

ENSURING QUALITY STUDENTS' LEARNING OUTCOMES IN ENGLISH LANGUAGE INSTRUCTION THROUGH REPOSITIONING CURRICULUM IN A CHANGING WORLD

Adebile Ruth Foluke, Ph. D

Department of Curriculum and Instruction Adeyemi
Federal University of Education, Ondo Ondo State, Nigeria
E-mail: bile.ruth@gmail.com / adebilerf@aceondo.edu.ng

Abstract

Curriculum development is a well-known concept and same is applicable to English Language Classroom Instruction (ELCI). Repositioning Curriculum Development (RCD) is a construct under serious consideration among responsible stakeholders in education. Sustainable Development in Education (SDE) in a changing world is perceived to enhance students' Quality Learning Outcomes (QLC) and teachers' engagement skills in the learning process; while connecting with all necessary resources that must be developed for Repositioning Curriculum Development (RCD) and Quality Classroom Climate and Management in Secondary School (QCCM). This paper investigated quality students' learning outcomes in English Language through repositioning curriculum development in a changing world in Ondo, Ondo State. A descriptive research design was adopted. Data was collected from 100 professional English language teachers from ten (10) randomly selected schools in Ondo Town, using a structured questionnaire titled "Ensuring Students' Quality learning outcomes through repositioning curriculum development for English language instruction in a changing world" to obtain the data. The validity and reliability of the instruments were duly ensured. The data obtained were analysed using frequency counts, and simple percentage. The result from the study revealed that repositioning curriculum development for quality learning outcomes in response to a changing world has significant improvement on students learning outcomes in English language among other positive impacts. The study concludes that curriculum development should be repositioned in response to the changing needs of the learners in a consistently changing world.

Keywords: Quality Learning Outcomes, English Language Instruction, Repositioning Curriculum, a Changing World.

Introduction

The quality of English language instruction and learning outcomes in terms of methods, resources, both human and materials, learning environment, language of instruction, teachers' knowledge and skills about the content are some major aspects of rewardable learning outcomes in English language at any level of education, especially in the secondary schools. English language being one of the core subjects in the secondary school curriculum, should attract the attention of all stakeholders in education because of its position in the curriculum and the fact that it becomes a pre-requisite for further studies after leaving the secondary school level of education. As such, the learning outcomes in the English language classroom could be effectively enhanced when all necessary resources for effective teaching and pleasant learning are available for classroom interaction and activities. Learning outcomes is a concept that is closely related to students' achievement in English language and the change in behaviour after a

specific treatment of teaching – learning process by a professional English language teacher. That is, a measurable behavioural expectations as a result of a formal instruction by the teachers. English language instruction is a medium of the transmission of knowledge and skills aimed at developing the students’ mind and characters towards providing a deeper and more significance insight for a unique effectiveness in the subject (Adebile, 2023, Danmatgoro, 2013).

The Nigerian secondary schools operate according to the guidelines stipulated by the National Policy on Education (NPE) and it is the contents of this document that stipulate the objectives of secondary school education especially in English language instruction. The curriculum content and methodology to be employed in the teaching – learning process are parts of the task of assisting students to make worthwhile and satisfying achievement through effective English language instruction. Therefore, for efficient teaching and learning of English language in secondary schools, teachers are to be well-acquitted with a broad knowledge of the curriculum content and be academically and professionally qualified for rewardable English language instruction (Muhammad, 2018; & Prinsloo, 2018).

Curriculum experts, (Dada, 1991; Oyekan, 2000; Fayemi;1986; Neegly & Evan, 1987) see curriculum as it relates to education as all planned experiences provided by the school to assist the students in attaining the desired learning outcomes. It is the totality of the learning experiences offered by an institution of learning. It involves subjects for study as well as out of class activities all of which are geared towards physical, intellectual, emotional and effective development of the child. It is equally a process of producing a comprehensive plan of studies for educating individuals in the society. On this premise, curriculum is prone to constant changes since the society itself changes from time to time. This calls for repositioning curriculum development to meet up with the current practices in the society especially on English language as a core subject in the secondary school curriculum, to be able to meet up with the needs of a changing world especially Nigeria. As such, a dynamic and efficient curriculum development is necessary for ensuring quality learning outcomes in secondary school English language in a changing world.

Repositioning English language curriculum becomes a necessity when the characteristics and the nature of the changing world is being considered. Factors that concern the efficient teaching and learning of English language in secondary school such as:

- The technological development that facilitate learning process,
- Knowledge and information explosion,
- Inappropriateness of the existing practices or social change, and
- Changes in educational system.

All the mentioned factors and others extraneous factors which may affect the quality of learning outcomes in secondary school English language instruction should be considered altogether (Bennie & Newstead, 2018, Nwadiokwu, 2020; Bascia & Hargreaves, 2000, Oyovwi, 2012).

Besides, the obvious changes in English language learner’s characteristics as a result of the nature of a changing world, such as, differences in learning styles, learners’ interest, motivation and the nature of the cognitive domain; the traditional methods of teaching are rendered ineffective and inefficient and in most cases are already rendered obsolete. This necessitates a need to bring up a change for ensuring quality learning outcomes in English language in secondary schools. This makes the teaching – learning process to become more effective and efficient. For these reasons, curriculum change and repositioning

for innovative techniques becomes imperative as it is relevant to a quality learning outcomes in secondary school English language (Adebile & Ojo, 2020).

Statement of the Problem

The inconsistent successful learning outcomes in English Language instruction calls for urgent attention. English language, being one of the core subjects in the secondary school curriculum is supposed to be well- taught in order to create a smooth transition from the secondary school to the tertiary institution. A well designed, planned and developed curriculum that is relevant to the changing nature and characteristics of the learner and the entire world will be necessary for rewardable learning outcomes in English language. Several efforts by scholars to provide permanent solution to the seemingly poor performance in English language has been mostly focused on challenges of instructional strategies, learning environment and availability of instructional resources. These and other variables have not brought about significant improvement in the English language learning outcomes in secondary schools. This might be because the previous studies have not dwell much on repositioning the curriculum for effective teaching and learning of English language. It is therefore pertinent to investigate quality students' learning outcomes in English language instruction by repositioning curriculum in a changing world, in Ondo, Ondo State.

Objectives of the Study

The main objective of this study is to examine quality learning outcomes in secondary school English language through repositioning the curriculum to meet up with the changing nature of the society in Ondo, Ondo state, Nigeria. The specific objectives of the study are to:

- i. assess the state of learning outcomes in secondary school English language
- ii. investigate repositioning curriculum in secondary school English language to ensure students' quality learning outcomes in English language

Research Questions

- i. What is the current state of learning outcomes in secondary schools English language instruction?
- ii. Will repositioning English language curriculum improve the quality learning outcomes of secondary schools English language instruction?

Methodology

The study adopted a descriptive survey research design. This descriptive survey was carried out in Ondo, Ondo State. Population comprises of all professional secondary school English language teachers in Ondo town. Simple random sampling technique was used to select ten (10) professional teachers from ten (10) secondary schools, in Ondo town. A total number of one hundred (100) professional secondary school teachers were selected as sample for the study. Two (2) research questions were raised and answered in this study. A self-developed questionnaire titled "Ensuring Quality Students Learning outcomes in English Language Instruction" was used as instrument for data collection. The questionnaire contained variables on the main title of the study. Descriptive statistics, involving frequency count and simple percentage was used to present the characteristics and responses of the respondents. The validity and reliability of the instrument were ensured by the experts and found

adequate, valid and reliable for the purpose of the study. The prepared questionnaires on the study was administered to 100 professional English Language teachers in Ondo town. Completed questionnaires were collected from each respondent in each of the selected schools for scoring and analyses. Data collected were analysed using simple percentage.

Results

Research Question I: What is the current state of learning outcomes in secondary school English language instruction?

Table 1: Respondents opinion on current state of learning outcomes in secondary school English language instruction

S/N	ITMES	Agree		Disagree	
		Freq.	%	F	%
1.	Learning outcomes in English language is relatively poor	250	83.3	50	16.7
2.	Adequate instrumental materials for the instruction is not available	270	90.0	30	10.0
3.	Students expect more practical activities to be involved in the instrumental process	265	88.3	35	11.7
Grand Total %			87.2		12.8

Table 1 depicts that 83.3% of the respondents agreed that learning outcomes in English language is relatively poor while 16.7% disagreed with the statement. The result also showed that 90.0% of the respondents agreed that instructional materials for is instrument is not adequate while 10.0% disagreed. Furthermore, the result showed that 88.3% of the respondents were of the opinion that students expect more practical activities to be involved in the process while 11.7% disagreed. A cursory look at the table indicated that 87.2% of the respondents attested to poor current state of learning outcomes in secondary school English Language instruction.

Research Question II:

Will repositioning English language curriculum improve the quality of learning outcomes of secondary school English language instruction?

Table 2: Opinion of the Participants on Reposition English Language Curriculum to Repositioning Quality

S/N	ITMES	Agree		Disagreed	
		Freq.	%	F	%
1.	Repositioning curriculum is a very difficult task	240	80	60	20
2.	Ensuring quality learning outcomes in English language entails repositioning of the curriculum	282	94	18	6
3.	Repositioning curriculum of English language would improve the learning outcomes of the learners	290	96.4	10	3.3
Grand total %			90.2		9.8

Table 2 depicts that 80% of the respondents agreed that repositioning curriculum is a very difficult task while 20% disagreed with the statement. Also, the finding showed that 94% participants agreed that ensuring quality learning outcome in English Language entails repositioning the curriculum while 6% disagreed. The result further indicated that curriculum of English language would improve the learning outcomes of the learners. A cursory look at the Table showed that 90.2% of the respondents attested that repositioning the subject would improve the quality of learning outcomes of secondary school English Language Instruction in the study locate.

Discussion

Table I indicates the current state of learning outcomes in secondary school English language instruction in Ondo, Ondo state. The result of the study revealed that learning outcomes of English language is relatively poor, instructional resources for its instruction is inadequate and students expect effective practical activities in the English language instructional process. This result agreed with the findings of (Folorunso, 2006) who found that the poor teaching of English language in secondary schools is the reason for the poor learning outcomes of learners in secondary schools. Generally, it is believed that effective English language instruction is a vehicle to the development in other school subjects in the secondary curriculum.

Table 2, indicated repositioning curriculum for quality students' learning outcomes in English language. The study identified opinions on repositioning English language curriculum to improve students learning outcomes in English language. The findings agreed with (Duru, 2016; Igwe, 2000; Ehindero, 2006) that repositioning curriculum in general terms would ensure improved and quality learning outcomes, most especially when all necessary resources are adequately and sufficiently made available to the schools and the professional English Language teachers for effective English Language classroom environment and instructional process.

Conclusion and Recommendations

The study found that ensuring students' quality learning outcome in English language instruction in a changing world should involve regular evaluation and repositioning curriculum in response to the needs of the consistently changing world. Therefore, no matter how difficult the task of repositioning curriculum, it is still found to be a major route to improving English language as one of the core subjects in the secondary school curriculum. It should be noted that the world is not static, it is dynamic and curriculum change and repositioning should go along with the changing nature of the world.

In line with the findings of this study the following recommendations are made:

- All curriculum experts should give adequate support to evaluation, innovation and repositioning curriculum of secondary school English language.
- Curriculum content should be geared towards the needs of a changing world and the necessary resources for the implementation should be sufficiently provided.
- The roles of professional teachers in providing quality students learning outcomes in English language should be identified and monitored by the responsible stakeholders in education
- Professional English language teachers should be re-oriented on the changing nature of the world and the kind of students altogether, through seminars, workshops and conferences for improvement in English language instructional process and methodology.
- Functional and flexible curriculum design and development is the kind that can effectively ensure students' quality learning outcomes in secondary school English language

References

1. Adebile, R. F. (2023). Assessment and improvement on teacher education curriculum for socio-economic reconstruction in the 21st century Nigeria. A paper presented at the 10th conference of the school of education, AFUED. *Journal of Educational Innovation and Practice*; 10 (1), 22-34.
2. Bascia, N. & Hargreaves, A. (2000). *Sharpe edge of educational change: Teaching, learning and the realities of reform*. London, Falmar Press.
3. Bennie, K. & Newsteal, K. (2018). Obstacles to implementing a new curriculum in M. J. Smith & A. S. Jordaan (Eds) *Proceedings of the national subjects didactic symposium Stellenbosch*: University of Stellenbosch 150-157, Retrieved from www.25th Asug. 2020.
4. Dada, A. O. (1999). *The teacher and the curriculum* Ibadan, Tejema Enterprises.
5. Danmaigoro, A. (2013). The language of instruction in schools problems and prospects. *Is a Kaita Multidisciplinary Journal of Education, Dutse- Ma, Nigeria*. 1(2), 26-34.
6. Duru, V. N. (2016). *Innovations in teacher education in U. M. O. Ivowi (ed). Teacher education in Nigeria a book of teaching*, Lagos. Foremost Educational Service Ltd.
7. Ehindero, A. (2006). *Curriculum foundations and development*, Lagos Concepts Publications Ltd.
8. Fayemi, A. (1986). Problems and issues of implementing the national curriculum. *The Nigerian Experience. Nigerian Journal of Research in Curriculum*, 4(1), 85-91.
9. Folorunso, I. (2006). Relationship between learning and motivation at different stages of the child's cognitive development, *Sokoto Educational Review*. 8(22), 35-46.
10. Igwe, R. (2000). *Fundamentals of curriculum and Instruction*, Lagos. Sunshine Publishers Ltd.

11. Muhammad, H. A. (2018). Teaching and Learning of English Language in Nigerian Schools: Importance and challenges. **www.researchgate.net>publication**. Retrieved: 20th June, 2023.
12. Neegly, O. & Evan, N. D. (1967). Handbook for effective curriculum development, New Jersey. Prentice Hall.
13. Oyekan, S. O. (2000) Foundations of teacher education Ibadan. Ben Quality Prints.
14. Oyovwi, E. O. (2012). Science curriculum innovation in Nigeria Senior secondary schools: Challenges and prospects: The Nigeria Academic Forum 22(1), 1-5.
15. Prinsloo, C. H. & Harvey, J. C. (2018). The impact of language factors on learners achievement in science. South African Journal of Education. 38 (1), 17-34.