

# CURRICULUM VITAE

## Promotion to Reader

### 2020 Promotion Exercise

- 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): Senior Lecturer - 1 October, 2016  
(c) Date of Last Promotion: Senior Lecturer - 1 October, 2016  
(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

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, Reading Association of Nigeria
3. Member, International Literacy Association
4. Member, Curriculum Organisation of Nigeria

VIII. Details of Teaching/ Work Experience

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

Courses Taught:

(a) Undergraduate Courses

- ADE 204 - Media Techniques in Community Education  
ADE 409 - Adult Personality and Community Education

(b) Postgraduate Courses

- ADE 713 - Curriculum Studies in Adult Education  
ADE 731 - Dynamics of Adult Behaviour  
ADE 750 - Mass Communication in Adult Education  
ADE 753 - The Structure of Present Day English  
ADE 861 - Methodology of Teaching English as a Foreign Language  
ADE 862 - Methodology of Teaching English Literature in the Context  
of a Foreign Language  
ADE 863 - Construction of Achievement and Diagnostic Tests of  
English  
ADE 864 - The Role of Language in Education

Postgraduate Supervision

M.Ed. Projects: 20

Ph.D. Theses: 5

## 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 Correlation 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, Nigeria
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.

(b) In progress

Below are the research works currently being carried out by me:

**1. Family Literacy (FL) Practices among Dwellers in Two Local Government Areas of Delta State, Nigeria (Commenced May, 2020)**

This study commenced in May, 2020 and adopted the descriptive survey design to investigate the family literacy practices of different households in Aniocha and Ika Local Government Areas of Delta State. The questionnaire to be administered to the respondents has already been constructed and validated. The administration of the copies of the questions to the proposed respondents will commence in the month of April, 2021. It is hoped that the outcome of the study will tremendously assist in family literacy practices in the regions investigated and impact positively on policy formulations on family literacy practices.

**2. Personal factors and adult learners' retention in content area reading in Oyo State, Nigeria (Commenced June 2020)**

This study commenced on June, 2020 to find out the relationships among personal factors (age, self-efficacy, and verbal ability) and adult learners' retention of content area reading materials in Social Studies. The study adopted a descriptive design of the correlational type. The construction of the objectives, research questions, and hypotheses of the study has been concluded so also the choice of respondents while the review of literature and the construction of the research instrument are ongoing. The outcome of the study will clearly reveal the personal factors responsible for retention in content area reading among adult learners.

(c) Project, Dissertation and Thesis

Odiaka, S. I. (1990). Relationship among Class Size, Class Participation and Achievement in English Language Classes of Students in Ibadan Metropolis. Unpublished B.Ed. Project submitted to the Department of Teacher Education, University of Ibadan, Ibadan.

Odiaka, S. I. (1994). Relationship between Urban and Rural Setting in Secondary School Students' Writing Skills in Ibadan Metropolis. Unpublished Master Dissertation submitted to the Department of Teacher Education, University of Ibadan, Ibadan. 96 pages.

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. 291 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 E. A. 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. K., Ojokheta, K. O. and Ademokoya, J. A. (Eds.) *Building a Safer World through Education*. Ibadan: Faculty of Education, University of 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. A., Egunyomi, D. A., and Sarumi, A. A. (Eds.) *70 Years of Adult Education at Ibadan.(1949-2019)*. Ibadan: Department of Adult Education, University of Ibadan. 22-35pp. ISBN 978-2860-77-8. (Nigeria) (Contribution 30%).

**\* Publications after the last promotion.**

- (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
6. 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).
7. 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).
8. 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).
9. **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%).
10. **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 Colleges of Education Centres in Ibadan. *International Journal of Special and General Education* Vol. 4: 56-66. (Nigeria) (Contribution: 60%).
11. 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).
12. 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).

**\* Publications after the last promotion.**

- \*13. 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. No. 1: 363-374. (Nigeria).
- \*14. 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).
15. 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).
- \*16. Adelore, 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%).
- \*17. **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%)
- \*18. 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).
- \*19. 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).
- \*20. Odiaka, S. I. (June, 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).



**\* Publications after the last promotion.**

\*21. **Odiaka, S. I.** and Omah, N. A. (June, 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%).

(f) Books, Chapters in Books and Articles already accepted for Publication Nil

(g) Technical Reports and Monographs

\*22. Odiaka, S. I. (2016). ADE 204 - Media Techniques in Community Education. Reviewed Distance Learning Centre (DLC) Manual. Ibadan: University of Ibadan. 145pp. ISBN 978- 021-238-8. (Nigeria).

**\* Publications after the last promotion.**

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

Community Development Association of Nigeria Fifth Annual National Conference held on 13 – 16 August, 2017 at University of Benin, Benin City, Nigeria.

**Paper Read:** Integrating Widows and OSU Caste Victims into Society through Indigenous Communication Systems.

International Literacy Conference held on 22 – 26 January, 2018 at the University of Ibadan, Ibadan, Nigeria.

**Paper Read:** Empowering Young Adults for Functional Literacy through Primer Production and Utilisation

7<sup>th</sup> International Conference on Education, Peace, Information, Management and Development organised by Global Education Network in Conjunction with School of Education and Leadership, University of Ghana, 27-31 August, 2018.

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

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. (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).

9. 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).
  
10. Odiaka, S. I. (June, 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).

## 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.

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SIGNATURE

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DATE