

## Evaluation of the Implementation of Senior Secondary English Language Curriculum Course Contents

**Nwachukwu, Clara Chinenye**

University of Calabar, Calabar, Cross River State.

**Email:** uniqueclara3@gmail.com

### Abstract

This study was carried out to determine the extent of implementation of senior secondary English language course contents. One research question and one hypothesis guided the study. The study adopted Evaluative survey research design. The study was carried out in Calabar Education zone of Cross River State. The population of the study was 5,678 respondents, comprising teachers and students. The sample size of the study was 421 respondents, which comprised 12 senior secondary two English language teachers and 409 senior secondary Two students. Questionnaire was used as instrument for data collection. The reliability of the instrument was determined using Cronbach Alpha and it yielded a reliability coefficient of 0.87. Mean and standard deviation were used to answer the research question, while independent sample t-test was used to test the hypothesis. The result of the study revealed that to a high extent (HE) the English language curriculum course contents were implemented.

**Keys words:** English language, Evaluation, Course Contents, Curriculum, Implementation, Senior Secondary.

### Introduction

English Language holds a pre-eminent position as the language of instruction, as well as a core subject in the school curriculum. English Language has a significant position at the level of secondary school. Not only English is beneficial to students at different levels but a pass in it is also one of the subjects that are used as a selection criterion for tertiary education. In view of this, students, educators and parents can never ignore achieving high English performance in listening, speaking and reading comprehension, writing for effective communication in senior secondary 1 –3 English Curriculum, grammar and vocabulary both in campus as well as the society at large. These and other factors are instrumental in making English more pervasive in Nigerian society as well as its educational system. Thus, the call for a uniform and integrated curriculum guide for ELS in Nigeria at all levels of education becomes an urgent one. This prompted the Nigerian Federal Ministry of Education to design an English language syllabus for senior secondary schools in 2007 through the Nigerian Educational Research and Development Council (NERDC).

The senior secondary English language curriculum is the syllabus for senior secondary classes, specifying what subjects and topics that teachers can teach. It establishes the minimum English standards at this stage. Nneji (2015) asserts that for the realization of the educational goals and

objectives to occur, it is pertinent that a curriculum must be well formulated since it is policies and objectives in-built into the curriculum. The senior secondary English language curriculum is in addition, a continuation of the junior secondary English language and consists of the entire teaching learning experience for all senior secondary students (NERDC, 2007). The syllabus is organized into: Oracy Skills which contains Listening Comprehension and Spoken English; Literacy Skills such as Reading Comprehension and Writing for Effective Communication; Vocabulary Development, and Grammatical Structures (NERDC, 2007).

Listening and spoken English are the oracy skills in the English curriculum. Listening being the first of four language skills is a receptive skill – through which people hear and understand spoken language. Listening comprehension is one part of an interactive process, and it helps learners to create meaning using sound discrimination, background knowledge, grammatical structures and other linguistics cues (Hamouda 2013). In spoken English, listening precedes speaking: learners speak in order to be understood. Students are not simply learning to speak English language, the reason for pronunciation is not just to be understood. To a great extent, spoken English is conceived of by Bhowmik (2012) as an interactive phenomenon in which meaning-making happens during production and also processing.

Another important area of the curriculum is reading comprehension which is included in Literacy Skills. Reading is the interpretation of written text, and takes place at about the same level as listening and speaking. Hornsby and Wilson (2013) suggest the priority of three sources of information when reading texts: meaning, grammar and sound-letter correspondences such as dubbed semantics, syntax and phonics.

Similarly, writing is an important component of the senior high school curriculum and this has been identified as “the most cognitively demanding language skill” that students are required to develop (QSA, 2006a: 63). It is placed as being the second of only two literacy skills in the syllabus. The focus is on “writing for effective communication,” and students are learning to express their thoughts clearly when putting pen to paper. The emphasis is on clarity and the capacity to communicate meaning to an audience (NERDC, 2007). Composing is a complex activity that involves not only planning, but also revising, drafting, editing, and publishing. Ability to write well makes sure that messages are sent across in a great way. According to Aria (2012), writing skills allow people to convert their thoughts into the written word, which help in access to communication.

Vocabulary is the other component, with students needing to have a sound enough vocabulary to communicate clearly. The size of one's vocabulary is a handicap in the knowledge of a language. According to Lorgan (2012), vocabulary is the sum of words that exist within a particular language such as English. Also grammar is the backbone of it. Grammar, according to Debata (2013), is a study of how words are combined with one another in the process of their becoming sentences. It is the basis of all language experience. Even if there are some people who don't know grammar but still can speak simple sentences, in order to use a more advanced language they need to learn it fairly well.

The senior secondary English curriculum should be lauded and commended for its policy to prepare our students for effective communication in school and society. However, the intended goals have not yet met and there are controversial issues. Documentation like the Chief Examiners' WAEC Report (2017-2019) reveals that “students have not done well in English language exams. This calls for an assessment of the implementation quality of the curriculum to ascertain whether the failure on the part of students is due to lack or effectiveness implementation of it. Specifically, the study was to examine the extent to which the senior secondary English language curriculum course contents were implemented in senior secondary schools.

### Research Question

To what extent are the senior secondary English language curriculum course contents implemented in secondary schools?

### Hypothesis

There is no significant difference in the mean ratings of teachers' and students' responses on the extent to which the senior secondary English language curriculum course contents are implemented.

### Methodology

Evaluative survey research design was used for this study. This design involves the process of collating information about the current situation in order to describe and interpret them. The area of the study was Calabar education zone. The zone comprises seven local government areas. There are 86 government secondary schools in the zone. The headquarter of the zone is Calabar, which is the state capital. The population of the study was 5,678 respondents. The sample size of the study was Four hundred and twenty-one (421) respondents, which comprised twelve (12) senior secondary two English language teachers and four hundred and nine (409) senior secondary two students. This sample was drawn using multi-stage sampling procedure. In the first stage, the researcher randomly selected the seven LGA in the zone. In the second stage, simple random sampling technique was used to select one school each from the seven LGA in the zone. In the third stage, purposive sampling technique was used to select all the senior secondary two teachers and students from the sampled schools. This sampling techniques was considered adequate because it gave the researcher the opportunity of equal selection of LGAs, schools, teachers and students from the zones.

The instrument for data collection was a structured research questionnaire titled senior secondary English language curriculum course contents implementation (SSELCCCI). The questionnaire was divided into two sections, A and B. Section A was for the demographic data of teachers and students, while section B was concerned with the information on the extent of the implementation of the senior secondary English language curriculum course contents. Section B had 53 items on the extent of the senior secondary English language curriculum course contents. The items were adopted from the senior secondary English language curriculum course contents. The real limit of numbers was used for decision for research questions as follows: Mean value within the range of 3.50-4.00 indicates very high extent, (VHE), mean value within the range of

2.50-3.49 indicates high extent (HE), mean value within the range of 1.50-2.49 indicates low extent (LE), mean value within the range of 1.00-1.49 indicates very low extent (VLE). Mean and standard

deviation was used to answer the research questions while independent t-test was used to test the hypothesis at 0.05 level of significance.

## Results

**Table 1: Mean and standard deviation of respondents on the extent to which the senior secondary English language curriculum course contents are implemented in the senior secondary schools.**

S/N	Item Statement	Teachers-(N-12)			Students (N-397)			Total		
		$\bar{X}$	SD	Dec	$\bar{X}$	SD	Dec	$\bar{X}$	SD	Dec
1	Words associated with the human internal body system and function	3.76	0.63	VHE	3.31	0.65	HE	3.32	0.65	HE
2	Words associated with health	3.76	0.63	VHE	3.24	0.66	HE	3.25	0.66	HE
3	Words associated with sports	3.76	0.63	VHE	3.19	0.68	HE	3.20	0.68	HE
4	Words associated with building and building construction	3.76	0.63	VHE	3.22	0.69	HE	3.23	0.69	HE
5	Words associated with environment	3.67	0.66	VHE	3.20	0.65	HE	3.20	0.65	HE
6	Word modifiers	3.84	0.39	VHE	3.25	0.61	HE	3.26	0.60	HE
7	Prefixes as word extension, making for new meaning	3.76	0.46	VHE	3.24	0.62	HE	3.25	0.63	HE
8	Preservative prefixes	3.84	0.39	VHE	3.21	0.61	HE	3.70	0.63	HE
9	Suffixes	3.84	0.39	VHE	3.19	0.62	HE	3.20	0.61	HE
10	Spelling of words (the use of the dictionary)	3.76	0.46	VHE	3.20	0.67	HE	3.21	0.67	HE
11	Listening to answer questions.	3.76	0.46	VHE	3.34	0.60	HE	3.35	0.60	HE
12	Listening to recorded speeches for comprehension.	3.67	0.65	VHE	3.22	0.66	HE	3.22	0.67	HE
13	Listening for implied meanings	3.67	0.66	VHE	3.16	0.62	HE	3.18	0.63	HE
14	Listening to poetry for comprehension pleasure	3.67	0.66	VHE	3.15	0.67	HE	3.16	0.67	HE
15	Listening to summarize speech, lectures, and note taking.	3.67	0.66	VHE	3.15	0.66	HE	3.16	0.66	HE
16	Listening to speeches and other oral presentations for critical evaluation.	3.76	0.46	VHE	3.11	0.67	HE	3.20	0.66	HE
17	Listening to debates for main points and passing judgment	3.76	0.46	VHE	3.13	0.62	HE	3.14	0.63	HE
18	Listening for details / examples	3.76	0.46	VHE	3.11	0.64	HE	3.12	0.64	HE
19	Consonants clusters (a) Two consonants in initial position. (b) three consonants in initial position.	3.76	0.46	VHE	3.09	0.63	HE	3.10	0.63	HE
20	Unstressed vowel sounds.	3.76	0.46	VHE	3.00	0.64	HE	3.02	0.65	HE
21	Words with five syllables, stressed on the first, second, third, and fourth syllables	3.51	0.68	VHE	2.94	0.68	HE	2.95	0.67	HE

22	Words with six syllables, stressed on the fifth syllable	3.67	0.50	VHE	3.01	0.60	HE	3.03	0.60	HE
23	Intonations expressing/surprise/belief (exclamation)	3.67	0.50	VHE	2.95	0.63	HE	2.97	0.64	HE
24	Intonation, falling tone (statement)	3.67	0.50	VHE	2.93	0.64	HE	2.95	0.65	HE
25	Rising tone	3.59	0.52	VHE	2.99	0.62	HE	3.00	0.65	HE
26	Speaking skills argument, debate	3.59	0.80	VHE	3.00	0.60	HE	3.00	0.61	HE
27	Making a toast	3.59	0.80	VHE	2.86	0.68	HE	2.88	0.68	HE
28	Speaking to persuade. Convince and sway opinion	3.59	0.52	VHE	2.88	0.63	HE	2.90	0.64	HE
29	Giving clear, concise and correct directions	3.67	0.50	VHE	2.89	0.61	HE	2.90	0.62	HE
30	Reading for main gist	3.67	0.50	VHE	3.16	0.56	HE	3.17	0.66	HE
31	Reading to summarize an argument.	3.67	0.50	VHE	3.12	0.57	HE	3.13	0.57	HE
32	Reading to summarize a longer selections	3.67	0.50	VHE	3.08	0.61	HE	3.10	0.62	HE
33	Reading chapters of books and making notes.	3.67	0.50	VHE	3.08	0.59	HE	3.15	1.10	HE
34	Reading for implied meaning	3.51	0.80	VHE	3.01	0.60	HE	3.01	0.61	HE
35	Reading for critical evaluation	3.67	0.50	VHE	2.94	0.64	HE	2.96	0.65	HE
36	Reading to paraphrase poems and dramatic works.	3.67	0.50	VHE	2.93	0.64	HE	2.96	0.64	HE
37	Reading to pick out topic sentences in paragraphs and longer selections	3.67	0.50	VHE	2.99	0.59	HE	3.00	0.66	HE
38	Reading for specific structural pattern	3.67	0.50	VHE	2.98	0.63	HE	3.00	0.64	HE
39	Expository writing	3.84	0.39	VHE	3.35	0.65	HE	3.37	0.64	HE
40	Argumentative writing.	3.76	0.46	VHE	3.33	0.63	HE	3.34	0.63	HE
41	Letter writing, formal letters, (a)Apology (b)Appreciation (c) complaint	3.76	0.46	VHE	3.33	0.62	HE	3.34	0.61	HE
42	Writing speeches for specific purposes.	3.09	0.99	HE	2.95	0.79	HE	2.96	0.80	HE
43	Technical and scientific writing	2.75	0.97	VHE	2.59	0.91	HE	2.68	1.76	HE
44	Creative Writing	2.51	1.00	HE	2.60	0.90	HE	2.60	0.90	HE
45	Free Writing	2.51	1.17	HE	2.56	0.89	HE	2.57	0.89	HE
46	Nouns Phrase	3.84	0.39	VHE	3.48	0.58	HE	3.49	0.58	HE
47	Pronouns	3.84	0.39	VHE	3.50	0.60	VHE	3.59	1.58	VHE
48	Nominalisation	3.76	0.56	VHE	3.37	0.73	HE	3.38	0.73	HE
49	Verb forms	3.76	0.46	VHE	3.43	0.66	HE	3.44	0.66	HE
50	Introduction of sequence tenses	3.76	0.46	VHE	3.31	0.74	HE	3.34	0.7	HE
51	Phrasal verbs-verbs with more than one particle	3.67	0.66	VHE	3.25	0.76	HE	3.35	1.65	HE
52	Adjuncts	3.76	0.46	VHE	3.22	0.74	HE	3.30	1.65	HE
53	Complex sentence structure	3.51	0.68	VHE	3.21	0.74	HE	3.23	0.7	HE
<b>Overall Cluster Mean</b>		<b>3.56</b>	<b>0.43</b>	<b>VHE</b>	<b>3.13</b>	<b>0.39</b>	<b>HE</b>	<b>3.39</b>	<b>0.68</b>	<b>HE</b>

Results on table 1, show the mean ratings and standard deviation of respondents on the extent the senior secondary English language curriculum course contents are implemented in senior secondary schools. The mean ratings of teachers on items 1-41, 43, 46-53 show that to a very high extent, the senior secondary English language course contents have been implemented in senior secondary schools. This is because the mean ratings are within the range of 3.50-4.00 set as real limit for "Very High Extent". On items 42, 44 and 45 teachers agreed that the senior secondary English language curriculum course contents have to a high extent implemented. This is because the mean ratings are within the range of 2.50-3.49 set as real limit for "High extent". On the other

hand, the students mean ratings on items 1-46, 48-53 indicate that the senior secondary English language curriculum course contents have to a high extent implemented and 47 to a very high extent implemented. This is because the mean ratings of items 1-46, 48-53, are within the range of 2.50-2.49 set as real limit for "High Extent" and item 47 within the range of 3.50-4.00 set as real limit for "Very High Extent". The cluster mean of 3.56 and a standard deviation of 0.43 for teachers and 3.13 with a standard deviation of 0.39 for students, with an overall mean of 3.39 indicating that, to a high extent the English language curriculum contents are implemented in the senior secondary schools.

**Table 2: t-test analysis of the significant difference in the mean ratings of teachers and students on the extent to which the course contents of the senior secondary English language curriculum were implemented.**

S/N	ITEM STATEMENT	RESPONDENTS	N	$\bar{x}$	SD	T	df	Sig	Dec
1	Words associated with the human internal body system and function	Teachers	12	3.76	0.63	2.34	407	0.19	NS
		Students	397	3.31	0.65				
2	Words associated with health	Teachers	12	3.76	0.63	2.71	407	0.07	NS
		Students	397	3.24	0.66				
3	Words associated with sports	Teachers	12	3.76	0.63	2.87	407	0.04	S
		Students	397	3.19	0.68				
4	Words associated with building and building construction	Teachers	12	3.76	0.63	2.70	407	0.07	NS
		Students	397	3.22	0.69				
5	Words associated with environment	Teachers	12	3.67	0.66	2.50	407	0.13	NS
		Students	397	3.20	0.65				
6	Word modifiers	Teachers	12	3.84	0.39	3.34	407	0.01	S
		Students	397	3.25	0.61				
7	Prefixes as word extension, making for new meaning	Teachers	12	3.76	0.46	2.86	407	0.04	S
		Students	397	3.24	0.62				
8	Preservative prefixes	Teachers	12	3.84	0.39	3.58	407	0.00	S
		Students	397	3.21	0.61				
9	Suffixes	Teachers	12	3.84	0.39	3.61	407	0.00	S
		Students	397	3.19	0.62				
10	Spelling of words (the use of the dictionary)	Teachers	12	3.76	0.46	2.83	407	0.05	S
		Students	397	3.20	0.67				
11	Listening to answer questions.	Teachers	12	3.76	0.46	2.35	407	0.19	NS
		Students	397	3.34	0.60				
12	Listening to recorded speeches for comprehension.	Teachers	12	3.67	0.65	2.30	407	0.21	NS
		Students	397	3.22	0.66				
13	Listening for implied meanings	Teachers	12	3.67	0.66	2.80	407	0.05	S
		Students	397	3.16	0.62				
14	Listening to poetry for comprehension pleasure	Teachers	12	3.67	0.66	2.70	407	0.07	NS
		Students	397	3.15	0.67				
15	Listening to summarize speech, lectures, and note taking.	Teachers	12	3.67	0.66	2.71	407	0.07	NS
		Students	397	3.15	0.66				



16	Listening to speeches and other oral presentations for critical evaluation.	Teachers	12	3.76	0.46	3.36	407	0.01	S
		Students	397	3.11	0.67				
17	Listening to debates for main points and passing judgment	Teachers	12	3.76	0.46	3.48	407	0.01	S
		Students	397	3.13	0.62				
18	Listening for details / examples	Teachers	12	3.76	0.46	3.50	407	0.01	S
		Students	397	3.11	0.64				
19	Consonants clusters (a) Two consonants in initial position. (b) three consonants in initial position.	Teachers	12	3.76	0.46	3.67	407	00.0	S
		Students	397	3.09	0.63				
20	Unstressed vowel sounds.	Teachers	12	3.76	0.46	4.08	407	0.00	S
		Students	397	3.00	0.64				
21	Words with five syllables, stressed on the first, second, third, and fourth syllables	Teachers	12	3.51	0.68	2.87	407	0.04	S
		Students	397	2.94	0.68				
22	Words with six syllables, stressed on the fifth syllable	Teachers	12	3.67	0.50	3.81	407	0.00	S
		Students	397	3.01	0.60				
23	Intonations expressing/surprise/belief (exclamation)	Teachers	12	3.67	0.50	3.90	407	0.00	S
		Students	397	2.95	0.63				
24	Intonation, falling tone (statement)	Teachers	12	3.67	0.50	3.95	407	0.00	S
		Students	397	2.93	0.64				
25	Rising tone	Teachers	12	3.59	0.52	3.35	407	0.01	S
		Students	397	2.99	0.62				
26	Speaking skills argument, debate	Teachers	12	3.59	0.52	3.36	407	0.01	S
		Students	397	3.00	0.60				
27	Making a toast	Teachers	12	3.59	0.52	3.71	407	0.00	S
		Students	397	2.86	0.68				
28	Speaking to persuade. Convince and sway opinion	Teachers	12	3.59	0.52	3.89	407	0.00	S
		Students	397	2.88	0.63				
29	Giving clear, concise and correct directions	Teachers	12	3.67	0.50	4.44	407	0.00	S
		Students	397	2.89	0.61				
30	Reading for main gist	Teachers	12	3.67	0.50	3.19	407	0.02	S
		Students	397	3.16	0.56				
31	Reading to summarize an argument.	Teachers	12	3.67	0.50	3.33	407	0.01	S
		Students	397	3.12	0.57				
32	Reading to summarize a longer selections	Teachers	12	3.67	0.50	3.31	407	0.01	S
		Students	397	3.08	0.61				
33	Reading chapters of books and making notes.	Teachers	12	3.67	0.50	3.43	407	0.01	S
		Students	397	3.08	0.59				
34	Reading for implied meaning	Teachers	12	3.51	0.80	2.83	407	0.05	S
		Students	397	3.01					
35	Reading for critical evaluation	Teachers	12	3.67	0.50	3.94	407	0.00	S
		Students	397	2.94	0.64				
36	Reading to paraphrase poems and dramatic works.	Teachers	12	3.67	0.50	4.01	407	0.00	S
		Students	397	2.93	0.64				
37	Reading to pick out topic sentences in paragraphs and longer selections	Teachers	12	3.67	0.50	3.98	407	0.00	S
		Students	397	2.99	0.59				
38	Reading for specific structural pattern	Teachers	12	3.67	0.50	3.78	407	0.00	S
		Students	397	2.98	0.63				
39	Expository writing	Teachers	12	3.84	0.39	2.59	407	0.10	NS
		Students	397	3.35	0.65				

40	Argumentative writing.	Teachers	12	3.76	0.46	2.33	407	0.02	S
		Students	397	3.33	0.63				
41	Letter writing, formal letters, (a)Apology (b)Appreciation (c) complaint	Teachers	12	3.76	0.46	2.37	407	0.18	NS
		Students	397	3.33	0.62				
42	Writing speeches for specific purposes.	Teachers	12	3.09	0.99	0.57	407	0.56	NS
		Students	397	2.95	0.79				
43	Technical and scientific writing	Teachers	12	2.75	0.97	0.58	407	0.55	NS
		Students	397	2.59	0.91				
44	Creative Writing	Teachers	12	2.51	1.00	-0.36	407	0.71	NS
		Students	397	2.60	0.90				
45	Free Writing	Teachers	12	2.51	1.17	-0.22	407	0.82	NS
		Students	397	2.56	0.89				
46	Nouns Phrase	Teachers	12	3.84	0.39	2.10	407	0.36	NS
		Students	397	3.48	0.58				
47	Pronouns	Teachers	12	3.84	0.39	1.94	407	0.53	NS
		Students	397	3.50	0.60				
48	Nominalisation	Teachers	12	3.76	0.56	1.81	407	0.70	NS
		Students	397	3.37	0.73				
49	Verb forms	Teachers	12	3.76	0.46	1.72	407	0.85	NS
		Students	397	3.43	0.66				
50	Introduction of sequence tenses	Teachers	12	3.76	0.46	2.80	407	0.38	NS
		Students	397	3.31	0.74				
51	Phrasal verbs-verbs with more than one particle	Teachers	12	3.67	0.66	1.90	407	0.58	NS
		Students	397	3.25	0.76				
52	Adjuncts	Teachers	12	3.76	0.46	2.50	407	0.13	NS
		Students	397	3.22	0.74				
53	Complex sentence structure	Teachers	12	3.51	0.68	1.35	407	0.17	NS
		Students	397	3.21	0.74				
<b>Cluster t</b>		<b>Teachers</b>	<b>12</b>	<b>3.56</b>	<b>0.43</b>	<b>3.76</b>	<b>407</b>	<b>0.00</b>	<b>S</b>
		<b>Students</b>	<b>397</b>	<b>3.13</b>	<b>0.39</b>				

The results in table 2, show the t-test analysis of the significant difference in the mean ratings of respondents on the extent the senior secondary English language curriculum course contents were implemented in the senior secondary schools. Items 1,2,4,5,11,12,14,15,39 and 41-53, show no significant difference in the items, while items 3,6,7,8,9,10,13,16 -38 and 40 show that there is a significant difference in the mean ratings of teachers and students responses. The cluster t-value of 3.76, with a degree of freedom of 407 and a probability value of 0.00 show that the result in table 2 is significant. Inference drawn from the result is that

teachers and students' responses differed significantly in their answer on the extent to which the senior secondary English language curriculum course contents were implemented in secondary schools." This means that the null hypothesis which stated that there is no significant difference in the mean ratings of teachers and students' responses on the extent of implementation of the senior secondary English language curriculum course contents was rejected.

### Discussion

The study showed that the teachers and the students agreed to a high extent that the senior

secondary English language curriculum course contents have been implemented in senior secondary schools. The findings of this study agreed with Ezekwesili's (2015) study on the techniques used by teachers in teaching reading comprehension. Comprehension being one of the senior secondary English language curriculum course contents was effectively taught to the students with the aid of different techniques which in turn resulted in the implementation of the reading comprehension. The findings of this study did not agree with Aduwa-Ogiegbaen and Iyamu's (2016) findings who examined factors affecting quality of English language teaching and learning in secondary schools in Nigeria, and Anabe (2017) who investigated on the challenges of UBE curriculum implementation.

### Implication of the Study

The study found that teachers are implementing the senior secondary English language curriculum course contents to a high extent. It further shows that the poor performance of students in English language may not be attributed to the non-implementation of the senior secondary English language course contents, hence the teachers are implementing the senior secondary English language curriculum course contents to a high extent. It also implies that the decline in students' performance in English language could be attributed to other factors that bothers teaching and learning.

### Conclusion

The English language curriculum course contents represents the total experiences to which all senior secondary school learners must be exposed. It therefore become pertinent to periodically evaluate the implementation of the course contents to ensure its optimal implementation.

### Recommendations

It was recommended that the government through the school administrators monitor the teachers to ensure that the teachers improve to a very high extent (VHE) the implementation of the senior

secondary English language curriculum course contents in senior secondary schools.

### References

- Aduwa, O. E. & Iyamu, O.S (2016). Factors affecting quality of English language teaching and learning in secondary schools in Nigeria. *Journal of Project Innovation Alabama*. 40 (3) 16-27.
- Anabe, I. M. & Udom, G. I. (2017). The challenges of UBE curriculum implementation, the possible recommendation for sustainable development.
- Aria, B. (2012). *Improving your writing in English language teaching and learning*. Retrieved from <https://www.writinginenglish.aria.com>.
- Bhowmik, A. (2012). *Language skills and communication abilities: Concept of speaking and listening skills*. India: Pear press.
- Cohen, L., Mannion, L., & Morrison, K. (2011). *Research methods in education*. London: Routledge.
- Debata, P.K. (2013). the importance of grammar in english language teaching. *Language in India*. Retrieved from <https://languageIndia.com>.
- Ezekwesili, I. E. (2015). Techniques used in teaching reading composition in junior secondary school in Enugu education zone. Arts education, University of Nigeria, Nsukka.
- Hamoud, A. (2013). An investigation of listening comprehension, problems, language, culture and the el listening classroom interactions. *Journal of Academic Research in Progressive Education and Development*, 2 (2), 13-15.
- Hornsby, D. & Wilsosn, L. (2013). *The place of phonics in learning to read and write*. Retrieved from <https://www.alea.edu.au.item>.
- Lorgan, L. L (2012). *Early vocabulary development and reading comprehension*. London: Education place.
- Nigeria Educational Research Development Council. (2007). *Senior Secondary School English Language Curriculum*. Abuja: Sheda.
- Offorma, G.C. (2015). *Curriculum and Teaching in Nigeria*. Enugu: Family Circle Publisher.