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# EXTENT OF IMPLEMENTATION OF ENGLISH LANGUAGE CURRICULUM IN SENIOR SECONDARY SCHOOLS IN ABAKALIKI EDUCATION ZONE OF EBONYI STATE

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## ABSTRACT

*The study investigated the Extent of implementation of English Language curriculum in Senior Secondary School in Abakaliki Education Zone of Ebonyi State. Evaluative research design was adopted for this study. Population of the study covers all the schools 11 across the four Local Government Area of Abakaliki Education zone both public and private schools, the number of public schools was 37 and the private schools was 45 with 16379 students and 136 for the English Language teachers making up 16515 while twenty (20) secondary schools were sampled using simple random technique and the sample size of the study was 391, using Yaro Yamene. The instrument for data collection were the researcher developed checklists, interviews, observation and structured questionnaire. The instrument was validated by three experts. The reliability of the instrument was determined using test-retest method. Statistical mean and standard deviation were used to answer the research questions while chi square was used to test the null hypotheses at alpha level of 0.05. The findings of the study were that the implementations of curriculum in Abakaliki Education zone were on high extent, the facilities for curriculum implementation were adequate in some schools and the contents of the curriculum were well taught in schools both private and public and the teachers- students ratio was adequate. Based on the findings the researcher recommended that Government and the school administrators should provide more facilities to some schools and more qualified teachers.*

**Keywords**: Extent of implementation; English Language; English Curriculum

## Introduction

A curriculum is a framework for action that comprises various elements including aims, objectives, contents or subject matters, methods or procedures and assessments. It is the design of the school for a desirable behavior on the learners. The desirable behaviour of the learners is as a result of well delivered aims, objectives and contents in the class. Curriculum is the planned and unplanned learning activities in the school which bring about positive changes in behavior (Eze, 2006). This implies that various

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actions and activities in schools that learners benefit from are the curriculum contents. According to Akuma and Ogah (2015), curriculum is from Latin language "race course" then in education, it means work field of students. This means that it entails all the activities students are involved in other to learn. In the education system, the driving force for teaching and learning is the curriculum. This is to say that the term, "curriculum" refers to the lessons and academic content taught in a school or in a specific course or program.

Every school must operate with a defined curriculum. Curriculum also refers to the knowledge and skills students are expected to learn, which include learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments and other methods used to evaluate students' learning (Eze, 2006). To support the view, a curriculum is designed along with means of its assessments to measure the extent of implementation. Mohammad (2007), states that curriculum is all the experience provided under the auspices of the school to bring about a change in the learners in the desired direction. This entails for the English Language students to perform well in communication skills, they must be taught with English Language curriculum. Kerr (2023), also states that curriculum is a standard experience which students practice to achieve proficiency in content and applied learning skills. According to Mohammed (2007) "English Language curriculum is the means by which the Nigerian child has already access to the general field of knowledge. Then, English Language curriculum is a design to achieve proficiency in content and in four Language skills of the subject like listening, speaking, reading and writing (Lobaton, 2012).

English language is an international language. In Nigeria, English is used as a second language in the face of multi-ethnic and multi-cultural- settings. Nigeria is made up of 400-500 ethnic groups with different languages and dialects. English language is therefore the official language (Raw, 2010). The English language curriculum at primary and senior secondary school levels include the four language skills – listening, speaking, reading and writing. The Federal Republic of Nigeria in the National curriculum for senior secondary school (2004:1) states clearly, that the curriculum is designed to achieve a high level of proficiency in the Nigerian students' use of English language, preparing students for tertiary and vocational education, for the world of work after leaving school. This implies that as students leave school without proficiency in the four language skills, it affects their optimal communication in the society that also determines the extent

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they are able to learn from the stipulated curriculum.

According to Daniel (2020), "Extent" is a measure or degree at which an action is carried out. This serves as degree to measure the implementation of the curriculum. Extent of English Language curriculum implementation is the degree or level that the English Language curriculum implementers are able to carry out the curriculum to bring about the desirable behavior in the learners. The extent will be determined by the communicative skills in the learners. The extent of English Language curriculum implementation determines the strength or the weakness of curriculum or the implementers. Eze, (2006), states that when the desirable behavior is wanting in the learners of the curriculum content, it is either the implementers are inexperienced or the planners should review the content. This means the extent of implementation lies on the curriculum content and the wealth of knowledge of the implementers. The extent of implementation determines the high or low performances of the students in tests, quiz, internal and external examinations. The major examining bodies in the country, West African Examination Council and National Examination Council had in the recent past lamented on students' poor performance in English language and stated that candidates' proficiency in English for the past few years seem to be rapidly declining about 70-75% annually, (Chief Examiner's Report cited Luckman, 2022). Mass failure indicates that there is problem or weakness in the curriculum implementation at train the trainers' level of education in Nigeria and that indicates the extent of the implementation of the curriculum.

Furthermore, it might be right to say that effective curriculum implementation at train the trainers' level of education might be hampered by serious human problems that need to be investigated. The extent of English language curriculum implementation is necessary as it determines the communicative skills of the English Language learners. Another aspect of the curriculum is co- curriculum activities which are debates, public speaking competition, group discussions, role-plays and audio-visual representations. Park and Chang (2015), observe that since Nigerians lack access to interact with the native speakers of English, but with co-curricular activities they can be good speakers of English language. The impact of co-curricular activities within and outside the classroom are events that can be encouraged by schools to make students feel that if they participate actively in them their communicative skills are improved like games, debates, press updates, drama club, reading clubs, essay group and social gatherings. Those who participate actively may likely perform academically better as well and speak English language fluently. The co-curricular activities give

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economic, moral, social and psychological values to the students.

Implementation is the process of putting a decision or plan into execution. It is the carrying out a planned curriculum in the classroom while curriculum implementation is the interaction between teachers and the learners geared towards achieving set goals of education. It is known that every curriculum after its design; it is implemented. The activities that go on between the students and the teachers are the curriculum implementations because learning takes place within the activities. To implement the curriculum, it must involve content, methods, evaluation, instructional materials and the personnel. It is, therefore, putting into practice the officially prescribed courses of study, syllabuses and subjects are what curriculum implementation entails. Okello (1996:124), adds that it is a "network of varying activities involved in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these activities". Curriculum implementation is often done by teachers who are the personnel. According to Akuma and Ogah (2015), full implementation takes place when learners acquire the planned skills, attitudes and ideas which are aimed to enable them to function effectively and optimally in the society. It's important to understand that curriculum implementation in Nigeria is not possible without students. They further add that teacher's assignment in the classroom cannot be completed until the learners' performance is accessed. So, how much the learner can boast of, at the end of the lesson is the concern of the teacher. The expected behaviour is seen in the learners through the teacher's activity during learning in the classroom as he is assisting the learners. If the students are not paid attention to, they will drop out or play truancy in the school, thereby cutting short the curriculum activities. Patrick (2012), observes that a child that misses active learning experiences and class participation is more likely to fall behind and drop out of the school. According to Lochner, Conrad, and Graham (2015), teachers are central to whether curricular are delivered consistently, effectively, and with efficacy to enable the support of students' progress and growth. They have to translate what is in the curriculum step by step in classroom activities so that the learners can learn them and as a result, bring about a change in the learners' behaviour. According to Causarano (2015), curriculum implementation encompasses different components, including the delivery of the curriculum through resources and instructional practices.

Additionally, to implement curricular with fidelity, instructional practices must align with the curriculum as well as support the individual needs of the students by the teacher. This implies that teacher's

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preparedness for curriculum implementation plays a vital role in learning. Adrianna (2018), states that implementation is the trying out of a new practice and what it looks like when actually used in school system. It simply means that implementation should bring desired changes and improvements on the learners. The design of curriculum implementation plan guides the management of the institution to prepare, other plans such as development and procurement of learning resources, training of teachers and resource persons, procurement of equipment, machines, instruments, computers, softwares, and consumables, deployment of faculty and staff members, construction, budget, collaboration with industries and stakeholders, setting laboratories, and so on. This is because the curriculum comes with the instructional materials and the techniques for achieving its objectives. Finachiaro and Brumfu (1983), state that the high rate of failure in internal and external examinations, classroom tests, assignments and decline in the proficiency in the four skills of English language: listening, reading, writing and speaking and the appropriate use of school facilities in teaching and learning. This entails the extent the English Language curriculum is implemented in the schools. More so, inability of the students to overcome the mother tongue interferences while communicating in English also determines the extent curriculum implementation because if they are well drilled, the British accent will be learnt and retained, (Harmer 2021). The same is applicable in writing essays and letters. Oruwari and Ezeuwa (2012), blame this problem on inadequate funding, poor planning, inadequate facilities and infrastructure, teacher incompetence, inconsistent monitoring and evaluation of the teachers, students, lack of instructional material and resources. According to them, students find it difficult to write error free essays and letters due to the case of poor English curriculum implementation in schools. Igubor (2017), states that it is indisputable that senior secondary school students must be proficient readers and writers if they have successfully met with the requirements of the secondary school curricular and be adequately prepared for further education. The requirements of the curriculum are the availability and proper utilizations of learning facilities in schools, proper use of methods of teaching, adoption of good evaluative methods, availability of good teaching personnel to students- ratio and proper use of the curriculum content. Implementation takes place when the available factors that necessitate it are available.

There are several factors that militate against English Language curriculum implementation in secondary schools in Abakaliki Education zone which may ranges from teachers' factors, learners' factors, cultural and socio-economic factors. The factors determine extent to which curriculum will be implemented in

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the schools. The factors bring about high or low extent in teaching and learning among Nigerian students. Oribabor (2022), examines the Nigerian Secondary School New English Language Curriculum and its relevance and appropriateness to the senior secondary schools and, he finds out that many factors make the curriculum not fitting in the school system. The factors have made the curriculum irrelevant and inappropriate as he lists below, teachers' experience when implementing the program suggests that some of the objectives are not achievable because the contents are probably culturally irrelevant and in most cases are at variance with the background knowledge of the Nigerian senior secondary school students. Cultural and socio-economic background of the learners and the methodologies adopted in the class are also inadequate to cause desirable changes in the learners. This is to say that the current English Language curriculum is not content relevant and appropriate to the society that the students live in. This means the students are expected to have knowledge on these as spelt out in English Language curriculum: word spellings, sound productions, differentiating the sounds, sentence constructions, differentiating words, phrases, clauses from sentences, vocabulary developments, comprehensions, and mechanical Accuracy but the reverse is the case that entails the extent of the learning that has taken place in the learners. The consequences, as observed have permeated the entire strata of the country, therefore, making the quality of graduates from the nation's schools to fall below standard. Among all, the first of it all is teacher factor. Obilo (2015), states that most secondary school teachers do not know how to teach English effectively due to poor teachers' experience, lack of the knowledge of the content area, poor knowledge on when to apply particular skill of teaching and lack of preparedness to the classroom. He adds that the availability and proper use of suitable teaching materials such as the teacher guides, good text books and work books are essential for effective teaching and curriculum implementation. However, when these materials are missing in the teaching, the teaching becomes more imaginative than practical. And teachers find it difficult to follow proper teaching methods and conduct classroom activities perfectly as desired. These lacks of teaching learning materials also pose a problem to the implementation of the subject's curriculum. It is obvious that when the teachers lack preparation of lesson plans; it may lead to challenges in the implementation of the curriculum, Njamanze, (2012). The English Language curriculum for secondary schools in Nigeria spells out the various aspects, topics and sub topics that teachers must teach the child within a specified time. The syllabus again specifies the various topics and sub topics that should be taught in an integrated manner learning facilities

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so as to enhance meaningful learning, (American Institute for Research, 2016). Njamanze (2012), observes that the factors that compete implementation of curriculum could provide education administrators with tools to address teacher concerns and could provide vital training for successful implementation since teachers are the first people to implement the curriculum for the students because curriculum fail at the stage of implementation, the reason is that teachers are not adequately prepared to take up the challenges in the curriculum; they usually select what they need to teach their students and how it may affect the whole teaching process. Therefore, the curriculum is provided to be an alternative as teachers may decide what they want to teach, how they want to teach it and what the students really need to be taught. So, if the teachers did not teach the learners well, the curriculum has not been adequately implemented.

Learners are another factor that influences and determine the extent that the curriculum implemented in schools. If teachers are provided to be the arbiters of the learning process, but the learners actually hold the key to the idea of curriculum activity. They must avail themselves and participate in the curriculum activities. If the learners didn't participate in official learning process, then it is quite different from the one that is prescribed by the ideas of the curriculum in the country. Learners' interests also play major role in the development and implementation of curriculum in Nigeria. The learners' interests influence the development because the teachers think of the learners' background, age and learnability because that is implementation of curriculum as such create free and willful teaching and learning atmosphere.

The school learning environment can affect curriculum implementation. According to Matazu (2022), if a school is located in a quiet and pleasant socio-economic area, then the school may implement some extracurricular activities that can be suited for the people of that area. At the same time, if a school is situated in not the best place on earth, then it's highly possible that the school may change the whole curriculum to support the interests of the learners. Therefore, the school environment may decide if they need to follow the curriculum or not or to implement it in high or low extent. Culture and ideology of an area may also change the implementation of curriculum in schools. Culture differences are present in different parts of the country and even in the same school. Instructional supervision for implementation of curriculum is not possible without free learning environment provided by the government, administrators and teachers in such cultural difference areas. This means the curriculum might be implemented in the low extent.

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Other factors are resource materials and facilities, where their adequate resources the curriculum is always being implemented in a high extent. There is no teaching and learning without resources and facilities, otherwise the teaching and learning will be boring and ineffective. In line with this, the Ministry of Education has duty of providing necessary resources to the all educational institutions in Nigeria for curriculum implementation. In schools, students have to pay for their books with other necessary equipment for learning. Lobaton (2012), observes that Second language acquisition is not easy because the students' experience various challenges in the process. Therefore, the implementation of curriculum is impossible without providing necessary elements for education. These factors because they are neglected have contributed to the mass failure among students in English examinations. The Chief Examiners' Report on Basic Education Certificate Examination (BECE) English Paper 1&11 observes students' poor performances in the paper, advising teachers to teach the basics of the subject in the senior secondary schools, (Chief Examiner's Report, 2016). If teachers have not received training as personnel in the teaching of English Language and if the Chief Examiner for English Language continues to lament of the poor performance of candidates, then it becomes imperative to investigate the extent of implementing the English curriculum, since there are academic backwardness, failures and unproductivity. Does it mean that existing curriculum lacks basic requirements? To proffer solutions, innovation should be introduced in the curriculum and retraining the teachers. Okoye (2009), posits that innovations are ideas, approaches and materials introduced into education to improve the content of the curriculum in order to make it more relevant to the needs of the learners and every changing need of society with improved instructional strategies and techniques and teaching personnel in order to help the learners to learn faster and better, improve organization of learning experiences in order to make teaching activities more meaningful and less tedious.

**Statement of the Problem**

The great challenge that might be facing English language is the extent to which its curriculum is implemented. The extent of English Language implementation determines high or low performances of Nigerian students in public and private schools in internal and external English examinations. The extent of English Language curriculum implementation has continued to be a source of worry to parents, educational stakeholders and the government. This problem has impeded the transition to higher education of many Nigerian students because academic low performances as result extent of the curriculum implementation. In order to proffer solutions to these problems, the

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effectiveness of training English language teachers need to be examined and the extent which they implement curriculum. Curriculum is the totality of the school program tailored for the learners, but the extent of the curriculum implementation determines students constantly failure or success in English Language in external and internal examination. The students cannot communicate effectively by writing or speaking. Grammatical errors are found in the lips of the students while in conversations as a result of the extent implementation of English Language curriculum.

The extent of implementation of English Language curriculum in the secondary school is an evident in the perennial mass failure of candidates in the subject in junior and senior secondary certificate examinations. It is the concern of this research. That the frequent reviews of the curriculum have not reversed the negative trend lends credence to the poor implementation claim. According to Fink (2012), the factors identified as militating against result oriented execution of the curriculum are shallow content knowledge and wanting pedagogical skills as well as ill-motivation of the teachers, paucity of textbooks appropriate to students' second language situation, teachers' non-use of instructional aids, ineffective screening of applicant English Language teachers for suitability, faulty feedback mechanism concerning the challenges, strengths, weaknesses and success rates of the curriculum itself and its implementation, absence of the imperative synergy among the curriculum planners, developers, implementers, and reviewers of the curriculum. He adds to improve teaching and education quality and thus academic performance, we must enhance cooperation and synergy between school and administrators. That means that the factors determining the extent the English Language curriculum will be taking into consideration and the extent the learners learn can be assessed.

The most concerned among the factors is the teachers and the extent of curriculum implementation. The teachers of English language are not well trained to implement the curriculum, the worse is found in private schools where any person can teach English Language this makes the learning boring. The failure of the teachers in service training will result to producing English Language students who will not be able to communicate effectively either by writing or speaking. In other way the academic of this country lies at risk if nothing is done for better implementation of the curriculum. The future will have bad history of curriculum implementers or no curriculum implementers if there are no in-service training for the teachers because the English Language which is toyed with now is the language of instruction, office, law court, and commerce. English Language is used to teach all subjects in the schools. And if one cannot express his subject in English

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in a multilingual environment, it means that some will be left behind academically and the subject has been left untaught.

Since English Language is the language of office, commerce, government, education, law, religion, and official language in Nigeria. The extent of the implementation of the English curriculum is putting Nigeria and her citizenry into quagmire. This is a thing of concern. The schools in Nigeria would not be happy to produce certificated persons without skills of reading, writing, listening and speaking in English. The well implemented curriculum should be measured with these four skills among the students and not necessarily certificate. This means that the teachers should implement curricula with fidelity to meet various objectives for students' preparedness to meet the need of the society. If the government did not see the need to employ trained English language teachers there is a like-hood that the students might not continue in English or rather drop out of schools. The students should always be present in the class for the implementation of the curriculum, such habits should be in the students. Additionally, a child who misses school has missed carefully planned sequences of instructions and activities of the curriculum.

**Purpose of the Study**

This research intends to find out the extent of curriculum implementation in Abakaliki education zone. This sought to investigate:

1. The extent to which the content of English Language is taught in senior secondary schools in corresponds with English Language curriculum.
2. The extent to which the learning facilities used in implementing English Language curriculum correspond to the specifications of the English Language curriculum.

**Research Questions**

The following research questions have been raised for the study:

1. What is the extent to which the content of the English Language taught in the senior secondary schools in Abakaliki Education Zone of Ebonyi state correspond with the specifications of the core English Language curriculum?
2. What is the extent to which the learning facilities used in implementing English Language curriculum in Abakaliki Education Zone of Ebonyi state correspond to the specifications of the English Language curriculum?

**Hypotheses**

The following null hypotheses were formulated for the study and were tested at 0.05 level of significance:

$Ho_1$**:** The extent to which the content of English Language is taught in public and private schools in Abakaliki

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Education zone of Ebonyi state does not depend on the school ownership.

$Ho_2$: The extent to which learning facilities are used in implementing English Language curriculum in Abakaliki Education zone of Ebonyi state does not depend on the school ownership.

## Methodology

Evaluative design is evaluation context to specifically identify practices, processes, timing and responsibilities for completing an evaluation. The detailed information gathered at this stage can be compiled into an evaluation plan for the particular type of evaluation and contribute to the portfolio of evaluations. The researcher investigated the extent of curriculum implementation in English Language in Abakaliki, education zone. Ebonyi has three education zones, Afikpo education zone, Onueke education zone and Abakaliki education zone. The population of the study consists of the senior secondary schools 11 in Abakaliki Education Zone. Data collected from Secondary Education Board (SEB 2022/2023) showed that Abakaliki Education zone has 37 public schools and 45 private schools making up the total of 82 schools. The researcher sampled 20 secondary schools within the zone with simple random technique. Five (5) secondary schools were selected from Abakaliki L.G.A., with the total population of students 7086, 7 secondary schools were selected from Ohaukwu L.G.A. The instruments for data collection in this study were checklists, questionnaire, oral interview, observations. The instruments were divided into two sections: the first was on curriculum and facilities using checklists. It has three columns: column A was on the extent to which English Language curriculum contents were taught. Column B was on extent the learning facilities were used for English Language curriculum implementation. The researcher and his assistants used the checklists to interview and observe the some of the respondents based on what they filled in the questionnaire and the checklists to ensure their accuracies in line with research questions 1 to 4 for teachers. The instruments were rated on the four points of rating scale: Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Poor Extent (PE) = 1 point. See, (page 109-113, appendix 1 C): The questionnaires in clusters 4 and 5, the respondents reacted by writing on the columns. All the items are structured in four columns: Very Often (VO), Often (O), Rarely (R), None (N). The instruments were collected to avoid any of them being misplaced. The instruments used for collection of data in this study was face validated by the two experts in the field of English Language Education and one from Measurement and Evaluation, all from Faculty of Education, Ebonyi State University, Abakaliki. The

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instruments were reliable because they were adopted from the certified and approved document of the Federal Ministry of Education for the English Language of Senior Secondary Schools 11 (SSS) core curriculum implementation. The West African Examination Council, (WAEC) and National Examination Council of Nigeria (NECO) also use them for senior secondary schools' final examination. These indicate that the instruments were reliable and could be used for the study. In analyzing the data, mean and standard deviation were used to answer the research questions that guided the study 1-3 and Chi square were used for research questions 4-5 and to test the null hypotheses at alpha level of 0.05. The responses to the items attracted the following values: VHE = 4 Points, HE = 3 points, LE = 2 points, VLE = 1 point. Decision rules: This mean score of 2.50 and above was considered as bench mark for accepting each item of the instrument, while the mean score below 2.50 was regarded as a base for rejection. More so, the decision rule for hypotheses was to reject the null hypotheses whenever the t-calculated value of the t-test was greater than p value at 0.05 level or accept the null hypotheses if the calculated value of t-test was less than the p value.

## Results

This chapter contains the results of data analysis which are presented in Tables based on the research questions and null hypotheses.

**Research Question One:** What is the extent to which the content of English Language taught in the senior secondary schools in Abakaliki Education zone of Ebonyi State corresponds with the specifications of the core English Language?

**Table 1:** English Language content specifications of the core English Language

| S/N | Topics (First Term) SS2 | Specific content | Corresponding contents | Level of Coverage | Comments |
|---|---|---|---|---|---|
| 1. | Words associated with the human internal body system and functions. | 1 | 1 | 100% | Adequate |
| 2. | Words associated with health | 1 | 1 | 100% | Adequate |
| 3. | Words associated with sports | 2 | 2 | 100% | Adequate |
| 4. | Continuation on words associated with sports | 6 | 4 | 66.6% | Adequate |
| 5. | Words associated with building and construction | 2 | 1 | 50% | Adequate |
| 6. | Words associated with environment | 2 | 1 | 50% | Adequate |
| 7. | Word modifiers | 4 | 2 | 50% | Adequate |
| 8. | Prefixes as word extension making new meanings | 1 | 1 | 100% | Adequate |
| 9. | Preservative prefixes | 1 | 1 | 100% | Adequate |

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| | | | | | |
|---|---|---|---|---|---|
| 10. | Suffixes | 1 | 1 | 100% | Adequate |
| 11. | Spelling words (the use of dictionary) | 1 | 1 | 100% | Adequate |
| 12. | Oral skill listening comprehension | 1 | 0 | 0% | Not adequate |
| 13. | Oral skill listening comprehension (continued) | 1 | 0 | 0% | Not adequate |
| 14. | Listening to answer questions | 5 | 3 | 60% | Adequate |
| 15. | Listening to recorded speeches for comprehension | 4 | 0 | 0% | Not adequate |
| 16. | Listening for implied meaning | 3 | 2 | 66.6% | Adequate |
| 17. | Listening to poetry for comprehension or pleasure | 2 | 0 | 0% | Not adequate |
| 18. | Listening to speeches, lectures and note making | 2 | 1 | 50% | Adequate |
| 19 | Listening to speeches and other oral presentation for critical evaluation | 6 | 4 | 66% | Adequate |
| 20. | Listening to debate for main points and passing judgment | 3 | 2 | 66.6% | Adequate |
| 21. | Listening to details and examples | 1 | 1 | 100% | Adequate |

## SECOND TERM: SS2: ORAL SKILL SPOKEN ENGLISH

| | | | | | |
|---|---|---|---|---|---|
| 22. | Consonant clusters | 2 | 2 | 100% | Adequate |
| 23. | Two consonants in initial position | 1 | 1 | 100% | Adequate |
| 24. | Three consonants in initial position | 1 | 1 | 100% | Adequate |
| 25. | Unstressed vowel sounds | 5 | 4 | 80% | Adequate |
| 26. | Word with five syllables stressed on the first, second, third and fourth syllables | 4 | 3 | 75% | Adequate |
| 27. | Words with six syllables stressed on the fifth syllables | 1 | 1 | 100% | Adequate |
| 28. | Intonation expressing surprise/disbelief (exclamation). | 1 | 1 | 100% | Adequate |
| 29. | Intonation falling tone | 4 | 2 | 50% | Adequate |
| 30. | Rising tone | 4 | 4 | 100% | Adequate |
| 31. | Speaking skills/Argument debate | 3 | 2 | 66.6% | Adequate |
| 32. | Speaking persuade/ convince and sway opinions | 4 | 1 | 25% | Not adequate |
| 33. | Making a toast | 2 | 0 | 0% | Not adequate |
| 34. | Giving clear, concise and correct directions | 2 | 0 | 0% | Not adequate |
| 35. | Reading for main gist | 2 | 1 | 50% | Adequate |

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| | | | | | |
|---|---|---|---|---|---|
| 36. | Reading to summarize an argument | 1 | 1 | 100% | Adequate |
| 37. | Reading to summarize longer selections | 5 | 3 | 60% | Adequate |
| 38. | Reading chapters of books and making notes | 4 | 2 | 50% | Adequate |
| 39. | Reading for implied meaning | 5 | 3 | 60% | Adequate |
| 40. | Reading to pick out sentences in paragraphs and longer selection | 3 | 2 | 66.6% | Adequate |
| 41. | Reading for specific structural pattern | 2 | 1 | 50% | Adequate |
| 42. | Expository writing | 2 | 2 | 100% | Adequate |
| **THIRD TERM, SS2** | | | | | |
| 43. | Argumentative writing | 1 | 1 | 100% | Adequate |
| 44. | Letter writing, formal letter | 1 | 1 | 100% | Adequate |
| 45. | Apology | 1 | 1 | 100% | Adequate |
| 46. | Appreciation | 1 | 1 | 100% | Adequate |
| 47. | Compliant | 1 | 1 | 100% | Adequate |
| 48. | Writing speeches for specific purposes | 2 | 2 | 100% | Adequate |
| 49. | Technical scientific writing | 2 | 1 | 50% | Adequate |
| 50. | Noun phrases | 2 | 2 | 100% | Adequate |
| 51. | Pronouns | 3 | 2 | 50% | Adequate |
| 52. | Normalization | 1 | 1 | 100% | Adequate |
| 53. | Verb forms | 1 | 1 | 100% | Adequate |
| 54. | Introduction to sequence of tenses | 2 | 2 | 100% | Adequate |
| 55. | Phrasal verbs with more than one particle | 1 | 1 | 100% | Adequate |
| 56. | Adjunct | 2 | 2 | 100% | Adequate |
| 57. | Complete sentence structure | 3 | 1 | 33.3% | Not adequate |

Researcher's Field Work, 2024

The table one above shows that the ratio of the specific content of the English Language is 4, and the corresponding content is 2.61. This implies that the content of English Language is adequately taught in schools and it is relatively high in its implementations in Abakaliki education zone of Ebonyi state.

**Research Question 2:** What is the extent to which the learning facilities are used in implementing English Language curriculum in Abakaliki Education zone corresponds to the specifications of the English Language curriculum?

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**Table 2: Curriculum Implementation with Respect to Learning Facilities**

| S/N | Facilities | Specifications | No of Users | No Available | Level of Adequacy | Comment |
|---|---|---|---|---|---|---|
| 1 | Classroom | 1:45 | 67 | 66 | 98.5% | **Adequate** |
| 2 | English Language Laboratory | 1:45 | 67 | 1 | 1.49% | **Not-Adequate** |
| 3 | Library | 1:1(school) | 67 | 42 | 62.68% | **Adequate** |
| 4 | Tables | 1:1(teacher) | 100 | 100 | 100 % | **Adequate** |
| 5 | Chairs | 1:1(teacher) | 100 | 100 | 100% | **Adequate** |
| 6 | Black/white Board | 1:1(school) | 67 | 67 | 100% | **Adequate** |

Researcher's Field Work, 2024

The result in table 2 above is 77.1% which reveals that the teachers of English Language adequately use learning in implementing English Language curriculum in Abakaliki Education zone of Ebonyi State.

**Test of Hypotheses**

**$Ho_1$:** The level of correspondence of the contents of English Language in secondary schools in Abakaliki Education zone with the specifications of the core English Language curriculum is not significantly determined by school ownerships.

This hypothesis was tested using the chi-square of the goodness of fit. The observed frequency based on data on ground from board will match the expected frequency from the core curriculum. Summary of the test is presented on table 3.

**Table 3:** Chi-square test of significant of correspondence of the contents of English Language taught in secondary schools in Ebonyi state with the specifications of English Language core curriculum based on school ownership.

| S/N | Contents | Contents taught in Secondary Schools in Abakaliki Education Zone | | | | |
|---|---|---|---|---|---|---|
| | | Public | Private | Cal. | Alpha | Cri |
| | Words associated with the human internal body system and functions. | 1(1) | 1(1) | 53 | 0.05 | 43.773 |
| 2 | Words associated with health | 1(1) | 1(1) | | | |
| 3 | Words associated with sports | 2(2) | 2(2) | | | |
| 4 | Continuation on words associated with sports | 4(6) | 4(6) | | | |
| 5 | Words associated with building and construction | 1(2) | 1(2) | | | |
| 6 | Words associated with environment | 1(2) | 1(2) | | | |
| 7 | Word modifiers | 2(4) | 2(4) | | | |
| 8 | Prefixes as word extension making new meanings | 1(1) | 1(1) | | | |
| 9 | Preservative prefixes | 1(1) | 1(1) | | | |

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| | | | |
|---|---|---|---|
| 10 | Suffixes | 1(1) | 1(1) |
| 11 | Spelling words (the use of dictionary) | 1(1) | 1(1) |
| 12 | Oral skill listening comprehension | 0(1) | 0(1) |
| 13 | Oral skill listening comprehension continued | 0(1) | 0(1) |
| 14 | Listening to answer questions | 3(5) | 3(5) |
| 15 | Listening to recorded speeches for comprehension | 1(4) | 1(4) |
| 16 | Listening for implied meaning | 2(3) | 2(3) |
| 17 | Listening to poetry for comprehension or pleasure | 0(2) | 0(2) |
| 18 | Listening to speeches, lectures and note making | 1(2) | 1(2) |
| 19 | Listening to speeches and other oral presentation for critical evaluation | 4(6) | 4(6) |
| 20 | Listening to debate for main points and passing judgment | 2(6) | 2(6) |
| 21 | Listening to details and examples | 1(1) | 1(1) |
| 22 | Consonant clusters | 2(2) | 2(2) |
| 23 | Two consonants in initial position | 1(1) | 1(1) |
| 24 | Three consonants in initial position | 1(1) | 1(1) |
| 25 | Unstressed vowel sounds | 4(5) | 4(5) |
| 26 | Word with five syllables stressed on the first, second, third and fourth syllables | 3(4) | 3(4) |
| 27 | Words with six syllables stressed on the fifth syllables | 1(1) | 1(1) |
| 28 | Intonation expressing surprise/disbelief (exclamation). | 1(1) | 1(1) |
| 29 | Intonation falling tone | 2(4) | 2(4) |
| 30 | Rising tone | 4(4) | 4(4) |
| 31 | Speaking skills/Argument debate | 2(3) | 2(3) |
| 32 | Speaking persuade/ convince and sway opinions | 1(4) | 1(4) |
| 33 | Making a toast | 0(2) | 0(2) |
| 34 | Giving clear, concise and correct directions | 0(2) | 0(2) |
| 35 | Reading for main gist | 1(2) | 1(2) |
| 36 | Reading to summarize an argument | 1(1) | 1(1) |
| 37 | Reading to summarize longer selections | 3(5) | 3(5) |
| 38 | Reading chapters of books and making notes | 2(4) | 2(4) |
| 39 | Reading for implied meaning | 3(5) | 3(5) |
| 40 | Reading to pick out sentences in paragraphs and longer selection | 2(3) | 2(3) |
| 41 | Reading for specific structural pattern | 1(2) | 1(2) |
| 42 | Expository writing | 2(2) | 2(2) |
| 43 | Argumentative writing | 1(1) | 1(1) |
| 44 | Letter writing, formal letter | 1(1) | 1(1) |
| 45 | Apology | 1(1) | 1(1) |
| 46 | Appreciation | 1(1) | 1(1) |
| 47 | Compliant | 1(1) | 1(1) |

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| | | | |
|---|---|---|---|
| 48 | Writing speeches for specific purposes | 2(2) | 2(2) |
| 49 | Technical scientific writing | 1(2) | 1(2) |
| 50 | Noun phrases | 2(2) | 2(2) |
| 51 | Pronouns | 2(3) | 2(3) |
| 52 | Normalization | 1(1) | 1(1) |
| 53 | Verb forms | 1(1) | 1(1) |
| 54 | Introduction to sequence of tenses | 2(2) | 2(2) |
| 55 | Phrasal verbs with more than one particle | 1(1) | 1(1) |
| 56 | Adjunct | 2(2) | 2(2) |
| 57 | Complete sentence structure | 1(3) | 1(3) |

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From the results in Table 3, the $X^2$ cal. value of 53 is greater than the $X^2$ crit. value of 43.773. Hence, $HO_1$ is rejected. This indicates that there is significant of correspondence of the contents of English Language taught in secondary schools in Ebonyi State with the specifications of English Language core curriculum based on school ownership.

**$Ho_2$:** The level of correspondence of the learning facilities in secondary schools in Abakaliki Education zone with the specification of the core English Language curriculum is significantly determined by school ownership. Data obtained on the correspondence of the facilities in public and private secondary schools in Abakaliki Education zone with the specifications of the core curriculum of the federal ministry of education of English Language were subjected to a chi-square test of goodness of fit at an alpha level of 0.05 in this condition all the expected frequencies were determined using the bench mark in relation to the number of the user. Summary of tested is presented in table 4.

**Table 4:** Chi-square test of Significance of Correspondence of the Leaving Facilities for English Language in public and Private Secondary Schools in Abakaliki Education in Line with the Bench Mark of the Federal Ministry of Education.

| S/N | Facilities | Number of facilities | Number of Facilities | | | |
|---|---|---|---|---|---|---|
| | | Public | Private | cal. | Alpha | crit. |
| a. | Classroom | 103 (210) | 28 (45) | | | |
| b | English | 23 (67) | 7 (15) | | | |
| c | Language Laboratory | | | | | |
| c. | Libraries | 60 (67) | 12 (15) | 156.34 | 0.05 | |
| d. | Tables | 100 (100) | 36 (36) | | | |
| e. | Chairs | 100 (100) | 36 (36) | | | |
| d. | Black/white Board | 103 (210) | 28 (45) | | | |

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The data in Table 4 reveals that at 0.05 level of significance the calculated t-value is (156.34) which are greater than the 0.05 level of significance. Therefore, the null hypothesis is rejected which this implies that there is significant difference in the level of correspondence of the learning facilities in secondary schools in Abakaliki Education zone with the specification of the core English Language core curriculum is significantly determined by school ownership.

**Discussion**

The findings of the study shows that the respondents from the data analysis of the table 1 in chapter four reveals that the teaching of the content of English Language is very high. It further indicates that teachers of English Language understand and teach the content of English Language adequately because it is a second Language in Nigeria; designed to meet local and international values and students develop good listening, speaking, writing and reading skills. They are the desirable behaviour in the students. This finding is in line with Otagburuagu, (2012) who found that English Language is the only effective medium of communication between Nigeria from the different linguistic background. Hypothesis tested shows that there is high level of correspondence of the content of English Language in senior secondary schools in Abakaliki Education zone with the specifications of core curriculum of English does not depend on the school ownership. Mohammed, (2007), supports the view that, the curriculum content is experiences provided under the auspices of schools to bring about a change in the learners' behavior. The content of the curriculum is determined on the experiences of the students shown in behavior but under the school supervision.

The findings from the second research question in Table 2, indicates that schools have facilities that help in adequate implementations of the English Language curriculum. This is because the co-efficient determined by r is 77.1%. The respondents indicates that schools have standard facilities which includes classroom, standard classroom board, English Language library, English Laboratory among others based on the school type. The findings from this research question are in line with the submission of Luckman (2022) who affirmed that learning facilities or instructional that are available in the schools help in effective implementation of English Language curriculum.

The result of the hypothesis in Table 4 reveals that the level of correspondence of the learning facilities in secondary schools in Abakaliki Education zone with the specification of the specifications of core English Language curriculum is significantly determined by the school ownerships. These findings agree with the

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work of Nwabueze, (2012) who posits that learning environment should include general infrastructure, class size, quality of teachers and among others. The infrastructure is the basic facilities for implementation of the curriculum. Ajemba, (2021) who finds that infrastructures are the instructional materials which includes modern textbooks equipment, models, charts and the physical environment learning environments which include the science classroom and laboratories. The finding is also in line with the work of Adesola, (2022) gave examples of instructional materials as card board paper, real objects, compound discs, Read Only Memory (CD Rom), charts, radio, Digital Video Disc (DVD), models, diagrams and pictures. All these help the students to interact with English Language rules, words and even learn easier and concretize the learning.

## Conclusion

The conclusion of the study is based on the findings of the study. This indicates that the relationship between implementation of English Language content to the academic performances of the students is to the high extent, instructional facilities, qualified teachers, good teaching methods and evaluative procedures enhances good academic performances of the students in Abakaliki Education zone of Ebonyi State. However, when the above mentioned are not put into actions in academic pursuits, it amounts to low performances or higher rate of failures of the students in exhibiting English Language.

## Recommendations

The recommendations of the study include the followings:

1. Curriculum planners should review the existing curriculum content.
2. Government of Ebonyi State should provide more learning facilities in the schools for better curriculum implementations.

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