

Curriculum Vitae

- I. (a) Name: Stella Ifeyinwa Odiaka
 (b) Date of Birth: 22 May 1964
 (c) Department: Adult Education
 (d) Faculty: Education
- II. (a) First Academic Appointment: Lecturer II - 21 April, 2009
 (b) Present Post (with date): Professor - 1 October, 2023
 (c) Date of Last Promotion: Professor - 1 October, 2023
 (d) Date last Considered (in cases where promotion was not through): Not Applicable
- III. University Education (with dates)
 1. University of Ibadan, Ibadan - 1987 - 1990
 2. University of Ibadan, Ibadan - 1992 - 1994
 3. University of Ibadan, Ibadan - 1994 - 2002
- IV. Academic Qualifications (with dates and granting bodies)
 1. B.Ed. University of Ibadan, Ibadan - 1990
 2. M.Ed. University of Ibadan, Ibadan - 1994
 3. Ph.D. University of Ibadan, Ibadan - 2002
- V. Professional Qualifications and Diplomas (with dates)
 B.Ed. (Hons) Teacher Education/ English Language - 1990
 - Teachers' Registration Council of Nigeria (TRCN)
- VI. Scholarships, Fellowships and Prizes (with dates)
in respect of Undergraduate and Postgraduate work only) Nil
- VII. Honours, Distinctions and Membership of Learned Societies

1. Member, Nigerian National Council for Adult Education
2. Member, Literacy Association of Nigeria
3. Member, International Literacy Association
4. Member, Curriculum Organisation of Nigeria
5. Member, English Language Teaching Association of Nigeria
6. Member, Africa English Language Teaching Association (Africa ELTA)

VIII. Details of Teaching/ Working Experience

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| 1. Lecturer II, University of Ibadan | - | 21 April, 2009 |
| 2. Lecturer 1, University of Ibadan | - | 1 October, 2012 |
| 3. Senior Lecturer, University of Ibadan | - | 1 October, 2016 |
| 4. Reader, University of Ibadan | - | 1 October, 2020 |
| 5. Professor, University of Ibadan | - | 1 October, 2023 till date |

Courses Taught:

(a) Undergraduate Courses

UI - ADE 107 - Organisational Communication

(b) Postgraduate Courses

ADE 713	-	Curriculum Studies in Adult Education
ADE 731	-	Dynamics of Adult Behaviour
ADE 751	-	Mass Communication in Community Development
ADE 753	-	The Structure of Present - Day English

Postgraduate Supervision

M.Ed. Projects:	27
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Ph.D. Theses:	7
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IX. Research

(a) Completed

Listed below are some of the research works completed by me and some in collaboration with my postgraduate students:

1. Inter-language Features of Adult Learners' Continuous Writing: Implications for Language Teaching
2. A Correlational Study between Teacher-Made Schema Test and Secondary School Pupils' Performance in Essay Writing
3. Psycho-Social Factors as Correlates of Job Performance of Women in the Print Media in Southwestern Nigeria
4. Effects of Two Intervention Strategies on Achievement in Sociology of Education among NCE Part-Time Students in some Colleges of Education Centres in Ibadan
5. Effects of Retelling on Adult Learners' Literal and Interpretive Comprehension Levels among Extramural Learners in Ibadan Metropolis
6. Effects of Phonics Approach on Adult Learners' Achievement in Reading at the Basic Literacy Level in Ibadan
7. Perception of Visual Literacy and Learning among some Primary School Pupils in Ibadan
8. Personal Factors as Correlates of Marital Stability among Igbo Couples in Nigeria
9. Analysis of 'Baby Talk' and Its Implications for Language Teaching
10. Influence of Textual Schema on Secondary School Students' Organisational and Mechanical Accuracy Skills in Continuous Writing

(b) In progress

Below are the research works currently being carried out by me and some of my students:

- 1. Effect of Formal Schema Activation on Primary Five Pupils' Reading Comprehension in Ibadan** (Study commenced in May, 2023)

This study would adopt the pretest-posttest quasi experimental control group design to examine the effect of formal schema activation on primary school pupils' performance in reading comprehension. The moderating effect of gender and socio-economic status would also be investigated. A total of 300 hundred primary five pupils would be drawn from five

primary schools. Based on the findings, recommendations would be made on how formal schema can be used to enhance reading comprehension among primary school pupils.

2. **Sources of Fossilised Errors in Public Secondary School ESL Students' Expressive Language Skills** (Study commenced in June, 2023)

This study will adopt the mixed methods approach to identify the fossilised errors in public Junior Secondary School III students' expressive language skills as well as the sources of the fossilised errors. Both reading and writing tests will be administered to the students coupled with indepth interviews. From the findings recommendations would be made on how to prevent the occurrence of fossilised errors in Junior Secondary School III students' expressive language skills.

(c) Project, Dissertation and Thesis

Odiaka, S. I. (2002). Holistic and Sub-skill Instructional Approaches and Content Area Reading Comprehension among some Junior Secondary School Students in Ibadan Metropolis. Unpublished Ph.D Thesis submitted to the Department of Teacher Education, University of Ibadan, Ibadan. 293 pages.

X. Publications

(a) Books already published Nil

(b) Chapters in books already published

1. Odiaka, S. I. (2008) Achieving Unity in a Multicultural Nation through Multicultural Literacy and Meta-language Approach. In Emejulu, O.A., Uwatt, L. E. and Arua, E. A. (Eds.) *Topical Issues in Literacy, Language and Development in Nigeria*. Newark: International Development in Africa Committee of the International Reading Association. 388-395pp. ISBN 978-2915-53-X (United States of America).
2. Odiaka, S. I. (2015). Establishing a Reading Club for Neo-Literate Adult Learners: Challenges and Benefits. In Haladu, A. A., Ojokheta, K. O. and Olojede A. A. (Eds.). *Literacy for Sustainable Development in a Knowledge-Based Economy*. Ibadan: Crafted and Bound Wordworks. 273-280pp. ISBN 978-978-54135-3-3. (Nigeria).
3. Odiaka, S. I. (2017). Exploring the Perspectives of T. S. Eliot's Work: "Murder in the Cathedral", for Building a Violence-Free World. In Akinsola, M. A., Ojokheta, K. O. and Ademokoya, J. A. (Eds.). *Building a Safer World through Education*. Ibadan: Faculty of Education, University of Ibadan, Ibadan. 668-679pp. ISBN 978-2860-74-3. (Nigeria).
4. Odiaka, S. I. (2018). The Media and the Development of Adult Education in Nigeria. In Kazeem, K., Aderogba, K. A., Ogidan, O. T. and Oni, M. (Eds.), *Understanding Adult Education Practice in Nigeria*. Ibadan: John Archers Publishers Ltd. 51-63pp. ISBN 978-978-55936-8-6. (Nigeria).
5. Kester, K. O., **Odiaka, S. I.** and Akinyooye, F. E. (2019). 70 Years of Adult Education Researches at Ibadan. In Aderinoye, R., Egunyomi, D. and Sarumi, A. (Eds.). *70 Years of Adult Education at Ibadan. (1949-2019)*. Ibadan: Adult Education Department. 22-35pp. ISBN 978-2860-77-8. (Nigeria) (Contribution: 30%).
6. Odiaka, S. I. (2021). Public Participation in Governance: Language Issues in Nigeria. In Ojokheta, K. O. and Kester, K. O. (Eds.), *Education Re-Engineering in the New Normal World*. 776-783pp. Ibadan: Department of Adult Education, University of Ibadan. ISBN: 978-978-58587-2-3 (Nigeria).

(c) Articles that have already appeared in Refereed Conference Proceedings Nil

(d) Patents and Copyrights Nil

(e) Articles that have already appeared in learned journals

7. 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).

8. 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).
9. 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).
10. **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) (Contribution: 60%).
11. **Odiaka, S. I.** and Gbenro, A. I. (2014). Effects of Two Intervention Strategies on Achievement in Sociology of Education among NCE Part-Time Students in Some College of Education Centres in Ibadan. *International Journal of Special and General Education*, Vol. 4: 56-66. (Nigeria) (Contribution: 60%).
12. 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. No1: 30-37. (Britain).
13. 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).
14. Odiaka, S. I. (2016). Repositioning Tertiary Adult Education Curriculum for Meeting Adult Learners' Needs in a Globalised World. *International Journal of Continuing and Non-Formal Education*, Vol. 8. No1: 363-374. (Nigeria).
15. 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).
16. Odiaka, S. I. (2017). Preventing Relapse into Non-Literacy: An Alternative Approach to Literacy Teaching. *TASUED Journal of Adult and Non-Formal Education*, Vol. 2: 23-30. (Nigeria).
17. Adelere, O. and **Odiaka, S. I.** (2018). Generating Learners' Content through Language Experience Approach (LEA) for Motivation, Retention and Persistence in Adult Literacy Programmes. *International Journal of Literacy Education*, Vol. 8. No.1: 41-57. (Nigeria) (Contribution: 50%).
18. **Odiaka, S. I.** and Adamolekun, B. M. (2019). Effect of Phonics Approach on Adult Learners' Achievement in Reading at the Basic Literacy Level in Ibadan. *Journal of Educational Thought*, Vol. 8. No.2: 121-136 (Nigeria) (Contribution: 60%)

19. Odiaka, S. I. (2019). Facilitating English Language Learning through Multi-literacies at the Adult Literacy Classes in Ibadan, Nigeria. *KIU Journal of Education*, Vol. 14. No. 1: 169-186. (Tanzania).
20. Odiaka, S. I. (2019). Initiating Functional Literacy Skills Acquisition through Primer Production and Utilisation among Adult Learners at the Intermediate Level. *International Journal of Continuing and Non- Formal Education*, Vol. 10. No. 1: 191-206. (Nigeria).
21. Odiaka, S. I. (2020). Perception of Visual Literacy and Learning among Some Primary School Pupils in Ibadan. *The Journal of Positive Psychology and Counselling*, Vol. 4: 159-168. (Nigeria).
22. **Odiaka, S. I.** and Omah, N. A. (2020). Personal Factors as Correlates of Marital Stability among Igbo Couples in Nigeria. *Journal of Social Work Education*, Vol. 19: 1-12. (Nigeria) (Contribution: 60%).
23. Odiaka, S. I. (2020). Literature-Based and Skill-Based Approaches to In-School Adolescents' Reading Comprehension of Expository Texts in Ibadan. *Journal of Positive Psychology and Counselling*, Vol. 6: 167-175 (Nigeria).
24. **Odiaka, S. I.** and Alao, I. A. (2020). Political Literacy Education: A Developmental Approach to Sustainable Democracy. *African Journal of Adult Education and Development Studies*, Vol. 2: 117-130. (Nigeria) (Contribution: 50%).
25. Odiaka, S. I. (2020). Students' Perception on the Indices of Teaching Effectiveness among some Junior Secondary School ESL Students in Ibadan Metropolis. *Journal of Education and Practice*, Vol. 11. No. 23: 64-72. (United States of America).
26. **Odiaka, S. I.** and Ajiye, O. T. (2021). Knowledge and Utilisation of ICT among Adult Literacy facilitators. *African Journal of Applied Research, Media and Communication Technology*, Vol.1 No.1: 1-17. (Nigeria) (Contribution: 50%).
27. Odiaka, S. I. (2021). Undergraduates Students' Attitude to and Readiness for Information Communication Technology (ICT) Classroom Interaction in Post COVID-19 Era. *Literacy and Reading in Nigeria*, Vol. 20. No. 1: 83-91. (Nigeria).
28. **Odiaka, S. I.** and Areola, T. A. (2022). Influence of Textual Schema on Secondary School Students' Organisational and Mechanical Accuracy Skills in Continuous Writing. *Journal of English Language Teaching and Applied Linguistics*, Vol.4. No. 4: 62-68. (United Kingdom). (Contribution: 50%).
29. Odiaka, S. I. (2023). Predictors of Adult Learners' Persistence for Knowledge Expansion at Literacy Centres in Ibadan: *Journal of Special Education* Vol. 21: No. 1 (Nigeria).

30. Itasanmi, S.A., Ajani, O.A., Mabayoje, D.E. & Odiaka, S.I.(2023). Predictive Influence of Locus of Control on Adult Learners' Academic Attitude and Engagement. *Nurture* 17 (4) 723 – 736.
 31. Afolabi, P. I. & Odiaka, S.I. (2025) Perception and Attitude of Career Mothers on Exclusive Breastfeeding in Selected Public Organisations in Oyo State, Nigeria. *International Journal of Innovative Education Research* 13 (1) 417 – 424.
Doi: 10. 5281/zenodo.15068543
 32. Odiaka, S. I. (2025). Language Educators' Roles in the Management of Language Disorders among Adult Learners. *Journal of Special Education* Vol. 23: No. 1 (Nigeria).
- (f). Books, Chapters in Books and Articles already accepted for Publication Nil
- (g) Technical Reports and Monographs Nil

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XI. Major Conferences Attended with Papers Read (in the last 5 years)

7th International Conference organised by Global Education Network in Conjunction with School of Education and Leadership, University of Ghana (UG) 27-31 August, 2018.

Paper Read: Multiliteracies and the Teaching of English Language in Adult Education Classes.

17th Annual Education/Industrial Relations Conference organised by National Union of Civil Engineering Construction, Furniture and Wood Workers in Collaboration with Department of Adult Education, University of Ibadan, Oyo State. 20th – 26th November, 2022

Paper Read: No paper was presented

2021 Mid-Term Conference of the Reading Association of Nigeria Held at the Twin Lecture Hall, Ekiti State University, Ado-Ekiti, Nigeria. Held 25th to 29th October, 2021.

Paper Read: Undergraduate students' Attitude to and Readiness for Online Teaching in Post COVID-19 Era.

2nd Annual General International Conference (Fully Multi-Disciplinary and Hybrid) Organised by The Research Network of International Scholars (Trenis) in Collaboration with The Institute Bilingue Libredu Togo at the Post-Graduate Conference Hall. University of Togo, Lome, 19th – 23rd June, 2023.

Paper Read: Personal and Psychosocial Factors as Predictors of Adult Learners' Persistence at Literacy Centres in Ibadan.

XII. 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. (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).
8. Odiaka, S. I. (2019). Initiating Functional Literacy Skills Acquisition through Primer Production and Utilisation among Adult Learners at the Intermediate Level.

International Journal of Continuing and Non-Formal Education, Vol. 10. No. 1: 191-206. (Nigeria).

9. Odiaka, S. I. (2020). Perception of Visual Literacy and Learning among some Primary School Pupils in Ibadan. *The Journal of Positive Psychology and Counselling* Vol. 4: 159-168. (Nigeria).
10. Odiaka, S. I. (2023). Language Educators' Roles in the Management of Language Disorders among Adult Learners. *Journal of Special Education*, Vol. 21 No.1. (Nigeria).

MY RESEARCH FOCUS

My research works focus on literacy, language and communication development in promoting reading and writing skills of in-school adolescents and adult learners. Some of my research works on literacy have advocated multicultural literacy and meta-language approach for promoting unity in a multicultural country like Nigeria; the adoption of political literacy education as a developmental approach for ensuring sustainable democracy, as well as the understanding and utilisation of T. S. Elliot's 'Murder in the Cathedral' work for building a violence-free world. I have also carried out researches on indices of teaching effectiveness for enhancing reading and writing skills of primary school pupils, in-school adolescents and adult learners.

At the primary school level, I have advocated the adoption of visual literacy and whole language principles for improving reading efficiency of primary school pupils. At the secondary school level, I have advocated the adoption of the literature-based and skill-based approaches for enhancing reading comprehension of expository texts of in-school adolescents and the imbibing of textual schema for improving secondary school students' performance in continuous writing. For adult literacy programmes, I have advocated the effective use of phonics approach for improving adult learners' achievement in reading at basic literacy level; multi-literacies for facilitating English language learning among adult learners in literacy classes; the establishment of reading clubs for neo-literate adult learners; the retelling approach for improving the literal and interpretive comprehension levels of adult learners in extramural literacy centres; the understanding of the predictors that help ensure adult learners' knowledge expansion at literacy centres; the adoption of family literacy for ensuring good governance at the grassroot level in Nigeria; the development of alternative literacy teaching approach for adult learners in order to avoid possible relapse into non-literacy as well as the development, utilisation of primers for functional literacy skills acquisition among adult learners.

Based on these various outcomes on the researches for improving adult learners' learning efficiency, I have strongly advocated the need for the repositioning of tertiary adult education curriculum to meet the growing needs of adult learners in a globalised world. I have also carried out researches on language and communication development in relation to Adult Education as a field of study. These research works include the understanding of the importance of language consideration in public participation in governance; the understanding of the inter-language features of adult learners for improving their continuous writing; the adoption of Language

Experience Approach (LEA) for generating learners' content and for ensuring adult learners' motivation, retention and persistence in learning programmes; the in-depth analysis of the tremendous roles the media have played in the development of Adult Education as a field of study; the psycho-social factors that help improve women's productivity and performance in the print media; the utilisation of indigenous communication for integrating outcaste victims with special reference to widows and Osu Caste in South-East Nigeria; the understanding of the correlates of marital stability among Igbo couples in Nigeria and the understanding of the roles of language educators in the management of language disorders among adult learners. Similarly, my research works have also covered the area of information and communication technology (ICT) and I have advocated the need for facilitators in adult learning programmes to possess the basic knowledge of ICT and be able to utilise same for promoting effective and permanent learning among adult learners.

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Odiaka, S. I. Ph.D
Signature/Date