

## **A Framework for the Evaluation of the English as a Second Language Programme in Nigeria**

Sola Babatunde  
Department of English, University of Ilorin, Ilorin

### **Abstract**

This study attempts to provide a framework to facilitate and enforce the process of learning the English language in Nigeria. The framework adapts the CIPP model of curriculum evaluation to provide a foundation for the specification of the total nature of perspectives and participation needed for the successful planning, implementation and assessment of the national ESL programme. It is observed in the study that improper attention to the specified social, political, psychological, educational, and linguistic realities makes them remain as constraints, rather than facilitators of an ideal ESL programme. A suggestion is then made that a broad-based decision facilitation ESL presentation framework, which is capable of capturing the total nature of insights and personnel involved with the English language curriculum process, be employed in Nigeria and other similar linguistic contexts. It is further suggested that the specification should be holistically perceived because their improper perception and utilization can render (and has always rendered) any language planning decision ineffective.

**Key words:** English as a Second language, evaluation framework, language planning, context

### **Introduction**

The English language in Nigeria is a phenomenon that is constantly being appraised because of its known auspicious status. Functional literacy in English language is still seen as the means of ensuring active citizenship of man in the global village which is characterized by information explosion and fluidity of intellectual, spiritual and physical boundaries. So English continues to gain ascendancy in the linguistic, and perhaps cultural, realms both internally as the language of education and key to social mobility on one hand, and as the indicator of articulate citizenship of the world.

In the light of the above, it is expedient to constantly appraise the national ESL programme to ascertain if it is in the position to bear the weight of the socio-cultural roles providence is thrusting on it in Nigeria. What are the worth and utility value of the English language being developed and used in Nigeria? To what extent does it meet the internal and international needs of the learners and users of the language in the country? Several studies over the years have consistently cast aspersion on the national ESL project in terms of its ability to satisfy the communicative and developmental needs of Nigerians; especially that of the youngsters who leave the secondary school with the aim of pursuing their education in numerous tertiary institutions in the country. Their hopes have always been dashed because of their low level of competence in the language of education. This incompetence is shown in mass failure in English language and the low level of pass or even outright failure in other subjects which are learnt and tested in English.

### The Scheme

The socio-linguistic realities of Nigeria and the role the English language is playing in this context makes the improvement of the national ESL programme mandatory if the required level of intellectual development of the citizens is to be attained. Therefore, there is the need to devise a scheme for delineating, obtaining and providing useful information for judging decision alternatives in the ESL programme. The scheme should be broad enough to ensure the convergence of language issues and politics, because the ESL programme is a social enterprise aimed at solving the national linguistic problem for the achievement of maximum and effective development (Afolayan, 1991: 7-8). The scheme should also capture the total nature of participation needed for the planning, implementation and evaluation of an effective ESL programme in Nigeria. Stufflebeam et al's (1971) Context Input Process and Product (CIPP) model is considered to be an appropriate evaluation model that is robust enough to provide the foundation for the specification of the total nature of perspectives and participation needed for the ESL project in the country.

The CIPP model is an important seminal contribution to the decision-oriented approach to programme evaluation. The model is designed with the desire to maximise the utilisation of evaluation results (Borich, 1992: 414). Each of the four distinct stages into which evaluation is divided in this model "is intended to represent a cluster of decisions to be served by the information provided within them" (Borich, 1992: 415). The CIPP model is a useful educational decision model because it has an in-built information feedback device to aid administrators and project managers. It imposes some order and predictability on the decision-making process, and also allows for the maximisation of evaluation results. The model however has the propensity to eschew curriculum goals and objectives from the evaluation process because of the undue emphasis on organisers for the evaluation study and decisions to be made.

Language and political issues clearly converge to illuminate and accentuate the failure of our half-heartedly formulated and executed national ESL programme. As shall be carefully spelt out subsequently, even at the risk of repetition, the issues that should serve as lubricants for the effective execution of our national ESL programme have actually posed as constraints. Suffice it to say at this point that the model was found invaluable in Babatunde 2002 in evaluating the English language curriculum in the Senior Secondary Schools in Kwara State. The study provides a reliable x-ray of the national ESL programme as represented in the Senior Secondary Schools in Kwara State.

We shall now pick the issues one after the other as specified in the framework, point out the extent of their relevance in the national ESL programme and how their neglect has contributed to the questionable development of the national ESL programme in Nigeria. The framework is an evaluation scheme and it has three major sub-categories: Firstly, **Diagnosis** (i.e. the mechanism that is capable of revealing the lapses at the planning stage of the curriculum process); Diagnosis includes Context and Input factors. Secondly, **Formative** (i.e. the evaluation of the problems arising at the implementation); Formative has to do with Process. Finally, is the **Summative** sub-category; the Product stage of the scheme. The factors will now be discussed one after the other as they help to point out the specific causes of the low level of effectiveness in the implementation of the national ESL programme.



development crisis attending the target variety of English to be taught, as a means of developing the young Nigerian and equipping them to function in such a complex socio-cultural context as we have in the world today (cf. Afolayan, 1995:26 and Babatunde, 2001:159).

## **2. Political Context**

The political foundation (in terms of political insight and will) needed for the evolvement of policy statements which are equally seriously pursued is lacking. The undue politicization of the national linguistic dilemma has resulted into an anti-productive ambivalent attitude to the status of the English language in Nigeria (cf. Adegbija, 1989). A more serious defect is the absence of a national language policy document. What we have are at best anecdotal references in constitutions, e.g., the 1979 Constitution, and the National Education Policy document. Evasion has continued to be the political disposition to the national linguistic dilemma.

The consequence of this is that materials developers and classroom teachers tread cautiously; and they use their initiatives to fill up the vacuum created and left by inadequate policies as they interact with their students. The products are lack of uniformity and a dismal failure in the attainment of the desired (and desirable) educational goals for national growth and development. The incongruence suggested by the findings in the literature provides proofs for this conclusion.

## **3. Sociolinguistic Context**

Evidently, Nigeria, like many African states, has been unduly constrained by the multilingual situation. Rather than seize the opportunity afforded by the auspicious and providential colonial linguistic legacy, Nigeria allows her sociolinguistic context to serve as a constraint to resolving the national language question. Experience has shown that the lack of clearly defined criteria defining educated ESL

has made deviations and variations in NE to be often lumped together as errors; materials developer and teachers take pragmatic decisions and there are widespread uncertainties regarding what to teach and test; and the acquisition of English is impaired because anything that cannot find sponsorship in EMT usage is held under suspicion or penalized by the teachers [the few remaining ones who know] as errors. (Adejare 1995:174)

No wonder then that in a study carried out in Babatunde (2002: 78), the majority of the teachers of English in the secondary school in Kwara State believed they teach the BSE that they teach; an opinion that is apparently contradicted by the test of English language competence administered on them. The gradual emergence of the local variety of the English language in Nigeria should help the ESL programme in Nigeria to have a proper sense of direction. The absence of this development has combined with other factors being examined to lead to serious communication problems for school children, and Nigerians generally.

## **4. Educational Context**

For the nation, an informed observation of contemporary realities reveals that the constant changing of policies and programmes in the educational sector, coupled with the numerous social, economic and political problems besetting the nation, have combined with the changing philosophical and ideological trends in the world, to transform the school system into a shadow of what it should be.

The school system should be the bedrock for moving the nation forward but it has become an epitome of the socio-cultural decadence that characterises the nation. Hastily formulated educational policies are not effectively implemented, and policies go with the portfolios of the constantly changing political leadership. Discussion with officers at the Inspectorate Division of the Kwara State Ministry of Education reveals that logistic problems like effective means of transportation is largely responsible for the low level of the monitoring of what goes on in the school. There is therefore no concerted effort made to show that the National English Language curriculum is used. And even generally speaking, no system of ascertaining that the Senior Secondary Schools (SSS) are exposing the learners to the stipulated educational experience that will ensure their growth and development. Each school has therefore been more or less pushed to pursue its own convenient agenda.

No wonder therefore that most of the teachers interviewed confessed that they had never set their eyes on the English language curriculum. The obvious implication of this laxity and dereliction of duty is questionable educational development at the national level. The educational context for the ESL programme in Nigeria is therefore clearly a constraint rather than being a factor that should ensure the success of the programme. If the language of education in a country is not given maximum attention for development, that nation's development is questionable.

### **5. Economic Context**

The economic context of language planning decisions is conceived here as a kind 'filter' (cf Schmied, 1991:187) which surely determines results at the bottom of the flow diagram of the language planning process. Teachers often consider pupils who do not have the English textbooks to be unserious. Lack of textbooks prevents the students from carrying out their homework and assignments. Research has shown that lack of facilities in the school and other supporting materials detract from the success that could have been achieved from the effective and the efficient teaching of the English language in the SSS. These are the fall outs of the prevalent poor economic situation in Nigeria.

Bamgbose (1991:121) is of the opinion that to avoid an arbitrary language policy formulation, the following should influence language planning: Sociolinguistic surveys, descriptive studies, pilot projects commission and conferences. These need a buoyant national economic base and political will for sponsorship.

The absence of a codified corpus of English language to be taught in the SS, the absence of uniformity in the syllabus being used by the SSSET's and the competence level of the SSSET's in the variety of the English language they actually teach (Babatunde, 2002: 69-95) point to the inadequate utilization of the insights enumerated above (Bamgbose, 1991:121) for the planning of the national ESL programme.

In all, the absence of the requisite economic context has prevented the ESL programme from thriving. This is why pupils are considered to be unserious because they cannot afford to buy textbooks. Teachers have divided loyalty; materials developers have become 'hungry authors' and many of the necessary facilities for language teaching and learning are lacking in the schools. This is an unhealthy economic basis for language development.

## **6. Psycholinguistic Context**

The literature of ESL in Nigeria shows that the English language still continues to grapple with attitudinal problems. And as mentioned earlier on, Adegbija (1989) recognises this as an ambivalent love-hate attitude. Studies have continued to confirm that this ambivalent attitude is partly responsible for the low level of seriousness with which the ESL programme is pursued in Nigeria, from the planners, to the implementers and the learners. The English language is in 'conflict' with various MT's and this has its hold on the psychological considerations that inform and affect the language planning process. Half-hearted decisions are therefore taken at the various levels of the planning process, and half-baked learners are thus produced.

The psycholinguistic context should be exploited to ensure that the instrumental motivation for learning and using English language should compel the nation to focus on overall attitudinal re-orientation towards the ESL programme in Nigeria. Adequate focusing is needed on such salient learner factors as interest, motivation, background, performance, perception, success and failure in the decisions that inform classroom interaction.

## **7. Manpower Context**

Studies continue to reveal gross inadequacy of English language teachers in the SSS. Although the Teaching Service Commission in the State cannot provide the accurate number of English language teachers in the SSS, the response given by the teachers on the classes they teach and the number of periods per week unarguably point to a situation of gross inadequacy. The survey of the teaching schedule of 100 SSSET's in Kwara State, as reported, shows that a teacher has an average of 21 periods (of teaching) per week. This is not ideal for effective interaction between the teacher and the learners in the classroom. This is apart from having to grapple with the problems of overcrowded classes. Ijaiya (1997:85) for instance, in her study of the effects of over-crowded classrooms on the teacher-student interactions, using nine schools in Ilorin metropolis, concludes that the "seating arrangement in over-populated classes places limitations on the quality and quantity of interactions between the teachers and the students as well as on the quality of teaching and learning". Apart from classroom interaction, assignments are to be graded and the progress of each student in the language classroom is expected to be properly monitored in an ideal situation, these are simply impossible in this case.

In all, the conclusion seems to be that the manpower context for the ESL programme in Nigeria is not healthy enough for its success. Teachers are not given adequate incentives in terms of training and re-training which will give them the opportunity to have quality interaction with colleagues and keep them abreast of developments in the field of language teaching in general and the English language teaching in particular.

## **II. INPUT**

The theories of second language (L2) learning, among other things, underscore the importance of input factors in an L2 context. The input the learner is exposed to, its consistency and duration is said to determine to a large extent, what is learned, the rate of learning and the level of proficiency attained. Chomsky (1991) for instance, in line with this submission, emphasises the relevance of the internal processing of intake from input for output. What follows is the discussion of the kind of input available to the SSII learners from where to make intake for output. We shall use the specifications under Input factors in our evaluation framework as guide.

The specifications under input are the conversion of contextual factors to make them more 'tangible' in such a way that their impact on the classroom implementation can be

specifically and precisely gauged. There are four of these input factors, viz: Materials, Human, Infrastructure and Environmental. These are now discussed in turn:

### **1. Materials**

Materials refer to the curriculum document (i.e. including goals and objectives specification and syllabus, e.g. WAEC/SS and JAMB), textbooks and other teaching aids, and other such tangible matters constituting sources of input for learners made intake.

The discussion in the Context aspect of our framework provides overwhelming evidence on the inconsistency and the inadequacy of the materials forming the basis of input to learners. The justification for the assessment of the materials is partly evident in the analysis of the SSCE results published by WAEC and NECO every year and the low level of competence demonstrated by the undergraduates in the tertiary institutions in Nigeria. In addition to this is the fact that there is no codified form of the English language to be used as standard in the country.

### **2. Human**

The human input includes technocrats (administrators), teachers and learners. Our study has revealed that though the inspectors are available in the related parastatals of the Ministry of Education, Kwara State (though not adequate because of incessant retrenchment of civil servants without a commensurate replacement), they lack the needed logistic (and financial) support that will enable them carry out routine inspection of schools. So, the SSS system lacks adequate monitoring which should go a long way to ensure uniformity and compliance with the prescribed mode of carrying out school activities, especially with respect to the curriculum document.

Apart from the views in Ijaiya (1997: 85) earlier reported on the effects of over-crowded classrooms on teacher-student interactions, previous studies on the causes of students' failure in English language confirm the finding here. Ayodele (1988: 21) for instance sums it up thus "most teachers are defeated by overwork, arising from having to cope with very many students in many classes which are loaded with students who are not serious." Ayodele correctly considers this point valid in the light of Beckley (1978:21), for instance, that "there is a negative correlation between class size and achievement in language study".

In the light of the foregoing, it could be confidently asserted that the nature of the learner-input is not conducive for success in the English language classroom in Nigeria's SSS. The learners are harried by numerous socio-cultural problems. They seem to, therefore, come to school for lack of something else to do. The interest in learning is low because the school system, in response of the contemporary social, political, economic and cultural aberration, has become a shadow of what it should be. The learners are unfortunately privy to the molestation and exploitation their teachers receive at the hands of the political leadership and this, undoubtedly, dampens their morale. Ultimately, as indicated in the findings, very little learning takes place. Consequently, the rate of (positive) personality development and growth is almost unnoticeable.

### 3. Infrastructure

As mentioned earlier on, the political and economic foundation that will enhance the provision of adequate infrastructure is lacking. It is important that most of the SSSET's do not mention library and laboratory facilities as what they have for the teaching of ESL in Nigeria in the study carried out by Babatunde (2002). With very low infrastructural input, absolutely low level of language learning can take place.

### 4. Environmental

The environment where teaching and learning are taking place has always been considered to be important in determining the outcome of these activities. The impact of the location of schools on the opinions of the teachers with respect to the curriculum content and goals, materials used for teaching SSSE, and the response of the teachers in the variety checklist administered on them show that the school environment is not the best for the effective learning of the English language in Nigeria.

Apart from the above examination of the relative impact of the teaching environment on the perception of certain input factors to teaching SSSE, this study has also revealed that environmental factors play important roles in the rate of learning that takes place in SSSE. The factors, arranged in order of importance as revealed by the study are Background and Home support.

The SS II pupils consider the newscaster as their first model of proficiency in the English language. This is a corroboration of the global trend on the indomitable influence of information diffusion on personality development in the world today. *Many Voices, One World* (UNESCO, 1980:26) opines

that the omnipresence of communication in modern society is a sign of the emergence of a new framework for the personality with a strong educational flavour. The bombarding of citizens with an ever-growing volume of information, and above all the extension of new flows to new social or geographical categories, has created the impression that access to knowledge is now free, and that social distances could be eliminated and professional secrets revealed... There is talk of the emergence of a "new man" capable of varying degrees of being fashioned day by day in his habits of thinking, his critical attitudes and his technical know-how by this environment.

It is further stated in the document that the impact of the set of transformations caused by the environment is differently felt with respect to the psychological, intellectual, social and cultural circumstances of the individuals exposed to them (p.27). In a more directly related study, Adegbija (1989) among other causes considers the omnipresent media as a major avenue of diffusion of the lexico-semantic features of NE. Assertions of this nature especially in the literature of NE are corroborated by this study which has mainly used lexico-semantic markers of variety differentiation to examine the variety of English being used in the SSS. With the indomitable influence of the media, there is no wonder therefore, that the kind of English being used in the SSS is NE.

Since the environment has such an enormous capacity for meaning imposition and for influencing various aspects of language teaching and learning, the best the nation can do is to deliberately and realistically utilise this very important input factor for the success of the

national ESL programme. This can be done by ensuring that the environment, e.g. Home background and the media diffuse the standardised variety of NE.

### **III. PROCESS**

The process stage of this evaluation centres on the classroom implementation of the curriculum planning process. Experience has shown that the classroom implementation provides 'formative' information on the extent of the utilisation of the Context and Input factor earlier discussed with the volume of information provided by the evaluation of the classroom implementation of the ESL curriculum in Nigeria. The process stage is thus considered central to the process of curriculum evaluation, because it helps curriculum experts to assess the worth of the planned curriculum. It has become evident, from the foregoing, that one doesn't necessarily have to dig up the foundation to know why an almost completed structure is showing signs of stress.

Many scholars on the ESL programme in Nigeria have repeatedly lamented on the yawning gap between what is planned, what is believed to be implemented and what is actually being implemented. The confusion is rife in the classroom because the realities of the sociolinguistic plight of the English language in Nigeria have not been adequately utilised at the Context and Input stages of the curriculum process. The features of the local variety of the English language in Nigeria are too imposing on the learners' environment for them to pass unnoticed; whereas the curriculum planners and the teachers pretend that such a local variety is in-existent. The implication is the observed mass failure in SSSE (Bamgbose, et. al 1995).

### **IV. PRODUCT**

Previous studies on the teaching of the English language in Nigeria gives the report of the consensus that has lasted for more than three decades that not much English language learning has been taking place in the SSS (e.g. of Ayodele, 1988; Bamidele, 1988; Lambo, 1989; Bamidele, 1990; Jowith, 1991; Bamgbose et. al 1995; Babatunde, 2001, & 2002; Dadzie and Awonusi, 2004; and JNESA from 2005 to 2010). The outcome of the terminal examination has obviously not improved. But as mentioned earlier on, the main problem in the literature is the little or no attention paid to the discrepancy between the supposed target variety of English and the actual variety which is being taught, used and learned in the SSS.

Babatunde's (2002:69-95) submission on the variety of English that is believed to be recommended by the curriculum, the variety believed to be used by the SSS English teachers, the variety actually used by them and the variety used by the learners, respectively, give clear indications that the useful insights provided by the salient contextual factors of the ESL programme in Nigeria have not been adequately utilised. The study for instance reveals that the teachers' believe that they teach BSE is at best an exercise in self-deception. They do not seem to possess an adequate competence in BSE to enable them make any such meaningful impact on their pupils. They would have been more confident with a codified local variety which the sociolinguistic realities of Nigeria can better sustain. Who knows, the apathy resulting from successive news of mass failure in the terminal English language examinations (e.g. WAEC/SSS and JAMB) might have conditioned most SSS students to condemn

themselves as non-achievers in the English language. This may be responsible, among other reasons, for the low level of performance in the learning and use of English attested to by many scholars on NE.

In summary, the CIPP model which is largely foundational in our scheme is modified to suit the peculiarities of the ESL situation in Nigeria in the following ways:

- 1) The four steps in the CIPP model are crucial aspects of the national ESL programme. The specifications are perceived as variables which play indispensable roles in the successful planning, implementation and assessment of the ESL programme in Nigeria.
- 2) The aspects are translated into notions of cause and effect in the national ESL project because beyond the provision of an avenue for the collection of data from which judgements of merit can be rendered, the aspects of the scheme are objectively determined criteria upon which these judgements should be made.
- 3) The stages thus affect each other in a cumulative manner. Evaluation carried out at any stage has the implications for the adjoining stages in this cyclic scheme. As such it is possible to predict the outcome of the activities in the Process stage, because, as Borich (1992: 416) opines, "Programme impact is inferred if outcome variance cannot be explained by input data alone".
- 4) The scheme also reflects the total nature of issues and participation needed for a virile ESL programme in Nigeria. The issues are impediments to the success of ESL in Nigeria because hitherto they are actually neglected or inappropriately utilised. For effectiveness, the issues and specifications must be holistically perceived and utilised. Improper attention to them makes these specifications to pose as constraints rather than facilitators to an ideal ESL programme.

## Conclusion

The foregoing discussion reveals that the problem of the questionable development of English language in the secondary school has its root in the Context and Input stages of our CIPP evaluation model. The discussion also shows that an effective appraisal of the worth of the English language in Nigeria should be done from the background of the history and advent of the language in Nigeria, the social, political, psychological, educational and linguistic realities of its existence in the country, the nature of the ESL classroom today in the light of the developments in the field of applied linguistics, and the roles English language is fated to play in the overall development of Nigeria.

The issue of the effective promotion of the English language in Nigeria is adequately addressed in the literature and there is almost a unanimous dissatisfaction with its rate of growth and development in terms of what is made available to learners who have to learn the language and learn in it at the same time. The solutions to the problem of low competence level of the pupils has however been predominantly (if not exclusively) found in renewing the apparently ambitious curriculum document and providing adequate facilities for the teaching and learning of English language in Nigeria (see e.g. Bamgbose, et al (eds.) 1995, among others). Important as these suggestions are, this study feels the nature of the problem has not been comprehensively perceived. This belief has informed the suggestion of a broad-based decision facilitation ESL presentation framework which is capable of capturing the total nature of insights and personnel involved with the English language curriculum process in Nigeria.

The variables specified in the scheme should be carefully appreciated and utilised so as to turn them into facilitators of the ESL programme rather than being impediments to the programme. The adequacy of the scheme to ensure the effective implementation of the national ESL programme lies mainly in its all-embracing quality, i.e. in capturing the total nature of the participation needed, and in proposing that the various aspects of the scheme be holistically perceived to ensure the effectiveness of the programme to emanate from its adoption.

### **Recommendations**

The findings of this study have largely shown that the ESL programme in Nigeria lacks a proper sense of direction. This is the main reason why the low level of competence demonstrated by successive school leavers has been generally considered to be unacceptable. The study has thus revealed that the following salient aspects of the national ESL programme should urgently be re-examined.

Firstly, the national educational and language policy makers should carry out a large scale evaluation of the ESL programme in the school system, especially in the SSS. This action research will illuminate the problem areas of the SSS ESL programme implementation thereby validating findings in the literature and then helping to direct attention to specific areas of need. The present high level of discordance and incongruence demonstrated by the various categories of the personnel involved with the ESL curriculum process in Nigeria is disturbing. This is an unfortunate situation in an age when applied linguistics is not merely a multi-disciplinary concern but a transdisciplinary one (Halliday, 1992), where there is emphasis on collaborative efforts. The policy formulation and implementation process therefore should be seen as a collaborative enterprise. This will accentuate the relevance and success of the policy because realistic input will be provided by the various categories of the people involved with and affected by the policy. In this case, technocrats, materials writers, schools supervisors, teachers, parents, employers of labour should provide input sources for the formulation and implementation of the national ESL programme.

National language programmes, especially in complex multilingual set ups like Nigeria, are so important that concerted effort must be made to bring the various categories of professionals and individuals involved with its destiny together on a regular basis for a constant reappraisal of its effectiveness. Apart from ensuring a high level of support for the language programme (cf Babatunde, 1994: 121), such a conference will increase the level of awareness of global trends in relevant fields; this will then heighten the level of success to be attained in implementing national language policies, and enhance the effectiveness of solving the problems arising therefrom.

The most crucial issue to be addressed is that of the variety of English to be taught and who or what decides on what to teach? The present attitude of caution and/or evasion to the corpus aspect of the use of English in Nigeria is central to the low level of progress observable in the pursuance of the national ESL programme. It has been discovered through this study that this problem is the major cause of the discordance attending the implementation of the SSS ESL curriculum in Nigeria. The social, cultural and linguistic contexts of the use of English in Nigeria should inform the pragmatic decision to be taken on which variety to teach. Addressing this problem, Afolayan (1995: 126) offers correctly that: "The target ESL for its teaching or learning with the formal Educational system should ideally be world standard English not BSE necessarily modified by the local environment". So, urgent steps must be taken, in the light of the level of acceptability of "standard" NE (see

Ohia, 1997), to codify a normative standard of the local variety of the English language in Nigeria. This is the variety that should be ideally and realistically taught. It is also the variety that the socio-cultural context of the use of English language in Nigeria can most conveniently sustain and facilitate.

After the local variety of the English language in Nigeria has been codified, the process of curriculum renewal can then be embarked upon. The curriculum renewal exercise should utilise relevant insights in Applied Linguistics in such a way that input into the exercise will include all the issues specified under the Context aspect of the evaluation framework adopted in this study. Such broad-based sources of input for the curriculum will ensure that lapses of sequences, over-ambition, unrealistic lexico-semantic features, low level of adequacy between goals, content, method and materials, and low level of sensitivity to learner's cognitive and affective factors should be effectively remedied. The curriculum will also include detailed statements of what is specifically required from learners and how to go about achieving such requirements. For now, what we have are unquantifiable expressions like "a high level of proficiency to be attained by learners in the goals and objectives specifications for the national English curriculum (NEC)". The new curriculum should also have in-built strategies for continuous programme evaluation at every stage of the curriculum process. The outcomes of the evaluation should function to facilitate decisions to be taken for the enhanced effectiveness of the renewed and renewable curriculum.

Finally, it is recommended, based on the perceived effectiveness of this scheme that it be perceived and adopted as a scheme for enhancing the success of the ESL programme in Nigeria. In this wise, the specifications under Context and Input, especially the former will be seen as pertinent variables that should be carefully appreciated and utilised for the success of the ESL programme. It should be noted at this point that the scheme provided the theoretical basis for the evaluation of the Senior Secondary School English language Curriculum in Kwara State reported in Babatunde, 2002: 69-95.

Improper appreciation and utilisation of the variables will make them act as impediments to success, thus making the ESL programme ineffective; whereas their painstaking utilisation will enable the variables to function as facilitators. To reflect this new outlook, the scheme can then be retitled: "A Scheme for the Effective Implementation of the National ESL Programme". The adequacy of the scheme to perform this function lies mainly in its all-embracing quality; i.e., in capturing the total nature of the participation needed, and in proposing that the various aspects of the scheme be holistically perceived to ensure the effectiveness of the programme to emanate therefrom. The adequacy of the scheme is also heightened by the demonstrated ability through a focus on the classroom, to provide ample evidence to allow for accurate diagnosis of the health condition of the national ESL programme. The classroom, evidently, continues to be a veritable data source for all and any forward-looking pedagogic programme.

### References

- Adegbija, E.E. (1989a) "Lexico – Semantic variation in Nigerian English". *World Englishes* 8, 2: 165-177.
- Adegbija, E. E. (1989b) "Teaching English in Nigeria: The importance of the Pragmatic and Sociolinguistic Context". In *Language and Culture Curriculum*. Vol 2, No. 3

- Adejare, O. (1995) "Communicative Competence in English as a Second Language". In Bamgbose, Ayo, Banjo, Ayo and Thomas, Andrew (eds.) 1995. *New Englishes: A West African Perspective*. Ibadan: The British Council (pp. 153-177)
- Adesanoye, F.A. (1976) "Aspects of the Written English of the Nigerian Undergraduate", *Journal of Nigeria English Studies Association* Vol. 8, No. 1: 132-142.
- Afolayan, A. (1984) "The English Language in Nigeria: Education as an Agent of Proper Multicultural Development". *Journal of Multilingual and Multicultural Development* 5: 1-22.
- Afolayan, A. (1987) "English as a Second Language: A Variety of a Myth?" in JESEL, No. 1: 4-16.
- Afolayan, A. (1991) "The Concept of English as a Second Language as Applied Linguistic Policy for Development" in JESEL, No. 3: 6-21
- Afolayan, A. (1995) "Ineffectiveness in the Presentation of English in Nigeria: Sources and Remedies" in Bamigbose Ayo et al, (eds.) Op. cit.: pp. 113-129.
- Akere, F. (1995) "Languages in the Curriculum: An Assessment of the role of English and other languages in the Education Delivery Process in Nigeria". In Bamgbose Ayo et al, (eds) Op. cit. pp. 178-202.
- Asein, S.O. and Adesanoye, F.A. (eds) (1994) *Language and Polity: Essays on Language and Society in African*. Ibadan: Sam Bookman Educational and Communications Services.
- Ayodele, S.O. (1988), *The Problem of Language for Educating Nigeria Learners*. Faculty Lecture Series No. 4, Ibadan: Faculty of Education, University of Ibadan
- Babatunde S. T. (1994) "The Grammatical Patterns of English" In Obafemi O. (ed.) *New Introduction to English Language*. Ibadan: Y. Books, (pp. 109-130).
- Babatunde, S. T. (1998) *An Evaluation of the Senior Secondary School English Language Curriculum in Nigeria*. Doctoral Thesis, Department of English, University of Ilorin.
- Babatunde, S.T. (2001) (ed.) *Issues in Contemporary English Usage*. Ilorin: Haytee Books.
- Babatunde, S. T. (2002), "World Englishes and the Paradox of English Language Teaching in Nigeria" in Babatunde, S.T. and Adeyanju, D.S. (eds.) *Language, Meaning and Society: Papers in Honour of E.E. Adegbija at 50*, Ilorin: Haytee Press, pp 69-95
- Bamgbose, A. (1991) *Language and the Nation*. Edinburgh: Edinburgh University Press.
- Bamgbose, A., Banjo, A. and Thomas, A. (eds) (1995) *New Englishes: A West African Perspective*. Ibadan: The British Council.

- Bamidele, O A. (1988) *A Needs Assessment Approach to the Development of An English as a Second language Curriculum: A Ph.D. Thesis, A. B. U., Zaria*
- Bamidele, O A. (1990) "Towards an Improved English Language Curriculum for the Secondary School" in *Journal of the Nigeria English Studies Association*. Vol 10, No1.
- Borich, G.D. (1992) "Decision-Oriented Evaluation" in Arich Lewy (ed.) *The International Encyclopedia of Curriculum*, Oxford: Pergamon Press.
- Brumfit, C. (ed) (1984) *General English Syllabus Design: Curriculum and Syllabus Design for the General English Classroom*. ELT Documents 118. Oxford: Pergamon Press.
- Brumfit, C. (1995) "English as a Second Language and English Language Teaching: Retropect and Prospect" In Bamgbose, A. et al (eds) Op. cit., pp. 99-112
- Chomsky, N. (1992) "On the nature, use and acquisition of language". In Putz, Martin (ed.) *Thirty Years of Linguistic Evolution*. Amsterdam: John Benjamins
- Dadzie, A. B. K. and Awonusi, Segun, (2004) *Nigerian English: Influences and Characteristics*. Lagos: Concept Publications
- Federal Republic of Nigeria (1979) *The Constitution of the Federal Republic of Nigeria 1979*. Lagos: Federal Ministry of Information.
- Federal Republic of Nigeria (1981) *National Policy on Education* (Revised). Lagos: Federal Government Press.
- Fishman, J. (1968a), "Nationality-Nationalism and Nation-Nationism". In Fishman, Ferguson and Das Gupta (eds.)
- \_\_\_\_\_ (1968b), *Language Problems of Developing Nations*. New York: John Wiley
- Halliday, M. A. K. (1992) *New ways of meaning: The Challenge of Applied Linguistics*. In Martin Putz (ed.) *Thirty Years of Linguistic Evolution* Amsterdam: John Benjamins
- Ijaiya, Y. (1997) "Effects of Over-crowded Classroom on Teacher- Student Interactions". *Ilorin Journal of Education* Vol. 17, pp 78-86
- Jowitt, D. (1991) *Nigerian English Usage: An Introduction*. Nigeria: Longman.
- Jowitt, D. (1995) "Nigeria's National Language Question: Choices and Constraints". In Bamigbose, A. et al, (eds) Op. cit. pp. 34-56
- Kachru, B.B. (1982) *The Other Tongue: English Across Cultures*. Urbana: University of Illinois Press.
- Kachru, B.B. (1987) "The Bilingual's Creativity: Discoursal and Stylistic Strategies in Contact Literatures". In Smith, L.E. (ed) Op. cit., pp. 23-45

- Lambo, E. O. (1989) *A Formative Evaluation of the Literature Component of JSS English Curriculum*. Unpublished Ph. D. Thesis: University of Ilorin.
- Mohammed, A. (1995) "Communicative Competence Acquisition in Infelicitous Learning Environment: The Problem with SSS English in Nigeria". In Bamgbose, A. et al (eds.) Op. cit., pp. 130-152
- Ohia, N. (1997) The Lexicon of Standard Nigerian English as an Acceptability Paradigm Among Educated Elite: Unpublished Dissertation, University of Ibadan.
- Schmid, J. (1991) *English in Africa: An Introduction*. London: Longman
- Schmid, J. (1995) "National Standards and the International Corpus of English" In Bamgbose, A. Banjo, Ayo and Andrew T. (eds.) *New Englishes: A West African Perspective*. Ibadan: The British Council.
- Stufflebeam, D. L., Foley, W. J., Gephart, W. J., Guba, E. G. Hammond, R. L., Merriman, H. O. and Provus, M. M. (1971) *Educational Evaluation and Decisions Making*. Itasca, Ill: F. E. Peacock.
- Ubahakwe, E. (1988) "Towards a Harmonized ELT Programme in Nigeria". JESEL No. 2: 64-79.
- UNESCO (1980) *Many Voices, One World: Communication and Society Today and Tomorrow*. Paris: The Unesco Press.