Certificate Examination (WASCE) 1996-2006).

Table 1

Nigerian Students Achievement in English Language in West African School Certificate Exam

Year	Number of Students	% Tested	% Credit A1-C6	%Pass D7-E8	%Fail F9	%Absent
1996	519,667	99.3	11.3	24.0	64.6	0.7
1997	622,433	99.3	6.5	26.8	66.7	0.7
1998	640,626	99.4	8.5	21.5	65.5	0.6
1999	761,060	99.5	9.7	22.6	64.9	0.7
2000	643,378	98.9	10.8	25.0	64.2	1.1
2001	1,040,104	98.6	26.1	30.9	43.0	1.4
2002	925,289	98.3	24.6	32.8	42.6	1.7
2003	939,507	98.9	29.0	34.5	33.8	1.1
2004	844,540	98.7	30.3	30.9	38.9	1.3
2005	1,080,162	98.6	25.6	34.8	36.9	1.4
2006	1,170,523	98.6	32.5	34.1	29.6	1.4

Source: WAEC Annual Reports, Yaba, Lagos, Nigeria (1996-2006)

The above statistics indicate a high percentage of failure of high school students in English Language. Some studies have been done to account for this trend. Adebiyi (2006) attributes the high failure rate to the attitude of students towards learning English. Adebiyi posits that intellectual capacity and a positive disposition are essential in the learning of a new language. Kolawole (1998) corroborates the findings of Adebiyi.

Gardener and Lambert (1972) agree with the findings of Adebiyi and Kolawole. They point out that the mastering of a language is not so much a function of intellectual capacity as it is attitudinal. Fakeye (2002) reports in his research that a positive attitude towards English Language enhances acquisition.

Amusaghan (2007) attributes the mass failure of students in English Language to poor writing skills. He further attributes the decline in student achievement to lack of suitable pedagogical materials, such as teaching materials and highly trained faculty. Sanders & Rivers

(1996) posit in their research that students assigned to effective teachers have high achievement outcomes compared to those assigned to ineffective teachers. There is, therefore, a correlation between the teacher's performance and student achievement. The role of teachers in enabling high student achievement in English Language examinations cannot be overemphasized.

Additive and Subtractive Bilingualism

Cummins (1994) draws the distinction between additive bilingualism in which the first language continues to be developed and the first culture to be valued while the second language is added; and subtractive bilingualism in which the second language is added at the expense of the first language and culture, which diminish as a consequence.

Lightbown and Spada (2006) make a distinction between 'Additive Bilingualism' and 'Subtractive Bilingualism'. Explaining subtractive bilingualism, Lightbown and Spada point out "There may be reason to be concerned, however, where children are cut off from their family language when they are very young" (p. 26). There is a loss of one language here in the process of learning another. Lightbown and Spada (2006) believe that the loss of one language in the process of learning another has negative consequences on the students. Because language is a part of the child's culture, being and identity, ignoring it or complete rejection could affect the student's self-esteem. A major concern is that it can affect the child's "relationships with family members (who are) also likely to be affected by such early loss of the family language" (Lightbown & Spada, 2006, p. 26). It is evidential, however, that a better solution is to strive for Additive Bilingualism. Lightbown and Spada (2006) described this approach as retaining the home language while the second language is being learned.

This approach works well for both ESL students and their parents, who may also be learners of English. It fosters family values and relationship, enables ESL students to be aware of their cultural identity and facilitates communication at home. Using their own language in family

settings is also a way for parents to maintain their own self-esteem, especially since they also may be struggling with the new language outside the home at work or in the community.

Furthermore, maintaining the family language gives the ESL students the opportunity to maintain both cognitive and affective development. Hernandez (2005) addresses these issues more extensively as she examines the role of culture in the teaching and learning process. Hernandez points out another important aspect of language as part of culture and the role it plays in a child's cognitive and affective development. In expanding her ideas, Hernandez (2005) sees the complexity of culture as challenging since there is a tendency to make its meaning simple. However, culture plays an important role in socialization, human development and the sustenance of a community's way of life. It is important that teachers take cultural heritage seriously, as these views of culture can help teachers acknowledge its significant role in the teaching learning process (Hernandez, 2005). Although Hernandez does not use the term Additive Bilingualism in her book "Diversity Pedagogy", she addressed the importance of the terminology succinctly. The teaching methodology could enhance culture assimilation, which is likely to lead to a loss of language.

Research has proven that students reach their full potential in the classroom where they are not threatened and are willing to take the risk of making mistakes. Brown (2007) points out that students perform better in a relaxed classroom setting. One important advantage of this is that they become comfortable to use the new language even when they have not mastered it. Brown (2007, p.31) calls this "allowing risk-taking behavior". When teachers, however, use a very traditional approach based on accuracy from the beginning, they often feel a need to overtly correct their students' errors immediately, which Krashen (1981) would find ill-advised. In this regard, the recommendations of the Sheltered Instruction Observation Protocol (SIOP) prove to

be a blueprint to attaining the desired success in the teaching and learning of English language in Nigerian high secondary schools.

The Sheltered Instruction Observation Protocol (SIOP)

The Center for Research on Education, Diversity and Excellence (CREDE) funded by the U.S. Department of Education from 1996 through 2003 developed the SIOP model to help the limited English proficient students at risk of educational failure. Echevarria, Vogt, & Short (2004) point out that SIOP is set up to address the challenges of limited English proficient students who have to grapple with the problem of language as well as the content of instruction. The intent here is to equip teachers "to deliver content area instruction to ELLs with diverse abilities using a sheltered instruction approach" (Echevarria et al., 2004, p. 3). SIOP deals with English learners with distinct abilities. It addresses three groups of ELLs students. The first group is proficient in the English language, but is struggling with content instruction. The second group is non-native speakers of English, who have to grapple with both language and content. Thirdly, SIOP explores remedies for students who have been in a sheltered class for a long time and are still not performing well.

Echevarria et al. (2004) state that more than 10% of all K-12 students in the United States are ELLs and approximately 75 percent of children of immigrant parents are born in the United States (National Clearinghouse for English Language Acquisition, 2006). The idea of the sheltered content instruction is that students with diverse abilities require different pathways for success. And so, it is important to explore native language skills. Assessment of native language skills helps determine if the student is cognitively impaired and in need of Special Education. It also helps educators to build on the language skills already in place for a smooth acquisition of the second language. SIOP further addresses a variety of 'program models' for ESL students. These include: Sheltered Instruction, Transitional Bilingual Education, Developmental Bilingual

Education, Two-Way Immersion, English Language Development and Newcomer Programs. SIOP aims at making grade level subject matter comprehensible. Transitional Bilingual Education focuses on providing native language support while the second language is being learned. Developmental Bilingual education focuses on producing bilingual and bi-literate students. In a Two-Way Immersion program, the class is 50% native speakers of English and 50% speakers of another language. Instruction is delivered in both languages. This creates the opportunity for all students to learn a second language in the class. Echevarria sees this process as helpful to make the cognitively complex academic language easier for non-native speakers of the English language.

The SIOP model further is cautious about the tendency among educators to interpret students' behavioral challenges as cognitive impairment. It is important that educators provide more affective and supportive assistance to those students with limited proficiency in the English language. SIOP presents a historical foundation of ESL education. Through enunciation of helpful theories, it seeks to provide a bridge between an understanding of first language development and the acquisition of a second language.

Tracing the historical perspective, the increased presence of the SIOP model acknowledges the exponential increase in immigrant students in schools across the United States. Most of these are from Third World Countries and are non-native speakers of English. Citing the immigration Act of 1965, Echevarria et al. lend support to the need to assist the immigrant students to succeed. Title VII of the Elementary and Secondary Education Act of 1965 supported programs for educating these students, including transitional education programs. Mentioning the 1974 suit brought on behalf of Chinese speaking students (Lau vs. Nicholas), the authors strongly advocate equal access to the school curriculum for ESL students.

Components and Indicators

In the journal article *SIOP: Making Content Comprehensible for ELLs*, Haynes (2004)

outlines the component parts of SIOP.

1. *Teacher Preparation*: SIOP requires teachers to write clearly defined content objectives. The objectives are reviewed at the beginning and at the end of the lesson. Concepts taught should be appropriate for the age and educational background of students. Lessons would require supplementary materials to promote comprehension, including graphs, charts, pictures, illustrations and other necessary audiovisual aids. Meaningful activities will help students comprehend the concept taught in the class.

2. *Building background*: Concepts should be linked to a student's personal, cultural and academic background. There needs to be a link between past learning and new concepts.

3. *Comprehensible Input*: This includes using speech that is appropriate to student language proficiency. It involves a step-by-step approach

4. *Strategies*: Learning strategies should be taught through explicit instruction, consistent use of scaffolding and approaches that promote higher level thinking skills.

5. *Interaction*: This demands creation of opportunities for interaction about lesson concepts; grouping of students in a way that supports language and other content objectives, ample time for response, and opportunities for clarification in native language, if possible.

6. *Application*: Lessons should include hands-on materials for student practice; activities for students to apply content and language knowledge in the classroom and activities that integrate all language skills – listening, speaking, reading and writing.

7. *Lesson Delivery:* This requires content objectives supported by lesson delivery; language objectives supported by lesson delivery, maximum student engagement and pacing of lessons to the ability of the students (p. 1).

SIOP aims at making grade level content in science, math, history, geography, etc more comprehensible for bilingual students. It provides learning assistance in the form of visuals, modified texts, assignments and linguistic needs. A special feature of Sheltered Instruction Observation Protocol is that it adapts content to the language proficiency level of students by using supplementary materials.

The SIOP model recommends some unique features: pacing, strategies, scaffolding, student engagement, content objectives, vocabulary review, hands-on materials, feedback, meaningful activities, links to past learning, review and assessment, explanation of tasks, supplementary materials, thinking skills and grouping strategies. These might all be considered part of a construct we know as "best practices" in second language teaching (Zainuddin et al, 2011). These practices, among others, will become a focus of this research study—whether or not these practices are commonly present in the Nigerian classroom, and whether they may help to predict higher scores for students in English language proficiency exams.

Developed in the mid-1990s, the SIOP model is composed of 30 features organized around the eight components of preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery and review/assessment. Research indicates that teachers that implemented the SIOP model reported a significant improvement in student achievement (Echevarria, Short, & Powers, 2006).

Studies in the SIOP Model

The Center for Applied Linguistics (CAL) has reported several studies where the implementation of the SIOP model was successful. Funded by the Carnegie Corporation of New

York and the Rockefeller Foundation, CAL conducted research on the SIOP model in two New Jersey school districts. Research activities involved professional development with 70 junior and senior high English, science, math, and social studies teachers. The research reported an increased achievement in student test scores.

Furthermore, Echevarria et al, (2006) in their research titled "Using the SIOP Model to Promote the Acquisition of Language and Science Concepts with English Learners", lend credence to the effectiveness of the SIOP model. In this study, a small, cluster-randomized trial with randomization at the school level was used to examine the impact of the SIOP Model. Ten middle schools in one large urban district in Southern California were randomly assigned to either treatment (SIOP Model) or control (normal classroom science instruction). They reported a significant improvement from the pre-test to the post-test in student achievement as a result of implementing the SIOP model and its related best practices.

In another study, the Center for Applied Linguistics (CAL: October –September 2008) reported success with the SIOP model. Funded by the US Department of Education and in collaboration with the University of Houston, University of Texas, Harvard University and University of Miami, CAL studied the impact of the SIOP model in achieving Success Through Academic Interventions in Language and Literacy (SAILL). The study supports the development, implementation and evaluation of research-based models for two major approaches to the education of English language learners. The first is structured English emersion and transitional bilingual education that is aimed at determining the impact of the different program models on Spanish-speaking children in Grades K-3. In Grade 1, a total of 550 key, basic and other words were taught. In Grade 2, 288 basic and other words were taught. Emphasis was placed on reading. The research indicates that by Grade 3 students in bilingual classes recorded a significant improvement in acquisition of the English language.

Chimbutane (2003) added to the body of research by developing the Primary Bilingual Education in Mozambique (PEBIMO) model that was akin to the SIOP model, a bilingual experiment in Mozambique that spanned from 1993 to 1997 with U.N. and World Bank sponsorship, monitored by the research branch of the Ministry of Education. The project worked with primary education cohorts in two different regions with the corresponding Bantu languages; Xichangana and Cinyanja and a transition to Portuguese from primary Grade 1 through Grade 5. Following the experiment, 16 Mozambican languages were developed in preparation for their use in bilingual schooling, which was slated to begin on a small-scale voluntary basis in 2000, but was then postponed each year. Finally, ten of these languages have been introduced in individual classrooms spread throughout the provinces as part of the piloting of the new primary curriculum, which includes bilingual schooling as one alternative.

Chimbutane's (2003) findings revealed that bilingual schooling in Mozambique has the potential to improve the quality of basic education. The percentage of children who could read, write and count in both languages was 70%. The value of the local language/culture was increased by 50%. Children who could write letters in L1 to family members were 44%. This is in dramatic contrast to the results we see in Nigerian students' performance in acquiring English.

Lending credence to the effectiveness of SIOP, Echevarria et al. (2004) point out that when students encounter frustration and difficulty in school, their social and emotional responses are often negative and, sometimes, self-destructive. In fact, challenges in learning English or performing well in school can intensify racial ethnic tensions. On the other hand, a good learning environment promotes emotional and intellectual security and enhances self-esteem in all learners. The SIOP model provides a pathway that could help limited proficiency students succeed. This pathway would include providing activities that promote success in reading and writing; providing ample practice and careful corrections, focusing on relevant background

knowledge, actively involving learners, using alternate grouping strategies, providing native-language support, focusing on content and activities that are meaningful to students, creating roles in the classroom for family and community members, holding high expectations for all learners and being responsive to cultural and personal delivery.

Beyond its emotional benefits, the *content* of instruction is made more meaningful using the SIOP model. This often involves teaching students the strategies that will increase their content learning while supporting their language learning. For example, a strategy in learning science might include: writing or stating the purpose of the experiment and the expected outcome, gathering materials, writing a summary of the procedures, carrying out the experiment, writing the results, and discussing/summarizing the expectations versus actual results and their mean.

Echevarria (2004) points out that the use of Cognates Strategy would involve reading the familiar word in English, noting the spelling of the word, thinking of a word that looks or sounds like the English word, thinking of what cognate means in the primary language, guessing the meaning of the unfamiliar word in English and identifying paragraphs. There is also the Social Skills Strategy, which involves stating the problem, keeping a calm body, thinking of solutions, deciding the best solution and working on self-esteem.

A final strategy to teaching effective writing skills involves teaching skills that require prewriting or planning, composing, revising, editing and a final draft. It also incorporates a strategy, which focuses on capitalization, punctuation, and spelling, appropriate pacing, group work, independent practice and error correction. In summary, deciding the best teaching strategy would demand determining the level of knowledge, deciding order of instruction, using simple words and an active student involvement.

Practice and Teacher Background

Echevarria (2004) recognizes that one of the most challenging tasks facing ESL teachers is to help students who are ELLs access the core curriculum in a language that may not be the teacher's own mother tongue. She says that order to overcome this challenge, teachers should be able to demonstrate sensitivity to cultural and linguistic diversity, provide adequate background knowledge, understand content knowledge of the student, acquire academic proficiency skills and provide language development skills. When differentiating instruction, the teacher often modifies lesson plans to meet the needs of those students who are not making adequate progress to meet benchmarks.

Echevarria says that modifying the instruction may include adding graphic depictions, outlining the text, rewriting the text, using audiotapes, providing live demonstrations and using alternative books. Naturally, having many opportunities to hear and speak the language will accelerate proficiency. Enhancing the learning of English will require helping students develop oral proficiency and implementing Sheltered Instruction. This will require going from the known to the unknown. Simple words and sentence structures are helpful. Direct questions, repetition and restatements are other helpful strategies. This would require well-prepared teachers, who are keeping abreast of trends in language teaching. This preparation might be rooted in their university preparation, in their study abroad, or be a result of years of experience in the ESL classroom.

Echevarria further says that as is true in most professions, ongoing professional development is essential for improving the instruction of ELL. Because there are few systematic and sustained forms of professional development for sheltered instruction, the experts advocate for a school-wide system that allow time for preparation, collaboration, discussion, and reflection.

As mentioned earlier, culture is a part of a person's identity: it transcends physical attributes and societal celebrations; influences the lens from which a person views reality and the world; has intrinsic attributes that account for a person's behavior, beliefs and choices and, more so, influences the teaching and learning process. In the Nigerian culture, for example, it is disrespectful to interrupt the teacher in the classroom, and the job of the teacher goes beyond teaching in the classroom to determining the student's behavior at home. Parents explain incidents that happen at home to the teacher, whose job is not only to impart knowledge in the classroom but also to discipline the student. There is an adage in African culture that says "It takes a whole village to raise a child". As such, when a child skips school, neighbors would want to know why and offer help as possible.

In a litigious society, such as America, teachers have the difficult task of balancing teaching with discipline. The culture of individualism sometimes makes the teacher adhere to the approved lesson method without bothering to explore other ways of improving the learning and teaching process. As such, they take to the European culture, which, to a great extent, fits into mainstream American culture.

The impact of this in a culturally diverse classroom is counter-productive. It would be better to realize the diversity in the classroom and pay attention to the needs of ESL students, who may have come from a different cultural background.

In an attempt to get to the root cause of mass failure in English language in secondary schools in Nigeria, it is important to explore the opinions of some scholars in the field of second language acquisition.

Contributions of Jim Cummins: Bilingual Expert

Cummins' interest in Bilingual education dates back to the 1970s. His background in Psychology influenced his theories about second language acquisition. In his paper *A Theoretical*

*Perspective on the Relationship between Bilingualism and Though*t (1973), Cummins argues that the theoretical contributions on bilingualism are fewer and empirical studies comparatively more substantive. Cummins emphasizes the relationship between bilingualism and cognition. In *Working Papers on Bilingualism* (1976), Cummins posits that there may be a level of linguistic competence that a bilingual child needs to attain in order to avoid cognitive deficits and potentially allow beneficial aspects of bilingualism to enhance cognitive abilities of the student.

The threshold hypothesis (Cummins, 1979) supports the notion that individuals with high levels of proficiency in both languages experience cognitive advantages in terms of linguistic and cognitive flexibility while low levels of proficiency in both languages result in cognitive deficits. The hypothesis goes further to describe three types of bilinguals: Proficient, Partial, and Limited. Proficient bilingualism maintains a high level in both languages and has positive cognitive effects. Partial bilingualism is native-like level in one of the languages and has neither positive nor negative cognitive effects. Limited bilingualism is low level in both languages and has negative cognitive effects.

There is also Cummins' Developmental Interdependence Hypothesis, which posits that the level of L2 competence a bilingual child attains is partially a function of the type competence the child has developed in L1 at the time when exposure to L2 begins (Cummins 1979).

Cummins also uses a pair of acronyms to further expound his theory of language acquisition. CUP, which refers to 'Common Underlying Proficiency' and SUP, which refers to 'Separate Underlying Proficiency'. CUP and SUP propose two intersecting continua; context-reduced versus context-embedded situations for language use. The other continuum is the 'cognitively demanding' versus 'cognitively undemanding' language tasks (Cummins 1984). Cummins uses these hypotheses to make various policy recommendations for both majority and

minority children in language acquisition: for example, how a child can handle context-reduced, cognitively demanding language tasks in school.

Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency

The Entry and Exit Fallacy in Bilingual Education, published in April of 1980, was an attempt by Cummins to provide a stronger theoretical base for bilingual education. In this paper, Cummins makes the notable distinction between 'Basic Interpersonal Communication Skills' (BICS) and 'Cognitive Academic Language Proficiency' (CALP). While BICS includes everyday conversational language skills, CALP encompasses the academic language of the classroom.

Cummins' presentation to teachers at the Franconian International School in Germany (2000) makes the distinction between BICS and CALP clearer. Cummins says that BICS are basic interpersonal communication skills; these are the surface skills of listening and speaking which are typically acquired quickly by many students. On the other hand, CALP is cognitive Academic Language proficiency, and, as the name suggests, is the basis for a child's ability to cope with the academic demands placed upon her in the various subjects. Cummins posits the timeline that, while many children develop BICS within two years of 'immersion' in the target language, it takes between five to seven years to acquire CALP. To elaborate on the Cummins' Model, Johnson and Swain (1997) point out eight features of Cummins immersion theory:

1. The L2 is the medium of instruction.

2. The immersion curriculum parallels the local L1 curriculum.

3. Overt support exists for the L1.

4. The program aims for additive bilingualism.

5. Exposure to L2 is largely confined to the classroom.

6. Students enter with similar and limited levels of L2 proficiency.

7. The teachers are bilingual.

8. The classroom culture is that of the local L1 community.

Brown (2007) agrees with Cummins that academic language demands more than BICS. It requires a conscious attention to the form and rules of the target language. It would require a good grasp of phonology, morphology, syntax, semantics and other requirements of academic knowledge. A teacher's background in English linguistics would likely enable teachers to present these elements more effectively to their students.

Furthermore, Cummins (2007) proposes that a child acquires metalinguistic knowledge that can be drawn upon when working in another language. This is called 'Common Underlying Proficiency' (CUP). CUP then serves as a scaffold on which other languages are built. Cummins explains the idea further by affirming that conceptual knowledge developed in one language helps in the development of a second language.

He further proposed the two difficulty task levels in teaching ESL. He proposed a bottom up movement from the cognitively undemanding to the cognitively demanding; from the 'context embedded' which requires audio-visual methods to the 'context reduced' such as listening to a lecture or reading a dense test, where there are no other sources of help than the language itself.

Expounding his theory of language acquisition, Cummins draws a distinction between Additive Bilingualism and Subtractive Bilingualism. Lightbown and Spada (2006) express a concern that there may be a tendency for a child to lose the first language in the process of acquiring the second language. This would be an example of subtractive bilingualism.

Cummins (1977) further notes "in recent years, there has been an eagerness to make education in two languages much more widely available and to regard it as educationally desirable" (p. 3). The journal conceptualizes this as L1 children are adding another language to their repertoire of skills.

Empirical Studies Related to Cummins' Bilingual Theories

According to Taylor & Francis (2006), there are some studies with children that are cited as evidence for the positive effects of bilingualism and the advantages of bilingual education supporting claims of transfer of skills. Among research cited to prove this claim is Hakuta's (1987) study with Puerto Rican children. Pang and Kamil (2004) suggest that many studies with young children have been able to show cross-linguistic transfer of L1 phonological awareness skill to L2 reading. Geva &Wang (2001) showed that individual differences in phonological processing skills, verbal memory, and rapid naming predict the development of reading for children in both their L1 and L2. August, et al (2002) showed that Spanish phonological awareness skill at the end of grade two predicted English reading ability for the next year.

In spite of the linguistic evidence from the phonological studies, there is still much to learn about the transfer of skills from L1 to L2. As yet, there are no specific data about how transfer occurs, what skills or strategies transfer, the role of instruction in facilitating transfer, the transfer of processing skills or the effect of non–language specific skills such as memory (August et al., 2002; Garcia, 2000).

Furthermore, the Ontario Institute for Studies in Education has carried out some research with the immersion program. The Canadian French immersion programs were among the first to be subjected to intensive long-term evaluation. The results of more than 30 years research on French immersion programs have been summarized in several volumes (Genesee, 1987; Johnson &Swain, 1997; Lambert & Tucker, 1972). Briefly, there are three major variants of the French immersion program; early immersion starting in kindergarten, middle immersion starting in Grades 4 or 5 and late immersion starting in Grade 7. All are characterized by at least 50% of instruction through the target language, French, in the early stages.

Consistent findings have been obtained showing that students in early immersion programs gain fluency and literacy in French at no apparent cost to their English academic skills (The Ontario Curriculum, 2001). It is also observed that students' receptive skills in French are better developed than their expressive skills. By the end of Grade 6, students are close to the level of native speakers in understanding and reading of French, but there still exists a significant gap between L2 and native speakers in spoken and written French (Harley, Allen, Cummins & Swain, 1991). The gap is particularly evident in grammatical aspects of the language.

The core features of the immersion programs include that L2 is the medium of the instruction. Thus, this model requires some significant degree of proficiency in the language of instruction. The immersion curriculum is modeled after the L1 curriculum, overt support exists, it aims at additive bilingualism, exposure to L2 is confined to the classroom, students enter with similar levels of L2 proficiency, teachers are bilingual and, finally, the classroom culture is that of the L1 community.

One problem identified with the immersion program relates to the quality of French oral and reading skills that students attain and the relatively high dropout rate in some immersion programs. With regard to dropout rate (Keep, 1993) reported that in the province of Alberta between 1983 and 1991 attrition rates from immersion programs ranged from 43% to 68% by Grade 6, 58% to 83% by Grade 9 and 88% to 97% by Grade 12. Additional problems include lack of interaction between L1 and L2 students.

This major problem is related to teacher methodology. Evidence shows that many of the immersion classrooms tend to be highly teacher-centered or transmission-oriented (Harley et al, 1991). In other words, teachers are focused on direct method of teaching and minimal student involvement in the teaching and learning process. The results of many recent studies suggest that bilingualism can positively affect both intellectual and linguistic progress. These studies

have reported that bilingual children exhibit a greater sensitivity to linguistic meanings and may be more flexible in their thinking than monolingual children (Swain 1986, Diaz 1986, Hakuta & Diaz 1985); however, as also mentioned above, the success of these programs is highly dependent on proficient teachers who use best practices in second language teaching.

As with the SIOP Model, Cummins emphasizes the strategies for teaching second language and that teachers must foster the connection to a student's prior knowledge. Both the SIOP Model and Cummins' theoretical premises both promote language across the curriculum, focus on literacy in all subjects, link to prior linguistic knowledge and skills and offer balanced instruction. Both promote academic and linguistic competence, advocate benefits to diverse students and emphasize higher-level thinking, documentation of effectiveness of methods and motivation of students.

Krashen's Five Hypotheses and Classroom Application

In examining current research in second language acquisition, the insights of Stephen Krashen are important. It is noteworthy that the history of the evolution of language teaching and learning goes back many years. Wong (2005) traces research and method in English education to the 16th Century. In her view many authors take the 16th Century as the starting point with a method that would become known as the grammar translation method (Wong 2005). One of the most notable authorities in second language acquisition is Stephen Krashen. Krashen's (1981) contribution of theories of second language acquisition is a continuation and valuable contribution in language pedagogy especially among ESL students. Krashen, in enunciating his model of second language acquisition, proposed five hypotheses.

1. The Acquisition-Learning hypothesis
2. The Monitor hypothesis
3. The Natural Order hypothesis

4. The Input hypothesis

5. The Affective Filter hypothesis.

The acquisition- learning hypothesis.

According to Ricardo Schutz, the acquisition-learning hypothesis is the most fundamental among the five hypotheses of Krashen. In this hypothesis Krashen proposes two independent 'systems of second language performance:' 'the acquired system' and the 'learned system'.

The acquired system is subconscious language acquisition that is similar to the way children acquire their first language. Through the process of acquisition, language learners naturally develop linguistic competence exactly like children, who are not necessarily aware that they are acquiring language (Krashen, 1983). It is not only the acquisition process that is subconscious but also the acquired linguistic competence.

The learning system, on the other hand, is a conscious process. New knowledge or language forms are represented consciously in the learner's mind mostly in the form of language rules and grammar and involve error correction. It requires formal instruction and, in Krashen's view, is less effective for acquiring language.

The implications of this hypothesis in the classroom are evident. The 1980s marked the advent of an approach to L2 acquisition known as Communicative Language Teaching (CLT). This approach makes communicative competence the goal of language considering the interdependence of language and communication.

For effective conscious learning to take place in the classroom, Van Patten (2004) outlines the following strategies.

1. Meaning should always be at the center of instruction.

2. Learners should be at the center of the curriculum.

3. Communication is not only oral but written and gestural as well.

4. Communication events in the classroom must be purposeful.

Learning, according to Van Patten, should enable the students to understand the lexicon, phonology, morphology, syntax, pragmatics, and sociolinguistics and discourse competence. Above all, it must be learner-centered and be meaningful and purposeful.

The monitor hypothesis.

The Monitor hypothesis examines the correlation between acquisition and learning and the impact of learning on acquisition. For Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the monitor or editor. The monitor plays the role of planning, editing, and correcting function. Three conditions make this possible: Time, Form, and Rule (Krashen & Terrell 1983).

The notion of time requires that the learner has sufficient time to "edit" himself—thus, it is mostly useful in writing. Form addresses the problem of correctness, which would require knowledge of morphology, phonology, semantics etc. The mastery of the rule requires knowledge of syntax and other rules that apply to the language.

Krashen also comes up with individual variation in the use of the monitor. He makes a distinction among three types of performers. There are the 'the over-users' who tend to use the monitor all the time. Driven by the fear of making mistakes and over-concern with correctness and form, there is the tendency for the over-users to make mistakes. It is also a manifestation of self-confidence and may originate from lack of acquisition. The 'under-users', that form the second category, refer to learners that judge correctness by the subconsciously acquired system without bothering about the consciously-learned grammar. The third group includes 'the optimal users.' This group uses the monitor when it is appropriate. Though they may make mistakes, they are able to self-correct as soon as a mistake is pointed out to them.

Classroom applications of the Monitor Hypothesis are many. However, it speaks to the teacher's ability to understand the balance between accuracy and method of correction of the student's mistake. Wong (2005) points out that the method of correction in the classroom can create a favorable environment for learning, or an unfavorable one. In other words, ELLs should be able to take risks in producing language without fear of loss of self-esteem; in other words, without fear of being constantly corrected.

The natural order hypothesis.

The Natural Order hypothesis posits that the acquisition of grammatical structures proceeds in a predictable order. Some grammatical structures tend to be acquired early and others late, regardless of the first language of the speaker. Krashen, however, rejects any type of grammatical sequencing when the goal is language acquisition.

Krashen's theories of second language acquisition (1982, 1997) have been widely discussed and hotly debated over the years (Brown 2007). The natural approach to language acquisition, as enunciated by Krashen, is comprehension-based and hinged on three major stages. The preproduction stage is the stage in which listening and comprehension skills are developed. The early production stage is filled with errors as the learner struggles with the language. The last stage is one in which the learner extends production into longer stretches of discourse that are complex and task oriented.

In addressing the classroom implications, it is important to note that recent research has shown that starting from the student's level and progressing to more complex tasks is a good approach in teaching language. In this regard, Lightbown and Spada (2006) make a distinction between 'Additive Bilingualism' and 'Subtractive Bilingualism.' Explaining subtractive bilingualism, Lightbown and Spada point out "there may be reason to be concerned, however, where children are cut from their family language when they are young. This approach in their

opinion leads to loss of language. It is the opinion of Lightbown and Spada that the loss of one language in the process of learning another has negative consequences in the acquisition of a second language. Baker (2006) in his 'threshold theory' points out that "many studies have suggested that the further the child moves towards a balanced bilingualism, the greater the likelihood of cognitive advantage.

The input hypothesis.

In 'the Input Hypothesis', Krashen posits that language is acquired by understanding input that is a little beyond one's current level of acquired competence. If a learner's stage is '*i*', acquisition occurs when the leaner is exposed to comprehensible input that constitutes '*i*+1', provided he or she understands. This can be achieved through reading and hearing structures, which slightly increase a learner's current ability.

Furthermore, the input can be divided into finely and roughly tuned. The finely tuned input is targeted at the learners' present level of acquisition aiming at one structure at a time. The roughly tuned input acts like a net spreading out around the current level of acquisition. In contrast to the finely tuned input, the roughly tuned input does not aim at one item at a time but tries to combine many items at the same time.

The affective filter hypothesis.

Motivation, self-confidence and anxiety all affect language acquisition. Krashen claims that learners with high motivation, self-confidence, a good self-image and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. Positive affect in Krashen's view is necessary, but not sufficient on its own for acquisition to take place.

Krashen (1982) is of the view that acquirers of language differ with regard to the strength of their affective filters. Those who find language difficult will not only tend to seek less input but will also have a high or strong affective filter. The input will not reach the part of the brain responsible for language acquisition. On the other hand, those with ideal or optimal attitudes to second language acquisition will not only seek and obtain more input, but will also have a lower filter. The filter as described by Krashen (1982) performs four limiting functions: it determines which language model the learner will select; which part of the language the learner will devote himself to; when the acquisition of the language should stop; how fast the learner is able to acquire the language.

The importance of Krashen's affective filter in the classroom is captured by Hernandez (2005). He explores deeply the impact of culture in language acquisition. In the book 'Diversity Pedagogy', Hernandez proposes an approach that tends to discourage dualistic thinking patterns, minimizes development of prejudicial attitudes, and decreases the frequency of discriminatory actions towards individuals and groups that differ from self. Hernandez stresses the relationship between culture and cognition. Lightbown and Spada (2006) underscore the importance of psychosocial influence in the acquisition of language. Attributes, such as the learners characteristics, learning conditions, thinking styles and socio-cultural background, need consideration. They advocate that teachers should make the classrooms student- friendly and that the role of the teacher should be that of a facilitator of language. This departs significantly from the traditional teacher in the classroom, where students are quietly taking notes and listening to lectures.

Summary

The SIOP Model and the theories of Stephen Krashen have much in common. There is the focus in both language acquisition and content of instruction, as well as similarities in

teaching methodology. For example, both specify building on what students already know. This should be grade and age appropriate. Both refer to learning targets, learning goals and learning objectives. Both advocate for reading and oral proficiency. Both promote a friendly environment for teaching and learning. Furthermore, both speak of the distinction between learning and acquisition. While learning is conscious, formal and involves direct teaching, acquisition is subconscious, informal, involves interaction and is task-based.

Thus, according to the research, particular teaching practices are found to contribute to learners' proficiency in a new language. Teacher characteristics, such as their experiences in studying English outside of Nigeria, whether they have specific training in ESL methodology, and how much experience they have in teaching English, might all contribute to their beliefs about how a second language would best be taught. Classroom practices, and the beliefs that those practices are founded upon, may be the critical elements that require examination in looking at the English proficiency exam scores of students in Nigerian high schools.

CHAPTER 3

METHODOLOGY

Introduction

This chapter presents the methods that were used to conduct this study. The included topics are: restatement of the problem and associated hypotheses, setting for the study, participants, instrumentation, data collection procedures, and data analyses. Each of these topics is presented separately.

Restatement of the Research Questions and Hypotheses

The purpose of the study is to examine the relationship between English language test scores among Nigerian high school students and teacher beliefs about language teaching and their classroom practices. The following research questions and hypotheses were addressed in this study.

1. Do teacher beliefs about language teaching relate to their use of best practices in teaching English as a second language?

   H_1: Teacher beliefs about language teaching relate to their use of best practices in teaching English as a second language.

   H_{01}: Teacher beliefs about language teaching do not significantly relate to their use of best practices in teaching English as a second language.

2. Do teacher beliefs about language teaching relate to students' scores on the English proficiency measure in Nigerian high schools?

   H_2: Teacher's beliefs about language teaching relate to students' scores on the English proficiency measure in Nigerian high schools.

   H_{02}: Teacher beliefs about language teaching do not significantly relate to students' scores on the English proficiency measure in Nigerian high schools.

3. Do teacher classroom practices relate to students' scores on the English proficiency measure in Nigerian high schools?

H_3:   Teacher classroom practices relate to students' scores on the English proficiency measure in Nigerian high schools.

H_{03}:   Teacher classroom practices do not significantly relate to students' scores on the English proficiency measure in Nigerian high schools.

Setting for the Study

The setting for the study is one school district located in Southeastern Nigeria. This school district is a local government school and is in a rural area. The school principal is responsible for the general daily operations of the schools. The first language (mother tongue) of the students is the Ibo language. Most students are limited proficient in English language as they begin their secondary education. Some high schools perform better than others on English language exams in the local government school district (place of investigation). The schools that do well have the tendency to continue out-performing others on the English language exams. At the same time, the administrators of schools and the local government are always searching for ways to improve student performance in the English language. The reason for this interest is that English serves as the medium of instruction in other subject areas. Thus, students' performance in English ultimately affects the overall academic achievement of the school. School principals are therefore, willing to cooperate with any initiative or study that could help boost students' performance in the English language.

Participants

A total of 23 teachers in the selected school district provide instruction in English for the students. To be included in the study, the teachers had to teach English in the high school. Teachers in other subject areas were excluded from the study. The teachers provided their

students' scores on the preparatory exam that students complete prior to participating in the West African Examination Council (WAEC) exam. The students did not to provide any additional information for the study.

Instruments

The teacher questionnaire.

The instrument for collecting data from the teachers was a questionnaire. Although the teacher questionnaires were coded so that their responses can be analyzed in relation to their own students, the names of the teachers will remained confidential to ensure that they did not feel as if they were being judged either on their background or on their teaching practices. The questionnaire was distributed and collected personally by the researcher; as a native Nigerian, the researcher assured teachers of their privacy and requested teachers to be as truthful as possible in the interest of getting meaningful information that might help them and the students in the end.

The Teacher Questionnaire was composed of three sections. The first section included demographic questions about the teachers' college education (whether they have a major or minor in English or if they have had specific courses in teaching English as a second language), their experience teaching, whether they grew up speaking English at home, and whether the teacher had studied English abroad. This demographic data was referred to as "teacher characteristics". These factors were analyzed through exploratory analyses for potential relationships between the teacher characteristics and (a) teacher beliefs, (b) classroom practices, and (c) student test scores.

The second section of the questionnaire probed teachers' beliefs about language teaching and learning, with statements that call for a 5-Likert response (strongly agree to strongly disagree), to statements that placed a teacher's belief system on a continuum from traditional-grammatical to communicative with regard to language teaching. The 10 items in this section

were selected from a survey by Lightbown and Spada (1993). The participant scores on items on this measure were summed to obtain a composite score for each participant. Each composite score was analyzed as interval data. Their scores were analyzed first for their relationship of teacher practices (Hypothesis #1); secondly, they were analyzed for their relationship of student scores on the English proficiency exam (Hypothesis #2).

The third section of the questionnaire asked teachers to respond to questions about how often they carry out specific practices in their language-teaching classroom. This list of best practices for teaching English to speakers of other languages was synthesized from research by Zainuddin, Yahya, Morales-Jones and Ariza (2011). Teacher participants responded to the items on a 5-point Likert scale ranging from "Never" to "Almost Every Day." The participant scores on items on this measure were summed to obtain a composite score for each participant. Each composite score was analyzed as interval data. The composite scores were analyzed for any relationship of student scores on the English proficiency measure (Hypothesis #3).

Student test scores. Because the actual national test scores on the English proficiency exam are reported to school districts only as letter grades, raw scores were not accessible for use in the statistical analysis. Therefore, test scores were based on the practice test that students complete prior to the standardized test. The practice exam provided actual numerical scores that were used in the analysis. The practice exam has proven over the years to be a reliable predictor of the student's performance on the standardized test. For purposes on clarity, the exam is graded thus: 90 and above=A, 80 and above=B, 70 and above=B2, 60 and above=C, 50 and above=C2, and 49 and below=F. A score of 90% represents excellent, 80% represents very good, 70% represents good, 60% represents fairly good, 50% represents pass, 49% represents fail. These scores measured the outcome variable of "student English language proficiency."

Establishing validity and reliability of instruments. The content validity of the items on the questionnaire was established by three experts in the field of second language pedagogy who reviewed items on each scale of the Teacher Questionnaire. Based on their feedback, items were added, deleted, or modified accordingly in order to include items that would adequately assess the constructs that each scale purports to measure. A second examination by the experts confirmed that the questionnaires provided an appropriate measure for the constructs of teacher characteristics, teacher beliefs, and best practices in teaching ESL.

After data collection was completed Cronbach's alpha coefficients (Mohsen Tavakol, 2011) were computed for each of the measures selected for this study to determine internal consistency reliability. The alpha coefficients would indicate that the items of a particular scale consistently measure the same construct. The results of this analysis indicated that the teacher beliefs scale had an alpha coefficient of .42 and .77 for teacher strategies. Although these coefficients are low, they are acceptable for a survey that has limited use.

Data Collection

After receiving approval to conduct the study, the researcher began the data collection process. An approval was granted by the local government education center for the study. He met with the teachers during an extra moral class. This time normally is after regular school hours when teachers meet with students to offer additional help and re-teach materials that students find confusing. The schools were publicly established educational environments. These after-school encounters between teachers and students were estimated to last about one hour. Each teacher who agreed to participate in the study was asked to provide his or her students' scores on the preparatory English proficiency test.

The test scores of the students were reported using number codes to conceal the actual names of the students. The test scores were existing data. The primary benefit of the research

was to enhance English language proficiency and ultimately the academic achievement of students in the area under study. Information gathered from the participating teachers will be confidential. Concerning the records, in addition to using identifiers to record information, the information gathered will be stored in a safe manner.

Data Analysis

The data were entered into a file for analysis using IBM SPSS ver. 21. The data analysis was divided into three sections. The first section used frequency distributions to provide a profile of the personal and professional characteristics of the teachers. The second section provided the baseline data on teacher beliefs, teacher practices, and student scores on the practice English proficiency test using measures of central tendency and dispersion. The third section provided results of the inferential statistical analyses used to test the hypotheses and address the research questions. All decisions on the statistical significance of the findings were made using a criterion alpha level of .05. To analyze the relationship between teachers' beliefs and their classroom practices, a zero-order correlation was obtained using Pearson product moment correlations (Hypothesis #1). The use of Pearson product moment correlations does not require one variable to be dependent and the other to be independent. To investigate the relationship between the teachers' belief system and their students' performance on the proficiency exam (Hypothesis #2), Pearson product moment correlations were used to determine the strength and direction of the relationship. To investigate the relationship between teachers' methodology of teaching English and their students' performance on the proficiency exam (Hypothesis #3), Pearson product moment correlations were used to determine the strength and direction of the relationships.

CHAPTER 4

FINDINGS

This chapter presents results of the data analysis used to describe the participants and address the research questions and associated hypotheses. The chapter is divided into three sections. The first section used frequency distributions to provide a description of the sample. The second section presents the descriptive statistics used to summarize the scaled variables in the study. The results of the inferential statistical analyses used to address the research questions are presented in the third section of the study.

The purpose of the study was to examine the relationship between English language test scores among Nigerian high school students and teacher beliefs about language teaching and their classroom practices.

The data were collected at 23 schools in Nigeria. One teacher from each school completed the survey and provided test scores for the students in his/her English classes.

Description of the Sample

The participants were asked to provide their age on the survey. Frequency distributions were used to summarize their responses. Table 2 presents results of this analysis.

Table 2

Frequency Distributions – Age of Teacher

Age	Number	Percent
20 to 29	1	4.3
30 to 39	2	8.7
40 to 49	8	34.8
50 to 59	11	47.9
60 and over	1	4.3
Total	23	100.0

The largest group of teachers (n = 11, 47.9%) reported their ages were between 50 and 59 years. Eight (34.8%) teachers were between 40 and 49 years, with 2 (8.7%) teachers indicating their ages were between 30 and 39 years of age. One (4.3%) teacher indicated he/she was between 20 and 29 years, with 1 (4.3%) reporting he/she was over 60 years of age.

The teachers were asked if they had grown up speaking English at home. Their responses were summarized using frequency distributions. Table 3 presents results of this analysis.

Table 3

Frequency Distributions – Spoke English at Home when Growing Up

Spoke English at Home when Growing Up	Number	Percent
Yes	14	60.9
No	9	39.1
Total	23	100.0

The majority of the teachers (n = 14, 60.9%) reported they had spoken English at home when they were growing up. Nine (39.1%) teachers had not spoken English at home.

The participants were asked about their educational background. Their responses were summarized using frequency distributions for presentation in Table 4.

Table 4

Frequency Distributions – Educational Background

Educational Background	Number	Percent
National Certificate of Education	4	17.4
Bachelor's Degree	16	69.6
Master's Degree	3	13.0
Total	23	100.0

The majority of the teachers (n = 16, 69.6%) reported completion of a bachelor's degree, with 3 (13.0%) indicating they had obtained a master's degree. Four (17.4%) teachers had National Certificates of Education (NCE). None of the participants had studied English in another country.

They were asked to indicate their years of experience in teaching English. Their responses were summarized using frequency distributions. Table 5 presents results of this analysis.

Table 5

Frequency Distributions – Years of Experience Teaching English

Years of Experience Teaching English	Number	Percent
1 to 5 years	3	13.0
6 to 10 years	1	4.3
11 to 15 years	4	17.4
16 to 20 years	4	17.4
More than 20 years	11	47.9
Total	23	100.0

The largest group of teachers (n = 11, 47.9%) reported they had been teaching English for more than 20 years. Four (17.4%) teachers had been teaching English for 11 to 15 years, with another 4 (17.4%) indicating they had taught English for 16 to 20 years. One (4.3%) teacher had been teaching English for 6 to 10 years and 3 (13.0%) had been teaching English for 1 to 5 years.

The teachers were asked if they had a major or minor in English. The responses to this question were summarized using frequency distributions. The results of this analysis are presented in Table 6.

Table 6

Frequency Distributions – Major or Minor in English

Major or Minor in English	Number	Percent
Yes	15	68.2
No	7	31.8
Total	22	100.0
Missing 1		

The majority of the participants (n = 15, 68.2%) reported they had either majored or minored in English. Seven (31.8%) of the participants indicated they did not have a major or minor in English. One teacher did not provide a response to this question.

The teachers were asked to indicate the number of college credits they had completed in English as a second language (ESL). Their responses were summarized using frequency distributions for presentation in Table 7.

Table 7

Frequency Distributions – Number of College Credits in Teaching English as a Second Language

Number of College Credits in Teaching English as a Second Language	Number	Percent
1	1	4.3
3	1	4.3
5	1	4.3
6	4	17.4
None	16	69.7
Total	23	100.0

Sixteen (69.7%) teachers reported they had no college credits in teaching English as a second language. Four (17.4%) teachers had six credits, with 1 (4.3%) teachers each reporting completion of 1, 3, and 5 credits in teaching English as a second language.

Description of the Scaled Variables

The teachers were asked to complete two surveys, Teacher Beliefs about Language Teaching and Teacher Classroom Practices and Specific Classroom Practices. The responses on each survey were summed and a mean score obtained by dividing the total score by the number of items on the survey. The mean scores were summarized using descriptive statistics. The raw scores on the practice test taken by the students prior to taking the West African Examination Council test were obtained from the teachers. Mean scores were calculated for each teacher. The mean scores were summarized using descriptive statistics. Table 8 presents the results of these analyses.

Table 8

Descriptive Statistics – Scaled Scores

					Range	
Measure	Number	Mean	SD	Median	Minimum	Maximum
Teacher Beliefs About Language Teaching	23	3.92	.41	4.00	3.10	4.60
Teacher Classroom Practices	23	3.37	.55	3.40	2.10	4.20
English Proficiency Test	23	48.38	11.08	52.71	21.40	62.53

The mean score for Teacher Beliefs about Language Teaching was 3.92 (SD = .41), with a median of 4.00. The actual scores ranged from 3.10 to 4.60, with possible scores ranging from 1 to 5. Higher scores on this scale indicated more positive beliefs about language teaching.

The mean scores for teacher classroom practices ranged from 2.10 to 4.20, with a median score of 3.40. The mean score for this scale was 3.37 (SD = .55). Possible scores on this scale could range from 1.00 to 5.00, with higher scores indicating greater use of strategies to teach English.

The English Proficiency Test had a mean score of 48.38 (SD = 11.08), with a median score of 52.71. The actual range of scores was from 21.40 to 62.53. Possible scores could range from 0 to 100, with higher scores indicating greater mastery of English. Scores greater than 50% indicated the students had passed the test.

Research Questions and Associated Hypotheses

Three research questions and associated hypotheses were developed for this study. Each of these hypotheses was tested using inferential statistical analyses, with all decisions on the statistical significance of the findings made using a criterion alpha of .05.

Research question 1. Do teacher beliefs about language teaching relate to their use of best practices in teaching English as a second language?

H_1: Teacher beliefs about language teaching relate to their use of best practices in teaching English as a second language.

H_{01}: Teacher beliefs about language teaching do not significantly relate to their use of best practices in teaching English as a second language.

Pearson product moment correlations were used to test the strength and direction of the relationship between teacher beliefs about language teaching and their use of best practices in teaching English as a second language. The results of this analysis are presented in Table 9.

Table 9

Pearson Product Moment Correlations – Teacher Beliefs about Language Teaching and Use of Best Practices in Teaching English as a Second Language

	Use of Best Practices in Teaching English as a Second Language		
	n	r	p
Teacher Beliefs About Language Teaching	23	.36	.091

The Pearson product moment correlations between teacher beliefs about language teaching and the use of best practices in teaching English as a second language produced an r of .36 (p = .091) which was not statistically significant. The positive direction of the relationship indicated that teachers who had more positive beliefs about language teaching tended to use best practices in teaching English as a second language, although this relationship was not statistically significant. As a result of these findings, the null hypothesis of no relationship is retained.

Research question 2. Do teacher beliefs about language teaching relate to students' scores on the English proficiency measure in Nigerian high schools?

H₂: Teacher's beliefs about language teaching relate to students' scores on the English proficiency measure in Nigerian high schools

H₀₂: Teacher beliefs about language teaching do not significantly relate to students' scores on the English proficiency measure in Nigerian high schools.

The mean scores on the English proficiency test in Nigerian high schools were correlated with teacher beliefs about language teaching using Pearson product moment correlation analysis. Table 10 presents results of this analysis.

Table 10

Pearson Product Moment Correlations – Teacher Beliefs about Language Teaching and Scores on English Proficiency Test

	Scores on English Proficiency Test		
	n	r	p
Teacher Beliefs About Language Teaching	23	-.08	.722

The results of the correlation between teacher beliefs about language teaching and scores on the English proficiency measure was nonsignificant, $r = -.08$, $p = .722$. The negative relationship between the two variable indicated that teachers who had more positive beliefs about language teaching were more likely to have lower scores on the English proficiency measure. Because of the nonsignificant findings, the null hypothesis of no relationship is retained.

Research question 3. Do teacher classroom practices relate to students' scores on the English proficiency measure in Nigerian high schools?

H₃: Teacher classroom practices relate to students' scores on the English proficiency measure in Nigerian high schools.

H₀₃: Teacher classroom practices do not significantly relate to students' scores on the English proficiency measure in Nigerian high schools.

Pearson product moment correlation analysis was used to determine the strength and relationship between the use of best practices to teaching English as a second language and mean scores on the English proficiency test. The results of this analysis are presented in Table 11.

Table 11

Pearson Product Moment Correlations –Use of Best Practices in Teaching English as a Second Language and Scores on English Proficiency Test

	Scores on English Proficiency Test		
	n	r	p
Use of Best Practices in Teaching English as a Second Language	23	-.01	.950

The results of the correlation analysis to measure the strength and direction of the relationship between the use of best practices in teaching English as a second language and scores on the English Proficiency test was not statistically significant, $r = -.01$, $p = .950$. The negative correlation indicated that lower use of the best practice in teaching English as a second language was associated with higher score on the English proficiency test, although this relationship was very weak. Based on these findings, the null hypothesis of no relationship is retained.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Nigeria is a multi-linguistic country where many ethnic nationalities have different languages that are referred to as the mother tongue. English serves a dual purpose of being the language of national integration and of instruction in the classrooms across Nigeria. Therefore, the teaching and learning of English have occupied a prominent place in the national debate about Curriculum and Instruction in Nigerian school system.

As the boundaries between countries shrink and the world moves towards a global market economy, fluency in English language has become important for Nigerian children to be competitive in the global job market. This vision goes back to the middle of the 19th century. The Christian missionaries introduced the gospel message as well as the Western system of education. The missionaries understood the importance of the mother tongue in the education of the Nigerian child. Some scholars in Nigeria disagreed with the emphasis placed on local languages by the missionaries. Their concern was the marketability of the Nigerians in the global market.

This debate along with other factors provided the stimulus for the National Policy on Education (NPE). The NPE brought to the fore the unsettled discourse on language education. Some proponents favored a multilingual approach to language policy from the viewpoint of preserving cultural heritage, identity, and the integration of the different ethnic nationalities.

A concern was raised that secondary education in Nigerian schools was not providing the students with adequate foundation in the four language skills in English: listening, speaking, reading, and writing. The outcome was mass failure of the students in the West African Examination Council test in English Language. In his study, Olapoopo (1998) found a failure

rate ranging from 53.36% to 72.7% in English language test scores from 1988 to 1996. While the failure rate decreased from 1996 to 2006, the results were still of concern. According to the West African School Council, the failure rate for Nigerian high school students on the West African School Certificate Examinations ranged from 29.65% to 64.6%.

Studies have investigated the poor performance of Nigerian high school students in English language exams. Oyinloye and Ajai (2008) reported that the nonavailability of instructional materials, such as audio-visual materials, may be contributing to the poor performance of high school students in the English language exams. Ofodu and Adeniyi (2008) reported that teachers rarely used strategies (e.g., fieldtrips, group learning, role-playing, library visits and computers) when teaching English. The authors concluded that the nonusage of these strategies was contributing to the poor performance of high school students in the English language exams.

Adebiyi (2006) in his study reported a negative attitude among students regarding learning English. This negative attitude was attributed to the instructional and traditional techniques used by most teachers of English. Furthermore, Elugbe (1995) in his study reported the interference of Pidgin English on Standard English language was one of the reasons for poor proficiency in the use of English in Nigeria. The evolution of language teaching over the last 30 years has moved towards a more communicative approach. Fotos (1994) suspected that traditional minded teachers may not view communicative activities as an important aspect of teaching language. Contributions of notable scholars in second language acquisition have enhanced the academic achievement of students, as well as improved their proficiency in standardized tests. The study examined the contributions of Cummins and Krashen in teaching English as a second language. The influence of the Sheltered Instruction Protocol Observation (SIOP) in enhancing second language acquisition also was explored.

Adebiyi (2006) attributed the high failure of the Nigerian students to the negative attitude of students towards learning English. Fakeye (2002) reported that a positive attitude towards the learning of English improved the students' test scores. Amusaghan (2007) reported that the mass failure of students in English Language exams in Nigeria is a result of poor writing skills. Rivers and Sanders (1996) concluded that students assigned to effective teachers had higher achievement outcomes than students assigned to ineffective teachers.

Empirical studies have used the Cummins model and reported positive findings (Taylor & Francis, 2006; Hakuta, 1987; Pang & Kamil, 2004; Geva & Wang, 2001). Cummins' immersion theory also was successful in second language acquisition (The Ontario Curriculum 2001).

Krashen (1981), a bilingual expert, proposed five hypotheses in his model of second language acquisition:

1 Acquired System and the Learned System. The acquired system is subconscious language acquisition while the Learned System is the conscious acquisition of language.

2 The monitor hypothesis examines the correlation between acquisition and learning. While acquisition is the utterance initiator, learning plays the role of editing.

3 The Natural Order hypothesis posits that the acquisition of grammatical structures proceeds in a predictable order. Some grammatical structures are acquired earlier than others.

4 The Input Hypothesis posits that language is acquired by understanding input that is a little beyond a student's current level.

5   The Affective Filter Hypothesis posits that low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input to take root.

The insights of Krashen (1981) are widely recognized as a pathway to success in the teaching and learning of a second language.

There are successes reported by using the SIOP model. Echevarria et al (2006); Center for Applied Linguistics (CAL 2008); Chimbutane, 2003).

The hypotheses of Stephen Krashen and the SIOP model have much in common. There is focus on both language acquisition and content of instruction. There are also similarities in Teaching Methodology. For example, both emphasize building on what the student already knows. Content of instruction should be age and grade appropriate. Both promote a friendly environment for learning to occur.

Thus, according to research, particular teaching practices are found to contribute to a positive outcome in the teaching and learning of a second Language. Teacher characteristics, such as their experiences in studying English Language in a native English speaking country (immersion) boosts teacher preparation. Specific classes tailored to teaching ESL are necessary. English teachers' experiences also are an important factor in improving test scores in Nigerian high schools.

Discussion

The findings of the study point to a broader question about the teaching and learning of English as a second language in Nigerian high schools and the associated poor performance of the students in the West African School Certificate exams. The teachers of English as a second language might have had the right beliefs and classroom practices, but were not adequately prepared to implement them. As experts in the field of ESL have shown, the implementation of

the classroom strategies found to be effective by Cummins, Krashen, and the SIOP model could be important in improving the proficiency of the high school students and help them improve their test sores.

Nearly one-third of the teachers surveyed had neither a major nor minor in English language. This finding is of concern because these teachers had no preparation in the teaching of English. Almost half of the English teachers had been teaching English for more than 20 years. These teachers need professional development to grasp the newer and better pathways to success for ESL students.

Other studies have investigated the poor performance of Nigerian high school students in the West African School Certificate exams. The findings of these studies indicated that the nonavailability of instructional materials in the teaching and learning of English as a second language may be contributing to the poor performance of the students. A study about the negative attitudes of students towards learning English also may have had an influence on how the students' scored on the practice English Proficiency Exam. According to experts in bilingual education, immersion programs in the target language are an important aspect of ESL. Prior studies have found that field trips, role-playing, and library visits generally are not implemented in the teaching and learning of English as a second language in Nigeria.

Recommendations for Practice

A comprehensive overhaul of English language curriculum in Nigerian high schools is needed to improve standardized test scores. The more recent and tested strategies in the teaching and learning of English must be incorporated. The teachers need to have adequate instructional materials for the students. In addition, the students need to be aware of the need to be fluent in English as a way of gaining employment as an adult.

Teachers of English as a second language need to be adequately prepared to teach English as a second language. They need to have ongoing professional development that introduces and reinforces classroom strategies that work with students who are unmotivated to master English as a second language. Otherwise, their beliefs about teaching English as a second language and best classroom practices may not yield the desired result of improving test scores of Nigerian high school students in the West African School Certificate exams.

Limitations of the Study

One limitation of this study was the small sample size. Twenty-three teachers who were teaching in 23 schools in one local government area were used. This sample size may have been too small to obtain statistically significant results. A second limitation was the use of self-report on the teacher beliefs and classroom practices sections of the survey. The teachers may have tried to respond to the items in a politically correct way and their responses may not reflect their true feelings.

Recommendations for Further Study

The results of this study provide recommendations for additional research on this topic. The study should be replicated with a larger sample to determine if the findings are similar to the ones obtained in the present study. A study should be conducted to determine students' feelings about learning English to understand their lack of motivation to master their national language that would be needed to obtain employment. An experimental research design should be used to determine if participation in a series of professional development workshops focused on improving teachers' skills in teaching English as a second language provides teachers with the necessary tools to help their students learn English.

APPENDIX A

QUESTIONNAIRE

Teacher Questionnaire

Demographic Questions

Please respond to the following questions to help my description of the participants to be as accurate as possible. Your privacy will be protected and your name will never be associated with any of your responses.

1. Educational Background: Please check ONE.

___ NCE (National Certificate in Education) 2 year equivalent of college

___ Bachelors Degree (4 years)

___ Masters Degree

___ Other: (please explain) _____

2. Have you studied English in a country outside of Nigeria?

___ yes ___ no

3. How many years of English teaching experience do you have?

___ 1-5 yrs.   ___ 6-10 yrs.   ___ 11-15 yrs. ___ 16-20 yrs. ___ More than 20 yrs.

4. Do you have a major or minor in English? _____ yes _____ no

If yes, please explain. _____

5. How many college credits in ESL teaching methods have you had? _____

6. Did you grow up speaking English at home? _____ yes _____ no

7. Age: ___ 20- 29 ___ 30-39 ___ 40-49   ___ 50-59   ___ 60 +

Teacher Beliefs about Language Teaching
and Teacher Classroom Practices

Please respond to the following statements to the best of your ability. There are no right or wrong answers. Your privacy will be protected and your name will never be associated with any of your responses.

Scale 1: Beliefs

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Based on the chart above, please circle the number that represents your belief most closely.

1	Languages are learned mainly through imitation.	1 2 3 4 5
2	Learners' speaking errors should be corrected as soon as they are made in order to prevent the formation of bad habits.	1 2 3 4 5
3	It is essential for second language learners to be able to pronounce all the individual sounds in the second language with accuracy.	1 2 3 4 5
4	Teachers should present grammatical rules one at a time, and learners should practice examples of each before going on to another rule.	1 2 3 4 5
5	Students' errors in producing language are usually indicators of flawed teaching.	1 2 3 4 5
6	Teachers should use materials that expose students only to those language structures which they have already been taught.	1 2 3 4 5
7	When learners are allowed to interact freely in group/pair activities, they learn each other's mistakes more than when the teacher conducts the class.	1 2 3 4 5
8	Repetition drills of grammar structures will make those elements spontaneous in students' language production.	1 2 3 4 5
9	Teachers should teach simple structures before complex ones.	1 2 3 4 5
10	Aspects of language that are different from the first language will be acquired later or with more difficulty than those aspects that are similar.	1 2 3 4 5

Lightbown & Spada, 1993.

Scale 2: Classroom Practices

Never	Rarely	Sometimes	Very Frequently	Almost Every Day
1	2	3	4	5

Based on the chart above, please circle the number that represents your teaching most closely.

1	How often do you read aloud to your students in English?	1 2 3 4 5
2	How often do you teach reading strategies (such as prediction or summarization) to your students?	1 2 3 4 5
3	How often do you give students free-writing opportunities where you don't count their errors?	1 2 3 4 5
4	How often in your class do students use English in role-playing real-life situations, such as shopping, asking and giving directions, etc.?	1 2 3 4 5
5	How often do you have students play games to practice grammar or vocabulary?	1 2 3 4 5
6	How often do you have students work in groups or pairs to practice speaking?	1 2 3 4 5
7	How often do you use graphic organizers, like Venn diagrams or semantic maps?	1 2 3 4 5
8	How often do you allow for students to speak English in class in conversational ways?	1 2 3 4 5
9	How often do you use audio recordings, and other technologies to help with student listening comprehension and pronunciation?	1 2 3 4 5
10	How often do you explicitly teach vocabulary by word analysis, word categorizing, or dictionary use?	1 2 3 4 5

APPENDIX B

RESEARCH INFORMATION SHEET

Title of Study: THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE TEST SCORES
AMONG NIGERIAN HIGH SCHOOL STUDENTS AND TEACHER BELIEFS ABOUT
LANGUAGE TEACHING AND THEIR CLASSROOM PRACTICES

Principal Investigator (PI):   LUKE IWUJI
                                    COLLEGE OF EDUCATION
                                    WAYNE STATE UNIVERSITY
                                    DETROIT, MICHIGAN USA

Purpose:
You are being asked to be in a research study of the relationship between English language test
scores among Nigerian high school students and teacher beliefs about language teaching and
their classroom practices.

Study Procedures:
If you take part in the study, you will be asked to fill out a questionnaire about the relationship
between English language test scores among Nigerian high school students and teacher beliefs
about language teaching and their classroom practices. It will take about 20 minutes to fill out
the questionnaire and the identity of willing participants will be protected by the use of codes.
The students' deidentified test scores will be attached to their particular teacher's deidentified
questionnaire. Numbers will be used to represent the students. Alphabets will be used as codes
for teachers. The copy of the test scores with student names will be shredded after
deidentification.

Benefits
- o As a participant in this research study, there be no direct benefit for you; however,
      information from this study may benefit other people now or in the future.

Risks
There are no known risks at this time to participation in this study.

Costs
- o There will be no costs to you for participation in this research study.

Compensation
- o You will not be paid for taking part in this study.

Confidentiality:
- o   All information collected about you during the course of this study will be kept without any identifiers

Voluntary Participation /Withdrawal:
Taking part in this study is voluntary. You are free to not answer any questions or withdraw at any time. Your decision will not change any present or future relationships with Wayne State University, your school, or your principal.

Questions:
If you have any questions about this study now or in the future, you may contact Luke Iwuji or one of research team members at the following phone number 01 7343343369. If you have questions or concerns about your rights as a research participant, the Chair of the Human Investigation Committee can be contacted at 01-313 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call 01-313 577-1628 to ask questions or voice concerns or complaints.

Participation:
By completing the questionnaire, you are agreeing to participate in this study.

APPENDIX C

WAYNE STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL

WAYNE STATE UNIVERSITY

IRB Administration Office
87 East Canfield, Second Floor
Detroit, Michigan 48201
Phone: (313) 577-1628
FAX: (313) 993-7122
http://irb.wayne.edu

NOTICE OF EXPEDITED APPROVAL

To: Luke Iwuji
Teacher Education

From: Dr. Scott Millis
Chairperson, Behavioral Institutional Review Board (B3)

Date: March 28, 2013

RE: IRB #: 027413B3E

Protocol Title: The Relationship Between English Language Test Scores among Nigerian High School Students and Teacher Beliefs and Classroom Practices

Funding Source:

Protocol #: 1302011766

Expiration Date: March 27, 2014

Risk Level / Category: Research not involving greater than minimal risk

The above-referenced protocol and items listed below (if applicable) were **APPROVED** following *Expedited Review* Category (#7)* by the Chairperson/designee *for* the Wayne State University Institutional Review Board (B3) for the period of 03/28/2013 through 03/27/2014. This approval does not replace any departmental or other approvals that may be required.

- Revised Protocol Summary Form (received in the IRB Office 3/22/2013)
- Protocol (received in the IRB Office 2/19/2013)
- The request for a waiver of the requirement for written documentation of informed consent has been granted according to 45 CFR 46.117(1)(2). Justification for this request has been provided by the PI in the Protocol Summary Form. The waiver satisfies the following criteria: (i) the research involves no more than minimal risk to participants, (ii) the research involves no procedures for which written consent is normally required outside of the research context, (iii) the consent process is appropriate, and (iv) an information sheet disclosing the required and appropriate additional elements of consent disclosure will be provided to participants.
- Research Information Sheet (dated 3/28/2013)
- Data collection tools: Questionnaire

- Federal regulations require that all research be reviewed at least annually. You *may* receive a *"Continuation Renewal Reminder"* approximately two months prior to the expiration date; however, it is the Principal Investigator's responsibility to obtain review and continued approval *before* the expiration date. Data collected during a period of lapsed approval is unapproved research and can never be reported or published as research data.
- All changes or amendments to the above-referenced protocol require review and approval by the IRB **BEFORE** implementation.
- Adverse Reactions/Unexpected Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the IRB Administration Office Policy (http://www.irb.wayne.edu//policies-human-research.php).

NOTE:

1. Upon notification of an impending regulatory site visit, hold notification, and/or external audit the IRB Administration Office must be contacted immediately.
2. Forms should be downloaded from the IRB website at **each** use.

*Based on the Expedited Review List, revised November 1998

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ABSTRACT

THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE TEST SCORES AMONG NIGERIAN HIGH SCHOOL STUDENTS AND TEACHER BELIEFS ABOUT LANGUAGE TEACHING AND THEIR CLASSROOM PRACTICES

by

LUKE OKECHUKWU IWUJI

December 2013

Advisor: Dr. Sharon Elliott

Major: Curriculum and Instruction

Degree: Doctor of Philosophy

English language mastery is important to the academic achievement of high school students in Nigeria. As the official language of instruction in multi linguistic Nigerian schools, proficiency in English language is essential for the academic success of students in high schools. The purpose of the study is to examine the relationship between English language test scores among Nigerian high school students and teacher beliefs about language teaching and their classroom practices. Three research questions and associated hypotheses were addressed in this study.

A total of 23 teachers, one from each high school in the Government District of Nigeria, participated in this study. The teachers completed three surveys, a demographic survey, Teacher Beliefs, and Teacher Practices. The teachers also provide the scores of their students on the practice English proficiency test that students complete prior to taking the West African School Certificate exams.

The relationships between teacher beliefs and practices, teacher beliefs and their students' test scores, and teacher practices and their students' test scores were not statistically significant. These findings may indicate that the students did not try to do well on the exam because they

perceived it was not important. Teachers may need additional professional development to incorporate strategies that have been found useful for English language learners. The teachers may have lacked the necessary supplies (books, etc.) needed to teach English effectively. Additional research is needed to determine what is contributing to the poor performance on the English proficiency exam.

AUTOBIOGRAPHICAL STATEMENT

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	2005 – Clinical Pastoral Education Ecumenical Theological Seminary, Detroit, Michigan Board Certification from the National Association of Catholic Chaplins
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