

**TEACHER SOCIO-LINGUISTIC FACTORS AND LEARNING OUTCOMES
IN ENGLISH LANGUAGE AMONG PUBLIC SENIOR SECONDARY
STUDENTS IN THE IBADAN METROPOLIS, NIGERIA**

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CERTIFICATION

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DEDICATION

To God, who made it possible; my beloved husband, Engr. Afolabi Daniel Adigun; and my wonderful children, David, Esther, Daniel Adigun.

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ABSTRACT

English Language (EL) is a core subject in schools, and success in it is a part of the requirements for certification and educational advancement. However, evidence has shown that learning outcomes of many public Senior Secondary School (SSS) students in EL are not satisfactory in the Ibadan metropolis. Previous studies focused more on interventions, students and home factors to improve learning outcomes in EL than on teacher socio-linguistic factors. This study, therefore, was carried out to investigate teacher socio-linguistic factors (Access to Native Speakers-ANS, Prior Language Competence-PLC, Epistemic Beliefs-EB, and Intercultural Practice-IP) as predictors of learning outcomes (achievement and attitude) in EL among public senior secondary school students in the Ibadan metropolis, Nigeria.

The study was underpinned by the Attribution, Contrastive Analysis and Personal Epistemology theories, while the sequential mixed methods (QUAN+qual) design was adopted. The multi-stage sampling procedure was adopted. The five metropolitan Local Government Areas (LGAs) in the Ibadan were enumerated. The simple random sampling technique was used to select 50 public SSSs (10 per LGA). Fifty teachers (one per SSS) teaching SSII EL were purposively selected. The instruments used were English Language Achievement ($r=0.87$), Prior Language Competence ($r=0.77$) tests; Attitude to English Language ($r= 0.92$), Access to Native Speakers ($r=0.82$), Epistemic Beliefs ($r =0.90$) questionnaires; and Intercultural Practice Scale ($r =0.86$). In-depth interviews were held with 10 teachers who were heads of departments. The quantitative data were analysed using descriptive statistics, Pearson product moment correlation and Multiple regression at 0.05 level of significance, while the qualitative data were content-analysed.

The age of the respondents were: teachers (30.80 ± 2.40) years, and students (16.90 ± 2.06) years, while 54.0 % and 51.6%, respectively were females. The majority of the teachers (90.0%) possessed teaching qualifications. The ANS ($\bar{x} = 3.18$), EB($\bar{x} = 2.72$) and IC ($\bar{x} = 2.70$) were high, at a threshold of 2.50, but IC ($\bar{x} = 2.40$) ($x=2.40$) was low, at a threshold of 2.50. Teacher IP ($r = .39$), EB ($r =.23$) and ANS ($r =.01$) had positive relationships, while PLC ($r= -.16$) had a negative relationship with achievement. Teacher ANS ($r =.20$), IP ($r =.09$) and EB ($r = .07$) correlated positively, while PLC ($r = -.08$) correlated negatively with attitude to EL. The composite contributions of the independent variables to achievement ($F_{(4;45)} = 3.347$; Adj. $R^2 = .16$) was significant, accounting for 16.0 % of the variance, but it was not significant on attitude. Teachers' IP($\beta = .44; -.19$), ANS ($\beta = .14;.03$), PLC ($\beta = -.20; -.04$) and EB ($\beta = -.10; -.04$) contributed relatively to achievement and attitude, respectively. Teachers of EL accessed native speakers through native English newspapers, literature books, movies, radio and television news, conferences and academic discussions, while listening to music, eating foods and wearing attires from different cultures were their IPs.

Teacher intercultural practice and access to native speakers influenced achievement in EL, while access to native speakers influenced attitude to EL among public senior secondary school students in Ibadan metropolis, Nigeria. Teachers of EL should focus on these factors to improve learning outcomes in EL.

Keywords: Intercultural practice, Access to native speakers, Prior language competence, Achievement in English Language, Public senior secondary schools in Ibadan

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The English language plays a dominant role in the daily life of the Nigerian people in spite of the existence of various indigenous Nigerian languages. Curricular subjects at all levels of education are taught and examined in it. English Language is a compulsory subject in the curricula of primary and secondary schools, while it is compulsorily offered as general studies at tertiary institutions and a requirement for graduation irrespective of students' courses of study. The English language, to a large extent determines students' success in examinations in the various school subjects with the exception of other language subjects, and it determines access to further education and even lucrative jobs. Given this overwhelming importance of the language in Nigerian national life, teachers are expected to teach it with a serious touch of professionalism to ensure high proficiency in the use of the language among students and high standard of achievement in it at public examinations.

For English to be taught successfully, it requires that the English language teachers are aware of its objectives and knowledgeable on all the aspects of the subject. The various aspects into which the language is divided in the curriculum of senior secondary schools are vocabulary, the four basic skills, grammatical structures and summary writing (FME, 2018). With the important position occupied by the language, it is expected that these various aspects will be well taught for students to record high achievement. However, the opposite is the case and this has led to reported cases of poor performances recorded by students in English Language at public examinations. Deficiencies in different aspects of the English language had been identified by scholars and corroborated by the West African Examinations Council's Chief Examiners' *Reports* of 2016, 2017, 2018, 2018 And 2020 . For example, using the criterion of five O' level credits, which included English and Mathematics, the positions of Oyo State in the West African Senior School Certificate Examinations for 2018 and 2019, out of 36 states and Federal Capital Territory were 33rd, 25th and 26th respectively, being the only southern state after Osun with poorest

performance (www.waec.org. downloaded on 19th June, 2020). It could be inferred from this reports that the Ibadan metropolis, with the greatest number of secondary schools compared to other major towns in Oyo State, will feel the pinch of students' poor performance more. Out of over 500 public secondary schools in Oyo State, Ibadan alone has over 270 schools.

In addition to poor performance in the subject, students' attitude to the subject is also poor among students. The poor grade of students has always engendered poor attitude of students to the subject, perhaps out of the frustrations experienced by students who sees the subject as a difficult one. Attitude to a subject has been viewed as someone's disposition to it, which can be positive or negative(Icheku, 2017; Bateye, 2017; Adediran, 2019). It can therefore be concluded that the disposition of students to English Language is an important learning outcome that needs to be boosted in the teaching and learning of English.

Prominent among the factors identified in literature as being responsible for the poor learning outcomes in English in second or foreign language situation is the problem of ineffective methods and strategies of teaching, teachers' wrong epistemic beliefs, lack of intercultural competence, prior language incompetence and lack of access to native English users and these inhibit the quality of instruction in the subject. Efforts to address the problem of poor achievement and attitude to English focused extensively on teaching strategies, teacher competence factors, and student factors. Despite the various insights provided by these studies to the teaching and learning of the various aspects of the English language, some psycho-linguistic factors have not been sufficiently researched. These include access to native speakers, prior language competence, epistemic beliefs and intercultural competence. The foregoing is a pointer to the fact that many other factors other than the ones already worked upon, such as access to native English users, prior language competence, epistemic beliefs and intercultural competence still need research attention.

Access to native English users is important in the learning of English as a second language. When teachers of English as a second language have access to native speakers they tend to speak and write better English, the contact they would have will be both in oral and written communication. When they listen to native speakers speech or read what is written by them, it can influence them to do better in

teaching English (Davies, 2014). The opportunity to interact with native English users both within and outside of the classroom is a significant advantage. Native English users are linguistic models and can provide appropriate feedback. This is hardly so with non-native esl teachers. Clearly, second-language teachers who have no extensive access to native speakers are likely to make slower progress, particularly in the teaching of oral/aural, vocabulary and reading aspects of English(Bolton, 2008).

When teaching English as a second or foreign language, one way esl teachers could deliver effectively in the English they speak, write and teach, is to connect with native English users. Access to native English users can be made through mobile applications. It is important to highlight that most language learning apps are resource centres for exposure to vocabulary. In that sense, learning English through YouTube gives most teachers the perfect platform for improving their English. Examples of YouTube resources from which contact could be made with native speakers are VOA Learn English, Racheals' English, English with Lucy and BBC Learning English, among others(Clark and Param, 2017).

Watching native English movies is one of the best methods for learning English. Teachers can pick up many expressions and new vocabulary, a genuine accent, as well as the non-verbal communication that goes along with everyday conversation. Access could also come through listening to native English news, which could provide authentic language exposure to teachers of English as a second language. Native English newspapers such as Financial Times could also provide a rich reading experience (Bolton, 2008).

The influential role played by teachers' access to native English users in ESL contexts, especially in phonology (Harrison and Kroll, 2017), lexical skills (Proctor, August, Carlo and Snow, 2016), vocabulary and reading(Liu and Zhang,2017) and in writing skill (Verhallen and Schoonen, 2016) is enormous. These studies have shown that access to native speakers influences ELT in native speakers contexts, but its influence on students' learning outcomes among English as a second language users in Ibadan metropolis is given less emphasis.

Prior language competence is another linguistic factor that can influence the teaching and learning of English as a second language because once a teacher is competent in his or her first language, his/her skill of teaching it increases. Teachers who are competent in their prior language would excel in the teaching of the target foreign language.

Studies (Cook, 2013; Pooja, 2015; Asher and Garcia, 2017) have shown that language teachers that are competent in their mother tongue perform better in the teaching of reading in English language than those who are not competent. These studies further revealed that ESL teachers can teach the basic skills of English language effectively to ESL learners if such teachers are proficient in their first language because knowledge of contrastive analysis has shown that there are areas of similarities between the first language and the target language which can facilitate the teaching of the target language. Although this might be counter-intuitive as it may lead to interference and substandard English expressions, teachers' competence in their prior language is could accelerate effective mastery and teaching of the target language in ESL contexts (Cummings, 2011).

Another important factor is teachers' epistemic belief which is their persuasion about knowledge sharing in English language classroom. Schommer (2010) identified five dimensions of epistemic beliefs as the structure of knowledge, the stability of knowledge, the source of knowledge, the speed of learning, and the ability to learn. Both teachers and students' epistemic beliefs influence interactions that take place in class. However, this study is concerned with teachers' epistemic beliefs as the prime driver of classroom practices and students' learning outcomes. Studies (Gill, et al, 2004; Fives and Buehl, 2008; Moldanado, 2014) have reported the relationship between teachers' epistemic beliefs and quality of students' learning but the extent to which it would predict the quality of instruction in ESL as obtained in Ibadan has not received much research emphasis.

Another factor that is capable of influencing students' learning outcomes in ESL context is teachers' intercultural practices. Intercultural practice is defined as teachers' intercultural knowledge, attitude and skills that give him/her capacity to cope with the challenges of teaching English Language in multicultural classrooms. The consideration of social and cultural contexts of language use should loom largely in EL instruction (Byram, 2017). Since language is a product of a particular culture, it follows that the learning of EL goes hand-in-hand with its culture. The EL teacher is thus saddled with the responsibility of mediating between the culture of the learners' L1 and that of the target language (TL). Consequently, learning a language no longer means acquiring communicative competence, but being interculturally competent (Council of Europe, 2011). Empirical literature has documented a strong link between teachers' intercultural competence and foreign language achievement of learners, but

there is a little emphasis on the extent to which this sociological construct would influence ELT classroom practices in Ibadan metropolis, Nigeria.

1.2. Statement of the Problem

English Language is a core subject in the curricula of primary and secondary schools, while it is compulsorily offered as general studies and a requirement for graduation irrespective of students' courses of study in tertiary institutions. With the important position occupied by the language, it is expected that students would record high achievement in it. However, this is hardly the case as there were reported cases of poor performances recorded by students in English Language at public examinations. It is believed that the Ibadan Metropolis, having more than half of the total number of secondary schools in Oyo State, will feel the pinch of poor performance more than any other town. Related to this is the poor attitude of students to the subject. Previous studies that aimed at addressing this deficiency focused more on interventions using innovative teaching strategies, home, student and school factors influencing students' learning outcomes in English than on teachers' access to native English sources, epistemic beliefs, prior language competence and intercultural competence. These teacher socio-linguistic factors influenced learning outcomes of students in target languages in other climes, but their influence on the teaching and learning of English Language in ESL context in Nigeria has not been given much research emphasis. Therefore, this study was carried out to investigate teachers' access to native English users, prior language competence, teachers' epistemic beliefs and intercultural practices and learning outcomes in English among ESL students in the Ibadan Metropolis, Nigeria.

1.3. Objectives of the Study

The set out to achieve the following specific objectives:

1. Determine the relationship that exists between socio-linguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) and students' learning outcomes in English Language.
2. Investigate the composite contributions of teacher socio-linguistic factors (access to native speakers, prior language competence, epistemic beliefs and intercultural practice) to students' learning outcomes in English Language.

3. Examine the relative contributions of teacher socio-linguistic factors (access to native speakers, a prior language competence, epistemic beliefs and intercultural practice) to students' learning outcomes in English Language
4. Identify which of the teacher socio-linguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) would predict students' learning outcomes in English Language.

1.3 Research questions

1. Through which sources do teachers access to native speakers of English language?
2. What is English language teachers' epistemic belief?
3. What is English language teachers' frequency of intercultural practice?
- 4a. What relationship exists between socio-linguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) and students' attainment in English Language (EL)?
- 4b. What is the correlation between socio-linguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) and students' attitude to EL ?
- 5a. What is the composite contribution of socio-linguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) to students' attainment in EL?
- 5b. Is there any joint effect of socio-linguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) to students' attitude to EL ?
- 6a. What is the relative contribution of socio-linguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) to performance of students in EL?
- 6b. Is there any individual impact of socio-linguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) to students' attitude to EL ?
- 7a. Which of the socio-linguistic factors would predict students' attainment in EL?
- 7b. What is the strength of prediction of the socio-linguistic factors on performance of students in EL?

1.4. Study scope

This study investigated the strength of prediction of the socio-linguistic factors on the cognitive and affective outcomes in EL. The study covered English language teachers and SS 2 students from 50 schools in Ibadan, Nigeria. The linguistic factors of interest to this study are access to native speakers and prior language competence, while the sociological factors are teachers' epistemic beliefs and intercultural practice. The English Language achievement test that will be used in this study will be taken from New Oxford Secondary English Course for SS2.

1.5 Significance of the study

The results had shown which of the sociolinguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) would predict students' learning outcomes in English Language by identifying factors that could be addressed in order to improve them. What was found had also revealed the connection between teachers' epistemic beliefs and intercultural competence and their English language classroom practices. The study has revealed the extent to which teachers' prior language competence and access to native speakers could influence the instruction EL. It would also benefit the teachers, they would know what other factors apart from teaching strategies can improve students achievement in essay writing. Curriculum designers and planners would find the study useful as it would open their eyes to two of effective strategies that can be used to teach peace education at junior secondary school level. The study would also be beneficial to teachers of English in second language contexts as it would sensitise them with those critical factors about themselves that could influence effective learning of English in schools. Professional associations like International Association of Language Educators, (IALE), the NUT, English Studies Association of Nigeria, among others would also find these sociolinguistic factors as suitable themes and sub-themes for conferences, symposia and workshops for teachers' professional development.

1.6 Operational Definitions of Terms

Access to native speakers: This is the contact or interaction that teachers of EL make with native speakers of English language as measured by their response to access to native speakers questionnaire used in this study.

Achievement: This is represented by the marks of students in the first dependent measure in this study.

Attitude: This is the disposition of students to English Language which is the second learning outcome for this study.

Epistemic Beliefs: Knowledge sharing beliefs held by the English language teachers, which inform their classroom practices . It is measured by teachers' response to teachers' epistemic beliefs questionnaire designed for this study.

Intercultural Competence: This is teachers' intercultural knowledge, attitude and skills as measured by teachers' intercultural competence rating scale used in the study.

Learning outcomes in English Language: These are the criterion variables that were determined in this study.

Prior language competence: This has to do with the level of proficiency of the teachers in their first language as measured by prior language competence test designed for the study.

Socio-linguistics factors: These are teachers' access to native speakers, prior language competence, epistemic beliefs and intercultural competence which are the independent variables in this study.

CHAPTER TWO

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

In this section of the thesis, theories germane to the study and concepts such as English in Nigerian education, objectives of ELT, role of teachers in EL class, EL instruction and sociolinguistic factors are reviewed. In the review were theoretical underpinning, review of concepts such as English in Nigerian education, rationales for ELT in school, place of EL in curricular delivery, the teaching and learning of ESL in Nigeria, teacher socio-linguistic factors, students' learning outcomes in English. Also studies that were reviewed included socio-linguistic factors influencing learning outcomes in English, teacher epistemic beliefs and attainment in English, intercultural competence and attainment in English, prior language competence and students' attainment in English as well as access to native speakers and attainment in English. As a way of rounding off, the reviewed literature was appraised.

2.1. Theoretical underpinning

2.1.1 Theory of Attribution

The theory of Attribution originated from Weiner in 1974. It tries to explain what prompts people to act in a particular way. A person seeking to understand why another person did something may attribute one or more causes to that behaviour.

Attribution theory explains that certain factors within and without an individual could be held accountable for their behaviour. Elliot, *et al* (2005) advanced

Weiner's position by using it to explain learners internal and external factors that impact on their academic attainment.

The theory of attribution served as an anchor to the study because sociolinguistic factors of teachers as internal attributions predicted attainment in and disposition to EL in an ESL context as we have in secondary schools in Ibadan. This theory only covers intercultural practice of teacher, hence the need for other theories.

2.1.2. Developmental Theory of Personal Epistemology

The theory was propounded by William Perry in 1970. The theory views knowledge dissemination as a product of the beliefs held by an individual about what constitutes knowledge and how it is acquired. According to Perry (1970), teachers are custodians of knowledge and they tend to share it according to their belief on how knowledge flows. Some teachers believe in top down model of knowledge dissemination in which case knowledge always emanates from the teacher and it is disseminated to the students, whose only role is to listen and receive knowledge without questioning. This is the traditional mode of knowledge sharing in which the teacher monopolises the process. Such classrooms are often teacher-centred and teacher-dominated. On the other hand, some other teachers adopt the mixture of top down and bottom up models in which case they believe that knowledge is bi-polar. Such teachers are open to contributions from the students on issues being discussed. Such classrooms tend to be interactive and collaborative, where learners are actively involved in lessons. The theory is relevant to English language teachers' epistemic beliefs about teaching which informs the way and manner knowledge is transferred to students in English Language. There is need for more theories to cover other variables.

2.1.3. Theory of Contrastive Analysis

Robert Lado in 1957 brought about the theory Contrastive Analysis(C.A.). The C.A. theory has attempts to describe how language functions in a bilingual context. The theoretical foundation for contrastive analysis (CA) is the assumption that a person who already speaks one language and wants to learn another does not learn the second language in a vacuum. It is assumed that whether he is conscious of it or not, he brings influence of the first language to bear on the second, positively or negative. It hinders the effective learning of the second language by what is known as linguistic interference please clarify. Experience has shown that when two languages come in contact, certain features are bound to come into conflict. This, linguistics attempt to study the various systems of the two languages in order to identify areas of possible conflict and applied linguists use this information to draw programme that will promote the effective learning of the target language. Contrastive analysis does not, however, say that the only sources but contrastive analysis does attempt to eliminate these conflicts. Thus, contrastive analysis plays a big role in second language

learning. The theory of contrastive analysis is relevant to teachers' prior language competence.

2.1.4. Kolawole's Linguistic Input Theory

The linguistic input theory of Clement Kolawole was propounded in 1998. The theory was premised on the assumption that when students are exposed to conscious teaching of linguistic items, it would improve their expressive skills. This theory suggests that competent language use could be guaranteed when learners receive input through conscious exposure to structures, punctuation, and vocabulary items. The theory of linguistic input is adapted to cover input gained by teachers of ELS from their access to native speakers. The goal of any language programme is for teachers and learners to be able to communicate effectively. Input to ELT competence could come via access to native speakers sources, which invariably could avail the teacher of adequate exposure to the standard form of the language needed for them to create a more effective opportunity for improved students' learning outcomes in English.

2. 2. Review Concept

2.2.1 English in Nigerian Education

Of all the uses to which English is put, its use in propagation of education in Nigeria looms largest. It is the language used for teaching and instructions. It is the most widely used code of instruction in schools. None among all the Nigerian native languages is highly regarded and prestigious like the English language and this explains why any expert English language speaker is highly regarded and respected in the Nigerian society. English language is used to measure people's educational attainment, and it has also taken over the language of contemporary medicine, technological know-how, industry and equipment, educational publications, ICT industries and the Internet.

Although English opens doors of opportunities to those who have competency in it, other Nigerian languages are still assigned functions in instructional process. The use of the language has a strong backing of the Nigerian Policy on Education (2013). This means that it appreciates the importance of the indigenous Nigerian languages for curriculum delivery.

2.2.2 Rationales for ELT in Schools

Language serves as a means of establishing relationship with other people in our day-to-day life situation. According to Obanya (2002), teaching the EL is aimed at ensuring students' proficiency in it. English language occupies a meaningful position in curriculum because of its importance. English plays a unifying role in Nigeria because it is the only language common to Nigerians from diverse linguistics, social, cultural, religious and geographical backgrounds. English language serves as a gateway to formal education because almost all the subjects in the secondary schools are taught in English language. Fluency is the ultimate goal of ELT. This could be achieved if the students' language skills are developed through the integration teaching the subject effectively by competent teachers. EL as core subject in Nigerian schools is required for certification and career growth. In the basic level of education, it is taught and learnt as English Studies (ES) as a fusion of language and literature. This enables the students to learn the rudiments of the English language and at the same time get exposed to literary appreciation concepts through the reading of short stories, novelettes and novels (Lawal, 2018).

Teaching EL in senior secondary schools, which is a medium of expressions in Nigerian schools, helps the students to broaden and be deepened in the language competencies they have developed through basic education. Generally, language is integral to the development of identity. Therefore, the teaching of English language enables students to communicate their own ideas and responses and also develop confidence in them. Furthermore, the teaching of EL in secondary schools provides a sound linguistic basis for further learning, equips students with a satisfactory level of proficiency in English language, stimulates reading interest and reduces aliteracy. The invaluable service of EL is its employment in international fora where people of different tongues assemble to discuss issues of common interest.

The essence of teaching ES is to enable the learners to obtain knowledge and information from books, process ideas in the text overflow, comprehend meanings from textual information summarise ideas, and fish out answers to questions in reading passages. The acquisition of EL is a stepping stone for proficiency in other school subjects. According to the Federal Ministry of Education on Senior Secondary Education Curriculum in English Language for SS 1-3;

There is a deviation from the previous English language curriculum in the area of skills of oracy. In the past, the listening comprehension aspect is treated fleetingly and is being held responsible for failure in English language in our school. For example, students are unable to listen efficiently to lectures, speeches, etc, they rely heavily on teacher's notes, suggesting that the time used for teaching may have been wasted. Consequently, the listening skill to be taught has been extended significantly to include: listening to grasp main points or ideas in: speech, conversation, lecture, poem,, recorded material, radio/TV broadcast, short debate, etc; listening to identify the speaker's mood, tone and purpose; listening to identify details through signalling words like because, as a result, for example, in other words, etc; listening for summary note taking; listening to follow directions; listening to tell the meaning of words in context; and, listening to identify a speaker's style.

Writing is an accurate representation of ideas on paper so as to communicate such thoughts and ideas to an audience. It is a very important literacy skill, both for higher education and external communication. Aspects covered at this level serve as revision as well as extension of the ideas to more complex usages. Areas covered include: narrative writing; descriptive writing; expository writing; argumentative writing/debates; letter writing formal, semi-formal and informal; speech-writing for different occasions and purposes; technical and scientific writing; creative writing, etc. These have been presented in very simple manner but the EL teacher is free to treat them in varying ways using dialogues, substitution tables, extensive practice exercises and extensive reading. (NERDC, 2007).

2.2.3 The role of teachers in the teaching process of ESL

The teacher is at the centre of classroom practice. Nowadays the understanding of this role has changed. A teacher can be a counsellor, a facilitator, a guardian, a mentor, a coach and so on, for students to perform well in English language, the teacher has to play an important role. The role of a teacher in the academic achievement of students in English language is very crucial. He/she must interpret the aims and goals of education and educate the students in accordance to them. One of the relevant roles of a teacher in the learning situation is that he/she should be able to possess and utilize characteristics that would boost students' interest in English language like other subjects. The teachers' role of curriculum provision measures for sustaining students' interest such as:

1. Provision for wider ability range;
2. Inclusion of various subject curriculum;
3. Provision for stimulation through readers' series;
4. Co-curricular activities.

Since teachers are the key factors in the development and implementation of English curricula, their role here relates to the motivation of students' interest in the subject matter. In order to perform this role, the teacher's responsibility is to make use of relevant techniques to arouse and sustain the interest in the students. This is said to be achieved when the education sector is being able to produce quality students in terms of intellectual (that is, quality education). According to Ademola (2007), teaching is a profession that is done systematically by someone who has acquired some skills either by training or by experience. Atanda and Jaiyeoba (2007) supported this view by submitting that without the teacher, teaching activities cannot take place.

According to Abdullahi (2000), teachers are influential intermediary between the learners and learning materials. Rocloff (2004) also opined that there is a clear evidence that teacher quality is a key determinant of student learning, little is known about which specific observable characteristics of teachers can account for this impact. Darling-Hammond (2010) noted that teacher quality determines education quality. The need for high quality teachers equipped to meet the needs of all learners become evident to provide not only equal opportunities for all learners, but also to improve the educational system for any society, Reynolds (2009) says that it is the knowledge, beliefs and values of the teacher that are brought to bear in creating an effective learning environment for pupils, making the teacher a crucial influence in education and the development of the school.

2.2.4 The Teaching and Learning ESL in Nigeria

English language has become the lingua franca in Nigeria because of the multiplicity of language and culture, and the fact that Nigerians have to communicate both at international and national levels. The government having realized this view has made it a compulsory subject in all level of Nigerian educational system (Osokoya, 2004; NPE, 2004). The English Language is offered at all levels of Nigerian educational system (pre-primary, primary, secondary and tertiary). English assumes much importance that all the examination bodies in Nigeria as well as Africa have placed more emphasis on it. However, ELT still face

some challenges; these will in turn affect the students' academic achievement. According to Adewunmi (2000), the government, parents, teachers, school, students and society in which the system operates can affect the teaching and learning of English language. Williams (1990) asserted that the government, teacher's ability, environmental factors and students' attitude to work are the factors that ELT in Nigerian schools.

Akanji (2000) submitted that the teaching of English as a second language might be described as situational constraint. According to him, these are inhibiting factors in linguistic, economic and socio-cultural situation in which the language is taught. He itemized the factors as problem of mother tongue interference, attitude of the students, the teachers academic qualification, teaching experience of the English Language teacher, teacher-student relationship and motivation.

Problem of mother tongue interference

Nigeria is a large country with heterogeneous communities, which has a large number of indigenous languages. This group of people have one language or the other which was acquired first for communication other than the English language; this is called the mother tongue, which is being used as the language of early education (Araromi, 2005). As such, English language is learnt as a second language and students have the opportunity of using it outside the classroom. Akanji (2000) opined that the pronunciation of words in most Nigerian languages is different from that of English language. Some sounds exist in English language that does not exist in the Nigerian languages. For instance, /k/ as in cup, cut or /ts/ as in church, cheap. In Yoruba language, the pronunciation of the letter 'v' is substituted for 'f'. Also in the Hausa language, pronunciation of letter 'p' and 'f' are being substituted for each other. A Hausa man would pronounce 'people' as 'feofle' and 'fish' as 'pish'. There is also the problem of singular and plural form in the mother tongue interference. For instance, Yoruba language use 'won' as a sign of respect for elderly people. In trying to interpret the statement 'won pe e' which means they are calling you in English language, whereas, it means an elderly person is calling you.

Attitude of the students and the teachers to English language

Reeves (2003) observed that language attitude is very important. Adeyemo (1999) states that variables such as home language, study habit, test anxiety, self-concept, locus of control, career aspiration and attitude towards schooling affect students' attitude to learning English language. Kiptui and Mbugua (2009)

conducted a study to determine the psychological factors that contributed to poor performance in Kenya. The result showed that English language was one of the factors that affected academic achievement.

Academic qualification of the English language teacher

The teaching of English language in our schools today is faced with the problem of unqualified teachers. The nature of academic qualification of English language teachers is a mark of the intellectual standards. The teaching profession employs highly technical and specialized personnel but the position is not yet true for primary and secondary school system in Nigeria. Udoh (1992) stated that it is only a small fraction of the teaching staff of the first and second tiers of the Nigerian school system that possess the required teaching qualification. Teachers have to be academically qualified and professionally competent to be able to perform in their position. Ololube (2006) also added that teachers should be qualified to guide pupils' social-emotional and psychometric development in addition to theoretical instructions; that is, they should be educators in the broad sense.

Teaching experience of the English language teacher

Many researchers (Akinleye, 2001; Ogundare, 2001) have the role of experience in teaching. Experience as a general knowledge comprises knowledge of skills or observation of phenomenon or some event gained through the involvement in or exposure to that phenomenon or event. The concept of experience generally refers to procedural knowledge or expertise, rather than propositional knowledge. Adesola (2009) opined that a teacher with more experience seems to have a better understanding on how to handle English and the learning process.

Ijaiya (2000) states that experience improves teaching skills. Experienced teachers tend to possess the proper methods of handling English language concepts. A practical example shows that teachers who have been marking West African Examinations (WAEC) for years would have known what is demanded from students to pass the examinations.

Motivation

Motivation is known to be the drive that propels a person to do something. Motivation, which drives people to learn, has been seen to be one of the factors which determine why a person learns English language. It is alarming today that English teachers are dissatisfied with their jobs and this in turn affect

the achievement of students in the learning of the language. Studies have shown that improvement in teacher motivation has benefits for students as well as teachers; however, there is no consensus about the precise benefits because, researchers have had varying results when examining whether teacher motivation leads to increased levels of academic achievement (Bishay, 1996). According to Sullo (2010), researches have shown that most learning theories agree that the more and better the motivation, the better the teaching and learning. Furthermore, his Choice Theory teaches that we are always motivated by what we want at that moment. How motivated a teacher is will reflect in the performance of his/her students. Other factors affecting ELT include:

The teaching approach employed by the English teacher

Dave (1993) is of the opinion that the knowledge of a variety of instructional strategies and the flexibilities to change teaching approaches both within and among lessons are important assets a teacher of English language and any other school subject teacher can have. There are different teaching approaches that can be used to arouse the interest of the learners to achieve better learning outcome in all subjects especially English language.

The substantive structure of English language

We can study the structure of any language in a variety of ways including the English language such as classes of words (parts of speech), meaning of words (semantics), organization of words (syntax), word formation (morphology), and sounds of words (phonology). One aspect of English language which could easily trigger learning problem is its substantive structure. It is made up of series of sequential learning tasks, particularly the grammar aspect, which is the core of the subject. Therefore if a prerequisite skill is not mastered, it becomes difficult to learn new materials and the process is not properly taught, it will be difficult or almost impossible for subsequent learning to occur.

The verbal skills for learning English language

The verbal skills means the communicative required process which our thoughts, feelings and ideas are expressed either orally or in written forms. Baker (1995) also categorized communication as including oral, written and electronics. In English language, verbal ability is very important. For a student to succeed, he does not only need to remember the principles and concept he has been taught, but also should be able to express them. Since verbal ability is important in English

language, students who are unable to attain some given minimum level of verbal skills will be expected to perform poorly.

Home and Environmental factor

The home is an institution that provides the students early socialization experience, upon which other experiences are built upon. The home and environmental factors play a lot of role in assisting the students to learn a language. Besides from the home being the first school of the child, the parents socio-economic status and the level to which they can involve themselves in the academic aspirations of their child is key to the child and the personality. Coleman (1995) noted that families with higher socio-economic status are more positively disposed to the education of their children; hence, their children achieve more. This suggests that academic aspirations right from primary level would tend to be more favourably disposed to better performance in school subjects and English language. This may not be so with poor and illiterate parents, who cannot afford to assist their children in doing their assignments, projects or even buy good textbooks. This brings about poor performance of the students.

According to Grosjean (1982), it has been established that the home is a natural setting for language learning and the most common circumstances in which ideal bilingualism is attained. The home is therefore considered as a vital factor in the second language achievement. The environment of the student may also pose an hindrance to learning English language. The student whose peers are not good in the language may find it-difficult to learn the language as well. Furthermore, the language of the environment will tend to interfere with English language, which may make learning of the target language a bit difficult because a child would naturally want to practice what he/she has learnt but if there is no one to speak it to in the environment, the student is likely to forget what is learnt over time.

The Nigerian learner may have to cope endlessly with the problems of interference, code-mixing and code-switching. He often times follows the rules of his L1 while speaking or writing English. It is in this sense that linguists have felt that the bilingual child runs the risk of confusing the two languages and even in some extreme cases suffer comparative failure in both. This is a concept earlier on described as double semi-lingualism. Such a child may not even achieve any reasonable level of

proficiency in either his L1 or L2. It is in this wise that he may be said to have languages. They are deficient in all the four language skills: listening, speaking (oracy skills), reading and writing (literary skills). This is a negation of the view of Ayeomoni (1999) who stresses the importance of the language skills. Jowitt (1999) notes with grave concern that the quality of both spoken and written English of Nigerians has been deteriorating over a long period while Mohammed (1995) states that the poor performance in English is correlated with poor performance or failure in the other subjects taught through the medium of English.

Lack of suitable pedagogical materials in the form of bilingual dictionaries and L2 pupil's and teacher's printed and/or tape-recorded texts, and an acute inadequacy of suitable trained L2 teachers for the three major indigenous languages have also constituted a very major problem militating against them as L2 in Secondary Schools throughout the country. It is not more than ten percent of the schools actually teach any of the languages as L2, ten years after the inauguration of the policy. A very noteworthy positive step was recently taken in this direction with the establishment in Aba, Imo State, of the Institute of Nigerian Languages, whose main functions, are to train L2 teachers and produce audio-visual materials for teaching the three major indigenous languages.

English, as indicated earlier, has for well over a century now continued to enjoy the pride of place in the nation's educational system, whereas the indigenous languages are rarely given more than three lesson periods a week on the school time table, English has up to five periods, and may even be given as many as seven or eight periods particularly in schools that prepare students for the Oral English examination. The language enjoys profusion of pedagogical materials, and in this respect, contrasts sharply with the indigenous languages, the vast majority of which lack enough materials for teaching them as L1 even in Primary School.

2.2.5. Teacher Socio-linguistic factors

Epistemology is a branch of philosophy that investigates the origin, nature, methods, and limits of human knowledge. Such beliefs influence the development of knowledge because they are considered to be the central values or theories that are functionally connected to most other beliefs and knowledge (Hofer and Pintrich, 1997). Schommer (1994) identified four dimensions within four perspectives of epistemological beliefs, ranging from naive to sophisticated. Sophisticated learners

may believe that a vast amount of knowledge is evolving, some knowledge is yet to be discovered, and a very small amount of knowledge is unchanging. On the contrary, naive learners may believe that a vast amount of information is certain, some knowledge is yet to be discovered, and a very small amount of knowledge is changing.

Epistemological beliefs influence motivational beliefs, such as effective use of learning strategies, academic performance, engagement, and persistence behaviors in self-regulatory and achievement oriented processes (Shell & Husman, 2008). Teachers' epistemological beliefs are often not addressed within teacher education programs (Nespor, 1987). There is growing evidence to suggest that it is important to consider teachers' epistemological beliefs since such beliefs will influence how they approach, design, and deliver lessons in classes. (Lawrence, 1992).

Teachers are now expected not only to teach the foreign linguistic code but also to contextualize that code against the socio-cultural background associated with the foreign language and to promote the acquisitions of intercultural communicative competence (Castro, 1999). The teacher is expected to mediate between the native language and target language culture(s) to help learners achieve the above mentioned goals (Byram and Risager, 1999; Edelhoff, 1993). Thus, to support the intercultural learning process, foreign language teachers need additional knowledge, attitudes, competencies and skills. They need to be acquainted with basic insights from cultural anthropology, culture learning theory and intercultural communication and need to be willing to teach intercultural competence and know how to do so (Willems, 2002).

Perhaps one of the most controversial issues in the field of second language acquisition is whether the mother tongue affects the language learning process at all. For decades, researchers from different first language background have been studying this issue to find an accurate answer to the influence of the native language on learning a foreign language. Unfortunately, this issue is still a point of polemic debate. However, among language teaching professionals as well as linguists, there is broad-spectrum consensus that the first language shapes second language acquisition; nevertheless, there is no agreement at present on what precisely it contributes or how. Prior language development and competence can influence second language learning thereby improving students learning outcome. A research conducted by Pooja (2015) shows that students that are competent in their mother tongue perform better in reading English language than students who are not competent.

Access to native speakers is the extent to which there is interaction between English language teachers and users of English as a native language or mother tongue. When students and teachers have access to native speakers they tend to speak and write better English, the contact they would have will be both in oral and written aspect of communication. When they listen to native speakers speech or read what was written by them, it can influence them to do better in essay writing.

Lightbown and Spada (2013), describe three types of environment that expose the learner to: 1. Natural interaction (e.g. in work or a social forum) 2. Traditional acquisition (e.g. conventional EFL/ESL classrooms, where form, grammar and vocabulary are emphasised) 3. Communicative teaching environments (where interaction is emphasised over form) of these, both the natural and communicative environments are, to some extent, in keeping with the Interaction Hypothesis put forward by Krashen (1981), which states that successful transition from exposure to assimilation is facilitated by collaborative and social efforts in the target language. However the reality of many language learning classroom environments is reflected in the 'traditional' setting, where exposure in the target language is limited to only a few hours each week. In addition, this interaction comes through the instruction of teachers, rather than being learner-driven as in the case of the first language.

Cummins (1991) observes that even with a sufficient amount of educational resources, language learning experiences are too often based on an isolated, task-oriented outlook with an insufficient awareness of context and culture. In addition, the instructor is ultimately just one sample of the speech community he or she represents. When these factors are combined, the opportunity to experience a diverse range of communication styles similar or equal to First language is not always available to the second language classroom learner.

2.3. Review of studies

2.3.1. Studies on socio-linguistic factors influencing Learning Outcomes in EL

Adekola (2012) assessed the impact of socio-linguistic factors on attainment in literacy in Nigerian schools and found that the factors have a positive attitude towards EL and in order for us to remedy this situation and subsequently revitalize our literacy level, greater attention should be paid to reading comprehension in the curriculum. He remarks that reading comprehension should be taught as a separate and compulsory course beginning from the primary to the tertiary institution.

Umeadi (2011) found that reading comprehension sub-skills of understanding figurative usage, finding main idea, discovering text organization and recognizing a writer's point of view greatly enhanced the performance of the post-treated group as against the pre-treated group. The combination of the sub-skills gave the students the opportunity to have interaction with different levels of comprehension.

Agbenge (2018) assessed the relationship of socio-linguistic factors and reading attainment. The instrument used for data collection was a Reading Comprehension Achievement Test (RCAT). Data collected were analysed using mean and standard deviation to answer research questions and Analysis of Covariance (ANCOVA) to test hypotheses at 0.05 level of significance. Findings revealed that literature circles have significant effect on reading comprehension. Results also showed no significant difference in the mean achievement between male and female students who were exposed to literature circles. However, there was a significant difference in the achievement of students in urban and rural schools who were exposed to literature circles in favour of the urban schools. The study recommended, among other things, that literature circles should be incorporated into the reading classroom as a teaching programme and that other professional bodies should encourage in-service training, seminars and workshops to expose teachers of English language to the use of literature circles for the development of reading comprehension skills.

Yusuf (2015) investigates the impact of interactive activities on students' performance in reading comprehension. Two secondary schools were used for the study. Eighty (80) homogenized senior secondary school II students were used for the study, i.e. 40 students from each school. The two schools were located far apart i.e. government secondary school Doka, Kaduna North, Government Secondary School, Makera in Kaduna South. Two instruments were administered on the students. T-test was used to analyse the result of the tests. The results revealed that interactive activities had significant impact on students' performance in reading comprehension. The findings suggest that interactive activities are helpful in understanding and comprehending written text. It also helps teachers to see how students' individual thought processes are working with the information received from texts. Teachers are encouraged to use interactive activities to facilitate students' reading comprehension. Interactive activities such as turn on the meaning by engaging students in purposeful strategic conversations provide students with ample opportunities to interact with the

text, teacher and peers. Curriculum planners are equally encouraged to include interactive activities in the reading component of the English language curriculum for senior secondary schools.

Yusuf, Guga and Ibrahim (2016) examine the effect of Discussion method on the performance of students in reading comprehension in secondary schools in Plateau state. The study adopted a quasi-experimental pre-test and post-test control group design. Two randomly selected Government Secondary Schools from Jos North and Jos South Local Government Areas were used for the study. One hundred (100) senior secondary class II students from two intact classes were used for the study (i.e. 50 students per class, per school). Government Secondary School, Jos, was used as the experimental group while Government Secondary School, Bukuru, was used as the control group. Students from both groups were pre-tested to establish the homogeneity of the two groups before the commencement of the treatment to the experimental group. Both groups were taught for eight weeks. Students were tested using an instrument called a cloze reading comprehension test. The hypothesis postulated for the research was tested using T-test as a statistical tool at 0.05 level of significance. The findings indicated that there was a significant difference in the pre-test and post-test mean scores of students in the experimental and control groups. The result further revealed a higher mean score of students taught reading comprehension using the discussion method as compared with those taught using the conventional method. Based on this finding, the study recommended that teachers should be encouraged to use discussion method alongside the conventional method to enrich their reading comprehension lessons. Curriculum planners and textbook writers should equally provide topical issues/discussion topics before, during and after every reading task to make reading comprehension lessons more participatory, meaningful, purposeful, exciting, enjoyable and pleasurable.

Kolawole (2009) concluded that nothing has changed significantly at the secondary school level in the state as far as reading is concerned because the state of facilities such as libraries, books, journals and furniture that are helpful for developing a good reading skill and culture is low and something drastic has to be done about it. He also pointed that the government, at all levels in Nigeria, has to intervene urgently to address the poor state of reading in secondary schools if it is interested in actually reducing the present 2.9% (EFA, 2005) that Nigeria contributes to the world total illiterate population by 2015.

Omheni and Kacem (2016) work on improving students' reading comprehension achievement through sharing annotations in peer learning environment. They found that students' reading abilities and annotations of expert readers results, in relation to those suffering from reading problem showed that the potential role of annotation to enhance students' learning experiences and their academic achievement, was very promising and constituted a step forward to overcoming students reading difficulties in distance learning context.

Butler, Urrutia, Buenger and Hunt (2010) review the current research on comprehension instruction. They were of the view that how teachers teach reading is very important. They found that teachers who engaged their students in learning to read, provide small group instruction and explicit skill instruction in comprehension and provide modeling and coaching yield students with better outcomes in learning to read. They also observed that combining motivation practices with strategy instruction in comprehension increased reading comprehension. Moreover, they remarked that while our understanding of word recognition skills has grown dramatically, our knowledge of how to develop oral language and background knowledge to foster reading comprehension remains limited. Therefore attention must be paid to elementary students' comprehension skills. They concluded that the field needs more research on comprehensive interventions that are scientifically valid and practical as well as more information on the precursors of comprehension and how reading comprehension develops.

Plocher (2016) explored the effects of three reading comprehension strategies on reading comprehension when reading digital informational texts. The participants were 48 students in either 7th or 8th grade with 36 or 75% of those students having a reading comprehension ability at or above their grade level as measured by Scholastic Reading Inventory software. A one-way analysis of variance (ANOVA) of the reading comprehension ability of the three groups of participants as measured by Scholastic Reading Inventory software suggested there were no significant differences in the means of the reading comprehension ability of the three groups. A non-equivalent group pretest/post-test comparison group design was employed that examined the three treatments. The primary analysis evaluated treatment effects by conducting a one-way analysis of covariance (ANCOVA). Results suggested that the three reading comprehension strategies in this study have the same effect on reading comprehension when digital informational texts are read. In summary, these various studies dwelt on

psychosocial factors other than epistemic belief, access to native speakers, intercultural competence and prior language competence which are focused in this study.

2.3.2. Teachers' Epistemic Belief and Students' Learning Outcomes in English

According to Perry (1970), teachers are custodians of knowledge and they tend to share it according to their belief on how knowledge flows. Some teachers believe in top down model of knowledge dissemination in which case knowledge always emanates from the teacher and it is disseminated to the students, whose only role is to listen and receive knowledge without questioning. This is the traditional mode of knowledge sharing in which the teacher monopolises the process. Such classrooms are often teacher-centred and teacher-dominated. On the other hand, some other teachers adopt the mixture of top down and bottom up models in which case they believe that knowledge is bi-polar. Such teachers are open to contributions from the students on issues being discussed. Such classrooms tend to be interactive and collaborative, where learners are actively involved in lessons. The theory is relevant to English language teachers' epistemic beliefs about teaching which informs the way and manner knowledge is transferred to students in English Language. There is need for more theories to cover other variables.

2.3.3. Teachers' Prior Language Competence and Students' Learning Outcomes in English

In a study (Widjaja and Winskel, 2004) seventy-three children were taken from grade one. Here, the assessments tasks were the phonological awareness, letter knowledge, word and non-word reading skills. The subtests administered were rhyme detection task, a syllable deletion task, a syllable detection task, an onset deletion and a phoneme deletion task. The result showed that there was no significant difference between the tasks. Overall, there was found, that the children's performance was highest on the syllable awareness task and lowest on the rhyme task. Further analysis showed that in Indonesian language phonological awareness is acquired in a different manner than that of the English. Goswami et al. (1997) investigated the use of 'orthographic chunks' corresponding to rhymes in a study comparing non-word reading in English and Greek. Weber (2000) showed that proficient German English bilinguals were sensitive to both native German and non-native English phonotactic

sequence constraints. They were given nonsense words with German and English onsets and had to detect the word luck. English speakers first detected the word luck in moyshluck. This was attributed to the fact that shl- is not a possible onset in English which made it more salient than the other possibilities. German-English proficient bilinguals more easily detected the word luck in the word moysfluck. Moreover they detected the word luck in the word moyshluck faster than in the word moysfluck. This study offered evidence that these listeners were sensitive to both native sequencing constraints and acquired some sensitivity in English phonotactics. Unlike the phonemic categorization that seems to the cues in the input of one language as well as they do with the other language.

2.3.4. Access to Native Speakers and Learning outcomes in English language

Amokeodo (2012) investigated access to native speakers, classroom participation and study habit as a predictor of students' achievement in literature in English. The findings revealed that there was a significant relationship between classroom access to native speakers, participation and student achievement in literature in English but there was no significant relationship between study habits and student academic achievement in literature in English it was also find out that there was a significantly late if contribution of classroom participation on student achievement in literature in English but there was no relation contribution of study habits of students achievement in literature in English and there was a significant compose side effects of classroom participation and study habits of students at academic achievement and indicated classroom participation was the only variable that predict student academic achievement in literature in English.

Akande (2001) examined content familiarity, access to native speakers and attitude Literature-in-English. The study adopted the descriptive survey design using 340 students of literature who were purposively selected There was a positive relationship between content familiarity, access to native speakers and achievements the two factors have a positive moderate multiple relationship with student achievement constant familiar with the highest contribution to achievement followed by attitude to dramatic literature.

2.4 Appraisal of Literature

Literature review shows that there is a persistent underachievement in secondary school students' English language. Empirical literature has shown that attempts to address the poor comprehension skills of the students have led scholars to experiment with innovative strategies such as paragraph shrinking, partner reading, scaffolding, literature circles instructional strategies among others. Despite the insightful contributions of the previous studies to effective EL instruction, the problem of underachievement has not abated thus, necessitating investigation of the influence of psychological and linguistic factors such as teachers' epistemic beliefs, intercultural competence, prior language competence and access to native speakers on attainment in EL. Literature has indicated that epistemic beliefs, intercultural competence, prior language competence and access to native speakers environment are strongly linked with students' academic success in Mathematics, Literature-in-English, Basic Science, Biology, Agriculture Science and Chemistry without considering the extent to which they would predict English Language performance. It is, therefore, expected that all these gaps identified in literature will be filled in this study which investigated teachers' epistemic beliefs, intercultural competence, prior language competence and access to native speakers and attainment in EL in Ibadan, Nigeria.

CHAPTER THREE

METHODOLOGY

The section described the research design, the variables, selection of participants, and other issues related to the execution of the study.

3.2 Research design

The sequential mixed methods design was adopted. Questionnaires and achievement tests were administered to tease information from the EL teachers on their EB, ANS, PLC and IC and the heads of department were engaged in in-depth interview on the various channels of ANS and their IC practices. The data collected on teacher socio-linguistic factors were thereafter correlated with learning outcomes.

3.2. The Variables

There are four independent variables and two dependent variables as stated below:

3.2.1. Independent variables: These are:

- i. Teachers' Access to Native Speakers (TANS)
- ii. Teachers' Prior Language Competence (TPLC)
- iii. Teachers' Epistemic Beliefs (TEB)
- iv. Teachers' Intercultural Competence (TIC)

3.2.2. Dependent Variables: These are students' learning outcomes in English

Language namely:

- i. Achievement in English Language
- ii. Attitude to English Language

3.3. Study population

The population of study included SS two students and EL teachers across schools in Ibadan metropolis.

3.4. Sample and Sampling Techniques

All the five municipal local government areas (LGAs) in Ibadan were enumerated. From each LGA, ten (10) SS schools were randomly selected, totalling 50 schools. In the third stage, fifty senior secondary two English language teachers who had Yoruba as their prior language (one per school) were purposively selected. In the fourth and the final stage, two thousand, five hundred SS2 students (50 per school) were randomly selected. In all, 50 English Language teachers and 2,500 SS 2 students were involved.

Table 3.1: Distribution of Schools and Teachers Across Local Government Areas

Local Government Areas selected	Number of schools selected	Number of teachers selected per LGA
Ibadan South-West	10	10
Ibadan South-East	10	10
Ibadan North-East	10	10
Ibadan North-West	10	10
Ibadan North	10	10
Total	50	50

Table3.2: Distribution of Schools and Teachers Across Local Government Areas

Local Government Areas	Number of schools selected	Number of students selected per school	Number of students per LGA
Ibadan South-West	10	50	500
Ibadan South-East	10	50	500
Ibadan North-East	10	50	500
Ibadan North-West	10	50	500
Ibadan North	10	50	500
Total	50	---	2500

3.5. Research Instruments

Data were collected using the following instruments:

1. English Language Attainment Test (ELAT)
2. Questionnaire on Student Attitude to English Language (QSAEL)
3. Teachers' Access to Native Speakers Scale Questionnaire (TANSQ)
4. Teachers' Prior Language Competence Test (TPLCT)
5. Teachers' Epistemic Beliefs Questionnaire (TEBQ)
6. Teachers' Intercultural Competence Questionnaire (TICQ)
7. Teachers' In-depth Interview Guide(TIIG)

3.5.1 English Language Achievement Test (ELAT)

The ELAT was adopted from NOSEC for Senior Secondary Schools two which is a textbook different from the ones being used in the selected schools. It is designed to measure students' achievement in aspects of English like continuous writing, comprehension, summary writing, test of orals, lexis and structure. The questions were drawn parallel to the format adopted at WASSCE/NECOSSCE. The continuous writing, comprehension and summary writing aspects are in supply response format, while the test of orals, lexis and structure, are in multiple choice format. The researcher's supervisor vetted the attainment test after which some other lecturers in English Education in ASE department scrutinised it and their suggestions were used for final draft. The instrument was trial tested on a sample of 20 SS2 students using test-retest. It yielded a value of 0.87.

3.5.2 Questionnaire on Students Attitude to English Language (QSAEL)

The instrument was self-designed by the researcher. It contained 20 items. It has a section for personal characteristics of the respondents and another section for the items on attitude. The questionnaire items adopted four-point response format of Likert type. Scoring model of 4,3,2,1 were used for positive items, while the scores were reversed 1,2,3,4 for negatively worded items. The researcher's supervisor vetted it and other lecturers in English Language Education made their suggestions on it for suitability. The consistency of QSAEL was measured by trying it on 20 SS2 respondents from an independent school. The coefficient of the consistency measure

was obtained after analysing the information collected using Cronbach alpha. It yielded 0.92.

3.5.3 Teachers Access to Native Speakers Questionnaire (TANSQ))

The instrument was self-designed to measure teachers' access to native speakers of English.. Items will cover sources of access, frequency of access, benefits of access and impacts of access to native English speakers. The scales of 3,2,1, and 0 were assigned to Frequently, Sometimes, Rarely and Never respectively. Opinions of some expert lecturers were sought on the quality of TANSQ in ASE, which provided the basis for the revision of the items. It was test-run on five English Language teachers who did not partake of the study. Cronbach alpha reliability of TANSQ arrived at was 0.82.

3.5.4. Teachers' Prior Language Competence Test(TPLT)

The TPLT was self-constructed to measure teachers' prior language competence. It is taken from *Asa ati Ise Yoruba*. It contains 25 items that measure teacher's prior language competence in vocabulary, lexis and structure, listening speaking, reading and writing skills Four levels of frequency scales were adopted. The scale of 3,2,1, and 0 was assigned to Frequently, Sometimes, Rarely and Never respectively. It was validated by some lecturers, the internal/external examiner, the sub-dean postgraduate and lecturers in the language unit of the department. The trial testing of the TPLT was done using test-retest a reliability value of 0.77 resulted.

3.5.5 Teachers' Epistemic Beliefs Questionnaire (TEBQ)

The TEBQ that collected information on teachers' epistemic beliefs such as "sources of knowledge, nature of knowledge and ", "knowledge sharing" amongst others, was designed by the researcher. The instrument has two sections, that is, section A and B. Section A was designed to elicit personal information of the respondents such as name of the school, class, sex, local government area. Section B contained statement about beliefs of teachers about knowledge sharing in English Language teaching and learning. It comprised 4 Likert-scale statements of 20 items: 10 positive and 10 negative.

The above went for those statements that were rendered positively, while the reverse was used for those statements that were presented negatively, that is, Strongly

Agree (SA) carries 1 mark, Agree (A) carries 2 marks, Disagree (D) carries 3 marks, Strongly Disagree (SD) carries 4 marks. The instrument content and face validity was determined by two experts in the field of philosophy of education in the Department of Educational foundations of the university. The researcher used the correction made to improve on the final draft. The reliability of TEBQ was determined through Cronbach Alpha and the value was 0.90.

3.5.6 Teachers' Intercultural Practice Scale (TICPS).

The researcher authored the IPC scale to collect information on students' attainment of essential peaceful practice skills and their activities for peaceful environment. The instrument contained two sections. The items were scored thus:

Very Often (VO)	-	4 points
Often (O)	-	3 points
Seldom (S)	-	2 points
Never (N)	-	1 point--

for positively stated item.

Very Often (VO)	-	1 point
Often (O)	-	2 points
Seldom (S)	-	3 points
Never (N)	-	4 points

for negative ones

The instrument was given out to English Language education lecturers in the university for validation. The corrections made by them were used to improve on the instrument. The researcher ascertained the consistency of TEBQ by trying it on two EL teachers in a separate public senior secondary school. Cronbach alpha value of 0.86 produced the consistency of TEBQ..

3.5.7. Teachers' In-depth Interview Guide (TIDIG)

The TIIG was self-constructed by the researcher. The instrument was designed to elicit oral responses from English Language teachers at secondary school on how they access native speakers of English and their intercultural practices among others. This unstructured in-depth- interview contained open-ended questions. Ten teachers with more than ten years teaching experience were involved.

3.6. Procedure for Data Collection

Principals of the schools were contacted for permission to use their schools. They thereafter handed over the researcher to the English language teachers teaching SSII. Eight weeks was expended on collection of data. At the onset of the study, five people that helped in the distribution and collection of instruments were briefed on the procedure to be followed and tasks to be carried out. After this briefing, they proceeded to administer EB, IC, ANS and PLC scales and questionnaires to EL teachers, while ELAT and ATEL were conducted on students.. At the fourth stage, the researcher conducted oral interview with 10 experienced teachers. Ten EL heads of departments were later engaged in in-depth interview sessions on channels of ANS and what constituted their ICs.

3.7. Methods of Data Analysis

The researcher collected and collated data obtained from ELAT, ATELQ, EL teachers EBQ, ANS and PLC scales. Descriptive statistics, Pearson Product Moment Correlation and Multiple regression were used to analyse quantitative data using 0.05 level as the threshold. Data from the interview were content-analysed. Table 3.1 shows shows these.

Table 3.3. Statistical Tools for analysing data

Research Questions	Theme	Analytical Tools
Research Question 1	Sources of access to native speakers of English	Descriptive analysis
Research Question 2	Teacher Epistemic beliefs	Descriptives
Research Question 3	Teachers' intercultural practices	Descriptives
Research Question 3a	Relationship between Independent variables and achievement	PPMC
Research Question 3b	Relationship between Independent variables and attitude	PPMC
Research Question 4a	Joint contribution of socio-linguistic factors to achievement	Regression analysis
Research Question 4b	Collective effect of the independent variables to attitude.	Regression analysis
Research Question 5a	Relative contribution of the independent variables to achievement	Regression analysis
Research Question 5b	Relative contribution of the independent variables to attitude	Regression analysis
Research Question 6a	Predictors of achievement	Regression analysis
Research Question 6b	Predictors of attitude	Regression analysis

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

The SPSS package was used to analyse the quantitative data collected, but interview responses were documented in themes. Results are as presented below:

4.0. Demographic information of teachers

The demographic information of teachers and students are presented in tables 4.0.1 and 4.0.2

Table 4.1: Demographic Distribution of the teachers by Gender, Age and Qualification

Gender	Frequency	Percentage
Male	23	46.0
Female	27	54.0
Total	50	100
Age (in Years)	Frequency	Percentage
26-30 Years	10	70.0
31-50 Years	35	20.0
Above 50 years	5	10.0
Total	50	100.0
Qualification	Frequency	Percentage
B. Ed./B.A.Ed.	35	70.0
B. A. /PGDE	10	20.0
B. A.	5	10.0
Total	50	100.0

From table 4.1, 27 teachers were females (54.0%), while 23 teachers (46.0%) were males. Also, 10(20.0%) of the teachers were 26-30 years,35(70.0%) were in age 31-50 years, while 5(10.0%) were in age 50 years and above. Thirty-five teachers (70.0%) had B.Ed./B.A.(Ed.) certificates, 10(20.0%) had B.A/PGDE certificate, while 5 (10.0%) had B.A only.

Table 4.2: Demographic Distribution of the students by Gender and Age

Gender	Frequency	Percentage
Male	1210	48.4
Female	1290	51.6
Total	1500	100
Age (in Years)	Frequency	Percentage
14-17 Years	1800	72.0
18-20 Years	500	20.0
Above 20 years	200	8.0
Total	2500	100.0
Mean Age = 11.16; Standard Deviation 2.69		

Table 4.2 shows that 1800(72.0%) of the students were 14-17 years, 500 (20.0%) were in age 18-20 years, while 200(8.0%) were above 20 years. The table further shows that 1290 (51.6%) of the students were female, while 1210(48.4%) were male.

Research Question 1: What are sources of teachers' access to EL native speakers?

Table 4.3: Teachers' ANS of EL

S/N	Items	F	S	R	N	χ	Std	Remarks
1	I read literature books written by authors who are native English users	23 1.5	24 1.6	3 0.2	-	3.40	.606	Agreed
2	I listen to news from native English media	6 0.4	28 1.9	16 1.1	-	2.80	.639	Agreed
3	I exchange ideas with native English speaking friends.	21 1.4	21 1.4	8 0.5	-	3.26	.723	Agreed
4	I watch native English movies.	16 1.1	26 1.7	8 0.5	-	3.16	.681	Agreed
5	I listen to songs and music from native English artistes.	18 1.2	27 1.8	5 0.3	-	3.26	.633	Agreed
6	I listen to native English radio/TV sport commentaries.	10 0.7	22 1.5	17 1.1	1 1.1	2.82	.774	Agreed
7	I attended seminar/workshops facilitated by native users of English	20 1.3	25 1.7	5 0.3	-	3.30	.647	Agreed
8	I read native English newspapers/magazines	23 1.5	26 1.7	1 0.1	-	3.44	.541	Agreed
9	I listen to native English motivational speakers.	17 1.1	27 1.8	6 0.4	-	3.22	.648	Agreed
10	I subscribe to journals from native English countries.	13 0.9	33 2.2	4 0.3	-	3.18	.560	Agreed
Weighted Average: 3.18 Threshold: 2.5								

Table 4.3 shows the responses of teachers' access to native speakers of English language. It reveals a weighted average of 3.18 which is higher than the threshold of 2.5. This implies that teachers have frequent access to native speakers of English language. The following are the sources by which teachers have access to native speakers of English language; literature books; Ideas exchange with native English speaking friends; listening to songs and music from native English artistes; attending seminar/workshops facilitated by native users of English; reading newspapers/magazines from native English countries; listening to native English motivational speakers and subscription to journals from native English countries. The conclusion is that teachers had regular access to native speakers (weighted mean is 3.18, at a threshold of 2.50).

Sources of English language teachers' access to native speakers of English language

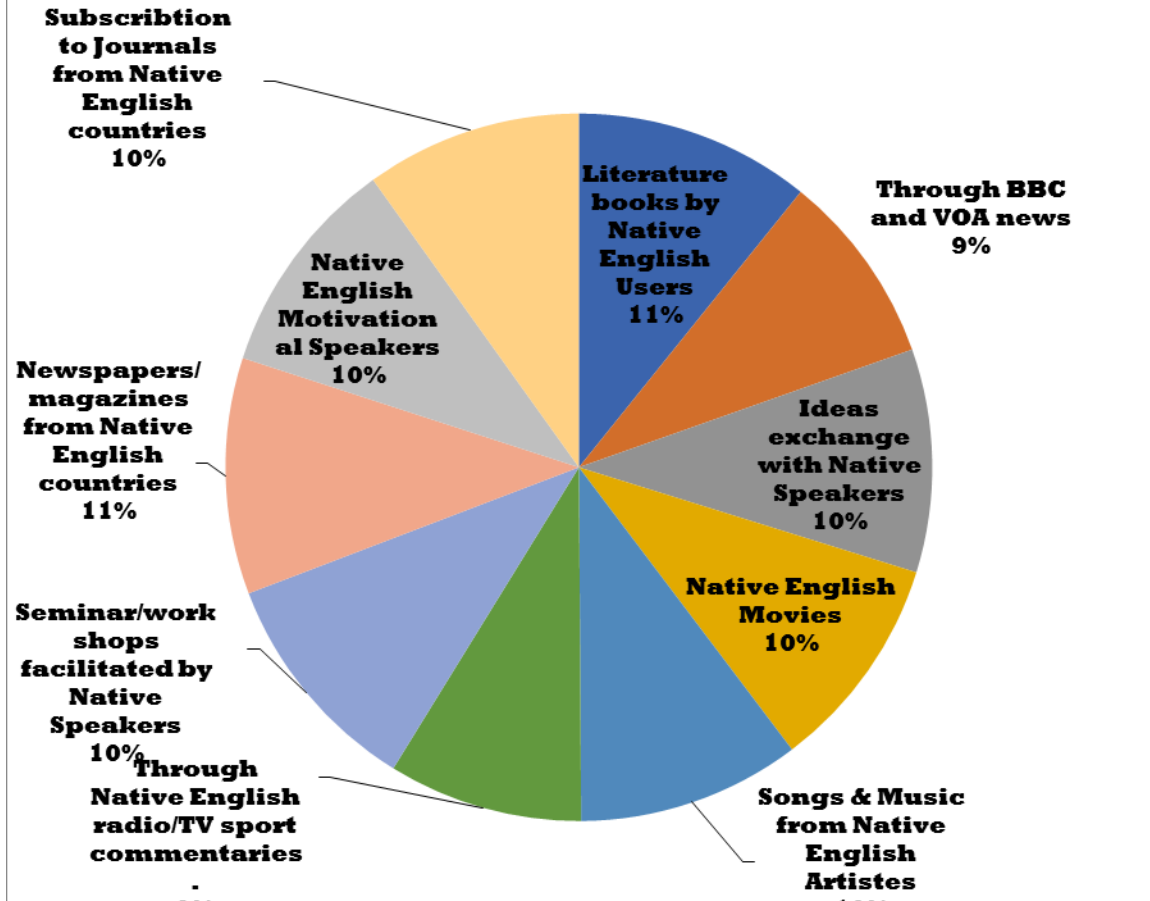


Figure 1: Graph showing sources of teachers' access to native speakers of English

Figure 4.2 shows the sources of English language teachers' access to native speakers administered on them. The figure indicates the percentage as expressed in order of magnitude; Literature books by Native English Users (10.8%); Newspapers/magazines from Native English countries (10.8%); Seminar/workshops facilitated by Native Speakers (10.4%); Songs & Music from Native English Artistes (10.2%); Through BBC and VOA news (8.8%), Ideas exchange with Native Speakers (10.2%); Native English Motivational Speakers (10.1%); Native English Movies (9.9%); Subscription to Journals from Native English countries (9.9%) and Through Native English radio/TV sport commentaries (8.9%).

Research Question 2: What is teachers' level of prior language competence?

Table 4.4: Test of Norm showing teachers' level of prior language competence

Interval	Mean	Standard Deviation	Level of Knowledge
0-16	13.3	2.25	Low
17-33	20.9	4.765	Moderate
34-50	38.8	4.0	High

Test of norm was conducted on teachers' level of prior language competence. Thus, the mean score of the teachers' level of prior language competence is 20.9 which falls within the interval distribution of 17–33. Therefore, teachers' level of prior language competence could be adjudged average.

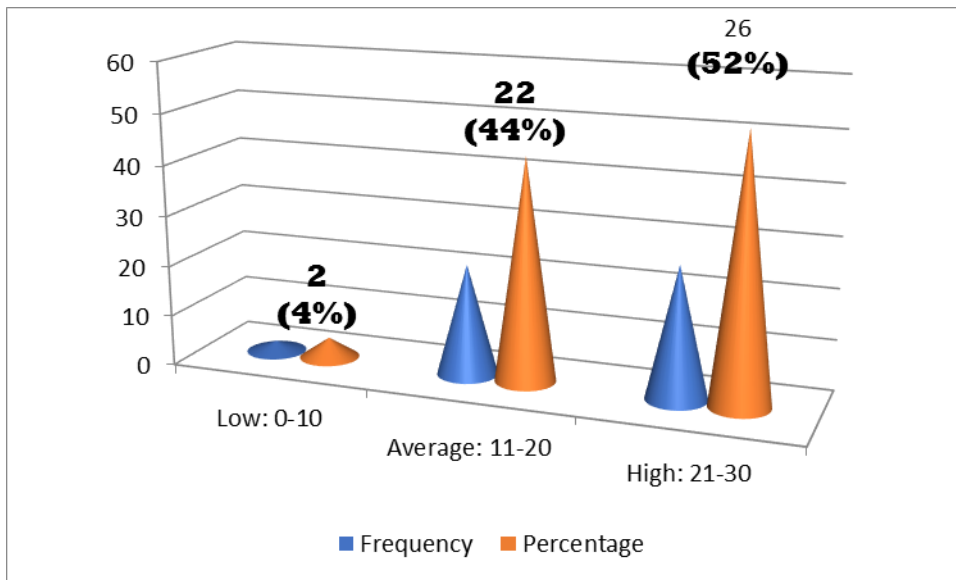


Figure 2: Graph showing teachers' level of prior language competence

Figure 4.1 shows the range of scores of teachers' level of prior language competence administered on them. The figure indicates that 2(4%) of the teachers had low level prior language competence, 22(44%) had medium level while 26 (52%) had high level. The mean score of the teachers' teachers' level of prior language competence is 20.2. This implies teachers' level of prior language competence is moderate.

Research Question 3: What is English language teachers' epistemic belief?

Table 4.5: English Language Teachers' Epistemic Belief

S/N	Items	SA	A	D	SD	χ	Std	Remarks	
1.	Teachers are facilitators of knowledge development.	43 2.9	7 0.5	-	-	3.86	.351	Agreed	
2.	Students learn best by finding solutions to problems on their own.	7 0.5	41 2.7	1 0.1	1 0.1	3.08	.488	Agreed	
3.	Teaching is a shared and collaborative activity between the teacher the students.	20 1.3	27 1.8	1 0.1	2 0.1	3.30	.707	Agreed	
4.	Each learner constructs knowledge differently from others.	15 1.0	33 2.2	1 0.1	1 0.1	3.24	.591	Agreed	
5.	Learning should be by memorisation	16 1.1	21 1.4	9 0.6	4 0.3	2.98	.915	Agreed	
6.	Teachers should encourage students to provide alternative views on issues.	22 1.5	17 1.1	5 0.3	6 0.4	3.10	1.015	Agreed	
7.	Teachers are the only source of knowledge.	5 0.3	15 1.0	7 0.5	23 1.5	2.04	1.087	Disagreed	
8.	Teachers should see themselves as experts who transmit universal knowledge	14 0.9	30 2.0	2 0.1	4 0.3	3.08	.804	Agreed	
9.	Teaching should focus on developing the students skills of critical thinking	26 1.7	14 0.9	8 0.5	2 0.1	3.28	.882	Agreed	
10.	Teaching should help students apply acquired knowledge and skills to their day to day lives	12 0.8	36 2.4	1 0.1	1 0.1	3.18	.560	Agreed	
11.	Teachers must adapt themselves to new approaches to teaching.	28 1.9	15 1.0	5 0.3	2 0.1	3.38	.830	Agreed	
12.	Teaching should focus on the teacher as the source of academic knowledge.	10 0.7	12 0.8	11 0.7	17 1.1	2.30	1.147	Disagreed	
13.	Knowledge is static and so are teaching strategies.		18 1.2	15 1.0	17 1.1	2.02	.845	Disagreed	
14.	Students' ability is fixed at birth and nothing can be done by the teacher to change it.	11 0.7	9 0.6	12 0.8	18 1.2	2.26	1.175	Disagreed	
15.	Underperformance is always the fault of the learner	1 0.1	8 0.5	23 1.5	18 1.2	1.84	.766	Disagreed	
16.	Ability to teach is fixed, so there is no need for teacher professional development.	2 0.1	4 0.3	20 1.3	24 1.6	1.68	.794	Disagreed	
17.	In teaching-learning process, teachers are the central focus	14 0.9	16 1.1	15 1.0	5 0.3	2.78	.975	Agreed	
18.	Classroom activities should be interactive	11 0.7	29 1.9	5 0.3	5 0.3	2.92	.853	Agreed	
19.	The authority of teachers should not be questioned by students during lessons.	2 0.1	4 0.3	15 1.0	29 1.9	1.58	.810	Disagreed	
20.	Performance in examination is the only reliable measure of knowledge	14 0.9	6 0.4	16 1.1	14 0.9	2.40	1.178	Disagreed	
Weighted Average: 2.72		Threshold: 2.5							

Table 4.5 shows the responses of English language teachers' epistemic belief. It reveals a weighted average of 2.72 which is higher than the threshold of 2.5. This implies that the English language teachers' epistemic belief was high.

4. What is English language teachers' level of intercultural practice?

Table 4.6: English Language Teachers' Level of Intercultural Practice

S/N	Items	VW	W	TS	N	χ	Std	Remarks
1.	I listen to music from different cultures	39 2.6	3 0.2	7 0.5	1 0.1	3.60	.808	Agreed
2.	I wear native dresses of different cultures	5 0.3	43 2.9	1 0.1	1 0.1	3.04	.450	Agreed
3.	I wear my own cultural attire only	9 0.6	18 1.2	19 1.3	4 0.3	2.64	.875	Agreed
4.	I eat foods from different cultures	2 0.1	22 1.5	11 0.7	15 1.0	2.22	.932	Disagreed
5.	I respect different cultural groups in my class	7 0.5	19 1.3	13 0.9	11 0.7	2.44	.993	Disagreed
6.	I cite examples from different cultures in my lessons	7 0.5	15 1.0	17 1.1	11 0.7	2.36	.985	Disagreed
7.	I relate well with people of different cultural backgrounds in class	11 0.7	21 1.4	12 0.8	6 0.4	2.74	.944	Agreed
8.	I cite examples only from my cultures in my lessons	7 0.5	14 0.9	15 1.0	14 0.9	2.28	1.031	Disagreed
9.	I don't eat foods from other cultures	6 0.4	13 0.9	18 1.2	13 0.9	2.24	.981	Disagreed
10.	I forbid the speaking of other languages in class besides English and Yoruba	5 0.3	10 0.7	17 1.1	18 1.2	2.04	.989	Disagreed
11.	I care to know the essential norms and taboos of many cultures.	5 0.3	21 1.4	15 1.0	9 0.6	2.44	.907	Disagreed
12.	I look down on people from other cultures.	5 0.3	10 0.7	15 1.0	20 1.3	2.00	1.010	Disagreed
13.	I relate only with people from my cultural backgrounds	5 0.3	16 1.1	16 1.1	13 0.9	2.26	.965	Disagreed
14.	I do not care to know about the essential norms and taboos of other cultures.	6 0.4	9 0.6	20 1.3	15 1.0	2.12	.982	Disagreed
15.	I permit the speaking of different languages in class besides English and Yoruba.	9 0.6	21 1.4	14 0.9	6 0.4	2.66	.917	Agreed
Weighted Average: 2.47 (2.5 approx.)		Threshold: 2.5						

Table 4.6 shows the responses of English language teachers' level of intercultural competence. It reveals a weighted average of 2.47 which was at par with the threshold of 2.5. This implies that the English Language teachers' level of intercultural practice was fairly moderate.

Research Question 5(a): What relationship exists between psycholinguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) and students' achievement in English Language?

Table 4.7a: PPMC of socio-linguistic factors and achievement in English Language

Sociological factors	Achievement in English	Teacher's Intercultural Competence	Teachers' Access To Native Speakers	Teachers' Epistemic Belief	Teacher Prior Language (Yoruba) Competence
Achievement in English Language	1.00				
Teacher Intercultural Competence	.394** (.005)	1.00			
Teacher Access To Native Speakers	.001 (.992)	-.305* (.031)	1.00		
Teacher Epistemic Belief	-.228 (.111)	-.222 (.122)	.059 (.683)	1.00	
Teacher Prior Language (Yoruba) Competence	-.162 (.261)	.130 (.366)	.004 (.980)	.205 (.153)	1.00

The result shows that students' attainment in EL positively correlated with intercultural competence of teachers ($r = .394$, $p (.005) < .05$) but had no significant relationship with teachers' access to native speakers ($r = .001$, $p (.992) > .05$), teachers' epistemic belief ($r = -.228$, $p (.111) > .05$), teacher prior language (Yoruba) competence ($r = -.162$, $p (.261) > .05$) and Students' achievement to English language.

Research Question 5(b): What relationship exists between socio-linguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) and students' disposition to EL?

Table 4.7b: independent variables correlated with attitude to English Language

Variables	Students' Attitude to English Language	Teacher's Intercultural Competence	Teachers' Access To Native Speakers	Teachers' Epistemic Belief	Teacher Prior Language (Yoruba) Competence
Attitude to English Language	1.00				
Teacher's Intercultural Competence	.086 (.552)	1.00			
Teachers' Access To Native Speakers	.201 (.162)	-.305* (.031)	1.00		
Teachers' Epistemic Belief	-.068 (.641)	-.222 (.122)	.059 (.683)	1.00	
Teacher Prior Language (Yoruba) Competence	-0.75 (.605)	.130 (.366)	.004 (.980)	.205 (.153)	1.00

Significant at $p < 0.05$

Table 4.7b shows that there are no relationship between students' attitude to English language and the independent variables of teacher's intercultural competence ($r = .086$, $p (.522) >.05$), teachers' access to native speakers ($r = .201$, $p (.162) >.05$), teachers' epistemic belief ($r = -.068$, $p (.641) >.05$), teacher prior language (Yoruba) competence ($r = -.075$, $p (.605) >.05$) and students' attitude to EL.

Research Question 6 (a): Will predictor factors (access to native speakers, prior language competence, epistemic beliefs and intercultural practice) jointly contribute to achievement in English Language?

Table 4.8a: Joint contribution of socio-linguistic factors to achievement

R	R²			Adj. R²	Std. error	
.479 ^a	.229			.161	5.11836	
Analysis of variance						
Model	SS	DF	MS	F	Sig.	Remark
Regression	350.723	4	87.681	3.347	.018 ^b	Sig.
Residual	1178.895	45	26.198			
Total	1529.618	49				

a. Dependent Variable: Students' Achievement in English Language

b. Predictors' (Constant), Teachers' Epistemic Belief, Access to native English speakers, Prior language competence and intercultural competence

Table 4.8a shows that collective effect of teachers' access to native speakers, prior language competence, epistemic beliefs and intercultural competence on students' achievement was significant ($F_{(4; 45)} = 3.347$; Adj. $R^2 = .161$; $p < .05$), which accounted for 22.9% of the variance.

RQ 6(b): What is the collective effect of sociolinguistic factors (Access to native speakers, prior language competence, epistemic beliefs and intercultural competence) to students' attitude to English Language?

Table 4.8b: Regression analysis showing the collective contribution of all independent variables to attitude to English Language

R	R²	Adj. R²	Std. Error of the Estimate			
.220 ^a	.048	-.036	2.88556			
Analysis of variance						
Model	SS	DF	MS	F	Sig.	Remark
Regression	19.049	4	4.762	.572	.684 ^b	Not Sig.
Residual	374.689	45	8.326			
Total	393.738	49				

a. Dependent Variable: Students' Attitude in English Language

b. Predictors' (Constant), Teachers' Epistemic Belief, Access to native English speakers, Prior language competence and intercultural competence

Table 4.8b shows that collective effect of access to native speakers, and prior language competence, epistemic beliefs and intercultural competence on students' attitude was not significant ($F_{(4; 45)} = .684$; Adj. $R^2 = .036$; $p > .05$).

RQ7(a): What is the individual effect of sociolinguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural practice) to achievement in English Language?

Table 4.9a: Individual contributions of the socio-linguistic factors to achievement

Variables	Unstandardized Coefficients		Standardized Coefficients	Ranking	t	Sig.
	B	Std. Error	β			
(constant)	-1.710	21.223			-.081	.936
Teachers' Intercultural Competence	-.708	.229	.442	1 st	3.087	.003
Teachers' Access to Native Speakers	.305	.294	.143	2 nd	1.038	.305
Teachers' Epistemic Belief	-.184	.261	-.097	4 th	-.703	.486
Teachers' Prior Language (Yoruba) Competence	-.235	.160	-.200	3 rd	-	.148
					1.471	

Table 4.9a reveals that the individual effect of each of access to native speakers, prior language competence, epistemic beliefs and intercultural competence to students' achievement in English Language, expressed as beta weights in order of magnitude, viz-a-viz:, intercultural competence ($\beta = .442$), access to native speakers ($\beta = .143$), prior language competence ($\beta = -.200$) and epistemic beliefs ($\beta = -.097$).

Research Question 7(b): Is there any individual contribution of socio-linguistic factors (access to native speakers, and prior language competence, epistemic beliefs and intercultural competence) to students' attitude to English Language?

Table 4.9b: Individual contributions of the socio-linguistic factors to attitude

Variables	Unstandardized Coefficients		Standardized Coefficients	Ranking	t	Sig.
	B	Std. Error	βeta			
(constant)	66.106	11.965				.000
Teachers' Intercultural Competence	.024	.129	.030	4 th	5.525	.853
Teachers' Access to Native Speakers	-.206	.166	-.190	1 st	.186	.221
Teachers' Epistemic Belief	-.034	.147	-.035	3 rd	-	.819
Teachers' Prior Language (Yoruba) Competence	-.042	.090	-.071	2 nd	1.241	.642
					-2.30	
					-.468	

a. Dependent Variable: Students' Attitude to English Language

Table 4.9b reveals that the individual effect of access to native speakers, prior language competence, epistemic beliefs and intercultural competence to students' attitude to English Language, expressed as beta weights in order of magnitude, viz-a-viz., access to native speakers ($\beta = -.190$), prior language competence ($\beta = -.071$), epistemic beliefs ($\beta = -.035$) and intercultural competence ($\beta = .030$).

RQ. 8 (a): Which of the socio-linguistic factors would predict students' attainment in EL?

Table 7a indicates the individual effect of socio-linguistic factors to Achievement. According to the table 7a, only teachers' Intercultural practice ($\beta = .442$; $t = 3.087$; $p (.003) < 0.05$) predicted achievement. Therefore, it is only the independent variable that can predict students' achievement in English language. The prediction equation is given by:

Where Y denotes students' Achievement in English Language (SAEL)

C denotes Constant

TIC denotes Teacher Intercultural Competence

and is the coefficients of.

Therefore the prediction equation is, $SAEL = -1.710 C + -.708 TIC$

4.2. Thematic Analysis of Interview conducted

In order to reinforce the result obtained on the identified variables of the study, namely English language teachers' access native speakers, teachers' intercultural practices, teachers' epistemic belief in English classroom, teachers' prior language competence as teachers' competence factors, interviews were conducted with ten experienced English language teachers and their responses were thematically analysed as follows;

Teachers' access to native speakers: Teachers were interviewed on how they contact native speakers of the language. Many of them contacted native speakers through reading foreign literary texts and listening to foreign news. Basically, many interviewed teachers stated that they contacted native speakers through *online group chats*, *relationships with pen friends* and mostly through *foreign news*. All these explained source of their access to native speakers. They also accessed native

speakers through mobile platforms which gave them the privileges to attend seminars and participate in online interface with L1 users of English which could have increased their access to them compared to teachers who hardly use mobile technology.

A respondent lends confirmation to this submission thus:

I belong to many academic mobile platforms such as acadia teachers, telegram. I also have many pen friends abroad with whom I communicate frequently. I listen to news on CNN, VOA and some other foreign media. I also read foreign newspapers and magazines, which all enabled me to have ANS (**Interviewee Z: Male, 21/6/2021: Ibadan Southwest**).

I once read one native English teaching manual written by a teacher who is an L1 user of English. This manual exposed me to modern classroom dynamics in ELT. It also explains methods of teaching EL and the procedure of using them in class. students in the teaching learning process. (**Interviewee P: Male, -23/6/2021: Ibadan South-East**).

I attended a workshop at British council sometimes last year. All the EL teachers in attendance had the opportunity of interacting with native teachers of English who use and teach EL in L1 contexts. We listened to them online through zoom. They also shared the challenges they encounter in teaching EL to L1 learners and how they were able to navigate around them. This really opened our eyes to the solutions to be adopted in tackling our own challenges in ESL contexts in Ibadan. We were also able to buy some EL textbooks that were not available in our local bookshops (**Interviewee T: female, 22/6/2021: Ibadan North-East**)

Among the major impediments to ANS identified were personal commitment to professional development, mobile phone efficacy, internet connectivity, sponsorship on capacity building programmes, high cost of purchasing foreign journals and magazines as a result poor value of Naira. In addition, some of them participate in facilitating courses in foreign language tests such as Toefl and IELTS. The following excerpt shows it:

As much as I always want to contact native speaker sources for standardisation of my ELT, hinderances such as not being versatile in the use of mobile phone for academic activities, inability to afford cost of data, internet connectivity and lack of sponsorship to attend native speaker-facilitated workshops could not allow me. It is

good if the government and school management can help us in this regard(**Interviewee E: Male, 23/6/2021: Ibadan North**).

I participate in teaching aspects of EL in preparatory classes of TOEFL and IELTS". (**Interviewee G: Male, 22/6/2021: Ibadan North**).

How epistemic beliefs inform teaching strategies use in ELT: Teachers were interviewed on the influence of their epistemic belief on their choice and use of methods. They identified them as

Expository teaching is largely employed, and frequently too because most teachers teach the way they were taught, In this mode of teaching, teacher is the ultimate source of knowledge which flows down in top-down fashion. Students only participate by asking questions at the end of the lesson or anytime they want to clear confusions (**Interviewee Z: Male, 24/6/2021: Ibadan South-West**).

However, many of them hardly use interactive/collaborative strategies because of their realist epistemic cleavage.

Many EL teachers confirmed listening to foreign music and watching foreign movies.

The following excerpts buttress these viewpoints:

'I watch English and American movies. I also listened to BBC, VOA and Aljazeera. I have upgraded my pronunciation skills through these'. (**Interviewee Q: Male, 23/6/2021:Ibadan North-west**).

"I am largely responsible for information flow in my class". (**Interviewee M: Male, 23/6/2021:Ibadan South-west**)

The responses of the interviewee revealed that teachers said that operate in different classroom cultures and they tried to be fair to all cultural groups in the class. In essence, teachers engaged in intercultural practices in ELT.

Reasons for teachers' ANS: Some of them adduced the need to standardise and globalise their ELT as the reason for accessing native speakers. Conversely, many interlocutors confessed they did not consult native speakers due to high cost of data, ICT illiteracy, lack of personal commitment to do so. *"I've an excellent rapport with my students. So I do almost everything in class"*. (**Interviewee P: Male, 23/6/2021:Ibadan South-west**).

Challenges Teachers faced in teaching English Language

Teachers were interviewed on challenges teachers faced in teaching English Language. Majority of the English language teachers interviewed face several challenges such as *inadequate teaching resources, students' poor language; listening, writing, speaking and reading skills, overcrowded class size, learners' weak confidence in English and time pressures*. This is evident in the raw information provided by the interviewed;

“As a teacher of English language, I face some challenges such as large number of students in the classroom which most times poses serious problem for classroom management. Atimes, there is no adequate teaching resources, especially as regard building students' listening skills. Even some students use languages like pidgin, Yoruba in my classrooms. If you do not allow them to do so, they are likely going to be lagging behind in the classroom interaction. **Interviewee F, Male, 24/6/2021: Ibadan South East)**

“For me some of the challenges I faced as English Language teachers are (1) lack of professional training, lack of resources and overcrowded class. In the same vein, the motivation to teach and learn English language is low among teachers whether in public and private schools. Most of them teach just earn a living. Also, some learners display lackadaisical attitude to the English language, thereby affecting the effort put in place by teachers. The challenges might not be directly related to teachers as they are learners-driven but indirectly affect the productivity and output of the teachers. This create problem for the classroom. Some students may decide not to be attentive, noisy and constitute distractive mechanism for others committed ones” **Interviewee I, Female: 23/6/2021: Ibadan South East).**

It could be deduced that there are several challenges faced by English language teachers while teaching in secondary. The implication for this is that quality English language instruction is curtailed and tampered with, and students may not be able to exhibit adequate mastery and usage of the subject.

Sources of English Language Teachers' Access to Native Speakers

Teachers were interviewed on sources of English language teachers' access to native speakers. Majority of the English language teachers interviewed explained that they have access to native English speakers through;

“Native speakers, you mean Oyinbos gangan. I do not really have direct access to them other than the English textbook and the television”. **Teacher H, Male, 28/6/2021: Ibadan North).**

“I do not really think I have direct access to native speakers like some others. For instance, some schools have discussion clubs in pure English language. Teachers are compelled join and participate. Unlike what is obtainable in public schools where there is no such facility. Even the library is besieged with archaic and irrelevant materials”
Teacher F, Male, 24/6/2021: Ibadan South East)

“Mine is basically through newspapers, magazine or on YouTube. Though I have heard of some schools or international web platforms which offers tandem programmes. You are paired with native English speakers. He teaches one English, you teach him or her language. It is free and good way to make friends”. **Participant 3_M_35**

“I have travelled out of the country before to see my family. I did not really stay for long but I know very strongly that one can develop solid speaking and listening skills as a result of interactions. I see movies, log on to some platforms such as iTalki, LingoGlobe, Speaky, Busuu, Polygot Club etc which have been exposed to over their as an English language teachers in a British colony. I am also aware that USA or British consulates usually organize discussions clubs, movie screenings and other activities where you can practice English and meet others. This opportunity is scanty here in Nigeria (**Teacher F, Male, 24/6/2021: Ibadan South East).**

It could be deduced that English Language Teachers have minimal access to native English teachers. By implication, the sources could influence their teaching experiences but more effective if they attend foreign conferences and travel tours to interact with those at who are core native speakers.

English Language Teachers' Intercultural Practices

The qualitative response of English Language teachers' intercultural practices show that majority of them are able to identify differences and the sensitive nature of students while teaching within the classroom. The evidence of their response is as follow;

The mixture of nationalities and backgrounds of both students and teachers make discussions around intercultural practices highly relevant today. I think the most appropriate meaning of intercultural practices is the activities put in place irrespective of colours and tribes like how do people understand one another when they do not share a common cultural experience. Take for instance, as students and teachers enter into multicultural cooperation, they are often faced with generalized differences. Learners need to identify these problems and realize how their culture may be shaping their own reactions. It is important for them to see the world from others' points of view. It is the acceptability of differences and conducting activities without criticizing others". (**Teacher F, Male, 24/6/2021: Ibadan South East**)

"Intercultural practices depict activities concerning different cultures. The synonyms could be said to be cross-cultural or multicultural relationship. One can say that cultures here correspond with countries, though 'culture' is a more complex phenomenon. The term intercultural practice encompasses sub-cultural relations. For example, we can talk about it in classroom where there are multi-ethnic students learning and playing together. This would mean that we look into the ways our culture determines our teaching-learning behaviour and the ways other cultures determine our counterparts' behaviour" **Teacher A, Male, 24/6/2021: Ibadan North-west**)

"My understanding of intercultural practice is that people within several communities act in accordance of the law of the land without losing their cultural background."- (**Teacher G, Male, 25/6/2021: Ibadan South-west**)

It could be deduced that English language teachers' intercultural practice is positive and a factor to look into while carrying the teaching-learning process but not really being deployed by them. Classroom is a microcosm of the society and by implication, the need to deploy the knowledge and practices of interculturalism in a classroom settings is sacrosanct improving students learning outcomes. Teachers' intercultural

practices if properly deployed could imbue in the students the ability to do, learn, pronounce and even relate well in the English classroom situation.

English Language Teachers' Epistemic Belief in English classroom

To buttress the quantitative data on English language teachers' epistemic belief, majority of the respondents affirmed that the era of teachers seeing themselves as the "almighty" in classroom is over. Teachers, irrespective of their subject should embrace collaboration, interactions, knowledge-sharing between and among students in the classroom situation. The evidence of their responses is as follows;

"Hmmm, do I even know what is called epistemic belief? It is being the study of knowledge which explains that English teachers remain the almighty in classroom situation. **Teacher C, Male, 22/6/2021: Ibadan North-East)**

"Evidence abounds to suggest that it influences how teachers approach, design, and deliver lessons in classes. But I believe that teachers should run an open door policy in the classroom settings. Teachers are missionary who should be ready to accommodate opinions **Teacher F, Male, 24/6/2021: Ibadan South East).**

"All what I know is that teachers' belief about knowledge source and knowledge sharing inform classroom practice and academic student's performance. It is often neglected in the world of teaching especially in the seminars which I have attended so far. It is a phenomenon- **Teacher E, Male, 25/6/2021: Ibadan North).**

"I think it is a doctrine of what I already know and cannot be changed. Such beliefs influence the development of knowledge because it considered as stagnant. This is totally wrong. Event and times have changed the narrative. It should be two-way (students and teachers) or multi-ways (students and teachers, environment, resource persons) to learning and even teaching" **Teacher F, Male, 24/6/2021: Ibadan South East)**

It could be deduced that English language teachers' Epistemic Belief in English classroom is not tenable in the new era of knowledge sharing and relationship. It could also be said that 21st century classroom lay emphasis on the need for teachers to allow students to get involved in the classroom interactions so that they can voice out their ideas and then be active. By implication, teachers should jettison their epistemic belief while teaching and then allow their students to be participatory.

English Language Teachers' Prior language competence

The qualitative response of English language teachers' prior language competence in the shows that majority of the English language confirmed that their prior language competence affects their teaching of English language. The evidence of their response is as follow;

“They said so. For me, I do not really know as I grew up in Canada and later in Ghana before coming to Nigeria. Teaching job is tasking and it's likely that the environment where one grew up could play a major role in his or her development. It is an environmental thing in which other socio-cultural factors such as language are embedded”.

Teacher H, female, 23/6/2021: Ibadan North)

They reported having had people said such but prior language development and competence goes beyond that. It has be ability to influence the teaching and learning of second language thereby improving students' learning outcome. The understanding of a language, tend to increase the teaching and learning a new language with ease. There is usually a transfer of learning. The rudiment, structure and skills required in language teaching and learning are almost the same. It is easy for kids to translate skills from one language to another because they are able to recognise the rules and patterns of language, even if they are taking it for the first time.

It is usually not noticeable but it does. It is silent but a mechanism I consider while teaching. I would love to teach English in my mother tongue. I remember Fafunwa did something like that for science-related disciplines.

It greatly does. Though I do not speak it in class with my students, but I know I switch within seconds to ruminate on difficult words and sentence if I have challenges in making meaning of it. It is a potent factors sir **(Teacher D , Male, 22/6/2021: Ibadan South East)**

No doubt, it is not questionable. Both teachers and students who are competent in their mother tongue perform better in English language that their counterparts. It is clear. - **(Teacher D, Male, 22/6/2021: Ibadan North-west).**

Yes, yes, yes..... I read a language magazine Truly, it affects me in my classroom experience. Word, phrase, sentences etc, which may not necessarily make meaning in

English are clearly explained in local languages. My students learn to read well in English due to the background they have. This also applies to me as their teacher(**Teacher F , Male, 20/6/2021: Ibadan North**).

Absolutely yes, local language elements have simple but dynamic ways to influence my pronunciation in and outside the classroom encounter. Atimes, in classroom, I get carried away with my local language, just to lay emphasis on some points effectively(**Teacher G , Male, 29/6/2021: Ibadan South-west**).

Prior language, to me, does not interfere with my teaching of English language. It is controversial. And if does, it is slightly of no consequence (**Teacher J, Male, 26/6/2021: Ibadan North**)

It could be deduced that English language teachers' prior language competence affected the teaching of English language. English teachers' language competence is a factor to behold while teaching language. Teachers who are grounded in local or mother tongue are likely to be deliver instruction effectively in a classroom setting.

4.3. Discussion of the Findings

The results obtained from data analyses are scholarly discussed hereunder.

4.3.1. Profiles of Teachers of English supra-segmental features

Finding revealed that the profile of teachers of English across the schools involved was very high in terms of teaching qualification and teaching experience. This might not be far-fetched as many of the teachers had adequate academic and professional training for teaching English Language. In addition, over 70% of the teachers possessed teaching experience ranging from 10 -20 years. This finding is in tandem with the submission of Obadara (2011) and Popoola (2021). It also fulfils the objective of teacher education as entrenched in the NPE (2013) that teachers who teach in Nigerian classrooms must have adequate academic and professional background for effective discharge of their duties

4.3.2. Teachers' access to native English speakers of English Language

It was shown in the results that teachers have frequent access to native speakers of English language. The following are the sources by which teachers have access to native speakers of English language; literature books; Ideas exchange with native English speaking friends; listening to songs and music from native English artistes; attending seminar/workshops facilitated by native users of English; reading

newspapers/magazines from native English countries; listening to native English motivational speakers and subscription to journals from native English countries. Many of the interviewees in the schools consulted had access to native speakers of English through various sources such as exchange with native English speaking friends; listening to songs and music from native English artistes; attending seminar/workshops facilitated by native users of English; reading newspapers/magazines from native English countries; listening to native English motivational speakers and subscription to journals from native English countries. The in-depth interview responses also confirmed this finding. *Mine is basically through newspapers, magazine or on YouTube. Though I have heard of some schools or international web platforms which offers tandem programmes. You are paired with native English speakers. He teaches one English, you teach him or her language. It is free and good way to make friends. I watch movies, log on to some platforms such as iTalki, LingoGlobe, Speaky, Busuu, Polygot Club etc through which I access native speakers.* Access to native speakers is the extent to which there is interaction between English language teachers and users of English as a native language or mother tongue. When teachers have access to native speakers they tend to speak and write better English. They will also be able to teach essay/letters, grammatical structures as well as speech-work better. These findings corroborate the submission of Adeniyi (2017), Poopola (2020) and Ayinde (2021) that the non-enculturation sources by which ESL teachers have access to native speakers of English language; literature books included but were not limited to ideas exchange with native English speaking friends; listening to songs and music from native English artistes; attending seminar/workshops facilitated by native users of English; reading newspapers/magazines from native English countries; listening to native English motivational speakers and subscription to journals from native English countries.

4.3.3. Teachers' level of prior language competence

From the results available on the research question, teachers' level of prior language competence was average. With this average level of competence in the prior languages of ESL teachers, they will be able to teach the second and the target language well.

Word, phrase, sentences etc, which may not necessarily make meaning in English are clearly explained in local languages. My students learn to read well in English due to the background they have. This also applies to me as their teacher. Absolutely yes, local language elements have simple but dynamic ways to influence my pronunciation in and outside the classroom encounter. At times, in classroom, I get carried away with my local language, just to lay emphasis on some points effectively”.(Teacher D , Male, 22/6/2021: Ibadan South East)

.“Prior language, to me, does not interfere with my teaching of English language. It is controversial. And if does, it is slightly of no consequence. The L1 influences ELT..

For me, I do not really know as I grew up in Canada and later in Ghana before coming to Nigeria. Teaching job is tasking and it’s likely that the environment where one grew up could play a major role in his or her development. It is an environmental thing in which other socio-cultural factors such as language are embedded.. I have had people said such but prior language development and competence goes beyond that. It has be ability to influence the teaching and learning of second language thereby improving students’ learning outcome. The understanding of a language, tend to increase the teaching and learning a new language with ease. There is usually a transfer of learning (Interviewee K, Female, 26/6/2021: Ibadan North)

“Though I do not speak it in class with my students, but I know I switch within seconds to ruminate on difficult words and sentences if I have challenges in making meaning of them.” (Interviewee S, Male, 26/6/2021: Ibadan North)

Results agree with that of Adewuni (2021) who found that English Language teachers’ prior language competence was high in Ilorin, Nigeria.

4.3.4. English Language Teachers’ Epistemic Belief

The epistemic belief of ESL teachers shows that the majority of English language teachers’ had realist epistemic belief which manifests in teacher-centered classrooms.

I think it is a doctrine of what I already know and cannot be changed. Such beliefs influence the development of knowledge because it considered as stagnant. This is totally wrong. Event and times have changed the narrative. It should be two-way (students and teachers) or multi-ways (students and teachers, environment, resource persons) to

learning and even teaching. –”.(Teacher F , Male,
24/6/2021: Ibadan South-west)

There is a widespread agreement that commonly held epistemic beliefs by the teachers accounts for teacher-centred classroom practices (Muis, 2004). The finding is in agreement with Fakeye (2018) who reported that teachers epistemic belief was the realist type and this accounted for rigid adherence to traditional expository teaching.

4.3.5. English Language teachers’ Intercultural practices

The results showed that English Language teachers’ intercultural competence was high. Intercultural practices depict activities concerning different cultures. The synonyms could be said to be cross-cultural or multicultural relationship. One can say that cultures here correspond with countries, though 'culture' is a more complex phenomenon. The term intercultural practice encompasses sub-cultural relations. For example, we can talk about it in classroom where there is multi-ethnics students learning and playing together. This would mean that we look into the ways our culture determines our teaching-learning behaviour and the ways other cultures determine our counterparts' behaviour. The mixture of nationalities and backgrounds of both students and teachers make discussions around intercultural practices highly relevant today. I think the most appropriate meaning of intercultural practices is the activities put in place irrespective of colours and tribes like how do people understand one another when they do not share a common cultural experience. Take for instance, as students and teachers enter into multicultural cooperation, they are often faced with generalized differences. Learners need to identify these problems and realize how their culture may be shaping their own reactions. It is important for them to see the world from others’ points of view. It is the acceptability of differences and conducting activities without criticizing others. This result is in tandem with Adewuni (2021) who found that English Language teachers’ intercultural practice was good was high in Ilorin, Nigeria.

4.3.6. Teacher socio-linguistic factors and attainment in EL

A positive correlation of attainment in EL with teacher’s intercultural practice. Teachers o EL frequently engage in intercultural practice, performance of students is on the increase. As a matter of fact, many of the respondents’

longing to be up-to-date with the happenings in different cultures to serve as a catalyst for their improved classroom practices. Cultural groups encouraged the teachers to become more knowledgeable about different cultures. *“1.eat foods from different cultural background, which have increased their intercultural competence; 2. Listen to music from different cultures, wear dresses from different cultures’”*.(Teacher Q , Male, 24/6/2021: Ibadan North-west)

Communication with L1 users can be of benefit to teachers and learners as a means of practicing their productive and receptive skills. Such communication not only may improve teachers' own language skills, but can also motivate them to teach the language form correctly. Intercultural practice helps teachers to become more empathetic and flexible. It also helps us teachers in multicultural classrooms to understand students and see the world from their perspectives, as well as to be sensitive to their needs. On the other hand, flexibility focuses on knowing how to behave in changing environments, dealing with a wide range of social situations and being able to adapt using appropriate behaviours. Having known this truth, it is therefore true that for a teachers of ESL to deliver quality instruction in English, he needs to engage in intercultural practice and acquire cultural awareness of students from diverse cultural backgrounds and milieux. Furthermore, recent approaches to ELT shows that teaching a language should not just involve linguistic competence but also include intercultural competence. Teachers' intercultural practice helps them to acquire skills that enable them to explore cultural complexity and enhance cultural understanding of learners.

The result further indicates that students' achievement in English had negative relationships with teachers' epistemic belief and prior language competence. This has clearly shown that even though these two sociolinguistic factors could influence performance of students in different school subjects at the primary and secondary schools, the situation is different with English Language. Furthermore, the roles of these three constructs in promoting academic success have been confirmed in research, the different result obtained in this study could be ELT might defy such permutations. On the other hand, students' achievement in English Language had a positive relationship with intercultural practices and access to native speakers. This means that while teacher prior language competence and epistemic beliefs are inversely related to achievement of students in English Language, intercultural

competence and access to native speakers have direct relationship with achievement. This might be due to the fact that teachers who have unfettered access to materials from native environment and are well grounded in diverse intercultural practice are more committed to develop learners' competences. Also, when teachers are good in these sociolinguistic constructs, they tend to deliver quality instruction in ESL classes. Furthermore, intercultural practices often provides the background experience and motivation for teachers to lead instructional activities. Concurrently, the finding corroborated the findings of Sercu (2002), Fakeye (2010), Amokeodo, (2012) and Adesina (2021) that intercultural practice impacted positively on their learners academic performance in Sociology, English Language, poetry and prose Literature-in-English, respectively. These findings are antithetical to those Ogundipe (2021) and Ayanwale (2021) of who reported that no relationship existed between sociolinguistic factors and learning outcomes in entrepreneurship education and SoS, respectively. The contradiction in the findings of those earlier studies and this current one might be due to different school subjects and levels of participants involved. While those previous studies focused on pre-service teachers, these ones focused on secondary school students.

4.3.7. Relationship between socio-linguistic factors and students' attitude to English Language

The result indicates that in this study, the attitude of the students towards English Language was largely positive. This means that students attended class regularly, turned in assignments promptly, and were pleased to offer the subject because of its important roles in career development. The results further shoed that the students value the subject as an important lee-way to prosperity and sustainability. The student participants in this study wished that the subject should continue to be made compulsory because of its relevance and prestige. They agreed that every student irrespective of career aspiration needed the subject and therefore, should not be removed from curriculum. The reason for the positive attitude towards might be due to the awareness on the part of the respondents of the prime of place accorded English Language in the scheme of things in Nigeria, and their consciousness of the need to acquire it. The home that is supportive of the child's education strives to provide needed books and materials children needs at schools even when parents are not earning much. In many homes most parents that are well read find time to help their children with

their homework. They sit down with them while doing assignments. They help them to browse the internet for information; they even go as far as helping to copy notes when the child is indisposed. They sit down to read just to serve as a role model for their children to develop, form and copy the habit of reading. All these are done because they wanted higher learning outcomes for their children.

There was no relationship of attitude to English language with teacher's socio-linguistic factors, namely intercultural practice, prior language competence, epistemic beliefs and access to native speakers. This simply denotes that all the socio-linguistic factors did not influence students attitude to English Language. When improved upon, these factors could not bring about improvement in students' attitude to English such that an improvement in one leads to decrease in others. Another probable explanation for this finding is that there might be other variables that have greater influence on students' attitude to English Language other than these psychological factors. This finding negates the submission of Davies (2014) and Moldano (2014) that when Tel teachers have access to native speakers, competent in their prior language, and engage in wholesome intercultural practices, they tend to speak and write better English, the contact they would have will be both in oral and written communication.

4.3.8. Collective effect of all the socio-linguistic factors

The joint effect of access to native speakers, and prior language competence, epistemic beliefs and intercultural competence to students' achievement was significant. This is necessarily so because language teachers that are competent in their mother tongue would perform better in the teaching of English Language than those who are not competent. The result affirms those of studies (Cummings, 2011; Cook, 2013; Pooja, 2015; Asher and Garcia, 2017) who reported in their various studies that independent variables jointly predicted academic achievement of the participants. The study has proved that the socio-linguistic factors examined in this study contribute to the effective teaching exhibited by teachers in ELT, which invariably brings about improvement in students' performance. Teachers' prior language competence, realist epistemic beliefs, access to copious sources of contacting native speakers and intercultural competence, influence ELT.

the non-enculturation sources of contacting native speakers such as internet, foreign newspapers and magazines, journals, reading English novels and listening to programmes on BBC and VOA, in a way, have enabled them to improve their knowledge of the language and competence in teaching it effectively (**Teacher F , Male, 24/6/2021: Ibadan South-west**)

The result aligns with Alonge (2019), Popoola (2019), Adediran (2019), Omobowale (2021) and Oduwole (2021) who reported inseparate studies that independent variables jointly contributed to the learning outcomes in English Language.

The results further showed that the socio-linguistic factors did not make significant joint contributions to students' attitude to English Language. This might be due to the fact that attitude takes a longer time to manifest in class, as such it will require repeated occurrence of the impact of the variables before attitude could be improved upon. The result revealed that the composite contribution of the four factors to attitude was not significant. The inability of these factors to make significant composite contribution to attitude to English could be owing to overbearing influence of situational factors such as inadequacies of instructional resources, poor implementation of the curriculum, not excluding absence of trained and non access of research findings on current classroom practices by teachers. Consequently, the prescribed mode of instruction for teaching the course might not be deployed. The implication of this is that the teachers handling the subject might lack sound knowledge of the various strategies prescribed for teaching it and this might have stronger influence on the attitude of students. It is instructive to note that the teaching strategies employed and deployed by teachers could determine the achievement of students in ESL. For example, the strategies employed by teachers could determine whether the preservice teachers are being prepared to become dominant or passive participants in the instructional process.

In other words, the strategies prescribed for teaching the subject are those expected to give students opportunities to question, investigate, and understudy a particular model in real world so as to improve on the shortcomings identified for better performance. It stands to reason, therefore, that when preservice teachers are not exposed to these strategies, the negative effects could overshadow and downplay the influence of these sociolinguistic factors in on their attitude to the subject. This finding is very surprising due to the fact that these variables have the potential of

influencing learning outcomes. The results accord perfectly with those of Adediran (2019), Oduwole (2021) and Omobowale (2021) who did not find the significant joint contribution of the independent variables to learning outcomes in English Language, Access to educational research and prose literature, respectively.

4.3.9. Relative contributions of the independent variables

The result showed that all the sociolinguistic factors individually influenced students' achievement in English in varying degrees and directions. This is not surprising because these variables play vital roles in language teaching/learning process, in that, when a teacher has good intercultural practice, good knowledge of prior language, free regular access to native sources and relativist epistemic beliefs, he/she would be able to fare well in ELT. The roles of these four constructs in promoting academic success have been confirmed in research, the similar result obtained in this study might be due to the fact that the course content is academic and life-skill oriented.

So, the individual contributions of these factors to achievement in EL could be that majority of them had positive relationships with students' achievement. This might be due to the fact that teachers who exhibit a sound knowledge of these factors are likely to engage in highly enriched classroom practice. Furthermore, the factors provide the background experience and motivation for students to lead in class activities. The result also revealed that all the four factors contributed relatively to attitude to entrepreneurship education. It was reported in this study that the sociolinguistic factors made relative contributions to students' attitude. The result implies that all the factors when improved upon, could individually influence attitude to English in different directions such that an improvement in one leads to decreased in the other.

Reports on this research question revealed that there were relative contributions of access to native speakers, prior language competence, epistemic beliefs and intercultural competence to students' achievement in English Language was significant because they individually affect attainment in EL. Teachers' IC, ranked highest, followed by ANS, PLC and EB.

Teachers' EB, ANS, IC and PLC made no significant relative contribution to students' attitude. The EL teachers need to jettison their realist epistemic beliefs for

the relativist views in order to move away from their monodirectional teacher dominated knowledge dissemination to multidirectional student-centred paradigm in their classroom practices, as well as non-frequent access to native speakers to bring about classroom enrichment activities that could engender positive attitude in learners. The finding finds corroboration to those of Alonge (2019), Popoola (2019), Adediran (2019), Omobowale (2021) and Oduwole (2021) who also reported insignificant relative contribution of the predictor variables to students' attitude to different aspects of English Language involved in their studies.

4.3.10. Predictors of attainment in EL

Only intercultural practice could predict students' achievement in English. This is rightly so because, intercultural practice equips teachers with the ability to interact and communicate with people from different cultures in a respectful and effective way. It is the bridge between diversity and inclusion and is key to creating welcoming environments. True intercultural competence cannot exist without recognizing diverse identities and making intentional steps to be inclusive to people of varying backgrounds. It is, however, needful to note that access to native speakers and inter-communicative competence is only effective through technology. Without doubt there are several ways and means through which students could get in contact with the native user of a language. The place of technology is without doubt cannot be ruled out to achieve these purposes. Technology is useful in connecting the classroom to native speakers of a language. It is also useful in helping the students to understand, appreciate foreign culture. It is without doubt that digital interactions appear to be the future of social communication. This result is in line with those of Amokeodo (2012) and Akande (2001) who also reported the predictive capacity of intercultural competence on literature teaching and learning.

4.3.11. Relating results to Theoretical Framework

This study expatiated the theories of IS, which postulates that intercultural sensitivity is a continuum that is needed to function effectively in a multicultural setting akin to the type obtained in ESL classroom. The intercultural practice also eventually empowers the teacher with the ability to act ethno-relatively in ELT classroom. The result agreed with the claims of IS theory that teachers' intercultural competence one of the qualities that English language teachers are expected to manifest to be able to

teach English language effectively and ethno- relatively in modern multicultural classrooms as we have in secondary schools in Ibadan.

In concurrence with IS theory exposure of EL the teacher to different cultural practices will help the ESL teachers to be culturally sensitive. The IS theory's position that a teacher of EL would engage in quality teaching based on the depth of his/her intercultural competence is confirmed by the results in the study. Results further showed that access to native speakers teachers' epistemic belief teacher prior language (Yoruba) competence did not influence achievement to English language. Furthermore, the theoretical foundation for contrastive analysis (CA) in the assumption that a person who already speaks one language and wants to learn another does not learn the second language in a vacuum finds support in the results of this study. It is assumed that whether he is conscious of it or not, the ESL teacher brings influence of the first language to bear on the second, positively or negative. It could hinder the effective learning of the second language by what is known as linguistic interference. Experience has shown that when two languages come in contact, certain features are bound to come into conflict or promote the effective teaching and learning of the target language, which is English.

Also, the input hypothesis of Steven Krashen provides finds a strong support in this finding on teachers' access to native speakers. The goal of any language program is for teachers and learners to be able to communicate effectively. English language teachers' access to native speakers in this study was found to have helped ESL the teachers of adequate exposure to the standard form of the language needed for them to create a more effective opportunity for students' learning outcomes in English. All these findings affirm that of Olatunji (2021) and Bassey (2021) who reported that their findings strongly supported their theoretical framework.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

In this study, the researcher examined socio-linguistic factors of teachers (epistemic belief, prior language competence, intercultural practices, and access to native speakers) and performance and disposition to English Language in Ibadan, Nigeria. The first chapter gave the background, the variables as well as rationale for the study. The second chapter presented the theories on which the study was anchored and the concepts of epistemic belief, prior language competence, intercultural practices, and access to native speakers as well as objectives of teaching and learning English Language in ESL contexts. Chapter three presented the design adopted, population, sample and sampling techniques, instruments used, research procedure and analytical tools used. The fourth chapter presented the results. The last chapter is the concluding part.

Findings revealed that:

The majority of the respondents were females (70.0%), while their age was 31.30 ± 2.20 years.

1. English language teachers have adequate access to native speakers of English language.
2. English language teachers' level of prior language competence was average.
3. English language teachers' epistemic belief was high.
4. English language teachers' level of intercultural competence was average.
5. Public senior secondary school students' achievement in English had negative relationships with prior language competence and epistemic beliefs of teachers. On the other hand, students' achievement in English had a positive relationship with teachers' intercultural practices and access to native speakers.
6. In the same vein, teachers' intercultural practice and access to native speakers had positive relationships with attitude to English Language, while prior language competence and epistemic beliefs are negatively related to students' to English Language.

7. The joint contribution of the four socio-linguistic factors of teachers to students' achievement in English Language was significant. They collectively accounted for 22.9% of the variance.
8. The joint contribution of access to native speakers, and prior language competence, epistemic beliefs and intercultural competence to students' attitude to English Language was not significant.
9. The four socio-linguistic factors made individual contribution to achievement in and attitude to English Language.
10. Only teacher intercultural practice predicted achievement, but none of the predictor variables could predict attitude to English..

5.3 Conclusion

The study investigated socio-linguistic factors of teachers (epistemic belief, prior language competence, intercultural practices, and access to native speakers) and performance and disposition to English in Ibadan, Nigeria. It was found that: English language teachers have adequate access to native speakers of English language. English language teachers' level of prior language competence was average. English language teachers' epistemic belief was high. English language teachers' level of intercultural competence was average. Public senior secondary school students' achievement in English had negative relationships with prior language competence and epistemic beliefs of teachers. On the other hand, students' achievement in English had a positive relationship with teachers' intercultural practices and access to native speakers. In the same vein, teachers' intercultural practice and access to native speakers had positive relationships with attitude to English Language, while prior language competence and epistemic beliefs are negatively related to students' to English Language. The joint contribution of the four socio-linguistic factors of teachers to students' achievement in English Language was significant. They collectively accounted for 22.9% of the variance. The joint contribution of access to native speakers, and prior language competence, epistemic beliefs and intercultural competence to students' attitude to English Language was not significant. The four socio-linguistic factors made individual contribution to achievement in and attitude to English Language. Only teacher intercultural practice predicted achievement in English, but none of the predictor variables could predict attitude to English. Thus, it

could be concluded that teacher intercultural practice plays important roles in ELT in the ESL context

5.3. Implications

Below are some implications of the results for classroom practice and learning outcomes in English Language.

1. English Language teachers who have adequate access to native speakers are more linguistically equipped to teach the subject effectively to ESL students.
2. English Language teachers with desirable intercultural practices are more poised to teach the subject in multicultural classrooms that characterise public senior secondary schools in Ibadan.
3. The prior language proficiency of English Language teachers could facilitate effective teaching of English Language in ESL contexts
4. Teachers' access to non-enculturation native English sources like newspapers, magazines, journals, English novels, BBA and VOA could enhance the instructional process English Language
5. A more proximal measure of quality and quantity of socio-linguistic factors could be contributory to learning outcomes in English Language in ESL contexts.
6. Possession of relativist epistemic belief is very beneficial to complex classroom interaction and learning outcomes in English Language.

5.4. Recommendations

As a fall-out from the findings, the research made the following recommendations:

1. There is need for increased access to native speakers by teachers of English language in order to boost effective teaching and learning of the subject.
2. The ESL teachers need to attend workshops, seminars and conferences for up-to-date English sources and current trends in multicultural classrooms practices.
3. The teachers of ESL should be dissuaded from realist epistemic beliefs and traditional knowledge dissemination to pave the way for more interactive and collaborative instructional practices.

4. Government should provide support for English teachers to attend conferences in native English environments in order to hone their content knowledge in the discipline

5.5 Contributions to Knowledge

Teacher intercultural practice and access to native speakers influenced achievement in EL, while access to native speakers influenced attitude to EL. The findings from the study serve as a baseline data on EL teachers who are now exposed to some salient variables to teach EL well in their respective classroom while also staying focus in their job. It should be also noted that current research has revived interest in the theory and practice of teachers' classroom competence as a complementary and necessary part of the teaching and learning of English language. The study draws the attention of both the government and non-governmental organisations to the significance of access to native speakers, and prior language competence, epistemic beliefs and intercultural competence of English language teachers which could likely make them produce students who are capable of honing the skills of English language.

5.6 Limitations of the Study

Certain limitations constrained the researcher in the process of carrying out the study. The first limitation experienced was that the study was carried out within Oyo state, thereby limiting its geographical scope. Apart from this, due to the present economic quagmire the whole country is plunged into, the study could not be carried out in the whole of the nations. These limitations notwithstanding, the findings from this study would provide a good reference point the teacher socio-linguistic factors that influence students' learning outcomes in English language.

5.7 Suggestions for further Studies

1. There is the need to repeat the study with a wider coverage in terms of location and participants
2. The study could be experimentally done as this will provide a strong basis for making inferences
3. Further study could look into the area of epistemic belief in the core rural area to see if teachers still hold onto such belief.

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APPENDIX I

ENGLISH LANGUAGE ATTAINMENT TEST

Reading Comprehension

Time Allowed: 1 hour

The conditions under which you read are often as important as your reading habits. To read under very poor light is to strain your eyes. Often, when the light is too dim, you may have to interrupt the reading and move to an area where the light is brighter or you may have to adjust the angle at which the book is turned towards the source of the light. The strain on the eye caused by the poor light is often similar to the strain suffered when one has bad eye-sight.

Moreover, for a person with normal eye-sight to read with glasses could be disastrous. If a person with normal eye-sight tries on a pair of glasses normally used by a friend with poor eye-sight, then he would not see properly, or at best he would suffer a lot of strain. Similarly, to read with dark glasses under the shade is to create some problem for the eyes. The fact is that one should read under conditions much similar to what the eyes are normally used to.

Music, we know, is a stimulant to many human activities. Some people work better when there is some form of background music. But music of any kind does not seem to help the act of reading. Much as the brain is a most versatile organ, it allows a man to cope with only one activity at a time. If you try to listen to music, or worst still news while you are reading, then you will find yourself either coping with the reading and not the music, or with the music and not the reading. One is bound to suffer.

Finally, it has been established through research that a person's reading rate and comprehension level vary according to the stage reached on a reading task. When a person is just starting a new book, the enthusiasm for the book makes the reading smooth and fast. But when the initial enthusiasm drops, after the first chapter or so, then the reading becomes more tedious and slower. This persists till one is approaching the end. At about a quarter or so to the end, the reading rate picks up, and the reading is much smoother. These facts account for why a person tends to remember facts from the beginning and the end of a novel much more than from the middle. To some extent, this is what happens with a passage, especially a long one.

Questions

1. It is not good to read under very poor light because
 - a. the poor light forces one to interrupt the reading

- b. one may have to adjust the angle of the reading material
 - c. one would not see the words very clearly
 - d. words may be mistaken for what the author does not intend
2. When a person with normal eyesight uses the medicated glasses of his friend, this can be likened to when that friend with prescribed glasses
- a. tries to read without glasses
 - b. puts on his own glasses
 - c. tries to read with glasses newly acquired
 - d. puts on his own glasses without reading
3. From this passage, we can see that
- a. it is good for one to read with glasses
 - b. one should not try to use glasses at all
 - c. it is risky to use glasses for the fun of it
 - d. many people are using glasses not meant for them
4. From the passage, can we advise anyone doing serious reading to avoid listening to music while reading?
5. What happens to reading when the initial enthusiasm drops?

Choose the appropriate words from the options lettered A-D to fill the gaps.

At school, we discovered that the main block6.....my classroom and mum's office's roofing were7..... . Property worth thousands of naira8..... . Luckily, our house was intact but there was9.....everywhere.

- 6. a. about b. for c. to d. be
- 7. a. run away b. carted away c. come away d. place away
- 8. a. redefined b. rooted c. deprived d. destroyed
- 9. a. chaos b. charts c. ciao d. clues

Choose from the options lettered A-D the most nearest in meaning to the one underlined.

10. The viewers were seated in the hall.
- a. commoners b. spectators c. audience d. congregation
11. The man felt affronted by the incidence.
- a. offended b. praises c. bias d. lucky
12. The director appears visionless.

- a. lesser vision b. blind c. coward d. empty

Choose from the options lettered A-D most nearly opposite in meaning to the one underlined.

13. Shade found the car unattractive.

- a. cool b. beautiful c. kind d. ugly

14. She left the files unattended to.

- a. addressed b. dirty c. ignored d. alter

15. Don't mess up my kitchen.

- a. muddle up b. clutter c. tidy up d. mix up

Complete each of the following with the most appropriate of the options A-D

16. The fuel scarcity hasfor some time now.

- a. tolerated b. insisted c. persisted d. endured

17. The workers were never offered as.....as a quarter of their demands.

- a. many b. great c. much d. plenty

18. People appear worried about the.....in cult activities this day and age.

- a. futility b. dearth c. increase d. decrease

Choose the correct interpretation of the following sentences

22. All our plans fell through at the last moment. This means that we:

- a. were exposed b. delayed c. were abandoned d. failed

23. /e/

- a. week b. leap c. many d. receive

24. /ai/

- a. clay b. fight c. fish d. there

25. /f/

- a. virgin b. leap c. fan d. carve

26. How many syllable does **carpenter** has?

27. **Capitalize** is of how many syllable?

28. "Are you going?" is an example of what intonation?

- a. falling tune b. falling and rising tune c. rising and falling tune d. rising tune

29. intercollegiate

a. INTER-col-le-gi-ate b. inter-COL-le-gi-ate c. inter-col-LE-gi-ate d. inter-col-le-GI-ate

30. That LADY is the best candidate for the job.

a. Is that man the best candidate for the job? b. Is the lady the worst candidate for the job?

c. Was the lady the best candidate for the job? d. Is the lady the best person for the election?

APPENDIX II

STUDENTS' ATTITUDE TO ENGLISH LANGUAGE

QUESTIONNAIRE (SAELQ)

Dear student,

The researcher wants information on your attitude to English Language as a school subject. The information produced will be mainly used for research purposes and it will be treated in strict confidence. You are to please respond to the questions as objectively possible.

Instruction: Please tick appropriately your corresponding responses.

Section A

Personal Data

Name of

school:.....

Class:

Age range between: 14-17years (), 18-21years () Above 21 years()

Sex: Male () Female ()

Section B

S/N	ATTITUDE TO ENGLISH LANGUAGE	SA	A	D	SD
1.	I learn English language				
2.	I do not absent myself from English language lessons				
3.	Learning English language is enjoyable				
4.	I always do my English language assignments				
5.	English language is one of my favourite subjects				
6.	I want to get good results in English language				
7.	I strive to respond to questions the teacher asks in English language				
8.	I do not like to do exercises and assignments on English language				
9.	English language is boring				
10.	I concentrate hard in English language classes				
11.	EL is interesting to me				
12.	EL is easy to understand for me				
13.	I do not see any useful reason to study English language				

14.	I keep away from English language lessons				
15.	I do not bother if I score low marks in English language				
16.	I feel that I cannot do well in English language				
17.	I contribute to discussions during English language lessons				
18.	English language class is always lively for me				
19.	I read books on English language without being forced				
20.	I do not have any English language textbook				

APPENDIX III
ENGLISH LANGUAGE TEACHERS' EPISTEMIC BELIEFS
QUESTIONNAIRE

Dear student,

The researcher needs information on teachers' epistemic beliefs in teaching and learning of English language. The information produced will be mainly used for research purposes and it will be treated in strict confidence. You are to please respond to the questions as objectively possible.

Instruction: Please tick appropriately your corresponding responses.

Section A

School

Section B

S/N	Epistemic Beliefs	SA	A	D	SD
1.	Teachers should see themselves as facilitators of knowledge development.				
2.	Students learn best by finding solutions to problems on their own.				
3.	Teaching is a shared and collaborative activity between the teacher the students.				
4.	Each learner constructs knowledge differently from others.				
5.	Students' should memorise and regurgitate ideas.				
6.	Teachers should encourage students to provide alternative views on issues.				
7.	Teacher is the only source of knowledge				
8.	Students should not contribute to lessons				
9.	Teaching should focus on developing the students skills of critical thinking				
10.	Teaching should help students apply acquired knowledge and skills to their day to day lives				
11.	Teachers must adapt themselves to new approaches to teaching .				
12.	Teaching should focus on the teacher as the source of academic knowledge.				

13.	knowledge is static and so are teaching strategies.				
14.	Students' ability is fixed at birth and nothing can be done by the teacher to change it.				
15.	Underperformance is always the fault of the learner				
16.	Ability to teach is fixed, so there is no need for teacher professional development.				
17.	In teaching-learning process, teachers are the central focus				
18.	Lessons should be interactive				
19.	The authority of teachers should not be questioned by students during lessons.				
20.	Performance in examination is the only reliable measure of knowledge				

APPENDIX IV

TEACHERS' INTERCULTURAL PRACTICES SCALE

SECTION A

School: -----

Class: -----

SECTION B: Intercultural Practice Scale

Key: Very well = 4, Well = 3, To some extent= 2, Never = 1

S/N	Epistemic Beliefs	Very well	Well	To some Extent	Never
1.	I listen to music from different cultures				
2.	I wear native dresses of different cultures				
3.	I wear my own cultural attire only				
4.	I eat foods from different cultures				
5.	I respect different cultural groups in my class				
6.	I cite examples from different cultures in my lessons				
7.	I relate well with people of different cultural backgrounds in class				
8.	I cite examples only from my cultures in my lessons				
9.	I don't eat foods from other cultures				
10.	I forbid the speaking of other languages in class besides English and Yoruba				
11.	I care to know the essential norms and taboos of many cultures.				
12.	I look down on people from other cultures .				
13.	I relate only with people from my cultural backgrounds				

	.				
14.	I don't care to know about the essential norms and taboos of other cultures.				
15.	I permit the speaking of different languages in class besides English and Yoruba.				

APPENDIX V

**ENGLISH LANGUAGE TEACHERS' PRIOR
LANGUAGE(YORUBA) COMPETENCE TEST**

Time Allowed: 1 Hour

Abala A: Àròkọ(Composition)

Kọ àròkọ tí kò dín ní ogún ilà lórí ọkan nínú kókó-ọrọ wọnyí:

1. Ìwòsàn Ìbílẹ̀ lóde-òní
2. Bí mo bá dí ààrẹ̀ orílẹ̀-èdè Nàìjíríà

Abala B: Àkàyé (Comprehension)

Ka àyọkà yí ní àkàyé kí o sì dáhùn àwọn ibéèrè tí ó tẹ̀le.

Ọdún méje ni Agírí lò ní ilé-ẹ̀kọ̀ sẹ̀kọ̀ndírí nítórí pé ọdún méjì ni ó fi ka ìwé kẹ̀ta sẹ̀kọ̀ndírí kékeré. Síbẹ̀, ọ̀n àti Ọ̀kánlà ni wọ̀n dìjọ̀ ẹ̀e ìdánwò àşejáde. Agírí kò múra sílẹ̀ fún ìdánwò yí rará; àfi ìgbà tí ó ku ọ̀sẹ̀ méjì láti bèrẹ̀ ìdánwò ni ó sẹ̀sẹ̀ wáá bèrẹ̀ sí í tanná mọ́rí. Nńkan tí kò mọ́ra! Kí ó tó şàisún wákàtí kan ààbò, oorun ti gbé e lo!

Nígbà tí èsì ìdánwò máa dé şá, Ọ̀kánlà fọ̀mọ̀yọ̀ gan-an ni! Ó wẹ̀, ó yán kàn-in-kàn-in! Nítí Agírí, ó jáhá pátápátá ni! Kò tilẹ̀ le ta pútú nínú ẹ̀ka-ẹ̀kọ̀ kankan! Ó wá bèrẹ̀ sí í sunkún! Ọ̀kété gbàgbé ibòòsí, ó dé ìgbà aláte, ó káwọ̀ lérí. Ó sì sunkún, ojú rẹ̀ fẹ̀rẹ̀ fọ̀! Ìgbà yí lààrọ̀ tí arúgbó şẹ̀şẹ̀ wáà n kọ̀gba. Ojọ̀ eré ni ọ̀rọ̀ n dun ọ̀le.

Èsì ìdánwò yí fún Ọ̀kánlà ní àńfààní àtítẹ̀síwájú nínú ẹ̀kọ̀ rẹ̀. Ó ẹ̀ ìdánwò sí ilé-ẹ̀kọ̀ gíga Yunifásítì, wọ̀n sì mú un. Ní ti Agiri ẹ̀wẹ̀, iyán di àtúnún, ọ̀bẹ̀ di àtúnşè! Ó tún un kó ní ọ̀dún tó tẹ̀le e, síbẹ̀ ó tún fidí rẹ̀mi!

ÌBÉÈRÈ (QUESTIONS)

1. Kín ni ìdí rẹ̀ tí Agírí fi lo ọ̀dún méje ní ilé-ẹ̀kọ̀ sẹ̀kọ̀ndírí?
(A) Kò rí owó ilé-ẹ̀kọ̀ san
(B) Ó ẹ̀ àisàn burúkú kan
(C) Ó fi ọ̀dún méjì ka ìwé kẹ̀ta
(D) Kò mọ̀ ìwé tó Ọ̀kánlà
2. Taa ni ó fọ̀mọ̀yọ̀ nígbà tí èsì ìdánwò jáde?
(A) Ọ̀kánlàwọ̀n
(B) Ọ̀kánlà

- (C) Òkànbí
- (D) Agírí
3. ni ó fún Òkánlà ní ànfààní láti tèsíwájú nínú èkó rẹ?
- (A) Ó rí èkó ọfẹ
- (B) Ó yege ìdánwò
- (C) Ó jí ìwé wò lásìkò ìdánwò
- (D) Ó ní baba ìsàlẹ ní Yunifásítì.
4. Èrèdí ẹkún Agírí ni pé.....
- (A) Bàbá rẹ kú
- (B) Ó yege ìdánwò ju bí ó ẹ se ye lo
- (C) Ó kùnà ìdánwó pátápátá
- (D) Kò rí owó ilé-ẹkó san
5. Gégé bí ó ẹ hàn nínú àyọkà náà, ẹ̀mèlódó ni Agírí jáhá nínú ìdánwó oníwèé mẹ̀wáá?
- (A) Èẹkan ẹsọ
- (B) Èẹmejì
- (C) Èẹmẹta
- (D) Èẹmerin
6. “...tanná mọrí” túmọ sí.....
- (A) Ẹ àìsùn àdúrà
- (B) Gbé orí bọ iná
- (C) Ẹ àìsùn ìwé
- (D) Gbé iná rù
7. “...fidí rẹmi” túmọ sí.....
- (A) Kùnà
- (B) Tò sílé
- (C) Bímọ sílé
- (D) Kí ènìyàn fi omi rẹ ara rẹ ní ìdí
8. Ìyàtò kan tí ó fi ojú hàn láà Agírí àti Òkánlà gégé bí ó ẹ hàn nínú àyọkà náà ni pé
- (A) Òkánlà ní bàbá nígbà tí Agírí kò ní
- (B) Òkánlà múra sí iṣẹ nígbà tí Agírí ya ọlẹ
- (C) Òkánlà rí èkó ọfẹ gbà nígbà tí Agírí kò rí
- (D) Òkánlà jẹ aládùúrà nígbà tí Agírí kò mọ Ọlórún

9. Nínú àyọkà yìí, ó hàn pé ni ó kókó wọ ilé-ẹ̀kọ̀ sẹ̀kọ̀ndírì.
 (A) Títí
 (B) Sádé
 (C) Ọ̀kánlà
 (D) Agírí
10. Èwo ni àkọ̀lé tí ó bá àyọkà yìí mu jù nínú iwònyí:
 (A) Ọ̀lé sunwòn níwà
 (B) Ọ̀jọ̀ eré ni ọ̀rọ̀ n̄ dun ọ̀lẹ̀
 (C) Agírí kùnà
 (D) Ọ̀kánlà yege

Abala D: Fònètíkì àti Fonólójì (Phonetics and Phonology)

1. jé ìró afẹ̀jì-ètè-pè (A) b (B) w (D) gb (E) h
2. Èyà ara ifọ̀ wo ló máa n̄ mú kí àyípadà àkókó dé bá èémí? (A) òlélé (B) ẹ̀ka kòmóòkun (D) tán-án-ná (E) imú
3. Kónsónántì aránmúpè ni (A) b (B) m (D) gb (E) h
4. Fáwẹ̀lì iwájú ni (A) a (B) u (D) e (E) o
5. Àràn mówájú wáyé nínú (A) ọ̀mọ̀mọ̀ (B) iléesé (D) aróoko (E) pejapeja
6. Ìgbésè fonólójì tó wáyé nínú ‘Láíwọ̀lá’ ni (A) Ìpàrójẹ (B) Àràn mó (D) Ìsọ̀dorúkọ (E) Ìránmúpè
7. ‘Ará + oko’ di ‘aróoko’ nípasè (A) Ìpàrójẹ (B) Àràn mó (D) Ìsọ̀dorúkọ (E) Ìránmúpè
8. Fáwẹ̀lì kì í bèrẹ̀ ọ̀rọ̀ Yorùbá àjùmọ̀lò. (A) a (B) u (D) e (E) o

Abala E: Gírámá (Grammar)

9. ‘Kí Olúwa gbó àdúrà wa’ jé àpẹ̀rẹ̀ gbólóhùn àşẹ (A) tààrà (B) ẹ̀bẹ̀ (D) ẹ̀bùrú (F) àdúrà
10. ni ọ̀pómúléró gbólóhùn (A) ọ̀rọ̀ (B) ọ̀rọ̀-ìşẹ (D) ìró (E) ọ̀rọ̀-àpónlẹ̀
11. Èwo ni kì í şẹ̀ atọ̀ka iyísòdì nínú àwọn wúnrèn wònyí? (A) kò (B) máşẹ (D) kì í (E) n̄
12. Atọ̀ka àşìkò ọ̀jọ̀-iwájú ni (A) yóò (B) máa n̄ (D) n̄ (E) ti

13. Sílébù mélòó ló wà nínú ‘Onìjàngídíjàngan’? (A) Márùn-ún (B) Mэфà (D) Méje (E) Méjọ
14. ni iyàtò láàárín sílébù àti mófîmù. (A) ìtumò (B) ohùn (D) ihun (E) fáwẹ̀lì
15. Mófîmù mélòó ló wà nínú ‘aláìní’? (A) ọ̀kan (B) méjì (D) mẹ̀ta (E) mẹ̀rin

Abala E: Àkànlò-Èdè (Idiomatic Expressions)

16. ‘Olú na pápá bora’ tùmò sí olú (A) sálo (B) sùn (D) sáré nínú pápá (E) sùn nínú igbó
17. A kì í sọ pé ‘Ọbá kú’, àfi kí á ní Ọbá (A) rọ̀run (B) sùn un re (D) ta téru nípàá (E) wàjà
18. Orí mi máá jé n ya àgàn. ‘Àgàn’ tùmò sí (A) ẹ̀nio o romo bí (B) ẹ̀ni máá n bínú (D) ẹ̀ni tí ó ya àjẹ (E) ẹ̀ni tí ó fẹ̀ràn ọ̀mọ̀dẹ̀
19. Túlààsì ni owó-orí. Ọ̀rò tí a fàlà sí tùmò sí (A) dandan (B) wọ̀fún (D) Àdúrà (E) ẹ̀bẹ̀
20. Sadé kọ̀ láti kí iyá rẹ̀ fún ọ̀sẹ̀ kan nítorí pé wọn bá a wí. Irúfẹ̀ iwà wo lẹ̀yí? (A) àrankàn (B) odì (D) ìjà (E) ifẹ̀hónúhàn

Abala F: Aáyan Ọ̀gbufọ̀ (Translations)

21. *He kicked the bucket* tùmò sí (A) Ó ta téru nípàá (B) Ó fẹ̀sẹ̀ gbá goro (E) Ó fẹ̀ràn eré-ipá (E) Ó ti n ta téru nípàá
22. *It rained cat and dog yesterday* tùmò sí (A) ọ̀jò pa ológbò àti ajá lánàá (B) ọ̀jò nàà fẹ̀rẹ̀ wú òkú ọ̀lẹ̀ lánàá (D) àrọ̀rọ̀dá ọ̀jò rọ̀ lánàá (E) ọ̀jò burúkú rọ̀ lánàá
23. *The egg is the father of the cock* tùmò sí (A) ẹ̀yin ló n di àkùkọ̀ (B) ẹ̀yin ni bàbá àkùkọ̀ (D) ẹ̀yín dára ju àkùkọ̀ lọ (E) ẹ̀yin ni ó dàgbà jùlọ̀
24. *He is light finger* tùmò sí (A) ó máá n taná sí ìka ọ̀wọ̀ rẹ̀ (B) ó máá n fi abẹ̀bẹ̀ fẹ̀ ìka ọ̀wọ̀ rẹ̀ (D) ó n fẹ̀wọ̀ (E) ó n fẹ̀ra
25. *It is an herculean task* tùmò sí (A) ó jẹ̀ iṣẹ̀ tí ó le (B) ó jẹ̀ iṣẹ̀ ọ̀lẹ̀ (D) ó jẹ̀ iṣẹ̀ díẹ̀ (E) ó jẹ̀ iṣẹ̀ àwọn olẹ̀

Abala G: Àṣà àti Ìṣe (Culture)

26. Èwo nínú àwọn orúkọ wònyí ló fi ìgbàgbọ̀ Yorùbá nínú àṣẹ̀yìnwáyé hàn? (A) Kíyèséní (B) Kẹ̀hìndé (D) Yéjídé (E) Bámidélé
27. Adirẹ̀ irà̀nà kì í ṣohun àjẹgbé jẹ̀ mó àṣà..... (A) Ìsìnkú (B) Ìgbéyàwó (D) Èsan (E) Ìwúyè
28. Gbogbo ìwònyí jẹ̀ èkó ilé tí a gbòdò fún ọ̀mọ̀ nílẹ̀ Yorùbá àyàfi..... (A) Ìkíní (B) Ìmúra (D) Ìwà Pèlẹ̀ (E) Ìwà Àìtọ̀
29. Òdiwòn ojúgbà láàárín ilú ni (A) yíya gírìpá (B) agbára (D) ojó orí (E) olá
30. Ọ̀kan lára ohun-èlò tí Yorùbá fì máa ní ẹ̀ ọ̀ṣọ̀ sí ara ọ̀mọ̀ tuntun ni..... (A) làálì (B) òrì (D)osùn (E) bùjé

APPENDIX VI
UNIVERSITY OF IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
TEACHERS' ACCESS TO NATIVE ENGLISH USERS SCALE (TANESS)
SECTION A

Name of School: _____

Class Taught: _____

Gender: Male () Female ()

Key: Never = 1, Rarely = 2, Sometimes = 3, Frequently = 4

SECTION B: Access to Native English Speakers Scale (ANESS)

S/N	Items	Frequently	Sometimes	Rarely	Never
1	I read literature books written by authors who are native English users				
2	I listen to BBC and VOA news				
3	I exchange ideas with native English speaking friends.				
4	I watch native English movies.				
5	I listen to songs and music from native English artistes.				
6	I listen to native English radio/TV sport commentaries.				
7	I attended seminar/workshops facilitated by native users of English				
8	I read newspapers/margazines from native English countries				
9	I listen to native English motivational speakers.				
10	I subscribe to journals from native English countries..				

APPENDIX VII

Teachers' In-Depth Interview Guide on the Teaching of English Studies

Dear Respondent,

This research interview guide was designed to find to elicit oral responses from English studies teachers on what challenges they encounter in the teaching of the subject in public primary schools

Interview Questions

1. Can you briefly introduce yourself Sir/Ma? _____
2. Do you face any constraint in teaching of your subject? What are they
3. What are your sources of access to native speakers of English?
4. What are your intercultural practices ?

APPENDIX VIII
EXCERPTS FROM INDEPTH-INTERVIEW

Participant 1_F_37 1. On the constraints faced as a teacher of English language, I face some challenges such as large number of students in the classroom which most times poses serious problem for classroom management. At times, there is no adequate teaching resources, especially as regard building students' listening skills. Even some students use languages like pidgin, Yoruba in my classrooms. If you do not allow them to do so, they are likely going to be lagging behind in the classroom interaction.

2. How do you access native speakers of English sources? "Native speakers. You mean oyinbos gangan. I do not really have direct access to them other than the English textbook and the television.

3. What are your intercultural practices? hmmmm...The mixture of nationalities and backgrounds of both students and teachers make discussions around intercultural practices highly relevant today. I think the most appropriate meaning of intercultural practices is the activities put in place irrespective of colours and tribes like how do people understand one another when they do not share a common cultural experience. Take for instance, as students and teachers enter into multicultural cooperation, they are often faced with generalized differences. Learners need to identify these problems and realize how their culture may be shaping their own reactions. It is important for them to see the world from others' points of view. It is the acceptability of differences and conducting activities without criticizing others.

4. What is your view about teachers' epistemic belief in English classroom? Thank you for the question. A lot of teaching was predicated on the transmission of a corpus of "knowledge" from the teacher to the learner. However, knowledge construction is not unidirectional. Epistemic beliefs are a vital tool to allow people to question received opinion, statements and the beliefs of others. And as teachers, we have a responsibility to equip our charges with the tools to do so and not to rely on my own instructions alone.

5. Does your prior language competence help you in the teaching of English language 2 "They said so" For me, I do not really no as I grew up in Canada and later in Ghana before coming to Nigeria. Teaching job is tasking and it's likely that the environment where one grew up could play a major role in his or her development. It is an environmental thing in which other socio-cultural factors such as language are embedded".

Participant 2_F_41 1. For me some of the challenges I faced as English Language teachers are (1) lack of professional training, lack of resources and overcrowded class In the same vein, the motivation to

teach and learn English language is low among teachers whether in public and private schools. Most of them teach just earn a living. Also, some learners display lackadaisical attitude to the English language, thereby affecting the effort put in place by teachers. The others treat English learning as not that important in real life. Another problem is that the majority of English learners are afraid of making mistakes in speaking English. They think people would laugh at them if they speak English badly. These challenges might not be directly related to teachers as they are learners-driven but indirectly affect the productivity and output of the teachers. This create problem for the classroom. Some students may decide not to be attentive, noisy and constitute distractive mechanism for others committed ones.

2. How do you access native speakers of English sources? I do not really think I have direct access to native speakers like some others. For instance, some schools have discussion clubs in pure English language. Teachers are compelled join and participate. Unlike what is obtainable in public schools where there is no such facility. Even the library is besieged with archaic and irrelevant materials.

3. What are your intercultural practices? Intercultural practices depict activities concerning different cultures. The synonyms could be said to be cross-cultural or multicultural relationship. One can say that cultures here correspond with countries, though 'culture' is a more complex phenomenon. The term intercultural practice encompasses sub-cultural relations. For example, we can talk about it in classroom where there is multi-ethnics students learning and playing together. This would mean that we look into the ways our culture determines our teaching-learning behaviour and the ways other cultures determine our counterparts' behavior.

3 4. What is your view about teachers' epistemic belief in English classroom? I do not see the need for this in my classroom. It is silent and not necessary.

5. Does your prior language competence help you in the teaching of English language? "I have had people said such but prior language development and competence goes beyond that. The understanding of a language, tend to increase the teaching and learning a new language with ease. There is usually a transfer of learning. The rudiment, structure and skills required in language teaching and learning are almost the same. There is also textbook factor.

2. How do you access native speakers of English sources? Mine is basically through newspapers, magazine or on YouTube. Though I have heard of some schools or international web platforms which offer tandem programmes. You are paired with native English speakers. He teaches one English, you teach him or her your language. It is free and good way to make

friends. 3. What are your intercultural practices? My understanding of intercultural practices is that people within several communities act in accordance of the law of the land without losing their cultural background. 4. What is your view about teachers' epistemic belief in English classroom? Hmm, do I even know what is called epistemic belief? Is it my understanding of how to teacher or what.....

(Interviewer cuts in and clarifies). It is being the study of knowledge which explains that English teachers remain the almighty in classroom situation. Leave your almighty knowledge and subject yourself as teachers to learning. In teaching we learn, in learning we teach. 5. Does your prior language competence help you in the teaching of English language "It is usually not noticeable but it does. It is silent but a mechanism I consider while teaching. I would love to teach English in my mother tongue. I remember Fafunwa did something like that for science related disciplines".

Participant 4_F_57 1. What are the challenges you face? There is no motivation and materials to work effectively. 2. How do you access native speakers of English sources? I have traveled out of the country before to see my family. I did not really stay for long but I know very strongly that one can develop solid speaking and listening skills as a result of interactions. I see movies, log on to some platforms such as iTalki, LingoGlobe, Speaky, Busuu, Polygot Club etc which have been exposed to over their as an English language teachers in a British colony. I am also aware that USA or British consulates usually organize discussions clubs, movie screenings and other activities where you can practice English and meet others. This opportunity is scanty here in Nigeria. 3. What are your intercultural practices? 4. What is your view about teachers' epistemic belief in English classroom? "This your question get as it be o o. However, understanding teachers' epistemic beliefs is an important asset to school and especially to we teachers of English language. It provides insight on which teachers may require additional intervention to adopt new teaching practices. This could be the scenario as people have differences in epistemological beliefs about the teaching and learning process in terms of environment. But I believe that running an open door policy in the classroom settings. Teachers are missionary who should be ready to accommodate opinions". 5. Does your prior language competence help you in the teaching of English language "It greatly does. Though I do not speak it in class with my students, but I know I switch within seconds to ruminate on difficult words and sentence if I have challenges in making meaning of it. It is a potent factors sir".

Participant 5_M_31 1. Some of the challenges I faced in the teaching of English

language is lack of time for planning due to course overload. 2. How do you access native speakers of English sources? Through magazine, BBC news, English textbooks and few others media platforms. Still it is not adequate. 3. What are your intercultural practices? 4. What is your view about teachers' epistemic belief in English classroom? "All what I know..... is that it is often neglected in the world of teaching especially in the seminars which I have attended so far. It is a phenomenon. 5. Does your prior language competence help you in the teaching of English language Yes. It informs better understanding on the part of students and great delivery for teachers Participant 6_M_38 1. Aside the fact that there are no adequate instructional materials, I discovered that there is no teamwork, empathy, and support between students. This is really affecting my productivity. I should teach and my students should cooperate and learn together. I have not travelled before. What access are you talking about?. I only equip myself with textbook and listen to prepared audios to enhance my phonology and pronunciation. 3. What are your intercultural practices? 4. What is your view about teachers' epistemic belief in English classroom? "I think it is a doctrine of what I already know and cannot be changed. This is totally wrong. Event and times have changed the narrative. It should be two-way (students and teachers) or multiways (students and teachers, environment, resource persons) to learning and even teaching. 5. Does your prior language competence help you in the teaching of English language "No doubt, it is not questionable. Both teachers and students who are competent in their mother tongue perform better in English language than their counterparts. It is clear". Participant 7_F_54 1. 3. 4. What is your view about teachers' epistemic belief in English classroom? "Haa... which one is epistemic beliefs? Are you talking about misconception? Because of the word belief,..... (Researcher explained a bit further). Oh oh, it is a belief system in the past. With technology and various platforms online, students can be graciously equipped more than the teachers. So we, teachers need to be very careful about seeing ourselves as the lord in the classroom. I remember vividly when I was still in an international school, we had 8 students from UK, US and even some English speaking nations of the world, who are sound and fluent in the language of the immediate environment. They speak intelligently and eloquently. They are ready to interact and size up the teachers' language competence. So the era of what you know has gone. It is now collaboration, relationship and building together. 5. Does your prior language competence help you in the teaching of English language "I make inferences from my

dialect while teaching. So it affects me positively. The construction is almost the same. So it's a win-win thing. Prior language does increase level of knowledge as this has to do with the level of proficiency of the teachers in their first language. I am a living testimony to this facts". Participant 8_F_39

1. Some of my students are facing spelling, pronunciation, grammar, dialects, jargon, and slang

2. I find a language exchange partners; I might be inappropriately stereotyping, but from what I hear language exchange mean online friends, there are all kinds of online communities I joined and I could really cope. But really, finding an online community of people interested in something you're interested in is a great way to learn English. Making cross cultural friendships is a bit difficult, there is need to find a social net first. Unless one is an extroverted person, making friends is usually more serendipity than effort, and putting yourself in a place where friendships have a chance to happen is really the only thing you can do.

3. What are your intercultural practices? Intercultural practices are a way of communication which allows people especially children/students to interact.

4. What is your view about teachers' epistemic belief in English classroom? "The word teachers' epistemic beliefs are not clear to me. or if I get you clear, is it the methods of teaching? The ones to be adopted in the classroom situation?. I have been an apostle of both methods which are student-centred and teacher-centred. Techniques under such methods can be used interchangeably in every classroom situation, but what is obtainable today is that students should be active and participatory in any classroom experience".

5. Does your prior language competence help you in the teaching of English language "Yes, yes, yes..... I read a language magazine. Truly, it affects me in my classroom experience. Word, phrase, sentences etc, which may not necessarily make meaning in English are clearly explained in local languages. My students learn to read well in English due to the background they have. This also applies to me as their teacher"

Participant 9_F_44

1. In my opinion, unavailable pronunciation gadgets, material resources, large classes, irregularity in spelling on the part of learners, slow coordination, absence of text book etc. It is believed that the structure of English language is difficult. Also some of the challenges I can also remember which tends to be student-related are; fear of making mistakes when speaking, the correct use of prepositions (in, at, on etc); understanding some native accents - especially some of the strong British accents; ability to speak in general. I do not really have access to native English speakers other than in the movies.

3. What are your intercultural

practices? Intercultural practices occur whenever two people from different cultures, or subcultures interact within an entity in terms of language, dress code, food, seating arrangement etc. The cultural mix in Nigeria is steadily growing in kind and number. Intercultural practices are on the increase, particularly in our larger cities. This means that simply talking with learners will automatically insure the successful transfer of meaning, feeling and relationship.

4. What is your view about teachers' epistemic belief in English classroom? "Teachers' epistemic belief is an orthodox ideology. It is not a workable philosophy for the present era. It needs to be jettisoned. I remembered that my HOD said that he believed in teaching English language as an authority in classroom. That's, taking charge and taking over the reins of classroom activities because of the inconsistencies in the grammar usage, technical jargon and inaccuracies by students so that it won't affect others students who may perceive what has been said as ultimate or right answers. No doubt teachers are experts but using new methods which accommodate students' interest and activities is of paramount importance to learning especially in the 21st century"

5. Does your prior language competence help you in the teaching of English language "Absolutely yes, local language elements have simple but dynamic ways to influence my pronunciation in and outside the classroom encounter. At times, in classroom, I get carried away with my local language, just to lay emphasis on some points effectively"

Participant 10_M_49

1. Logistics and material issues

2. Watching films or reading queen primers

3. What are your intercultural practices? 11

4. What is your view about teachers' epistemic belief in English classroom? "My understanding of teachers' epistemic beliefs in English classroom is not what am practicing now. There has been a contention about knowledge construction. Some believe it should be from teacher to students, some others believed the other way round. My teaching has been that which allows me to relate with my students to share ideas and functional in classroom. Having old ideas and belief system is injurious to the world of learning generally and language specifically."

5. Does your prior language competence help you in the teaching of English Language? Prior language, to me, does not interfere with my teaching of English language. It is controversial. And if does, it is slightly of no consequence.

APPENDIX IX
PHOTOGRAPHS FROM DATA COLLECTION SESSIONS



















