

**JALINGO JOURNAL OF LINGUISTICS
AND LITERARY STUDIES
(JAJOLLS)**



Volume 8 No. 1, 2024.
ISSN: 2488-9067

**A Publication of the
Department of Languages and Linguistics
Faculty of Arts
Taraba State University, Jalingo**

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Printed in Nigeria by:

MacroNet Consults & Multi-Links Limited

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Jalingo – Nigeria

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EDITORIAL

Every academic environment is sustained by learning through rigorous methods. Research is one and the focal point for assessment. A serious member of the academic community is measured by the quality and number of academic articles.

In spite of the desire to acquire many research reports, this edition has insisted on standards and quality. It is important to note that many articles have been rejected for not meeting our requirements.

The first and most obvious task of our journal is to provide a level playing field for researchers all over the globe in language-related disciplines, which is the vehicle for conveying knowledge. In this edition, twenty-seven (27) articles have undergone academic scrutiny from our blind reviewers.

To our esteemed contributors and readers, thought-provoking articles are expected and we are ready to publish them in the next volume.

**Professor Ali Amadi Alkali,
Editor-in-Chief,
JAJOLLS: Jalingo Journal of Linguistics and Literary Studies,
Department of Languages and Linguistics,
Taraba State University, Jalingo.**

FOR READERS

This volume of JAJOLLS (Jalingo Journal of Linguistics and Literary Studies, Volume 8, Issue 1) adheres to the guidelines of the 7th edition of the American Psychological Association (APA) Publication Manual for editing and formatting the featured papers. Renowned for its clear and user-friendly citation system, the APA manual also provides valuable guidance on selecting appropriate headings, tables, figures, language, tone, and reference styles, resulting in compelling, concise, and refined scholarly presentations. Furthermore, it serves as a comprehensive resource for the Editorial Board, navigating the entire scholarly writing process, from authorship ethics to research reporting and publication best practices.

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The “Jalingo Journal of Linguistics and Literary Studies” (JAJOLLS) is a publication of the Department of Language and Linguistics, Taraba State University, Jalingo, Nigeria. This journal publishes reports in relation to all aspects of linguistics, literary and cultural studies.

Manuscripts Submission

Three hard copies of the article with text, charts, tables, figures, plates or any other original illustration should be sent to the editor-in-chief JAJOLLS, Taraba State University, Jalingo, Taraba State Nigeria. Submission should either be in English, French, Hausa, or Arabic languages. Articles should be typed in double line spacing with a wide margin on each side only on A4 sized paper not exceeding 15 pages including abstract with not more than 6-7 keywords. Articles are to be submitted with Five Thousand Naira (N5,000) assessment and handling charges. By submitting an article to JAJOLLS, the author(s) agree that the exclusive rights to produce and distribute the articles to the publisher.

Method of Presentation

The article should have a cover page, author(s) bio-data and abstract with the keywords. The body of the article should have an introduction, methodology/materials and methods, findings, discussion, conclusion and recommendations.

The references should either be the latest APA or MLA styles. No part of the journal may be reproduced by any process without written permission of the Department of Language and Linguistics, Taraba State University, Jalingo.

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Idowu, Stephen Olufemi



Department of English Education Lagos State University of Education

Achieving literature in English objectives pedagogy in Nigerian senior secondary schools: A comparative study of Ogun and Lagos States

Abstract

The teaching and learning objectives of Literature in English play a crucial role in shaping students' awareness, understanding, and appreciation of language, culture, and creativity. This study examines the impact of these objectives in two Nigerian states, Ogun and Lagos. Through analysis and discussion, it becomes evident that students in both states exhibit high awareness of the objectives, which include exposure to language beauty, healthy human values, creative writing, and cultural appreciation. The objectives influence text selection for schools and examinations, emphasizing the inherent value of learning literature in English. Overall, the achievement of these objectives significantly contributes to students' literary development in Ogun and Lagos. However, it is imperative that the moral aspects of the objectives be evident in the life of the learners. Therefore efforts must be made through practical teaching and learning to achieve this very important objective among others.

Keywords: Literature in English, objectives, senior secondary school, pedagogy, comparative study.

Received: 13/07/2024 **Accepted:** 07/08/2024 **GSM:** +2348034082450

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Article Citation: Idowu, S. O. (2024). Achieving literature in English objectives pedagogy in Nigerian senior secondary schools: A comparative study of Ogun and Lagos States. *Jalingo Journal of Languages and Literary Studies (JAJOLLS)*. 8 (1) pp. 135-149.

Publishers: Department of Languages and Linguistics, Taraba State University, Jalingo. **ISSN:** 2488-9067

1.1 Background to the study

Every school subject has teaching and learning objectives aimed for an outcome. At the Secondary level of the Nigerian education system, the unsatisfactory behaviours and low-performance level of students in examinations instigated the attempt to ascertain outcomes of the learning objectives of Literature-in-English. The objectives are directed at exposing learners to healthy human values and attributes, culture,

beauty and potentials of language, independent response to literary work, and creative writing.

It is affirmed that Literature-in-English is an effective instrument in building nations and the world in general. Hence, any society exposing its citizens to the subject is expected to enjoy positive developmental experiences in all areas of living (Amadi-Echendu, and Onyishi 2012); Jayeshkumar, 2024). According to Idowu (2023) Literature is capable of sustaining peace and development of a nation, and, address challenging issues in all areas of human endeavours. It is a subject that contributes to the growth and development of society through education, entertainment and inculcation of morals (Ogunnaike, 2020).

Nigerian society is indigenously conscious of some common values and virtues which are not compromised. Such anti-social behaviours which include stealing, fighting and violence, deceit, lying, cruelty, promiscuity, bullying, aggression, hostility, thuggery, arson, greed, lack of respect for elders, alcoholism, robbery, and some others found among the youths are frowned at (Wachikwu and Igbunam 2012; Idowu & Oggunniyi 2024). This standard of uprightness and society's sanctity, are background to Literature in English's inclusion in the curriculum. However, the present situation betrays the benefits embedded in the subject. There is much outcry of antisocial behaviours among secondary school students and SSCE holders summarily referred to as adolescents.

The Senior Secondary Students are majorly adolescents and are psychologically prone to be influenced in development and self-realisation. They are influenced by home, peer, social media, and school, religious and political circles. Ikediashi and Akande (2015) examining the prevalent anti-social behaviours among Nigerian adolescents concluded that national values have been eroded; the behaviours of youths below eighteen (18) years are contrary to the norms and values of the society. The modern development in many societies has led to an increase in youths' anti-social behaviours which defy consideration for others and inflict damage on society (Nwako and Chujor 2023). Their study of Social Media Usage influence on Anti-social behaviour found Facebook, WhatsApp and Telegram highly vesting cultism among secondary school students in Eleme Local Government Area of Rivers State, Nigeria. All these facts jeopardise the justification of teaching and learning Literature in English which among others is aimed at exposing learners to healthy human values, attributes, and culture. Bad parenting contributes to adolescents' anti-social behaviours (Ogwuche, Igbashal and Chiahemba 2018). This study examined the extent Literature in English teaching and learning objective has been achieved in two states and the possible difference.

2.1 Review of literature

A good education programme is aimed at contributing to the development of society. In another way, the changing nature of every society dictates the direction of educational content. However, education by its outcome reshapes society and culture as a problem-solving subject (French 2018, Ogunnaike and Sonde 2019). Osuji (2023) identified Nigerian educational objectives to be directional at addressing social needs, nurturing personal development and moulding individuals to sound

citizens. Achievement of a programme of instruction's objectives is reflected in the learners' outputs and contributions to societal growth and development. The achievement of the objectives of Literature in English objectives calls for a review considering many undesirable states of lives of young Nigerian citizens.

Ogunnaike, (2016) Observed that literature is a tool for distracting and dissuading children from engaging in various forms of antisocial engagements such as ethnicity, inefficiency, nepotism, indiscipline, corruption, examination malpractice and many others; plaguing Nigerian society at present. In Nigeria, many literary discourses are employed among other means to teach morals, and inculcate spirit of good and successful leadership in the young ones with autobiographies of past national and community leaders with exemplary life (Atiku, 2021). He stated further that norms and values expected of members of the different people tribes of Nigeria like honesty, humility, respect, modesty, sincerity, hospitality and others are the content and purpose of storytelling. Literature in English exposes students to learning basic life requirements including empathy, social justice, courage, tolerance, human relations and others for personal growth.

Preservation and propagation of culture form parts of Literature in English teaching and learning in Nigeria. Foklore is an agent of societal sustainability by documentation and preserve cultural heritage as evident in some Yoruba novels (Owoade, 2020). Nigerian cultural heritage demands a decisive and proactive actions for the preservation in the face of multifaceted social, and political, economic and global challenges (Onyima, 2016). Atiku, (2021) identified story telling as repository of the rich culture of the diverse ethnic groups in Nigeria, and thus calls for its sustenance to preserve the pride in the unique social, political, religious, economic and traditional identities. Indeed, no culture would be properly and adequately sustained, preserved and communicated across generations and races without literature. Literature cannot be separated from the existence of man, hence, cultural knowledge and appreciation form part of the values of Literature in English as expressed in the curriculum (Ugwu, 2022).

As a result, Gatugel (2020) advocated for more attention from the teachers handling the subject for the realisation of the desired objective in learners. Also, Molagun, (1999) reiterated teachers as a critical pivot on which learners' fulcrum of achievements rotates thereby ascertaining the position of teacher in the achievement of objectives of educational programmes. Teachers should engage students actively using appropriate strategies that would evoke interest and sustenance of learning experience in them (Ugwu, 2022)

Research emphasises the significance of teaching literature in English for cultural awareness and social development (Salih, 2018). Effective literature instruction can enhance students' critical thinking, empathy, and cultural understanding (Isariyawat, Yenphech, & Intanoo 2020) However, the complexity of literary texts can pose challenges for teachers and students alike (Ugwu, 2022). This calls for innovative approaches to teach and learn Literature in English to adequately access the contents of literary texts for understanding and adaptation.

Innovative approaches to teaching and learning engender great achievement with aims and objectives of any education curriculum adequately met. According to Amadi, (2012) it empowers students, improve education as seventy percent agreed to using internet materials to study and do assignments. Hence the exploitation of the digital literacy approached to teaching and learning Literature-in-English is currently instructive. There are online literary materials in various forms related to the content of the Literature in English as contained in the curriculum. Teachers are to explore the instrument of internet to access them and introduce same to the students, encouraging positive adaptation of internet use in the young minds.

Kellerova, & Nina, (2021) asserted that Literature can be used to teach English language through digital resources. This assertion is supported by Idowu, (2023) in his findings that ascertained well pre-disposed students' perceptions and attitudes to using social media for English language learning. Therefore, the use of literary digital resources to teach English language will facilitate learners' proficiency and attainment of Literature in English objective of exposure to the beauty and potential of the language.

Nwodo (2011) argued that Nigerian learners should be exposed to Literature in English emphasising importance of science-oriented learners due to the benefits of varieties of English language usage. This creates an avenue for practical opportunities to learn and use the second language proficiently. Literature is a great instrument for development of communicative competence and meaningful use of language through grammatical art in choice of words, word collocation, sentence construction and literary devices (Chisunum and Obi, 2013). Literature in English offers students the opportunity to sharpen their proficiency in English Language because of exposure to art of diverse interpretation and different level of language use (Abubakar & Isah 2020). On this account, the objective of exposing learners to the beauty and potential of language would be achieved.

2.2 Research questions

1. What is the trend of comparison between students' exposure to the beauty and potentials of language and achievement of objectives of Literature in English in Senior Secondary Schools in Ogun and Lagos States?
2. What is the trend of comparison between students' exposure to healthy human values, attributes, and achievement of objectives of Literature in English in Senior Secondary Schools in Ogun and Lagos States?
3. What is the trend of comparison between students' encouragement to attempt creative writing and achievement of objectives of Literature in English in Senior Secondary Schools in Ogun and Lagos States?
4. What is the trend of comparison between students' exposure to culture and achievement of objectives of Literature in English in Senior Secondary Schools in Ogun and Lagos States?
5. What is the trend of comparison between students' equipment for the ability to respond appropriately and independently to literacy work and achievement of objectives of Literature in English in Ogun and Lagos States?

2.3 Theoretical Framework

This study is grounded in the intersection of three theoretical frameworks:

Social Learning Theory (SLT) (Bandura, 1977): It emphasises the role of observation, imitation, and modeling in learning, highlighting the potential of Literature in English to shape students' social norms, values, and moral development.

Cultural Studies Theory (Hall, 1997): This theory focuses on the significance of culture in shaping identity, values, and social norms, underscoring Literature in English as a tool for cultural transmission, preservation, and critique.

Constructivist Theory (Vygotsky, 1978): Suggests that learners construct knowledge through active engagement, social interaction, and meaningful experiences, emphasizing the importance of effective teacher pedagogy in achieving Literature in English objectives.

3.1 Methodology

This study employed a quantitative research design to assess the achievement of Literature in English objectives among Senior Secondary School Students in Ogun and Lagos States. A total of 500 students were selected for the study, with 250 students from Ogun State and 250 from Lagos State. The students were distributed across five schools in each state, with 50 students selected from each school. The schools were selected from five local government areas in each state, out of a total of 20 local government areas per state. Only Literature in English students were selected for the study.

To collect data, a questionnaire was designed to assess students' exposure to the beauty and potentials of language, healthy human values, encouragement to attempt creative writing, exposure to culture, and ability to respond appropriately and independently to literacy work. The questionnaire consisted of multiple-choice questions and was administered to the students by trained research assistants. The instrument was validated by experts in the field of Literature in English and Education to ensure their reliability and effectiveness in measuring the achievement of Literature in English objectives. To ensure the reliability of the instrument, a pilot study was conducted with a sample of 50 students from a school not included in the main study. The Cronbach's alpha coefficient was used to determine the internal consistency of the instruments, and a coefficient of 0.8 was considered acceptable.

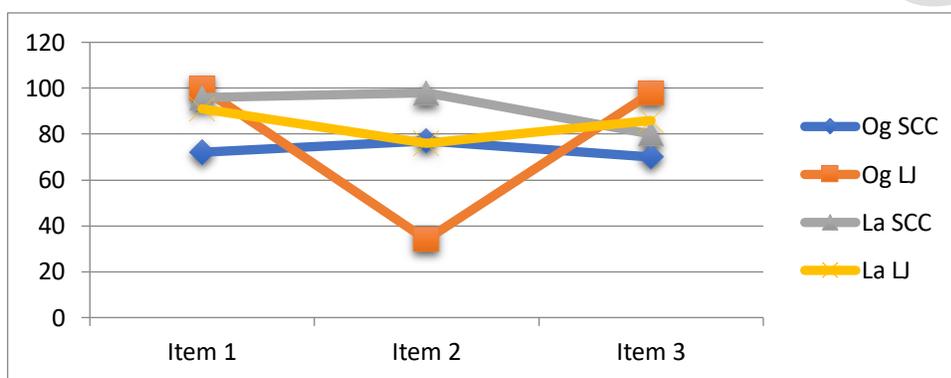
The data was analyzed using descriptive statistics, specifically percentages, to determine the level of achievement of Literature in English objectives in both states. No inferential statistics was used in the analysis.

4.1 Results and discussion

4.1.1 Research question 1

What is the level of achievement of students' exposure to the beauty and potentials of language through Literature in English among Senior Secondary School Students in Ogun and Lagos States?

Students' exposure to the beauty and potential of language	Ogun (%)		Lagos (%)	
	Second Class Citizen	Lion and the Jewel	Second Class Citizen	Lion and the Jewel
I understand the use of figurative expression	72	100	96	91
The level of language used is not difficult for me to understand.	77	34	98	76
Having read the text, my language skills got better.	70	98	80	86



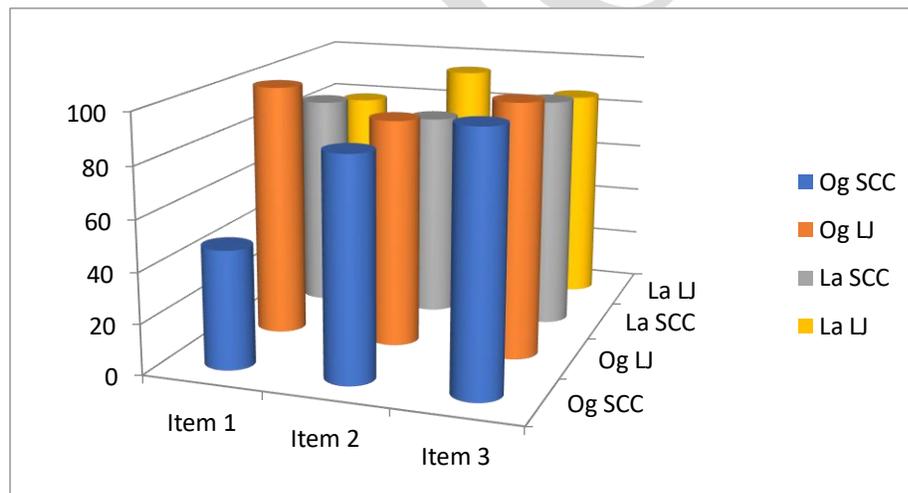
The table and figure 1 show the descriptive statistics of the responses of participants to the theme of students' exposure to the beauty and potential of language. The assessment of students' exposure to the beauty and potential of language in Ogun and Lagos revealed varying levels of understanding and improvement. Students in Lagos demonstrated a superior grasp of figurative expressions, with 100% understanding them in Second Class Citizen and 91% in Lion and the Jewel. In contrast, Ogun students showed a relatively lower understanding, with 72% grasping figurative expressions in Second Class Citizen and 96% in Lion and the Jewel. Regarding language difficulty, Lagos students found Second Class Citizen more challenging, with only 34% considering the language easy to understand, whereas 76% found "Lion and the Jewel" accessible. Conversely, Ogun students found both texts relatively easy, with 77% and 98% considering the language easy to understand in Second Class Citizen and Lion and the Jewel, respectively. Despite these differences, both locations showed significant improvement in language skills after reading the texts. In Ogun, 70% and 80% of students reported improved language skills after reading Second Class Citizen and Lion and the Jewel, respectively. In Lagos, the numbers were even higher, with 98% and 86% reporting improvement after reading Second Class Citizen and Lion and the Jewel, respectively.

4.1.2 Research question 2

Table 2

What is the level of achievement of students' exposure to healthy human values, attributes through Literature in English among Senior Secondary Schools senior secondary school students in Ogun and Lagos States?

Students' exposure to healthy human values, attributes	Ogun (%)		Lagos (%)	
	Second Class Citizen	Lion and the Jewel	Second Class Citizen	Lion and the Jewel
I can better understand humanity and the need for peace and tolerance.	47	100	86	79
The story projects the culture of different people and climes so I can compare, understand, and tolerate others.	87	90	82	94
Studying the text in class showcases different human conditions which can make me strive for peaceful co-habitant.	100	100	92	86



The table and figure 2 depict the understanding of the various participants on their level of exposure to healthy human values and attributes for peaceful leaving. The results of students' exposure to the beauty and potential of language, as well as healthy human values and attributes, in Ogun and Lagos, revealed varying levels of understanding and improvement. In Ogun, 72% of students understood figurative expressions in Second Class Citizen, while 96% did so in Lion and the Jewel. In

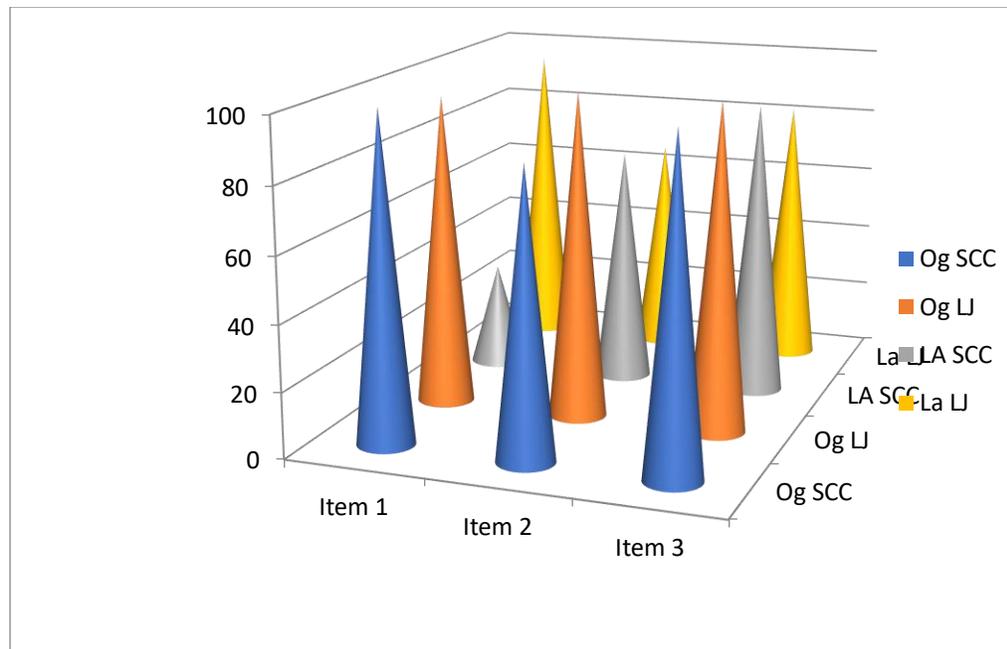
contrast, Lagos students showed a near-perfect understanding, with 100% grasping figurative expressions in *Second Class Citizen* and 91% in *Lion and the Jewel*. Regarding language difficulty, 77% of Ogun students found *Second Class Citizen* easy to understand, while only 34% of Lagos students did. However, both locations showed significant improvement in language skills, with 70-80% of Ogun students and 86-98% of Lagos students reporting improvement after reading the texts. Furthermore, students in both locations demonstrated a significant understanding of healthy human values and attributes, with 47-86% of Ogun students and 90-100% of Lagos students showing improved understanding of humanity, peace, tolerance, cultural awareness, and peaceful co-habitation after reading the texts. Overall, the findings suggest that exposure to literary texts can enhance language skills and promote healthy human values, but teachers should consider language difficulty and provide support accordingly.

This result is in tandem with the opinion of Norling (2009) that “through literature, it is believed that students gain insight, develop a sense of understanding and tolerance and experience new perspectives”. More so, the ability to read, understand and reflect on texts from different perspectives emphasises the curriculum’s ambition to widen students’ perceptions.

4.1.3 Research Question 3

What is the level of achievement of students’ encouragement to attempt creative writing through Literature in English among Senior Secondary Schools students in Ogun and Lagos States?

Students’ encouragement to attempt at creative writing	Ogun (%)		Lagos (%)	
	Second Class Citizen	Lion and the Jewel	Second Class Citizen	Lion and the Jewel
Based on what I read, I can reason and proffer solutions to problems writing a story	100	96	32	95
I can compose a poem on what I feel about something because of my reading experience of the novel	87	100	73	67
I can write a play for a drama presentation in school	100	100	91	83

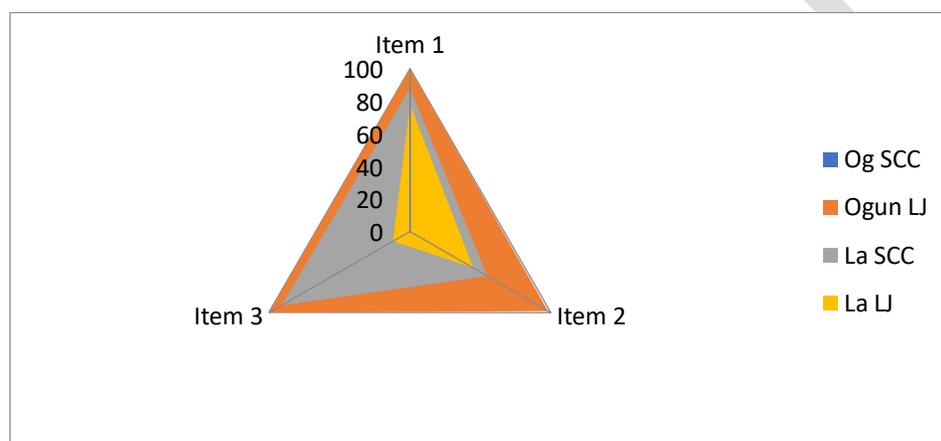


The level of students' encouragement to attempt creative writing is clearly shown in Table 3. The study of students' encouragement to attempt creative writing in Ogun and Lagos revealed varying levels of inspiration. In Ogun, students showed a high level of encouragement, with 100% feeling motivated to reason and proffer solutions through creative writing after reading *Second Class Citizen*, and 96% after reading *Lion and the Jewel*. Additionally, 87% of Ogun students felt encouraged composing poems after reading *Second Class Citizen*, and 100% after reading *Lion and the Jewel*. Notably, 100% of Ogun students felt encouraged to write plays after reading both texts. In contrast, Lagos students showed a lower level of encouragement, with 32% feeling motivated to reason and proffer solutions after reading *Second Class Citizen*, and 95% after reading *Lion and the Jewel*. However, 73% of Lagos students felt encouraged to composing poems after reading *Second Class Citizen*, and 67% after reading *Lion and the Jewel*. Furthermore, 91% of Lagos students felt encouraged writing plays after reading *Second Class Citizen*, and 83% after reading *Lion and the Jewel*. Overall, the findings suggest that students in Ogun demonstrated a higher percentage of encouragement to attempt creative writing, particularly in reasoning and problem-solving, and writing plays. The texts effectively inspired creative writing, but teachers should consider individual text impact and student needs to maximize creative potential.

4.1.4 Research question 4

What is the level of achievement of students' exposure to culture through Literature in English among senior secondary school students in Ogun and Lagos States?

Students' exposure to culture	Ogun (%)		Lagos (%)	
	Second Class Citizen	Lion and the Jewel	Second Class Citizen	Lion and the Jewel
The text has exposed me to the culture of other people	90	100	88	78
I understand and appreciate the original culture of African society	33	98	55	45
There are virtues and values in our culture that I will want to be preserved	100	100	91	12



In discussing the achievement of the objectives of Literature in English in Senior Secondary School, Table 4 presents the comparison of the exposures of participants to culture. The examination of students' exposure to culture in Ogun and Lagos revealed varying levels of cultural awareness and appreciation. In Ogun, 90% of students felt exposed to other cultures after reading Second Class Citizen, and 100% after reading Lion and the Jewel. Similarly, in Lagos, 88% of students felt exposed after reading Second Class Citizen, and 78% after reading Lion and the Jewel. However, there was a significant disparity in understanding and appreciation of African culture, with only 33% of Ogun students and 55% of Lagos students showing understanding and appreciation after reading Second Class Citizen. In contrast, 98% of Ogun students and 45% of Lagos students demonstrated understanding and appreciation after reading Lion and the Jewel. Notably, 100% of Ogun students expressed a desire to preserve cultural virtues and values after reading both texts, whereas in Lagos, 91% wanted to preserve cultural virtues and

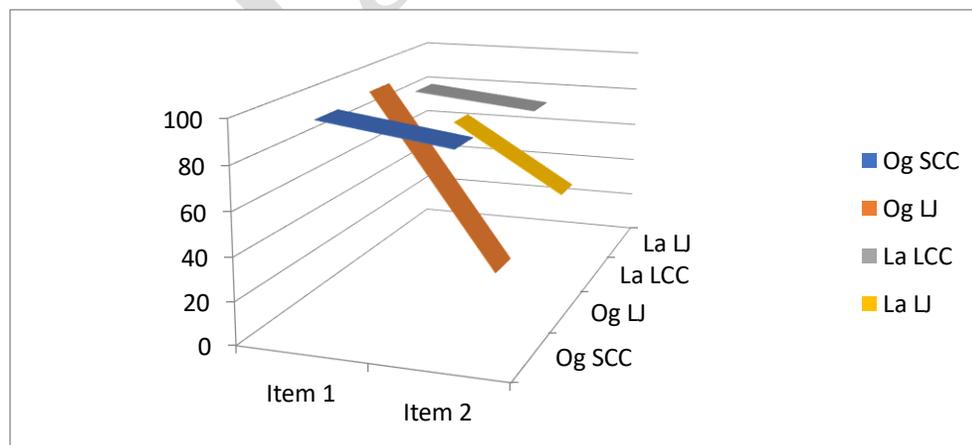
values after reading *Second Class Citizen*, but only 12% after reading *Lion and the Jewel*. Overall, the findings suggest that while students in both locations demonstrated significant exposure to culture, there is a need to enhance understanding and appreciation of African culture, particularly in Lagos. Additionally, teachers should address the surprisingly low desire to preserve cultural virtues and values in Lagos after reading *Lion and the Jewel*.

Molloy (2002) points out that the power of tradition maintenance is very strong in the school system. This dictates the use of some books whereas others are prevented from entering the cultural sphere of the school. Sometimes the teacher is in dilemma as to choosing the best literature to ensure quality.

4.1.5 Research question 5

What is the level of achievement of students' equipment for the ability to respond appropriately and independently to literacy work through Literature in English among Senior Secondary School students in Ogun and Lagos States?

Students' ability to respond appropriately and independently to literacy work	Ogun (%)		Lagos (%)	
	Second Class Citizen	Lion and the Jewel	Second Class Citizen	Lion and the Jewel
I can accurately define the problem depicted in the prose text and understand the message.	98	100	90	63
Even after reading, I still need further explanation from my teacher.	90	19	84	27



The examination of students' ability to respond appropriately and independently to literacy work in Ogun and Lagos revealed varying levels of proficiency. In Ogun, students demonstrated a high level of independence, with 98% accurately defining problems and understanding messages in *Second Class Citizen*, and 100% doing so in *Lion and the Jewel*. In contrast, Lagos students showed a lower level of independence, with 90% accurately defining problems and understanding messages in *Second Class Citizen*, and only 63% doing so in *Lion and the Jewel*. However, a significant percentage of students in both locations needed further explanation, with 90% in Ogun and 84% in Lagos requiring additional support after reading *Second Class Citizen*, and 19% in Ogun and 27% in Lagos needing further explanation after reading *Lion and the Jewel*. Overall, the findings suggest that while students in Ogun demonstrated a higher ability to respond independently to literacy work, there is still a need for additional support to ensure complete understanding. In Lagos, students showed a lower ability to respond independently, highlighting a need for targeted instruction and support to enhance literacy skills.

5.1 Conclusion and recommendations

The teaching and learning objectives of Literature in English for Nigerian Senior Secondary Schools are thoughtfully formulated and directed to meet the social cultural and manpower development of the nation.

From the findings of this study, as analysed and discussed, it is clear that in the two states, Ogun and Lagos: The students' awareness and understanding of the objectives of the teaching and learning of literature are high. In the two states:

- i. Students are exposed to the beauty and potential of language.
- ii. Students are exposed to healthy human values and attributes.
- iii. Students are encouraged to attempt creative writing.
- iv. Students are exposed to culture.
- v. Students possessed the ability to respond appropriately and independently to literacy work.

Furthermore, the objectives stated are considered in the selection of texts used in schools and examinations, with students' awareness of the inherent values, and importance of learning Literature in English. It is established that the perceptions and experiences of students from both Ogun and Lagos States are not significantly different. Therefore, the achievement of Literature in English teaching and learning objectives is significant in Ogun and Lagos states of Nigeria.

Based on the study's findings, recommendations emerge for practical implementation. Students should actively demonstrate and apply their theoretical knowledge through creative works such as drama, storytelling, and poetry. Community exhibitions of students' literary creations can foster positive social impact and further encourage their engagement with literature. By aligning teaching and learning objectives with practical outcomes, Nigerian secondary schools can enhance students' literary experiences and contribute to national cultural and intellectual development

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