

ENGLISH STUDIES CURRICULUM

FOREWORD

The Nigerian Educational Research and Development Council (NERDC) have the mandate to develop curricula for use at all levels of the educational system in Nigeria. In line with government declaration of a Universal Basic Education (UBE) programme, NERDC, in 2006 developed a 9 – Year Basic Education Curriculum (BEC) to meet the targets of the UBE programmes, the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDG). The 9-Year BEC was printed and distributed to all public Primary and Junior Secondary schools (JSS) nationwide. Its implementation commenced nationwide, in Primary 1 and JSS 1 classes in September 2008 respectively.

However, feedback received on the implementation of BEC called for an urgent need for the review of the 9-Year BEC to achieve a reduction in the number of subjects offered at the Basic Education Level (Primary and JSS Levels). I am pleased to note that the NERDC has revised the 9 – Year Basic Education Curriculum in line with contemporary global and national concerns and for the elimination of content overload and repetitions within and across subjects. It is therefore for me, a great privilege to present the revised 9-Year Basic Education curriculum to all Nigerians for the use of

our children now and in the future. I must congratulate all those who contributed to the review of this curriculum.

I wish to thank most especially the Nigerian Educational Research and Development Council for keeping faith with its mandate, the High Level Policy Committee on Curriculum Development for preparing the policy grounds for the curricula, the stakeholders that made input into the revised curriculum framework and the resource persons for a job well done. It is my fervent hope that the teachers and learners for whom these curricula are produced would demonstrate commitment and assiduity in using these curricula. This is a proud legacy to leave for posterity.

With great expectations, I gladly recommend these curricula to all for the purpose of producing the best textual materials, the best in teaching performance, the best learning outcome, and most importantly, for attaining the goals we have set for ourselves in education in line with the Millennium Development Goals (MDGS) and in compliance with the National Economic Empowerment and Development Strategies (NEEDS).

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PREFACE

Following the decision of the Federal Government to introduce the Universal Basic Education (UBE) programme, the Nigerian Educational Research and Development Council (NERDC) re-structured and re-aligned all extant primary and Junior Secondary Schools (JSS) curricula into a 9-Year Basic Education Curriculum for implementation Nigerian schools. The 9-Year Basic Education Curriculum was particularly developed for the attainment of the Education for All (EFA) Goals, the critical targets of the National Economic Empowerment and Development Strategies (NEEDS), and the Millennium Development Goals (MDGs). Implementation of the 9-Year BEC commenced nationwide, in Primary 1 and JSS 1 classes in September 2008 respectively. The first batch of JSS students graduated in June 2011. It is expected that by September 2014, the cohort of pupils that benefitted from the use of BEC at the primary school level will be entering class one of the Junior Secondary School.

Nevertheless, the school curriculum is a dynamic and open document that is constantly changing with the needs, challenges and aspirations of the society. Thus in the light of the feedback on the implementation of the 9-Year BEC received and contemporary global and national concerns, NERDC revised the 9-Year BEC in line with contemporary global and national concerns.

The curriculum revision process involved consultations with stakeholders (curriculum experts, subject matter specialists, teachers, policy makers,

employers of labour, parents, etc.) in education at various levels (Concept Formulation, High Level Policy Committee (HLPC), etc.) to prepare a **Conceptual Framework** for the review of the 9-Year BEC. The Framework identifies and groups related disciplines, thereby achieving a reduction in subject listings. For example, related UBE subjects curricula like Home Economics, Agriculture are brought together to create a new UBE subject curriculum to be called **Pre-Vocational Studies**. Similarly, Islamic Studies, Christian Religious Studies, Social Studies, Civic Education, etc. that focus primarily on the inculcation of values (societal, moral, interpersonal) now form a new UBE subject called **Religious and Value Education**. Key concepts in the former curricula will now form integrating threads for organizing the contents of the new subject into a coherent whole.

Thus the Conceptual Framework for the review of BEC comprises of a ten (10) subjects namely:

1. English Studies
2. Mathematics
3. Basic Science and Technology
4. Religion and National Values

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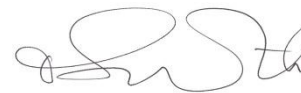
5. Cultural and Creative Arts
6. Business Studies
7. Nigerian Languages
8. Pre-vocational Studies
9. French
10. Arabic

In the process of the review, particular efforts have been made to further reduce the overload within and across subjects without compromising depth, appropriateness, and interrelatedness of the curricula contents. Specifically, the revised 9-Year BEC address amongst other things, the issues of value re-orientation, poverty eradication, peace and dialogue, including human rights education, family life/HIV and AIDS education, critical thinking, entrepreneurship and life skills as well as encourage innovative teaching and learning approaches and techniques. In addition, the curriculum is organized to ensure continuity and flow of themes, topics and experiences from primary school to junior secondary school levels.

Since the curriculum represents the total experiences to which all learners must be exposed, the contents, performance objectives, activities for both teachers and learners, teaching and learning materials and evaluation guide are provided. The prescriptions represent the minimum content to be taught in the schools in order to achieve the objectives of the 9-year basic education programme. However, teachers are encouraged to enrich the contents with relevant materials and information from their immediate environment, but adapting the curriculum to their needs and aspirations.

Thus the curriculum can be adapted for such special needs as nomadic education, non-formal education and education of the physically challenged.

In conclusion, I wish to express profound gratitude to the President of the Federal Republic of Nigeria, Dr. Goodluck Ebele Jonathan, for his vision and commitment to improved education delivery and the Senior Special Assistant to the President on MDGs for the financial support of received during the review, printing and implementation of the revised 9-year Basic Education Curriculum. I congratulate and commend the Concept Development, Planning, Writing, Critique and Editorial teams which were drawn from all parts of this country for an excellent job; as well as acknowledge the efforts of the Policy and Policy Programmes Unit of the Executive Secretary's Office, the Curriculum Development Centre of the NERDC that coordinated the various activities and workshops that led to the successful review of the 9-Year Basic Education Curriculum within a short period of time. It is our belief that when these curricula are properly implemented, the future generations of this great country will be better for it.



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INTRODUCTION

The following factors guided the development of the National English Studies Curriculum. The need to:

1. Give maximum guidance to the teacher through adequate coverage and sequential and orderly arrangement of the curriculum content;
2. Integrate contemporary national issues;
3. Integrate familiar and recognizable topics, issues and scenes;
4. Integrate emerging global issues;
5. Attainment of relevant objectives;
6. Provide practical activities for the teacher and pupils which will ensure the actualization of the set performance objectives and reinforcement of the lessons; and
7. Evaluate instruments to guide the teacher in monitoring the progress of the pupils.

The major issues highlighted include:

- a. Population and Family Life Education (Pop/FLE)
- b. Drug Abuse Education (DAE)
- c. Food and Drug Safety issues
- d. Consumer Protection Education
- e. Sexually Transmitted Infections (STI's), Human Immune-Deficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) Education
- f. Peace Education (PE)
- g. Gender Issues (GI)
- h. National Values: Eradication of Corruption, fraud, etc.
- i. Road Safety Issues
- j. Environmental Education (EE)

In organizing the content of the National English Studies Curriculum for the Primary level, topics are arranged around four basic language skills. The skills, which form the unifying strands across the entire curriculum,

are introduced to pupils very early at the basic levels in order to ensure proficiency in the use of English Language. The four basic unifying skills are:

1. Reading
2. Listening and Speaking
3. Grammatical Accuracy
4. Writing

The English Language teacher is therefore expected to pay special attention to the learning of these basic skills. The skills are arranged under four themes viz:

- Theme 1: Reading
- Theme 2: Listening and Speaking
- Theme 3: Grammatical Accuracy
- Theme 4: Writing.

However, at the Junior Secondary level, Literature is introduced as the fifth theme. Thus Junior Secondary School Curriculum consists of the following five themes:

- Theme 1: Reading
- Theme 2: Listening and Speaking
- Theme 3: Grammatical Accuracy
- Theme 4: Writing
- Theme 5: Literature

With this curriculum, it is expected that learners' reading ability and communicative competence will be highly developed. Also, with the effective implementation of the curriculum, products of our school system would be sufficiently empowered for the world of work.

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