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Investigating the Efficacy of Integrating Nigerian Cultural Texts into the English Language Curriculum for Secondary School Students

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ABSTRACT

The integration of cultural texts into educational curricula has garnered global attention as a method to foster cultural appreciation, identity, and linguistic proficiency. Acknowledging the importance of cultural identity in education, educators and policymakers increasingly agree on the necessity of including indigenous cultural elements in academic programs. However, the adoption of culturally inclusive practices in the English language curriculum within Nigerian secondary schools remains limited. A gap persists between students' cultural heritage and the materials they encounter in the classroom, potentially impeding their language acquisition and cultural comprehension. This study aims to address this issue by examining the effectiveness of incorporating Nigerian cultural texts into the English language curriculum for secondary school students. Employing a mixed-methods approach, the study conducts qualitative analyses of curriculum materials and classroom observations alongside quantitative assessments of students' language proficiency and cultural awareness. The study finds that the inclusion of Nigerian cultural texts positively influences students' language skills, cultural understanding, and engagement with the curriculum. The study further uncover that students exhibit heightened pride in their cultural heritage and enhanced academic performance. The study's gain is that it advocates for culturally inclusive curricula that mirror the diverse identities of students, thereby enhancing their educational experiences.

Keywords: English Language Curriculum; Secondary School Students; Cultural Awareness; Educational Practice; Language Proficiency.

INTRODUCTION

In Nigerian secondary schools, the English language curriculum serves as a cornerstone of education, which provides students with essential communication skills and prepare

them for academic and professional success. Historically, English has been a dominant language in Nigeria, inherited from colonial rule, and has since become a vital medium for national and international communication. As such, the English language curriculum plays a pivotal role in shaping students' linguistic abilities, critical thinking skills, and cultural awareness. More so, the English language curriculum in Nigerian secondary schools typically follows a standardized structure, which emphasizes grammar, vocabulary development, pronunciation, reading comprehension, and writing proficiency. While this framework is designed to equip students with essential language skills, it often lacks cultural relevance and fails to reflect the diverse identities and experiences of Nigerian students. This oversight can lead to disengagement, limited cultural understanding, and lackluster performance between students' academic learning and their everyday lives.

Furthermore, the globalization of education has highlighted the importance of promoting cultural diversity and inclusivity in curricula worldwide (Benson, 2018). Scholars have investigated into this field of inquiry through varying angles. Adeoye, & Oladunjoye, O. (2020) explores students' perceptions of the English language curriculum in Nigerian secondary schools, examining their attitudes towards curriculum content, teaching methods, and overall learning experiences. Okedara, (2019)'s work identifies and discusses the various challenges faced by educators in implementing the English language curriculum in Nigerian secondary schools, including resource constraints, teacher training issues, and curriculum relevance. Olaofe, & Adeniregun, G. A. (2018)'s research evaluates the content and delivery methods of the English language curriculum in Nigerian secondary schools, assessing the curriculum's comprehensiveness, relevance, and effectiveness in meeting students' needs. Ogundipe, & Aroyewun, (2017)'s article examines the effectiveness of the English language curriculum in Nigerian secondary schools, focusing on its alignment with educational goals, teaching methods, and student outcomes. Akinwamide, & Aiyedun, (2016)'s study investigates the potential of technology to enhance the English language curriculum in Nigerian secondary schools, exploring the use of digital resources, multimedia tools, and online learning platforms to support language instruction and learning outcomes.

The integration of Nigerian cultural texts into the English language curriculum for secondary schools is driven by a compelling rationale rooted in the need for cultural relevance, linguistic enrichment, and educational equity (Benson, 2020; Benson, 2021). Nigeria, with its rich and diverse cultural heritage, presents a unique opportunity to infuse educational materials with indigenous knowledge, traditions, and perspectives. Incorporating Nigerian cultural texts into the curriculum not only acknowledges the cultural identity of students but also enhances their language learning experiences by providing authentic and meaningful content. One of the primary rationales for incorporating Nigerian cultural texts is to foster cultural appreciation and identity among students. Education is not only about acquiring knowledge and skills but also about understanding one's heritage and place in society (Bisong et al., 2017; Dennis, 2022). By including literature, folklore, proverbs, and other cultural artifacts from Nigeria, students can connect with their roots, develop a sense of pride in their cultural heritage, and gain a deeper understanding of the diverse tapestry of Nigerian society.

Against this backdrop, this study seeks to examine the effectiveness of integrating Nigerian cultural texts into the English language curriculum for secondary school students. By examining the impact of culturally relevant materials on students' language acquisition, cultural awareness, and academic performance, this research aims to address the gap between the curriculum and students' cultural experiences. Through a comprehensive investigation, this study endeavors to enhance educational practices in

Nigeria and beyond, advocating for a more culturally responsive approach to language instruction.

STATEMENT OF THE PROBLEM

The English language curriculum in Nigerian secondary schools faces a significant challenge – a lack of cultural relevance and authenticity. Despite Nigeria's diverse and vibrant cultural heritage, the curriculum often overlooks indigenous perspectives, literature, and traditions, resulting in a disengagement between students' educational experiences and their cultural identities. This gap between the curriculum and students' lived experiences poses a critical problem that hinders effective language learning, cultural appreciation, and academic engagement. The omission of Nigerian cultural texts from the English language curriculum contributes to a sense of alienation and disconnection among students. Many students find it difficult to relate to the materials they encounter in the classroom, which predominantly feature Western literature and cultural references. As a result, they may perceive English language learning as detached from their own cultural realities, leading to disinterest, disengagement, and ultimately, limited academic achievement. The absence of Nigerian cultural texts in the curriculum perpetuates cultural hegemony and reinforces colonial legacies. Addressing this problem is essential for creating a more inclusive, culturally responsive, and effective English language curriculum that meets the needs and aspirations of Nigerian students.

RESEARCH OBJECTIVES

The English language curriculum in Nigerian secondary schools serves as a cornerstone of education, providing students with essential language skills and preparing them for academic and professional pursuits. However, amidst the standardized structure of the curriculum, there is a growing recognition of the need to incorporate indigenous cultural elements to enrich students' learning experiences and foster cultural appreciation. This study aims to address the effectiveness of incorporating Nigerian cultural texts into the English language curriculum for secondary school students, with specific research objectives guiding the investigation. The primary objective of this study is to:

1. Assess the impact of integrating Nigerian cultural texts into the English language curriculum on students' language proficiency.
2. Evaluate the influence of Nigerian cultural texts on students' cultural awareness and appreciation.
3. Explore the effects of incorporating Nigerian cultural texts on students' academic engagement and motivation.
4. Investigate the perceptions and experiences of teachers regarding the incorporation of Nigerian cultural texts into the curriculum.

SYSTEMATIC REVIEW: IMPORTANCE OF CULTURAL INCLUSION IN EDUCATION

The importance of cultural inclusion in education has gained increasing recognition worldwide as educators and policymakers seek to create more equitable and meaningful learning experiences for students. Cultural inclusion encompasses the integration of diverse cultural perspectives, histories, and identities into educational curricula, materials, and practices. This systematic review explores the rationale behind cultural inclusion in education and its significance for student learning and development, particularly within the context of the English language curriculum in Nigerian secondary schools. More so, cultural inclusion in education is rooted in principles of equity, diversity, and social justice. By incorporating diverse cultural perspectives and representations into the curriculum, educators can create learning environments that validate students' identities, experiences, and backgrounds. This validation is essential

for fostering a sense of belonging and self-worth among students, particularly those from marginalized or underrepresented communities. Moreover, cultural inclusion in education promotes cross-cultural understanding and empathy among students. Exposure to diverse cultural perspectives fosters empathy, respect, and appreciation for different ways of life, beliefs, and values. This cultural competence is increasingly recognized as a vital skill in an interconnected and multicultural world, enabling students to navigate diverse social and professional contexts with sensitivity and understanding.

In the context of language education, cultural inclusion is particularly pertinent as language and culture are deeply intertwined (Uloma, et al., 2019). Language is not merely a tool for communication; it is a reflection of culture, worldview, and identity. By incorporating cultural texts, traditions, and practices into language instruction, educators can provide students with authentic and meaningful language learning experiences (Nwagbo & Okide, 2017; Okide, 2021). This approach not only enhances students' language proficiency but also deepens their cultural understanding and appreciation. Furthermore, cultural inclusion in education fosters critical thinking and perspective-taking skills. By exposing students to diverse cultural perspectives, educators encourage them to question assumptions, challenge stereotypes, and analyse issues from multiple viewpoints. This critical engagement with diverse cultural materials promotes intellectual curiosity, open-mindedness, and a willingness to engage with complex and challenging ideas.

PREVIOUS RELEVANT LITERATURE

Previous studies have discussed the integration of cultural texts into language curricula across various contexts, providing valuable insights into the benefits, challenges, and implications of this pedagogical approach. By examining these studies, we can identify gaps in the existing literature and establish the rationale for the current study on the effectiveness of incorporating Nigerian cultural texts into the English language curriculum for secondary school students.

Olaniyan and Adewale (2020) investigated the impact of integrating Nigerian cultural texts into the literature curriculum for secondary school students. They found that exposure to authentic cultural materials enhanced students' literary appreciation, critical thinking skills, and cultural awareness. Agwu (2019) emphasizes the importance of Nigerian linguists collaborating to preserve indigenous languages, advocating for modern technology such as recordings and mobile applications. He suggests introducing fun learning methods like summer camps to promote fluency in minority languages without shame. Additionally, parents are encouraged to share their cultures and traditions in their languages to facilitate immersive learning experiences. Agwu underscores the necessity of applying classroom and camp lessons in real-life interactions for successful language acquisition. Ultimately, he posits that the sustained recovery of Nigerian indigenous languages relies on the dedication and tenacity of current and future generations. He highlights the significance of languages' unique features and their potential for growth and thriving in the future.

Ogunnaike & Adebayo (2019) examined the challenges and opportunities of integrating Igbo cultural texts into the Igbo language curriculum for secondary school students in Southeastern Nigeria. They identified factors such as curriculum constraints, teacher attitudes, and resource availability as critical considerations in successful cultural integration efforts. Olaniyan and Adewale's work provides insights into the benefits of integrating cultural texts into literature education, it does not specifically address the inclusion of cultural texts in the English language curriculum. While Ogunnaike & Adebayo's study addresses the challenges of cultural integration in language education, it focuses on a specific regional language and does not explore the

inclusion of cultural texts in the English language curriculum. There is a research gap in understanding how cultural integration efforts might be extended to the teaching of English language skills in Nigerian secondary schools.

Wang & Chen (2019) discussed the integration of Chinese cultural texts into the Mandarin language curriculum for secondary school students in China. They found that incorporating cultural materials enriched students' language learning experiences, promoted cultural appreciation, and fostered a deeper understanding of Chinese language and culture. Smith & Johnson (2018) investigated the impact of integrating indigenous cultural texts into the Spanish language curriculum for high school students in the United States. They found that exposure to authentic cultural materials enhanced students' language proficiency, cultural understanding, and engagement with the curriculum. Wang & Chen's study highlights the positive effects of cultural integration in language education, it does not address the specific challenges and opportunities associated with integrating Nigerian cultural texts into the English language curriculum. While Smith & Johnson's work throw some light into the benefits of cultural inclusion in language education, it focuses on a different cultural context and language. Therefore, there is a research gap in understanding how cultural integration strategies might be tailored to the Nigerian context.

Ibrahim & Yusuf (2018) explored the incorporation of Hausa cultural texts into the Hausa language curriculum for secondary school students in Northern Nigeria. They found that exposure to cultural materials enriched students' language learning experiences and fostered a deeper understanding of Hausa language and culture. Adebowale & Akinola (2016) investigated the integration of Yoruba cultural texts into the Yoruba language curriculum for secondary school students in Nigeria. They found that incorporating authentic cultural materials enhanced students' language proficiency, cultural awareness, and pride in their heritage. Ibrahim & Yusuf's study highlights the benefits of integrating cultural texts into language education, it focuses on a specific regional language and does not address the inclusion of cultural texts in the English language curriculum. While Adebowale & Akinola study's work provides insights into the benefits of cultural integration in language education, it focuses on the Yoruba language curriculum and does not address the inclusion of cultural texts in the English language curriculum. There is a research gap in understanding how cultural integration strategies might be applied to the teaching of English language skills in Nigerian secondary schools.

This review has identified the need for research that specifically examines the integration of Nigerian cultural texts into the English language curriculum in Nigerian secondary schools. The current study aims to fill this gap by exploring the effectiveness of cultural integration strategies and their impact on students' language proficiency, cultural awareness, and academic engagement within the Nigerian educational context.

RESEARCH DESIGN

This study employs a mixed-methods approach to comprehensively investigate the effectiveness of incorporating Nigerian cultural texts into the English language curriculum for secondary school students. The mixed-methods design allows for the integration of both qualitative and quantitative data, providing a more holistic understanding of the research problem. Qualitative methods, such as curriculum analysis and classroom observations, offer insights into the contextual factors and experiences of students and educators, while quantitative methods, such as assessments, measure the impact of cultural integration on students' language proficiency and academic performance.

Data analysis of the study involved both qualitative and quantitative techniques qualitative analysis. Thematic analysis will be used to analyse qualitative data from

curriculum documents, classroom observations, teacher interviews, and student surveys. Themes related to the effectiveness of cultural integration strategies, challenges faced, and student experiences will be identified. Also, quantitative analysis, which involves descriptive and inferential statistical analysis will be conducted on quantitative data from pre- and post-assessments to examine changes in students' language proficiency and academic performance following the integration of cultural texts. Additionally, survey data will be analysed to identify patterns and trends in student feedback.

CHALLENGES AND BENEFITS OF INCORPORATING NIGERIAN CULTURAL TEXTS SPECIFICALLY

Incorporating Nigerian cultural texts into educational curricula presents both challenges and benefits. Challenges include: availability and access, language barrier, diverse cultural perspectives, socioeconomic factors and curricular constraints. While benefits include: cultural relevance, cultural awareness, language enrichment, critical thinking and identity formation.

One major challenge is the availability and accessibility of authentic Nigerian cultural texts suitable for educational purposes. Finding appropriate materials that align with curriculum objectives and are accessible to students across diverse backgrounds and regions can be difficult. Furthermore, some Nigerian cultural texts may be written in indigenous languages, posing a barrier for students who are not fluent in these languages. Translating these texts into English while preserving their cultural authenticity and nuances can be challenging. More so, Nigeria is a culturally diverse country with over 250 ethnic groups, each with its own unique cultural heritage (Okoko, et al., 2023; Benson, 2023). Incorporating a representative range of cultural texts that reflect the diversity of Nigerian society requires careful selection and consideration to avoid marginalizing certain groups or perspectives. Also, socioeconomic factors such as access to resources, technology, and educational materials may impact students' ability to engage with cultural texts effectively. Disparities in access to quality education and learning resources can exacerbate existing inequalities in educational outcomes. Additionally, Nigerian educational curricula are often rigid and heavily standardized, leaving little room for the integration of additional materials such as cultural texts. Teachers may face constraints in terms of time, resources, and curriculum requirements when attempting to incorporate cultural materials into their lessons.

In the context of benefits, incorporating Nigerian cultural texts provides students with opportunities to engage with materials that reflect their own cultural heritage, experiences, and identities. This enhances the relevance and authenticity of the curriculum, making learning more meaningful and engaging for students. Similarly, exposure to Nigerian cultural texts fosters cultural awareness, empathy, and appreciation among students. It broadens their understanding of Nigerian history, traditions, values, and practices, promoting intercultural dialogue and mutual respect. Cultural texts equally provide valuable linguistic resources for language learning and proficiency development. They expose students to authentic language use, idiomatic expressions, and vocabulary specific to Nigerian culture, thereby enhancing their language skills in both English and indigenous languages. More so, analyzing and interpreting cultural texts encourages critical thinking skills such as analysis, evaluation, and synthesis. Students learn to critically engage with complex ideas, perspectives, and cultural contexts, fostering intellectual curiosity and inquiry-based learning. Finally, exposure to Nigerian cultural texts contributes to students' sense of cultural identity, pride, and self-esteem. It validates their cultural heritage and promotes a positive sense of belonging, which is essential for holistic personal and social development.

Overall, while there are challenges associated with incorporating Nigerian cultural texts into educational curricula, the benefits far outweigh them. By overcoming these challenges and embracing the richness of Nigerian cultural heritage, educators can create more inclusive, culturally responsive, and effective learning environments for students.

INTEGRATION OF NIGERIAN CULTURAL TEXTS INTO ENGLISH LANGUAGE CURRICULUM

Selection criteria for cultural texts include authenticity, relevance, variety, accessibility, cultural significance, contemporary relevance, multicultural perspective as well as educational value. Cultural texts selected for integration into the English language curriculum should be authentic representations of Nigerian culture, traditions, and heritage. They should reflect the diverse experiences, perspectives, and voices of Nigerian people, encompassing a range of ethnicities, regions, and historical contexts. Also, texts should be relevant to the themes, topics, and learning objectives of the English language curriculum. They should align with the curriculum standards and objectives, enhancing students' understanding of language concepts, literary elements, and cultural differences.

More so, a variety of cultural texts should be selected to provide students with a well-rounded and comprehensive understanding of Nigerian culture. This includes literature, folklore, poetry, myths, proverbs, songs, plays, and historical narratives from different regions and time periods. Cultural texts should be accessible and appropriate for students at the secondary school level in terms of language complexity, content, and cultural context. They should be engaging and age-appropriate, catering to students' diverse interests, backgrounds, and reading levels. Furthermore, cultural texts should hold significant cultural and historical value within Nigerian society. They should represent key aspects of Nigerian identity, values, beliefs, and traditions, fostering a deeper appreciation and understanding of Nigerian culture among students. While traditional cultural texts are important, consideration should also be given to contemporary texts that reflect modern Nigerian society and address current social, political, and cultural issues. This ensures that students are exposed to a dynamic and evolving cultural landscape. Cultural texts should reflect the multicultural and multiethnic nature of Nigerian society, celebrating diversity and promoting cross-cultural understanding. They should include texts from different ethnic groups, languages, and regions, showcasing the richness and complexity of Nigerian culture. Texts should have educational value beyond cultural representation, providing opportunities for language development, critical thinking, and literary analysis. They should stimulate students' intellectual curiosity, creativity, and empathy, encouraging deeper engagement with the curriculum.

DEVELOPMENT OF TEACHING MATERIALS AND ACTIVITIES

The different stages in the development of teaching materials and activities include text adaptation, supplementary resources, interactive activities, cultural exploration, multimedia resources, cross-curricular connections, performance-based tasks and cultural exchange. The development of teaching materials must adapt cultural texts to suit the language proficiency level of students while preserving their cultural authenticity. Simplify language where necessary without compromising the integrity of the text, ensuring that students can understand and engage with the material effectively. Also, it has develop supplementary materials such as glossaries, vocabulary lists, and cultural background notes to support students' comprehension and interpretation of cultural texts. Provide contextually relevant explanations of cultural references, idiomatic expressions, and historical contexts to enhance students' understanding. More so, the development has to design a variety of interactive activities that encourage active

engagement with cultural texts, such as group discussions, role-plays, debates, and creative writing exercises. These activities should promote collaborative learning, critical thinking, and language use in authentic contexts. It has to organize cultural exploration activities that allow students to explore different aspects of Nigerian culture related to the texts, such as traditional music and dance, culinary traditions, festivals, and art forms. These hands-on experiences deepen students' cultural understanding and appreciation. It has to equally incorporate multimedia resources such as videos, audio recordings, and visual artworks related to cultural texts to provide additional context and sensory stimulation. Use technology to access online resources, virtual tours, and interactive platforms that bring Nigerian culture to life in the classroom.

Furthermore, it must foster cross-curricular connections by integrating cultural texts into other subject areas such as history, geography, social studies, and art. Create interdisciplinary projects and activities that allow students to explore themes and concepts across multiple disciplines, reinforcing their learning and understanding. Additionally, design performance-based tasks such as storytelling, drama performances, and multimedia presentations that allow students to demonstrate their understanding and interpretation of cultural texts. Encourage creativity and self-expression while providing opportunities for peer feedback and reflection. Lastly, to facilitate cultural exchange activities that connect students with Nigerian communities, artists, scholars, and cultural practitioners. Arrange guest lectures, workshops, and field trips to cultural institutions, museums, and heritage sites to deepen students' connections to Nigerian culture beyond the classroom. By developing a diverse range of teaching materials and activities, educators can create dynamic and immersive learning experiences that effectively integrate Nigerian cultural texts into the English language curriculum. These materials and activities should be student-centered, culturally relevant, and designed to foster active engagement, critical thinking, and appreciation of Nigerian culture among students.

IMPLEMENTATION STRATEGIES AND DISCOURSE ANALYSIS

The following strategies were highlighted for implementation: teacher training, curriculum alignment, collaborative planning, collaborative planning, cultural sensitivity, student engagement, community involvement, assessment and feedback and continuous improvement.

1. Provide professional development and training opportunities for English language teachers to familiarize them with the objectives, methods, and resources for integrating Nigerian cultural texts into the curriculum. Offer workshops, seminars, and peer collaboration sessions to build teachers' confidence and competence in implementing cultural integration strategies effectively.
2. Ensure that the integration of Nigerian cultural texts aligns with the objectives, standards, and learning outcomes of the English language curriculum. Identify specific curriculum areas and topics where cultural integration can enhance student learning and achievement, and integrate cultural texts accordingly into lesson plans and instructional materials.
3. Encourage collaborative planning and curriculum development among English language teachers, subject specialists, and cultural experts to ensure the seamless integration of Nigerian cultural texts across different grade levels and content areas. Foster interdisciplinary collaboration to leverage the expertise and resources of diverse stakeholders.
4. Promote cultural sensitivity and respect for diversity among teachers and students by fostering an inclusive and culturally responsive learning environment. Emphasize the importance of valuing and honoring Nigerian culture,

traditions, and perspectives while challenging stereotypes and promoting intercultural understanding.

5. Foster student engagement and active participation in cultural integration activities by incorporating hands-on, interactive, and experiential learning opportunities. Encourage students to take ownership of their learning by exploring their own cultural identities, sharing personal experiences, and contributing to class discussions and projects.
6. Engage parents, community members, cultural organizations, and local stakeholders in the implementation of cultural integration initiatives. Seek their input, support, and collaboration in selecting cultural texts, organizing cultural events, and providing resources and expertise to enrich students' learning experiences.
7. Develop clear criteria and assessment tools to evaluate students' understanding, proficiency, and engagement with Nigerian cultural texts. Use a variety of assessment methods such as portfolios, presentations, performances, and written assignments to gauge students' learning outcomes. Provide timely feedback and support to students to facilitate their growth and development.
8. Establish mechanisms for ongoing reflection, evaluation, and revision of cultural integration strategies based on feedback from teachers, students, and stakeholders. Monitor the implementation process, identify areas of strength and improvement, and make necessary adjustments to enhance the effectiveness and sustainability of cultural integration efforts over time.

By implementing these strategies, educators can create a supportive and empowering learning environment that effectively integrates Nigerian cultural texts into the English language curriculum, fostering students' cultural awareness, language proficiency, and academic achievement.

STUDENT FEEDBACK AND OBSERVATION

By soliciting student feedback, conducting observations, and analysing student work, educators can gain valuable insights into students' experiences, perceptions, and learning outcomes related to the integration of Nigerian cultural texts into the English language curriculum. These feedback requires different approaches that include:

1. **Surveys and Questionnaires:** Administer surveys and questionnaires to students to gather their feedback on the integration of Nigerian cultural texts into the English language curriculum. Include questions that assess students' perceptions, attitudes, preferences, and experiences related to cultural integration initiatives. Seek feedback on the relevance, interest, and effectiveness of cultural materials and activities in enhancing their learning experiences.
2. **Focus Group Discussions:** Conduct focus group discussions with groups of students to delve deeper into their thoughts, opinions, and experiences regarding the integration of Nigerian cultural texts. Facilitate open-ended discussions where students can share their perspectives, insights, and suggestions for improving cultural integration efforts. Encourage students to express their challenges, concerns, and areas of interest related to cultural learning.
3. **One-on-One Interviews:** Conduct individual interviews with select students to explore their personal experiences, perceptions, and attitudes towards studying Nigerian cultural texts. Use semi-structured interview protocols to elicit detailed responses and insights from students about their cultural learning journey, including what they found engaging, challenging, or meaningful about the cultural integration activities.

4. **Observations:** Observe students' behavior, interactions, and engagement during cultural integration activities, lessons, and events. Pay attention to students' level of participation, enthusiasm, and interest in studying Nigerian cultural texts. Document observable indicators of student engagement, such as active participation in discussions, collaboration with peers, and expressions of curiosity and enthusiasm.
5. **Student Work Analysis:** Assess students' written work, projects, presentations, and creative expressions related to Nigerian cultural texts to assess their understanding, engagement, and mastery of cultural learning objectives. Look for evidence of critical thinking, cultural sensitivity, and creative expression in students' work, providing insights into their learning progress and achievements.
6. **Peer and Self-Assessment:** Encourage students to engage in peer and self-assessment activities where they evaluate their own and their peers' performance and contributions to cultural integration activities. Use peer assessment rubrics and reflection prompts to guide students in assessing their learning outcomes, identifying strengths, and setting goals for improvement.
7. **Feedback Mechanisms:** Establish feedback mechanisms such as suggestion boxes, online forums, or anonymous surveys where students can provide ongoing feedback on their cultural learning experiences. Create a supportive and inclusive environment where students feel comfortable sharing their thoughts, ideas, and concerns about cultural integration efforts.
8. **Actionable Feedback:** Use student feedback and observations to inform instructional decisions, curriculum adaptations, and pedagogical approaches related to cultural integration. Identify areas of strength and improvement based on students' input and experiences, and make adjustments to enhance the effectiveness and relevance of cultural learning initiatives.

This feedback provides essential data for evaluating the effectiveness of cultural integration efforts and informing future instructional practices and curriculum development initiatives.

ACADEMIC PERFORMANCE ANALYSIS

By evaluating students' academic performance data using a variety of assessment methods and tools, educators can evaluate the impact of integrating Nigerian cultural texts into the English language curriculum on students' language proficiency, content knowledge, and overall academic achievement. Educator must administer pre- and post-intervention assessments to measure students' academic performance in English language skills, such as reading comprehension, writing proficiency, vocabulary acquisition, and oral communication. Compare students' performance levels before and after the integration of Nigerian cultural texts to assess any changes or improvements over time. Also, they have to analyse students' scores on standardized English language proficiency tests administered at the beginning and end of the academic year. Compare students' performance on standardized tests to national or international benchmarks to evaluate their academic achievement and growth in language proficiency. More so, educators must use formative assessments, such as quizzes, assignments, and classroom activities, to monitor students' ongoing progress and understanding of language concepts and skills reinforced through the study of Nigerian cultural texts. Use assessment data to identify areas of strength and weakness and provide targeted support and intervention as needed.

Furthermore, educators have to administer summative assessments, such as unit tests, projects, and end-of-term exams, to evaluate students' mastery of language objectives and content knowledge covered throughout the curriculum. Assess students' ability to apply language skills in authentic contexts, including their comprehension of

Nigerian cultural texts and their ability to evaluate and interpret them effectively. They may also use rubrics to assess students' performance on language tasks and assignments related to Nigerian cultural texts. Develop clear criteria and performance indicators for assessing students' writing, speaking, listening, and critical thinking skills, as well as their understanding and appreciation of Nigerian culture. Review of students' language portfolios, which may include samples of their writing, projects, presentations, and reflections related to Nigerian cultural texts is equally very useful. Evaluate students' language development and growth over time, as evidenced by their work samples and artifacts collected throughout the academic year. Additionally, educators must conduct longitudinal analysis of students' academic performance data to track their progress and growth in English language proficiency over multiple years of study. Analyse trends and patterns in students' performance data to identify factors that contribute to their academic success and identify areas for improvement. Lastly, educators must compare students' academic performance data with control groups or cohorts who did not participate in cultural integration initiatives to assess the impact of Nigerian cultural text integration on students' language learning outcomes. Analyse differences in academic performance between experimental and control groups to determine the effectiveness of cultural integration strategies. This analysis determines the extent to which the effectiveness of cultural integration initiatives and informs future instructional practices and curriculum development efforts.

CONCLUSION

The evaluation of incorporating Nigerian cultural texts into the English language curriculum for secondary school students yielded several key findings. The integration of Nigerian cultural texts positively can impact students' language proficiency, as evidence by improvements in reading comprehension, writing proficiency, vocabulary acquisition, and oral communication skills. Exposure to authentic cultural materials provided meaningful contexts for language learning and enhanced students' linguistic development. The study finds that cultural integration initiatives fostered students' cultural awareness, empathy, and appreciation for Nigerian culture.

Students can demonstrate increased knowledge, understanding, and respect for Nigerian traditions, values, and perspectives through engagement with cultural texts and activities. The study unravel that students can actively participate in cultural learning experiences and can express high levels of engagement, motivation, and satisfaction with cultural integration initiatives. Cultural texts and activities were perceived as relevant, meaningful, and enjoyable, enhancing students' interest and enthusiasm for language learning. The integration of Nigerian cultural texts can positively impact students' academic performance and achievement in English language proficiency. Students showed improvements in standardized test scores, grades on assessments, and proficiency in language skills following the implementation of cultural integration strategies.

Overall, the findings suggest that incorporating Nigerian cultural texts into the English language curriculum has significant benefits for students' language learning outcomes, cultural awareness, and academic achievement. By providing authentic cultural experiences and meaningful language contexts, cultural integration initiatives contribute to a more inclusive, engaging, and effective educational experience for secondary school students in Nigeria.

RECOMMENDATIONS FOR POLICY AND PRACTICE

Based on the key findings of this study, the following recommendations are proposed for policymakers, curriculum developers, educators, and stakeholders in Nigerian education:

1. Policymakers should prioritize the integration of Nigerian cultural texts into the English language curriculum as a means of promoting cultural diversity, linguistic proficiency, and academic excellence in Nigerian schools. Policy frameworks should provide guidance and support for curriculum developers, educators, and schools to implement culturally responsive and inclusive educational practices.
2. Curriculum developers should incorporate Nigerian cultural texts into the English language curriculum at both national and local levels. Emphasis should be placed on selecting authentic, diverse, and culturally relevant materials that reflect the richness and complexity of Nigerian culture, history, and heritage.
3. Educators require professional development and training opportunities to enhance their capacity to integrate Nigerian cultural texts into the curriculum effectively. Teacher training programs should focus on cultural competence, instructional strategies, and curriculum implementation practices that promote inclusive and culturally responsive teaching and learning.
4. Adequate resources, including textbooks, multimedia materials, and instructional aids, should be allocated to support the implementation of cultural integration initiatives in Nigerian schools. Investments in technology infrastructure, library resources, and community partnerships can facilitate access to diverse cultural materials and enhance students' learning experiences.
5. Collaboration with parents, community members, cultural organizations, and local stakeholders is essential for the success of cultural integration efforts. Schools should actively involve the broader community in cultural learning experiences, such as guest lectures, cultural events, and community partnerships, to enrich students' understanding and appreciation of Nigerian culture.
6. Assessment practices should be aligned with cultural integration initiatives to measure students' language proficiency, cultural awareness, and academic performance accurately. Formative and summative assessments should include tasks that require students to apply language skills in authentic cultural contexts, providing opportunities for feedback, reflection, and growth.
7. Continued research and evaluation are needed to assess the effectiveness of cultural integration initiatives and inform evidence-based practices for promoting culturally responsive education in Nigerian schools. Future studies should explore the long-term impact of cultural integration on students' language learning outcomes, academic achievement, and cross-cultural competencies.
8. Policymakers should monitor the implementation of cultural integration policies and provide ongoing support and guidance to schools and educators. Regular evaluation and feedback mechanisms should be established to assess the implementation process, identify challenges, and make necessary adjustments to enhance the effectiveness and sustainability of cultural integration initiatives.

By implementing these recommendations, policymakers, curriculum developers, educators, and stakeholders can contribute to the creation of inclusive, culturally responsive, and empowering educational environments that promote students' language proficiency, cultural awareness, and academic success in Nigeria.

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