

LAGOS STATE UNIVERSITY, NIGERIA

FACULTY OF EDUCATION

International Conference

2011



CONFERENCE PROCEEDING

► **THEME** ◄

**DEMOCRATIZATION,
GOOD GOVERNANCE
AND EDUCATION**

VOLUME 2

TABLE OF CONTENT

| Title | Page |
|---|------|
| <i>Title Page</i> | i |
| <i>Editorial Team</i> | ii |
| <i>Production Team</i> | ii |
| <i>From the Editor</i> | iii |
| <i>Table of Content</i> | iv |
| Vocational and Technical Education: Ensuring Self-Reliance | |
| <i>Olawumi A Gasper FNSE Mni(Executive Secretary- LASTVEB)</i> | 1 |
| Democratization, Good Governance and Education: | |
| None Dare Wish It Until... | |
| <i>Tayo Ogunlewe, PhD</i> | 7 |
| The Impact of Good Governance on Child Abuse in Nigeria | |
| <i>Oladiipo Bada F.O & Olatunji O.F</i> | 13 |
| Literary Art as A Vehicle for the Diffusion of Cultural Imperialism in the Nigerian Society: The Example of Chimamanda Adichie's Purple Hibiscus | |
| <i>Adam, Ezinwanyi E And E. Michael Adam</i> | 21 |
| Counselling for Good Governance: An Approach to Democratic Development in Nigeria | |
| <i>Akindele, Titus Oluwafemi & Professor E. A. Akinade</i> | 29 |
| Avoiding the Demise Of Geography Teaching as A Discipline in the Nigerian Educational System - M.O. Lawal & Peter Omofhemih | |
| | 37 |
| A Study of the Counselling Needs of Nigerian Youths in the Current Political Dispensation. | |
| <i>Badejo, A.O. Ph.D, Ste10phens, Oluyemi Adetunji & Anyamwu, A.C.</i> | 45 |
| Minuscule Investigation of the Complicity of Leadership in Logistical Flaws and Malpractice In Examinations | |
| <i>Ife O. Abodunrin, PhD, Grace O. Oshun, PhD, B. O. Alabi, M.Ed, Joyce O. Abodunrin, M.Ed & Banjoko, S. PhD</i> | 55 |
| The Relevance of Instructional Materials for Effective Curriculum Delivery in Nigeria | |
| <i>Prof. Buseri, John C. & Dorgu, T.E. (Ph. D.)</i> | 69 |
| Egalitarianism in Education: A Panacea to National Development. | |
| <i>Ojo, Olubukola James & Kayode, David Jimoh</i> | 77 |
| English Language: A Symbol of National Integration in Nigeria. | |
| <i>Tom-Lawyer Oris</i> | 85 |

| | |
|---|-----|
| E-Examination in Nigeria: A Panacea to Examination Malpractices | |
| <i>Etobro, Akpezi Benjamin & Odebowale, Ireti Tina</i> | 91 |
| Corporate Sponsorship and Organisational Effectiveness: A Panacea to Effective Funding of Education in Nigeria | |
| <i>Professor Clement O. Fasan & Wahab F. Ibrahim</i> | 99 |
| Teacher Education in Colleges of Education in The 21st Century: The Agenda | |
| <i>Illo, Charles O. & Loko, Shadrach T.</i> | 107 |
| Impact of Health Communication Strategies on Bakers' Use of Banned Additives | |
| <i>Abiola Molayoto J. & Idowu B.B (Ph.D)</i> | 119 |
| Impact of Poor Academic Performance on the Social Life Adjustment of Adolescents in Nigeria. Implication for Counselling | |
| <i>Fashina, A. Y. , Agubosi, L. A. & Badejo, A. O. PhD</i> | 127 |
| The Millennium Development Goals, Democracy and Education in Nigeria | |
| <i>Akeredolu A. O. (Ph.D.), Oladipupo-Okorie (Ph.D.) & Oyeade David</i> | 135 |
| Anti-Corruption Counselling: A Gate-Way to Democratic Development in Africa. | |
| <i>Oyewunmi J.O</i> | 145 |
| Democratization and Good Governance: The Roles of Adult Education in Promoting Sustainable Development in a Democratized Society | |
| <i>Adepoju, H. Folake</i> | 153 |
| Adopting Alcoholic Anonymous (A.A) as Counselling Strategy for Improving Healthy Living and Family Life | |
| <i>Abegunrin Elizabeth Oyenike & Olaogun, Ganiyu Olakunle</i> | 159 |
| The Impact of Good Governance on Child Abuse in Nigeria | |
| <i>Oladiipo Bada F.O & Olatunji O.F</i> | 167 |
| Universal Basic Education Programme: A Means to Ensuring Democratization And Good Governance in Nigeria - Olojede, Nathaniel Olusola | |
| | 175 |
| Factors Responsible for Low Women Participation in Sporting Programmes | |
| <i>Prof. Fasan, C.O. & Oziyi, H.M</i> | 181 |
| Teaching French Vocabulary to Junior Secondary School Students in Nigeria | |
| <i>Oluranti, Ogunbiyi (Ph.D)</i> | 189 |
| The Place of the Special Child n Mainstream Physical Education Programme of Ghana Education Service in the Central Region of Ghana | |
| | 197 |

Charles Donfleh & Robert Nkrumah

The Role of Social Studies Education in The Promotion of Cultural Values for National Integration - Adediran A. A, Lijadu, M. O, & Sobola, I

217

Learning and Funding of Education in Nigeria

Samuel Akinyemi (Ph.D) & Yahya, Lateefat. O.

225

Rethinking the Meaning of Reforms: Contemporary Challenges for Practitioners in Literacy and Language Education

Foluso O. Okebukola (Ph.D)

231

The Library as an Agent of Information Communication: An Essence for Good Governance.

Makinde, Omawumi O. & Shorunke, Oludare .A

239

Quality Control in Nigerian Educational System

Agnes Sellamatu Ojile

247

Democratization, Good Governance and Education: A Comparative Study of Political and Social Issues in Education in Two (2) Local Government Councils in Britain and Nigeria

Dr. Abdur-Rahman Olalekan Olayiwola

253

Counselling Imperatives in the Successful Implementation of the Learning Plus Initiative (LPI) in Schools in Nigeria

Sadiku, S. O. (Ph.D), Olaogun, G. O. & Adedotun, K. O.

275

VOCATIONAL AND TECHNICAL EDUCATION: ENSURING SELF - RELIANCE

OLAWUMI A GASPER *FNSE mni*
Executive Secretary- LASTVEB

Introduction

There can hardly be any Nigerian who would not cherish a country transformed dramatically from the present undignified level of mass poverty and underdevelopment to a haven of peace, progress and good living. Nigeria as the socio-economic hub of Africa and the ECOWAS sub-region has always blazed the trail in the provision of an enabling environment for trade, commerce and industry to thrive. This is further supported by the envisioning of a Developmental Agenda-Vision 20:2020 that is expected to transform the nation into the league of the most developed economies of the world by the year 20:2020. For us in the Technical and Vocational Education sub-sector, we must accept the challenges of development in the context of capacity and capacity building, its national impact and our status as a provider of high quality technical and entrepreneurial skills. Most critical to the attainment of the nation's vision is the supply of High Quality Technical and entrepreneurial skills to match the growing needs of the following sectors: Agriculture, Services, Industry, Manufacturing and Infrastructure of the nation by 2020.

Embracing technical skills acquisitions by young boys and girls will address the skills gap in the economy as well as provide means for young people to be self employed. Skills gap to drive the nation's vision has been identified by several studies as critical and must be urgently addressed for the actualization of vision 20:2020. One of the panaceas therefore to the provision of High Quality Technical Skills for the actualization of the nation's vision is the redirection of our Youths to Technical and entrepreneurial skills acquisition I will therefore attempt in this paper to articulate the relevance of Vocational and Technical Education in ensuring self-reliance.

Vocational and Technical Education for Self-Reliance

Nigeria comprises 36 states and its Federal Capital Territory, Abuja with an estimated population of 152 million people. It has more than 250 ethnic groups with varying languages and customs, creating a country of rich ethnic diversity. The economy of Nigeria is one of the fastest growing in the world with 8.3% growth in 2009. Nigeria is classified as a mixed economy emerging market with its abundant supply of Natural Resources, well developed financial, communication and legal sectors.

About 60% of Nigerians work in the Agricultural Sector and Nigeria has vast areas of land underutilised. According to Economic Intelligence Unit and the World Bank, Nigeria GOP has nearly doubled from 170.7bn USD in 2005 to 292.6bn USD in 2007 and 374bn USD in 2010. The GDP per capita has jumped from 692USD per person in 2006 to 1,754 per person in 2007 and 2459 per person in 2010. It is the 12th largest producer of petroleum in the world and has one of the fastest growing telecommunications market in the world.

A Self-Reliant Nation.

Nigeria's vision 20:2020 document is an economic transformation blue print (Roadmap) that is expected to launch Nigeria into the league of the 20 most developed economies of the world by year 2020 and be self-reliant. Notably, it is the biggest economy in the West Africa sub-region. The Vision hopes to achieve this by providing efficient and adequate social services and infrastructure, thereby creating an enabling environment for private sector led growth. An important thrust of Nigeria's National Education Policy is that of Education for Self-Reliance.

To attain this overarching goal of reaching the top 20 economies by year 2020, and be self-reliant, the country will need to enhance her economic development performance as illustrated below:

- Polity: By 2020 the country will be peaceful, harmonious and a stable democracy
- Macro-Economy A sound, stable and globally competitive economy with a GDP of not less than 900 Billion USD and a per capita income of not less than 4,000 USD/annum

TEACHING FRENCH VOCABULARY TO JUNIOR SECONDARY SCHOOL STUDENTS IN NIGERIA

OLURANTI, OGUNBIYI (Ph.D)

Department of Curriculum Studies.

Lagos State University, Ojo

Introduction

The French Language is an instrument of communication between Nigeria and her Francophone neighbours in order to achieve a good political, Economic and Cultural Intra African relations. It has been introduced into the school curriculum as a matter of necessity. This becomes necessary because Nigeria is a member of many international organizations including: UNESCO, UNICEF, and OAU whose official Language include French and English.

In May 1965 there was an education conference held at Addis Ababa. It focused on the development of Education in African states. In order to improve Education in Africa, Africans should be able to communicate effectively with one another. At the conference it was decided that the French Language should be introduced into the school curriculum in Anglophone countries and the English Language be introduced into the school curriculum in Francophone countries.

The Nigeria Education Research Council sponsored the National Secondary Education Curriculum Workshop in 1973. The curriculum attempted to be more specific in its determination of the objectives of the learning and teaching of French. It made a very important distinction between French for General Purpose and French for specific purpose. It rightly recommended the former for the Junior Secondary School [as well as for "academic" Senior Secondary Classes] and the latter [into two versions] for students of commerce and science. It also attempted to break down the content from year to year.

In stating the aims of the course, the French panel pointed out that: "The main contribution of French language to the Secondary School Curriculum in Nigeria is to serve as a window into the international World and to encourage contacts on a social, intellectual and economic basis with the neighbouring Francophone Countries". It will thus assist both the individual development of the pupil as well as his relations to a wider society.

To achieve these aims Obayan [1983] in his paper titled "Towards a Curriculum Review for junior secondary school French in Nigeria" stated that in order to ensure that the Nigerian child became more interested in French it would be necessary to relate the objectives of French Language teaching and learning, especially in the early years, to his everybody interests. It would also be necessary, he observed to subjugate phonology, grammar and vocabulary under language activities closely related to the teaching in the first three years of Nigerian secondary school should aim at:

Arousing and sustaining the learner's interest in the study of the Language.

Equipping the learner with the threshold level, ability necessary for further informal and formal study of the Language.

Helping the learner to acquire the Language for use in everyday life situations (i.e. in social, economic and intellectual activities) in speech, reading and writing.

Helping to broaden the outlook of the learner within a second Language situation (French).

Major Foreign Language Teaching Methods

A method reflects certain basic objectives and processes which are determined by the language task to be accomplished and the level of skill focused on.

Basically four methods in foreign Language teaching will be discussed in this paper viz:

Traditional method

The direct method

The audio-lingual method

The audio-visual method

Traditional Method

This method emphasizes absolute mastery of the grammar and vocabulary of a foreign language.

The procedures are:

- [i] Extensive translation exercises from and into French or the given native and foreign language.
- [ii] Extensive use of the learner's mother tongue in teaching the foreign language.

The traditional method plays a very important role in the learning and teaching of vocabulary.

The Direct Method

The direct method tries to bridge the gap between the grammar-translation approach and the more logical principle of oracy and spoken everyday language. Instead of translation from the mother tongue to the target language we have total immersion learning through the use of only the target language in the classroom. Grammatical rules are integrated and learners are left to discover the rules progressively. Emphasis is laid on the acquisition of good pronunciation through reading exercises. The direct method encourages the learner to think in the target language and translation is not allowed.

In the junior classes the use of pictures, charts and demonstrations are encouraged.

Jean Piaget's theory of cognitive development is the most influential and elaborate attempt to describe the development of rational thought processes in children. According to him at the pre-operational stage (2-7 years) children are able to form mental pictures of images and objects. They are able to make use of symbols and language.

Audio-Lingual Method

The audio-lingual method encourages the use of dialogue in language learning good linguistic habit could be acquired through the use of memorization of dialogue, imitation, repetition and extensive drill and practice of basic structures of the language. It lays emphasis on individualized instruction based on the behaviourist principle of "Stimulus and response, operant conditioning and reinforcement with an emphasis on successful error free learning in small well-prepared steps and stages" Examples of Audio-lingual aids are tape recorder and language laboratory.

The Audio-Visual Method

The basic pedagogic steps in the audio-visual approach are those of synchronized [and consecutive] presentation of films and live programmes.

Communication Competence Method

The communication competence method allows the learners to speak in the target language through the use of varied activities and different creative exercise. The uses of various activities encourage the learners to speak in the target language. This helps them to construct their own sentence.

This method stresses communication as the goal of language teaching. Furthermore, communicative competence method lays emphasis on appropriateness of conventional transactional and interactional usage.

The aim is to introduce the lesson. This method is also based on dialogue. In the teaching of dialogue the following steps are followed:-

Presentation

Explication

Repetition

Exploitation

At the first stage, which is the presentation, the lesson- (dialogue) is introduced. The second step is that of explication. The aim of explication is to make students understand every sentence of the lesson- (dialogue). The third step is repetition. Repetition ensures that students first repeat correctly every word in the sentence and use appropriate intonation patterns. Repetition also facilitates easy

memorization. The last step is exploitation. At this stage the dialogue is explored. Questions are asked to facilitate recall.

Teachers should give greater attention to the audio-oral skills [listening and speaking] and to other forms of practical activity [demonstrations, drawings, movements etc] by both teachers and pupils. In teaching vocabulary at the junior secondary level, the teacher should take the students' cultural background into cognizance. There are lots of African Lexical items that the students should know to enable them to express themselves more meaningfully in their cultural background.

At the junior secondary level the principle for selection is based on centers of general interest to the development of communication oral and written in French on relevant common everyday topics and issue. Possible topics range from those directly related to the lives of learners, school, home, family, health, communication, local customs and traditions. For instance, a topic on school [l'école] can be taught as follows:

L'école

A topic like L'école provides conceptual and descriptive levels for systematic teaching. What is a school? What does the school look like? What are the things that are associated with the school? What type of people do you find in the school?

This topic "L'école" cannot be taught effectively in one lesson or in one week. A general to specific approach should be used to enhance easy understanding of the subject matter. All the questions above should be answered. This will widen the students' vocabulary on the topic. From the topics "L'école" the following vocabularies can be learnt: Building, Classroom, Teachers, Students, Headmistress, Headmaster, Games master, Library, Books and Chalkboard etc. in teaching L'école the teaching should make sure that the students understand every vocabulary that is being taught because some of the words learnt would still be useful in learning "La maison"

All the lexical items [Concrete & Abstract] should be listed by the teacher. Their respective definite or indefinite articles [Le, La, Les, de, du, de, la, des etc] should also be included.

In addition, an exhaustive inventory of grammatical and syntactic items should be provided since the lexical items list would be meaningless in them unless used in good and interesting French sentences.

The teacher should always prepare the students for active participation in the classroom by setting them a vocabulary hunt of items based on a guided search of bilingual pocket dictionaries. Each student first prepares a list of French words for objects that are found in the school. Then essential verbs phrases, adjectives, common nouns etc are identified.

General Classroom Instruction Guidelines

1. La Presentation

The teacher introduces the topic globally to the students. The teacher must have had a good insight into pupil's level of preparedness through the vocabulary hunt assignment given to the students during the preparation phase of his lessons. The text should be medium length to one page. The teacher reads the text slowly to the students.

L'Explication

Step 1:

The sentences are explained one after the other, to ensure that the full meaning of the text is understood by the pupils. All the new words are explained with their correct pronunciation. This phase may take more than lessons to accomplish since the process is essentially a systematic and progressive one.

Step 2:

Vocabulary item inventory [Chalkboard work]

Students give a chalkboard inventory of things that can be found in the school "L'école".
Examples:- Le professeur, Les élèves, la table, le tableau noir, la craie, le stylo, le crayon, les livres, les cahiers, les chaises, les fenêtres, les portes, la mur, les fleurs etc. the vocabulary can be grouped under the following headings :

| Classroom Materials | Materials | | |
|---------------------|-------------|---------------|------------|
| Le tableau noir | La Craie | Le Directeur | Les fleurs |
| La table | Le Stylo | La directrice | |
| La fenetre | Le Crayon | Le Professeur | |
| La porte | Le livre | Les élèves | |
| La mur | Les Cahiers | | |
| L'électricité | | | |

This list will add to the students' vocabulary hunt, which should have been prepared before now. All the vocabulary [words] written on the chalkboard will be based on the prepared text and teacher-constructed dialogues.

The dialogue will provide a stimulating medium for the students to use words readily both inside and outside the classroom, in everyday situations.

Step 3:

The students are made to repeat the sentences after the teacher. The sentences are broken into parts and every part should be explained to the students carefully and patiently. Memorization is very important at his stage.

L'exploitation

Before this stage the text or dialogue should have been mastered. Once this is done, the teacher can now consider some exercises that will serve to explore the teaching of vocabulary. The original text or dialogue and vocabulary items inventory remain the basis for this exploration phase. For the stage to be very successful the following steps have to be considered.

1. Integration of Relational/Functional items
2. Dialogue/Role Play
3. La Transposition

Integration of Relational/Functional Items

If we look at some items from the vocabulary inventory list provided, we will see that they required other functional items like articles [definite, indefinite], verbs, adverbs, prepositions etc in order to be able to achieve.

- (a) Introduction of new structures and prepare for manipulation
- (b) Constructing meaningful and correct French sentences.
- (c) Writing guided and free Oral and Written Composition and Transportation exercises.
- (d) Transportation exercises.

The integration of relational and functional vocabulary items are as follows:

Take a typical text that integrates "L'ECOLE" in sentences like this: *Dans L'ecole nous avons le directeur, les professeurs et les eleves.*

During this exploration stage, the teacher provides all the necessary functional, syntactic and grammatical items that the students need to use with the given word.

Examples with "Professeur" and "L'eleve"s

- A] "Professeur" would attract the following:
- (a) Article: Le, Un
 - (b) Preposition : a, dans
 - (c) Verb : enseigner, eduquer
- B] L'eleve : Article : Un, L
- Preposition : Dans, a, devant
- Verb : Ecrire, Etre

Step 2 :

Dialogue/Role Play

Dans La Classe

Professeur :- Bonjour la classe

Les etudiants : bonjour le professeur

Professeur :- quelle est la date d'aujourd'hui ?

Biodun : aujourd'hui c'est Vendredi le 25 mars 2002

Professeur : tres bien biodun

Aujourd'hui nous allons, etudier [voir] tous

Les objets qui sont dans la salle de classe

et voir les choses qui se trouvent dans

L'Ecole genralement

Maintenant Olu, qu'est-ce que tu fais la ?

Olu : Monsieur, je regarde [lis] mon livre

Professeur : Bien tu as un livre ?

Olu : Oui, monseur

Professeur : Ade, qui est-ce que tu as dans ta valise ?

Peter : J'ai aussi mes livres, mes cahiers, un stylo, un crayon et une regle.

Professeur : Kunle qu'est-ce que tu fais la ?

Kunle : Je lis mon livre

Professeur : Et qu'est-ce que tu fais avec la table ?

Kunle : J'ecris sur la table

Professeur : Ecoutez bien la classe

Dans la salle de classe nous avons le

Tableau noir, des craies, des livres, des

cahiers, des stylos, des crayons, des regles

et finalement nous avons le Professeur et

des etudiants.

At this stage new knowledge is introduced to the students. After this stage we have the transposition stage.

Step 3:

La Transposition

At the transposition stage the use of dialogue and free conversation among the students is encouraged. This stage consists of both oral and written exercise. The objectives of this stage are tied to the daily experiences of the students. For example the students see the teacher in the classroom everyday.

They should be able to construct simple sentences about what happens within and outside the

classroom everyday. The teacher should ask questions which will encourage them to speak about their experiences and the teacher should listen attentively to the students' conversation and correct them when necessary.

Conclusion

In teaching the French vocabulary, the teacher must have a through knowledge of the French language and culture. He should be able to take into account the structure and function of the language within varying situations and contexts. It is important whenever the need arises [depending on the topic].

The schools should make essential teaching aids available to enhance a good teaching of the French language.

REFERENCES

- Kwofie, E. N. [1985]: French Language Teaching In Africa, Issues in applied linguistics: Lagos University Press.
- Obayan, P. A.I [1981]: General Methods of Teaching; Ibadan, Macmillan
- Prebhu, N.S. [1987]: Second Language Pedagogy: Oxford University Press.
- Rivers, W.C. [1968]: Teaching Foreign LANGUAGE Skills: University of Chicago press.
- Stern, H.H. [1984]: Fundamental Concepts of Language Teaching: Oxford University Press, Oxford.
- Cadorath, J. et al [1984]: "Unplanned classroom language and Teacher Training". In ELT Journal 52/3 [July] 188-96.
- Sidwelt, D. [1993]: "A Toolkit for Talking: Strategies for Independent communication. Network 1: Teaching Languages to Adults" Centre for Information on Language Teaching and Research, London.
- Trudell, B [2009]: "Local Language Literacy and Sustainable Journal in Africa". International Journal of Education Research 29 (1).
- Obayan, P. A.I [2002]: Achieving Universal Basic Education (UBE) in Nigeria: Strategies for improved Funding and Cost Effectiveness. www.medwelljournals.com

THE PLACE OF THE SPECIAL CHILD IN MAINSTREAM PHYSICAL EDUCATION PROGRAMME OF GHANA EDUCATION SERVICE IN THE CENTRAL REGION OF GHANA

CHARLES DOMFEH

Department of Health Physical Education and Recreation
University of Cape Coast, Cape Coast, Ghana

&

ROBERT NKRUMAH

Aboom Methodist School, Cape Coast, Ghana

Abstract

This study examined the views and ascertained the place of the special child in the mainstream physical education programme of Ghana Education Service in the Central Region of Ghana. The research design for the study was the descriptive survey. Nine (9) schools involving seven special schools and two regular schools in the region were used for the study. In all ninety (90) respondents were sampled for the study. The main instrument used for the study was Questionnaires. Chi-square was adopted to analyse at 0.05 level of significance. Findings revealed that mainstream physical education programme requires specially trained teachers for a successful implementation without which special needs children would not get the needed benefits they deserve. It was also reported that facilities and equipment used by the special needs children are very expensive and they are not available in schools as compared to those facilities used by the regular children who are often available. The recommendations were that funds must be made available by the Ministry of Education and for that matter Ghana Education Service to fund disability sports since disability sport is very expensive. There should be continuous pre-service and in-service training for teachers focusing on appreciation for human diversity that enables all teachers to work effectively with students who may have disabilities as well as helping teachers to plan and operate in ways that could maximize students' engagement in physical education.

Introduction

The education of children with disabilities or the special education needs (SEN) children is relatively new in Ghana. However, the concept of special needs education is an old one because issues relating