

RESEARCH FOCUS

My research works focus on literacy, language and communication skills development in promoting reading and writing skills of adult learners and in-school adolescents. Some of my research works have shown that unity can be achieved in a multicultural nation through multicultural literacy approach which promotes meta-language uses. I have, therefore, advocated that a multicultural 'nation' like Nigeria should adopt multiple literacy approaches based on the cultures and languages of the people in order to achieve unity among the people. Besides, I have also advocated, in a similar research, that family literacy remains a major tool for ensuring good governance at the grassroots in Nigeria since good governance is a prerequisite for the attainment of unity in a country. Some of the strategies I have recommended to achieve unity and good governance include the establishment of reading clubs for new literate adult learners, deployment of the media for sensitising the people, promotion of *Retelling* method to improve adult learners' literal and interpretive comprehension levels, repositioning adult education curriculum, with particular reference to literacy curriculum, for meeting adult Learners' needs, preventing the relapse of adult learners into non-literacy, facilitating multiliteracies in adult literacy classes, production and utilisation of appropriate primers for promoting functional literacy skills among adult learners.

My other research works have focused on language and communication skills development among in-school adolescents and adult learners. To improve in-school adolescents' language and communication skills, I carried out a critical analysis of "Baby Talk" phenomenon and found that it is highly relevant to successful language teaching. I, therefore, advocated an incorporation of a research-oriented approach into language teaching for in-school adolescents to motivate them to learn languages they are exposed to. In a related study carried out among some primary school pupils in Ibadan, I found that visual literacy and learning has a paramount role to play in language learning of primary school pupils. I, therefore, recommended its adoption in enhancing language learning of pupils at this level. Similarly, in another study, it was found that the use of *Teacher-Made Schema Test* is highly effective in improving the essay writing skills and performance of secondary school pupils. I therefore, recommended its adoption.

On language and communications skills development among adult learners, some of my research works have shown that inter-language features of adult learners have tremendous implications for building continuous writing skills of adult learners. I recommended that facilitators in adult learning classes must take into consideration these features in their literacy and language teaching. Lastly, in two other studies, I also discovered that language experience and phonics approaches could be effective in generating learners' content in adult language and literacy programmes. They are approaches that can enhance the motivation, retention and persistence of adult learners in literacy programmes as well as help in adult learners' achievement in reading. Thus, I recommended the adoption of the two approaches in adult language and literacy learning classes.

Ten Best Publications that Reflect the Totality of my Contributions to Scholarship

1. Odiaka, S. I. (2007). Analysis of "Baby Talk" and its Implications for Language Teaching. *Journal of Curriculum Studies* Vol. 14. No. 1: 157-163. (Nigeria).
2. Odiaka, S. I. (2009). Inter-Language Features of Adult Learners' Continuous Writing: Implications for Literacy Teaching. *International Journal of Literacy Education* Vol. 6. No. 1: 55-66. (Nigeria).
3. Odiaka, S. I. (2010). A Correlational Study between Teacher-Made Schema Test and Secondary School Pupils' Performance in Essay Writing. *International Journal of Literacy Education* Vol. 7. No. 1: 120-130. (Nigeria).
4. **Odiaka, S. I.** and Ogidan, O. T. (2014). Psycho-Social Factors as Correlates of Job Performance of Women in the Print Media in Southwestern Nigeria. *Nigerian Journal of Social Work Education* Vol. 13. 144-155. (Nigeria).
5. Odiaka, S. I. (2015). Effects of Retelling on Adult Learners' Literal and Interpretive Comprehension Levels among Extramural Learners in Ibadan Metropolis, Nigeria. *British Journal of Arts and Social Sciences* Vol. 20. No. 1: 30-37. (Britain).
6. Odiaka, S. I. (2016). Family Literacy as a Tool for Ensuring Good Governance at the Grassroots in Nigeria. *Literacy and Reading in Nigeria* Vol. 16. No. 1: 55-61. (Nigeria).
7. Odiaka, S. I. (2017). Utilising Indigenous Communication for Widows' and OSU Caste Victims' Integration in Attainment of Sustainable Development Goal 16. *Nigerian Community Development Journal* Vol. 6. 87-96. (Nigeria).
8. Odiaka, S. I. (2019). Facilitating English Language Learning through Multiliteracies at the Adult Literacy Classes in Ibadan, Nigeria. *KIU Journal of Education* Vol. 14. No. 1. 169-186. (Tanzania).