

**Odiaka, S.I.** (2007). Analysis of “Baby Talk” and its Implications for Language Teaching and Learning

‘Baby talk’ is an integral part of a child’s language acquisition process. From what appears to be a child’s empty babbling, the acquisition process takes the child through other overt stages of pronunciation of syllables, morphemes, words, phrases and sentences all of which are relevant to language pedagogy. With the child totally immersed in a rich literacy environment, coupled with reinforcement by parents and relations, the capabilities exhibited at each learning stage are strengthened to prepare the child for further language learning. This paper is an attempt to explore the richness of the stages of the child’s language acquisition stages with a view to linking it up with language learning thereby equipping the child for readiness in the different language skills. The study aligns the natural acquisition processes of the child with existing learning theories and suggests the whole language approach for home and classroom applications.

**Odiaka, S.I.** (2008) Achieving Unity in a multicultural Nation through Multicultural Literacy and Meta-Language Approach

This paper examined literacy as a potent tool that can bring about unity in a multi-lingual ‘nation’ like Nigeria. It reviewed the meaning of literacy, its relationship with national development and also presented the features of Nigeria as a pluralistic nation. It suggested the teaching of multicultural literacy in the classes of Nigerian secondary schools and expressed the need to create awareness in pupils about multicultural literacy so as to enable them to cope with their pluralistic nation. The paper also suggested meta-language treatments of the keywords that express national values across the major and minority language so as to foster national unity.

**Odiaka, S.I.** (2009). Interlanguage features of Adult Learners’ Continuous Writing: Implications for Adult Literacy Teaching

Communication is an indispensable activity in the lives of individuals in society. For proper communication to take place, language as a tool for communication must be adequately developed. Adult and adult learners are constantly in the process of communication, given the various roles they play in society. As a result of varying levels of educational attainment, some adult learners have developed defective interlanguage patterns that have not affected their roles positively. This paper examines the features of adult learners’ interlanguage among some Diploma students in the University of Ibadan. Through the use of descriptive research design and random sampling, a group of adult learners’ continuous writing skills were examined. Findings revealed that some adult learners lack

syntactic competence and mechanical accuracy in their writings. The study, among other things recommends that adult learners be exposed to good literature as well as constant practice in grammar.

**Odiaka, S.I.** (2010). A Correlational study between teacher - made Schema Test and Secondary School Pupils' Performance in Essay Writing

One area of language learning that constitutes great concern to secondary school pupils is writing. A lot of reasons have been given by various researchers as the cause of this weakness in most secondary school pupils. This study investigated the role of schema on pupils' performance in essay writing. A total number of one hundred and two (102) pupil' from two co-educational institutions was randomly selected for the study. The instruments used were Test on Pupils' Schema (TOPS) and Test on Writing (TOW). Two research questions were used in the study. Findings revealed that there is a significant correlation between pupils' schemata and writing ability. The study recommends that pupils' schemata be given serious attention by stakeholders in education and that good methods of teaching essay writing should be adopted by teachers.

**Odiaka, S. I. & Ogidan, O. T.** (2014). Psycho-Social factors as Correlates of job Performance of women in the print media in Southwestern, Nigeria

The effect of communication in any society cannot be ignored. Media play great roles in shaping and correcting the vices of society. The presence of women in the print media has shown that they are relevant and up to the rigorous task of gathering news and meeting deadlines. These they have done in living up to expectations in their various media houses. This thus raises the concern of what could be attributable for this trend of women working in such a demanding profession. Could it be that these women have developed some psycho-social attributes (emotional intelligence (EI), self-concept (SC), self-efficacy (SE), mentoring, age at job entry, marital status, educational background, socio-economic status and number of children), ability to work under pressure and newsworthiness which could have accounted for their job performance? This study, therefore, investigates some psycho-social factors as they correlate with job performance of women in the print media in Southwestern Nigeria. The descriptive survey research design of the ex post facto type was adopted. The total enumeration and stratified random sampling techniques were adopted using 549 women professionals from 12 purposively selected print media houses. A 5 Likert scale questionnaire was administered and complemented with four sessions of in-depth interviews with selected women in the print media. Data were analysed using descriptive statistics, Pearson Product moment correlation, multiple regression and content analysis. The findings show that EI, SE, SC mentoring, age at job entry, marital status, educational

background, socio economic status and number of children correlated with job performance of women in the media. The study shows that Psycho-social factors influence job performance of women in the print media in Southwestern Nigeria and priority should be given to these factors while number of children does not influence job performance of these women.

**Odiaka, S. I. & 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

Reading skill and self-efficacy techniques were used as intervention strategies in enhancing academic achievement of sandwich learners in colleges of education. The pre-test, post-test, control, quasi experimental design with 3x2x2 factorial matrix was adopted. Non-professional random sampling technique was used to select sandwich freshmen from the three state colleges of education sandwich centres in Ibadan. Cap method was used to select 50 participants each from each centre assigned to study's skill (SS) self-efficacy (SE) and control group (CG). Three hypotheses were tested at 0.05 level of significance. Three instruments were used; study skill assessment scale ( $r=0.79$ ), self-efficacy scale ( $r=0.85$ ) and Sociology of Education Achievement Test ( $r=0.93$ ). The data collected were analysed using Simple Percentage, Frequency Count, Analysis of covariance (ANCOVA), multiple classification analysis (MCA) and descriptive statistics of mean and standard deviation. There was significant main effect of the treatment on the academic achievement of the participants ( $F_{3,146}=77.203$ ,  $P<.05$ ,  $\eta^2=.514$ ). There was significant main effect of marital status ( $F_{2,147}=10.414$ ,  $P<.05$ ,  $\eta^2=.000$ ). Reading skill and self-efficacy strategy were effective in enhancing academic achievement of sandwich learners in colleges of education. Therefore, they should be introduced in colleges of education to enhance the academic achievement of sandwich learners.

**Odiaka, S.I. (2015)** Establishing a Reading Club for Neo-Literate Adult Learners: Challenges and Benefits.

In this paper, the author looked at the establishment of reading clubs at literacy centres as a means of consolidating the acquisition of literacy skills among neo-literates. The paper presented a vivid picture of the nature of neo-literates and then treated reading as a cognitive activity. It elaborated on the stages involved in establishing reading clubs for this category of adult learners. The challenges involved in establishing reading clubs were enumerated coupled with the benefits.

**Odiaka, S.I.** (2015). Effects of Retelling on Adult Learners' Literal and Interpretive Comprehension Levels among Extramural Learners in Ibadan Metropolis, Nigeria

This study examined the effects of retelling on extramural students' literal and interpretive comprehension in Ibadan metropolis, Nigeria. The study adopted the pretest-posttest quasi-experimental design. The population included all the extramural adult learners in the city of Ibadan. Through the use of purposive and random sampling, a total number of fifty-six (56) students was selected for the study. Three hypotheses were raised and the Analysis of Covariance (ANCOVA) was utilised for the analysis of data. The findings from the study revealed that retelling had significant effect on extramural students' literal comprehension ( $F_{(1,36)} = 63.742, p < 0.05$ ). Treatment also had significant effect on students' interpretive level of reading comprehension ( $F_{(1,37)} = 67.774, p < 0.05$ ). Gender had effect on students' performance in reading comprehension ( $F_{(1,28)} = 95.326, p < 0.05$ ). Based on these findings, the study recommended that retelling strategies which can motivate learners in class should be utilized in extramural classes. It also recommended that such non-formal educational activities should be encouraged.

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

These manual covers meaning, types and nature of media utilised in different forms of adult education in Distance Learning, literacy, agricultural extension and continuing education. Factors that cause the distortion of information were reviewed as well as factors to be considered when planning educational programmes for communication.

**Odiaka, S.I.** (2016). Family literacy as a tool for ensuring good governance at the grassroots in Nigeria

Family and intergenerational learning is an age-old phenomenon which has had immense impact on Nigerian families. This impact has either been negative or positive depending on the level of learning in respective families. Various families have adhered to patterns and traditions of ensuring that their members get acquainted with the learning that can make them functional in society. These patterns constitute the family literacy tradition. This paper focuses on how family literacy can help to create political and communal awareness, the different avenues that can be explored to achieve such literacy and the benefits that communities stand to achieve through family literacy. It starts by looking at the problems associated with the average Nigerian family characterised by low level of literacy. It looks at

the effects of low literacy on children and suggests guidelines and resources that can enhance family literacy with a view to influencing followership and good governance especially at the grassroots.

**Odiaka, S.I.** (2016). Repositioning tertiary adult education curriculum for meeting adult learners' needs in a globalised world

The developing countries, Nigeria inclusive, face various challenges posed by globalisation – hampered communication systems, non-literacy, nose-diving economy and communal disintegration. Coupled with economic down-turn is the stagnancy in technological development. Tertiary adult education curriculum is a tool that should incorporate these areas of concern as its culture content: it should equip adult education graduates who would in turn serve as personnel for the non-formal sector. This paper examines the extent to which adult education curriculum in Nigeria has addressed these challenges. The contents of undergraduate courses from three tertiary institutions were critically examined and appraised with a view to identifying levels of coverage on poverty alleviation, technological advancement, literacy, promotion of cultural values and wealth generation. Findings show that the major areas of coverage have been theoretical issues and historical perspectives with few contents dwelling on indigenous technology, poverty alleviation and wealth generation. This paper therefore recommends that adult education curriculum should be designed to cater for the promotion of indigenous technology, cultural revival, and wealth generation in order to meet the challenges of globalisation.

**Odiaka, S.I.** (2017) Exploring the perspectives of T. S. Elliot's work: "Murder in the Cathedral" for Building a Violence-free World.

**Odiaka, S.I.** (2017). Utilising Indigenous Communication for Widows' and Osu caste Victims' Integration in Attainment of Sustainable Development Goal Sixteen

This paper examined the relevance of indigenous communication in ensuring the integration of widows and members of Osu caste among Ibo communities in Nigeria. In a bid to bring about the attainment of Sustainable Development Goal 16, which has to do with promoting peaceful and inclusive societies, the paper details how various indigenous communication systems like the town crier, clans meetings, village square meetings, theatrical performances and music can be used to integrate widows and members of Osu Caste system into the mainstream of society. Two theories – Emile Durkheim's Theory of Social Integration and the Theory of Participatory Development Communication, linked with Paulo Freire's Theory of Conscientization, were used to anchor the ideas expressed in the paper. The paper concluded that indigenous communication systems are powerful tools for bringing about

social integration. It was, therefore, recommended that various indigenous media should be used to arrange entertainments, vocational skills acquisition training and educational programmes, in order to bring the alienated into the mainstream of society.

**Odiaka, S.I.** (2017). Preventing relapse into non-literacy: An alternative approach to Literacy Teaching

This paper examined the usefulness of the literature-based approach in preventing relapse into non-literacy among neo-literates. Neo-literates are adult learners who have acquired basic literacy skills and need different forms of support to consolidate these skills for adequate inclusion in societal activities. Absence of these supports makes relapse into non-literacy imminent. This paper takes a look at different approaches to teaching literacy such as the whole language, phonics and language experience approaches. It points out the suitability of the literature-based approach for neo-literates' literacy education if literacy skills acquired must be sustained. Finally, the paper recommends that stakeholders in the field of literacy should adopt the literature-based approach to teaching literacy among neo-literates.

This paper attempted to throw some light on how a violence-free world could be achieved. It laid emphasis on the role that literature-in-English, particularly dramatic works, can play in achieving this purpose in the lives of members of societies. The paper used Karl Marx's Conflict Theory as an anchor to emphasize the properties of political conflict in "Murder in the Cathedral". As a way of curbing conflict, T. S. Elliot in this play, subscribed to the humble submission to the will of God while labouring for things of eternal values rather than the ephemeral things of this physical world.

**Odiaka, S.I.** (2018) The Media and the Development of Adult Education in Nigeria.

In this paper, the author examined the impact of exogenous media (the newspaper, radio, television and the internet) on the different forms of Adult Education in Nigeria. The paper commenced by presenting a review of the term "education" and also elaborated on the various forms of Adult Education, noting their characteristics. Adopting a historical perspective, the paper, in concrete terms, documented the contributions of each mass medium to the development of Adult Education in Nigeria. It recommended that the government, media houses and adult education programme organisers should be collectively involved in educational media planning for greater impact.

Adelore, O. & **Odiaka, S.I.** (2018). Generating Learners' Content through Language Experience Approach (LEA) for Motivation, Retention and Persistence in Adult Literacy Programmes

In an era when literacy acquisition is deemed necessary to meet the needs of all and sundry, particularly in a developing country like Nigeria, much attrition is experienced at literacy centres. Such attrition is attributed to lack of motivation and, to a great extent, the inability of adult learners to achieve their unique goals and objectives through already existing curriculum. With the exception of a handful of centres, many literacy centres in various cities in Nigeria tend to be characterised by non-motivation of learners, lack of retention and persistence. This paper focuses on how an age-long approach to teaching reading-the Language Experience Approach (LEA) can be used to generate learning contents for adult learners in the area of vocabulary development. It looks at the nature of adult learners, the features of LEA, generating content through LEA while anchoring the write-up on Whole language, Adult Learning and Social learning theories. The paper, while focusing on the facilitation of vocabulary acquisition, itemises strategies through which contents can be generated for literacy promotion. The paper gives recommendation on the need to cultivate the use of LEA among adult learner in order to curb attrition.

Kester, K. O.; **Odiaka, S. I.** & Akinyooye, F. E. (2019) 70 years of Adult Education Researches in Ibadan.

In this paper, the authors carried out an assessment of research activities right from the period of the establishment of the Department of Adult Education at the University of Ibadan, till date. Periods assessed were divided into five phases: (before 1967, 1969-1989, 1990-1999, 2000-2009, 2010 till date). Initial stages were characterised by series of programmes done in collaboration with UNESCO, UNDP and of course NNCAE (Nigerian National Council for Adult Education), after its establishment. Research activities gained prominence in the early 2000s with novel areas of research springing up among lecturers and postgraduate students. This momentum has not dwindled till date.

**Odiaka, S.I.** & Adamolekun, B. M. (2019). Effect of Phonics approach on Adult Learners' Achievement in Reading at the Basic literacy level in Ibadan

Reading is an essential literacy skill that is necessary for the development of any adult learner in a knowledge-based economy. Many adult learners at the basic literacy level are struggling readers who cannot make adequate meaning from written items. With this level of frustration they cannot be relevant in the world of work and general development. Proper pronunciation of words, building of meaning and fluency are basic reading skills that adult

learners at the basic literacy level grapple with. This study, therefore, examined the effects of phonics approach (a combination of synthetic and analytic phonics) on the reading achievement of adult learners at the basic literacy level in Ibadan. The moderating effect of gender was also examined. The pretest-posttest, control group quasi experimental design was adopted. A total number of 40 adult participants were incorporated based on their reading deficiencies. Two hypotheses were raised and the quantitative data collected were analysed using the inferential statistic of Analysis of Variance (ANOVA). From the findings, it was revealed that there was a significant effect of treatment on basic adult learners' achievement in reading ( $F_{(1,38)} = 32.283, p < .05, \eta^2 = .545$ ). There was no significant effect of gender on learners' achievement in reading, ( $F_{(1,48)} = .446, p < .05, \eta^2 = .016$ ). It is recommended based on the finding of this study, that facilitators of adult learners at the basic literacy levels should adopt the phonics approach to teaching reading.

**Odiaka, S.I.** (2019). Facilitating English Language Learning through Multi-literacies at the Adult Literacy Classes in Ibadan, Nigeria

It is still the practice of many adult facilitators to depend largely on the traditional mode of facilitating English Language learning. This has led to limited coverage of English language content among adult learners as well as their inability to cope with critical literacy skills required in this era of globalisation. To excel in the knowledge of English language, adult learners, irrespective of their entry behaviour, must be helped to utilise the benefits of multi-literacies. This paper examines the use of multi-literacies as a facilitating tool within adult learners' English language classes. The paper reviews the nature of traditional methods of teaching English language as well as the models of multi-literacies. It itemizes, in a simplistic manner, how multi-literacies can be used to facilitate English language learning among adult learners at the advanced level of basic literacy education. The paper confirms that through the exposure of adult learners to multi-literacies, English language teaching and learning would be all-encompassing and highly beneficial to adult learners at the basic literacy level.

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

Literacy efforts and many activities in non-formal education centres have been facing a lot of challenges. One of these challenges includes the inability of basic education to equip poor rural men and women, including dwellers in urban slums, with skills and vocations for survival. Many of the clients, having been exposed to theoretical learning alone, still find it difficult to cope with the high degree of poverty that abounds in their communities. This position paper examines how primer production and utilization can gradually expose the



unemployed, rural clientele at the intermediate level, to the world of work. Hinged on Kolb's Experiential Learning Theory and Dewey's Pragmatic Philosophy, this paper emphasizes primer as a learner-generated material (LGM). It presents a procedural pattern of translating learning from basic literacy skills acquisition to vocational skills acquisition. It begins by examining the nature of the adult learner, his goals of learning, the nature of primer, as well as its effectiveness in facilitating literacy acquisition. This paper suggests that primer production should stress work education at the basic literacy level.

**Odiaka, S.I.** (2020). Perception of Visual Literacy and Learning among some Primary School Pupils in Ibadan.

Visual literacy which involves seeing, interpreting and communicating with pictures, diagrams and other visuals, is an essential aspect of literacy. Its foundation is commonly built at childhood. While various authors have attested to the usefulness of visual literacy and multimodal literacy as means of enhancing learning, few empirical works have been done to ascertain how primary school pupils perceive visual literacy in their learning environments. This study examined primary school pupils' perception of visual literacy in relation to language skills learning. The study adopted a descriptive survey design. Random sampling technique was used to select a total of one hundred and thirty-seven (137) primary school pupils' from five primary schools in Ibadan. Four research questions and one hypothesis were raised. Questionnaire on Pupils' Perception of Visual Literacy (QPPVL) (R=0.69) was the major instrument used for the study. The data were analysed using the descriptive statistics of frequency counts, percentages, mean and standard deviation while the inferential statistic of t-test was used for the hypothesis at 0.05 level of significance. Findings revealed that pupils perceived visual literacy as an important tool that enhanced language skills (reading and writing). It was also identified that many English teachers do not use visual literacy regularly in their classes. Generally, pupils showed great enthusiasm in the use of Visual literacy. There was no significant difference between male and female pupils' perception of visual literacy in relation to language skills development,  $t\text{-value} = .847 > .202$  at 0.05 level of significance. The study recommended that primary school pupils should be exposed to ample visual literacy skills and that all teachers should be taught visual literacy skills so that they could impart same to pupils on a regular basis.

**Odiaka, S. I. & Nkeiruka A. O.** (2020). Personal Factors as Correlates of Marital Stability among Igbo Couples in Ibadan

Most sub-Saharan African countries including Nigeria encourage marital stability, however, the rate of marital dissolution keeps increasing. Previous studies have focused majorly on the effects of marital instability on children and society with little attention paid to personal

factors as correlates of marital stability (MS) among the Igbos who have very low rate of divorce and whose culture frowns at divorce. This study therefore was designed to examine personal factors (commitment to marital vows- (MVs and economy EC) as correlates of marital stability among Igbo couples in Ibadan, Oyo State, Nigeria. Social exchange and economic model based theories served as the anchor, while the descriptive survey design was adopted. A multi-stage sampling procedure was adopted for this study which included: cluster, purposive, stratified and simple random sampling techniques. The cluster sampling technique was used to identify various Igbo associations and settlements while the purposive sampling technique was used to select the three urban Local Government Areas namely: Ibadan North, Ibadan North-West and Ibadan North-East. The stratified and simple random sampling techniques were used to select 600 Igbo couples (IC) who were 50 years and above and had been married for at least 20 years. Instruments used were Personal Factors Questionnaire with two sub-scales ( $r=0.93$ ) and marital stability (MS) ( $r=0.76$ ). Quantitative data were analysed using percentages. Pearson Product Moment Correlation and Multiple Regression Analysis. Findings showed that commitment in marital vows (CMVs)  $r=0.610$  and economy (FC)  $r=0.578$  had correlation with marital stability. Furthermore, commitment to marital vow was a more significant predictor of marital stability ( $\beta=0.483$ ,  $t=3.146$ ,  $p=0.05$ ), followed by economy ( $\beta=0.432$ ,  $t=2.813$ ,  $p=0.05$ ) with coefficient of determination of  $R^2 = 0.220$ . The study, therefore, recommended among other things, that young couples should remain committed to their marital vows in order to achieve lasting fulfillment in their marriages.

**Odiaka, S. I. (2020)** Students' Perception on the Indices of Teaching Effectiveness among some Senior Secondary School ESL Students in Ibadan Metropolis. *Journal of Education and Practice*

**Vol 11 (23) P64-72**

The teaching of English language in Nigeria is a herculean task given the fact that models and students operate in a second language environment with its many disadvantages. Many teachers do not seem to understand what is involved in teaching effectiveness as many have different conceptions of teaching. The result is that many evade the intricacies of teaching, to the detriment of students' achievement on the subject. This paper investigated students' perception on the indices of teaching effectiveness of ESL in Ibadan metropolis. The descriptive design of the ex post facto type was adopted for the study. Through multi-stage sampling procedure, a total of 500 Senior Secondary School II students was drawn from six co-educational institutions. A self-structured questionnaire- questionnaire on indices of teaching effectiveness (QOITE) ( $r= .79$ ) was used to collect data. Three research questions and one hypothesis were raised. Descriptive statistics of frequency counts, percentages, mean and standard deviation were used to analyse the data collected. T-test statistics was used to test the only hypothesis stated at 0.05 level of significance. Findings revealed that students perceived the indices of teaching effectiveness to include revision of previous topics,

teachers' friendly disposition, use of instructional materials and take-home assignments. The study however revealed that the most commonly perceived indices of teaching effectiveness are teachers' knowledge of the subject matter (65.8%) and teachers' ability to provide detailed explanations (57.8%). In addition, more female students perceived that revision of previous work was needed for effective teaching than their male counterparts. The study recommended, among other things that teachers should make revision of previous work a regular practice and that teachers of ESL should exhibit high level of friendliness in class.

**KEYWORDS:** English language, teaching effectiveness, indices

**LINK:** DOI: 10. 7176/JEP/11-23-08