

Assessment of English Language Curriculum Implementation in Junior Secondary Schools in Oluyole Local Government Area, Oyo state

Olufunmilayo Prosperity LAWAL

Department Arts and Social Sciences
Lead City University, Ibadan, Oyo State
bekkylaw1@gmail.com: +234 806 151 0231

Abstract

The purpose for this study was to assess the implementation of the Curriculum of the Junior Secondary Schools in Oluyole Local Government in Oyo State. Four questions and were proposed in relation to the study's objectives. Quantitative descriptive research design was used to guide the study, the population of the study consists of all five thousand, one hundred and seventy-nine (5,179) students in selected ten public schools in Oluyole Local Government, Oyo State and a multi stage sampling procedure was used to obtain this result. Out of the 5,179 of the overall population size in the 10 schools selected based on proximity as all belong to the same Local Government as all are mixed school but only one is a male-only school. The population size was narrowed down and approximated to 70. Based on the findings, it was recommended the reading components methods of the English Language Curriculum should be adopted and used maximally for effective teaching and learning outcome. In conclusion, Language Laboratory for Phonemic Awareness, Reading for Fluency, Accuracy and proper expression, the use of Charts are most effective form of implementing the English Language Curriculum, hence all counselors are advised to adopt these methods when teaching English Language in Junior Secondary Schools.

Keywords: English Language Curriculum, Implementation, Teaching methods, and Outcome

Word Counts: 212

Introduction

The important role English Language plays in the linguistic, educational, socio-economic and cultural settings of Nigeria cannot be overemphasized. In the field of Education in particular, English Language plays a dominant role. As the language for education and by extension the target language, the success or failure of formal education, to a large extent, depends on the level of competence of learners in English Language in schools and colleges. For example, it is general knowledge that a good number of secondary school leavers and tertiary institution graduates, hardly express themselves fluently in both spoken and written English, and this abnormality has been found to be partly responsible for the poor academic performance threatening all levels of education in Nigeria.

Language itself is a learned behaviour that can be brought about by a setting where subject matter is selected, graded and activities are organized to encourage its usage. In Nigeria, English language is being learnt as a language for common purposes and for instruction in educational settings. Regions where emphasis were necessary in teaching and learning the language as a second language have been spelt out and definite consideration applicable for the choice of methodology and materials that can be used in classroom were advanced. Therefore, learning a language is influenced by the content and activities to which students are exposed. Reading components makes learners to be more self-confident from unknown to known. Nonetheless many instructors lack effective methods to encourage students' interest, which is the bases for achieving desired objectives that may put off students' initiative and curiosity.

English reading modules has mere impact on the learning development of the infant, the contemporary day educational systems has less stress on all the modules of reading some are regarded more significant than the others. The produce of any educational system should be convincingly empowered to wield some component of control over the events that affects them through well-organized and functional education. This will be very much achievable if the education is pertinent to the needs, desires and desires of the society thereby leading to the development of people and the community at large through the acquisition of appropriate knowledge, skills, values, competencies and abilities.

Curriculum has been viewed as a series of planned learning experiences calculatedly and deliberately prearranged to take full advantage of the opportunities available for people to realize their inherent genetic makeup in both formal and informal institutions. Curriculum, which is commonly viewed as the guiding principle for teachers at various levels, has sometimes been misconstrued, misinterpreted and/or "poorly implemented due to teachers' lack of the required skills to teach effectively, inadequate comprehension of the curriculum, misinterpretation of its contents, and so on. From observation, English curricula are not readily available in some schools and inaccessible to the teachers in others. Some of these factors coupled with the inadequacies of the curriculum seem to affect the teachers' implementation efforts negatively.

On the other hand, funds for purchasing materials and for organizing induction courses in schools are not readily available. Lack of funds can lead to inadequacy of teaching aids and demoralization of the morale of enthusiastic teachers. Even when all of these are in place, teachers may still lack the required skills to teach effectively.

The quality of the reading component of the Junior Schools (JSS) English curriculum, its implementation and the impact on the development of Junior Secondary School students has been agitating the inquisitive minds of many scholars. According to authors, the performance of students in the Basic Education Certificate Examination (BECE) for year 2007 to 2016 for English Language in all the six states in the Southwest, Nigeria showed that we have not been able to record 100% success in the subject. There are doubts in some quarters about the qualifications of the English language teachers who are expected to implement the curriculum. It was perceived teachers' inefficiency and poor performances of students are symptoms of poor interpretation and implementation of the curriculum.

The issue has become a universal concern to all stakeholders in education. In the same vein, good performance in English language is vital for quality education generally, and effective teaching in all levels of education; more so that English is the language of instruction in schools. By implication this influences the quality of teaching and learning.

The reading as a component of learning in schools is designed to improve reading and learning skills of students. This goal has not been achieved because reading, as a component of English Language is faced with some problems. It has been observed that there are no stimulating learning environments for some junior secondary schools in Oluyole Local Government. Students learn under extreme conditions in some schools, while in others, classes are without some basic and sufficient learning facilities such as chairs, desks, chalkboard etc. Some have over populated classes and lack adequate teaching materials/aids. All these factors coupled with poor conditions of service can affect the smooth implementation of the curriculum. Also, most teachers design their lessons without the consultation of the curriculum, perhaps because of its unavailability or unable to access it.

This study is aimed at finding out the methods teachers use in implementing the reading component of the English language curriculum and the differences between school types in the implementation of the reading component of the English language curriculum in Oluyole Local Government, Oyo State, Nigeria which has not been extensively considered by looking at the following research questions:

1. What is the extent of content coverage of English reading components in JuniorSecondary Schools in Oluyole Local Government area in Ibadan, Oyo State?
2. What are the available instructional materials used in teaching reading components in senior secondary schools in Oluyole Local Government area in Ibadan, Oyo State?
3. How appropriate are the methods used by Teachers of English for teaching reading components in senior secondary schools in Oluyole Local Government area in Ibadan, Oyo State?
4. How effective are the evaluation strategies used in English reading components in senior secondary schools in Oluyole Local Government area in Ibadan, Oyo State?

Methodology

This study adopted a quantitative descriptive research design. This strategy employs the most common method of gathering information from a delegate population in order to deliver a result that can be applied to the entire population. The design was used in light of the fact that the study was concerned about the collection of information with the end goal of portrayal and translation with no type of control. Additionally, since all students in Oluyole Local Government cannot be reached because of the huge population, the study was carried out using students from ten (10) schools with the aim of acquiring an outcome that could be summed up to the whole population.

The population of the study included all students in public junior secondary schools in Oluyole Local Government, Oyo State, Nigeria. As at the time of this study, the total number

of public secondary schools in Oluyole Local Government was twenty-seven (27), and were conveyed in all axis of the local government.

Multi-stage sampling procedure was used to select the sample for the study. At stage one, simple Random Sampling Technique was used to choose ten (10) schools Oluyole Local government in Oyo State. This was on the ground that these schools share axis of location and boundary, thus, ten schools were used as benchmark to guarantee all the twenty-seven schools in Oluyole Local Government are obliged.

The questionnaire instrument was self-developed, and three scaled instrument was used to collect data for the study. The instrument contains three (4) sections, namely; Sections: A, B, C and D. Section A contains items on demographical characteristics of respondents such as gender, age range, academic year, class, school location, average number of students in the class, number of times English Language is taught per week, and how often teachers teach. Section B was sub-divided into three namely Section B1, B2 and B3. Sub-section B1 contains items carefully structured such as a comprehension passage to determine the students' reading skills and ability, how often comprehension passages are frequently given and read in the class, how fluent they are in reading, how frequently they are given as assignment, and the level of understanding of the passage.

2 With the expansion of formal education in almost all societies
3 around the world an appropriate and suitable definition of
4 the term 'curriculum' has become increasingly essential and
5 necessary. However, rather than achieving consensus and thereby
6 enhancing a clear educational focus, literature reveals continued
7 differentiation and disputation as to an acceptable definition
8 of the term. Apparently, despite its recent common usage and
9 development of study areas in the curriculum field, the term has
10 a long history which dates as far back as the ages of education
11 writers such as Plato, Aristotle, J. A. Comenius, Bobbit and
12 Fredrich Froebel (Print, 1993).
13 Today however, there continue to be much interest in
14 curriculum matters both locally and internationally and a
15 range of very different theoretical discourses continue to be
16 widely discussed in relation to international standards set by
17 the global players through platforms such as the Sustainable
18 Development Goals (SDGs), International Student Assessment
19 (PISA), academic conferences and others. It is for this reason
20 that some kind of a common understanding on the ingredients
21 of an appropriate curriculum need to be reflected upon since the
22 measure of educational achievements, which in essence is brought
23 about by the implemented curriculum, are compared between and
24 among countries and continents.
25 More often than before the term, curriculum, has also
26 become quite frequently used in the media and the community

27 in general. Such a development cannot be overlooked by
28 curriculum scholars whose duty is to give guidance and direction
29 on curriculum issues. As the study of curriculum has also grown
30 in sophistication so it's very nature has become more challenging
31 and sometimes problematic especially to novice and sometimes Terminology, Volume 2,
Issue 2

Results

The study investigated Assessment of Implementation of English Language Curriculum Reading Components in Junior Secondary Schools in Oluyole Local Government Area, Oyo state. Nigeria. One hundred respondents were sampled for the study. The administered copies were correctly filled, returned and found useful for the study.

Table I: Sex of the Respondents

S/N	Gender	Frequency	Percentage
1	Male	40	57.1
2	Female	30	42.9
	Total	70	100

The table above is the gender distribution of respondents that took part in the study. It was revealed that 40 (57.1%) males participated in the study, while 30 (42.9%) females took part in it. This implies that the male gender is more represented in the study than its female counterpart. This could also imply that male students are more than female students in the study population. This gender imbalance among the respondents of the study, however, does not in any way affect the validity and reliability of the findings of the study owing to the fact that gender was not a variable considered in the study.

Table 2: Age Distribution of Respondents

S/N	Age	Frequency	Percentage
1	10-14 years old	55	78.6
2	Above 14 years old	15	21.4

Total	70	100
--------------	-----------	------------

The table presents the result of the age distribution of respondents that participated in the study. It was revealed in the result that 55 (78.6%) are between the ages of ten and fourteen, and 15 (21.4%) are above fourteen years old. This result signifies that the majority of respondents that filled out the questionnaire are mature enough to understand the instrument used in the study and to give useful responses to the statements in the instrument. This indicates that the result of the study is reliable.

Presentation of Answers to Research Questions

Research Question One:

To what extent is the extent of content coverage of English Reading components in junior secondary schools in Oluyole Local Government area of Oyo State?

Table 3: Extent of the Content Coverage of English Reading

S/N	To what extent is the content coverage of English Reading	SA	A	D	SD	Mean	Stan Dev.
1	Relationship between lecturers are taught in my school	42 (60.0)	22 (31.4)	5 (7.1)	1 (1.4)	1.5 0	.697
2	Reading is taught in my school to improve our reading capability	42 (60.0)	19 (27.1)	6 (8.6)	3 (4.3)	1.5 7	.827

3	In my school, we are taught how to read orally with accurate speed	26 (37 .1)	25 (35. 7)	18 (25. 7)	1 (1.4)	1.9 1	.830
4	Accuracy and proper expression are taught in my school enhance the reading components	20 (28 .6)	40 (57. 1)	9 (12. 9)	1 (1.4)	1.8 7	.679
5	Vocabulary development is taught in my school to enhance the reading components	35 (50 .0)	24 (34. 3)	10 (14. 3)	1 (1.4)	1.6 7	.775
Weighted Mean						1.7 0	.762

Decision Rule: Mean: (0.1-1.49 Low Extent), (1.50-1.99 Moderate Extent), (2.00-2.49 High Extent), (2.50-3.00 Very High Extent)

Table 3 presents analysis of data collected to answer research question one, which was asked to determine the extent of the content coverage of English language reading components for junior secondary school students in the Oluyole Local Government area of Oyo State. Using the decision rule stated above, it can be inferred that teaching relationships between lecturers is taught to a moderate extent (1.50) in the study area. Also, teaching of reading to improve the reading capability of students is done to a moderate extent (1.57). Similarly, the teaching of how to read orally with accurate speed has been covered to a moderate extent (1.91). Furthermore, the results revealed that accuracy and proper expression to enhance the reading component have been taught to a moderate extent (1.87) while vocabulary development to enhance the reading component has been taught to a moderate extent (1.67). On the aggregate, the results gave a weighted mean of mean of (1.70), meaning that the extent of the content coverage of English reading components in junior secondary schools in Oluyole Local Government area of Oyo State is moderate.

Research Question Two

What are the available instructional materials used in teaching reading components in junior secondary schools in Oluyole Local Government area of Oyo State?

Table 4: Available Instructional Materials used in Teaching Reading Components in Junior Secondary Schools in Oluyole Government Area, Oyo State

S/N	Instructional Materials	SA	A	D	SD	Mean	Stan Dev.
6	The use of charts have been implemented in English reading components in my school	18 (25.7)	13 (18.6)	23 (32.9)	16 (22.9)	2.53	1.113
7	Television is used daily to enhance the implementation of English reading components in my school	9 (12.9)	6 (8.6)	22 (31.4)	33 (47.1)	3.13	1.034
8	Computer sets are sufficiently used for the implementation of the English Language reading components in my school	22 (31.4)	11 (15.7)	17 (24.3)	20 (28.6)	2.50	1.213
9	Lesson plan are used on a daily basis to promote the English reading component in my school	18 (25.7)	35 (50.0)	14 (20.0)	3 (4.3)	2.03	.798

10	The use of games is regular in this centre to enhance the implementation of English reading component in my school	18 (25.7)	6 (8.6)	19 (27.1)	27 (38.6)	2.79	1.215
----	--	--------------	------------	--------------	--------------	------	-------

Decision Rule: Mean: (0.1-1.49 Not Available), (1.50-1.99 Rarely Available), (2.00-2.49 Moderately Available), (2.50-3.00 Highly Available)

Presented in table 4 is the analysis of the results obtained from the field to answer research question two raised to determine the available instructional materials to teach reading components among students in junior secondary schools in Oluyole Local Government area of Oyo State. Using the decision rule set, the results showed that an availability of charts to teach reading components in the study area is high at (2.53). Also, it was revealed that televisions are highly available to teach the reading component in the study area (3.13). Furthermore, it was revealed in the analysis that there is a moderate availability of lesson plans to teach reading components in the study area (2.03). Similarly, it was revealed that there is a low availability of games to teach the reading component in the study area (1.44).

Research Question Three

Table 5: Methods used in implementation of English reading components

S/ N	Methods used in implementation of English reading components	SA	A	D	SD	Mean	Standard Dev.
16	Teachers of English language used lecture method frequently in the school	35 (50.0)	29 (41.4)	5 (7.1)	1 (1.4)	1.60	.689
17	Teachers of English language used exposition (combination	24 (34.3)	39 (55.7)	5 (7.1)	2 (2.9)	1.79	.700

	of lecture, question and answer method)						
18	Teachers of English language in the school used demonstration method frequently	20 (28.6)	29 (41.4)	16 (22.9)	5 (7.1)	2.09	.897
19	Teachers of English language used field work method more frequent in the school than other methods	14 (20.0)	23 (32.9)	21 (30.0)	12 (17.1)	2.44	1.00 2
20	Discussion method is more preferred by Teachers of English in the school	24 (34.3)	37 (52.9)	6 (8.6)	3 (4.3)	1.83	.761

Decision Rule: *Mean: (0.1-1.49 Rarely), (1.50-1.99 Seldom), (2.00-2.49 Often), (2.50-3.00 frequently)*

Table 5 presents results on methods used in the implementation of English reading components. The results obtained revealed that teachers of English seldom use the lecture method frequently in the school (1.60). It was also revealed that teachers of the English language seldom used exposition (a combination of lecture, question and answer method) (1.79). Furthermore, the results revealed that English language teachers in schools often used the demonstration method (2.09). In the same vein, the results showed that teachers of the English language seldom use the fieldwork method in the school more often than other methods. (2.44). Finally, the findings revealed that the discussion method is also seldom preferred by English teachers in schools (1.83).

Research Question 4

Table 6: Evaluation techniques used by Teachers of English in assessing their students

S/N	Evaluation techniques used by Teachers of English in assessing their students	SA	A	D	SD	Mean	Stan. Dev.
21	Quizzes are used in my school by English teachers to assess students reading component	43 (61.4)	17 (24.3)	9 (12.9)	1 (1.4)	1.54	.774
22	Oral questioning are used frequently during English classes	24 (34.3)	29 (41.4)	15 (21.4)	2 (2.9)	1.93	.822
23	Essay writing is used in the school	36 (51.4)	29 (41.4)	3 (4.3)	2 (2.9)	1.59	.712
24	The English language teachers used multiple choices as an evaluation strategy	25 (35.7)	38 (54.3)	6 (8.6)	1 (1.4)	1.76	.669
25	True or false is an alternative used by some English teachers	35 (50.0)	23 (32.9)	10 (14.3)	2 (2.9)	1.70	.823

Decision Rule: Mean: (0.1-1.49 Rarely), (1.50-1.99 Seldom), (2.00-2.49 Often), (2.50-3.00 Never)

Table 4.7 presents an evaluation of the techniques used by English teachers in assessing their students. The result showed that essay writing is the most commonly used technique in the study area (1.59). This is followed by quizzes (1.54), multiple choices (1.76), and true-or-false as an alternative (1.70) seldom used in the study area.

Achievement Test Questions

Instruction: Read the passage and answer the questions.

Antarctic Penguins

Though penguins are assumed to be native to the South Pole, only four of the seventeen species have evolved the survival adaptations necessary to live and breed in the Antarctic year round. The physical features of the Adelie, Chinstrap, Gentoo and Emperor penguins equip them to withstand the harshest living conditions in the world. Besides thes four species, there are a number of others, including the yellow feathered Macaroni penguin and the King penguin that visit the Antarctic regularly but migrate to warmer waters to breed. Penguins that live in Antarctica year round have a thermo-regulation system and a survival sense that allows them to live comfortably both on the ice water and in the water.

In the dark days of winter, when the Antarctic sees virtually no sunlight, the penguins that remain on the ice sheet sleep most of the day. To retain heat, penguins huddle in communities of up to 6,000 of their own species. When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs. The Emperor penguin, however, doesn't bother with a nest at all. The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed. The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch. In the huddle, the male penguins rotate regularly so the none of the penguins have to stay on the outside of the circle exposed to the winds and cold for long periods of time. When it's time to take a turn on the outer edge of the pack, the penguins tuck their feathers in and shiver. The movement provides enough warmth until they can head back into the inner core and rest in the warmth. In order to reduce the cold of the ice, penguins often put their weight on their heels and tails. Antarctic penguins also have complex nasal passages that prevent 80% of their heat from leaving the body. When the sun is out, the black dorsal plumage attracts its rays and penguins can stay warm enough to waddle or slide about alone.

Antarctic penguins spend about 75% of their lives in the water. A number of survival adaptations allow them to swim through water as cold as -2 degrees Celsius. In order to stay warm in these temperatures, penguins have to keep moving. Though penguins don't fly in the air, they are often said to fly through water. Instead of stopping each time they come up for air, they use a technique called "porpoising" in which they leap up for a quick breath while swiftly moving forward. Unlike most birds that have hollow bones for flight, penguins have evolved hard solid bones that keep them low in the water. Antarctic penguins also have unique feathers that work similarly to a waterproof diving suit. Tufts of down trap a layer of air within the feathers, preventing the water from penetrating to the penguin's skin. The pressure of a deep dive releases this air, and a penguin has to rearrange the feathers through a process called "preening". Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart.

While the harsh climate of the Antarctic doesn't threaten the survival of Antarctic penguins, overheating can be a concern, and therefore, global warming is a threat to them. Temperature species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day. African penguins have bald patches on their legs and face where excess heat can be released. The blood vessels in the penguin's skin dilate when the body begins to overheat, and the heat rises to the surface of the body. Penguins who are built for cold winters of the Antarctic have other survival techniques for a warm day, such as moving to shaded areas, or holding their flippers out away from their bodies.

Questions 1- 5

Classify the following facts as applying to

- A Antarctic penguins
- B Temperature zone penguins

Write the appropriate letter A or B in the spaces provided for 1-5

1. Stand in large groups to keep warm _____
2. Spend about three-quarters of their time in water _____
3. Have feathers that keep cold water away from their skin _____
4. Have areas of skin without feathers _____
5. Have less blubber _____

Questions 6- 9

Complete each of the following sentences with information from the reading passage. Write your answers in the spaces provided for questions 6-9. Maximum words for each answer is three.

6. Most penguins use _____ to build their nests.
7. While the male Emperor penguin takes care of the egg, the female goes away to _____
8. A _____ is a piece of skin that the male Emperor penguin uses to protect the egg.
9. Penguins protect their feet from the cold of the ice by resting on their _____

Questions 10- 12

Complete each sentence with the correct ending, A-E, from the options below. Write the correct letter in the spaces provided for questions 10-12. There are more answers than sentences so you won't use them all.

- A to hide from their enemies
 - B to breed
 - C to lose their feathers
 - D to cool off on a hot day
 - E to survive in very cold weather
10. Some penguins leave Antarctica for warmer areas _____
 11. Antarctic penguins have special adaptations that enable them _____
 12. Penguins may seek shady places _____

Table 7: Students' Academic Achievement Levels in English Language in Junior Secondary Schools in Oluyole Local Government, Ibadan.

Measure	Frequency	Percentage(%)	Mean	Standard Deviation
Fail	19	8.6	2.19	.572
Scores of less than 40%				
Average	45	64.3		
Scores of 41-60%				
Pass				
Scores of 60% and Above	6	27.1		
Total	70	100		

Key:0-40% = Fail, 41-60% =Average, 61% and Above = Pass

The table above display the result of the achievement test administered to a total of 70 secondary school English students in Ibadan South West local government in Ibadan. 6 students passed the test with scores above 61%. 19 students failed the test and 45 students obtained scores between 41-60% . This indicate that majority of the students are average students in English language reading components knowledge.

Model Summary^b

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.348 _a	.121	.108	.540	.121	9.358	1	68	.003	.807

a. Predictors: (Constant), Teachers of English language used field work method more frequent in the school than methods

b. Dependent Variable: Achievement Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.732	1	2.732	9.358	.003 ^b
	Residual	19.854	68	.292		
	Total	22.586	69			

a. Dependent Variable: Achievement Test

b. Predictors: (Constant), Teachers of English language used field work method more frequent in the school than other methods

The ANOVA table above with a level of significance at .003, which is less than 0.05 indicates that the variables are significant to this study at $F=9.358$ ($P.003 < 0.05$, $f = 9.358$). The $R^2 = .121$, the percentage of variance of the dependent variable accounted for by the independent variables.

Conclusion

Based on the findings asked to determine the extent of the content coverage of English language reading components for junior secondary school students in the Oluyole Local Government area of Oyo State, result showed that the extent of the content coverage of English reading components in junior secondary schools in Oluyole Local Government area of Oyo State is moderate.

Research question two was raised to determine the available instructional materials to teach reading components among students in junior secondary schools in Oluyole Local Government area of Oyo State. Results showed that the main challenges teachers faced were inadequate teaching and learning materials⁴. Research question four was asked to determine the techniques used by English teachers in assessing their students. The result showed that essay writing is the most commonly used technique in the study area. This is followed by quizzes, multiple choices, and true-or-false as an alternative, rarely used technique in the study area.

Summary of regression analysis of the extent of the content coverage of English reading components in Junior senior schools in Oluyole Local Government area of Oyo state showed a weighted mean of (1.70) which means that the extent of the content coverage of English reading components is moderate.

Summary of the regression analysis of available instructional materials used in teaching reading components in Junior secondary schools in Oluyole Local Government area showed results, determined using the decision rule set, that there is an availability of charts (2.53), televisions are available to teach in the area, there is high availability of lesson plan to teach reading component (2.03) and availability of games to teach reading components (2.79).

Summary of the analysis for methods used in the implementation of English reading components results showed that filed work method is seldom used in the school more frequently than other methods (2.44) while discussion method is rarely preferred by English teachers in the school (1.83). Demonstration method (2.09) is also seldom used and exposition (1.79) is rarely used.

Summary of analysis for evaluation techniques used by teachers of English in assessing their students' results showed that essay writing (1.59) is the most commonly used technique in the study area, followed by quizzes (1.54), multiple choices (1.76) and true-or-false as an alternative, rarely used in the study area.

Recommendations

In view of the findings of this study, the following recommendations were made:

1. The extent of the content coverage of English reading components in junior secondary schools in Oluyole Local Government area of Oyo State should be increased. This can be accomplished by giving more time on the school time-table to English reading components.
2. The use of instructional materials such as charts, television and games should be increased to successfully implementing English reading components. The learning styles of all students should be incorporated in the lesson plan to increase the reading capability of students.
3. Teachers of English language should have an effective mix of the methods of implementation of reading components. Teachers must adjust the methods accordingly to meet students' academic needs.
4. Periodic professional training should be done for teachers to improve their skills in teaching reading for implied information and reading for relationship of thought
5. Teacher-student relationships should be improved upon. Students will always want to improve their performance just to please a teacher whom they like. This will enhance students' reading capabilities.
6. Techniques employed by teachers in assessing students should incorporate the unique learning styles of all students. This will enable students to express their capabilities in their own way.
7. The Federal and State governments should provide instructional materials to schools for easy access to the learning tools.

References

Abubakar, B. (2015). Investigating Variability in Tasks and Rater Judgment in performance test of foreign language speaking. *Language testing*, 12, 2, 239-57Jul (EJ511948).

Barbarin, O.A., & Aikens, N. (2015). Overcoming the educational disadvantages of poor children: How much do teacher preparation, workload, and expectations matter.

American Journal of Orthopsychiatry, Vol 85(2), Mar 2015, 101-105.

B. D. Nursazwani, W. A Dg, Din,,& A. AlSaqqaf, Exploring the vaw method of writing among Esl primary pupils: Conceptual paper. *International Journal of Applied Linguistics and English Literature*, 7(4), 2018. 248-252. Available at:

<https://doi.org/10.7575/aiac.ijalel.v.7n.4p.248>.

Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19, 5–51.

Campbell, S. (2018). Teaching phonics without teaching phonics: Early childhood teachers' reported beliefs and practices. *Journal of Early Childhood Literacy*.

<https://doi.org/10.1177/1468798418791001>

C. Reddy,. *The Integration Of Indian Indigenous Knowledge into the SA Life Science*, (2019). Available online www.athensjournals.gr

Fletcher, J.M., Lyon, G.R., Fuchs, L.S. & Barnes, M.A. (2019). *Learning disabilities. From identification to intervention*. Second edition. New York: The Guilford Press.

Price-Mohr, R., & Price, C. (2017). Gender differences in early reading strategies: A comparison of synthetic phonics only with a mixed approach to teaching reading to 4-5 year-old children. *Early Childhood Education Journal*, 45(5), 613-620. doi:http://dx.doi.org.ezproxy.nwciowa.edu/10.1007/s10643-016-0813-y