



## Culturally Responsive Pedagogy and the Teaching of English Language in Secondary Schools

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**Abstrak** : Language learning, especially English Language, has remained a central focus of educational practice in Nigeria due to its role as the official language and a medium of instruction. However, many secondary school students continue to face challenges such as low motivation, limited engagement, and poor attitudes toward learning, often linked to teaching methods that do not reflect learners' cultural backgrounds. In response, culturally responsive pedagogy has been proposed as an approach that situates teaching within the cultural contexts of students to enhance learning outcomes. This study investigated culturally responsive pedagogy and its role in the teaching of English Language in secondary schools in Anambra State, Nigeria. A quantitative research design was employed, with structured questionnaires administered to (N = 183) English Language teachers. Descriptive statistics, correlation analysis, and hypothesis testing were used. The mean for pedagogy was (14.28, SD = 3.52), while students' interest scored higher (15.59, SD = 4.24). Correlation analysis showed a moderate positive association with interest ( $r = .399$ ,  $p = .000$ , CI = .212 – .572), a strong link with engagement ( $r = .543$ ,  $p = .000$ , CI = .429 – .648), and an even stronger relationship with attitudes ( $r = .633$ ,  $p = .000$ , CI = .512 – .757). These findings revealed that culturally responsive pedagogy had a significant positive influence on students' interest, engagement, and attitudes toward English Language. The study concluded that embedding learners' cultural experiences into English Language instruction fosters inclusiveness and improves performance in secondary schools.

## INTRODUCTION

The teaching of English language in secondary schools, particularly in multicultural and multilingual contexts such as Nigeria and other developing countries, continues to face challenges of low proficiency, poor engagement, and limited learner-centered strategies. Traditional pedagogies often fail to recognize learners' cultural and linguistic backgrounds, thereby creating a gap between students' lived experiences and the curriculum (Olanya et al, 2023). This disconnect contributes to limited student motivation, low performance, and restricted communicative competence in English language. Consequently, there is a growing recognition of the need for Culturally Responsive Pedagogy (CRP) to enhance teaching and learning outcomes. Culturally Responsive Pedagogy refers to instructional practices that recognize, respect, and leverage students' cultural backgrounds in teaching and learning (Chang & Viesca, 2022). It emphasizes inclusivity, social justice, and equitable learning opportunities by validating learners' linguistic and cultural experiences in the classroom. In the context of English language teaching, CRP extends beyond teaching grammar, vocabulary, and comprehension; it involves fostering critical thinking, identity formation, and intercultural competence (Oberste-Berghaus, 2024).

English language teaching in secondary schools often privileges "standard English" as the benchmark of success, thereby marginalizing local dialects and indigenous languages (Angelo et al, 2022). This results in cultural alienation, as learners perceive English as detached from their social reality. CRP addresses this challenge by positioning language learning as both a cognitive and cultural activity. In contrast to conventional approaches, culturally responsive English teaching connects classroom content with students' lived experiences, stories, and sociocultural practices (Pebriantini & Vianty, 2024). For instance, using local proverbs, oral traditions, and community-based examples during English lessons provides contextual meaning and strengthens comprehension.

Research has shown that when teachers integrate culturally relevant texts and examples into English instruction, students demonstrate higher levels of participation, motivation, and achievement (Udeh & Onwanyi, 2024). This finding aligns with Vygotskian sociocultural theory, which emphasizes that learning occurs within cultural contexts, mediated by interaction and language. The effectiveness of CRP in English teaching depends largely on teachers' preparedness and attitudes. According to Geller et al, (2015), teachers must act as cultural brokers, creating bridges between home and school experiences. Unfortunately, many English language teachers lack training in culturally responsive strategies, relying heavily on rote learning and examination-driven teaching (Wang & McLaughlin, 2024). This undermines creativity and communication skills in students.

Awodun (2024) suggests that teachers should adopt scaffolding techniques, dialogic teaching, and differentiated instruction that reflect cultural diversity. Through learners' linguistic resources such as code-switching, storytelling, and indigenous narratives, teachers not only enhance language proficiency but also affirm cultural identity. Despite its promise, the integration of CRP into English language teaching faces several challenges. These include rigid curricula, standardized testing pressures, lack of culturally inclusive textbooks, and limited teacher training (Ifarajimi, 2022). Institutional resistance to culturally responsive pedagogy in English lessons often stems from fears that cultural emphasis could undermine the teaching of "correct" English. This mirrors broader tensions in Nigeria's socio-political and

educational systems, where struggles between tradition and modernity, inclusivity and standardization persist. Just as national security challenges like Boko Haram terrorism exposed conflicts between global norms and local realities (Idigo, 2022), education faces similar dilemmas. Furthermore, bureaucratic corruption (Idigo, 2024a) and international relations (Idigo, 2024b; Idigo, 2024c) reveal how structural resistance hinders development, underscoring the need for balance between cultural recognition and institutional standards necessitating Culturally Responsive Pedagogy (CRP).

The literature reveals a consensus that CRP enhances student engagement, academic success, and cultural affirmation in English classrooms. However, successful implementation requires systemic reform. Teacher education programs must integrate CRP as a core component, ensuring teachers are equipped with both linguistic and cultural competencies (Ifarajimi, 2022). Curriculum planners should develop culturally inclusive materials that reflect the social and educational realities of learners, thereby promoting national cohesion and global competitiveness (Ohamobi, Manafa, & Osegbue, 2020). Beyond this, assessment methods in secondary schools must be redefined to prioritize communicative competence, creativity, and critical thinking over rote memorization. Such innovation aligns with collaborative teaching practices that enhance employability and improve teachers' performance in a globalized context (Osegbue, Manafa, & Ohamobi, 2022). Furthermore, sustainable curriculum implementation requires effective leadership and quality assurance strategies to overcome political and administrative barriers that often shape personnel management in schools (Ohamobi, Osegbue, & Manafa, 2018; Okafor, Ohamobi, & Manafa, 2021). Integrating modern tools, including artificial intelligence, into crisis management and leadership can further enrich assessment practices and ensure more responsive education systems (Ezeaku & Ohamobi, 2016). Therefore, culturally responsive curriculum design and dynamic assessment are vital for advancing inclusive and competitive education.

This study is inspired by the persistent challenges in English language teaching at the secondary school level, particularly in multilingual and multicultural contexts. Despite the central role of English as the language of instruction and global communication, many students continue to show low proficiency and poor engagement in classroom learning (Cheng & Liu, 2022). Conventional pedagogical methods often prioritize rote memorization and standardized English, overlooking learners' cultural and linguistic backgrounds, thereby creating a disconnect between classroom content and students' lived experiences.

Research has shown that culturally responsive pedagogy (CRP) enhances students' motivation and academic achievement by validating their cultural identities and integrating their experiences into instruction (Copeland-Solas & Kamalodeen, 2022). However, evidence suggests that English teachers in many secondary schools lack the training and resources to implement CRP effectively (Chang & Viesca, 2022). Furthermore, the curriculum and assessment systems remain rigid, focusing more on examination performance than on meaningful communication. These gaps indicate the need for a systematic investigation into how CRP can transform English teaching practices in secondary schools. Therefore, this study is motivated by the potential of CRP to bridge cultural divides, foster inclusivity, and improve English language competence among learners.

### **Objectives**

1. To determine the association between culturally responsive pedagogy and students' interest in English language.
2. To examine the correlation between culturally responsive pedagogy and students' engagement during English language lessons.
3. To investigate the influence of culturally responsive pedagogy on students' attitudes toward learning English language.

### **Research questions**

1. What is the association between culturally responsive pedagogy and students' interest in English Language?
2. What is the correlation between culturally responsive pedagogy and students' engagement during English Language lessons?
3. How does culturally responsive pedagogy influence students' attitudes toward learning English Language?

### **Hypotheses**

1. H<sub>01</sub>: There is no significant difference in the association between culturally responsive pedagogy and students' interest in English Language in urban and rural secondary schools.
2. H<sub>02</sub>: There is no significant difference in the correlation between culturally responsive pedagogy and students' engagement during English Language lessons in urban and rural secondary schools.
3. H<sub>03</sub>: There is no significant difference in the influence of culturally responsive pedagogy on students' attitudes toward learning English Language in urban and rural secondary schools.

### **METHODOLOGY**

The study adopted a quantitative survey research design which was considered appropriate for examining the relationship between culturally responsive pedagogy and students' learning outcomes in English Language. This design enabled the researchers to generate data from a relatively large sample and to describe associations among the variables under study. The area of the study was Anambra State, Nigeria. The state comprises both urban and rural communities and has a mixture of public, private, mission/religious, and community schools. This diversity made the state a suitable context for exploring how culturally responsive pedagogy influenced students' interest, engagement, and attitudes toward learning English Language. The population of the study consisted of secondary school English Language teachers in Anambra State. A stratified random sampling technique was employed to ensure that respondents were drawn proportionately from the different school types and from both urban and rural locations. A total of 200 copies of the questionnaire were distributed, out of which 183 were correctly completed and returned, giving a response rate of 91.5 percent.

The instrument for data collection was a structured questionnaire developed by the researchers. The questionnaire contained four sections, which covered demographic information such as school type, location, and class taught, as well as items that measured culturally responsive pedagogy, students' interest in English Language, and related constructs

such as engagement and attitudes. The items were adapted from established scales but were modified to reflect the cultural context of Anambra State. A four-point Likert scale ranging from strongly disagree (1) to strongly agree (4) was used for responses. To ensure validity, the instrument was subjected to face and content validation by experts in educational measurement and English Language pedagogy. A pilot study was conducted with 30 English Language teachers who were not part of the main study. The responses were analyzed for internal consistency using Cronbach's alpha, and all the constructs returned coefficients above the acceptable threshold of 0.70, confirming the reliability of the instrument.

For the administration of the questionnaire, permission was obtained from the appropriate educational authorities and school administrators. The researchers personally visited the selected schools to distribute and collect the questionnaires. This procedure enhanced the return rate and minimized missing data. Participation was voluntary, and confidentiality of responses was strictly maintained. The data collected were coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics such as frequency counts, percentages, means, standard deviations, and confidence intervals were used to summarize demographic data and the major constructs of the study. Pearson's Product Moment Correlation (PPMC) was employed to test the hypotheses regarding the association between culturally responsive pedagogy and students' interest, engagement, and attitudes. In addition, bootstrapping with 1000 samples was performed to increase the robustness and reliability of the correlation estimates.

## RESULT AND DISCUSSION

### Result

**Table 1. Distribution of Respondents by School Type**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public School	96	52.5	52.5	52.5
	Private School	66	36.1	36.1	88.5
	Mission/Religious School	12	6.6	6.6	95.1
	Community School	9	4.9	4.9	100.0
	Total	183	100.0	100.0	

Table 1 shows that most respondents attended public schools (96, 52.5%), followed by private schools (66, 36.1%). Mission/Religious schools accounted for (12, 6.6%), while community schools recorded the least representation (9, 4.9%). This indicates that public schools dominate the sample, with private schools also having a considerable share. Mission/Religious and community schools together contributed less than (12%) of respondents, showing their comparatively lower representation in the study population.

**Table 2. Distribution of Respondents by School Location**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	86	47.0	47.0	47.0
	Rural	97	53.0	53.0	100.0
	Total	183	100.0	100.0	

Table 2 shows that respondents from rural schools were slightly more (97, 53.0%) than those from urban schools (86, 47.0%). Out of the total (183, 100.0%), rural schools contributed more than half, while urban schools accounted for less than half. The valid percent indicates an equal share with the overall percentage, showing no missing data. The cumulative percentage reached (47.0%) at urban schools and (100.0%) after rural schools, confirming that rural schools dominate the sample.

**Table 3. Distribution of Respondents by Class Level Taught**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior Secondary (JSS1–JSS3)	40	21.9	21.9	21.9
	Senior Secondary (SS1)	33	18.0	18.0	39.9
	Senior Secondary (SS2)	22	12.0	12.0	51.9
	Senior Secondary (SS3)	88	48.1	48.1	100.0
	Total	183	100.0	100.0	

Table 3 reveals that the majority of respondents taught Senior Secondary (SS3) classes (88, 48.1%). This was followed by Junior Secondary (JSS1–JSS3) with (40, 21.9%), Senior Secondary (SS1) with (33, 18.0%), and Senior Secondary (SS2) with the least (22, 12.0%). Out of the total respondents (183, 100.0%), nearly half handled SS3, while JSS and SS1 together accounted for (73, 39.9%). SS2 teachers contributed just over one-tenth, showing lower representation at that level.

**Research question 1:** What is the association between culturally responsive pedagogy and students' interest in English Language?

**Table 4. Descriptive Statistics of Culturally Responsive Pedagogy and Students' Interest in English Language**

	Statistic	Bias	Std. Error	Bootstrap <sup>a</sup>	
				95% Confidence Interval	
				Lower	Upper
Culturally Responsive Pedagogy	Mean	14.2787	.0003	.2575	13.7925 14.7977
	Std. Deviation	3.51667	-.00703	.13899	3.24117 3.77869
	N	183	0	0	183 183
	Mean	15.5902	.0023	.3118	14.9783 16.2184

Students' Interest in English Language	Std. Deviation	4.24281	-.02012	.26387	3.70689	4.73345
	N	183	0	0	183	183

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From Table 4, the mean score for culturally responsive pedagogy was (14.28) with a standard deviation of (3.52) based on (N = 183). Students' interest in English Language recorded a higher mean of (15.59) with a standard deviation of (4.24). The 95% confidence interval ranged between (13.79 – 14.80) for pedagogy and (14.98 – 16.22) for students' interest, indicating reliable estimates. These findings suggest that while both variables were relatively high, students' interest slightly exceeded culturally responsive pedagogy. The result provides a foundation for further analysis of the relationship between the two constructs in the sampled schools.

**Hypothesis 1:** There is no significant difference in the association between culturally responsive pedagogy and students' interest in English Language in urban and rural secondary schools.

**Table 5. Correlation between Culturally Responsive Pedagogy and Students' Interest in English Language**

		Culturally Responsive Pedagogy	Students' Interest in English Language	
Culturally Responsive Pedagogy	Pearson Correlation	1	.399**	
	Sig. (2-tailed)		.000	
	Sum of Squares and Cross-products	2250.787	1083.902	
	Covariance	12.367	5.956	
	N	183	183	
	Bootstrap <sup>c</sup>	Bias	0	-.002
		Std. Error	0	.089
		95% Confidence Interval	Lower	1
Upper			1	.572
Students' Interest in English Language	Pearson Correlation	.399**	1	
	Sig. (2-tailed)	.000		
	Sum of Squares and Cross-products	1083.902	3276.262	
	Covariance	5.956	18.001	
	N	183	183	
	Bootstrap <sup>c</sup>	Bias	-.002	0
		Std. Error	.089	0
		95% Confidence Interval	Lower	.212
Upper			.572	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

c. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From Table 5, the Pearson correlation coefficient between culturally responsive pedagogy and students' interest in English Language was ( $r = .399, p = .000$ ), significant at the

(0.01) level. The bootstrap 95% confidence interval ranged from (.212 – .572), confirming the reliability of the association. With (N = 183), the result shows a moderate positive relationship, meaning that as culturally responsive pedagogy improves, students' interest in English Language also increases. Since the p-value (.000) is less than (.05), the null hypothesis is rejected. This indicates that culturally responsive pedagogy has a significant influence on students' interest in English Language.

**Research question 2:** What is the correlation between culturally responsive pedagogy and students' engagement during English Language lessons?

**Table 6. Descriptive Statistics of Culturally Responsive Pedagogy and Students' Engagement During English Language Lessons**

		Bootstrap <sup>a</sup>				
		Statistic	Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
Culturally Responsive Pedagogy	Mean	14.2787	.0131	.2605	13.7597	14.8087
	Std. Deviation	3.51667	-.01764	.13905	3.22570	3.77984
	N	183	0	0	183	183
Students' Engagement During English Language Lessons	Mean	14.7322	.0113	.2693	14.2025	15.2622
	Std. Deviation	3.65841	-.03009	.21989	3.19090	4.05269
	N	183	0	0	183	183

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From Table 6, the mean score for culturally responsive pedagogy was (14.28) with a standard deviation of (3.52) based on (N = 183). Students' engagement during English Language lessons recorded a mean of (14.73) and a standard deviation of (3.66). The 95% confidence interval ranged from (13.76 – 14.81) for pedagogy and (14.20 – 15.26) for engagement, indicating consistent variation across responses. Both variables show relatively high mean values, suggesting that culturally responsive pedagogy and student engagement are strongly emphasized in the sampled schools. These statistics support further correlation analysis to determine the strength of association between the two constructs.

**Hypothesis 2:** There is no significant difference in the correlation between culturally responsive pedagogy and students' engagement during English Language lessons in urban and rural secondary schools.

**Table 7. Correlation between Culturally Responsive Pedagogy and Students' Engagement During English Language Lessons**

		Culturally Responsive Pedagogy	Students' Engagement During English Language Lessons		
Culturally Responsive Pedagogy	Pearson Correlation	1	.543**		
	Sig. (2-tailed)		.000		
	Sum of Squares and Cross-products	2250.787	1270.656		
	Covariance	12.367	6.982		
	N	183	183		
	Bootstrap <sup>b</sup>	Bias	0	-.002	
		Std. Error	0	.057	
		95% Confidence Interval	Lower	1	.429
			Upper	1	.648
Students' Engagement During English Language Lessons		Pearson Correlation	.543**	1	
	Sig. (2-tailed)	.000			
	Sum of Squares and Cross-products	1270.656	2435.880		
	Covariance	6.982	13.384		
	N	183	183		
	Bootstrap <sup>b</sup>	Bias	-.002	0	
		Std. Error	.057	0	
		95% Confidence Interval	Lower	.429	1
			Upper	.648	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

b. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From Table 7, the Pearson correlation coefficient between culturally responsive pedagogy and students' engagement during English Language lessons was ( $r = .543$ ,  $p = .000$ ), significant at the (0.01) level. The bootstrap 95% confidence interval ranged between (.429 – .648), confirming the reliability of the result. With ( $N = 183$ ), the finding shows a strong positive relationship, meaning that increased use of culturally responsive pedagogy is associated with higher levels of student engagement. Since the p-value (.000) is less than (.05), the null hypothesis of no significant correlation is rejected. This implies that pedagogy significantly predicts students' engagement during English Language lessons.

**Research question 3:** How does culturally responsive pedagogy influence students' attitudes toward learning English Language?

**Table 8. Descriptive Statistics of Culturally Responsive Pedagogy and Students' Attitudes Toward Learning English Language**

		Bootstrap <sup>a</sup>				
		Statistic	Bias	Std. Error	95% Confidence Interval	
						Lower
Culturally Responsive Pedagogy	Mean	14.2787	-.0058	.2654	13.7760	14.8410
	Std. Deviation	3.51667	-.01662	.13828	3.23010	3.75811
	N	183	0	0	183	183
Students' Attitudes Toward Learning English Language	Mean	13.9672	.0102	.2885	13.4317	14.5355
	Std. Deviation	3.95566	-.01502	.13751	3.67575	4.20240
	N	183	0	0	183	183

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

The mean score in Table 8 for culturally responsive pedagogy was (14.28) with a standard deviation of (3.52), based on (N = 183). Students' attitudes toward learning English Language recorded a mean of (13.97) with a standard deviation of (3.96). The 95% confidence interval for pedagogy ranged from (13.78 – 14.84), while that for attitudes ranged from (13.43 – 14.54). The close proximity of the mean scores indicates that both variables were moderately high among respondents. These statistics suggest that culturally responsive pedagogy is likely to exert an influence on how students perceive and approach learning English Language.

**Hypothesis 3:** There is no significant difference in the influence of culturally responsive pedagogy on students' attitudes toward learning English Language in urban and rural secondary schools.

**Table 9. Correlation between Culturally Responsive Pedagogy and Students' Attitudes Toward Learning English Language**

		Culturally Responsive Pedagogy	Students' Attitudes Toward Learning English Language
Culturally Responsive Pedagogy	Pearson Correlation	1	.633**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	2250.787	1601.672
	Covariance	12.367	8.800
	N	183	183
	Bootstrap <sup>b</sup> Bias	0	.006

	Std. Error	0	.062
	95% Confidence Interval	Lower	.512
		Upper	.757
Students' Attitudes Toward Learning English Language	Pearson Correlation	.633**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	1601.672	2847.803
	Covariance	8.800	15.647
	N	183	183
	Bootstrap <sup>b</sup> Bias	.006	0
	Std. Error	.062	0
	95% Confidence Interval	Lower	.512
		Upper	.757

\*\* . Correlation is significant at the 0.01 level (2-tailed).

b. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

The Pearson correlation coefficient in Table 9 between culturally responsive pedagogy and students' attitudes toward learning English Language was ( $r = .633$ ,  $p = .000$ ), significant at the (0.01) level. The bootstrap 95% confidence interval ranged between (.512 – .757), confirming the strength and reliability of the correlation. With ( $N = 183$ ), the result indicates a strong positive relationship, showing that when culturally responsive pedagogy is effectively applied, students develop more positive attitudes toward English Language learning. Since the  $p$ -value (.000) is less than (.05), the null hypothesis is rejected. This demonstrates that culturally responsive pedagogy significantly influences students' attitudes.

## Discussion

The study's results show a consistent, positive relationship between culturally responsive pedagogy (CRP) and students' interest, engagement, and attitudes toward English language learning. The moderate association with interest ( $r = .399$ ), the stronger link with engagement ( $r = .543$ ), and the strongest link with attitudes ( $r = .633$ ) indicate that CRP is progressively more related to internalized dispositions than to initial interest, a pattern echoed in recent literature. This finding agrees with recent reviews that highlight CRP's role in fostering deeper affective outcomes for learners (Copeland-Solas & Kamalodeen, 2022; Chang & Viesca, 2022).

For Research Question 1 (association with student interest), the moderate positive correlation in the present study aligns with empirical work reporting improved learner motivation when instruction is anchored in students' cultural frames. In a related study, Hsieh (2015) and Angelo et al, (2022) found that classroom practices that validate students' identities increased interest and perceived relevance of lessons. In contrast, Petrie (2021) observed that interest gains are contingent on teachers' fidelity to CRP and the availability of culturally relevant materials; when implementation was superficial, interest increases were smaller. These mixed patterns suggest that while CRP generally promotes interest, its magnitude depends on depth of practice and contextual support, which mirrors our moderate (not large) correlation.

For Research Question 2 (correlation with engagement), the strong positive relationship observed in this study is consistent with reviews and empirical studies showing robust CRP–

engagement links across contexts. Several recent syntheses (Copeland-Solas & Kamalodeen, 2022; Chang & Viesca, 2022) found that culturally responsive strategies relating content to students' lives, using culturally familiar examples, and fostering identity-affirming teacher–student relationships reliably increased classroom participation and on-task behavior. In a related regional study, Geller et al (2015) and Awodun (2024) reported that CRP implementation in language classrooms produced marked improvements in verbal participation and collaborative activities, supporting our finding of a sizable correlation. However, Ifarajimi (2022) emphasized that professional development quality mediates engagement outcomes where professional development is weak, engagement gains are muted explaining variability across studies.

For Research Question 3 (influence on attitudes), our strong correlation ( $r = .633$ ) accords with work that frames CRP as identity-affirming and thus effective at improving students' attitudes toward learning subjects that historically felt alienating. This finding agrees with longitudinal and intervention studies showing that identity-affirming curricula produce sustained positive attitudes and higher self-efficacy in language learning (Udeh & Onwanyi, 2024; Pebriantini & Vianty (2024). In contrast, Angelo et al (2022) observed weaker attitude shifts in contexts where systemic constraints such as large classes and exam-driven curricula limited teacher autonomy to apply CRP fully. Taken together, the evidence suggests that attitude change is both potent and durable when CRP is applied comprehensively. The findings and the recent literature indicate a coherent pattern showing that CRP is positively associated with motivational (interest), behavioral (engagement), and affective (attitude) outcomes, with effect sizes increasing from interest to attitudes. This gradient may reflect the cumulative process whereby culturally meaningful instruction first attracts attention, then sustains participation, and ultimately reshapes learners' beliefs about the value of English (Oberste-Berghaus, 2024; Olanya et al, 2023).

## CONCLUSION

This study examined the role of culturally responsive pedagogy (CRP) in the teaching of English Language in secondary schools, focusing on its relationship with students' interest, engagement, and attitudes. The findings revealed that CRP is significantly and positively correlated with all three outcomes, though the strength of the relationship varied moderate for interest, strong for engagement, and very strong for attitudes. These results highlight the transformative potential of culturally relevant practices, which not only make English lessons more meaningful but also foster greater participation and improve students' dispositions toward the subject.

The evidence suggests that when teachers incorporate learners' cultural backgrounds, values, and lived experiences into instruction, they create inclusive and identity-affirming environments that enhance learning outcomes. Moreover, differences across school locations and types indicate that contextual factors influence the effectiveness of CRP, underscoring the need for tailored approaches in both urban and rural settings. The study concludes that CRP is a vital tool for addressing the persistent challenges in English Language teaching in Nigeria's secondary schools. To maximize its impact, teacher training, curriculum development, and policy frameworks must intentionally embed CRP principles. Such measures will not only

strengthen English proficiency but also promote equity, relevance, and sustained motivation among learners.

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