

THE THEMATIC FOCUS OF ALEXANDER ESSIEN TIMOTHY'S RESEARCH

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A doctoral dissertation often showcases one of a scholar's most significant research output. Many scholars publish their dissertations. Others derive some articles from their dissertations and publish them. Two things initially caught the interest of Dr Alexander Timothy. Recreational reading and television viewing. It was a period in Nigeria where TV was the craze. This was in the wake of national lamentations about the loss of reading culture and the mass failure of secondary school students in national examinations. Omojuwa and Timothy (2006) explored the connections between television viewing frequency and the reading comprehension performance of secondary school students. In a related work (Omojuwa, Timothy & Obiekezie, 2009) the association between television viewing and vocabulary development was explored. Around the same period, another burning issue, recreational reading, became the focus of Timothy's research (Timothy, Okune & Obiekezie, 2010).

Other areas of the researcher's interest were teachers' knowledge of the subject matter and students' reading comprehension performance (Obiekezie & Timothy, 2012), appraisal of curriculums (Uguma & Timothy, 2014, Obiekezie, et al.2012;) and quality control (Obiekezie et al., 2016), the influence of school certificate performance and course of study (Uguma & Timothy, 2015; Obiekezie & Timothy, 2019, Obiekezie, & Ejemot-Nwadiaro, 2016).

Since one of the requirements of academics is to attend and present at conferences, the scholar did not ignore the challenge that academics may face in preparing and presenting at conferences. So, a paper to provide a practical guide on conference presentations using a basic technology like PowerPoint was published. (Timothy & Aglazor, 2017).

With increasing concerns about climate change and religious conflicts, Timothy and colleagues gave some thoughts on how the English Language class should be made socially responsible by addressing

some social issues (Timothy & Obiekezie, 2019; Obiekezie & Timothy, 2014) and using literary texts for ethical reorientation (Effiom & Timothy, 2017).

Inclusive education was an area of research interest too (Obiekezie et al., 2018; Obiekezie & Uguma, 2018; Timothy et al, 2014).

With the advent of COVID-19, Timothy and colleagues began to look at issues of workplace communication (Uwatt et al., 2023), and innovative pedagogy (Timothy et al., 2023).

Finally, life in academia demands a constant flow of research outputs. Therefore, it is believed that Timothy will continue to publish socially contextualised research.

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