

## ENGLISH AS A SECOND LANGUAGE TEACHERS' PERCEPTION OF NEW ENGLISH LANGUAGE CURRICULUM IN NIGER STATE, NIGERIA

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### ABSTRACT

The objective of this study was to investigate the English as a second language teachers' perception of a new Senior Secondary School English language curriculum objectives, content items, instructional materials/aids, modes of evaluation and the adequacy of the instructional personnel to successfully implement the curriculum in Niger State, Nigeria. The research sought answers to the five research questions to guide the study. A survey research method was used and a questionnaire designed patterned on Likert's five-point scale was used for data collection. The content validity of the questionnaire was established through critical examination by experienced teachers. The reliability of the questionnaire was established on the analyses of result of its administration using test-retest method on ten randomly selected experienced secondary school English language teachers. The reliability coefficient value of 0.843 was arrived at using the Pearson product moment correlation coefficient statistical technique. The 0.843 r value is above the reliability coefficient acceptable level. The population in this study was two hundred and fifty English Language teachers and sixty were selected for use through the simple balloting and stratified random sampling techniques. The sixty English teachers used as respondents were visited in their schools by the researcher and the respondents responded to the questionnaire there and then except for some few copies that had to be left with H.O.D., Language for administration and collected on second visit. The data was analysed using the frequency counts, simple percentile and mean statistical techniques to answer the research questions and the t-test statistical technique was used in testing the paired null hypotheses. The results revealed that the English teachers perception of the curriculum objectives and content items was favourable except that they opined that the time allocated for the coverage of the content items was inadequate. Findings on other aspects of the curriculum were that the recommended instructional materials and teaching/learning aids were neither provided nor available for procurement; teachers may be bias in the use and conduct of continuous assessment and the recommended modes of evaluation could be expensive to produce. Other findings are that professional English teachers were inadequate in number and in preparation to implement the new curriculum and the available teachers should be encouraged to attend both in-service or on- the- job training on full- time or part – time basis and workshops to make them better qualified and prepared to teach the new English curriculum. It is therefore, recommended that the curriculum items should be streamed to ensure its coverage within the specified period; the state Ministries of Education should adequately make available the necessary instructional materials and teaching/learning aids and test banks should be established in our SSS and a number of standardised and validated test should be made available for retrieval and use in continuous assessment. Other recommendations are that mass recruitment of professional English teachers especially of University graduates, to teach the SSS curriculum and the available teachers should be encouraged to attend both in-service or on- the- job training on full- time or part – time bases and workshops to make them better qualified and prepared to teach the new English curriculum.

**Keywords:** Curriculum, English Language, English Teachers, Perception, Second Language, Senior Secondary Schools.