ANALYSIS OF THE EXPECTED AND ACTUAL ENGLISH LANGUAGE NEEDS OF THE NIGERIA CERTIFICATE IN EDUCATION (NCE) STUDENTS IN NORTH-WEST ZONE

By

NDUKWE, Jane Ifeoma
B.Ed (Language Arts), M.Ed (TESL)
PhD./EDUC/48511/2005-2006

A Dissertation Submitted to the Postgraduate School,
Ahmadu Bello University, Zaria

In Partial Fulfilment of the Requirements for the Degree of Doctor of Philosophy in the Teaching of English as a Second Language (TESL).

Department of Education
Faculty of education
Ahmadu Bello University, Zaria

July, 2011

Analysis of the Expected and Actual English Language Needs of the Nigeria Certificate in Education (NCE) Students in North-West Zone

By

Ndukwe, Jane Ifeoma

July, 2011

Declaration

I herby declare that this dissertation is a record of my own research work. It has not been presented by any person anywhere for the award of a higher degree. All quotations and references are duly acknowledged. The results and the conclusion are the original findings of this study.

....

Jane Ifeoma Ndukwe **Date**

Certification

This dissertation entitled "Expected and Actual Needs-Analysis of the NCE English Language Students in the North- West Zone by Ndukwe, Jane Ifeoma meets the regulation governing the award of the degree of Doctor of Philosophy in Teaching of English as a Second Language (TESL) in the Department of Education, Ahmadu Bello University; and is approved for its contribution to knowledge and literary preparation.

_____ _____
Professor I. A. Olaofe Date
Chairman, Supervisory committee

_____ _____
Dr. S. Mohammed Date
Member, Supervisory committee

---------- ----------
Dr (Mrs) A. O. Enesi Date
Member, Supervisory committee

_____ _____
Dr M. M. Musa Date
Head of Department

_____ _____
Prof. A A. Joshua
Dean, Postgraduate School Date

Dedication

This work is dedicated to my husband, Prof. G. I. Ndukwe and my Children, Ada, Uzo and Tobby.

Acknowledgement

I want to use this opportunity to express my indebtedness and profound gratitude to my supervisor, Prof. I. A. Olaofe, who painstakingly supervised this study; the co-supervisor, Dr. S. Mohammed, for without their accessibility, keen interest and supervision, thorough understanding and guidance, this work would not have been completed.

I wish to express my sincere appreciation and immense thanks to all my lecturers in the Department of Education for all your contributions in seeing me through this programme. I really appreciate you all and thanks a million times.

I must seize this opportunity to express my profound gratitude to all the members of the Departmental Proposal Defence and Internal Defence Committees in the persons of Prof I. Inekwe, Dr P. Jatau, Dr (Mrs) H, Yusuf, Dr (Mrs) E. F. Adeniyi and Dr (Mrs) A. Enesi for helping to streamline this research work to its present status. I also want to express my sincere appreciation to the authorities of Federal College of Education, Zaria, under the able leadership of the Provost, Dr. M. I. Maccido and the Deputy Provost, Dr. O. Omoniwa for the sponsorship.

I register my gratitude and appreciation to my research assistants in the persons of Mrs. Kagbu of Federal College of Education (Technical), Bitchi, Kano State, Madam Kafe of Shehu Shagari College of Education, Sokoto, J. S. Aliyu, Mallam Isah, all my colleagues and my dear students in my College, for your various contributions to the success of this work.

My thanks go to all my respondents whose co-operation provided the needed data for this study. I am also grateful to my brethren of All Christian Practical Praying Band, Samaru and Zaria (GRA) chapels, for your prayers and support.

My gratitude goes to all those who did their best in the typing of this dissertation. I thank you all

This acknowledgment will not be complete if I fail to appreciate especially my dear and loving husband, Prof. G. I. Ndukwe and my loving children, Ada, Uzo, Tobenna and Maria for their understanding, tolerance and encouragement throughout this study and always. Finally, my thanks go to anyone who, in one way or the other, contributed to the success of this study. Time and space may not permit me to individually slot in your names. May the Almighty God abundantly bless all of you.

Abstract

The study investigates the needs of NCE trainees in order to fill the gap between the actual and the expected English language needs of these subjects. It examines the adequacy or otherwise of the minimum standards used to train NCE English Language students. Students from the North-West geographical zone were used as case study to determine what the NCE trainees need to perform effectively at the primary school. The study employed an opinion scale on questionnaires on experts and NCE III students to elicit the respondents views on what should constitute the expected language skills needs of the NCE English trainees, which they considered important in the minimum standards, the availability of the skills in the program of study and their understanding of the teaching of the skills. The trainees were also observed on practical teaching using the observation checklist to rate their performance in classroom practices. Five (5) colleges of education were specifically selected. A total of four hundred and fifty (450) respondents were used for the study. Three (3) research questions and three (3) null-hypotheses were raised, tested and answered. Descriptive statistics was the major statistical tool used to analyze the data. The study revealed among other things that deficit needs were observed in the actual minimum standard of NCE III English students in the language skills of listening, speaking, reading, writing, grammatical structure and teaching methodology. The implication of the gaps observed is that the minimum standard in use is not sufficiently adequate to meet with all the English needs of the trainees. Consequently, the study proposed a merger or marriage of the gaps established with the actual needs by providing a comprehensive syllabus that would meet the needs of NCE English language trainees in all the language skills in the North-west zone. It focuses on the discovered appropriate knowledge and skills required by these trainees to function effectively in the primary school, based on the assessment of their perceived needs that arose in the course of the study.

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Abbreviations

CIPP- Contest (C), Input (I), Process (P) and Product (P)

COE- College of Education

ECCE- Early Childhood Care and Education

EFA- Education for All

ELT- English Language Teaching

FCE- Federal College of Education

FOE- Faculty of Education

FTS- Federal Teachers' scheme

ICT- Information Communication Technology

MT- Mother Tongue

NCE- Nigeria Certificate in Education

NCCE- National Commission for College of Education

NECO- National Examination Council

NCGPA-New Cumulative Grade Point Aggregate

NERDC – Nigeria Educational Research and Development Council

NIEPA- National Institute for Educational Planning and Administration

NPE- National Policy on Education

NTI- National Teachers' Institute

NUC- National University Commission

NUT- National Union of Teachers

OPL Open and Distant Leaning

PELA- Primary Education Language Arts

PES- Primary Education Studies

Pre-NCE- Preparatory Programme (for those without requisite SSC Qualification for direct admission before commencing the course leading to Nigeria Certificate in Education

PTTP- Pivotal Teachers Training Programme

SSC- Senior Secondary Certificate

SUBEB- State Universal Basic Education Board

TC2- Teacher Grade II Certificate

TRC- Teachers' Registration Council

TRCN- Teachers' Registration Council of Nigeria

UBEC- Universal Basic Education Commission

UNESCO- United Nations Educational Scientific Cultural Organization

VIHEP- Virtual Institute for Higher Education Pedalogy

WAEC- West Africa Examination Council

Operational Definition of Terms

This study is delimited (restricted in scope) to the following variables which are operationally defined.

- **Actual needs:** These are English language skills that are as reflected in the current edition (2006/2008) of the NCE minimum standards currently in operation.
- **Deficit needs\ Gaps:** These are equally language skills that are not adequately represented but are necessary in the NCE programme of study.
- **Expected/Objective needs:** These are the real needs of the NCE trainees as gathered from the minimum standards, expert views from literatures reviewed, and primary language arts needs gathered from PELA syllabus.
- Experts: These are holders of minimum of Master degree qualifications in English language teaching
- **General function items:** As the name implies are linguistic skills that are used on a general bases.
- **ICT-Based items:** Language skills that involve use of technology in their application.
- NCE English Curriculum: means Nigeria Certificate in Education English Programme of Study
- NCE English Minimum Standards: means Nigeria Certificate in Education English Programme of Study

- NCE English Syllabus: means the same as NCE English Curriculum and or NCE English Minimum Standards
- **Needs:** These mean the language skills in the areas of listening, speaking, reading, writing, grammar and language teaching methods that are required by the trainees.
- **Needs-based analysis:** Means ascertaining from the stake holders (i.e., NCE III English students, English lecturers in colleges of education, NCCE staff of the department of academic programme as custodian of NCE programme of study), all consumers of NCE graduates like NERDC, SUBEB,UBEC officers etc. the language requirement of NCE trainees.
- **Specific function items:** These are language skills that are geared toward specific usage.
- **Stakeholders:** These are NCE III students in the nations' colleges of education, English language lecturers in the nation's college of education, staff of academic department of National Commission for Colleges of education and all consumers of NCE graduates.
- **Trainees**: Refers to NCE English students only in the nation's colleges of education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Needs analysis has been widely accepted as a vital prerequisite to the specification of language learning objectives. This development constitutes one of the fundamental principles underlying learner-centered systems of language learning; that, teaching/learning programmes should be responsive to the learners' needs (Urah & Urah, 1984 in Isyaku, 2002).

In recent years, there has been a good deal of disagreement in English Language Teaching (ELT) circles over the meaning of 'needs' and what 'needs analyses' entail. According to Bower (1980), this agreement has resulted in the emergence of two orientations to needs analyses. The first is termed the 'narrow' or 'product-oriented interpretation of needs; whereby the learners' needs are seen solely in terms of the language they will have to use in a particular communication situation. Needs analyses, therefore, become a process

of finding out as much as possible, before learning begins, about the learner's current and future language use.

On the other hand, proponents of the second interpretation of needs, which is called the 'broad' or process-oriented interpretation, see it primarily in terms of the needs of the learner as an individual in the learning situation. If this view of needs is adopted, then needs analyses mean much more than the definition of target language behavior. Need analysis means trying to identify and take into account a multiplicity of affective and cognitive variables which affect learning; such as learners' attitudes, motivation, awareness, personality, wants, expectations, and learning style (Baddeley, 1986). The necessity of finding a balance between the two approaches to needs analyses and by extension, to curriculum design and evaluation has been echoed by Bowers, (1980).

The different perspectives on needs analyses stated above reflect the shift which has taken place in language teaching from language-centered to learners'-centered approaches. The idea is that, if instruction is to be centered on the learners and made relevant to their purpose, then, information about their current and desired interaction patterns and their perceived difficulties are clearly helpful in establishing

programme

goals and learning objectives. In addition, the teaching institution needs information on learners' ability to use English, as well as certain amount of biographical data, such as their educational and occupational background, their lifestyle and interests, in order to make decisions on matters such as placement and learning mode. Two types of needs analyses become necessary; one aimed at collecting factual information for the purposes of setting broad goals related to language content; the second aimed at gathering information about learners which can be used to guide the learning process once it is underway (Richterich's i980). These two types of analyses, in Richterich's (1980) terminology, are referred to as objective and subjective needs analyses. This assessment procedure is imperative for the present study. The aim of the assessment is to eliminate all elements of mismatch that impede teaching and learning processes in the content of the teacher trainees' English learning programme for teaching effectiveness in the primary schools.

The need to improve the quality of education at the primary level has for some time now engaged the attention of the Federal Government. Primary education is the foundation for the higher levels of

education; the quality of the foundation laid at the primary education level, is of obvious implication for the success or failure of education at higher levels. In a bid to ensure that solid foundation is laid at the primary education level, several measures have been taken by government. Among these is the raising of the minimum teaching qualification from Teachers' Grade II Certificate (TC2) to the Nigeria Certificate in Education (NCE; NPE, 2004). Also, Universal Basic Education Commission, Federal Teachers' Scheme, Minimum Standards for Primary Education and syllabus among others were set up (Baikie, 2004). In spite of all these inputs from the government, the realization of national needs and objectives for primary education still remains a dream yet to be realized, hence the need for this study.

One of the main primary school subjects is English. It is studied as a subject and used as a medium of instruction from the upper primary school onwards. In other words, the study of English as a subject is also crucial for effective learning of other subjects in the school curriculum (Adeyanju, 2006). Many variables have been identified which hinder effective learning of English at the Primary education level. According to Adeyanju (2006), these include over-sized classrooms, non-availability of adequate learning materials and poor teaching among others. The

teacher variable is by far the most critical. This is because a good and knowledgeable teacher can always turn poor learning conditions into a productive one through imaginative improvisations (Ukeje, 2002). He adds that it is only a competent teacher that can appropriately implement a syllabus or course materials at the classroom level. It is for this reason that a lot of emphasis has been on the call for the training of specialist English teachers with adequate pedagogic skills and good command of the language.

In order to have such caliber of teachers, their training programme must be competently and systematically determined through a needs-analyses based assessment so that the right type of knowledge and skills required by trainees are focused upon. This is what this study has done. It adopted a systematic procedure from a need assessment-based perspective for the evaluation or assessment of the NCE English language curriculum.

The assessment model suggested is principled and has course design elements that have been identified in literature as crucial for an efficient course for the training of primary English Language Teachers. The model was first used to determine the areas of deficiencies of the existing programme/courses. Secondly a more comprehensive

curriculum was proffered by updating and modifying the existing curriculum.

In response to the demand for the specialist subject teachers in primary schools, all NCE awarding institutions introduced into their English Language Programme, English as a double major or English in combination with another course in the arts or social sciences. The main objective of the course is to train specialist English subject teachers for primary schools. The emphasis of the course as stated in the syllabus is methodology. The Primary English Language Arts (PELA) content is, therefore, methodology topics and the theoretical concepts of the course.

The National Policy on teacher qualification has raised the minimum teaching qualification in primary schools to NCE. Having done this, it seemed likely that certain core subjects taught in primary schools, including English, will be taught by specialist NCE holders. This is in keeping with the organization of NCE curriculum offering which permits specialization in two teaching subjects by each teacher-trainee. It will reverse the age-long tradition by which each primary school teacher, including those that hardly understand and use English, is made to teach English and all other subjects on the class time-table.

With English to be taught by specialist NCE teachers, it is to be expected that the subject will be better taught and effectively learnt than what it has been. This expectation, however, assumes that those to constitute the 'specialists' have themselves been properly prepared for the task ahead in terms of both general education and professional training. This is a condition that can change English as a tool- that is, medium of instruction as well as Subject of study, in primary education.

To what extent can this be assured at present? For an answer, the present study has helped to expose the extent to which English particularly, as a Primary Language Arts (PELA) component, is entrenched as an NCE course. More importantly, the study has revealed what constitutes the NCE Primary Language Arts (PELA) instructional programme, that is, what is in use (actual needs), the gaps existing (deficit needs) and the objective needs (the expected needs).

The highlights from the findings as stated above summarize the state of the art in PELA instructional programme for NCE teacher preparation for the primary level of education as currently offered in the nation's colleges of education. The heavy bias of the programme towards methodology is a source of concern considering the low background of the trainees in English Language. For example, the

trainees' background in English at entry point in many cases is pre-NCE or West African School Certificate or NECO; result/s that mostly does not reflect in their actual performance in the programme. There is need to find out whether or not this level of English is adequate for them to be able to teach English better than the Grade II teachers they are being trained to replace. Besides, as observed by Adeyanju (2006), the raising of the minimum teaching qualification for primary School to NCE is a vote of no confidence on the Grade II teachers' capability to teach effectively. The English minimum standards from the on-set were for Junior Secondary School English Teachers' needs and not for primary schools. As a result, the primary school teachers' needs are not taken cognizance of. Consequently, a gap is created between what the minimum standards prescribes as the actual needs of the students and what the expected needs should be (Ada, 2002). This being the case, one wonders why a course designed to raise their level of performance should be devoid of such crucial component as language use at this level of training. Other aspects of the PELA course that raise similar questions are the seeming haphazardness in the selection and organization of content, the lack of proper link with the primary English syllabus they are being prepared to implement. Also, ad hoc programmes have been mounted to bridge these obvious gaps that have been observed through

researches conducted in this regard, but such programmes have not yielded the desired results possibly because most of the participants being trained and retrained do not have the basics required for such refresher endeavors' (World Bank 2002;2004). Therefore, the problem of the performance of the NCE graduates at their place of primary assignment continues to remain a challenge.

All of the above issues influenced this study in various ways. First, to establish the gaps (deficit needs) in the training programme, taking cognizance of the trainees general function needs, specific function needs and ICT compliance needs. Secondly, these needs were linked to the primary English needs. Hence the study sought, through evaluation, an objective procedure that provided the expected needs that incorporate all relevant skills crucial for effective teaching of English in Nigerian primary schools from needs-based assessment perspective.

i. the study determined whether there is a close link between the NCE English programme of study and the needs of primary school learners.

ii. It determined whether there is a gap, (deficit need), a mismatch between the NCE English programme of study and the English needs of primary school learners.

iii. The research proffered a syllabus that would make for better teacher effectiveness.

1.2 Statement of the Problem

The level of performance of the trainees in the teaching of English during teaching practice has been found to be largely unsatisfactory because of lack of adequate competence in English for effective teaching of the subject in primary schools (1986 NCE/PES Board of Studies Report). Below are tables on English students' results from F.C.E, Zaria; FCE Kano and FCE (T) Gusau.

Table 1.2a: **English Students' Result with NCGPA 2.00 and above without Carry Over from 2005/2006 to 2009/2010 Session in F.C.E Zaria.**

Session	Number of candidates	%g	Number of passes	%	Number of failure	%	Number of carry over	%
2005/200	254	10	105	41.	149	58.	125	49.

6		0		3		7		2
2006/2007	277	100	164	59.2	128	46.2	113	40.8
2007/2008	232	100	118	50.1	114	49.1	89	27.6
2008/2009	254	100	138	55.1	116	45.7	114	44.9
2009/2010	217	100	150	69.1	90	41.5	68	31.3

Federal College of Education Zaria as one of the pioneer colleges of education in the federation has been put at a bye and model to other colleges of education. The choice of Federal College of Education Zaria is based on the following reasons:

1. The location of Zaria is an advantage because it is centrally located and easily accessible to any researcher.

2. There is concentration of federal tertiary institutions in Zaria as a model and there is no other state in Nigeria that has such concentration of federal tertiary institutions. As a result, there is the proximity of the institutions making it easy for lecturers to rub minds together through enquiry, workshops or services.
3. The caliber of staff in FCE Zaria is another factor to be recognized. As at the period of this research, English department had a total number of eighteen (18) academic staff with a minimum of master degree in English language or literature education (source, the Registrar's office, FCE, Zaria). Therefore, if FCE Zaria with all these advantages could not make an impressive performance, what is to be expected from other colleges of education in the geographical zone?
4. To crown it all, FCE Zaria has a detailed cumulative record of every English student's performance in the department.

This is unlike the other schools visited for the same information. English department of Federal College of Education (FCE) Kano had no record of the cumulative results of their students. There was no record on the total credit unit (TCUR) registered by the individual students,

total credit unit earned (TCUE), the old and the new cumulative grade points aggregates (OCGPA and NCGPA). The record they had showed course by course results submitted by the respective course lecturers. Federal college of Education (Technical) Gusau on the other hand, had their English results cumulatively integrated to the subject combined with by the individual student. In other words, the English result was not presented separately. However, the results presented reveal the same trend in performance. The samples of these results are given in Tables 1.2b and 1.2c below:

Table 1.2b: English Students' Result (D and above) for 2005/2006 to 2008/2009

Sessions, FCE Kano.

Session	**Total no. of students**	**%**	**Name of course**	**No. of passes**	**%**	**No. of failure**	**%**
2005/2006	326	100	Eng. 314	171	52.5	155	47.5
2006/2007	751	100	Eng. 324	370	49.3	381	50.7

2007/2008	183	100	Eng. 315	69	37.7	114	62.3
2008/2009	253	100	Eng. 314	71	28.1	182	71.9

Table 1.2c: English Students' Results (D and above) for 2005/2006 to 2009/2010

Sessions, FCE Gusau.

Session	**Total no. of students**	**Name of course sat**	**No. of pass**	**%**	**No. of failure**	**%**
2005/2006	132	324	64	48.5	68	51.5
		326	80	60.6	52	39.4
2006/2007	103	324	29	28.2	74	71.8
		326	42	40.8	61	59.2
2007/2008	108	324	42	38.9	66	61.1
		326	34	31.5	74	68.5
2008/2009	94	324	29	30.9	65	69.1

		326	53	56.4		43.6
2009/2010	116	324	33	28.4	83	71.6
		326	50	43.1	66	56.9

The Tables above revealed that the performance of the students in English courses generally is not impressive. The margin between percentage failure and percentage pass is very lean. This explains the high rate of carryover cases and even poor performance in practical teaching.

An English Language Primary education graduate is expected to acquire communicative skills in English language to a level that would support the graduate in basic employment or in the pursuance of further education (NPE 1984:7). Only well trained specialist teachers with at least NCE can make the realization of the above expectation possible (see for example 1980 Bagauda conference report).Therefore, this study is necessary to examine the adequacy or otherwise of the minimum standards used to train NCE English language Students. The study also raises the problem of the needs of the NCE trainees in order to fill any existing gaps and ascertain whether the inadequacies are as a result of

the primary English language courses designed for them. Furthermore, the Study is geared towards finding out whether or not the NCE English language syllabus (NCE minimum standards, 2006, 2008) is adequate to equip the trainees with required skills and abilities for effective teaching of English at the Primary education level; with solution found to this problem, the study updated the NCE minimum standards to enable teacher trainees to improve their skills through the acquisition of innovative techniques of English language teaching as what is being taught presently is mostly traditional in approach.

The observed omissions in the syllabuses, such as inadequate treatment of grammatical structure, vocabulary skills, listening, speaking and writing skills are serious problems for the efficiency of a course. Therefore, the specific statements of the problems for this study are:

1. Is need- based-analysis sufficiently adequate for the assessment of the content of NCE English language curriculum?
2. What does the teacher trainee need to handle English teaching in primary school effectively?
3. To what extent do the existing curriculum/minimum standards meet the needs of the teacher trainees?

4. Are the existing curriculum/minimum standards appropriate for effective handling of primary English needs?

This study therefore attempts to find solutions to the questions that follow.

1.3 Objectives of the Study

The aim of this study is to evaluate the NCE English language arts course content for the would-be teacher effectiveness. The specific objectives for the study are to:

i. Carry out a needs analyses-based assessment of the NCE English Language Arts program me for training NCE teachers.

ii. Evaluate and establish the gaps between the existing course at the theoretical level of NCE training and the practical performance of the teacher trainees on teaching practice exercise at the primary school level of education.

iii. Make recommendations as appropriate

1.4 Research Questions

Q1: What are the gaps between the actual and expected English language needs as expressed by NCE III students in the language skills?

Q2: What are the gaps in the actual and expected English language needs of NCE students as expressed by the experts in the language skills?

Q3: What are the gaps between the responses of the experts and the NCE III students on the importance, availability and on the teaching of the English language skills in the NCE minimum standards?

1.5 Null-Hypotheses

In formulating the testable null- hypotheses for this study, the researcher pays more attention to the key dependent (criterion-based) variable and independent variable:

1. There is no significant gap-difference between the actual and the expected needs of the NCE English students in the language skills of listening, speaking, reading, writing, grammatical structure and the English language teaching methodology.
2. There is no significant gap-difference observed among experts in the language skills with regard to the actual and expected needs of the NCE English language student.

3. There is no significant difference between the responses of the experts and the NCE 111 students on the importance, availability and on how well taught of the English language skills.

1.6 Significance of the Study

There is the need to make available a course in PELA, designed in accordance with sound principles of curriculum design and reflecting tested and up-to-date views on the nature of language, second language, second language learning and instructional programmes. This presupposes the need for properly trained specialist teachers of English, in preparation for the implementation of the raised minimum teaching qualification for primary schools.

- The study gives an insight and serves as a guide to all colleges of Education that are offering PELA. This is because the findings of the study would serve as a reference material to education planners and teachers of English Language in the discharge of their duties.

- To curriculum developers, it would be a valuable reference guide for the revision of or a modification, as well as any review exercise of the PELA course currently offered in all the Colleges of Education. Such guidelines are crucial for uniformity of standard as well as for qualitative and comprehensive training programme which are among the main objectives for the establishment in 1988 of the National Commission for Colleges of Education.
- To the NCE trainers, the findings of the study are expected to help them to be more goal-focused, process and product–oriented in their training as it would guide their selection of materials for teaching.
- The findings of the study would help NCE trainees to be better groomed in areas that are mostly relevant for their prospective world of work for teaching effectiveness.
- In all, the expected curriculum would provide for a training programme that would prepare the would- be primary school teachers to become more efficient in their teaching as teachers and that would yield improved teaching and learning effectiveness because they would be exposed to a better training experience that would be relevant to their prospective world of work.

- The findings of the research would also be very useful as reference material to NCCE, UBEC and NERDC in identifying areas of deficiency in the English teacher training programme. This would obviously guide them in planning subsequent teacher retraining and training programme respectively for the nation's primary teaching effectiveness in the millennium.

1.7 Basic Assumptions

The basic assumptions of the present study are stated below;

- It is acceptable to analyze needs for learning to be functional, students' centered and effective.
- Needs-analyses enable a precise specification of performance of a given language program me and it is only when we have comprehensive information regarding the learners' purposes of learning that we can plan a relevant programme to meet their needs.
- Identification and constant review of needs contribute quite a lot to the all-round development of the learners.
- The learners at this level are adults and should be able to express their communicative needs.

- A survey of the learners' needs from the perspective of both the students and the experts provides some information about the learners' current and future communicative needs..

1.8 Scope and Limitation

It is realized that effective teaching and learning of a subject such as a second language is a function of a combination of factors among which are the teacher, material, learner and learning situation. It is, however, not possible in a single study to capture the effects of all the factors. The focus of the study is the NCE English Language programme of study and the NCE III teacher trainees in preparation for English language teaching at the primary level of education. Need analysis- based approach was adopted because a standard curriculum that eliminates all identified deficiencies of the existing programme was desired. The study covered NCE teachers' on training in the North-West geo-political zone of Nigeria. The research investigated the influence of N.C.E training programme on the effectiveness of the would-be teachers in the primary schools in the North-West zone as stated earlier. Federal, state, federal/state technical colleges of education, NCE III English students from the zone, English lecturers in the colleges of education from the zone,

English experts with UBEC, NERDC, head-teachers in primary schools were selected for the study. Five colleges of education, namely, FCE Zaria, FCE [T] Bichi, Isa Kaita COE [T] Dutsima, and Shehu Shagari COE Sokoto were selected out of the eleven colleges of education in the zone.

The study has been limited to the North West geographical zone of Nigeria and specifically the five colleges of education mentioned. The choice of colleges of education from the North-West zone stemmed from the fact that all the colleges of education in Nigeria operate the same minimum standards and the result obtained from one zone is a reflection of the same situation in the remaining zones. Secondly, the North West geographical zone of Nigeria happens to be one of the areas in the federation that is highly in need of improving the quality and effectiveness of primary and secondary schools' teachers in the zone. Therefore the zone looks upon its colleges of education for the training and retraining of their teachers. Besides, since all colleges of education in the federation use the same minimum standards produced by the National Commission for Colleges of Education (NCCE), which gives a uniformity of programme, hence, the individual academic needs of the students of one college of education could be

taken to be the same for all other colleges of education. The use of these five (5) colleges of education within the North West zone is expected to highlight the systematic occurrence of the above claim, especially as students of any college of education in the nation have the same basic entry qualifications and could be drawn from any part of the federation. Besides, students in the zone mentioned above constitute the population for the study, however, the NCE III English trainees from colleges of education Zaria, Dutsinma, Bichi' Kebbi and Sokoto have been chosen as the sample for the study. The researcher's investigaion was limited to the skills of listening, speaking, reading, writing, grammatical structure and the area of teaching methodology.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter reviews related literature in the field of needs-based assessment/evaluation. It also examined issues on NCE English teacher education generally in relation to primary English teaching effectiveness. The aspects that are reviewed under need-based assessment include concepts' definitions, issues, merits and demerits, procedures, models' types and their effectiveness, needs assessment study inside Nigeria and abroad, and needs assessment models adopted for this study. On teacher education and primary teacher education programme in Nigeria, aspects reviewed include related issues, problems, analytical models, assessment of the effectiveness of the programme, a critical analysis of the NCE English Language curriculum .The review ends with an examination of the theoretical framework for the study.

2.02 What is Need Assessment?

A fundamental problem when attempting to define 'needs assessment' is that, the word 'need', is unclear or only vaguely defined.

Needs for basic existence as preference of citizens of a community; as any identifiable condition which limits a person as an individual or family member in meeting needs (Varenais, 1977); and also as general social goals which are perceived by interest groups or elected officials (Varenais, 1977). Richterich (1983) sees need as the basis of any needs assessment. An operational definition would usually be influenced by each assessment as its elements will change according to the value of the assessor, or an influential constituent of an educational system.

Operationally, Richterich (1983) states that it is a gap or measured discrepancy between a current state of affairs and a desired future state. The problem with defining needs lies in the specification of who needs what as defined by whom. Richterich & Chancerels (1980) had a clear understanding of clients or prospective learners. They opined that the syllabus would present a collection of authoritatively informed opinions about what should be taught (Brewick 1984).

The deduction from the above discussion is that it is difficult to find usable definitions of needs in the context of second language learning. Richterich (1983) observed that:

> The concept of language needs has never been clearly defined and remains at best ambiguous (P.2).

Johnson (1989) notes that it is useful to borrow some insight from the field of adult education, in which needs are conventionally defined as being something like the gap between what is and what should be. The decision of what should be is open to contextual interpretation and value judgments, and an objective reality. In the words of Hutchinson & Waters (1987),

> Needs are for the educator against a background of normative concepts of almost indefinite range and variety. His task is to select those normative areas in which there appear to be deficiencies and to match them up with the educator quo educator can supply or provide. Where a deficiency can be remedied by the help of some educational process, an "educational need" is established (P.37)

However, Lawson (1979) in Tomori (1981), observed that one cannot be sure that the educator's diagnosis and prescription are accurate. As a result, what is finally established as a "need is a matter for agreement and judgment; not discovery".

The views held above buttress the research procedure of evaluating the existing NCE minimum standards to determine the gaps 'deficiencies' between what is and what should be. To do this, the views of the learners (teacher trainees), the experts in the field of teacher education, plus the English teachers' professional competence were sought to arrive at the desired needs of this group of learners.

2.03 Genesis of Needs Assessment

In recent years, English for specific purposes (ESP) has become a major developmental focus in the area of communicative syllabus design and material production. The development of ESP dates back to 1976 and even to Babylonian times (Strevens, 1977). But a period of about 49 years is usually recognized as the time during which ESP became the busiest single concern of modern English Language Teaching (ELT) activity, giving us 1957 as an arbitrary but roughly satisfactory starting point (Coffey, 1982, Robinson, 1980).

As with most developments in human activities, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. These trends have operated in a

variety of ways around the world, but three main reasons common to the emergence of all ESP have been identified:

2.03.1. The demands of a Brave New World; which heralded an enormous expansion in scientific, technical and economic activity on an international scale. This created a world unified and dominated by two forces, technology and commerce. This in turn generated a demand for an international language which readily fell on English because of its economic power. Thus, there was an increased demand to learn English because English was the key to international currencies of technology and commerce.

2.03.2. A revolution in Linguistics: As the demand was growing for English courses tailored to specific needs, there was a shift from the linguistic tradition of describing the rules of English usage (the grammar) to discovering the ways in which language is actually used in real communication (Widdowson, 1978).From this development, it was found out that the language we speak varies in a number of different ways according to contexts. This gave rise to the view that language should be developed to suit specific situation. Hence, Hutchinson and Waters (1987) represent this in a slogan as principle guiding ESP thus:

Tell me what you need English for and I will tell you the English you need.

2.03.3. Focus on the Learner: Rogers (1969) emphasized the central importance of the learners and their attitude to learning. He opined that learners have different needs and interest which have important influence on their motivation to learn and therefore on the effectiveness of their learning. This view lent support to the development of courses in which relevance to learners' needs and interest were paramount. The assumption in this view is that the clear relevance of the English courses to needs will improve the learners' motivation and make learning better and faster.

The growth of ESP, then, was brought about by a combination of the three important factors discussed above. However, the expansion of demand for English to suit particular needs, developments in the field of linguistics and educational psychology are not just the issues at stake in the teacher training programme. The concern of the present study is on specialization in English language teaching which should be geared towards the effective teaching of English language in the primary language arts programme. In other words, ESP as an approach simply advocates that a course for someone who needs English in order to work must take account of, among other things, the environment and social relationships obtaining between the worker and the interlocutors, unlike the General English where the emphasis is on grammar or the formal rules of usage. This historical review lends itself relevant to the

present study because the idea concerned is to bring the NCE curriculum closely linked to the needs of primary learners who constitute the target or recipients of the training.

2.04 Type of Needs- Assessment Procedure: Merits and Demerits

Stufflebean *et al* (1985) noted a variety of needs assessment types in educational practice, including what has already been described as analyses based on discrepancy between what people know and what they ought to know (discrepancy analyses). Exponents of this form of need assessment in various areas of applied educational research include Kaufman (1972) in Public Education Curriculum Planning; Knowles (1970) in adult education programme planning and examination, and Munby (1978) in applied Linguistic syllabus design.

One of .the disadvantages of discrepancy analyses approach to needs assessment is that areas which are difficult to measure tend not to be included in the assessment. Moreover, discrepancy analysis gives the impression that needs can be discovered with mechanical simplicity once observation has been quantified, leading stake-holders in the assessment process to accept the validity of both the design and the process without close examination.

Although, this form of assessment seems most familiar to language professionals, other needs assessment types have emerged in other areas of social science research. Stufflebeans *et al* (1985) opine a democratic approach which emphasizes examination of reference group. In the approach, when major reference groups wish a change in some form of educational practice and make their wishes known, a need is thereby expressed.

A democratic approach has been having great public relations value in the situations involving educational constituencies, although democratic consensus on a large scale would not ordinarily be a useful way of specifying objectives and content for the language syllabus. In practice, the democratic-centered aspect of needs- assessment in language syllabus design generally entails consultations or interviews with prospective learners (Richterich & Chenceral 1990) in order to accommodate individual goals. An additional view of needs- assessment involves reliance on informed judgment or expert opinions i.e expert centered - approach to needs analyses- the Delphi study (Linstone & Turnoff, 1975). This analytic view of needs-assessment is reasonably familiar to applied linguists who comprise "experts" most often involved in goal setting, in spite of sentiments about democratic procedures.

Because the knowledge based on language course is likely to emphasize language over content, the technical expertise of linguistics will be the predicament of syllabus specification. This method helps to systematize consensus building among experts and has been borrowed for the present study. This research sought the views of language experts on issues regarding the language needs of the subjects.

Finally, a view of needs assessment in educational research, the diagnostic approach, comes from the social services. Braidshaw (1974) wrote normative needs, that many have greatest application in second language learning situations, situations in which 'survival' seems to be the major rationale for course content. Here, a need is defined in terms of the harmful consequences of deficiency. Therefore, experts would be able to diagnose particular groups or individual as 'suffering' from a deficiency (Brewick, 1978).

Johnson (1989) identified two types of needs. These are the 'felt' needs and the 'perceived' needs. The distinction is useful because it enables readers to locate the source of need and strike a philosophically satisfying balance between learner-centered and teacher or authority-centered inputs to the planning process. Felt needs are those which learners have. Felt needs are sometimes dependent on the preferences

of the people doing the assessment; they may be viewed and devalued as 'wants or desires' (Johnson 1989). Other classifications included deficit and common-core needs. Deficit needs according to Robinson, 1982, 1983 are needs that are required to bridge the gap at the present. Common-core needs are needs common to all students regardless of their differences. On the other hand, specific needs or target situation are needs that are peculiar to specific target situation otherwise called English for specific purposes (ESP). In terms of priority, deficit needs should come first, followed by common-core needs and then specific needs. With these types of needs, interpretive expertise is applied to what learners say they need.

'Perceived' needs, on the other hand, represents the independent certified experts' educational gaps in other people's experience. Freire (1970) depends for his success on experts/sensitive understanding of what they think people really need. Again, perceived needs have been discussed as normative needs (Braidshaw, 1974; Griffth, 1978) and even as real needs (Chambers, 1980) or objectives needs (Richterich, 1980). The literature on the distinction of needs (types) is considered relevant as the study aimed at determining the specific needs, the perceived or the objective needs; while identifying the actual needs and the deficit

needs of the subjects. It has adopted an eclectic or triangulatory approach to needs analyses. The reason is to arrive at the real needs of the subjects.

2.05 Importance of Needs- Assessment

The question of human needs has been the concern of psychologists. Other contributions to the question of human needs available in the literature include Abrahman Maslow, (1954). This study is said to have influenced the development of curriculum. Important concepts such as motivation, interest and drives of learners have been explained to have influence on syllabus design by the earlier studies on human needs.

Strevens (1974) process of restriction also addressed the importance of needs assessments or analyses before the design of a course. This author wrote:

> "Before a course can be designed, in any of its parameters, the process of restriction must take place. The selection of items and features from the corpus of the language that are relevant to the designer's intention and the student's needs". (P.19-27)

In ESP work, such as the one under study, the objective of the restrictive process is clearly defined by the purpose for which language is needed. Bush (1976) drawing our attention to the usefulness of this new research methodology, states that because of the need to provide hard data in planning educational programme, needs-assessments must be developed as a fundamental part of an overall programme implementation and evaluation.

Rubin &Roberts (1987) also recognized the potentials of this research procedure and identified the following as possible contributions to needs- assessment studies:

- Provision of raw data about the unknown, which will become an empirical evidence for planners to take definite decision.

- Provision of a continuous evaluation results which can enable planners to determine shifts in the priorities of learners and the society.

- Outcomes of education to be made specific through needs-assessment studies.

- Recipients and supporters of scholars to be involved in determining their own goals and effectiveness.

- Needs-assessment emphasizes productivity and humanization as compatible dual outcomes of improved schools which should seek to suggest improved diagnosis towards identifiable ends for improved practice.

These authors also contend that needs assessment requires thinking about desired learner growth needed to survive in a rapidly changing society; the setting down of a list of outcomes or skills, knowledge and attitudes which students should acquire in order to cope with such a rapidly changing society. From the 'gap' come useful clues for tracing down problems with the tools and processes of implementation.

On the other hand, Urah & Urah (1984, in Isyaku, 2002) note that needs assessment seeks to locate the places where something is wanting, when revising, modifying and expanding the curriculum. It can be seen from the exposition above that needs assessment is a fundamental process in curriculum planning. It is a realistic procedure in identifying learner's needs in order of priority.

Bush (1976) notes that education for both youngsters and adults has long been put into the hands of a few professionals on decisions about content and method of instruction. Needs- assessment

emphasizes the importance of the learners themselves in taking decisions about what they want to learn; although, it is recognized that learners' views may not always be reliable.

Shankweiller & Crain (1986) observed also that it is important to look into programme and assess the success from the point of view of the learners. Recognized is the fact that the learner may not always be reliable; but, since they are the beneficiaries, their needs must be reflected in the course content.

This study, on the whole, agrees with Urah & Urah (1984) that a needs-assessment takes into consideration the need of continually re-ordering the priorities of the learners as expressed by them. The result makes a continuing cycle of curriculum renewal, which makes for improvement, modifications and shifts in emphasis, according to the expressed needs of the learners as aimed at in the study. All facts and evidence are based on what is feasible.

2.06 Needs-Analyses Assessment Models: Types and Effectiveness

Two types of needs-analyses assessment models are identified. These include the objective and subjective needs assessment models. These views reflect a tension between two types of needs and by extension, between needs analyses procedures. The first of these terms,

objective needs, otherwise used interchangeably in the study as the real need, the specific need, or the perceived need referred to as needs which are derivable from different kinds of factual information about learners, their use of language proficiency and language difficulties. The second term, subjective needs, also called 'felt needs or wants refer to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies.

Although in theory, it will be possible for teachers to subscribe to all two of these approaches to needs analyses outlined above, their responses showed a tendency for some kinds of needs to be emphasized at the expense of others. In general, it appeared that while most teachers were attempting to diagnose learners' objective needs through collecting some combination of personal data, information about their language proficiency and interaction patterns, they had much more difficulty in systematically identifying and catering for subjective needs. This, of course, is not surprising, given the elusive nature of the variable in question. Given the current state-of-the-art of affective measurement e.g. (Wolvin & Coakley,1982) and the relative dearth of information on learning style difference in ESL (Dunkel, 1986), it is pertinent that none of these needs should be emphasized at the expense of the other. The two needs should be diagnosed to derive the learners' expected needs.

The study analyzed both the objective (expected needs / perceived needs / real needs) and the subjective needs (felt needs or wants) of the trainees to arrive at their real needs. This explains why the learners' opinions were sought for, in deciding what concerns them.

2.07 Needs-Assessment Models and the One Adopted for the Study

The discussion on this topic had been limited to the most innovative of needs-assessment models and some of which are of greatest utility to this research work, i.e. the inductive and the deductive models. More complete discussion of Needs- Assessment models for further reading would be found in Richterich & Chancerel (1980) Stufflebeans et al (1985), and Witkin (1977).

2.07.1 Inductive (Category – Independent) Model: One of the earlier systematic approaches to assessing language needs at the individual level is Stevick's "socio-topical matrix (Stevick 1971, Buckingham & Pec 1976). The matrix is drawn so that the kinds of people the learners most urgently need to interact with are arranged against the things a learner is most likely to want to talk about. An optional linguistic dimension either in form of language or function can be used to broaden the scope of the grid with the intersecting cells

producing the content basis of an entire course. Hence, individuals with similar socio-topical profiles can be easily grouped.

Another inductive approach to language needs assessment is Feire's 'dialoque' (Freire 1970) in which important themes in the lives of prospective learners are gradually clarified through graphic and verbal exercises. The model combines an in-depth observation of people in various locations and life situations along classifications which keep appearing during extensive discussion with and observations of members of a defined community.

The broad range of what might now be called "target situation analyses (Chambers, 1980; Jupp & Holdin, 1975) also fits into the tradition of inductively organized applied research, although it is clear that the political and social values which underlie Freirian 'dialogue' do not govern the more technically-oriented analyses of communications in work situations. The emphasis of target situation analyses is on the nature and effect of target language communications in particular situations. Expert's analyses of communication established standards against which current performances can be gauged. 'Needs' in this context are more appropriately discussed as 'objectives' for learners who would eventually have to demonstrate competence in the situations.

However, within the framework of target situation analyses, reliance on candidates who face instructions to describe their needs is not going to prove very fruitful, given the strong emphasis on technical analyses of communications which these candidates are unable to handle in the first place.

An interesting variation in the above approach to language needs-assessment is found (Schmidt, 1981). This requires intensive study of individuals engaged in language dependent tasks and then generalizations about the individual's language problems in the defined learning situation. Schmidt (1981) finds the greatest value of case studies to be greater understanding of process oriented needs (needs arising during the learner's attempts to gain knowledge in the field) and establishing a basis for designing a questionnaire or interview battery.

A model that resembles target situation analyses but which traditionally employs groups in artificial target-like situations is the critical incident techniques, (Flanagan, 1954).This constitutes critical breakdowns or difficulties when attempting to solve a motivating problem, competent verbal solutions serve as points of contrast with problematic ones and serve as standard for analyses for communicative record. This technique requires some faith in the representativeness of

the situation under scrutiny and plenty of time to conduct sensitive analyses, but it does suggest some interesting extension of needs assessment into such areas as simulation and role play which only ordinarily are viewed as approaches to instruction (Berwick 1984a, 1984b).

Finally, another inductive method worth mentioning is the Delphi study, originally developed at the Rand Corporation in the 1960s to assist future research (Dalkey 1969; Linstone & Turnoff, 1975; Weatherman & Swenson, 1974). Use of the technique entails asking experts in a field to rank items which constitute important or desirable future conditions. This ranking continues for several rounds and is influenced by informing the individuals involved about the degree of support each item has received to date. Individuals are asked to reconsider their previous choices in the light of an emerging consensus on particular items. The techniques can be described as inductive when the initial list of items is developed by the raters during the first round although variation on the Delphi study also allows for presenting the raters with a list and then asking them to respond. The last is a deductive approach to the process.

2.07.2 Deductive (Category- Dependent) Model: Deductive approaches to language needs assessment are the natural complement to the kinds of inductive approaches outlined above. They are also the more typical way into needs analyses that constitute extension of the test and measurement tradition of educational research into applied linguistics. A collection of deductive methodologies ranges from simple questionnaires to highly complex socio- linguistic typologies and surveys and these are most frequently used in language needs- assessment. To illustrate, Richterich (1983) and Richterich & Chanceries (1980) are two fundamental documents in the Council of Europe's attempt to outline a framework for language needs assessment. Richterich (1983), Richterich and Chanceries (1980) offer to the planner is a comprehensive list of topics under which data may be collected by a variety of methods of interest and used in local planning situations. Trim (1980) has noted the extraordinary number of possible combinations of information gathering categories and sub-categories in Richterich early model (Richterich 1980) basic demographic features, agents, roles, times, places, environments, functions or purposes of communication, references to effective status, attitudes and means of communication. Also, actual data collection methods of potential use are listed to include surveys and questionnaires, language tests and attitude test scales.

Munby's (1978) communicative needs processor is perhaps, the most highly developed model mechanism for the interpretation of specific language learning needs. However, this research work combined both the inductive and deductive methods of needs- assessment. The method is inductive because the target situation analyses as well as the expert judgment were sought using classroom observation of the NCE 111 English students on teaching practice in the primary schools in actual teaching situation and a survey was used to gather information about the needs of the subjects. On the other hand, it is deductive because questionnaires were used to gather information from the respondents. The questionnaire is inductive because a list of language related topics from which data may be collected, were given to the respondents to rank according to their importance to the programme of study, their availability and on how well taught and learnt.

2.08 Primary School Teacher Education Programmes: Issues, Prospects and Challenges

Nigeria sees education as an instrument for national development and this is reflected in the National Policy on Education (NPE 1977, 1981; 1998; 2004). Thus, the government's development and reform agendas rely on education as a springboard. The formal education

system, referred to as the 6 – 3 – 3 – 4 system has shifted from the 6-year primary education to a 9-year basic education, with additional attention given to early childhood care and education (ECCE). Indeed, due to the importance government attaches to basic education, and to demonstrate Nigeria's commitment to Education for All (EFA), the Compulsory, Free Universal Basic Education Act was enacted in 2004.The reform is aimed at making education more effective and positive result oriented and that is the focus of the present study.

2.08.1 Issues on Primary School Teacher Education Programme:

On teacher education and qualification, the Federal Ministry of Education through its various parastatals, is responsible for setting standards for the qualifications of teachers, setting salary and staffing levels for teachers in public schools and determining the curriculum or minimum standards for teacher education. Its agency, the National Commission for Colleges of Education (NCCE), carries out accreditation and monitoring of teacher education institutions to ensure conformance with set standards. Hence, all Colleges of Education (COEs) are subject to the same minimum standards for their operations with particular

reference to courses of study, entry requirements, staff requirements, physical facilities and equipment.

On teacher training in Nigeria, there is the National Council on Education that gives general policy directives while the implementation of the policies are mainly devolved to agencies. For instance, Colleges of Education and Faculties of Education are involved in pre-service training while National Teachers Institute covers in-service through Open and Distant Learning (ODL). Continuous Professional Development is offered by COE, FOE, NTI and TRC. For School Administrators, National Institute for Educational Planning and Administration (NIEPA) gives training while NCCE and NUC are in charge of Curriculum Development and Quality Assurance.

On capacity-building of teachers, realizing the pivotal role of teachers in the education of any country, UNESCO, Nigeria Office initiated and is assisting in the institutionalization of a culture of reforms through activities identified under Project 467 GLO 1002 – 3: 'Policy Reform and Social Dialogue between Government and Teachers Associations'. The intention is to use teachers, both as pedestal and as vanguards, for orienting schools to a culture of reforms and quality

education, and through the schools to influence the wider society. Under this project:

-UNESCO supports capacity building for Nigerian teachers via training workshops, seminars, round tables and technical inputs.

-Policy and Teacher education reforms have been ongoing through gender-sensitive and participatory activities agreed upon during the social dialogue between government parastatals responsible for teacher education and teachers' associations under the NUT. This approach has proved to be an effective but gradual process because of the magnitude of teachers involved and the huge size of Nigeria.

-NCCE has been prominent and outstanding among government agencies committed to teacher reforms. The current thrust is towards the review of the curriculum of teacher education for improved relevance with regard to the basic education school system, new information communication technologies and the cultural diversities that exist in the country. Their review ended October, 2006.

-The huge size of Nigeria necessitates strategy for wider access by teachers through the Internet; hence Colleges of Education are being encouraged to acquire internet connectivity. A Teacher s Portal has been proposed to be located at NCCE Secretariat with the help of UNESCO and Microsoft for dissemination of good practices, innovations and research findings in teacher education. Most Colleges of Education have Computers and some have VSAT. The NUC has already started the Virtual Institute for Higher Education Pedagogy (VIHEP). There is also the National Open University that delivers courses including Education by ODL.

In conclusion, teacher education in Nigeria is in a sort of ferment and many International Development agencies are making inputs to improve the system. In-service and or school-based strategies such as cluster teacher training/workshop like that of Universal Basic Education Commission (UBEC) and State Universal Basic Education Board (SUBEB), mentoring, open and distance learning and the use of radios and TV are being implemented for improving the quality of existing teachers. The idea is to salvage the unqualified or sub-standard teachers already in

service while at the same time ensuring that pre-service teachers being produced by the training colleges are of the required quality. UNESCO is supporting both pre-service and in-service teacher education in Nigeria. The government and some concerned organizations like UNESCO, definitely have noble intention to improve both the quality and quantity of teachers to man our primary education sector. But all efforts made are usually frustrated. The problem lies with effective implementation process. Efforts made to improve the lot of teachers in Nigeria are usually sabotaged by the implementers because of greed, corruption, tribal and religious segregation, to mention just a few. Therefore, additional impact to be made in the direction of improving the quality of the prospective teachers (trainees) would be a revisit to their programme of study while on training. If the NCE programme were made more relevant to the needs of the prospective teachers and the learners they are going to train, as well as the needs of the society, through a need-analyses assessment of the NCE minimum standards and the primary school syllabus as proposed in this study, the impact would certainly improve the quality of the teacher trainees.

2.08.2 Prospects and Challenges of Primary School Teacher Education Programme:

The future of any nation depends on the quality of its educational system which in turn depends on the quality of teachers. The maxim that no educational system can rise above the quality of its teachers and that no nation can rise above the level of its teaching staff shows the role of teacher and teachers' education programme in national development. According to Lassa (1996) "education is the key to national development and only teachers hold the key and can turn it for national development". The teacher is therefore the pivot on which, every educational development hangs. Supporting the assertion above, Ukeje (2000) stated that education is so powerful that "it can heal or kill: it can build up or tear apart; it can lift up or impoverish." He, however, adduced that much depended on the type provided and particularly on the teacher who is the hub of the education process. It is, therefore, expected that only the intellectually promising and qualified persons are trained to engage in the teaching industry. The nation realizing this had made frantic efforts to produce qualified persons to take up teaching since early 1960s. Large concentration has been in the development of teacher Grade II and the Nigerian Certificate in Education Institutions (Omoregie, 2006). This was followed by University Degree Programme in Education in the Faculties of Education. Institutes of Education had also cropped up in institutions of higher learning for

the training and retraining of personnel for maximum efficiency and productivity. Finally, the National Teachers' Institute, and Schools of Education in Polytechnics have added to institutions that provide Teacher education in Nigeria. The intention of Federal Government in Nigeria is that all teachers from Pre-Primary to the University level are professionally trained. Teacher education programmes are structured to equip teachers with the necessary knowledge and skills for the effective performance of their duties. Unfortunately, much lapses and inadequacies have plagued the processes of teacher education in the nation so that the desired qualified teachers are not produced. The present crop of teachers can no longer create desirable changes in behavior in learners (Ndjabili, 1995). The desired national development is far-fetched. The problems are many as enumerated above.

All emphases discussed above are on training and re-training of teachers. None of the efforts centered on examination or re-examination of the programme of study as aimed at in this study. This explains why the desired effect has not been achieved. It is the aim of this study to identify those inadequacies in English teacher education programme at the NCE level that have prevented the teacher educational system from meeting its desired goals for qualitative English Language teaching in

our primary schools for national development. The researcher offered appropriate recommendations that would improve English teaching effectiveness in the nation's primary education system.

2.09 Assessment of the Effectiveness of Primary School Teacher Education in Nigeria

Considering the need for quality in teacher education in the Nation, the National Policy on Education states that Teacher Education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teacher" (NPE, 1998: 38). It further listed the goals of teacher education as follows:

a) To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system; b) to encourage further, the spirit of creativity in teachers; c) to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives; d) to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but also in the wider world. e) To enhance teachers' commitment to the teaching profession. The Nigerian Certificate in

Education (NCE) was to be the entry qualification into teaching to achieve high standard performance for the learners. With these laudable objectives, it would be expected that only the intellectually promising and qualified persons should be trained as teachers. It would be expected that the products from teacher education should demonstrate academic competence as they carry out their teachings. Unfortunately, the contrary is the case. Most of the students admitted into the teacher education institutions are usually the worst academically (Adenyaju, 2006). Better qualified youths prefer to seek admission into other departments and not education. Many NCE teachers who are teaching in the primary schools today are barely competent. Many of them cannot make simple correct sentences and can hardly make good lesson plans in their area of specialization. Obara (2001) opined that teaching is the most vital and strategic profession for national development. No doubt, without good teachers, there can be no good engineers, no good medical doctors, no good lawyers, indeed, without good teachers and good educational system, we invariably have unimaginative and unpatriotic engineers with roads that will be pushed away after the first rains, doctors that will kill more than cure, incongruous laws and purchased justice. According to Ngada (2003), the cumulative effect of incompetent teachers would be non-development rather than

development and at times national retrogression instead of progress and development. Indeed the importance of qualitative teachers and teacher education cannot be over-emphasized. In comparing the importance of teaching profession with other professions, Ukeje (1991) said "If a doctor makes a mistake, a patient may die, if an engineer makes a mistake, a bridge may collapse and when a lawyer makes a mistake, his client may lose liberty but if a teacher makes a mistake, it will affect generations yet unborn." All arms of development of a nation depend on the nature of its teachers. Madueke (1997) said that since national development has a direct link with education and the teacher translates educational policies, it follows, that the education of the teacher should be the priority of any country wishing to develop in all branches of human endeavor. The assertion above buttresses the fact that a country that operates poor quality education will purposely remain undeveloped and thus suffers the consequences of underdevelopment. The areas of deficiencies identified in teacher education in Nigeria are as follows:-

(i) Mode of Entry

This is one of the most serious problems plaguing teacher education programme in the nation. The NCE programme in Colleges of Education draw their intakes from less bright secondary school leavers

who would in no way gain admission into other tertiary institutions because of poor academic qualifications (Adeyanju, 2006). The few above average students found in educational institutions are there because they had no admission somewhere else, not because they had education as their first choice. It is worse with the universities. According to Adeyanju (2006), it is after other degrees had satisfied their quota that education will release their own admission drawn from students who had no better options. With a collection of academically weak students, training is made quite difficult especially when one considers that many of such students cannot communicate clearly in the official language of instruction. Therefore, the provision of a curriculum that takes care of the needs of the trainees as aimed at in this study would definitely restore their confidence, competence and make them more effective in the discharge of their duty.

(ii) Lack of Funds:

This manifests itself in inadequate facilities and equipment. Fund is a pre-requisite for all activities and the success of teacher education in Nigeria. Meaningful projects cannot be executed. Infrastructures and materials continue to be inadequate. Ngada (2001) identified lecture halls, classrooms, laboratories, hostels, staff quarters, generating plants,

office equipment as being inadequate in most teacher producing institutions. This is more pronounced in State owned Colleges. It is not better however in Federal institutions where the ratio of students to materials is always inadequate. This is more pronounced among students of Science, technical, and Business education. It is common to have students of over 100 using only 30 – 40 typewriters or 30 to 40 computers (Ngada, 2001). A classroom capacity of not more than 50 students will be jammed with over 200 students. Most science laboratories are not equipped with chemicals so that practical are farfetched. Most science graduates of Colleges of Education can neither titrate nor identify salts and these are graduated to teach sciences in the Secondary School. Science and Technology today have produced new devices in teaching methodology. Language graduates had no experience and access to language laboratories for practical language teaching. Modern technology teaches the use of computer with internet, video conferencing and tele-conferencing and even the over head projector in teaching (NUC: VIHEP). These devices are not employed to teach the trainees now because of lack of funds; how can these teachers cope with these devices on graduation? The funniest aspect of this predicament is the system of borrowing facilities during accreditation to fool the assessors. The borrowed materials are returned

as the accreditation team is turning their back to go and the institution remains empty again. This study made suggestions and recommendations that would give appropriate training experiences to the trainees so that any area of lack or deficit training would be taken care of. They should equally be taught to improvise in some situations.

(iii) Limited Subject Specialization:

This is especially in the NCE programme where the trainees are trained in two basic teaching subjects. The National Policy on Education had stated the Nigerian Certificate in Education as the minimum entry teaching qualification in the nation. It means that the teachers for the primary schools should be the NCE teachers (NPE: 2005). Most of the teachers in the primary school teach all subjects to the pupils. It means the NCE teacher is inadequately prepared for the primary school system. But if NCE teachers are to be appropriate for the Primary school system, then, there is need to examine and restructure their programme of study which should be geared towards their needs. Hence the present study has been useful for the said purpose.

(iv). Haphazard Conduct of Teaching Practice Exercise:

Teaching practice is a cardinal aspect of all teacher education programmes. According to Ololobu (2003), it is through teaching practice that trainees practicalize all the theoretical knowledge they have been exposed to in the lecture halls. In the first place, the period of training practice varies from institution to institution. It ranges from a period of two weeks to six months except for long vacation programme, where Teaching Practice is up to twelve weeks. The period is too short for the student to be prepared before releasing him into school system. The supervision of this programme is another area of inadequacy. Some students are visited only once and some twice. Hardly has there been a situation where a student is held behind because of poor performance in teaching practice. This research calls for proper administration of this programme and recommends a longer duration for teaching practice for better effectiveness.

(v). Unorganized widespread proliferation of DLS and Long Vacation Programme as well as private secondary schools:

Distant learning and long-vacation teacher training are run in various teacher training Colleges and some University faculties of education. The modes of operations of these programmes have nothing to be desired (Omoregie, 2006). The students are rushed and some

important aspects of the training are left out; such as most laboratory works, other practicals, and excursion. The mode of entry is worse in this programme than direct entries. From all indications, Omoregie(2006) is of the opinion that these programmes are organized for financial gains rather than for training well motivated proactive teachers. Most of the private secondary schools have been nicknamed "solution centers". They perfect examination malpractice to give certificate to undeserving candidates, thus enabling them to secure admission into tertiary level of education.

(vi) Imbalance Evaluation Devices by Teacher Education:

Anikweze (1995), decrying the poor conduct of continuous assessment practices in teacher education in Nigeria, observed that during the teacher training programme, teachers in training are only assessed in the cognitive domain, ignoring psychomotor and affective domains. Not only that the students assessment were inadequate for the minimum standards for training teachers, these student teachers when in service, are expected to assess their students in the three domains. These are results of ineffectiveness found in Secondary School teachers today in continuous assessment. The implication of all these deficiencies is that all other sectors of the nation are affected. For any educational

system to be qualitative enough to be a tool for national development, the quality of teacher education must be very high. Currently, instead of excellence in the nation, there is poverty, unemployment, moral decadence and collection of individuals who cannot form positive self-concepts, self-realization and actualization and these are enough evidence to prove that the teacher training programme is ineffective and require modification through a need-analyses-based assessment. This study intends to contribute at eliminating the problem of ineffective teacher training programme in English language by filling all areas of gaps in the programme that will help to achieve the excellence desired in the English teacher education programme

2.10 Mismatch between Pre-Service Primary School Teacher Training Programmes and the On- The- Job Performance

Following Nigeria's attainment of independence in the early 60s, there was the introduction of various teacher education programmes for teachers in the Secondary Schools. Advanced Teachers Colleges were established which today have become Colleges of Education under the control and supervision of the National Commission for Colleges of Education (NCCE). There are faculties of Education in almost all the universities in the nation today producing graduate teachers and also

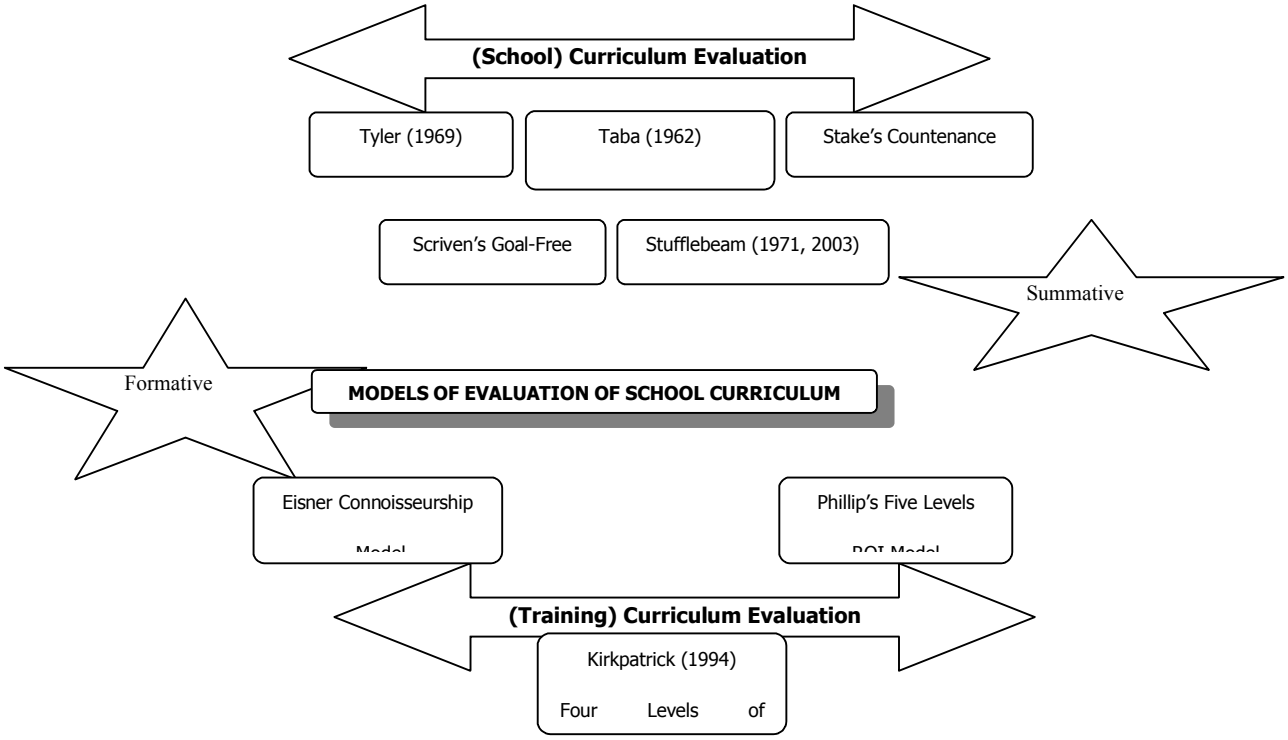
Diploma in Education for graduates in the Arts and Sciences who desire to become professional teachers. There are also various institutes of education in universities that offer refresher and in-service training programmes for teachers. There are long vacation NCE (DLS) programmes available in some teacher training institutions. The National Teachers' Institute (NTI) is also offering courses to upgrade various categories of unqualified teachers. Teacher education in Nigeria has actually come a long way. Notwithstanding, there is dire need of quality in Teacher Education. The mismatch between pre-service primary school teacher training programmes and on-the-job performance is quite obvious. This could be deduced from the general poor performance and falling standard of primary school products. Majority of primary school leavers perform below expectation and even the teachers themselves perform below the expected standard. The reason, observed by Adeyanju (2006) as earlier stated has been that the NCE programme of study was designed for teaching at the JSS level of education and not for the primary school level. This explains why the programme is not closely linked to primary learners needs in content and of course, it had not changed in focus. To buttress the fact that primary teacher education in Nigeria is in a sort of ferment (Ukeje, 2002; Baikie,2003; Adeyanju, 2004), many national and international development

agencies are making inputs to improve the system. The idea is to salvage the unqualified or sub-standard teachers already in- service produced by the mismatched pre-service program of study in the nation's teacher training institutions. At the same time, it would ensure that pre-service teachers being produced by the training colleges are of the required quality. UNESCO is supporting both pre-service and in-service teacher education in Nigeria. The intention is to use teachers on the job both as pedestals and as vanguards, for orienting schools to a culture of reforms and quality education, and through the schools to influence the wider society by correcting the mismatch. However, the above noble intention will be best achieved if the intended reform is entrenched into the programme of study of the trainees instead of organizing ad-hoc workshops and retraining programmes. This would yield a better dividend knowing the attitude of Nigerians towards management of government or organizational funds. The research is aimed at making NCE English training programs more relevant to the needs of the trainees through a needs-assessment study.

2.11 Models for Assessing the Performance of Primary School Teachers on the Job

According to Abdalla (2006), there are different approaches to evaluate curriculum. The popular models used for curriculum evaluation are Tyler's model (Tyler, 1969), Hilda Taba Model (Taba 1962), Stake's Countenance model (Stake, 1969), Scriven's Goal-Free model (Scrivens 1972) and Stufflebeam's CIPP model (Stufflebeam 1971, 2003). The models used to evaluate training curriculum include Eisner Connoisseurship Model (Eisner, 1979), Kirkpatrick four levels of evaluation model (Kirkpatrick, 1994) and Phillips five levels ROI model (Phillip, 1997). A visual representation of these models is given in the figure below; but for the purpose of this study, only those models considered relevant for assessing the performance of primary school teachers on the job would be discussed.

Figure 1: Curriculum Evaluation Models



Source: Abdalla 2006

Probably the best known model of curriculum evaluation is proposed by Tyler (1969) who described education as a process in which three different foci should be distinguished. They are ***educational Objectives, learning experiences,*** and ***Examination of achievements.*** Tyler (1969) contended that the curriculum should be organized around objectives and that these objectives should serve as a basis for planning instruction.

While Tyler's model would be criticized for its inflexibility and restriction of both teachers' and learners' creative potential, as the assessor would only go for his area of interest, the model is relevant to the present study because it proposed the involvement of all stakeholders in the planning of educational objectives. Also, it advocates that learning be geared towards desired objectives and that outcome of

learning should be examined. These views were borrowed and applied in the present study.

Stake (1969) explained curriculum evaluation in terms of ***antecedents, transactions*** and ***outcomes.*** Antecedents refer to those aspects in which curriculum are taught, such as: time available and the other sources provided. Transaction refers to what actually happens in lessons, including what is done by both the teachers and learners. Outcome connotes learner's achievements, the effects of the curriculum on the attitude of the students, as well as teacher's feelings about teaching the curriculum.

The evaluation model is explained on the table below:

Table 2.1: Stake's Countenance Model.

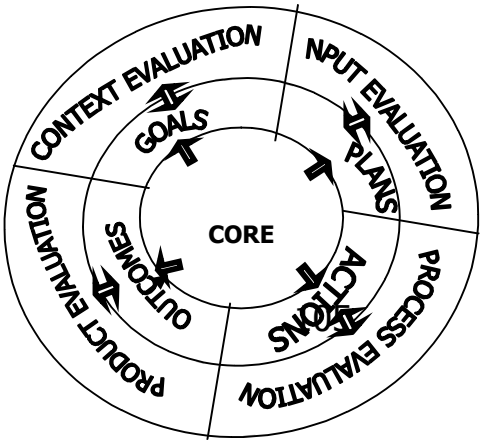
Terms	Kind of Information	Methods
Antecedents	• Organizational background Resources • Attitude of administrators and parent • Examinations available • Content in curriculum • Knowledge and skills of pupils	• Time table • Syllabus and textbooks • Interview
Transactions **ers** (in lessons)	• Roles adopted • Use of time and resources • Contact with pupils • Cognitive processes • Interest and involvement • Use of time	• Activity records • Observations of class • Self-report by teachers • Self-report by pupils

Outcomes	• Pupil achievement • Pupil attitudes, interpretations • Teachers' attitudes, interpretations. • Effects on other parts of institutions	• Test and written work • Questionnaires • Interviews

Stake's (1969) model is relevant for assessing the primary school teachers on the job. This is because the assessment could be aimed at achieving appropriate antecedents and transaction should enable desirable outcomes of teaching and learning.

The CIPP model proposed by Stufflebeam (1971, 2003) was also a reaction to Tyler's (1969) approach, which concentrated on the final outcomes of a learning program. This model requires evaluators to study the effectiveness and feasibility of the initial policy decisions that gave rise to the program as well as the program's operation. In any evaluation, according to this model, the influence of institutional priorities, the impact of individual personalities and the importance of the prevailing political climate would be considered. The model is visually represented below:

Figure 2 Stufflebeam's (1971; 2003) CIPP Model



Stufflebeam's (1971; 2003) proposed CIPP model stresses the need for attention to context (C), input (i) Process (p), and Product (Pr). The first three terms refer to formative evaluation, while the product refers to summative evaluation. This term as used by Stufflebeam will be discussed below

- ***Context Evaluation:*** Here the curriculum evaluator is engaged in studying the environment (context) in which the curriculum is transacted. It provides the rationale for selection of objectives.
- ***Input evaluation***: The purpose of input evaluation is to get information for how to utilize resources optimally to meet the objectives of the curriculum.
- ***Process Evaluation***: This is the most critical component of the overall model. Quality of the product largely depends on this component. It addresses the curriculum implementation decisions. Stufflebeam presents the following three strategies for process evaluation:

  To detect or predict defects in the procedural design or its implementation during the diffusion stages; to provide information

for curriculum decisions and to maintain a record of procedures as they occur.

- ***Product Evaluation:*** It helps us to determine whether the curriculum objectives have been achieved or not. On the basis of collected data, we decide whether to continue, modify, change, or terminate a curriculum.

  The value of the CIPP model is that it takes into consideration the whole context surrounding a program and this is useful for assessing the performance of primary school teachers on the job. Its disadvantage may be the time necessary to carry it out.

Education and training needs are constantly changing with changing technology, education technology, management processes and models of delivery. In order to determine the effectiveness of various curricula, especially at the targeted level, it is essential to carry out an assessment of the performance of primary school teachers on the job as a way of evaluating the programme schedules as aimed at in this research. These would give room for continuous updating and revision of curricula as desired fit and can provide information for further revision of curricula. The present study borrowed aspects such as context

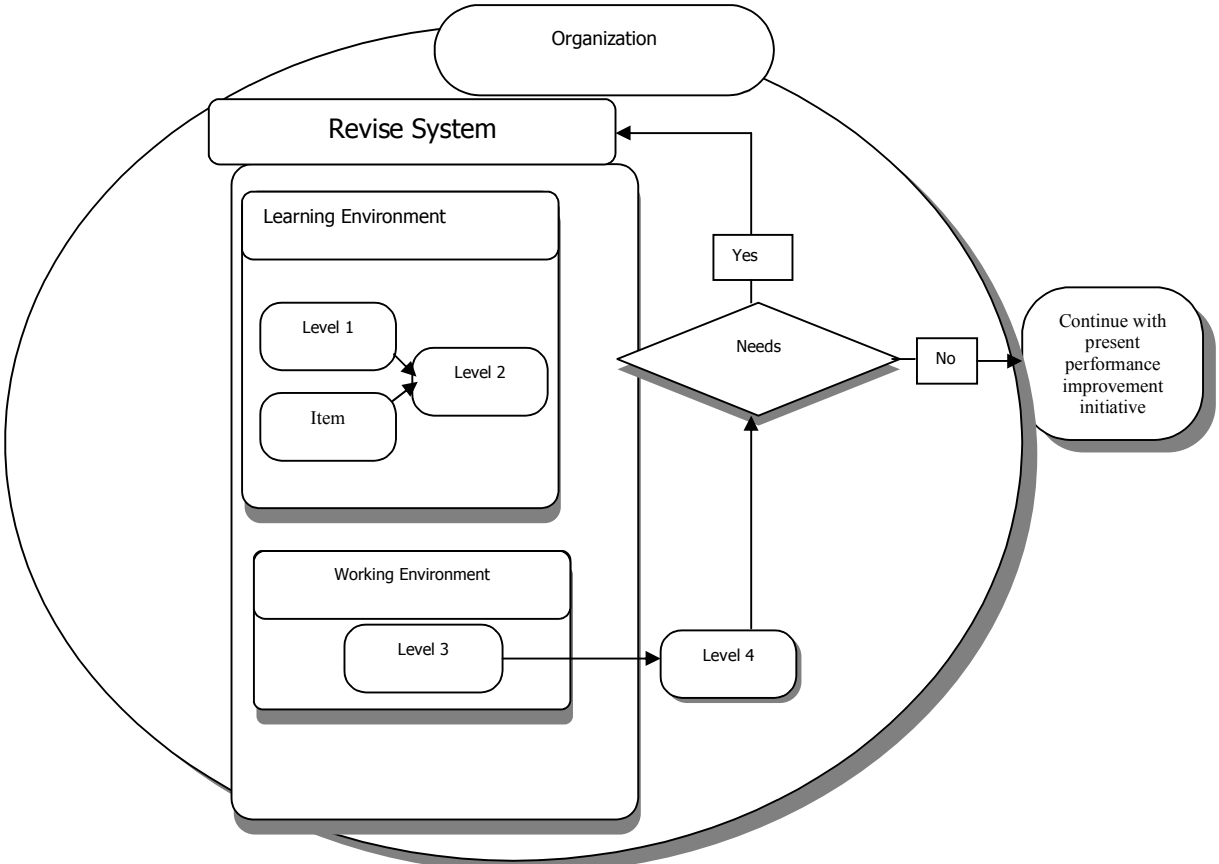
and product evaluation model from Stufflebeams (2003) because it is interested in identifying and meeting the needs of the targeted learners as well as helping them to be more effective in the discharge of their duties.

Eisner's model is based upon the two concepts of educational connoisseurship and educational criticism. The first of these involves the researcher observing in the classroom in order to build up an understanding of what is taking place. Connoisseurship is defined as the act of knowledgeable perception; the ability to see what is suitable, complex and important" (Eisner, 1979, p. 193) and requires the capacity to attend to the happenings of educational life in a focused, sensitive and conscious way. Once the data have been collected, the emphasis shifts from connoisseurship to criticism. Educational criticism involves the observer in communicating the quality of the events, which have been observed to those responsible for their generation. Since discussions surrounding the quality of interactions potentially can be very threatening to those who have been observed, Eisner (1979) proposes three stages of disclosure of the information to be shared. These stages move progressively

through description to interception to appraisal. The descriptive aspect aims at the vivid rendering of the events perceived in the situation. The interpretive attempts to provide some understanding of what has been rendered by using, among other things, theories, research and models; the evaluative aspect of educational criticism attempts to assess the educational impact or significance of the objects described and interpreted (1979).The Eisner (1979) model is very relevant to the present study . Both the connoisseurship and criticism were aspects of the study borrowed and employed in the present study. This involved physical observation of classroom teaching of English, identification of quality of instruction or gaps existing in the programme for improvement. In addition, the researcher carried out a close study of the programme of study of NCE trainees employing the learners' experience, teachers' experience and the experience of the experts in the field of language education .Besides, a critical appraisal of the findings, was used to arrive at the real needs of the NCE trainees by identifying and eliminating all elements of deficiencies or gaps in the programme of study.

Assessing training effectiveness often entails using the four-level model developed by Kirkpatrick, (1994). According to this model, evaluation could always begin with level one, and then, as time and budget allows, move sequentially through levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. Thus each successive level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time – consuming analyses. Kirkpatrick's four levels of Evaluation Model (1994) is represented in figure3.

Figure 3 : Kirkpatrick's Four Levels of Evaluation Model (1994)



- ***Level 1 Evaluation-Reaction***: Evaluation at this level measures how participants in a training program react to it, it attempts to answer questions regarding the participants' perceptions- Did they like it? Was the material relevant to their work? This type of evaluation is often called a "smile sheet." According to Kirkpatrick (1994), every programme should at least be evaluated at this level to provide for the improvement of a training program.
- ***Level 2 Evaluation*** – ***Learning:*** Assessment at this level moves the evaluation beyond learner satisfaction and attempts to assess the extent students have advanced in skills, knowledge, or attitude. Test or assessment before the training (pre-test) and after training (post test) to determine the amount of learning that has occurred.
- ***Level 3 Evaluation – Transfer***: This level measures the transfer that has occurred in learners' behaviour due to training program. Evaluating at this level attempts to answer the question – Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner?
- ***Level 4 Evaluation-Results:*** Frequently thought of as the bottom line, this level measures the success of the program in terms that managers and executives can understand – increased

production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment. From a business and organizational perspective, this is the overall reason for a training program, yet level four results are not typically addressed.

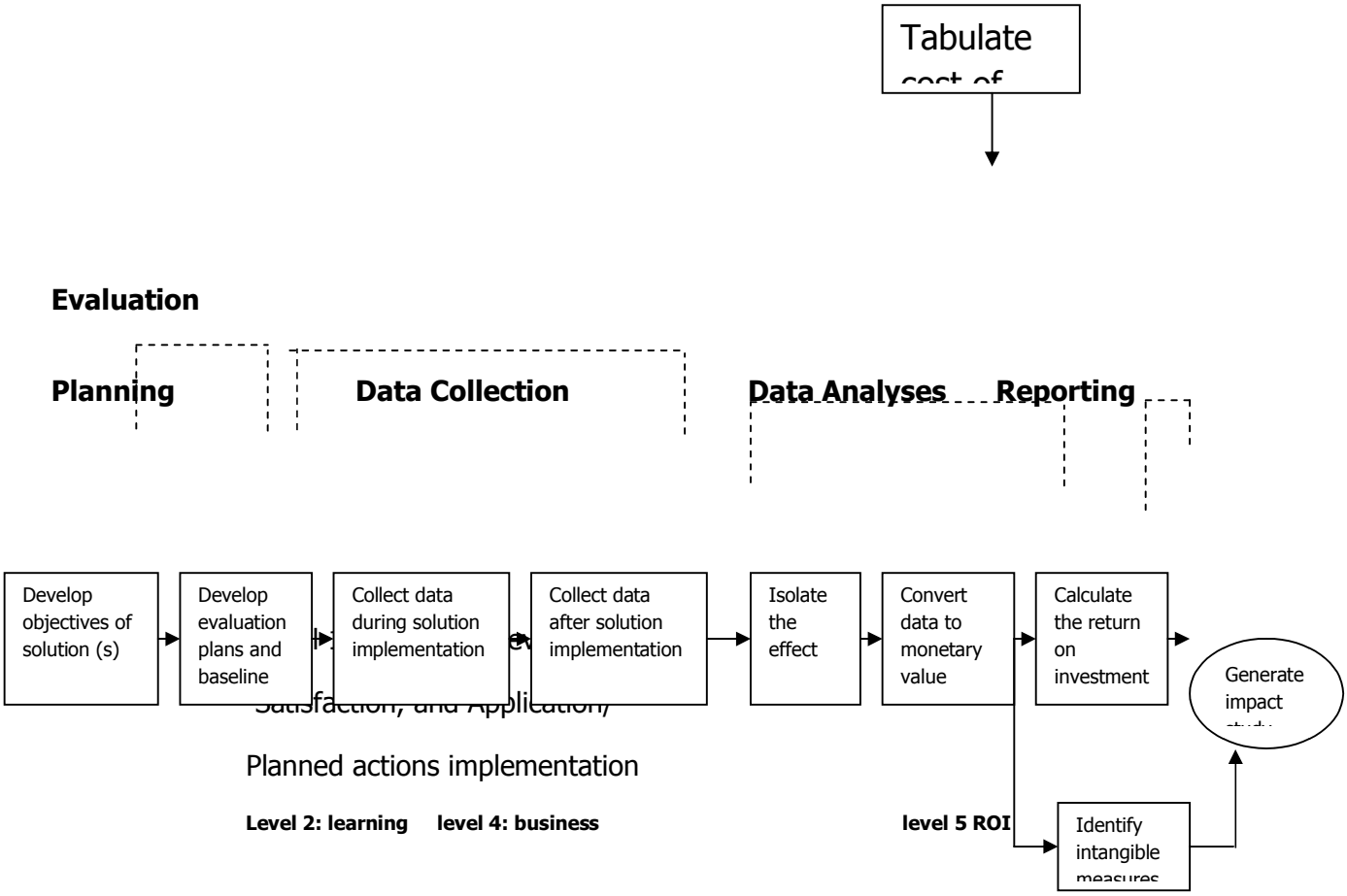
Of all Kirkpatrick's (1994) models of Evaluation, the present study borrowed from level 1, Evaluation-Reaction model aspect of the study. Here, the questionnaire served as a 'smile-sheet' from which the participants answered questions by rating, regarding the trainees' perception of their needs in the programme. This study did not go into giving a training and retraining programme and the determination of the effect on the Trainees' as done in the subsequent levels. The reason is because, the study is aimed at establishing the gaps in the training programme and updating to meet the needs of the trainees. That aspect is reserved for further investigation.

In the last decade, Jack Phillips (1997) enhanced the venerable Kirkpatrick (1979) model to include financial metrics. Using the Philips (1997) methodology, managers can evaluate a given Human Resource Development (HRD) initiative, training or performance

intervention and calculate the return on investment (ROI). ROI is a financial measure that is familiar to a manager, who uses it to compare the benefits of an investment, the amount saved or gained, with its cost.

This measure also allows executives to compare the benefits of a training program with other investment opportunities within the organization. The model in figure 4 below, illustrates the continuity between Kirkpatrick (1979) and Philips' (1997) models, dovetailing to ROI model.

Figure 4: Phillips' Five Level ROI (Phillips 1997)



The ROI involves assessing the project success according to six levels of measures including data from the four Kirkpatrick's (1994) Levels. Phillips's (1997) approach involves careful evaluation planning followed by the collection of data on learner reaction, learning behaviour (application to the job), business results, and return on investment. Some benefits, judged to be difficult to quantify, are reported as intangible benefits. Reaction and learning data are collected during the training while the application and business impact results are measured on a pre-determined schedule sometime after training. The benefit aimed at is the effect of the training programme on the teacher trainees on their job application. The outcome is therefore not measured in terms of money dividend but the teachers effectiveness, appropriateness of content and acceptance and as well as helping the learners achieve the desirable outcome. The present study borrowed from Phillip (1997) model the aspect of assessing the effect of the training programme on the trainees by observing trainees during practical teaching.

Thus:

- ***Formative Assessment:*** Assessment that provides feedback to the teacher for the purpose of improving instruction and other aspects of the teaching process (Wakeford, 2003).

- ***Summative Assessment:*** A culminating assessment, which provides information about the students' mastery of content, knowledge, or skills (Wakeford, 2003)

The various models, discussed in the review, were used in evaluating the performance of primary school teachers on the job and are implicit in the present study. The study involves stages of investigation and a close analyses of the various views, using observation, and questionnaire as discussed earlier. It equally examined available syllabus for primary school English and the minimum standard for NCE trainees' English programme. Besides, an observation of classroom interaction was not left out for an on-the-spot assessment. Through these measures, the performance of teachers, the learners, the learning experience and their outcome were accessed through a multi-dimensional process, borrowing from Eisner Connoisseurship model (1979) and Kirkpatrick's model (1994).Below is a table showing a summary of models reviewed and aspects that are relevant to this present study.

Table 2.2: Summary of the Evaluation Models Reviewed

Models Renamed	Major points on the models	Aspects relevant from the models to this study	Where they will be used
1. Tyler (1969)	Identified three forces around which Education should be planned: -educational objectives -Learning experiences -examination of achievements.	-all the forces around which education should be planned-objectives, meaning equivalents and examination of achievements.	-pre-service -during training -on the job process
Stakes (1969) Countenance model	Explained current evaluation as: -antecedents -Transaction -outcomes	-curriculum content -in the process -outcomes of the curriculum	-on the job process
Stuffle beam's (1971,2003) context input process and product models	Likened curriculum. Evaluation as studying: effectiveness and feasibility that led to initial policy decisions that gave rise to the programmers objectives implementation and evaluation -influence of other forces i.e. institutional priorities, individual differences, political influences etc.	-Context, process input and product models.	-pre-service -on the job process.
Eisner (1979) Connoisseurship model.	onnoisseurship to observe criticize and appraise class room pedagogy through -description -interception -appraisal.	-description. -interception -appraisal	-during training
6. Kirkpatricks (1994) four levels of evaluation model.	- -use a smile sheet to measure participants reaction to the training programme. (level 1) Used pre and post-test to measure the amount of learning that has taken place (level II) -level III measures the	Level I-using smile sheet to measure participants reaction to training programme	-during training -on the job process.

	transfer in behaviour as a result of the training -level IV success of measures the programme		
Phillips (1997) five level Roi.	Assesses the training success, such as the effect of the training on the trainees on the job application; the outcomes in terms of increased dividends and productivity.	-Assessment of the effect of the training programme on the trainees	-during training (TP observation) -- on the job

2.12 The NCE English Curriculum: A Critical Analysis

Nigeria sees education as an instrument for national development and this is reflected in the National Policy on Education (NPE 1977, 1981, 1998 and 2005). Thus, the government's development and reform agendas rely on Education as a springboard. The NCE programme should be made relevant to the needs of the respective teachers, the learners they are going to train and the need of the society.

Justly or unjustly, pupils' learning achievement has always been associated with teacher quality and preparation. The major deduction made on education for all at Dakar in April 2000 in respect of the Monitoring of Learning Achievement (MLA) suggests that more attention should be given to teacher education among others. Although the poor performance of pupils and students in both primary and secondary schools respectively is a consequence of many factors, teachers are

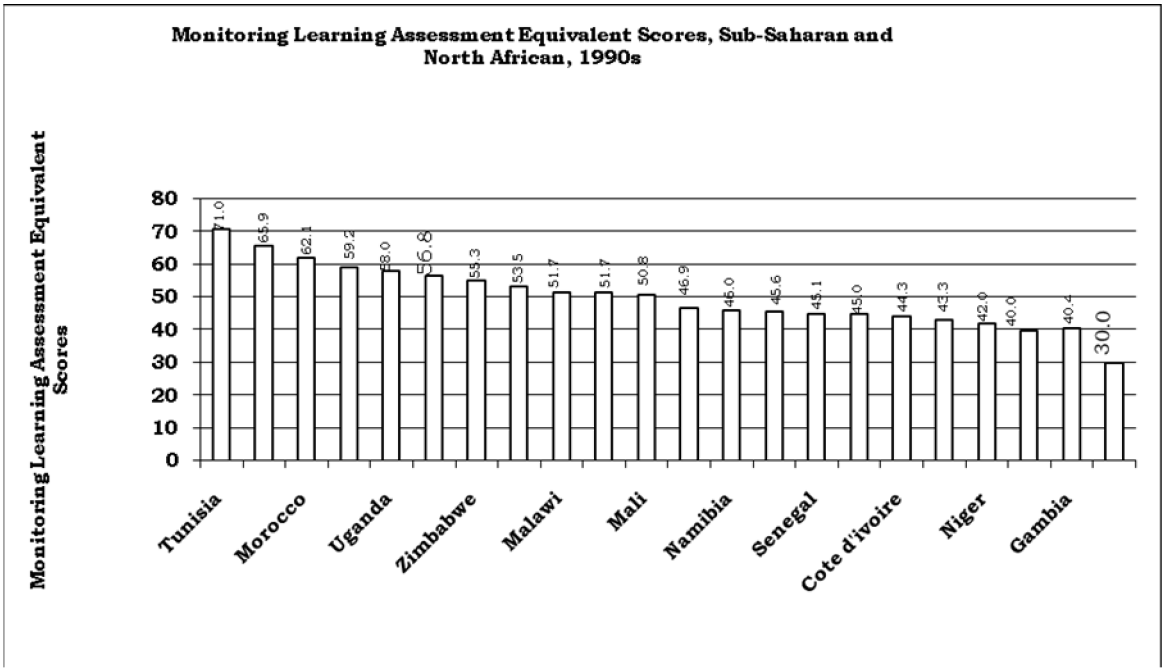
always considered the most critical. For example, an assessment of the learning achievements of primary four pupils which focused on numeric, literacy and life skills incidents shows the following:

that the National mean score of pupils in numeric competence was only 32.2%; performance became poorer as one moved from items requiring simple recall through those requiring some understanding to items dealing with problems solving; the effect of language on the performance of pupils was well demonstrated by the mean score of items which were worded (30.5%) was much lower than that for non-worded items (42.0%); the national mean score in literacy was 25.2%, which, more or less, represented performance at a purely chance level; only 8.1% could copy a passage of five lines accurately and almost 40% (39.6%) scored zero in this basic skills of copying one word or punctuation mark correctly (Falayojo et al, 1997).

Apart from that, the findings of a follow-up study conducted in 2001, which focused on primary 5 pupils, indicated that only 20% of them were able to answer correctly more than half of the items. A similar study conducted in 2003 suggested that there had not been any significant improvement in performance (Aarons, 2003). A World Bank

report placed Nigeria last on the list of twenty-one other African nations in learning achievement. (See figure 5 below).

Figure5:



(**Source:** World Bank, 2004)

Whatever other factors may have been involved, these revelations enjoin educators to ask important questions regarding the competence and effectiveness of teachers in raising the levels of learner achievement. The restructuring of teacher education curriculum is one strategy for improving the quality of pupils learning at the primary level with potential snowball effect for secondary education as well. The aim is to reflect what the prospective teachers are going to do in schools and

have as central focus the competence to be developed in pupil at primary school level (Failayajo et al 1997). This is more necessary as close interaction with teachers in classroom situation over a number of years has revealed lack of appropriate pedagogical skills in most teachers to enable them to teach effectively. Present teaching methods also tend to engender rote learning as teachers lack the kind of innovative strategies that stimulate creativity and make learning an engaging participatory and pleasurable activity. Also, teachers have not learnt to be reflective; learning is still strongly teacher centered, while educators continue paying lip-service to pupil –centered pedagogy. It is obvious that, there is a significant degree of mismatch between teacher educators' perception of a qualified teacher, especially for primary schools and the actual situation in schools.

One explanation for this, is that teacher education programme in Nigeria, both at colleges of education and the universities, have hardly ever been research-based, and bottom-up design, nor are they designed based on any proper needs- assessment of the essential and relevant knowledge, skills, and competencies which new entrants into the teaching profession must possess if the teachers are being developed. More specifically, what teachers need to know and to equip the trainees

for making visible impact on pupils' progress must form the content of the school's programme. It is in the light of making teacher education programme research –based and bottom-up, based on proper needs assessment of the essential and relevant knowledge, skills and competencies which new entrants into the teaching profession must possess that this study is aimed at. It is in the light of all of the forgoing that this present study is essential. The recently conducted World Bank-supported action research studies (World Bank, 2004) has been very revealing in this respect.

According to World Bank Report (2002), educators, teachers, curriculum specialists, parents and other interested observers have expressed dissatisfaction with the attainments of both pupils and students in public examinations over the years. While some observers put the blame on teachers and pupils/students, others hold the government responsible for the disparity between policy and practice and, especially, in respect of funding the education sector. Others yet have identified the pre-service curriculum of teacher education to be unsatisfactory in terms of its contents, pedagogical skills, and process and quality of field experience that trainees undergo, (Ukeje, 2002, Baikie, 2003, Adeyanju, 2004). The real causes may as in most issues,

be related to all of the above and much more. According to Baikie (2003), Nigerian education is characterized by the following effects.

- Mismatch between the needs of the country and the content of educators that is not likely to produce national development and integration.
- A system that lacks incentives, facilities, and infrastructure.
- An educational system that lacks any guardians regarding career choices relevant to national needs. For example, law and business-related programmes are the attractive options even in the most backward states of the federation.
- The absence of moral and ethical values, leading to examination and other kinds of malpractice which challenge the credibility of the certificate awarded as well as the moral fabric of the Nigerian society itself.
- An educational system which is yet to help in proper national integration and overcoming excessive ethnic allegiances, parochialism, indiscipline and religious bigotry. Adeyanju (2006) added "Statism" to these retrograde and debilitating cankerworms.

Equally worrying was that thousands of those in schools, as holders of NCE were never appropriately trained to teach in primary schools.

The NCE was initially intended for teaching in the junior secondary school. It has not changed its focus in any dramatic manner to make itself relevant to primary education.

Traditionally, and appropriately, teacher education is expected to produce an educated and skilled professional who is genuinely learner-centered, collaboratively and interactively oriented in the classroom. Factual information, whether this is provided by the teacher, the textbooks, or collaboratively arrived at by learners, would be meaningful and applicable to the environment.

Teacher education is expected to produce teachers who possess creative and constructive problem-solving strategies, who can rise to the challenge of teaching in difficult circumstances through improvisation.

To produce more broadly educated teachers who can competently teach as many subjects at primary schools level rather than narrow misfits taken through single" or "double major call for broader course offerings developed from a need analyses- based- assessment of PELA Program for NCE trainees in the nation's colleges of education in academic content areas, say, over two years at least, before the rush for premature specialization from day one in teacher education programme.

There are strong indicators to suggest that teachers lack sufficient content knowledge, up-to-date pedagogical, and language skills to teach effectively (Adeyanju, 2006). Besides, there are several new insights as demonstrated by the recent World Bank action research studies in some states of the country (World Bank, 2004) to justify a critical review of the rationale, content, process, and practice of initial teacher education in Nigeria. There is the need for a study like this that aims to recentralize teacher education in ways that redress widely acknowledged lapses and reflect the findings of recent researches and new pedagogical insights and current ideas on the pre-services teacher education. The realities of Nigerian schools' situation and pupils/students achievements as reported in various documents are useful in the present study as a way of receiving adequate consideration in the design of such curricula. The present study has addressed the abnormality, such as inadequate content provision in teacher education programme which has failed to live to the grandiose expectation as stated in NPE (1979, 1981; 1998).This is epitomized in the poor language performance of teacher trainees in the colleges of education.

On Primary Education, it says,

- Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system. But this level is shambled in several ways. The goals of primary education are to inculcate permanent literacy and numeracy as well as ability to communicate effectively, and lay a sound basis for scientific and reflective thinking. But teacher production and teacher colleges do not treat these as priority areas judged by the very low percentage of those who specialized in English, mathematics and science. The present study, while striving to improve the language teaching programme of study for the subjects implicitly aims at helping to improve their ability to teach effectively.

It provides the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity.

2.13 The NCE English Curriculum and Relevance to the Nigerian Primary School Teacher

In response to the demand for the specialist subject teachers in primary schools, all NCE awarding institutions introduced into their programmes, English Language Programme either as a double major or

English in combination with another course in the arts or social sciences. The main objective of the course is to train specialist English subjects teachers for primary schools. As such, the course content includes mathematics, social studies, integrated science, language arts and foundations of primary education. The emphasis of the course as stated in the syllabus is methodology. The primary English language arts (PELA) content is therefore methodology topics and the theoretical aspects of the course.

This is in keeping with the organization of NCE curriculum offering which permits specialization in two teaching subjects by each teacher-trainee. It will reverse the age-long tradition by which each primary school teacher, including those that hardly understand and use English, is made to teach English and all other subjects on the class time-table.

It has been hardly surprising that the area of English language use has been ineffective and problematic. If English is taught by specialist NCE teachers, the subjects will be better taught and effectively learnt and used. This expectation, however, assumes that those to constitute the 'specialists' have themselves been properly prepared for the task ahead in terms of both general education and professional training. This is a condition that must be met and without which very little would have

changed with English as a tool- that is medium of instruction as well as subject of study- in primary education.

The present study is concerned with the extent to which English particularly, as a Primary Language Arts (PELA) component, is entrenched as an NCE course. The study also investigated, even more important than the first, what constitutes the NCE PELA instructional programme and the gaps that exist if any, as well as update the minimum standards to give a more comprehensive and effective curriculum . With regard to what constitutes English language course in most primary schools, the teaching practice supervision experience reveals that:

a. The majority of syllabus content concentrates wholly on language description; while the cultural aspects of language use are omitted.

b. The language methodology on which the syllabus is focused is largely theoretical and not adequately related to the primary education. Besides, in none of the syllabi examined is the basis of content selection, the result of surveys of needs of the learners, societal needs, proprietors' needs and /or the needs of the institution offering the course stated; and probably, it might perhaps, have been on the intuition of the course or subject specialists.

c. Structurally, in none of the cases studied is PELA course an attempt to follow or construct any systematic or internally consistent design model. There are no progression sequences (e.g. needs analyses, objectives, syllabus, materials or educational strategies, other than objectives and syllabus in outline form; and

d. Implementation conditions and procedures are also not stated, nor are they anywhere implied.

In addition, in none of the cases is there any provision for evaluation of the Primary English language component itself.

The highlights as stated above summarize the state of the art in PELA instructional programme for primary education as currently offered in some of the nation's colleges of education. The heavy bias of the programme towards methodology is a source of concern considering the low background of the trainees in English Language. For example the trainees' background in English at entry point is pre-NCE or West African School Certificate or NECO. There is need to find out whether or not this level of English is adequate for them to be able to teach English better than the Grade II teachers they are being trained to replace. This being the case, one wonders why a course designed to raise their level of performance should be devoid of such a crucial component as

language use at this level of training. Other aspects of the PELA course that raise similar questions are the seeming haphazardness in the selection and organization of content, the lack of proper link with the primary English syllabus they are being prepared to implement. The present study integrated these needs into their programme of study for teacher effectiveness.

2.14 A Critical Appraisal of the NCE English Curriculum and its Relevance to the Four Language Skills.

The current minimum standards (reviewed version 2006, 2008) for the NCE trainees' vis-à-vis the primary language needs reveal the criticisms earlier leveled on the NCE curriculum for its inadequacy for training primary teacher trainees. A look at the NCE minimum standards would only reveal itemization of skills topics; under listening, speaking, reading and writing, without closely relating them to primary learners' needs and levels. The act of linking these skills or topics to the needs of the young learners is totally left to the discretion of the teacher and the ascribed role has been badly handled judging from the general performance of learners and the prevailing falling standard of education all over the country. There has been a great concern from individuals,

the government and organizations on how to produce teachers who possess creative and constructive problem solving strategies rather than ones who perpetually complain against the system and hold it to ransom for all kinds of inadequacies instead of rising to the challenge of teaching in difficult circumstances through improvisation (Adeyanju, 2006). Besides, there is a need to produce more broadly educated teachers than what the minimum standards offer. There is need for teachers who could competently teach as many subjects at the primary school levels instead of narrow misfits taken through single or 'double' major. All these call for broader course offerings developed and closely linked to the needs of NCE English students from a needs-analyses-based-assessment of PELA programme for NCE trainees in the nation's colleges of education in academic content areas, over a period of time, instead of rushing for specialization from day one in the teacher training programme. The course outline in use is not prioritized. The degree of coverage and to what extent is not stated. Besides, the course content was not based on any need-analyses survey but purely on what the operators feel. The present study has catered for these deficiencies and has actually related the content of the programme closely to the needs of the trainees.

2.15.1Expected Listening Comprehension Needs of NCE English Curriculum

Listening instruction should play an important role in oral communication curricula because learners are expected to be involved in listening-centered courses during their earliest experiences within mainstream classroom (Chalmot, 1987). Listening–centered teaching in mainstream classrooms requires that ESL pupils/students function effectively as listeners from the very beginning of their academic careers. Within most classroom settings, listening serves as a primary channel for learning. Because little attention is given to the students' listening abilities in other academic preparatory courses, Chalmot (1987) observed that there is close connection between listening, speaking and pronunciation and they have emerged as central components of ESL oral communication.

The listening process is currently gaining attention as a major area of interest in the literature of aural/oral communication for both native and L_2 speakers of English (Hunt & Cusella, 1983; Rubin & Roberts, 1987, Stewart, 1983, Streff, 1984). This is because it is a pervasive language experience that operates in contexts ranging from simple conversation to academic debates, varieties of experiences like listening

to radio, to television, video, film shows; the listening process merits careful consideration. It has a primary role to play in the teaching of ESL oral communication. Some researchers of second language acquisition and many L_2 methodologists propose that a specific emphasis upon listening to instruction, listening for main ideas, for flexibility, for variation, copying/imitation, for critical evaluation, at both beginning and intermediate levels of L_2 proficiency, greatly enhances the language learning potentials of ESL students (Dunkel, 1986, Krashen & Terell, 1983, Nagle & Sanders, 1986; Winitz, 1981). It is equally recommended that for ESL students who live and study in English-dominant communities, certain recurrent L_1 themes are appropriate goals for L_2 classroom instruction; activities that encourage students to adapt to a speaker's appearance and delivery, to overcome external and internal distractions, to generate interest in what a speaker has to say, to listen for central concepts and the gist of messages, to anticipate what may be coming next, to pay attention to paralinguistic information, to give the speaker a chance before jumping to conclusion, to ask pertinent questions, to paraphrase for the benefit of others, and to synthesize new information in relation to what one already knows (Wolff et al, 1983; Wolvin & Coakley, 1982).

Prior to the 1970s, it was common for listening to be characterized as a receptive language skill in which listeners were classified as passively assimilating the messages presented to them by the speakers (Morley, 1984). As information transmission models of communication have been superseded by interactional, cybernetic and transactional frames of reference, a new paradigm is emerging (Berko,Wolvin & Wolvin, 1981; Brown,1987). In effect, exploitation of the benefit of information communication technology (ICT) would enhance learners' language skills generally.

Current theorists describe listening comprehension as an interactive, interpretive process in which the listeners engage in a dynamic construction of meaning. While attending to spoken language, listeners predict topic development (Crow, 1983; Goss, 1982), relate what they hear to their personal stores of prior knowledge (Dunkel, 1986; Nagleand Sanders, 1984) and creatively react to what speakers say (Murphy, 1989; Dirven & Oakeshott-taylor, 1984; Richards, 1983; Tailor, 1981; Morley, 1980; Snow & Perkins, 1979; & Tarone, 1974) point out that micro-level listening sub-skills are just as critical to overall listening process as macro-level listening strategies. In a massive study of Korean ESL learners, Choi (1988) presents convincing evidence that practice

with micro-listening is indispensable for understanding fast, fluent, conversational speech. Micro-level psychological information carries necessary clues that target language listeners depend upon in order to comprehend what they hear. Practice with recognizing and making efficient use of these clues is one way to lay a firm foundation for oral production activities. Because micro listening includes the aural discrimination of sound pattern within streams of speech, it is central to the teaching of accurate pronunciation. Richards (1983) defines and discusses some micro listening sub skills that ESL learners need to master in order to understand conversational as well as academic styles of discourse. His work has been highly influential in this area (Powers, 1985). Many teachers find Richards's taxonomy especially useful since it presents general guidelines for assessing students' needs, formulating objectives, evaluating materials, designing classroom procedures and constructing listening tests (Dunkel, in press). It is widely acknowledged that listeners use strategies for listening (Mendelsohnm, 1984; Wipt 1984). At least two separate research studies confirm that effective L_2 listeners make better use of referencing, self-monitoring and elaboration strategies than do less effective L_2 listeners (Murphy, 1987; O'malley, Chamot & Kupper, 1989). Expanding upon Lebavers (1984) recommendations for classroom instruction, Murphy (1989) proposes a

series of macro level strategic questions for L_2 listeners to attend to while attending to academic lectures. These questions are geared towards recalling and summarizing, speculation, self- examination, probing the topic and interacting with others. Practice in implementing these questions is intended to help develop the Meta-cognitive skills of L_2 listeners, which can be used in the classroom as a basis for connections between listening and speaking activities.

Listening is thus a creative activity that can be analyzed and described. Resources such as those mentioned above provide teacher with necessary reference material for designing L_2 classroom listening activities. Rost's (1991) and Ur's (1990) teacher reference texts are especially useful since they include not only guidelines for designing listening activities but numerous lesson plans targeted for L_2 classroom instruction. An important theme that the L_1 and L_2 literatures share in common is the mutually interdependent relationship between the processes of speaking and listening. In addition, increasing number of ESL methodologist argue that l2 pronunciation practice needs to be intimately linked with the listening process (Gilbert, 1984,1987) and with genuinely communicative speaking activities (Acton, 1984; Celce-Murcia, 1987; Pica,1984).

The various literatures reviewed above give general listening needs across spiral curricular levels of education. The suggestion and recommendations on skills to be trained and acquired are generally classified under macro and micro listening levels. These include aural discrimination of sounds within streams of speech and teaching of accurate pronunciation. Others are simple conversation, listening to instructions at both beginning and intermediate levels, academic debate, activities that encourage students to adopt to speakers' appearance, delivery, to overcome internal and external distractions, to listen to central concepts and the gist of the messages, to paraphrase, synthesize an information and to take-turns. But the literature itself lacks specificity. It is not graded to suit different levels of education. The recommendations and suggestions constitute the expected listening needs of learners generally. The degree of mastery appropriate at a particular level of education is not given. But the present study affects just the specific listening NCE trainees' English language needs for effective teaching at the primary level of education which are addressed. Again, the literature was not based on any need analyses-based assessment to arrive at the needs of learners. Just like other skills already discussed, the findings, suggestions and recommendations were based on expert judgments without due consultation with the learners

themselves and other stakeholders in language education. This research study has taken care of all these loopholes and come out with recommendations and suggestions based on need-analyses assessments findings for the listening/ speaking needs of the subjects. Examples of skills and sub- skills borrowed for the present study include: general function listening skills as recommended by Chalmot (1987). These include listening to simple conversation, academic debates, listening for spoken information, course lecturers, seminars, class discussion. Dunkel, (1986); Krashen & Tewel (1983), Wagel & Sanders, (1986); Wintz, (1981) also recommend recurrent L1 themes for L2 classroom; Such include listening instructions and activities, listening to meeting proceedings, listening to tutorials, for peer group purposes and prosecution proceedings to encourage learners adapt to a speakers appearance and delivery and to overcome distractions, to generate the interest of learners, listen for central concept and the gist of messages. Acton (1984); Celce-Muru a (1987); Pica (1984) recommend specific function communicative activities such as listening for the gist of messages, main ideas, for critical evaluation, for flexibility, copying/imitations or for variations to mention just a few.

Berko, Wolvin &Wolvin (1981); Brown (1987) emphasize the need for informative communication technology based skills through listening to radio, television, film shows to mention but a few. These, they considered necessary as what is in vogue is interactional, cybernetic and transitional frames of reference (Berko, Wolvin &Wolvin, 1981). These listening needs are further presented in the Table 2.3:

Table 2.3: Expected Listening Needs of NCE English Curriculum

s/n	Language skills	Description of lang. items
1		General function items
		What listening is
		Listening for spoken information
		Listening to course lecturer
		Listening to seminars
		Listening to meeting proceedings
		Listening to class discussion
	L	Listening during tutorials
	I	Listening peer group purposes

	S	Listening to persecution proceedings
	T	
	E	Specific function items
	N	Listening for main ideas
	I	Listening for critical evaluation
	N	Listening for flexibility
	G	Listening for copying/imitation
		Listening for variations
		ICT – Based Items
		Listening to radio
		Listening to television
		Listening to video
		Listening to film shows

2.15.2 Expected Areas of Speech Needs of NCE English Curriculum

Recently, there has been a resurgence of interest in the teaching of pronunciation or speech with adults L_2 learners, as evidenced by numerous survey articles and research reports appearing in a number of

major publications (Avery & Erlich, 1987; Leather, 1983: Morley, 1987; Pennington & Richards, 1986). Some common themes are as follows;

Pronunciation needs to be approached from both macro and micro level perspectives. Morley (1987) indicates the primary role to be played by supra-segmental (i.e. stress, rhythm and intonation) in the teaching of pronunciation. She places vowel and consonants segmental in a secondary supporting role. In their discussion of "voice quality settings", Esling & Wong (1983) suggest that when learners are provided with opportunities to practice a small number of physical positioning for the tongue, throat and mouth that are representative of the U.S and Canadian English speakers (e.g. spread lips, open jaw, palatalized tongue position, retroflex articulation, nasal voice, lowered larynx and creaky voice), then the pronunciation of individual vowels and consonant sounds realized within these settings improves. Supra segmental sound patterns and broadly focused voice quality settings are separate macro levels components of pronunciation. Attention to these components can compliment and set the stage for classroom activities that focus upon micro sound segments. Attaining better pronunciation habits is ultimately linked with learners' affective states. Sterick (1978) wrote over a decade ago that in the teaching of pronunciation, "All too often,

self consciousness leads to tension, tension leads to poor performance, poor performance leads to frustration, frustration leads to added tension, an so on around a downward spiral" (P.146)

The uses of standard orthography coupled with consistent references to phonological information facilitate the teaching of both segmental and supra segmental features of the sound system. Dickerson (1985) discusses the many accessible spelling patterns from which L_2 speakers can learn to predict the pronunciation of even unfamiliar words. In their treatment of blending patterns across word boundaries (i.e. reduced forms), Hill & Beebe (1980) devoted special attention to the principle that teachers make "maximal use of orthographic uses in the teaching of pronunciation" (p.322). For example, they propose that teachers first introduce the concept of contractions, which are represented within the regular orthographic system (e.g., it's, that's we're I'd), before moving on to the vast number of blending patterns characteristics of conversational speech, which are not. Temperly (1987) develops a similar argument and presents a useful model at the level of curriculum design in her discussion of linking and deletion in final consonant clusters. Dikerson (1989) provides a comprehensive ESL text which is aimed at high intermediate students whose normative rhythm

and stress pattern damage the intelligibility of their "spoken English". These writers emphasize that standard orthography coupled with accessible references to phonological information should be presented as a pronunciation resource for L_2 learners. Training the eye, along with the ear, not only to recognize but to anticipate common phonological processes such as vowel reductions, assimilation of sounds, allophonic variations, ellipsis, parasitic consonants, phonetic syllabification, palatalized forms, stress patterns, and the rhythm of spoken English is beneficial for many learners. Also, to be integrated are broader level of communicative activities in which speakers and listeners engage in a process of exchanging meaningful information (Pennington & Richards, 1986) for purposeful and meaningful uses of language e.g, for debates, symposia/interviews, giving permission, explanation ,direction, to mention a few, in L_2 classrooms which is currently in vogue in Communicative Language Teaching (CLT) circle. The skills enumerated above in the literature review constitute the expected general listening and speaking needs that cut across all levels of the curriculum. For the level under discussion, the study has borrowed the following general function skills like the use of standard orthography, references to phonological information (facilitating the teaching of segmental and supra-segmental features of the sound system), spelling patterns,

pronunciation of familiar and unfamiliar words, concept contractions and linking and deletion in formal consonant clusters as recommended by Moley (1987). For high intermediate pupils, there is the intonation and stress patterns (interference problem), training the eye, ear and the speed to recognize and to anticipate common phonological processes such as vowel reduction, assimilation of sounds, allophonic variations, ellipsis, parasitic consonants, phonetic syllabification, palatalized forms, stress patterns and the rhythm of spoken English (Esling and Wong, 1983). Others include telling stories, speaking in class discussions, interactive group sections, speaking with lecturers at conferences and at tutorials. Added are useful, meaningful and purposeful use of language and exchange in L2 classes as recommended by Pennigton & Richards (1986). Examples of exchanges include carrying out specific functions like debates, symposia/interviews, speaking at meeting, giving directions/explanations, giving vote of thanks to mention but a few. Table 2.4 presents the expected speaking needs of the NCE Curriculum.

Table 2.4: Expected Speaking Needs of the NCE English Curriculum.

s/n	Language skills	Description of lang. items

2		General function items
		Vowel distinction
		Consonant distinction
		Stress
		Intonation
		Reading speed/report
	S	Telling stories
	P	Speaking in class discussion
	E	Interactive group session
	A	Speaking with lecturers
	K	Speaking at conferences
	I	Speaking at tutorials
	N	
	G	Specific function items
		Debates
		Symposia/interviews
		Speaking at meetings
		Initiating/maintaining/terminating discourse
		Giving explanation/direction
		Request/taking permission/greetings
		Giving vote of thanks

		Dramatization/role playing
		Speaking in informal situation

2.15.3 Expected Needs on Grammar

Hartwell (1985) has performed a useful service in bringing together the major burning issues in teaching grammar as a way to teach writing in "Grammar, Grammars and the teaching of Grammar" (1985). He observed that knowledge of grammar is irrelevant to the teaching of writing. Therefore, the issue of whether to teach or not to teach grammar certainly rests on the approach to adopt until the issue of teaching grammar is resolved. There is certainly a need for fresh and imaginative ways to approach grammatical instruction. Discussing the implications of linguistics for language teaching again, in Mellon's (1969) transformational sentence combining (Urbana; NTCE, 1969) demonstrates that the student' who studied traditional grammar wrote better. According to Mellon (1969).

> "The writing of the experimental groups was inferior to that of the subjects who studied conventional grammar, but undistinguishable from those of subjects' who had no grammar but had received extra instruction in composition"

The review of the various views expressed on whether to teach or not to teach grammar has actually left a loophole. The loophole is on specifying what to teach or what not to teach as well as strategic degree of coverage for various levels of learners. The strategies to adopt should be stated. This research study agrees with the views that suggest re-definition of the approach to adopt in the teaching of grammar. Besides, in none of the studies reviewed was there a need- analyses assessment to find out actual needs of learners and especially learners at the primary level of education. The present study has not only carried out a needs-analyses-assessment study to find out the actual grammar needs of NCE English students' programme of study, but it has equally graded and specified these needs according to their level in the primary school. To write a good composition, the writer must have some basic knowledge of grammatical skills. The expected needs of NCE English curriculum on grammar are derived from Mellons (1969) conventional grammar skills as shown 0n Table 2.5

Table 2.5: Expected grammar Needs of NCE English Curriculum

5		General function items
		Subject and predicate
		Use of verbs
		Objects in a sentence
		Compliments
		Adverbial sentences
		Forms of verbs
		Auxiliaries
		Tenses and aspects
	G	Nouns (countable/uncountable
	R	Determiners
	A	Number
	M	Preposition and phrases
	M	Pronouns
	A	Relative pronouns
	R	Adjectives with nouns
		Adverbs, particles
		Adverbs and adverbial clauses
		Concord
		Conditional classes/clauses

		Voice/coordination/formation
		Specific function items
		Interrogatory sentences
		Passives
		Actives
		Direct/indirect speeches

2.15.4 Reading Skills

Reading skills according to Shankweiller & Crane (1986) is most strongly correlated with performance on verbal working memory task that involves additional processing by the central executive. Such tasks, they opined, typically require verbal material to be held. Goswami (1987) argued that the association between reading achievement and philosophical analyses skills is now well established. Evidence from training studies indicates that physiological analyses to the phonological analyses difficulties and their relation to the reading process is not clearly stated. Most researchers however view phonological analyses as contributory directly to the development of efficient word cognition skills.

Beginning and poor readers' words problems are taught to stem from difficulties in analyzing the sound of spoken language (Stanovich, 1986; Vellutino & Scanton, 1989). This equally impairs their comprehension of the alphabetic principle underlying English orthography so that they are less likely to induce the print-sound correspondences required for efficient phonological recoding. Beginning readers like the level under discussion, must therefore rely more heavily on the acquisition of sight vocabulary and word recognition. Backman, Bruck; Herbert & Seindenbeg (19840 and for adults, Andrews, 1982; Seindenberg, Waters, Barnes & Tanenhaus (1984) found in their study of 1000 child- development that visual access is slower than efficient phonological recoding in relation to unfamiliar words, as evidenced by the fact that for relatively unfamiliar words, irregular words take longer to name than regular words for both children. An alternative interpretation of the association between phonological assessment and reading achievement was given by Baddeley (1986) and Shankweiler & Crain (1986). They observed that deficits in phonological analyses may partly reflect impaired verbal working memory, an impairment also believed to contribute systematically to difficulties in de-coding unfamiliar words (Baddeley, 1986; Shankweiler & Crain 1986). Alternately, underlying phonological coding impairments may produce

deficit in phonological analyses, verbal working memory and decoding. Berko,Wolvin &Welvin, 1981, made reference to cybernetic (e –mails, faxes, cell phone texts/letters) experiences which is a new paradigm that young learners should embrace. The reading researches reviewed in this study have only succeeded in exposing from their experts view points, the areas of difficulties of beginning/poor readers. By so doing, Baddeley (1986),Shenkweiler & Crain (1986) have suggested the areas of reading need of this group of learners' across the curriculum (spiral curriculum).These needs include the skills of text comprehension, specification of text ideas, underlying messages, interpretation of any read text, identifying relevant ideas, text cohesion devices, translating text information, graphs, maps, charts, tables e.t.c. However, their research has failed to consult other stakeholders in the system to really carry out a need analyses study that would accommodate the views of all stakeholders in teaching/ learning: learner, the government or the authority, the teachers'. This is necessary because their imput is important in such decision making. However,Baddeley1986), Shankweiler & Crfain (1986) have unanimously agreed on the following as the expected reading needs of child/adult learner; phonological skills, word recognition/identification skills, phonological decoding skills, register/ vocabulary skills acquisition, phonemic analyses, syllabic and

sub-syllabic analyses and rhyme skills. But the degrees of these needs are not stated.

The observation of Baddely(1986), Sharkweiler & Crain (1986) becomes useful; that is, exposing learners to varieties of reading materials to improve their ability for text, and phonological analyses, as well as decoding meaning from read text (text comprehension). Example, they specify text ideas, underlying text messages, read a whole text and interpret, interpret newspaper, magazines, periodicals, reference books, reports, to mention but a few.

Stenovich (1986); Vellutino & Scanton (1989) emphasize the need to be familiar with sounds or word problems in order to facilitate comprehension. As such, learners should perform specific functions as identifying relevant ideas; identify text cohesion, tabulation of information for comparison or contrast, coordination of related information, integrating information in text, translating information into diagrams, charts, tables, graphs, map forms etc.

Berko, Wolvin & Wolvin (1981) and Brown (1987) had that information transmission models of communication have been superseded by interactional, cybernetic and transactional frames of reference that a new paradigm that emerged is being ICT friendly, that

is, use of e-mail, faxes, cell phone text/ letters. The expected reading needs of the subject of this research are derived from these views.

These are presented in Table 2.06.

Table 2.6: Expected Reading Needs of NCE English Curriculum

3		General function items
		Text comprehension
		Specifying text ideas
	R	Underlying text messages
	E	The whole text
	A	Interpretation of read text
	D	Interpreting Newspapers
	I	Interpreting magazines
	N	Interpreting periodicals
	G	Interpreting reference books
		Interpreting reports
		Specific function items
		Identifying relevant ideas
		Text cohesion devices
		Tabulation of information for comparison
		Tabulation of information for contrast

		Coordination of related information
		Integrating information in text
		Translating text information into diagrams
		Translating text information into charts
		Translating text information into tables
		Translating text information graphs
		Translating text information into maps forms
		ICT – Based Items
		E-mail, faxes, cell phone text/ letter

2.15.5 Writing and Creative Skills

Writing, according to Liz (1999) is one of the most important and useful pedagogical tools available to teachers to help learners achieve a variety of goals central to instruction, including critical thinking and the development of learners' imaginations. Bean (1996); Cadwaller and ScarBoro (1986); Hartman (1992); Lovell-Troy (1989) observed that students writing is widely recognized as being a critical means to achieve important pedagogical and institutional goals. Yet, common problems

associated with learners' writing (e.g. plagiarism or poorly written papers) can discourage the best-intentioned teacher from assigning even minimal writing to learners.

The researcher agrees with Hylton & Allen (1993) who warn that, "unless we are very clear as to the intended purposes for particular exercises, we risk-at best wasting the learners time, and–at-worst interfering with their learning (p71)". To guard against this danger, and to increase the chances of having a more successful experience with teaching writing courses, teachers need to take several steps during the course preparation stage. One of such steps is to decide whether and how, student writing can meet course goals or objectives. In other words, there is the need to have a clearly stated purpose or objective for the writing exercise. Beyond these fields of specific goals, learners would be groomed to develop their critical- thinking skills and their ability to gain and extend knowledge (Goldsmid & Wilson 1980).

Although, writing is not the only means that teachers have to achieve the stated important goals, it is one of the most important. Writing is essential for developing critical-thinking skills (the ability to identify and challenge the common assumptions and to seek alternative ways of thinking and acting (Brookfield, 1987). According to Bean

(1996), "writing is both a process of doing critical thinking, and a product of communicating the results of critical thinking" (P. 3). Mckeachin (1999) explains that the process of writing our ideas forces us to clarify them and seeing our words written down on paper facilitates evaluation. Hylton & Allen (1993) also argue that writing mirrors thinking:

> "The process of writing reflect how we think and rethink a given idea, issue or problem before coming to a conclusion". (P. 69)

In writing, we respect the exploration, drafting and redrafting activities many times before we produce a finished, ready-to-be edited product. The way in which writing mirrors thinking processes makes it a formidable learning tool.

Very simply, writing facilitates thinking (Bean 1996; Enig 1977; Flower 1993). Writing is also important for enhancing pupils' sociological understanding and imaginations. Roberts (1993) artfully shows how writing itself is a sociological process- one that is experienced as profound, personal and private as obtains in letter writing e.g, informal letters, but also one that is public and social (e.g. it is also shaped by norms and expectations about who will read it as in formal letters,

expository writings and even narratives). Revealing this process to students and engaging students directly in writing exercise that requires linking public and private issues, i.e different discourse type's e.g writing speeches, memos, reports, instructions, minutes or special documents to mention a few (Bidwell, 1995; Stoecker et al, 1993) contribute to learners' sociological imaginations.

There are various classification systems for writing assignments, Britton et al (1975) is one of the most useful works for understanding the purposes of different writing. Britton et al (1975) discusses three types of writing; "transactional", "expressive", and "poetic" (short stories, plays and poems). Each type has different functions. For instance, transactional writing (e.g expository essays, argumentative etc) aims at informing, speculating, analyzing or persuading (Filinson & Niklas, 1992; Hylton & Allen, 1993 Ostrower, 1998; Stoddart, 1991a). Transactional writing according to these authors is a powerful means of teaching critical thinking because it requires students to synthesize ideas, evaluate arguments, and extend these arguments. Transactional writing is the most common type of writing in college and the workplace (Bean, 1996; Britton et al, 1975; Fulwiler & John, 1982) which helps student in various jobs and careers.

Expressive writing as in drama, prose and poetry writings is therefore, reflective and informal, it explores values and feelings. It is more accessible to inexperienced writers and therefore effectively building students' confidence in writing (Britton et al, 1975). It also helps learners to relate materials to their personal lives; journals and autobiographies are also classic examples of expressive writing assignments that can build confidence in writing and promote personal growth (Coker & Scarboro, 1990; Powers, 1998; Reinertte & Wells, 1992 and Riedmann, 1991; Stoddart, 1991; Wagenaar, 1984). Other expressive writing exercises include free writing (Cadwallader & Scarboro, 1990; Hylton & allen, 1993; Snigh & Unnithan, 1989; also "mini reaction papers"), post cards or letters (written to another student in the class, to the teacher, a friend (Daughadary, 1997), and the reflective essay in which students examine their values and perceptions about a particular issue (Bidwell, 1995). Expressive writing helps to give a voice to learners' thoughts, values and experiences.

Finally, poetic writing (short stories, plays and poems) is what is commonly thought of as "creative writing". Writing in a "poetic form" requires that the writer becomes a spectator (Britton et al, 1975; Young,

1982). Like the expressive writing, poetic writing can serve the important function of relating new knowledge to one's value system.

It equally requires attention to both the personal and social world; hence, "the experience of writing in poetic form transforms thought and assists the writer in achieving the personal (evaluating experience) and social (imaginative empathy and insight) purposes of the poetic (Young, 1982; 1983) emphasis added. Thus, writing in poetic form requires an integration of both the personal and the social. The act of creating a fictional "world" through writing requires an awareness of social norms, interpersonal dynamics and how one understands and reinforces students' sociological imaginations. It can also enhance role – taking skills, social and cultural awareness, empathy for others, and can reduce ethnocentrism. Different types of writing achieve different goals. There are multiple and varied types of student's writing and some are more appropriate in developing certain skills than others. As a result, Young (1982), emphasized that teachers should use different types of writing assignments to enhance particular skills. Also to be noted is the fact that different types of writing may appeal to different types of learners. Varying writing assignments is more likely to meet the learning need of diverse students (Sharp, Harb & Tarry, 1997). Thus, teachers should

attempt to vary the types of writing by including transactional, expressive, and poetic exercises, if these are consistent with learners' goals. Topic for writing may include reports, memos, agenda, notices, minutes, of meetings, speech writing, special documents, news letter, to mention just a few. Learners are to be familiar with the general mechanics of writing and the paragraph structure. In addition, teachers are to keep in mind that not all writing needs to be polished and formal and it is best if some writing is what McKeanchie (1999) refers to as "low-stakes writing" (i.e. upgraded). Expressive writing such as journals and free writing are good examples of low –stakes writing. These assignments represent important ways to help achieve certain learning objectives and facilitate learning and thinking in a relatively non – threatening manner (McKeanchie, 1999). It is important to give students frequent opportunities to write and to improve upon their writing (and thinking). Providing many and varied opportunities to practice these skills through writing, enhances and reinforces learning. Also learners are to express their cybernetic skills by writing faxes, e-mail messages, browsing the internet and writing out messages.

Again, if writing is to be an effective teaching tool, it is essential that students' writing are treated as a process. In preparing to teach

writing assignments, plenty of time should be allowed to read and evaluate drafts. Major writing assignments can be broken into components (e.g. statements of topic, outline, and introduction; Hylton & Allen, 1993; Kamali, 1991). Plan is to be made to get students writing immediately by turning in sections of their paper early enough; and ample time should be provided for revisions. It should be borne in mind that the "when" of writing assignments is as important as the "what" and "why". Also a "checklist" that outlines the criteria for the grading could be given to the learners. Besides, to ensure success, students are to be encouraged to take writing seriously. Rewarding them adequately for their efforts by making written assignments a significant portion of their grade facilitates this process.

The management and teaching of writing like most aspects of teaching, adequate planning will diminish most of the problems that arise as students write. Managing and teaching a writing course requires special effort and time on the part of the teacher. Moynihan (1989) points out that:

"Reviewing students writing, meeting with them on conferences, allowing them to re-write essays, talking about the writing process and its relationship to critical thinking all take time in the classroom and beyond" (p.326).

Although there are no quick and easy strategies for eliminating the time and frustration inherent in managing and teaching writing courses, teachers may find the following suggestions helpful for minimizing these problems:

Firstly, revisions are essential and must go well beyond simple editing if writing is to contribute significantly to students' learning (Bean, 1996; Hylton & Allen, 1993; Thompson, 1994). For example, asking students to state why they made changes is a good way to encourage critical thinking. Requiring revisions is also one of the ways to ensure quality papers and avoid plagiarism. Thompson (1994) uses a three-stage approach whereby students turn in two early drafts.

Second, allowing students to revise their work not only provides them with opportunities to learn, but ensures better papers and thereby saves teachers time in grading final drafts.

Third, teachers need not take full responsibilities for editing and commenting on early drafts. Other students can provide critiques. Schiff (1982) offers excellent suggestions for establishing peer critiques (see Cadwallader & Scarboro, 1982; Thompson, 1994). The "checklist" could also play a major role in the revision process. This would focus

suggestions for revising major points and direct students attention to particular points.

Devoting some class time to discussing writing ensures better papers. Robert (1993:34), suggests that many students submit work that is still "writer-based" but is not yet "audience-sensitive'. Roberts suggests students need to learn how to transform their writing from the individual (micro) level to the larger social context, and to understand the social context in which they write. He encouraged teachers to spend less time making writing "a public issue" (p. 323). One way to do this is to have peers read what is considered the final draft or at the very least, have student read their papers aloud in private. Besides, some of the class time can be reserved for students to work and for writing improvement. Thompson (1994) suggests using peer-response groups' of four or three to give feedback to other students. Cadwallader & Scarboro (1982) also provide clear guidelines on the purpose and operation of "teacher-less writing group". Such groups he observed can result in better writing and more critical thinking. Class time can be used to provide examples of well-written drafts and to analyze why they work.

Finally, students' writing can act as an excellent stimulus for classroom discussion and lecture ideas (Bucher, 1952; Coker & Scarboro, 1990; Heqtvedt, 1991). Asking students to share their insights gained through writing is equally useful and validates their efforts at writing.

It should be noted that in addition to inadequate training or ability, cultural forces equally influence a learners' writing skills. Bean (1996), addresses the "politics of grammar", showing how class, race and nationality influence writing style and perhaps ability. He also points out those errors in writing which increase with the cognitive difficulty of an assignment. "Thus, since each new course immerses students in new unfamiliar ideas, the quality of students writing predictability degenerates" (Bean, 1964:64). To deal with these problems, many of the steps discussed previously will contribute to higher quality writing. From the literature reviewed, in addition to the views of the respondents, the present study has borrowed the following expected writing needs for the NCE English curriculum: Britton et al (1975), Young (1982) three types of writing: transactional, expressive and poetic. Roberts (1993) sociological process; Bidwell (1995), Stoecker et al (1993) that recommend that writing experiences should deal with public

and private issues. These writing needs are further presented in Table 2.7.

Table 2.7: Expected Writing needs of NCE English Curriculum

4		General function items
		Mechanical writing
		Paragraph structure and development
		Writing discourse types
	W	Writing short stones, plays and poems
	R	
	I	Specific function items
	T	Letter writing
	I	Writing reports, minutes and speeches
	T	Writing memos, agenda and notices
	I	Writing instruction booklets
	N	Writing special minutes
	G	Writing special documents
		Writing news letters
		Drafting, re-drafting, revising, editing

		ICT-Based items
		Browsing the internet and writing out messages
		Writing faxes
		Writing e-mail messages

2.16 Previous Needs Assessment Studies Aboard and in Nigeria

Many studies have been carried out on needs assessment locally and aboard. Some of these would be discussed. Bush (1976) designed a needs assessment study to provide guidelines for an in-service elementary teacher's education programme in South-Eastern Massachusetts, U.S.A. He sought the views of administrators, teachers, parents and students to find out what they perceived to be the elementary teacher's needs for in-service education. Using questionnaires as the main instrument, he categorized the items into four: (Categories a, b, c and d).

Category (a) deals with general kinds of instructions for students, category (b) deals with general ways of helping students' with their work. Category (c) identifies specific techniques for handling students with their work. Category (d) which addressed the special needs of particular students was identified as needs of great many elementary

teachers; with reading difficulties topping the list. The study under discussion sought the views of people but excluded the experts and the operators of education. The research focused on common-core needs instead of the specific needs of in-service elementary teachers. The present study would seek both the common – core and the specific needs of the trainees under study to prepare the trainees for further training academically and for practice at the primary level of education.

Shrestha (1977) designed an institutional needs assessment instrument to determine discrepancies in programme components, procedures and institutional policies of diploma in education. These were identified with the framework of an institution needs assessment. The result reveals a greater number of discrepancies in the curriculum and in the relationship components of the Diploma programme than in the institutional policies components. Generally, the study showed that there is a need to reorganize programme so as to strengthen the professional competence of the teacher trainees. Shrestha (1977) did not categorize the study and findings against what should constitute the expected needs of this group of learners, the discrepancies which should constitute the deficit needs and then the specific needs. The present study would determine all these to really highlight the existing gaps and

what to integrate in the actual programme to meet the needs of the trainees.

The 1960s and early 1970s witnessed works on register analyses under the concept of special language. Authors associated with write-ups in this area of study include, Peter Strevens (Halliady, Machintosh & Strevens, 1964), Jack Ewer (Ewer & Atorre, 1969) and John Swales (1971). The basic principle operating this model is that English of say, electrical engineering constituted specific registers different from that of, say, Biology or of general English. The aim of the analyses was to identify the grammatical and lexical features of these registers, and to make ESP course more relevant to learner's needs. It was aimed at producing a syllabus which gave high priority to the language forms student would meet in their science studies and in turn would give low priority to forms they would not meet. The study under examination worked on specific language needs of science discipline. Besides, their studies were not level specific. The present study would focus on the specific language needs of teacher trainees for the primary level of education.

Also, Ewer and Hughes-Davies (1971) compared the language of the texts their science students had read with the language of some

widely used school textbooks. They actually found that the school textbooks neglected some of the language forms commonly found in science textbooks. Henry Widdowson in Britain and the Washington School of Selinker, Tremble, Lackstorm and Mary Toddy-Tremble in the United States quoted in Ewer and Hughes-Davies (1972) focused their study on the discourse or rhetorical level. The concern of the research was to identify the organizational patterns in text and to specify the linguistic means by which these patterns are signaled. These patterns they hoped would form the syllabus of the ESP course.

Other authors' studies looked below the surface level of language to consider not the language itself, but the thinking processes that underlie language use. Prominent figures in this area include Grellet (1981), Nuttall (1982), Alderson & Urquikert (1984). These authors conducted their work on reading skills.

Most of the needs- assessment studies reviewed in the literature have relied on questionnaires and interviews as instruments for data collection. They have also addressed the problem of teacher education on piece meal basis or sort registers for particular field of life, the surface or the underlying level of usage among others. But none was conducted specially for NCE trainees, with regards to the primary English

education needs in Nigeria, as aimed at in the present study. This study would use a multi-dimensional approach in form of surveys, a study of the government's documents for data collection for the needs-assessment findings, in addition to the questionnaire or interview as seen in the studies reviewed. Again, the present study would be level specific; that is ,it would be limited to NCE English level of education and their specific language needs to effectively prepare them for teaching at the primary level of education.

One of the studies in needs- assessment in Nigeria is that carried out by Adeyanju (1983). His work was based on the identification and classification of the language needs of students in the lower and upper classes of post-primary schools in Zaria through a multi-dimensional approach that combines classroom interaction analyses criteria with survey methods. His findings revealed the need for improvement in the curriculum, in the selection and preparation of textbooks and in teaching methods.

However, there is the need to clearly explain the kind of development needed in the curriculum as well as when, how, and where should be affected.

Olaofe (1984), using the survey method carried out a needs-assessment study to define the reading needs of science and technology students and to propose a strategy for meeting these needs. He found that reading ranked first as the greatest area of students' need. He suggested a modification of the English curriculum. The study focused only on reading to the neglect of other language skills and besides it was based on a higher level of education. Nigerian primary English language situation requires holistic approach like the one proposed in this study.

Okonkwo (1984) conducted a survey of academic and professional needs of B.Ed Language Arts (teaching English as a second language), training at Ahmadu Bello University, Zaria to see the extent to which the identified needs are addressed. The study showed that the year I trainees expressed higher need in areas of knowledge, skills and teaching practice experiences than the year II trainees.

Odumuh (1988) conducted a survey too of the English communicative needs of NCE/CC students with suggestions for programme improvement. In the study, most of the language skills were found to be high need areas and the researcher recommended that the teachers of General English Course should be sensitive to the needs of

each set of new student admitted into the NCE/CC programme. The teacher should also constantly find out and monitor the needs expressed by the students as they progressed through their course from year I to year V. However, this author has failed to suggest how these noble objectives will be achieved. The above discussion shows that there is a need for thorough analyses of the curriculum of NCE Teacher Trainees programme in the nation's colleges of education through constant research.

Besides, Olaofe (1984) reiterates this need for the kind of study when he wrote: "Curriculum in different subject areas, including English, textbooks and course materials are still based on speculations of what the government' examining bodies or college authorities feel learners' communicative needs are rather than what the learners themselves and the teachers in contact with them feel their needs really are:"

Medley (1979) has expressed similar views among the weakness of foreign language instruction. He noted that many teachers tend to pursue their own objectives rather than consider the needs and abilities of students whom they treat as if they were to become their carbon copies. With this shift from a subject matter-centered or teacher-centered curriculum to learners- centered curriculum, as focused on in

this study, the various studies reviewed, stress the need to account adequately for the learner, using needs- assessment study.

2.17 Theoretical Frameworks and the one adopted for the Present Need-Assessment Study

The proposition of new model of syllabus springs from a rejection of grammatical syllabuses, situational syllabuses, to the current tide referred to as notional functional or communicative syllabuses.

A grammatical syllabus, for example, emphasizes the teaching of the rules of language use. Mackey (1965), Halliday, Mnintosh & Streven (1984) have written a lot on it. Widdowson (1966) opines that the grammatical syllabus ignores the communicative use of language. Railet (1972) mentions that in the light of Chomsky's ideas of the "infinite

creativity of language use" (cited in Railet,1972) the grammatical syllabus is inadequate.

On the other hand, a situational syllabus takes into consideration the situations in which language is used. Hence it is situation ally ordered on the basis of the various situations in which the learner uses language. Contributions to this very notion include Wilkins (1972), Widowson (1968) Cook (1971) and Corder (1960).

Wilkins (1976) quoted in Shaw, (1977) summarizes the weaknesses of these past approaches to syllabus design. Structural syllabuses give too wider prominence to what the learner wishes to do and convey through language. Situational syllabuses fail to exploit the fact that most of the things people say are common to a wide range of situations, and also that a purely situational approach gives rise to too wide range of linguistic terms to be suitable in the earlier stages of language learning.

To establish the appropriate framework for this study, a look at the literature in the area of linguistic competence is considered relevant. Chomsky's (1965) theory of "competence" and "performance" is equally very important here. According to him, linguistic competence refers to a person's intuitive knowledge of his language; the system of the rules

which he internalizes so that he is able to produce and understand an infinite number of sentences, and to recognize grammatical mistakes and ambiguities. Chomsky cited in (Rivers 1983;14) distinguishes this internalized knowledge of the system of syntactic and phonological rules from the actual language used by an individual which is not a reflection of the individual's communicative competence.

Hymes (1971) discusses communicative competence as "what a speaker needs to know, to communicate effectively in culturally significant settings". Hymes (1977) is also of the opinion that a child learning a language acquires along with it a system of grammar, a system of its use, regarding persons, places, purposes. Other models of communication patterns of the sequential use of language in conversation, address, standard routines.

Critics of Chomsky's (1965) explanation of communicative competence point out that the model "omitted by far the most important linguistic ability to produce or understand utterances which are not so much grammatical but, more important, appropriate to the context in which they are made". As Hymes (1971) puts it, there are rules of use without which the rules of grammar would be useless.

Habernas (1970) contributes to this debate by explaining communicative competence to mean "the mastery of an ideal speech situation". Habernas (1970) further points out the importance of having in addition to his linguistic competence, basic qualifications of speech and of symbolic interaction at his disposal.

Rivers, (1983) discusses Chomsky's (cited in Rivers, 1983) distinction between competence and 'performance' on the grounds that such explanation has little use in sociological contexts. He explains communicative competence to mean the sets of options in meaning that are available to the speaker-hearer' (quoted in Munby 1978;13).Using a socio-semantic approach to language and the speakers' use of language, Halliday (1964) sees communicative competence as what the speaker can do, can mean, can say, as a network of systems.

Widdowson's (1978) view on communicative competence includes knowing how to recognize and how to use sentence to perform what he calls rhetorical acts, e.g. defining, classifying, promising, warning, etc, (quoted in Munby, 1978:17).Finnoccbiaro and Brumfit (1983) see communicative competence as 'the ability to use the language system appropriately in any circumstance (P.218).

The various views or opinions above differ only in emphasis. They share something in common. For instance they agree that communicative competence is seen as linguistic, psycholinguistic and socio-linguistic. Munby (1978:) summarizes that view when he states that:

> 'Chomsky's notion of competence and performance do not or cannot handle the socio-cultural dimension that is essential to any study concerned with the communicative aspects of language' (P.21)

Munby(1978) proposes three possible theoretical frameworks appropriate to the specification of a person's communicative competence in a second language. These are:-

(1) Socio-cultural orientation which he further sub-divides into three:-

(a) **Competence and the Community:** This framework emphasizes the differential competence in heterogeneous speech community. In designing an appropriate framework, consideration must be given to the nature of communicative needs and the establishing of target level that are relevant to them.

(b) **Contextual Appropriacy:** Hymes (1971) defines contextual appropriacy as'… rules of use without which the rules of grammar

would be useless'. In specifying communicative competence, we must include both grammatical as well as contextual competence.

(c) **The third framework is a learner- centered approach:** It advocates for the specification of communication requirements or needs prior to the selection of speech functions or communicative acts to be taught.

The second model which Munby(1978) suggests is 'Socio-semantic basis of linguistic knowledge'. This is divided into two:

(a) Language as semantic option deriving from the structure.

The framework which is based on Halliday's (1964) ideas draws attention to 'meaning potential', the set of options in meaning that are available to the speaker-hearer. It opts for a socio-semantic approach to language or course design.

(b) Another sub-division of the socio-semantic framework is a communicative approach.

This frame- work stresses the importance of selecting from the notional categorizes which a learner need's to handle. These are the things learners use language for. These include in the selection, the sets of linguistic forms, those that are appropriate to the level and

requirements. The next broad framework is the discourse level of operation. Communicative competence here includes the ability to use linguistic forms to perform communicative acts and to understand the communicative functions of sentences and their relationship to other sentences. These things are noted to happen at the level of discourse. Performing a communicative act accordingly in this case requires the knowledge of the rhetorical rules of use that govern the patterning of such acts, the interpretation strategies of the use (Widdowson, 1975).

Munby (1978) enumerates the following as implications for this model:

1. Selection of communicative units, rather than grammatical elements in the specification of a syllabus, takes place at the level of discourse.

2. Rhetorical rules and contextual meaning should be taught as appropriate to the required acts and functions.

3. If the concern is with communicative competence, it must redefine the dimensions of syllabus specification to take account of the communicative value of discourse level units.

2.17.2 The Model Framework Adopted for this Study

The present study employs the communicative approach and it is similar to a simplified Munby's (1978) learner-centered approach. The model suggests the specification of communicative needs prior to selection of speech functions. It is also likened to Yalden's (1983) fully communicative syllabus, for it provides adult learner' with the opportunity to take decision about the NCE English language content as expressed in needs analyses survey.

Akere (1985) contends a view shared by Van Ek (1975):

> It is not enough to teach functional or grammatical competence, for many students have been known to leave school without being proficient in language. Their language is that of text books and they fail to use language in real-life situation, e.g. to make requests and inquiry, to transact business or even to write applications for jobs (Ubahukwe, 1974); Adesanoye, 1974).

Geoffrey Leech and Jan Svartrik contend that 'communication' for students at this level of study may be more meaningful if the grammatical structures learnt are related to meaning, use and various situations which demand for their use.

Brumfit and Johnson (1979) remark that the communication approach is:

> A reaction against the view of language as a set of structures, it is a reaction towards a view of

> language as communication, a view in which meaning and uses to which language is put play a central part.

Widdowson (1978:69) has this to say about the past objective of language teaching and the assumptions:

> It will also be generally agreed, perhaps that traditionally, the focus of attention has been on the linguistic skills and that it has commonly been supposed that once these are acquired in reasonable measure, the communication ability will follow as a more or less automatic consequence. Available evidence however suggests that this is not the case; the acquisition of linguistic skills does not seem to guarantee the consequent acquisition of communicative abilities in language (69)

Tomori (1981) has identified the need to teach communication as arising from 'the inappropriateness of language' use 'in semantic – social interaction' which regarded as one of the common problems of a foreign learner and user of a language. Littlewood (1981) contends that the most efficient communicator in a foreign language is not always the person who is most skilled at processing the complete situation involving the teacher and the learner, taking into account of what knowledge is

already shared between them (e.g from the situation or from the processing conversation) and selecting items which will communicate the message efficiently. Littlewood (1981) further argues that:

> A communicative approach encourages us to go beyond structures and take account of other aspects of communication. It can therefore help us to match the content more closely with the actual communicative uses that the learners will have to make of the foreign language (P. 99.)

The views expressed above, though differently presented, provides a strong basis for the communicative approach, hence, the present study agrees with Munby's (1975) observations that:

> "The current thrust toward individualization of instruction and the general trend in education coming to the surface now and again since Dewey and the 1930s require knowledge of what the students perceive as necessary, not just knowledge assumed by the educational administration" (P. 25)

The above quotation is as relevant in Nigeria as in American society as well as in particular, the programme being investigated. The views expressed above are equally in line with the needs analyses component of the study and this will be integrated into the framework.

This is because the beneficiaries of the programme are adults with varying experiences and educational backgrounds; added to the fact that the programme being investigated is relatively unique.

The English Language minimum standards in use presently were planned and designed by the English Language experts with the National Commission for Colleges of Education (NCCE), who equally supervised its inception and the accreditation of the section in the institutions at large. Although, the department exists in most Colleges throughout the Federation, very few studies have actually assessed the content of the English Language minimum standards from the student's point of view. Well, (1981), noted that:

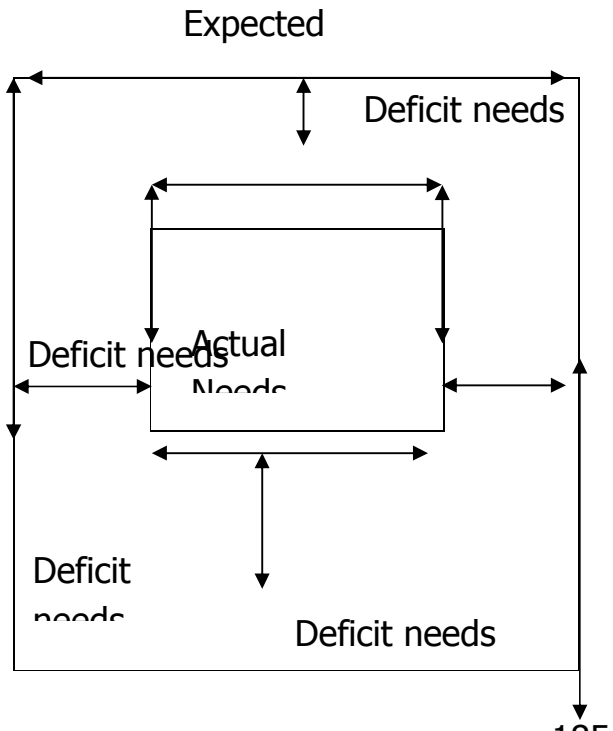
> There is also a more or less generally accepted view that the imposition through education of value system on students should be avoided and they should be in the process of determining priorities for houses and general system design (P. 49)

Along with this author, the study advocates the need to allow students articulate or participate in identifying learning – content. Trim and Richterich quoted in Munby (1978) have this to say that one of the characteristics of the adult learner is his desires to learn rapidly something he can use immediately.

This implies that the knowledge of the appropriate communication needs and their current and future demands will serve as a guide to the course planners in modifying the content of the existing English Language Syllabus. Moreover, modern approach to the teaching of English emphasizes the importance of providing a course content that meets the needs of the students. This is exactly what Trim and Richterich (quoted in Munby (1978) meant when they said that the language needs of the adult learning a modern language are as a result of requirements which arise from the use of that language in the multitude of situations which may arise in the school lives of the individuals and groups. As a result, the approach adopted in this study was the survey approach to obtain the views of the government, the experts in English Education and the trainees themselves, to obtain the expected, and the deficit needs of the trainees. The approach borrowed some views of several authorities that recommended the use of informed expert views or opinions referred to as Delphi method (Dalkey, 1969; Linston & Turnoff, 1973: Weatherman & Swenson,1974; Holmes, 1977) as a need assessment model. It also borrowed from authors like Trim & Richterich, quoted in Munby, (1978); Munby(1975), Wall(1980), Littlewood(1981), Tomori (1981), Yaklen (1983), Akere (1985), Brunfit & Johnson (1979) to mention a few. These authors emphasized the need

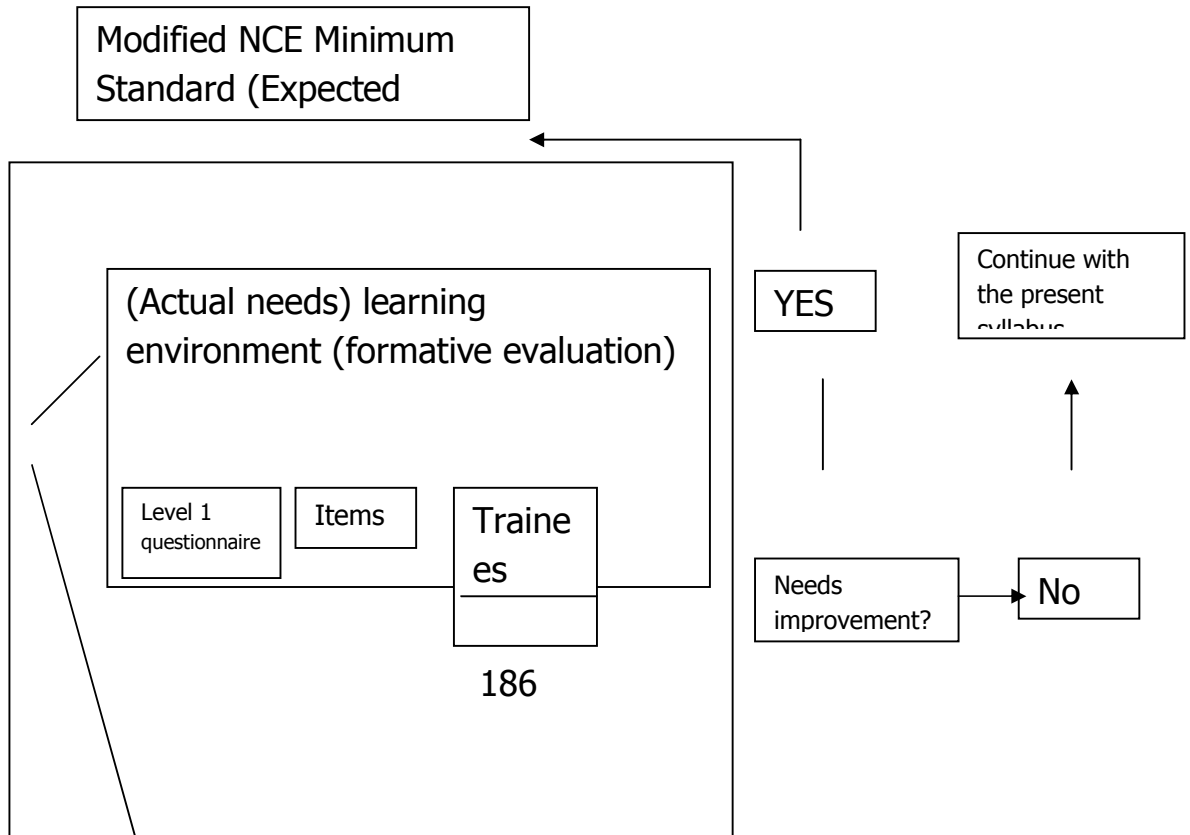
to allow learners to participate in making decisions on content that affect them. Besides, they emphasized the need to match the content of study closely with the actual communicative uses that the learners will have to make of the language. The expected needs are the specific needs of the trainees. The actual need is what is on ground. That is, the minimum standards in operation. The specific need is the real or objective needs of the trainees. The deficit needs constitute the deficiencies (gaps) in the trainees' programme of study. These needs are exemplified on Figure 6:

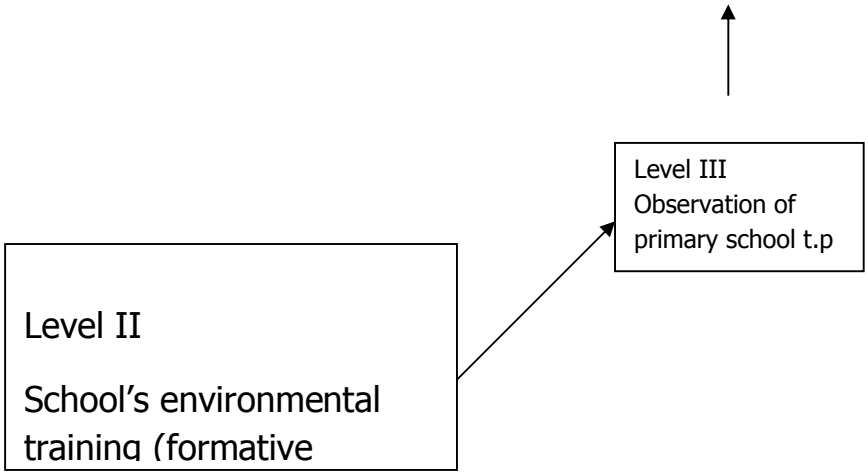
FIGURE 6



This study has equally observed classroom teaching of English as a checklist to responses got from the survey. The framework for the present study is shown in Figure 7.

Fig. 7: Framework for the present study





Level I: Administration of questionnaire on Trainees, Language experts

Level II: Study of the various documents to ascertain government's view

Level III: Classroom observation of Primary School English Language teachers.

This would monitor the teacher's performance on whatever English Language skill is being taught.

When information got from the three levels reveal gaps, then a modification is required; if not the present syllabus is considered adequate.

2.18 Implication of the Review to the Present Study

The review of literature in this study has shown that while the scholarship of 'teaching and learning' and "assessment" is viewed as separate scholarship, they share a singular aim. This aim is to improve students' learning. Angelo (2002) proposed that the scholarship of assessment should be integrated into the existing scholarship of teaching and learning in order to improve the quality of teaching/learning so as to make the process effective to the stakeholders.

The relationship between teaching and learning strategies as revealed in the literature and outcomes of assessment are changing, as a result, increasing attention to variable teaching strategies has implications for assessment of students learning. The guiding question for outcomes assessment should be: how and to what extent have students' achievements stated learning outcomes? In other words, what types of instructional strategies/materials best contribute to what type of learning? Another question that is answered from the literature is; do certain groups of students benefit differently from different types of instructional materials and course taking patterns?

Answering these questions encourages using assessment data to contribute to course and curriculum designs and assessment plans. The assessment plans need to examine learning across multiple disciplines, embedded itself in instructional designs so as to include different learning experiences and equally evaluate the learning experience to determine their effects; it needs to examine differences in course learning patterns of different groups of students and finally, it needs to externally examine differences in students learning across broad domains. These bases informed the derivation of the expected English language needs of the NCE curriculum in the skills of listening, speaking,

reading, writing and grammar as exemplified in the literature reviewed from which the questionnaire for the study emanates. The implication is to make the teaching/learning programme responsive to the learners' needs and fulfill their aspirations.

2.19 Summary

This chapter reviewed literature relevant to the study. Various pertinent issues relating to needs analyses assessment, related model of evaluation and NCE English language teacher education came up for examination and review.

In the area of course content, second language teacher education course should be decided by the affected stakeholders in education sector and the content of the course should, emphasis skills, theory and practice. Language programme design like the one studied cannot avoid the terms minimum standards, curriculum, course and syllabus, which are used in literature in variable manner such that they are sometimes distinguished and sometimes not. The various distinctions revealed in the literature reviewed here are found useful and the relevant ones have therefore been adapted or/and adopted for the present study.

Substantial contribution from other disciplines which include evaluation models, linguistics, psycholinguistics, socio-linguistics and curriculum/education studies have also influenced views on course design. Language course design models have been informed largely by principles derived from curriculum studies in particular. Course design models for either general purpose education, specific training purposes and ICT-based education retain, invariably as basic steps, were identified in the evaluation models reviewed. These steps are determination of learning needs, formulation of objectives, selection and organization of content, selection and organization of learning experiences and evaluation of learning/course. The major differences in language course design models relate mainly to varying views on each of these elements and how they should relate one to another.

This study has drawn useful ideas from the discussions of the various elements. These ideas form the basis for the development of a design model for the present study. Specifically, the use of a multiple needs survey is more beneficial for the present study than the classical type. Similarly, being a public document, the proposed course cannot do without predetermined objectives. But these are jointly decided by learners, teachers and consumers of NCE teachers (see chapter 3).

CHAPTER THREE

RESEARCH PROCEDURES

3.1 Introduction

The chapter discusses the following topics: the Research Design, Sample and Sampling Procedures, Population, Instrumentation, Validity and Reliability of the Instrument, Data Gathering Procedures, Analytical procedures, Pilot Study and the Bio-data of the Respondents. The essence of the chapter is to reveal the procedure used for a needs-analyses-based assessment of the NCE English students needs to determine the gaps or deficit needs in the programme of the NCE 111 teacher trainees for English teacher preparation for the primary schools. The chapter equally prepared the ground for the analyses and discussion in chapter four

3.2 Research Design

The research design for this study is the survey research method. This is because the researcher collected data from a sample of the population through the use of opinion scale on a questionnaire and observational method (Abdullahi, 1995). Besides, the study involved an investigation of the population from a representative sample (Ijaya,

2000); it sought opinions of all stakeholders in the English language education to gather its data; and the use of questionnaire offered more convenience to achieve the said purpose.

3.3 Population

The population of the study comprised NCE 111 English students, English language experts in colleges of education in the North- West geographical zone of Nigeria. There are 11 colleges of education in the zone as shown on Table 3.2, with a population of 3708 NCE 111 English students (NBS statistical Bulletin), and 69 (Sixty-nine) English experts in the zone. The English experts were used as professionals in this study to investigate the gap between the expected and the actual needs of the NCE English programme of study. Table 3.2 below shows the state / federal colleges of education and NCE students in each of the states in the North-West geographical zone of Nigeria.

Table 3.1.: **Distribution of Federal and State Colleges of Education in North West Geographical Zone**

STATES	F.C.E.	C.O.E.	F.C.E.T.	C.O.E.T	TOTAL NUMBER OF COLLEGES	TOTAL NUMBER OF STUDENTS

KADUNA	F.C.E. Zaria (1) **337**	C.O.E. Gidan Waya (1) **337**			2	674
KANO	F.C.E. Kano(1) **384**	C.O.E. Kumbotso (1) **357**	F.C.E.(T) Bichi(1) **341**		3	1082
KATSINA	F.C.E. Katsina (1) **297**			Isa Kaita C.O.E. Dutsima (1) **330**	2	627
JIGAWA		C.O.E. Gumel(1) **280**			1	280
ZAMFARA			F.C.E.(T) Gusau(1) **370**		1	370
SOKOTO	Shehu Shagari C.O.E. Sokoto(1) **374**				1	374
Kebbi	C.O.E. Argungun (1) **301**	-	-	-	1	301
				Total	11	3708

Total: 3708 Bold: Number of students in the schools.

Source: National Bureau of Statistics Bulletin and NCCE statistical Digest.

Table 3.2 shows the Federal/State Colleges of Education in each of the states in the North-West geographical zone of Nigeria. It also shows the

number of N.C.E 111 students in each of the schools, as well as, the total number of NCE 111 students in each state; and the total number of students in the North-West zone.

3.4 Sample and Sampling Procedure

The seven States in the North West zone were divided into three (3) strata. Stratum 1: Kaduna and Katsina; stratum 2: Kano and Jigawa and stratum 3: Sokoto, Zamfara and Kebbi. Each of the three groups was selected using stratified random sampling method. The stratified method was used because we have male and female respondents as well as an odd number of the states that make up the geographical zone. The use of random sampling method was based on the need to avoid bias and subjectivity in the selection of the samples. Consequently, the States were listed in a piece of paper each, in alphabetical order. Each paper was then neatly folded up and put into a non-transparent bag and a boy of six years old (an age of starting primary school) was called upon to pick one paper at a time after blind-folding him with a handkerchief. Each paper picked was noted down and kept aside. This is sampling without replacement. The exercise was repeated until the required number of samples was arrived at. Hence, schools selected for

the study were: Federal College of Education Zaria and Isah Kaita College of Education Dutsinma, representing stratum I, Federal College of Education Technical Bichi, and College of Education Gumel representing stratum 2, Shehu Shagari College of Education Sokoto was selected from stratum 3.Table 3.3 gives the distribution of Federal and State Colleges of Education sampled and the number of students according to each stratum.

Table 3.2: Distribution of Sampled Federal and States Colleges of Education and their Number of Students.

Strata	States	F.C.E.	C.O.E.	F.C.E.T.	C.O.E.T.	Total No of Colleges	Total No of Students
1	Kaduna Katsina	F.C.E. Zaria**(337)**			Isa Kaita C.O.E.T. Dutsima(**330)**	2	667
2	Kano Jigawa		C.O.E. Gumel**(280)**	F.C.E.T. Bichi **(341)**		2	621
3	Sokoto Kebbi		Shehu Shagari C.O.E. Sokoto**(374)**			1	374
				Total		5	1662

From the representation given above, a total number of 450 (four hundred and fifty or 25%) respondents out of a total of 1662 NCE 111 students from the selected schools were sampled to represent the population for the study (sample size selection chart 2006,).Table 3.4 below gives the breakdown of the sampled population by school.

Table 3 .2: Distribution of Sampled Schools.

Strata	States	F.C.E.	C.O.E.	F.C.E.T.	C.O.E.T.	Number of N.C.E.III Students	Number Sampled
1	Kaduna Katsina	F.C.E. Zaria			Isah Kaita C.O.E.T. Dutsima	337 330	70 70
2	Kano Jigawa		C.O.E. Gumel	F.C.E.T. Bichi		341 280	70 70
3	Sokoto		Shehu Shagari C.O.E.			374	70
				Total		1662	350

The distribution of the sample size is thus: All the 69 English experts in the zone were used as professionals in the study because of their informed experience and the fact that their views would be more

reliable than the students. In addition, 70 NCE 111 students were sampled from each of the five colleges of education selected for the study using systematic random sampling method as the one described above, and that gives a sample size of 350 students' respondents. The reason for the sample size is to ensure that equal responses were gotten from all the sampled schools. The remaining 31 chances were used for trainees on teaching practice in the primary schools in the selected zone.

The number of respondents (450 or 25%) used for this study was considered adequate because it met the research and statistical requirements of population sampling. Fowler (1988)) asserts that a sample of one hundred people will describe a population of fifteen thousand (15,000) or fifteen million (15,000,000) with virtually the same degree of accuracy, all things being equal. In this case, twenty five percent (25%) of the population in each school is adequate.

What informed the choice of this sample is the fact that the chosen institutions and subjects use the same minimum standards and therefore, the sample is a true representative of the parent population.

3.5 Instrumentation

The research instruments used for this study include the following:

3.5.1 Questionnaire and Observation Method

These involved field research in which questionnaires items were arranged in six (6) sections: A, B, C, D, E, and F. Items in sections A, to F are the same for all two groups of respondents. In other words, the views of learners (teacher trainees) and the experts were sought on the same issues relating to content and methodology of the course.

The common items in sections A to F of the questionnaires consisted of a number of gradable response items grouped into three checklists. The first checklist focused on primary English language Arts (PELA) course and sought respondents' views on the various skills items. There was also provision for respondents to insert any more items they judged relevant and to indicate their own opinions on such items.

The items were gradable on a 5- point scale: 5.Very important; 4. Important; 3. Fairly important; 2, Unimportant and 1. Don't know.

The items were topics on key aspects of listening, speaking, reading and writing, how to teach English as L2 in primary schools, including how to prepare and use lesson notes, how to evaluate a lesson and how to record and build on what has been taught. It included, also, how to draw up and use materials appropriate to the needs of the class.

The full list is contained in Appendix 1 and 2. While the trainees graded these items according to their relevance and availability in operation; as well as according to how well taught or learnt in the programme; the experts graded accordingly too, in the programme. The second checklist concerned English teaching experience in the N.C.E Programme and consisted of items plus space for more, that respondents wished to contribute to the list. As with the first list described above, items on this list were gradable on a 5 – points scale, namely: 5. Excellent; 4.Good; 3.Fairly good; 2.Poor and 1.Very poor (see Appendix2). The items included were topics or sub-topics that are taught in N.C.E programme. They also included topics relating to practical teaching in PELA programme. The items on the questionnaire were generated from the views of the experts in the literature reviewed, NCE English minimum standards and the primary English syllabus.

Respondents ranked each item on the 5-point scale as earlier stated. The instruction required the respondents to say whether each item on the checklist was important and available in the programme and had been sufficiently taught and learnt for them to teach or to apply in the course of language teaching at the primary education level. The

questionnaire was administered to the following respondents; the learners and the experts.

3.6 Validation and Reliability of Instruments

A draft of the instruments for the study (structured questionnaire, that is, closed ended or check-list) was presented to two professors of English Language education for both face and content validity of the items. The drafts were also presented to other experts' in test, measurement, and evaluation in the Department of Education, Ahmadu Bello University Zaria to validate the instruments for data collection. The instruments were subjected to a pilot study, using subjects similar to, but different from those subjects that actually took part in the study.

To determine the reliability of the instruments, a test re-test was used. To calculate the Reliability coefficient(r), the split-half method was used. For ungrouped data, experts in statistics assert that an r-value of 0.6-0.8 was reliable enough for any data collection instruments. (Popham, 2006). Applying this method (spilt-half) and formulae, a reliability coefficient of 0.81 was obtained (r=0.81)

3.7 Data Gathering Procedures

This was done by the researcher personally, assisted by ten trained research assistants. The assistants were recruited and trained on how to assist in administration and collection of questionnaires from respective colleges of education sampled. For the students' respondents, the questionnaires were group-administered and collected. This allowed for any area of the questionnaire capable of misinterpretation by this

group of respondents to be clarified by the researcher on the spot. The data collection exercise lasted twelve weeks. The experts were allowed to fill the questionnaire and return at their convenience within the stipulated period of twelve weeks.

The researcher personally observed English teaching classes in twenty primary schools in the selected states. One or two of such English lessons were observed in some of these schools. This again helped to reveal some hidden deficit needs of the trainees and or the programme of study. The checklist is presented in 'Appendix 2'. At the end of the exercise, 450 questionnaires were dully completed and returned by the subjects.

3.8 Analytical Procedure

To analyze the data collected, the 450 questionnaires were tallied. At the end of this exercise, the 450 questionnaires were duly completed

and returned by the subjects. Thereafter, the quantitative data were subjected to statistical analyses using both descriptive and inferential statistical tools.

Descriptive statistical tools used were; simple frequency table, frequency (F), percentage (%), and Mean (x).Inferential statistical tools used were T- tests (t) for the testing of the null hypothesis. On the other hand, T-test is considered the most appropriate in the study that involves determining significant mean differences between two (2) groups, in this case, experts and NCE III students.

Alpha-level was set as 0.05 for the rejection or otherwise of the null hypothesis using one-tail of t-test.

3.9 Pilot Study

The instruments were pilot tested through twenty NCE III students with the purpose of ascertaining the validity and the reliability of the instruments, giving an insight into the problems likely to be encountered, and the best analytical method for the study proper.

Result of the study confirmed the reliability of the instruments. Also questions were given to 20 NCE III to complete and collate. Centre of concordance interval was found by means of average to be 0.86. Validity of the questions was also confirmed through the pilot study. It pointed out that some areas needed modification. The pilot study also helped in improving the equitable distribution of the language sub-skills. The items of the questionnaire were also pilot-tested through NCE III students. It was on the basis of the input from the aforementioned

experts and the gains from the pilot study that the final instruments for this study were constructed.

CHAPTER FOUR

Results and Discussion

4.00 Introduction

In this chapter, the quantitative data gathered through the structured questionnaire were presented using a tabular format. The presentation followed the research questions raised in 1.3, and formulated null hypotheses in 1.5 of chapter one. Qualitative data were also given to support the findings obtained from the analyses. Each table contains statistical tools of frequency (f), percentage (%), mean ($\overline{X}$) and inferential statistical tests of t-test (t) as applicable. All the tables contain the serial number of the questionnaire, a title, and the sample (n).The detailed outline or layout of the chapter is as follows:

i. Analyses of gaps – differences observed by NCE III students between Actual Needs and Expected Needs of NCE English Language Curriculum in the language skills.

ii. Analyses of differences in responses of English Language Experts with regard to the gaps expressed between the actual needs and expected needs in the English Language skills.

iii. Analyses of difference in the responses of English Language experts and the NCE III students on the importance, availability and how well taught were the teaching of the language skills.

iv. Testing of the null hypotheses

v. The overall findings

vi. General discussions

v. Summary of the chapter

The details are as shown below.

4.1 **General and Specific Reactions to the Gap Difference Observed between the Actual Needs and the Expected Needs of the NCE English Curriculum.**

To find out the gap-difference between actual needs and the expected needs of the NCE

English curriculum on the language skills of listening, speaking, reading, writing,

grammatical structure and in teaching methodology, research questions I (in 1.4) and

hypothesis I (in 1.5) were formulated

Research question 1 is restated below:

What are the gaps between the actual and expected English language needs as expressed by NCE 111 students in the language skills?

The students responses in relation to the importance, availability and how well taught in the overall language skill were given in Appendix 4.1.1-6 restated.

4.1.1 What are the gaps between the actual and expected English language needs as expressed by NCE III students in the language skills of listening?

Hypothesis I: is restated below:

Hypothesis I: There is no Gap between the Actual and the Expected English Language Needs as Expressed by NCE III Students in the Skills of Listening, Speaking, Reading, Writing, Grammar and Methodology. The students' responses in relation to the importance, availability, and how well taught in the over-all skills of listening, was given in Appendix 4ai. The students' responses in relation to the listening skills are presented in Tables 4.1.1a-m.

4.1.1 Students' Responses on the Gaps Observed in the English Language Skills of Listening

Table 4.1.1a presents the students' responses on importance of listening skills to the NCE English training programme.

Table 4.1.1a: Students' Responses on the Importance of English Language Skills of Listening to the NCE Teacher Training Programme.

Variable statements	Very Important (V.I)	Important (I)	Fairly Important (FI)	Unimportant (UI)	Don't Know (DK)
4. Listening Comprehension		**n=350**			
a What listening is (its importance and techniques	237 67.7%	113 32.3%	0 0%	0 0%	0 0%
b Listening for spoken information	283 80.9%	67 19.1%	0 0%	0 0%	0 0%
c. Listening for main ideas	237 67.7%	113 32.3%	0 0%	0 0%	0 0%
d. Listening for critical Evaluation	237 67.7%	113 32.3%	0 0%	0 0%	0 0%
e Listening for variations	305 87.1%	45 12.9%	0 0%	0 0%	0 0%
f. Listening for flexibility	40 11.4%	40 11.4%	225 64.3%	0 0%	0 0%
g. Listening for Peer-group purposes	45 12.9%	80 22.9%	180 51.4%	45 12.9%	0 0%
h. Listening for copying or imitation (of teachers	85 24.3%	153 43.7%	67 19.1%	45 12.9%	0 0%
5. Listening (Generally):		**n=350**			
a. Listening to radio	305 87.1%	45 12.9%	0 0%	0 0%	0 0%
b. Listening to Television	148 42.3%	157 44.8%	45 12.9%	0 0%	0 0%
c. Listening to videos	0 0	315 90%	90 25.7%	45 12.9%	0 0%
d. Listening to film shows	100 28.%	75 21.42%	130 37.1%	45 12.9%	0 0
e. Listening to course lectures	45 61.4%	90 25.7%	45 12.9%	0 0	0 0%
f. Listening to seminars	237 67.7%	113 32.3%	0 0%	0 0%	0 0%

g. Listening to meeting proceeding	130 87.1%	45 12.9%	0 0%	0 0%	0 0%
h. Listening to class discussions	220 62.9%	130 37.1%	0 0	0 0	0 0%
i. Listening during tutorials	100 28.6%	75 21.42%	115 32.9%	70 8.6%	30 8.6%

The data in Table 4.1.1a showed the ratings of the students' responses on the importance of listening skills to the NCE English teacher trainees' programme of study. 87.1% of the respondents rated that listening for variations, listening to radio, listening to meetings proceeding were very important need areas of the NCE English study programme. This was followed in order of importance by listening for copying or imitation and listening to spoken information, listening to main ideas with 237(67.7%). Listening for peer group purposes (37.7%) and listening to videos (0%) were rated as least important. The hierarchical presentation of the ratings as presented in table 4.1.1c would give detailed information in order of ranking of the listening skills. However, Table 4.1.1a revealed that over 70% of the respondents considered the listening skills as very important or important need areas for NCE teacher trainees' programme of study. Table 4.1.1b shows the reaction of students on the importance of the English language skills of listening to the NCE teacher trainees.

It was taught that the NCE III minimum standards in English language in the area of listening skills was not sufficiently equipped for effective training of NCE English Teachers trainees in preparation for the primary schools. Therefore, the respondents were asked to rate the listening skills based on their importance to the language needs of NCE trainees.

For the listening skills, there were eighteen (18) items and all the respondents were expected to react to each item. The subjects were to indicate whether each item was very important (VI); Important (I); Fairly Important (FI), or don't know (DK) as English language needs of NCE English Trainees. This meant that 6300 (18 x 350) responses were expected as presented in table 4.1b.

Table 4.1.1b: Reaction of Students on Importance of Language Skills of Listening to the NCE English Trainees:

Respondents Ratings	**V. Important**	**Important**	**Fairly Important**	**Unimportant**	**Don't Know**	**Total**
Responses	3184	1899	987	200	30	6300
Percentage	50.53	30.14	15.66	3.17	0.47	100%

The data on table 4.1.1b showed that 50.53% of the respondents submitted that the listening skills were very important need areas of

NCE English teacher trainees; 30.14% was of the view that the listening skills were just important items; 15.66% said that the skills were fairly important while 3.17% claimed that they were not important and 0.47% submitted that they did not know. This result indicated that more than 80% of the respondents agreed that listening skills were high need areas and therefore important for English teachers' trainees preparation for the primary school. Table 4.1.1c presents the hierarchical arrangement of the students' responses on importance of listening skills.

Table 4.1.1c: Hierarchical Presentation of Students' Responses on Importance of Listening Skills.

Variable Statements	Scores (%)
1. Listening to radio	100
2.Listening for variations	100
3.Listening to meeting proceeding	100
4. Listening for spoken information	100
5.What listening is (its importance and techniques	100
6. Listening for main ideas	100
7. Listening for critical Evaluation	100
8. Listening to seminars	100
9. Listening to class discussions	100
10. Listening to videos	90
11. Listening to Television	87.1
12. Listening to course lectures	87.1
13. Listening for copying or imitation (of teachers)	68
14. Listening during tutorials	50
15. Listening to prosecution proceedings	50
16. Listening to film shows	49.4
17. Listening for Peer-group purposes	35.7
18. Listening for flexibility	22.8

Table 4.1.1c showed the ranked presentation of the responses elicited from the respondents. The table revealed that listening for variations,

listening to radio, listening to meeting proceedings, spoken information, class discussions, what listening is, listening to main ideas, for critical evaluation and seminars as shown on the table, ranked highest with all (100%) of the respondents submitted that they were very important/important need areas of listening skills. This was followed in order of importance by listening to videos with 90% of the respondents. Others included listening to television and listening to course lectures with 87.1%. Listening to tutorials and prosecution proceedings had 50% of the respondents respectively. The least in the rank was listening for flexibility with 22.8% of the subjects. This means that more than 50% of the listening skills were identified as very important need areas in the NCE programme of study. Tables 4.1.1d present the responses on availability of English language listening skills in the actual NCE III minimum standards in operation.

Table 4.1.1d: Respondents Ratings on Availability of English Language Skills of Listening.

Variable Statements	Highly Available in Operation (HAIO)	Available in Operation (AIO)	Fairly Available in Operation (FAIO)	Not Available in Operation (NAIO)	Don't Know (DK)
4. Listening Comprehension		**n=350**			
a. What listening is (its importance and techniques	130 37.1%	70 20%	83 23.7%	67 19.1%	10 2.9%
b. Listening for speaking information	90 25.7%	125 35.7%	90 25.7%	45 12.9%	10 2.9%
c. Listening for main ideas	45 12.9%	110 31.4%	150 42.9%	45 12.9%	0 0%
d. Listening for critical Evaluation	75 21.4%	100 28.6%	100 28.6%	75 21.4%	0 0%
e. Listening for variations	45	45	130	120	10

	12.9%	12.9%	37.1%	43.3%	2.9%
f. Listening for flexibility	40	80	100	130	0
	11.4%	22.9%	28.6%	37.1%	0%
g. Listening for Peer-group purposes	45	90	45	170	0
	12.9%	25.7%	12.9%	49%	0%
h. Listening for copying or imitation (of teachers)	130	40	80	100	0
	37.1%	11.4%	22.9%	28.6%	0%
5.Listening (Generally)		**n = 350**			
a. Listening to radio	130	30	90	100	0
	37.1%	8.6%	25.7%	28.6%	0%
b. Listening to Television	0	90	90	170	0
	0%	25.7%	25.7%	49%	0%
c. Listening to videos	45	130	130	45	0
	12.9%	37.1%	37.1%	12.9%	0%
d. Listening to film shows	305	45	0	0	0
	37.1%	12.9%	0%	0%	0%
e. Listening to course lectures	65	85	100	100	0
	18.6%	24.3%	28.6%	28.6%	0%
f. Listening to seminars	0	90	0	260	0
	0%	25.7%	0%	74.3%	0%
g. Listening to meeting proceeding	90	130	130	0	0
	25.7%	37.1%	37.1%	0%	0%
h. Listening to class discussions	305	45	0	0	0
	37.1%	12.9%	0%	0%	0%
i. Listening during tutorials	45	45	100	100	60
	12.9%	12.9%	28.6%	28.6%	17.1%

The data in Table 4.1.1d revealed the students' responses on the availability of listening skills in the NCE English teacher trainees' programme of study. 130 (37.1%) respondents submitted that what are listening, its importance and techniques, listening for copying and imitations, listening to radio, discussion and film shows, were highly available in operation. Apart from these, listening for spoken information had 125 (35.7%) of the respondents for just available. On the other hand, listening to main ideas had 150 (42.9%), listening for variation, 130 (37.1%), listening to meeting proceedings 130 (37.1%), and to videos 130 (37.1%) were rated as fairly available. Listening for variation, flexibility, peer group purposes, to television, to seminars were mostly

either not available or rated as don't know. On the average, 14 out of the 18 items under listening were rated by about 50% of the respondents as either fairly available or not available.

A close study of the respondents' ratings revealed lack of credibility in their responses. One wonders whether the learners actually understood the question asked. This would be confirmed subsequently with the analyses of the experts' view and classroom observation checklists. Table 4.1d presents their reactions to the availability of the listening skills.

It was assumed that not all the relevant listening skills that would equip the English teacher trainees effectively for the primary level of education were made available in the NCE programme under study. As a result, this research required the respondents to rate the listening skills based on their availability in operation. The respondents were required to react to each of the eighteen (18) items listed as listening skills. The subjects were to indicate whether each item was Highly Available in Operation (HAIO), Available in Operation (AIO), Fairly Available in Operation (FAIO), Not Available in Operation (NAIO) or Don't Know (DK). This reaction was considered very necessary as these listening skills were considered as important for effective training of NCE III English students

in readiness for teaching at the primary level of education. It implies that 8100, that is, (18x 350) responses were expected. Table 4.1.1e presents the students' reaction on the availability of the listening skills in operation.

Table 4.1.1e: Students' Reactions to the Availability of the Listening Skills in Operation.

Respondents Ratings	**HAIO**	**AIO**	**FAIO**	**NAIO**	**DK**	**Total**
Responses	1575	1330	1418	1717	260	6300
Parentage	25	21.11	22.51	27.25	4.13	100%

The data on table 4.1.1e showed that 1575 (25%) of the respondents considered that the English Listening skills were highly available in the NCE English Training programme. 1330 (21.11%) of the subjects submitted that listening skills were just available in operation. Also, 1418 (22.51%) of the respondents considered the Listening skills as fairly available in operation. While 1717 (27.25%) of the respondents were of the view that the listening skills were not available in operation. 260 (4.13%) of the respondents submitted that they did not know

whether the listening skills were available. The result just considered, strongly revealed that majority of the subjects considered that most of the listening skills were not available. Table 4.1.1f presents the ranked order of the listening skills with regard to availability.

Table 4.1.1f: Hierarchical Presentation of Responses on Availability of Listening Skills

Variable Statements	Scores (%)
1.Listening to class discussions	100
2. Listening to film shows	100
3. listening to meeting proceeding	62.8
4. Listening to spoken information	61.4
5. what listening is (its important and techniques	57.1
6. Listening to videos	50
7. Listening for critical Evaluation	50
8. Listening for copying or imitation (of teachers)	48.5
9. Listening to radio	45.7
10. Listening for main ideas	44.3
11. Listening to course lectures	42.9
12. Listening for Peer-group purposes	38.6
13. Listening for flexibility	34.3
14. Listening during tutorials	25.8
15. Listening for variations	25.8
16. Listening to seminars	25.7
17. Listening to Television	25.7
18. Listening to prosecution proceedings	0

Table 4.1.1f revealed that listening to class discussion and listening to film shows with 350 (100%) respectively, of the respondents agreed that they were highly available/available in operation. The rest of the skills followed in order of listening meeting proceeding (62.8%), listening to spoken information (61.4%), what listening is (57.1%), listening to videos, listening for critical evaluation with 50% of the subjects. The least in the rank was listening to prosecution proceedings.

Table 4.1.1g show respondents' ratings on how well taught of the English language skills of Listening in the actual programme of study.

Table 4.1.1g: Students' Responses on How Well Taught of the English Language Skills of Listening.

	Very Well Taught (VWT)	Well Taught (WT)	Fairly Taught Well (FTW)	Not Well Taught (NWT)	Don't Known (DK)
4 Listening Comprehension); n=350					
a. What listening is (its importance and techniques	294 84%	56 16%	10 2.9%	0 0%	0 0%
b. Listening for speaking information	320 91.4%	30 8.6%	0 0%	0 0%	0 0%
c. Listening for main ideas	310 88.6%	40 11.4%	0 0%	0 0%	0 0%
d. Listening for critical Evaluation	293 83.7%	57 16.3%	0 0%	0 0%	0 0%
e. Listening for variations	60 17.1%	290 82.9%	0 0%	0 0%	0 0%
f. Listening for flexibility	76 21.7%	284 81.1%	0 0%	0 0%	0 0%
g. Listening for Peer-group purposes	52 14.9%	298 85.1%	0 0%	0 0%	0 0%
h. Listening for copying or imitation (of teachers)	334 95.4%	16 4.6%	0 0%	0 0%	0 0%
5 Listening (Generally); n=350					
a. Listening to radio	15 4.3%	146 41.7%	153 43%	0 0%	0 0%
b. Listening to Television	156 44.6%	120 34.3%	74 21.1%	0 0%	0 0%
c. Listening to videos	150 42.9%	146 4.7%	54 15.4%	0 0%	0 0%
d. Listening to film shows	130 37.1%	170 49%	50 14.3%	0 0%	0 0%
e. Listening to course lectures	315 90%	35 10%	0 0%	0 0%	0 0%
f. Listening to seminars	10 2.9%	290 82.9%	50 14.3%	0 0%	0 0%
g. Listening to meeting proceeding	148 42.3%	142 40.6%	60 17.1%	0 0%	0 0%
h. Listening to class discussions	315 90%	35 10%	0 0%	0 0%	0 0%
i. . Listening during tutorials	301 86%	49 14%	0 0%	0 0%	0 0%
j. Listening to prosecution proceedings	0 0%	10 2.9%	288 82.3%	52 14.9%	0 0%

Table 4.1.1g showed that many of the skills listed under the listening skills were very well taught in the actual programme in operation. E.g. 84% (294) of the respondents

From the Table, the students submitted that what listening is, was very well taught. Listening for information had 320 (91.4%); listening for main ideas had 310 (88.6%); listening for actual evaluation had 293, i.e 83.7% of the subjects say it was very well taught; in the same vein, listening for copying or imitation had 334 (95.4%). Listening to course lecturers, listening to class discussion with 315 (90%) of the respondents and listening during tutorials with 301 (86%) of the subjects, all said they were very well taught in the programme. On the whole, the students posited that most of the skills were sufficiently taught in the actual minimum standards. This result remains to be confirmed by class observation of teaching of listening skills. Table

4.1.1h presents the reactions of students on how well taught were the listening skills in the actual minimum standards.

Table 4.1.1h: Students Reactions on How Well Taught of the Language Skills of Listening.

Respondents Ratings	**Very Well Taught**	**Well Taught**	**Fairly Well Taught**	**Not Well Taught**	**Don't Know**	**Total**
Responses	3297	2230	739	52	0	6300
Percentage	52.05	35.39	11.73	0.83	0	100%

The data on table 4.1.1h revealed that 3279 (52.05%) of the respondents submitted that the listening skills were very well taught as need areas for the NCE English teacher training programme. 2230(35.39%) was of the opinion that the listening skills were just well taught; 739 (11.73%) had that the listening skills were fairly well taught while 52 responses (0.83%) said they were not well taught as important need areas for the NCE English training programme. This result indicated that over 87% of the respondents generally agreed that listening skills were adequately taught as very important need areas for effective NCE teacher training programme for the primary level of education even when most of skills were not available in the programme.

This result calls for a closer scrutiny of the listening skills through class observation of NCE teachers in practical teaching to confirm the claims of this group of respondents. Table 4.1.1h presents the hierarchy of the responses on how well taught were the listening skills in the programme of study.

Table 4.1.1i: Hierarchical Presentation of Responses on How Well Taught of Listening Skills:

Variable Statement	Scores (%)
1. What listening is (its importance and techniques)	100
2. Listening for speaking information	100
3. Listening for critical evaluation	100
4. Listening for variations	100
5. Listening for flexibility	100
6. Listening for Peer-group purposes	100
7. Listening for copying or imitation (of teachers)	100
8. Listening to course lectures	100
9. Listening to class discussions	100

10.Listening during tutorials	100
11. Listening to film shows	86.1
12. Listening to seminars	85.8
13. Listening to meeting proceeding	82.9
14. Listening to Television	78.9
15. Listening to videos	47.6
16. Listening to radio	46
17. Listening to prosecution proceedings	29
18. Listening for main ideas	20

The data on table 4.1.1h showed that apart from listening to prosecution (0%), listening to radio and listening to videos with less than 50% of the students, all other skills under listening were claimed to have been sufficiently taught in the actual programme of study. However, this result remains to be confirmed by observation of practical teaching of listening skills in class as shown on Table 4.1.1j.

Table 4.1.1j: Result of Classroom Observation of practical teaching of the Skills of Listening.

A. Planning of the lesson (20)

	V poor	Poor	Fairly good	Good	Very good	Excellent
	0	1	2	3	4	5
1.Objectives behaviouraly stated	0	22 71%	6 19.4%	3 9.6	0	0
2. Arrangement of lesson (Logical)	0	24 77.4%	7 22.6	0	0	0
3. Teaching aids (table adequate, variety	0	31 100%	0	0	0	0
4. Facts (relevant, occurrence and comprehensive	0	28 90.3%	3 9.6%	0	0	0

RATINGS

B. Teaching procedure (50)

1. Introduction interesting and motivating	0	24 77.4%	4 12.9%	3 9.7%	0	0
2. Subject content (mastered and accurate)	0	26 83.9%	4 12.9%	1 3.2%	0	0
3. Presentation of lesson content (sequential)	0	28 90.3%	3 9.7%	0	0	0
4. Use of chalk board (neat and orderly)	0	14 45.29%	10 32.3%	7 22.6 %	0	0
5.Questioning techniques (relevant and distributive appropriate)	0	22 71%	9 39.0%	0	0	0
6. Use of teaching and (effective and efficient)	2 6.5%	5 16.1%	12 33.7%	8 25.8 %	4 12.9	-
7. Command of language (simple a clear)	-	14 45.2%	12 38.7%	5 16.1	-	-
8. Time management (coverage of lesson)	-	18 58.1%	10 32.3	3 9.7%	-	-
9. Evaluation of lesson taught (quantity and quality)	-	10 3 2.3%	12 38.7%	9 29%	-	-
10. Conclusion of lesson (smoothness)	-	18.45 4%	10 32.3%	6 19.4 %	-	-

RATINGS

C. Class management and control (10)

1.Teacher – student relationship	-	10 32.3%	18.45 4%	6 19.4%	-	-
2.Classroom environment (conclusive and Neat)	2 6.5%	5 16.1%	12 38.7%	8 25.8%	4 12.9%	-

RATINGS

D. Evaluation of previous work done (10)

1.Quality and quantity (adequate relevant and clarity)	2 6.5%	11 35.5%	18 58.1%	0	0	0
2.Quality of homework (objective)	4 12.9%	22 71%	5 16.1%	0	0	0

RATINGS

E. Teachers personality (10)

RATINGS

1. Calm, enthusiastic cheerful	-	3 9.7%	28 90.3%	0	0	0
2.Composure, neat and orderly	-	4 12.9%	10 32.3%	14 45.2%	3 9.7%	-

The data on table 4.01.4a showed that most of the teachers observed were either very poor (1) or poor (2) in their handling of the listening skills. On the average over 50% of the teachers could not plan their lessons well. 22 (71%) of them could not state the teaching objectives behaviourally. 24 (77.4%) could not arrange their lesson logically. All the teachers observed did not border to use teaching aid, but depended on just the textbook in use and over 90% of them did not show mastery of the subject matter. The same poor performance was revealed in the teaching procedure adopted, in class management and revision of previous work done, as the table revealed. As regards the teachers personality, 14 (45.2) of them were calm, enthusiastic and cheerful while 44.8% lacked self confidence. About 61% of the teachers were actually neat and composed while others, 38.8% were not. Table 4.1.1k reveals the general reaction on the observation of teachers on practical teaching of listening skills.

Table 4.1.1k: Reaction to Class Observation of Practical Teaching of the Listening Skills

Teachers' Ratings	**5 (Excellent)**	**4 (Very Good)**	**3 (Good)**	**2 (Fairly good)**	**1 (Poor)**	**0 (Very Poor)**	**Total**
Scores	0	7	49	155	399	10	620

Percentage	0	1.13	7.90	25	64.35	1.61	100

With regard to listening skills, the table showed that 64.35% of the teachers revealed poor knowledge of listening skills and even the practical know how about teaching of listening skills. 25% (155) only performed fairly well, 7.90% were just good in the handling of listening skills while 1.13% were very good, none of the teachers handled the area of listening skill excellently or effectively. Table 4.1.1l presents the summary of mean response ratings on Gap-difference between the Actual and the expected needs in relation to Importance, Availability and How Well Taught of the skills.

Table4. 1.1l:One-Sample Statistics 't' Test of Students' Responses in Relation to the Importance, Availability and How Well Taught were the Listening Skills

Respondents	Variable Statements	N	Mean	S.D	S.E	t-Calculated	df	t-Critical	Sig.
Students	Listening (Importance)	350	26.7514	4.61509	0.24669	108.443	349	1.96	0.00
	Listening (Availability)	350	23.7514	3.90774	0.20888	113.710	349	1.96	0.00
	Listening (How Well Taught)	350	22.6600	5.77529	0.30870	73.404	349	1.96	0.00

Table 4.1.ll revealed significant difference on the views of students with regard to the importance, availability and how well taught were listening skills in the NCE actual programme of study. This is because, the calculated't' for importance (108.443) is greater than't' critical (1.96) at df 349

The table also showed that the calculated 't' (113.710) on availability of listening skills was equally greater than the 't' critical (1.96) at df 349; the calculated 't' (73.404) on how well taught at the same df (349) was also greater than the 't' critical of 1.96 at 0.05 level of significance and by this result, the students were of the view that significant difference existed in the English language skills of listening, with regard to the importance, available and how well taught in the actual minimum standards. As a result, the null hypothesis one is

rejected and the alternative accepted i.e, there is a significant gap-difference between the actual needs and the expected needs in terms of listening skills (importance, availability and how well taught).

4.1.1m Areas of Gaps Revealed from Students Responses

For all the English language skills, ratings below 60% i.e. above average are regarded as gaps in the programme. This is to disallow room for mediocrity in the training programme. Therefore, the following skills constituted areas of gap in the programme of study:

1. Skills that are important but not available in the programme.
2. Skills that are important, available but not well taught in the programme
3. Skills that are important, available, well taught but not understood by the trainees i.e. the skills could not be handled effectively in the practical teaching as revealed in class observation. These categories of skills are classified as gaps or deficit needs in the NCE programme of study.
4. Skills with percentage rating below 50% are starred as critical need areas.

Table 4.1.1m: Ranked Presentation of Areas of Gaps (Deficit Needs) in the Listening Skills.

The following skills were rated by less than 60% of the students' respondents.

Variable description	Ratings

What listening is (its importance and techniques)	57.1*
Listening to class discussions	50*
Listening to film shows	50*
Listening to videos	50*
Listening for critical Evaluation	50*
Listening for copying or imitation (of teachers)	48.5*
Listening to radio	45.7*
Listening for main ideas	44.3*
Listening to course lectures	42.9*
Listening for Peer-group purposes	38.6*
Listening for flexibility	34.3*
Listening during tutorials	25.8*
Listening for variations	25.8*
Listening to seminars	25.7*
Listening to Television	25.7*
Listening to prosecution proceedings	0*

Table 4.1.1m revealed that all the listening skills are critical need areas in the NCE English training programme while what listening is, its importance and techniques were rated by 57.1% of the students, followed by listening to class discussion and listening to film shows with 50% of the respondents. The least ranked as revealed on the table was

listening to prosecution proceedings. All the listening skills ranked below 60% and therefore constitute gaps in the training programmes. Tables 4.1.2 present the students' responses on the skill of speaking.

Research question 4.1.2 is restated below:

What are the Gaps between the Actual and Expected English Language Needs as Expressed by NCE III Students in the Language Skills of Speaking?

Hypothesis 4.1.2 is restated below: There is no Gap between the Actual and Expected Needs of the NCE111 English Curriculum in the Area of Speaking Skills.

The result of the respondents in relation to the importance, availability and how well taught of speaking skills are given in Appendix 4aii.The Tables (4.1.2a-m) below present the responses of the students in relation to the importance of the skills, their availability and how well taught in the overall skills of speaking. Table 4.1.2a gives the respondents' views on the importance of speaking skills to the NCE programme of study.

Table 4.1.2a: Students' Responses on the Importance of English Language Skills of Speaking to the NCE Teacher Training Programme

Variable Statements	Very Important (V.I)	Important (I)	Fairly Important (FI)	Unimportant (UI)	Don't Know (DK)
6. Oral English (Speaking):			**n=350**		
a. Vowel distinction	205	45	50	30	20
	58.6%	12.9%	14.%	8.6%	5.7
b. Consonant distinction	150	135	45	10	10
	42.9%	38.6%	12.9%	2.9%	2.9%
c. Stress	125	105	90	20	10
	35.7%	30%	25.7%	5.7%	2.9%
d. Intonation	150	90	60	80	20
	42.9%	25.7%	17.1%	8.6%	5.7%
e. Initiating maintaining and terminating discourse	80	190	50	20	10
	22.9%	54.3%	14.3%	5.7%	2.9%
f.Giving explanation/direction	125	152	60	41	12
	38.6%	43.4%	17.1%	11.7%	3.4%
g. Requests / taking permission / greetings	103	145	75	17	10
	29.4%	12.9%	21.4%	4.9%	2.9%
h. Reading speech / report	130	120	54	30	16
	37.1%	42.3%	15.4%	8.6%	4.6%
i. Giving votes of thanks	135	125	50	30	10
	38.6%	35.7%	14.%	8.6%	29%
j. Debates/ symposia/interviews	115	155	70	20	15
	32.9%	38.6%	20%	5.7%	4.3%
k. Telling stories	180	110	42	10	08
	51.4%	31.4%	12%	2.9%	2.3%
7. **Others on Oral English**					
a. Dramatization/ role playing	180	90	50	20	10
	51.4%	25.7%	14.3%	5.7%	2.9%
b. Interactive group session	130	105	70	15	30
	37.1%	30%	20%	4.3%	8.6
c. Speaking in class discussions	125	108	60	50	7
	35.7%	30.9%	17.1%	14.3%	2%
d. Speaking with lecturers	115	100	78	45	12
	32.9%	286%	22.3%	12.9%	3.4%
e. Speaking at conferences	132	140	48	20	10
	37.7%	40%	13.7%	2.9%	2.9%
f. Speaking at meetings	105	130	100	10	5
	30%	37.1%	28.6	2.9%	1.4%
g. Speaking at tutorials	115	120	58	43	14
	32.9%	42.3%	16.6%	12.3%	4%
h. Speaking on the telephone	130	108	67	30	15
	37.1%	30.9%	19.1%	8.6%	4.3
i. Speaking in informal situations	130	145	40	25	10
	37.1%	41.4%	11.4%	7.1%	2.9%
j. Speaking in formal situations	125	100	80	30	15
	35.7%	28.6%	22.9%	8.6%	4.3%

Table 4.1.2a revealed that vowel distinction was rated highest with 205 (58.6%) of the subjects considered it as very important need area. This was followed by Telling stories and dramatization/role playing with 180 (51.4%) of the subjects respectively. Next were consonant distinction, intonation, giving votes of thanks with 150 (42.9%) of the respondents. On the average, all the 21 skills listed under speaking skills were rated by over 60% of the respondents as either very important or important need areas for the NCE English training programme. Table 4.1.2b presents the reactions of the students on the importance of speaking skills.

Table 4.1.2b: Reactions to the Importance of Language Skills of Speaking in the NCE III English Language Curriculum

Respondents	Very Important	Important	Fairly Important	Unimportant	Don't Know	Total
Responses	2740	2518	1297	546	249	7350
Percentage	37.28	34.26	17.65	7.43	3.39	100

The data in Table 4.1.2b showed that 37.28% (2740) of the respondents submitted that the speaking skills were very important need areas of NCE III English teacher training programme. 2518 (34.26%) of the responses was of the view that the speaking skills were important; while 1297 (17.65%) agreed that the speaking skills were fairly important, 546 (7.43%) claimed that the skills were not important; and 249 (3.39%) submitted that they did not know.

This result indicated that more than 50% of the responses agreed that speaking skills were important, relevant and constituted high need areas for NCE English teacher trainees' preparation for the primary schools. Table 4.1.2c presents the hierarchical arrangement of responses on the importance of speaking skills to the trainees' programme of study.

Table 4.1.2c: Hierarchical Presentation of Responses on Importance of Speaking Skills

Variable Statement	**Scores (%)**
1.Story telling	82.8
2.Giving explanation/direction	82
3 Consoanant distinction	81.5
4.Debates/symposia/interviews	81.5

5.Reading speech/report	79.4
6 Speaking in informal situation	78.5
7.Speaking at conferences	77.7
8.Initiating, maintaining and terminating discourse	77.2
9 Dramatization/role playing	77.1
10Speaking at tutorials	75.2
11.Giving votes of thanks	74.3
12.Vowel distinction	71.5
13Intonation	68.6
14 Speaking on the telephone	68
15Interactive group session	67.1
16Speaking at meetings	67.1
17Speaking in class discussion	66.6
18.Stress	65.7
19.Speaking in formal situation	64.3
20. Speaking with lecturers	61.5
21.Requests/taking permission/greetings	42.3

The table revealed the following order of importance in their descending order, storytelling (82.8%), giving explanation/direction (82%), consonant distinction (81.5%), debates/symposia/interviews (81.5%), reading speech/report (79.4%), speaking in informal situation (78.5%). Next in the hierarchy were speaking at conferences (77.7%), initiating/maintaining and terminating discourse (77.2%),

dramatization/role play (77.1%) of the respondents. Others were speaking in class discussion, giving explanation/ direction, stress, speaking in formal situations, speaking at tutorials. Last in the rank was request/taking permission/greetings (42.3%).

The ranked arrangement was important for the present study because, it would help in matching areas of importance with availability of the items and how well taught of the speaking skills. These in all, would help in determining the areas of gaps existing in the minimum standards. Table 4.1.2d presents the responses on availability of the English language skills of speaking in the actual needs.

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Table 4.1.2d: Students' Responses on the Availability of English Language Speaking Skills in the NCE III Study Programme

Variable Statements	Highly Available in Operation (HAIO)	Available in Operation (AIO)	Fairly Available in Operation (FAIO)	Not Available in Operation (NAIO	Don't Know (DK)
Oral English (Speaking)	**n=350**				
a. Vowel distinction	45	135	170	20	10
	12.9%	38.6%	49%	5.7%	2.9%
b. Consonant distinction	135	170	30	10	5
	38.6%	49%	8.6%	2.9%	1.4%
c. Stress	80	100	100	60	10
	22.9%	28.6%	28.6%	17.1%	2.9%
d. Intonation	75	60	105	130	0
	21.4%	17.1%	30%	37.1%	0%
e. Initiating maintaining and terminating discourse	90	70	140	50	0
	25.7%	20%	40%	14.3%	0%
f. Giving explanation/direction	45	90	140	65	10
	12.9%	25.7%	40%	18.6%	2.9%
g. Requests / taking permission / greetings	45	135	170	0	
	12.9%	386%	49%	0%	0%
h. Reading speech / report	80	105	65	100	0
	22.9%	30%	18.6%	28.6%	0%
i. Giving votes of thanks	90	150	100	10	-
	25.7%	42.9%	28.6%	2.9%	

j. Debates/ symposia/interviews	80	100	65	95	5
	22.9%	28.6%	18.6%	27.1%	1.4%
k. Telling stories	115	110	60	50	15
	32.9%	31.4%	17.1%	14.3%	4.3%
Others on Oral English n=350					
a. Dramatization/ role playing	125	90	75	40	20
	35.7%	25.7%	21.4%	11.4%	5.7%
b. Interactive group session	180	100	60	0	0
	51.4%	28.6%	17.1%	0%	0%
c. Speaking in class discussions	45	123	101	71	10
	12.9%	35.1%	28.9%	220.3%	2.9%
d. Speaking with lecturers	60	100	90	90	15
	17.1%	28.6%	25.7%	25.7%	4.3%
e. Speaking at conferences	150	138	60	10	20.57%
	42.9%	39.4%	17.1%	2.9%	
f. Speaking at meetings	130	160	40	15	5
	37.1%	45.7%	11.4%	4.3%	1.4%
g. Speaking at tutorials	165	80	60	30	15
	47.1%	22.9%	17.1%	8.6%	4.3%
g. Speaking on the telephone	120	110	75	40	5
	34.3%	31.4%	21.4%	11.4%	1.4%
i. Speaking in informal situations	130	100	100	15	5
	37.1%	28.6%	28.6%	4.3%	1.4%
j. Speaking in formal situations	45	50	215	40	5
	12.9%	14.3%	61.4%	11.4%	1.4%

Table 4.1.2d showed that none of the skills listed under speaking skill was rated by half (50%) of the respondents as highly available in operation in the programme of study. 45 (12.9%) said vowel distinction were highly available in operation, while 135 (38.6%) submitted that it was just available. For consonant distinction, 135 (38.6%) of the subjects submitted for highly available while 170 (49%) said it was just available. Stress had 80 (22.9%) for highly available and 100 (28.6%) for available in operation. The table revealed that majority of the respondents considered the speaking skills as mostly fairly available in operation or just available. Table 4.1.2.2b presents the reactions of students on availability of the speaking skills.

Table 4.1.2e: Reactions of Students on Availability of the speaking Skills in the Operation of NCE III Training Programme:

Respondents	HAIO	AIO	FAIO	NAIO	DK	Total
Responses	2030	2223	2021	941	135	7350
Percentage	27.62	30.24	27.49	12.80	1.84	100

The data in table 4.1.2e showed that 2030 (27.62%) of the respondents considered that the English speaking skills were highly available in the NCE English Training programme. 2223 (30.24%) of the respondents said the speaking skills were available in operation. 2021 (27.49%) of the responses said the speaking skills were fairly available in the training programme of NCE III students. 941 (12.80%), on the other hand rated that the speaking skills were not available in the minimum standards. Lastly were 135 (1.84%) of the subjects who submitted that they did not know about the availability of the speaking skills in the study programme. The implication of this result was that over 40% of the speaking skills were not available in the training programme. Table 4.1.2f presents the ranked responses on speaking skills.

Table 4.1.2f: Hierarchical Presentation of Speaking Skills in the NCE Training Programme:

Variable statement	**Scores (%)**
1. Consonant distinction	87.6
2.Speaking at meetings	82.8
3.Speaking at conferences	82.3
4.Interactive group session	80
5.Speaking at tutorials	70
6.Giving votes of thanks	68.6

7.Speaking in informal situation	65.7
8.Speaking on the telephone	65.7
9.Telling stories	64.3
10.dramatization/role playing	61.4
11.Reading speech/report	52.9
12Request/taking permission/greetings	51.5
13Vowel distinction	51.5
14.Stress	51.4
15.Debates/symposia/interviews	51.5
16.Speaking in class in income	48
17Initiating, maintaining and terminating discourse	45.7
18Speaking with lecturer	45.7
19Giving explanation/direction	38.6
20.Intonation	38.5
21.Speaking in formal situation	27.2

Table 4.1.2f revealed that the highest ranked for highly available and just available of speaking skills in their order were consonant distinctions (87.6%), speaking at meeting (82.8%) and at conferences (82.3%); interactive group session (80%) and speaking at tutorials with 70% of the respondents. Others at about 60% of the subjects included giving votes of thanks (68.6%), speaking at informal situation (65.7%), speaking on the telephone, telling stories, dramatization/role playing (65.7%). The least ranked was speaking in formal situations with 27.2%

and intonation with 38.5% respectively. On the whole, majority of the respondents were of the opinion that most of the speaking skills were either just available or fairly available in operation. The implication of this result is that most of these skills were not sufficiently available in operation for effective training of the teacher trainees Table 4.1.2g presents responses on how well taught on the speaking skills in operation.

Table 4.1.2g: Students' Ratings on How Well Taught of the English Language Skills of Speaking

7 Others on Oral English; n=350					
a. Dramatization/ role playing	90	75	125	50	10
	25.7%	21.4%	35.7%	14.3%	2.9%
b. Interactive group session	80	105	130	25	10
	22.9%	30%	37.1%	7.1%	2.9%
c. Speaking in class discussions	60	100	172	10	8
	17.1%	28.6%	49.1%	2.9%	2.3%
d. Speaking with lecturers	50	71	201	23	5
	14.3%	20.3%	57.4%	6.6%	1.4%
e. Speaking at conferences	64	105	170	10	1
	18.3%	30%	49%	2.9%	0.28%
f. Speaking at meetings	100	105	120	20	5
	28.6%	30%	43.3%	5.7%	1.4%
g. Speaking at tutorials	62	65	173	40	10
	17.1%	18.6%	49.4%	11.4%	2.9%
g. Speaking on the telephone	67	108	130	35	10
	19.1%	30.9%	37.1%	10%	2.9%
i. Speaking in informal situations	80	150	105	10	5
	22.9%	42.9%	30%	2.9%	1.4%
j. Speaking in formal situations	85	100	125	30	10
	24.3%	28.6%	35.7%	8.6%	2.9%

From the table, vowel distinction was rated by 95 (27.1%) of the subjects as very well taught, 100(28.6%) submitted that it was well taught, 15(4.3%) of the subjects claimed they did not know. In the same vein, consonant distinction had 55(15.7%) for very well taught; 135 (38.6%) for well taught; 150 (42.6%) for fairly well taught, 10 (2.9%) for not well taught and don't know respectively. The area of stress had the majority of the respondents at 120 (42.3%) submitted that it was fairly well taught; for the area of intonation 37% (130) subjects posited it was well taught while 96 (27.4%) submitted that intonation was very well taught. The highest ranked for very well taught was speaking at meetings (28.6%). Most of the skills were considered by majority of the respondents as fairly well taught.

The responses of the students lacked consistency and therefore credibility. Some of the skills that were considered as not sufficiently available in operation were shown to have been well taught. For example speaking in formal and informal situations that were the least ranked in availability were posited as having been sufficiently well taught in operation with the average score of 52.9% and 65.8% of the subjects positing that they were well taught. However, this result would be

confirmed by the result of observation of practical teachings of speaking skills. Table 4.1.3b presents the reactions of students on speaking skills.

Table 4.1.2h: Reactions of Students on How Well Taught were the Language Skills of Speaking.

Respondents	Very Well Taught	Well Taught	Fairly Well Taught	Not well Taught	Don't Know	Total
Responses	1631	2031	2925	609	154	7350
Percentages	22.19	27.63	39.80	8.29	2.10	100

The data on Table 4.1.2h revealed that 1631 (22.19%) of the responses submitted that the speaking skills were very well taught in the NCE III English minimum standards. 2031 (27.63%) said that the speaking skills were well taught, 2925 (39.80%) rated fairly well taught, 609 (8.29%) claimed the skills were not well taught and 2.10% involving 154 respondents had that they did not know whether the skills were well taught or not.

The result indicated that over 50% of the respondents agreed that speaking skills were not well taught and therefore constituted a deficiency or gap on the part of the learner (i.e., the teacher trainees) for an effective practice of teaching. For effective teaching at the

primary level of education, fairly well taught should be considered as a deficit need; though not as critical as Not Well Taught o,r Don't Know. This result confirmed the observed poor performance of trainees in aural/oral skills. Table 4.1.2i presents the orderly arrangement of speaking skills with regard to how well taught in the actual NCE programme.

Table 4.1.2i: Hierarchical Presentation of Responses on Speaking Skills in the area of How Well Taught in the Actual programme.

Variable Statement	**Scores (%)**
1. Speaking in informal situation	65.8
2 Intonation	64.5

3. Speaking at meetings	58.6
4. Vowel distinction	55.7
5. Stress	55.7
6 Telling stories	55.7
7.Consonant distinction	54.3
8.Giving votes of thanks	54.3
9. Debates/symposia/interviews	53.7
10.Requests/taking permission/greetings	53.7
11. Speaking in formal situation	52.9
12.Interactive group session	52.9
13. Speaking on the telephone	50
14. Speaking at conference	48.3
15. Initiating, maintaining and terminating discourse	47.2
16. Dramatization/role playing	47.1
17. Speaking in class discussions	45.7
18. Reading speech/report	42.9
19.Speaking at tutorials	35.7
20.Speaking with lecturers	34.6
21.Giving explanation/directives	28.9

Table 4.1.2i showed that the highest ranked was speaking in informal situation (65.8%) intonation (64.5%), speaking at meetings (58.6%), vowel distinctions (55.7%) of the subjects. Others included stress with 55.7% of the subjects too. Making request/taking permission/greeting had 53.7%. Speaking on the phone was posited by 50% of the subjects

for both very well taught and well taught. Apart from the above mentioned, the rest of the speaking skills were rated by less than 50% of the respondents as very well taught and well taught. The implication of this result is that most of the speaking skills were not sufficiently and effectively handled in the actual programme in operation. This stand was confirmed by the result of class observation presented on table 4.1.2j below.

Table 4.1.2j: Results on Class Observation of Practical Teaching of Speaking Skills

A. Planning of the lesson (20)

	V poor	Poor	Fairly poor	Good	Very good	Excellent
	0	1	2	3	4	5
1.Objectives behaviouraly stated	0	42 77.4%	6 19.4%	1 3.2%	-	-
2. Arrangement of lesson (Logical)	0	31 100%	-	-	-	-
3. Teaching aids (table adequate, variety	0	28 90.3%				
4. Facts (relevant, occurrence and comprehensive	0	31 100%	-	-	-	-

RATINGS

1. Introduction interesting and motivating	0	31 100%	-	-	-	-
2. Subject content (mastered and accurate)	0	28 90.3%	3 9.7%	-	-	-
3. Presentation of lesson content (sequential)	0	26 83%	-	-	-	-
4. Use of chalk board (neat and orderly)	0	18 58.9%	3 41.9%	-	-	-
5. Questioning techniques (relevant and distributive appropriate)	0	24 77.4%	7 22.6%	-	-	-

6. Use of teaching and (effective and efficient)	0	31 100%	-	-	-	-
7. Command of language (simple a clear)	0	22 71%	9 29%	-	-	-
8. Time management (coverage of lesson)	0	16 51.6%	15.4 8.4%	-	-	-
9. Evaluation of lesson taught (quantity and quality)	0	14 45.2%	10 32.3%	7 22.6%	-	-
10. Conclusion of lesson (smoothness)	0	13 41.9%	18 58.1%	-	-	-

B. Teaching procedure (50)

C. RATINGS

D. Class management control (10)

1.Teacher – student relationship	-	15 43.4%	10 33.3%	6 19.4%	-	-
2.Classroom environment (conclusive and Neat)	-	4 12.5%	10 32.3%	14 25.2%	3 9.7%	-

E. valuation of previous work done (10)

RATINGS

1.Quality and quantity (adequate relevant and clarity)	2 6.5%	18 58%	11 35.5%	-	-	-
2.Quality of homework (objective)	2 6.5%	5 16.1%	12 38.7%	8 25.8%	4 12.9%	-

F. Teachers personality (10)

RATINGS

1. Calm, enthusiastic cheerful	4 12.5%	10 32.3%	14 32.3%	6 19.4%	-	-
2.Composure, neat and orderly	2 6.5%	4 12.5%	10 32.3%	9 29%	-	-

With regard to the speaking skills, class observations revealed that majority of the teachers could not plan the lesson effectively. 24 (77.4%) had poor in behavioral objectives, 31 (100%) could not arrange the lesson logically(, 90.3%) taught without adequate and variety of teaching aids; relying on the class text book and all the teachers (100%) observed were not comprehensive in the presentation of the facts of the subject matter. In fact, they relied so much on reading from the text book.

The same trend as described above was the case with their teaching procedure. 31 (100%) of the teachers revealed poor and uninteresting introduction of their lesson;90.3% (28) showed poor mastery of the subject content, 83% (26) revealed poor presentation of lesson content as well as poor questioning technique and ineffective use of aid, good command of the language by 77.4%, 100% and 71% respectively. With regard to class management and evaluation of previous work done, 10 (33.3%) of the teachers were fairly good in their presentation, 6 (19.4%) and 14 (25.2%) were good in the teacher – student relationship and the conduciveness of the class environment; 6 (19.4%) of the teachers were satisfactory i.e. good in their personality and 9 (29%) were neat and orderly. The result showed that none of the teachers was considered to have been very good or excellent in the handling of any of the items on the checklist. Table 4.1.3e presents the reaction on class observation of speaking skills.

Table 4.1.2k: Reactions on Class Observation of Teaching of Speaking Skill

Teachers Ratings	**5 (Excellent)**	**4 (Very Good)**	**3 (Good)**	**2 (Fairly)**	**1 (Poor)**	**0 (Very Poor)**	**Total**
Scores	0	7	49	155	399	10	620

Percentage	0	1.13	7.90	25	64.35	1.61	100

Table 4.1.2k showed that none (0%) of the items on the observation checklist was excellent in the teaching. Observation equally showed that the teaching of 7 (1.13%) of the items was very good. 49 (7.90%) were good in their teaching. 155 (25%) of the items were scored as fairly good. Majority of the items in the checklist at 399 (64.7%) were considered to have been poorly handled and 10 (1.61%) were rated very poor in the handling. Table 4.1.2l presents the summary of results on Importance, Availability and How Well Taught were the Speaking skills in actual Minimum Standards.

Table 4.1.2l: One sample statistics test of students' responses in relation to the Importance, Availability and How Well Taught were the Speaking Skills

Respondents	**Variable statements**	**N**	**Mean**	**S.D**	**S.E**	**t calculated**	**Df**	**t critical**	**Sig**
Students	Speaking (Importance)	350	26.4486	3.49399	0.18676	141.617	349	1.96	0.000
	Speaking (Availability)	350	25.900	4.68782	0.25057	103.362	349	1.96	0.000
	Speaking (How Well Taught)	350	27.9343	3.99623	0.21361	130.774	349	1.96	0.000

The Table showed that the 'calculated t' on importance of speaking skills (141.617), availability (103.362) and how well taught (130.774) were each greater than the't'critical value of 1.96 at df 349 and at 0.05 level of significance. By implication, the students' opinion was that the English language skills of speaking were important in the NCE minimum standards, that the skills were not sufficiently available and well taught in actual operation. Therefore, Null hypothesis two (II) was rejected. The alternative was accepted. This implied that; there was a significant gap difference between the actual needs and the expected needs of the English language curriculum of NCE students in the area of speaking skills as expressed in NCE minimum standards.

4.1.2m Areas of Gaps as Revealed from Students Response on Speaking

Apart from speaking with lecturers with 65.8% of the respondents and vowel distinction with 64.5% of the subjects submitted as sufficiently taught in the programme, all other skills listed under the speaking skills were either rated by half or below half of the respondents as not sufficiently handled in the area of teaching. This situation made room for

mediocrity in the training. They constitute gaps in the programme. Table 4.1.3m presents the orderly arrangement of the deficit needs.

Table 4.1.2m: Ranked Presentation of Areas of Gaps (Deficit Needs) Revealed in the Speaking Skills.

Variable Description	Frequency (%)
1. Speaking in class discussion	58.6%
2. Speaking in informal situation	55.7%
3. Speaking at meetings	55.7%
4. Interactive group sessions	55.7%
5. Intonation	54.3%
6. Requests/taking permission/Greetings	53.7%
7. Consonant distinction	53.7%
8. Speaking on telephone	52.9%
9. Giving explanation/direction	52.9%
10. Speaking at tutorials	50%
11. Dramatization/role playing	48.3%*
12. Stress	47.2%*
13. Speaking in formal situation	47.1%*
14. Speaking at conferences	45.7%*
15. Giving votes of thanks	42.9%*
16. Giving speech/report	35.7%*
17. Initiating, maintaining and terminating discourse	34.6%*
18. Telling stories	28.9%*

Table 4.1.3m showed that all the speaking skills listed were neither very well taught nor well taught and so, they constitute gaps or deficiencies in the training programme. In order to find out the gap-difference between Actual needs and expected needs of NCE III English Language minimum standards on reading, research question 4.1.3 was tested.

Research question 4.1.3 restated below:

What are the Gaps between the Actual and Expected English Language Needs as Expressed by NCE III Students in Relation to the Language Skills of Reading?

Hypothesis 1c: There is No Gap between the Actual Needs and the Expected Needs of the NCE111 English Curriculum in the Area of Reading Skills.

Tables' 4.1.3a-m present the students' responses on the gap difference observed in the English language skills of reading. The result of students' responses on the importance of reading skills is presented on table 4.1.3a.

Table 4.1.3a: Students' Responses on the Importance of English Language Skills of Reading to the NCE III Teacher Training Programme.

Variable statements	Very Important (V.I)	Important (I)	Fairly Important (FI)	Unimportant (UI)	Don't Know (DK)
8 Reading comprehension				**n=350**	
a. Text cohesion devices eg repetition, synonyms	42 12%	130 37.1%	100 28.6%	47 13.4%	31 9.0%
b. Text comprehension eg extraction of salient points	70 20%	100 28.6%	140 40%	25 7.1%	15 4.3%
c. Specifying text ideas	125 35.7%	30 8.6%	150 42.9%	35 10%	10 2.9%
d. Underlying text message	50 14.3%	130 37.1%	140 40%	25 7.1%	5 1.4%
e. The whole text	67 19.1%	80 22.9%	150 42.9%	38 10.9%	15 4.3%
f. Identifying relevant ideas form texts	58 16.6%	115 32.9%	120 42.3%	47 13.4%	10 2.9%
g. Tabulation of information for comparison	100 28.6%	130 37.1%	105 30%	10 2.9%	5 1.4%
h. Tabulation of information for contrast	50 14.3%	80 22.9%	190 54.3%	20 5.7%	10 2.9%
i. Coordination of related information	78 22.3%	100 28.6%	115 32.9%	47 13.4%	10 2.9%
j. Interpretation of read text	80 22.9%	108 30.9%	125 35.7%	30 8.6%	7 2%
9. Other forms of reading				**n=350**	
a. Integrating information in text	52 14.9%	130 37.1%	150 42.9%	10 2.9%	8 2.3%
b. Translating text information into diagrams	70 20%	80 22.9%	165 47.1%	25 7.1%	10 2.9%
c. Translating text information into charts	75 21.54%	85 24.3%	150 42.9%	30 8.6%	10 2.9%
d. Translating text information into tables	64 18.3%	120 42.3%	130 37.1%	20 5.7%	16 4.6%
e. Translating text information into graphs	75 21.7%	95 27.1%	153 43.7%	17 4.9%	10 2.9%
f. Interpreting texts in map form	60 17.1%	105 30%	130 37.1%	65 18.6%	10 2.9%
g. Newspapers	50 14.3%	150 42.9%	150 42.9%	0 0%	0 0%
h. Magazines	50 14.3%	70 20%	150 42.9%	60 17.1%	20 5.7%
i. Periodicals	90 25.7%	105 30%	105 30%	40 11.4%	10 2.9%
j. Reference books	95 27.1%	100 28.6%	150 42.9%	0 0%	5 1.4%
k. Reports	75 21.4%	70 20%	105 30%	65 18.6%	35 10%
l. E-mails, faxes, cell phone texts/letters	50 14.3%	100 28.6%	170 49%	20 5.7%	10 2.9%

The table revealed that most of the respondents considered reading skills as either important or just fairly important for the NCE English trainees. While 130 (37.1%) respondents posited that text cohesion devices were just important, 100 (28.6%) submitted fairly important and 42 (12%) rated that it was very important; for text comprehension, 70 (20%) of the subjects rated for very important; 100 (28.6%) posited for important, 140 (40%) were for fairly important while 25 (7.1%) and 15 (4.3%) submitted for unimportant and don't know. The same trend as described above was revealed in skills such as coordination of related information, interpretation of read text, integrating information in text and translation of information into tables or graphs to mention just a few. Specifying text idea was rated by 35.7% of the subjects as very important skill for the trainees. The rest of the skills were rated by less than 25% of the subjects as very important. This result revealed that the subjects were actually ignorant of the place of reading in academic pursuits.

Table 4.1.3b presents the reaction of the respondents on the importance of reading skills to the NCE English minimum standards.

For the reading skills, there were basically twenty two (22) items on the list and all the respondents (350) were to react to each item.

Table 4.1.3b: Students' Reactions to the Importance of Reading Skills to the NCE III English Language Curriculum/Minimum Standards.

Respondents	Very Important	Important	Fairly Important	Unimportant	DK	Total
Responses	1526	2213	3053	676	232	7700
Percentage	19.82	28.74	39.65	8.78	3.01	100

The data in Table 4.1.3b revealed that 19.82%(1526) of the respondents held the view that the reading skills were very important need areas for the NCE III English teachers' training programme; 2213 (28.74%) had that reading skills were important while 3053 (39.65%) of the responses said the reading skills were fairly important to NCE III English trainees; also 676 (8.78%) of the respondents considered the reading skills as not important and 232 (3.01%) claimed they did not know whether the reading skills were important to the effective training of NCE III teacher trainees.

The implication of the result was that less than 50% of the subjects, i.e, 48.56% (19.82 + 28.74), considered the reading skills as important areas that must be included in the NCE III minimum standards. Other respondents either considered them as minor or not relevant. Table 4.1.3c shows the hierarchy of responses on the importance of reading skills to NCE III English trainees' programme

Table 4.1.3c: Hierarchical Presentation of Responses on the Importance of Reading skills to NCE III Teacher Training Programme.

Variable statement	Scores (%)
1. Coordination of related information	60
2. Reports	57.1
3. Underlying text message	57.1
4.Text cohesion devices	55.8
5. Translating text information into diagrams	55.7
6. E-mails, faxes, cell phone texts/letters	55.7
7.Tabulation of information for contrast	54.5
8.Specifying text ideas	52.9
9. Reference books	52.9
10. The whole text	52.8
11.Identifying relevant ideas from text	51.5
12. Translating text information into tables	51.5
13. Translating text information into charts	51.4
14.Text comprehension	48.6
15.Tabulation of information for comparison	48.5
16.Interpretation of read text	47.2
17. Newspaper	45.7
18.Integrating information into read text	42.9
19.Ttranslating text information into	42.9
20. Interpreting text map-form	42.9
21. Magazines	40.5
22. Periodicals	37.1

Table 4.1.3c showed the ranked presentation of the responses in the order of importance of the listed reading skills on NCE English teacher training programme. The highest in rank according to the table for very important was 60% of the respondents for coordination of related information. The lowest was periodicals with 37.1% of the respondents. The result as revealed by the responses was very poor, and this depicts the poor reading culture generally observed among our learner. Tables 4.1.3d give the result of responses on availability of the reading skills in the programme of study.

Table 4.1.3d: Respondents' Rating on the Availability of English Language Skills of Reading in the NCE III English Teacher Training Programme.

Variable Statements	Highly available in operation (HAIO)	Available in Operation (AIO)	Fairly Available in Operation (FAIO)	Not Available in Operation (NAIO	Don't Know (DK)
8 Reading Comprehension n= 350					
a. Text cohesion devices eg repetition, synonyms	80 22.9%	115 32.9%	155 44.3%	10 2.9%	0 0%
b. Text comprehension eg extraction of salient points	80 22.9%	90 25.7%	100 28.6%	75 21.4%	5 1.4%
c. Specifying text ideas	70 20%	115 32.9%	155 44.3%	10 2.9%	5 1.4%
d. Underlying text message	90 25.7%	110 31.4%	130 37.1%	15 4.3%	5 1.4%
e. The whole text	95 27.1%	90 25.7%	110 31.4%	50 14.3%	40 11.4%
f. Identifying relevant ideas form texts	80 22.9%	100 28.6%	120 34.3%	40 11.4%	5 1.4%
g. Tabulation of information for comparison	40 11.4%	130 37.1%	150 42.3%	20 5.7%	2 0.57%
h. Tabulation of information for contrast	62 17.1%	131 37.4%	155 44.3%	10 2.9%	15 4.3%
i. Coordination of related information	75 21.4%	100 28.6%	140 40%	30 8.6%	15 4.3%
j. Interpretation of read text	45 12.9%	120 34.3%	104 29.7%	70 20%	11 3.1%
9.Other forms of Reading					
a. Integrating information in text	70 20%	80 22.9%	140 40%	50 14.3%	10 2.9%
b. Translating text information into diagrams	95 27.1%	100 28.6%	130 37.1%	20 5.7%	5 1.4%
c. Translating text information into charts	70 20%	110 31.4%	155 44.3%	10 2.9%	5 1.4%
d. Translating text information into tables	80 22.9%	100 28.6%	150 42.9%	20 5.7%	0 0%
e. Translating text information into graphs	50 14.3%	100 28.6%	160 47.7%	30 8.6%	10 2.9%
f. Interpreting texts in map form	50 14.3%	100 28.6%	130 37.1%	60 17.1%	10 2.9%
g. Newspapers	60 17.1%	82 28.6%	148 42.3%	50 14.3%	10 2.9%
h. Magazines	60 17.1%	70 23.4%	130 37.1%	80 22.9%	10 2.9%
i. Periodicals	60 17.1%	100 20%	110 31.4%	70 20%	10 2.9%
j. Reference books	85 24.3%	100 28.6%	150 42.9%	10 2.9%	5 1.4%
k. Reports	95 27.1%	105 30%	155 44.3%	15 4.3%	10 2.9%
l. E-mails, faxes, cell phone texts/letters	90 25.7%	105 30%	105 30%	40 11.4%	10 2.9%

Table 4.1.3d showed that the highest rating on availability was reading reports and translating text information into diagram with 95

(27.1%) of the respondents rating for highly available in operation; 105 said report was available while 155 (43.3%) submitted fairly available. On the other hand, 100 (28.6%) and 130 (37.1%) of the subjects posited that translating text information into graphs are just available and fairly available respectively, 90 (25.7%) of the subjects had highly available for E-mails, faxes, cell phone text/letter, 105 (30%) posited for just available and fairly available. In fact, 40 (11.4%) said it was not available while 10 (2.9%) claimed they did not know. In all, just about half (50%) of the subjects rated the reading skills as sufficiently available in the actual programme in operation.

Table 4.1.3e reveals the reactions on the availability of reading skills on NCE programme of study.

Table 4.1.3e: Students' Reactions on the Availability of Reading Skills in the NCE Programme of Study.

Respondents	Highly available in operation	Available in operation	Firmly available in operation	Not available in operation	Don't know	Total
Responses	1532	2203	2982	785	198	7700
Responses percentage	19.89	28.61	38.73	10.19	2.57	100

Table 4.1.3e showed that 1532 (19.89%) of the responses submitted that reading skills were highly available in operation in the training programme; 2203 representing 28.61% of the respondents posited that reading skills were just available in the training programme; 2982 (38.73%) of the responses had that reading skills were fairly available in operation . 785 (10.19%) of the respondents claimed they were not available; while 198 (2.57%) submitted that they did not know whether the reading skills were available or not. From the result, it was obvious that fairly available in operation attracted the highest score or rank and this was totally unacceptable to the research. Fairly available did not depict credibility on the part of the subjects; rather, it amounted to mediocrity in performance. Again, it revealed that the trainees could not boast of being confident with the training they had received on reading skills. This result proved that the reading skills were deficient and therefore constituted gaps in the training programme. Table 4.1.3f presents the orderly presentation of the responses on availability of reading skills in operation.

Table 4.1.3f: Hierarchical presentation of Responses on Availability of Reading Skills in Operation

Variable Statement	Scores

1.Underlying text message	57.1
2. Reports	57
3. Text cohesion devices	55.8
4. translating text information into diagrams	55.7
5. E-mails, faxes, cell phone, texts/letters	55.7
6. Tabulation of information for contrast	54.5
7. References	52.9
8. Specifying text ideas	52.9
9. The whole text	52.8
10. Identifying relevant ideas from text	51.5
11. Translating text information into tables	51.5
12.Translating text information into charts	51.4
13. Coordination of related information	50
14. Text Comprehension	48.6
15. Tabulation of information for comparison	48.5
16.Interpreting of read text	47.2
17. Newspapers	45.7
18. Integrating information in text	44.9
19.Translating text information into graphs	42.9
20 Interpreting texts in map form	42.9
21. Magazines	40.5
22. Periodicals	37.1

As appeared on the table, the highest ranked was underlying text message with 57.1% of the respondent said it was sufficiently available in operation. This was followed by reports (57%), text cohesion devices

(55.8%). Translating text information to diagrams (55.7%), E-mail, faxes and cell phone/letters (55.7%) followed. The least on the hierarchy was periodical with 37.1% of the respondents. On a general note, the result revealed was poor. Tables 4.1.3g show the respondents' ratings on how well taught in the NCE III programme with regard to the English language skills of reading.

Table 4.1.3g: Responses on How Well Taught were the English Language skills of reading in the NCE III Teacher Training Programme.

Variable Statement	Very Well Taught (VWT)	Well Taught (WT)	Fairly Taught Well (FTW)	Not Well Taught (NWT)	Don't Known (DK)
8 Reading Comprehension ;		**n=350**			
a. Text cohésion devises e.g répétition, synonyme	90 25.7%	80 22.9%	135 38.6%	40 11.4%	5 1.4%
b. Text comprehension eg extraction of salient points	72 20.6%	118 33.7%	130 37.1%	20 5.7%	10 2.9%
c. Specifying text ideas	85 24.3%	100 28.6%	130 37.1%	30 8.6%	5 1.4%
d. Underlying text message	80 22.9%	150 42.9%	105 30%	10 2.9%	5 1.4%
e. The whole text	67 19.1%	100 28.6%	138 39.4%	40 11.4%	5 1.4%
f. Identifying relevant ideas form texts	65 18.6%	85 24.3%	170 49%	20 5.7%	10 2.9%
g. Tabulation of information for comparison	100 28.6%	110 31%	120 43.3%	15 4.3%	5 1.4%
h. Tabulation of information for contrast	74 21.1%	105 30%	160 45.7%	11 3.1%	0 0%
i. Coordination of related information	53 15.1%	70 20%	202 57.7%	20 5.7%	5 1.4%
j. Interpretation of read text	60 17.1%	108 30.9%	170 49%	10 2.9%	2 0.57%
9 Other Forms Of Reading; n=350					
a. Integrating information in text	90 25.7%	105 30%	130 37.1%	20 5.7%	5 1.4%
b. Translating text information into diagrams	70 20%	118 33.7%	130 37.1%	22 6.3%	10 2,9%
c. Translating text information into charts	95 37.1%	100 28.6%	140 40%	13 3.7%	5 1.4%
d. Translating text information into tables	75 21.4%	80 22.9%	170 49%	20 5.7%	5 1.4%
e. Translating text information into graphs	90 25.7%	100 28.6%	140 40%	13 3.7%	7 2%
f. Interpreting texts in map form	68	90	142	50	0

Table 4.1.3g showed that the reading skills were not sufficiently well taught in the actual programme. It could be seen that for text cohesion devices, 90 (25.7%) of the respondents submitted that it was very well taught, 80 (22.9%) went for well taught, 135 (38.6%) submitted fairly well taught, 40 (11.4%) saidt it was not well taught and 5 (1.4%) claimed they did not know; the highest rated was tabulation of information for comparison with 100 (28.6%) for very well taught; 110 (31%) for well taught; 120 (43.3%) for fairly well taught; 15(4.3%) of the subjects for not well taught and 5 (1.4%) for don't know. Apart from underlying text message and reports with 65.8% and 65.7% respectively, all other skills listed under reading were not impressively well taught in the programme of study. Table 4.1.3h presents the students reaction on how well taught of the reading skills in the actual minimum standards in operation.

Table 4.1.3h: Students' Reactions on How Well Taught of the Reading Skills in the NCE III Training Programme.

Respondents	Very Well Taught	Well Taught	Fairly Well Taught	Not Well Taught	Don't Know	Total
Responses	1735	2216	3094	521	124	7700
Percentage	22.53	28.78	40.18	6.77	1.61	100

The data on the Table 4.1.3h showed that 1735 (22.53%) of the respondents rated reading skills as very well taught , 2216 (28.78%) was of the view that reading skills were well taught ; 3094 (40.18%) fairly well taught; 521(6.77%) well taught and 24 (1.61) rated did not know.

The implication of the result is that some of the respondents (40.18%), still below 50% generally submitted that reading skills were just fairly well taught in the programme. However, Table 4.1.3i presents the hierarchical arrangements of responses on how well taught were the reading skills.

Table 4.1.3i: Hierarchical Presentation of Responses on How Well Taught of were the Reading Skills.

Variable Statement	Scores
1. Underlying text message	65.8
2. Reports	65.7
3. Tabulation of information for comparison	59.6
4. Integrating text information in text	53.7
5. Translating text information into charts	55.7

6. Periodicals	55.7
7. Translating text information into graphs	55.3
8.Text comprehension	54.3
9. References	54.2
10.Translating text materials into diagrams	53.7
11.Specifying text ideas	52.9
12. Magazines	51.4
13.Tabulation of information for contrast	51.1
14. E-mails, faxes, cell phone texts/letters	48.6
15. Text cohesion devices	48.6
16. Newspapers	48
17.Interpretation of read text	48
18. The whole text	48
19. Interpreting text in map form	45.1
20.Translating text information into tables	44.3
21. Identifying relevant ideas from text	42.9
22.Coordination of related information	35.1

Table 4.1.3i showed that apart from underlying text message with 65.8% and reports with 65.7% rank, all other reading skills listed on the table were by majority ranked neither very well taught nor well taught. By implication the researcher from this result could deduce the fact that only very few trainees understood a few of the skills taught. This claim is to be confirmed by the result of classroom observation shown on table 4.1.3j below.

Table 4.1.3j: Result of Class Observation in the Language Skills of Reading.

A. Planning of the lesson (20)

	RATINGS					
	V poor	Poor	Fairly good	Good	Very good	Excellent
	0	1	2	3	4	5
1.Objectives behaviouraly stated	0	3 9.7%	9 25.8%	20 64.6%	0	0
2. Arrangement of lesson (Logical)	0	10 3.2%	10 32.3%	20 64.6%	0	0

3. Teaching aids (table adequate, variety	0	31 100%	0	0	0	0
4. Facts (relevant, occurrence and comprehensive	-	31 100%	-	-	-	-

B. Teaching procedure (50)

1. Introduction interesting and motivating	-	22 71%	6 19.4%	3 9.7%	-	-
2. Subject content (mastered and accurate)	-	1 3.2%	22 71%	8 25.8%	-	-
3. Presentation of lesson content (sequential)	-	28 90.3%	3 9.3%	-	-	-
4. Use of chalk board (neat and orderly)	-	13 41.9%	18 58.1%	-	-	-
5. Questioning techniques (relevant and distributive appropriate)	-	14 45.2%	10 32,3%	7 22.6%	-	-
6. Use of teaching and (effective and efficient)	2 6.5 %	5 16.1%	12 33.7%	8 25.8%	4 12. 9	-
7. Command of language (simple a clear)	-	14 45.2%	12 38.7%	5 16.1	-	-
8. Time management (coverage of lesson)	-	18 58.1%	10 32.3	3 9.7%	-	-
9. Evaluation of lesson taught (quantity and quality)	-	10 32.3%	12 38.7%	9 29%	-	-
10. Conclusion of lesson (smoothness)	-	22 71%	6 19.4%	3 9.7%	-	-

RATINGS

C. Class management and control (10)

RATINGS

1.Teacher – student relationship	-	15 48.5%	10 32.3%	6 19.4%	-	-
2.Classroom environment (conclusive and Neat)	-	4 12.9%	10 32.3%	14 45.2%	_	-

D. Evaluation of previous work done (10)

1.Quality and quantity (adequate relevant and clarity)	2 6.5%	5 16.1%	12 38.7%	8 25.5%	4 12.9%	-
2.Quality of homework (objective)	5 16.1%	12 38.7%	8 25.8%	4 12.9%	2 6.5%	-

RATINGS

1. Calm, enthusiastic cheerful	-	6 19.4%	13 41.9%	11 35.5%	1 3.7%	-
2.Composure, neat and orderly	-	3 9.7%	8 25.8%	20 64.6%	-	-

E. Teachers personality (10)

RATINGS

With regards to reading, the table revealed that none (0%) of the teachers observed handled the oral skills excellently. The teaching of 7 (1.13%) of the items observed was very good. 7.90% (49) of the items

were fairly good in the teaching. However, about 66% (40) i.e an overwhelming majority of the items were poor or very poorly handled in the teaching. This result confirmed the deficit need areas expressed on the listed skills with regards to the availability and how well taught were the skills of reading in the actual programme of the NCE trainees. Table 4.1.3k presents the reactions on the classroom observation in the teaching of reading skills.

Table 4.1.3k: Reactions on Class Observation in the Teaching of Reading Skills.

Teacher Ratings	**5 (Excellent)**	**4 (Very Good)**	**3 (Good)**	**2 (Fairly Poor)**	**1 (Poor)**	**0 (Very Poor)**	**Total**
Scores	0	14	146	184	267	9	620
Percentage	0	2.26	23.55	29.68	43.06	1.45	100

Table 4.1.3k showed that none (0%) of the items on the observation checklist was handled excellently in the practical teaching of reading; 14(2.26%) of the skills were very good in their handling, 146 (23.55%) had good; 184 (29.68%) were fairly good, 267 (43.o6%) were poorly handled while 9 of the skills were very poor in their handling. Table depicted that most of the items in the practical teaching checklist were

not sufficiently handled in the area of reading to reveal competence and good performance on the part of the teachers which confirms the submission on availability and teaching of the reading skills. Table 4.1.3l presents the summary of the mean importance, availability and how well taught on reading.

Table 4.1.3l: One –Sample Statistics Tests of Students Responses in Relation to the Importance, Availability and How Well Taught were the Reading Skills

Respondents	Variable statements	N	Mean	S.D	S.E	t-calculated	Df	t-critical	Sig
Students	Reading (Importance)	350	26.2714	4.85350	0.25943	101.266	349	1.96	0.000
	Reading (Availability)	350	27.03435	5.67344	0.30326	89.146	349	1.96	0.000
	Reading (How Well Taught)	350	27.0400	5.53018	0.029560	91.475	349	1.96	0.000

Table 4.1.3l revealed significant difference in the views of students subjects on importance, availability and how well taught in the area of reading skills in relation to the actual and expected needs of NCE English curriculum. With calculated't' of 101.266 for importance, 89.146 for availability and 91.475 for how well taught these were far greater than the critical 't' of 1.96 at df 349. Their views revealed significant gap

difference in the reading skills between the actual needs and the expected needs of the curriculum. In other words, the students rated that the reading skills in the actual minimum standards were fairly important, not fully available in operation and equally not sufficiently well taught in the programme. Hence, the Null Hypothesis Three (3) is rejected and the alternative accepted. i.e there is a significant gap-difference between the actual needs and the expected needs in the area of reading skills.

4.1.3m Areas of gaps revealed from students responses on reading

From the hierarchical arrangements revealed, the following gaps were identified. Apart from reading and understanding underlying text messages and report, all other skills listed under reading were considered as deficit needs according to students' rating. Table 4.1.3m presents the skills and the frequency of the rating. All critical areas are starred

Table 4.1.3m: Ranked Presentation of Areas of Deficit Need in Reading Skills.

Reading Skills	Frequency (%)
1. Tabulation of information for comparison	59.6
2. Integrating information in text	55.7
3. Translating text information in charts	55.7
4. Periodicals	55.7
5. Translating text information into graphs	55.3
6. Text comprehension	54.3
7. References	54.2
8. Translating text materials into diagrams	53.7
9. Specifying text ideas	52.9
10. Magazines	51.1*
11. Tabulation of information for contrast	51.1*
12. E-mail, faxes, cell phone texts / letters	48.6*
13. Text cohesion devices	48.6*
14. News papers	48*

15. Interpretation of read text	48*
16. The whole text	47.7*
17. Interpreting text in map form	45.1*
18. Translating text information into tables	44.3*
19. Indentifying relevant ideas from text	42.9*
20. Coordination of relevant ideas from text	35.1*

Key: <60 -----Gap (or Deficit need) Gap +*-------Critical need

Table 4.1.3m showed that all the skills listed under reading were considered as gaps in the training programme, while tabulation of information for compositions, integrating information in text, translating text information in skill and periodicals were considered as moderate deficit needs among others. Magazine, tabulation of information for contrast, e-mail, faxes, cell phone texts/letter to mention a few were ranked as critical deficit needs. Research question 4.1.4 and hypothesis 1d are restated below:

Research question 4.1.4: What are the Gaps between the Actual and Expected English Language Needs as Expressed by NCE III Students in the Language Skills of Writing in the Actual Training Programme?

Hypothesis 1d is restated below:

Hypothesis 1d: There were Gaps between the Actual Needs and the Expected Needs of the NCE III English Language Curriculum in the Area of Writing Skills.

In order to test research question 4.1.4 and hypothesis 1d, a questionnaire containing English language items on writing skills as described in chapter three and given in appendix 2, was administered on the subjects. The results of the respondents in relation to the importance, availability and how well taught in the writing skills in operation were given in Table 4.1.4 in the appendix 4.1iv.Tables 4.1.4a present the results on the importance of NCE English writing skills in the minimum standards.

Table 4.1.4a: Students' Responses on the Importance of NCE English Language Skills of Writing in the NCE Teacher Training Programme:

Variable statements	Very important (V.I)	Important (I)	Fairly Important (FI)	Unimportant (UI)	Don't Know (DK)
10 Writing n=350					
a. Mechanical writing eg Punctuation, capitalization	100 28.6%	125 35.7%	88 25.1%	25 7.1%	12 3.4%
b. Paragraph structure and development	130 37.1%	140 40%	50 14.3%	20 5.7%	10 2.9%
c. Written discourse types eg descriptive, narrative	110 31.4%	120 34.3%	63 18%	45 12.9%	12
d. Letter writing eg formal and informal letters	100 28.6%	130 37.1%	100 28.6%	10 2.9%	10. 2.9%
e. Writing reports, minutes speeches	135 38.6%	105 30%	70 20%	30 8.6%	10 2.9%
f. Writing short stories, plays and poems	120 34.3%	130 37.1%	64 18.3%	20 5.7%	16 4.6%
g. Writing memos,	100	140	75	25	10

agenda notices etc.	28.6%	40%	31.4%	7.1%	2.9%
11 Other writing skills: n=350					
a. Browsing the Internet and writing out message	108 30.9%	125 35.7%	80 22.9%	27 7.7%	10 2.9%
b. Writing faxes	100 28.6%	110 31.4%	98 28%	27 7.7%	15 4.3%
c. Instruction booklets	105 30%	125	50 14.3%	45 12,9%	25 7.1%
d. Writing special minutes	100 29.1%	150 42.9%	100 28.6%	10 2.9%	
e. Writing special documents	108 29.1%	130 37.1%	100 28.6%	10 2.9%	8 2.3%
f. Writing News-Letters	110 31.4%	150 42.9%	50 14.3%	25 7.1%	10 2.9%
g. Writing e-mail messages	120 34.3%	140 40%	60 17.1%	20 5.7%	10 2.9%

Table 4.1.4a showed that all the writing skills listed on the table were rated as either very important or important by majority of the respondents. By implication from this result, all the items listed under writing skills were considered as important need areas for teacher preparation for the primary level of education.

Table 4.1.4b presents the reactions on the importance of the language skills of writing to the NCE English trainees.

Table 4.1.4b: Reactions of Students on the Importance of Language Skills of Writing to the NCE III English Language Minimum Standards.

Respondents	**Very Important**	**Important**	**Fairly Important**	**Not Important**	**Don't Know**	**Total**
Responses	1595	1770	998	379	158	4900
Percentage	32.55	36.12	20.37	7.73	3.22	100

The data on Table 4.1.4b showed that 1595 (32.55%) of the respondents rated that the writing skills as very important need areas of the NCEIII English teacher training program, 1770 (36.12%)rated them as just important; while 998 (20.37%)gave fairly important rating, 379(7.73%) as not important, and 158(3.22%) did not know whether writing skills were important.

This result suggested that 68.67% of the respondents agreed that the writing skills were important, relevant and constituted high need areas for NCE III English teacher trainees in preparation for the primary school.

Table 4.1.4c presents the order of importance of these skills.

Table 4.1.4c: Hierarchical Presentation of Responses on the Importance of Writing Skills to the NCE III English Teacher Training Programme.

Variable Statement	**Scores (%)**
1. Paragraph structure and developing	77.1
2. Writing news letters	74.3

3. Writing e-mails messages	74.3
4. Writing minutes	72
5. Writing short stories, plays and poems	71.4
6. Writing reports, minutes, speeches etc	68.6
7. Writing memos, agenda, notices etc	68.6
8. Writing special documents	66.2
9. Written discuss types e.g descriptive, narrative etc	65.7
10. Letter writing e.g formal and informal etc	65.7
11. Instruction booklets	65.7
12. Mechanical writing	64.3
13. Writing faxes	60

Table 4.1.4c showed the hierarchical presentation of responses elicited from the subjects. The table revealed that paragraph structure and development ranked highest with 77.1% of the respondents submitted that it was very important/important need area of the writing skills. In descending order, this was followed by writing e-mails and newsletters (74.3%); writing minutes with 72% of the respondents while writing short stories, plays and poems had 71.4% of the respondents. Others included writing special documents with 66.2%, mechanical writing and writing faxes with 64.3% and 60% respectively. Writing agenda, memo,

notices and writing e-mail messages had 68.6% of the respondents said they were very important.

The result revealed was not impressive at all. This was because, a notable percentage of the subjects considered the writing skills as just important or fairly important need areas for NCE teacher trainees in English language, in spite of the place of writing skills in the educational pursuits of young learners like the level under investigation. Table 4.1.4d presents the results on availability of the skills in the study programme.

Table 4.1.4d: Students Responses on the Availability of English Language Skills of Writing in the NCE Minimum Standards:

Variable Statements	Highly available in operation (HAIO)	Available in Operation (AIO)	Fairly Available in Operation (FAIO)	Not Available in Operation (NAIO	Don't Know (DK)
10 Writing Skill n =350					
a. Mechanical writing eg Punctuation, capitalization	120 34.3%	105 30%	70 20%	45 12.9%	10 40%
b. Paragraph structure and development	80 23.9%	125 35.7%	110 31.4%	35 10%	0 0%
c. Written discuss types eg descriptive, narrative	90 25.7%	115 32.9%	100 28.6%	30 8.6%	15 4.3%
d. Letter writing eg formal and informal letters	83 23.7%	75 21.4%	130 37.1%	52 14.9%	10 2.9%
e. Writing reports, minutes speeches	100 28.6%	110 31.4%	95 27.1%	40 11.4%	5 1.4%

f. Writing short stories, plays and poems	100 28.6%	130 37.1%	100 28.6%	15 4.3%	5 1.4%
g. Writing memos, agenda notices.	100 28.6%	140 40%	90 25.7%	18 5.1%	2 0.59%
Others Writing Skill:					
a. Browsing the Internet and writing out message	105 30%	115 32.9%	100 28.6%	20 5.7%	10 2.9%
b. Writing faxes	90 25.7%	150 42.9%	75 21.4%	20 5.7%	15 4.3%
c. Instruction booklets	80 22.9%	155 44.3%	100 28.6%	10 2.9%	5 1.4%
d. Writing special minutes	85 24.3%	100 28.6%	110 31.4%	45 12.9%	10 2.9%
e. Writing special documents	110 31.4%	130 37.1%	55 15.7%	40 11.4%	15 4.3%
f. Writing News-Letters	100 28.6%	140 40%	60 17.1%	40 11.4%	10 2.9%
g. Writing e-mail messages	105 30%	125 35.7%	80 22.9%	20 5.7%	20 5.7%

Table 4.1.4d showed that 34.3% (120) and 80 (23.9%) rated mechanical writing skills, paragraph structure and development as highly availableas5 (35.7%) rated as available in operation. Again, 100 (28.6%) of the respondents posited writing reports, minutes, speeches etc, writing short stories, plays and poems, writing memos, agenda, notices and newsletters as highly available in operation. Skills considered as just available in operation included written discussion types (115; 32.9%), letter writing 75 (21.4%), writing short stories, plays and poems 130 (37.1%). On the majority, the table revealed that almost all the writing skills were rated by about 60% of the respondents as sufficiently available in operation.

It was taught that the writing skills in the NCE III training programme were insufficient and were not available for effective training and preparation of NCE English teachers for the primary schools. As a result, the respondents were asked to rate the writing skills based on their availability in the training programme. Table 4.1.4e shows the Reactions on availability of the English Language Skills of Writing in the NCE Minimum Standards.

Table 4.1.4e: Reactions of Students on Availability of English Language Skills of Writing in the NCE Minimum in Standards.

Respondents	**Highly Available in Operation**	**Available in Operation**	**Fairly Available in Operation**	**Not Available in Operation**	**Don't know**	**Total**
Responses	1348	1715	1275	430	132	4900
Percentage	27.51	35	26.02	8.79	2.69	100

The data on table 4.1.4e showed that 1348 (27.51%) of the responses considered writing skills as highly available; 35% considered them available; 430 (8.79%) not available while 132 (2.69%) claimed they did not know about the availability of the skills. Table 4.1.4f presents the hierarchy of the responses on writing.

Table 4.1.4f: Hierarchical Presentation of Writing Skills in Order of their Ranks

Variable Statement	Scores (%)
1. Writing memos, agenda, notices etc	68.6
2. Writing news letters	68.6
3. Writing faxes	68.4
4. Writing special documents	68.4
5. Instruction booklets	67.2
6. Writing short stories, plays and poems	65.7
7. Writing e-mail messages	65.7
8. Mechanical writing e.g punctuation etc	64.3
9. Browsing the internet and writing out messages	62.9
10. Writing reports, minutes, speeches etc	60
11. Paragraph structure and development	59.6
12. Writing discussion types- descriptive, narrative etc	58.6
13. Writing special minutes	52.9
14. Letter writing e.g formal and informal	45.1

Table 4.1.4f revealed in the responses presented that majority of the respondents rated writing skills as either highly available or available in operation. Writing memos, agenda and notices, writing newsletters and

faxes ranked highest with 68.6% of the respondents. Writing special document and instruction booklets had 68.4%, writing short stories, plays and poems, browsing the internet and writing out messages were all considered by over 60% of the respondents as either highly available or available in operation. The result revealed actually raises hope of improved performances. However, the claim would be check-balanced by the respondents views on how well taught were the skills of writing and the performance of the teachers in actual practical teaching of writing skills.

Table 4.1.4g presents the result on How Well Taught were the skills in the study programme.

Table 4.1.4g: Responses of students on How Well Taught were the English Language Skills of Writing to the NCE III English Teacher Training Programme

Variable statements	Very Well Taught (VWT)	Well Taught (WT)	Fairly Taught Well (FTW)	Not Well Taught (NWT)	Don't Know (DK)
10 Writing Skill;			**n=350**		
a. Mechanical writing eg Punctuation, capitalization etc	110 31%	168 48%	50 14.3%	12 3.4%	10 2.9%
b. Paragraph structure and development	108 30.9%	170 48.6%	60 17.1%	8 2.3%	4 1.1%
c. Written discuss types eg descriptive, narrative etc	102 29.1%	173 49%	50 14.4%	15 4.3%	5 1.4%
d. Letter writing eg formal and informal letters	85 24.3%	170 49%	65 10.6%	20 5.7%	10 2.9%
e. Writing reports, minutes speeches etc	100 28.6%	130 37.1%	75 21.4%	39 11.1%	15 4.3%
f. Writing short stories, plays and poems	105 30%	150 42.9%	80 22.9%	10 2.9%	5 1.4%
g. Writing memos, agenda notices etc.	100 28.6%	130 37.1%	85 24.3%	25 7.1%	10 2.9%
11. Others Writing Skill:			**n=350**		
a. Browsing the Internet and writing out message	108 30.9%	172 49.1%	50 14.3%	15 4.3%	5 1.4%
b. Writing faxes	150 42.9%	100 28.6%	72 20.6%	20 5.7%	8 2.3%
c. Instruction booklets	100 28.6%	130 37.1%	100 28.6%	14 4.0%	6 1.7%
d. Writing special minutes	90 25.7%	140 40%	70 20%	45 12.9%	5 1.4%
e. Writing special documents	100 28.6%	120 34.3%	105 30%	20 5.7%	5 1.4%
f. Writing News-Letters	82 23.4%	88 25.1%	150 42.9%	25 7.1%	5 1.4%
g. Writing e-mail messages	90 25.7%	70 20%	140 40%	40 11.4%	10 2.9%

with 46% of the respondents and writing newsletters with 48% of the respondents. This result agreed with the submission on availability of the writing skills.

However, these claims remain to be confirmed by the result of classroom observation. Table 4.01.4.3b presents the reaction of the respondents on how well taught were the

Table 4.1.4g revealed that most of the writing skills were sufficiently taught in the actual minimum standards. Over 65% of the respondents considered mechanical writing, paragraph structure, writing discourse types, letter writing, writing reports, short stories, plays and memos, agenda, notices as sufficiently taught in the programme. Writing instruction booklets, special documents and special minutes had 68%, 63% and 66% respectively. The least ranked was writing e-mail messages with 46% of the respondents. This result agreed with the submission on availability of the writing skills. Table 4.1.4h presents the respondents' reactions on how well taught were the skills.

Table 4.1.4h: Students' Reactions on How Well Taught were the Writing Skills in the NCE III Training Programme.

Respondents	Very Well Taught	Well Taught	Fairly Well Taught	Not Well Taught	Don't Known	Total

Responses	1430	1910	1152	305	103	4900
Percentage	29.18	38.97	23.51	6.22	2.10	100

Under the writing skills, fourteen (14) items were listed, this implied that 4900 (14 x 350) responses were expected. Therefore, the data on table 4.1.4h showed that 1430 (29.18%) of the subjects rated very well taught, 1910 (38.97%) subscribed for well taught, 1152 (23.51%) gave fairly well taught rating; while 305 (6.22%) said the writing skills were not well taught, 103 (2.10%) of the respondents had that they did not know whether the writing skills were well taught or not. This last group of respondents adopted avoidance strategy in order not to reveal their ignorance. Table 4.1.4i presents the result on hierarchy of arrangement of responses on writing skills.

Table 4.1.4i: Hierarchical Presentation of How Well Taught were the English Language Skills of Writing.

Variable statement	**Scores (%)**
1.Browsing the internet and writing out message	80
2.Paragraph structure and development	79.5
3.Mechanical writing e.g punctuation, capitalization	79
4. Written discussion types e.g descriptive, narrative	78.1
5.Letter writing e.g formal and informal	73.3
6.Writing short stories, plays and poems	72.9
7.Writing faxes	71.5

8. Instruction booklets	66.7
9.Writing special minutes	65.7
10. Writing reports, minutes, speeches	65.7
11.Writing memos, agenda, notices etc	65.7
12.Writing special documents	62.9
13.Writing newsletter	48.4
14.Writing e-mail messages	45.7

The above table revealed that the highest ranked was browsing the internet and writing out messages with 80% of the respondents. This was followed by paragraph structure with 79.5% of the respondents. A study of the table revealed that writing e-mail messages ranked last with 45.7% of the respondents i.e (23%) said it was very well taught. The general ranking of the writing skills in the handling of the skills could be considered as slightly above average. The result was confirmed by class room observation of practical teaching of the skills. This is presented in Table 4.1.4j.

Table 4.1.4j: Results of Class Observation on the Area of Writing Skills.

A. Planning of the Lesson (20)

0	1	2	3	4	5

	Very poor	Poor	Fairly good	Good	Very good	Excellent
1. Objectives behaviorally stated	-	13 41.9%	18 58.1%	-	-	-
2. Arrangement of lesson (Logical)	-	1 3.2%	22 71%	8 25.8%	-	-
3. Teaching aids (table adequate, variety	4 12.9%	12 38.7%	8 25.8%	5 16.1%	2 6.5%	-
4. Facts (relevant, occurrence and comprehensive	12 38.7%	8 25.8%	5 16.1%	4 12.9%	2 6.5%	-

RATINGS

B. Teaching Procedure (50)

1. Introduction interesting and motivating	3 9.7%	20 64.6%	8 25.8%	-	-	-
2. Subject content (mastered and accurate.	61 3.1%	10 32.3%	20 64.6%	-	-	-
3. Presentation of lesson content (sequential)	-	31 100%	-	-	-	-
4. Use of chalk board (neat and orderly)	10 32.3%	12 38.7%	6 19.4%	3 9.7%	-	-
5. Questioning techniques (relevant and distributive appropriate)	1 3.2%	28 90.3%	2 65%	-	-	-
6. Use of teaching and (effective and efficient)	13 41.9%	18 58.1%	-	-	-	-
7. Command of language (simple a clear)	5	2 6.5%	12 38.7%	8 25.8%	4 12.9%	-
8. Timing management (coverage lesson)	-	41 45.2%	10 32.3%	7 22.6%	-	-
9. Evaluation of lesson taught (quantity and quality)	18 58.1%	10 32.3%	3 9.7%	-	-	-
10. Conclusion of lesson (smoothness)	14 45.2%	10 32.3%	7 22.6%	-	-	-

RATINGS

C. Class Management and Control

RATINGS

1. Teacher – student relationship	1 3.2%	10 32.3%	20 64.6%	-	-	-
2. Classroom environment (conclusive and neat)	3 9.7%	6 19.4%	22 71%	-	-	-

D. Evaluation of Previous Work done (10)

	RATINGS					
1. Quality and quantity (adequate relevant and clarity)	2 6.5%	8 25.8%	12 38.7%	5 16.1%	4 12.9%	-
2. Quality of homework (objective)	5 16.1%	12 38.7%	8 25.8%	4 12.9%	2 6.5%	-

E. Teachers Personality (10)

	RATINGS					
1. Calm, Enthusiastic Cheerful	3 9.7%	10 32.8%	18 58.1%	-	-	-
2. Composure, Neat and Orderly	9 29%	10 32.3%	12 38.7%	-	-	-

The table above showed that 18 (58.1%) of teachers observed stated their behavioural objectives fairly well i.e fairly good in relation to the teaching of writing, while 13 (41.9%) were poor in their statement of behavioural objects. 8 (25.8%) of the subjects were just good in the logical arrangement of the lesson. Majority 22 (71%) were fairly good while 3.2% (1) of the teachers was bad when it comes to use of, adequacy and variety of teaching aids, 5 (16.1%) were good while only 2 (6.5%) were very good in relation to use of teaching aids.

| About 20 (64.5%) of the subjects lacked relevant and comprehensive facts about the subject matter. 16.1% (5) were fairly good, 49(12.9%) were good while only 2 (6.5%) were very good.

For the teaching procedure, most of the subjects (75%) did not go beyond fairly good. Class management and control followed the same

trend. Over half of the subjects observed could not perform beyond just fairly well and the same applied to the teachers' personality. In the area of evaluation of previous work done, 9 (29%) of the teachers observed and 6 (19.4) had good and very good respectively for quality and quantity of evaluation of previous work done.. Apart from these, the rest of the subjects did not score beyond fairly good. Table 4.1.4k presents the reaction on class room observation on the handling of the skills of writing.

Table4.1.4k: Reaction on Classroom Observation on Teaching of Writing Skills.

Teachers' ratings	**Excellent (5)**	**Very good (4)**	**Good (3)**	**Fair (2)**	**Poor (1)**	**Very poor (0)**	**Total**
Scores	0	14	44	213	245	104	620
Percentage	0	2.26	7.101	34.35	39.52	16.77	100

Table 4.1.4k presents that, none of the teachers observed handled the skill of writing excellently in the practical teaching. Only 14 (2.26%) of the items had very good in their handling, 44 (7.10%) of the items had good in the teaching, 213 (34.35%) were fairly good, 245 (39.52%) scored poor, while 104 (16.77%) were very poor. In all, it would be

deduced that 562 out of 620 items represented in the check-list were ineffectively handled in the practical teaching. This contradicts the submission given on the skills of writing by the students. Table 4.1.4l presents the summary of the mean importance, availability and how well taught on writing skills.

Table 4.1.4l: One-Sample Statistics Test of Students' Responses on Importance, Availability and How Well Taught of Writing Skills in Relation to the Actual and Expected NCE English Language Needs.

Respondents	Variable statement	N	Mean	S.D	S.E	t-calculated	df	t-critical	sig
Students	Writing (Importance)	350	26.0914	4.60630	0.24622	105.969	349	1.96	0.000
	Writing (Availability)	350	25.5857	4.91735	0.26284	97.342	349	1.96	0.000
	Writing (How Well Taught)	350	25.2429	5.13998	0.27474	91.878	349	1.96	0.000

Table 4.1.4l revealed that the calculated't' on importance, availability and how well taught of writing skills were 105.969, 97.342 and 91.878 respectively. All the three (3) calculated values were each greater than the't'-critical value of 1.96 at df 349 at 0.05 level of significance. This is to say that the students' views were that the English language skills of writing were important and available in the NCE

training programme and that they were well taught in the actual programme in operation. However, based on class observation result, null hypothesis four (IV) was rejected and the alternative accepted. That is, there was significant gap difference between the actual needs and the expected needs of the NCE English language minimum standards in the area of writing skills.

4.1.4m Areas of Gaps Revealed from Students' Responses on Writing.

In spite of students' submission that most of the writing skills were important, sufficiently available in actual operation and well taught, class observation result indicated on the contrary. As a result, all writing skills, their frequency percentage (%) notwithstanding, are included as gaps in the training programme. Table 4.1.4m presents these Deficit needs on writing.

Table 4.1.4m: Ranked Presentation of Deficit Needs in the Area of Writing

Variable Description	Frequency (%)
1. Writing news-letters	48.4*
2. Writing e-mail messages	45.7*

Table 4.1.4m revealed that only writing newsletters and writing e-mail messages were ranked as gaps in the training programme. The rest of the skills were presented as sufficiently important for the programme, sufficiently available and well thought. However, the practical teaching observation result revealed other use. Consequently, all the skills listed under writing were classified as deficit need areas. The results of students' responses on the area of grammar are presented below.

Research question 4.1.5 and hypothesis 1e are restated.

Research question 4.1.5: What are the Gaps between the Actual and Expected English Language Needs as Expressed by NCE III Students in Relation to the Language Skills of Grammatical Structure?

Hypothesis 1e is restated below:

Hypothesis 1e: There are No Gaps between the Actual Needs and the Expected Needs of the NCE III English Language Students in the Area of Grammatical Skills.

In order to test the research question 4.1.5 and hypothesis 1e, a questionnaire containing English language items on grammatical skills as described in chapter three and given in appendix 2, was administered on the subjects. The results of the respondents in relation to their

importance, availability and how well taught in grammar are given in the Table 4.1.5 and shown in appendix 4av.

Students' Responses on the Gap Differences Observed in the English Language Skills of Grammatical Structure

Table 4.1.5a presents the responses on the importance of grammatical skills to the teacher trainees.

Table 4.1.5a: Students' Responses on the Importance of English Language Skills of Grammatical Structures to the NCE III English Teacher Training Programme:

Variable statement	Very Well Taught (VWT)	Well Taught (WT)	Fairly Taught Well (FTW)	Not Well Taught (NWT)	Don't Know (DK)
12 Grammatical Structure;-		**n=350**			
a. Subject and predicate	140	100	80	20	10
	40%	28.6%	22.9%	5.7%	2.9%
b. Use of verbs	100	125	90	23	12
	28.6%	35.7%	25.7%	6.6%	3.4%
c. Objects in a sentences	120	100	70	30	-
	42.9%	28.6%	20%	8.6%	
d. Complements	130	124	60	22	14
	37.1%	35.4%	17.1%	6.3%	4%
e. Adverbial sentences	100	120	88	30	12
	28.6%	34.3%	25.1%	8.6%	3.4%
f. Interrogatory sentences	110	123	60	40	17
	31.4%	35.1%	17.1%	11.4%	4.9%
g. Passive sentences	130	110	80	20	10
	37.1%	31.4%	22.9%	5.7%	2.9%
h. Active sentences	150	100	70	30	-
	42.9%	28.6%	20%	8.6%	
13. Sentence Patterns		**n=350**			
a. Forms of verbs	125	106	82	26	11
	35.7%	30.3%	23.4%	7.4%	3.1%
b. Auxiliaries e.g. Primary and model	112	100	96	26	16
	32%	28.6%	27.4%	7.4%	3.1%
c. Tenses and aspects eg present, past, future perfect etc	103	100	77	40	30
	29.4%	28.6%	22%	11.4%	8.6%
d. Nouns as proper and common nouns	138	102	70	30	10
	37.1%	29.1%	20%	8.6%	2.9%
e. Nouns e.g. countable and uncountable (mass)	140	100	90	10	10
	40%	28.6%	25.7%	2.9%	2.9%
f. Determiners eg definite and indefinite	100	130	80	30	10
	28.6%	37.1%	22.9%	8.6%	2.9%
g. Number eg singular / plural	100	140	70	40	10
	28.6%	40%	20%	11.4%	2.9%
h. Prepositions and phrases	110	123	60	40	17
	31.4%	35.1%	17.1%	11.4%	4.9%
14. Other parts of speech;		**n =350**			
a. Pronouns e.g. personal, reflector, possessive etc	52	150	132	10	6
	14.9%	42.9%	37.1%	2.9%	1.2%
b. Relative pronouns e.g. defining and non-defining	100	50	150	40	10
	28.6%	14.3%	42.9%	11.4%	2.9%
c. Adjectives eg with nouns, adverbs, particles	125	153	125	7	10
	35.7%	43.7%	37.7%	2%	2.9%`
d. Adverbs and adverbial clauses	130	140	50	20	10
	37.1%	40%	14.3%	5.7%	2.9%`
e. Concord eg subject/verb	98	90	118	50	0
		25.7%	33.7%	14.3%	0%
f. Conditional classes/ clauses	200	131	101	10	8
	57.1%		28.9%	2.9%	2.3%
g. Direct and indirect speeches	100	120	100	20	10
	28.6%	42.3%	28.6%	5.7%	2.9%
h. Voice/coordination/formation	140	145	58	7	-
	40%	41.4%	16.6%	2%	

From the responses on the above table, it was revealed that the majority of the respondents, at over 70% rated grammatical skills as either very important or important. Conditional classes/clauses had over 80%, adverbial 254 (79%), complement sentences 76% (243), passives 74% (233). The least was direct and indirect speeches with 62% of the respondents. Table 4.1.5b presents the reactions of the respondents on the skills of grammatical structure.

Table 4.1.5b: Reactions of Students on Importance of Language Skills of Grammatical Structures to the NCE English Minimum Standards:

Respondents	**Very important**	**Important**	**Fairly importance**	**Not important**	**Don't know**	**Total**
Responses	3883	2792	1887	595	233	8400
Percentage	34.32	33.24	22.46	7.08	2.77	100

The data on table 4.1.5b showed that while 3883 (34.32%) of the respondents rated the grammatical skills as very important need areas, 2792 (33.24% submitted important; 1887 (22.46%)gave fairly important, 595 (7.08%) held that grammatical skills were not important

while, 233 (2.77%) claimed they did not know. This result indicated that majority considered the grammatical skills as either important or very important need areas in the NCE English training programme. Table 4.1.5c presents the orderly presentation of responses on the importance of grammatical structure.

Table 4.1.5c: Hierarchical Presentation of Responses on the Importance of Grammatical Skills to NCE English Teacher Training Programme

Variable Statement	**Scores (%)**
1.Compliments	CC
2. Voice/coordination/information	81.4
3. Adjectives e.g with nouns, adverbs, particles	79.4

4. Adverbs and adverbial clauses	77.1
5. Active sentences	71.5
6. Objects in a sentence	71.5
7. Direct and indirect speeches	70.9
8. Nouns eg countable and uncountable	68.8
9. Subjects and predicate	68.6
10. Number e.g (singular/plural)	68.6
11. Passive sentences	68.5
12. Prepositions and phrases	66.5
13. Interrogatory sentences	66.5
14. Nouns as proper and common	66.2
15. Forms of verbs	66
16. Determiners e.g. Definite and indefinite	65.7
17. Use of verbs	64.3
18. Adverbials sentences	62.9
19. Auxiliaries e.g. Primary and model	60.6
20. Tenses and aspects e.g. Present, past, future perfect etc	58
21. Pronouns e.g. Personal, reflector, possessive etc	57.8
22. Concord e.g. Subject/verb	53.7
23. Conditional classes/clauses	46
24. Relative pronouns e.g. Defining and non defining	42.9

Table revealed that compliments ranked highest with 82.5% considered very important/important, voice/coordination/information (81.4%), adjectives e.g. with nouns, adverbs, particles (79.4%),adverbs and

adverbial clauses (77.1%), active sentences (71.5%), direct and indirect speeches (70.9%), nouns e.g. countable and uncountable (68.8%), subjects and predicates (68.6). Others included number, passive sentences, and prepositions and phrases the relative pronouns e.g defining and none defining with 42.9% of the respondents. On the whole, majority of the respondents agreed that most of the grammatical skills were important need areas for the teacher trainees. Tables 4.1.5d present the responses on the availability of the grammatical skills in the actual programme in operation.

Table 4.1.5d: Responses on Availability of the Skills of Grammatical Structure in the NCE English Minimum Standards

Variable Statements	Highly available in operation (HAIO)	Available in Operation (AIO)	Fairly Available in Operation (FAIO)	Not Available in Operation (NAIO	Don't Know (DK)
12 Grammatical Structure	**n=350**				
a. Subject and predicate	120	110	76	24	20
	34.3%	31.4%	21%	6.9%	5.7%
b. Use of verbs	125	100	73	42	10
	35.7%	28.6%	20.4%	12%	2.9%
c. Objects in sentences	130	125	80	0	5
	37.1%	35.7%	22.9%	0%	1.4%
d. Complements	100	130	105	10	5
	28.6%	37.1%	30%	2.9%	1.4%
e. Adverbial sentences	125	100	70	40	15
	35.7%	28.6%	20%	11.4%	4.3%
f. Interrogatory sentences	150	100	100	0	0
	42.9%	28.6%	28.6%	0%	0%
g. Passive sentences	90	130	100	30	0
	25.7%	37.1%	28.6%	8.6%	0%
h. Active sentences	110	100	100	30	10
	31.4%	28.6%	28.6%	8.6%	2.9%
13. Sentences Patterns	**n=350**				
a. Forms of verbs	140	110	120	20	10
	40%	31.4%	34.3%	5.7%	2.9%
b. Auxiliaries e.g. Primary and model	165	80	60	30	15
	47.1%	22.9%	17.1%	8.6%	4.3%
c. Tenses and aspects e.g present, past, future perfect etc	134	101	100	10	5
	38.3%	28.9%	28.6%	2.9%	1.4%
d. Nouns as proper and common nouns	150	100	100	11	7
	42.9%	28.6%	28.6%	3.1%	2%
e. Nouns e.g. countable and uncountable (mass)	125	105	82	28	10

	35.7%	30%	23.4%	8%	2.9%
f. Determiners e.g definite and indefinite	140	90	60	50	10
	40%	25.7%	17.1%	14.3%	2.9%
g. Number e.g singular / plural	130	120	95	5	0
	37.1%	34.3%	27.1%	1.4%	0%
h. Prepositions and phrases	100	175	40	30	5
	28.6%	50%	11.4%	8.6%	1.4%
14. Other Parts of Speech:	**n=350**				
a. Pronouns e.g. personal, reflector, possessive etc	100	110	70	50	20
	28.6%	31.4%	20%	14.3%	5.7%
b. Relative pronouns e.g. defining and non-defining	130	100	95	20	5
	37.1%	28.6%	37.1%	5.7%	1.4%
c. Adjectives e.g with nouns, adverbs, particles	35	65	200	40	10
	10%	18.6%	57.1%	11.4%	2.9%
d. Adverbs and adverbial clauses	92	116	92	50	10
	26.3%	33.1%	26.3%	14.3%	2.9%
e. Concord e.g subject/verb	80	100	90	40	20
	22.9%	28.6%	25.7%	11.4%	5.7%
f. Conditional classes/ clauses	110	105	70	50	20
	31.4%	30%	20%	14.3%	5.7%
g. Direct and indirect speeches	150	100	75	20	5
	42.9%	28.6%	21.4%	5.7%	1.4%
h. Voice/coordination/formation	130	100	65	40	10
	37.1%	28.6%	18.6%	11.4%	2.9%

Table 4.1.5d showed that over 70% (255) of the respondents rated objects in a sentence (72.8%), nouns as improper and common nouns (71.5%), direct and indirect speeches (71.5%), compliments, interrogatory sentences, passives, Auxiliaries, tenses and aspects, countable and uncountable nouns, determiners, number, preposition, concord, among others, were all considered by over 210 (60%) of the respondents as either highly available or available in operation. On a general note, majority considered the availability of the grammatical skills on the high side as revealed in Table 4.1.5d. This position needs to be confirmed by the subjects' responses on how well taught were the grammatical skills as well as the result of the observation of actual class room performance of the teachers. Table 4.1.5e presents the subjects' reaction on the availability of the grammatical skills in the minimum standards.

Table 4.1.5e: Students' Reactions on the Availability of the Skills of Grammatical Structure in the NCE III English Minimum Standards.

Respondents Ratings	Highly Very Available In Operation	Available in Operation	Fairly Available in Operation	Not Available In Operation	Don't know	Total
Responses	2811	2572	2100	690	227	8400
Percentage	33.46	30.62	25	8.21	3.29	100

The data on Table 4.1.5e showed that 33.46% i.e. 2811 of the respondents submitted that the skills of grammatical structures were highly available in operation. 30.62% (2572) gave available, 25% (2100) submitted fairly available, 690 i.e. 8.21% not available, while 3.29% submitted that they did not know.

The result just analyzed indicated that about 64.08% (33.46 + 30.46) of the subjects agreed that grammatical skills were available in operation. This result was however confirmed by classroom observation of the practical performance of the teachers and the subjects' responses on how well taught of the grammatical skills in the programme of study. Table 4.1.5f shows the hierarchical presentation of responses on availability of grammatical skills.

Table 4.1.5f: Hierarchy of Responses on Availability of Grammatical Structure in the NCE Minimum Standards

Variable Statement	Scores (%)
1. Preposition and phrases	78.6
2. Number e.g. singular/plural	73.4
3.Objects in sentences	72.8
4. Interrogatory sentences	71.5
5. Nouns as common and proper nouns	71.5
6. Direct and indirect speeches	71.5
7. Forms of verbs	71.4
8. Auxiliaries	70
9.Tenses and aspects	67.2
10.Subjects and predicate	65.7
11. Compliments	65.7
12. Nouns e.g. countable and uncountable	65.7
13.Determiners e.g. definite and indefinite	65.7
14.Relative pronouns	65.7
15.Voice/coordination/formation	65.7
16.Use of verbs	64.3
17.Adverbial sentences	64.3
18.Passive sentences	62.8
19. Active sentences	60
20.Reflection, possessive	60

21.Adverbs and adverbial clauses	59.4
22. Concord e.g. subject/verb	51.5
23. Conditional clauses/clauses	31.4
24.Adjectives e.g. with nouns adverbs and adverbial, particles	28.6

The table showed that preposition and phrases ranked highest with 78.6% for highly available and available, number e.g. singular/plural (3.4%), objects in sentences (72.8%), interrogatory sentences (71.5%), direct and indirect speeches, forms of verbs, nouns and their types, The least were adjectives with nouns, adverbs and particles. Tables 4.1.5g show the responses of the subjects on how well taught of the grammatical skills in the NCE programme of study.

Table 4.1.5g: Students' Responses on How Well Taught were the Grammatical Skills in the NCE III Teacher Training Programme of Study

Variable Statement	Very Well Taught (VWT)	Well Taught (WT)	Fairly Taught Well (FTW)	Not Well Taught (NWT)	Don't Known (DK)
12 Grammatical Structure;				**n=350**	
a. Subject and predicate	140 40%	90 25.7%	70 20%	35 10%	15 4.3%
b. Use of verbs	115 32.9%	163 46.6%	51 14.6%	11 3.1%	10 2.9%
c. Objects in a sentences	130 37.1%	105 30%	80 22.9%	25 7.1%	10 2.9%
d. Complements	150 42.9%	100 26.8%	85 24.3%	10 2.9%	5 1.4%
e. Adverbial sentences	168 48%	100 28.6%	60 12.1%	12 3.4%	10 2.9%
f. Interrogatory sentences	173 49.4%	107 30.6%	50 14.3%	10 2.9%	5 1.4%
g. Passive sentences	175 50%	80 22.9%	60 17.1%	25 7.1%	10 2.9%
h. Active sentences	115 32.9%	163 46.6%	51 14.6%	11 3.1%	10 2.9%
13. Other Parts of Speech;				**n=350**	
a. Pronouns e.g. personal, reflector, possessive etc	105 30%	130 37.1%	90 25.7%	20 5.7%	5 1.4%
b. Relative pronouns e.g. defining and non-defining	130 37.1%	110 31.4%	70 20%	30 8.6%	10 2.9%
c. Adjectives eg with nouns, adverbs, particles	90 25.7%	100 28.6%	140 40%	12 3.4%	8 2.3%
	152 43.4%	88 25.1%	80 22.9%	25 7.1%	5 1.4%
e. Concord eg subject/verb	180 51.4%	88 25.1%	52 14.9%	20 5.7%	10 2.9%
f. Conditional classes/ clauses	120 34.3%	115 32.9%	90 25.7%	20 5.7%	5 1.4%
g. Direct and indirect speeches	118 33.7%	132 37.7%	70 20%	20 5.7%	10 2.9%
h. Prepositions and phrases	145 41.4%	80 22.9%	105 30%	12 3.4%	8 2.3%
14. Sentence Patterns				**n=350**	
a. Forms of verbs	170 49%	110 31%	55 16%	10 20%	5 1.4%
b. Auxiliaries e.g. Primary and model	151 43.1%	99 28.3%	71 20.3%	20 2.7%	19 5.4%
c. Tenses and aspects eg present, past, future perfect	130 37.1%	100 28.6%	102 29.1%	12 3.4%	6 1.7%
d. Nouns as proper and common nouns	130 37.1%	105 28.6%	80 22.9%	25 7.1%	10 2.9%
e. Nouns e.g. countable and uncountable (mass)	91 26%	70 20%	138 39.4%	40 11.4%	10 2.9%

f. Determiners eg definite and indefinite	150 42.9%	80 22.9%	90 25.7%	25 7.1%	5 1.4%
g. Number eg singular / plural	140 40%	90 25.7%	70 20%	40 11.4%	10 2.9%
h. Prepositions and phrases	173 49.4%	102 29.1%	50 14.3%	15 4.3%	10 2.9%

Table 4.1.5g revealed that majority of the respondents, at over 70% (315), considered grammatical skills as either very well taught or well taught. Active and passives rated ith 80%. Adverbials (68.5%), compliments (69.7%), active and passives (79.5% and 72.9%) respectively. Auxiliaries (71.4%), tenses and aspects (65.7), preposition (78.5%), Direct and indirect speeches (71.4%), concord of subjects/verbs(76.5), while the least were nouns as countable and uncountable with 46% (161). .On the average, these subjects in the majority submitted that the grammatical skills were sufficiently well taught in the programme of study. This stand needs to be proved by the performance of the NCE English teachers in the practical application of their knowledge. Table 4.1.5h presents the students' reactions on how well taught were the grammatical skills.

Table 4.1.5h: Reactions of Students on How Well Taught of the Grammatical Skills in the NCE Training Programme

Respondent	WT	WT	FWT	NWT	DK	Total
Responses	4276	3013	2583	668	260	10800

Percentage	39.60	27.90	23.91	6.19	2.50	100

The data on Table 4.1.5h showed that 4276 (39.60%) of the subjects posited that the skills of grammatical structure were very well taught in the NCE training programme. 3013 (27.90%)for well taught, 2583 (23.91%) gave fairly well taught, while 668 subjects rated not well taught, 260 (2.50%) of the respondents submitted that they did not know. This last group of respondents adopted avoidance strategy because they did not want to reveal the true situation on ground. Table 4.1.5i presents the orderly presentation of responses on grammatical skills with regard to how well taught they were, in the study programme.

Table 4.1.5i: Hierarchy of Responses on How Well Taught were the Grammatical Structures in the NCE Training Programme.

Variable Statement	Scores (%)
1.forms of verbs	80
2. Interrogatory sentences	80
3. Use of verbs	79.5
4. Active sentences	79.5
5. Prepositions and phrases	78.3
6.adverbial sentences	76.6
7. Concord e.g. Subject/verb	76.5
8. Passive sentences	72.9
9. Direct and indirect speeches	71.4
10. Auxiliaries e.g. Primary and model	71.4
11. Compliments	69.7
12. Relative pronouns	68.5
13. Conditional classes/clauses	67.2
14. Objects in a sentence	67.1
15. Pronouns e.g. Personal etc	67.1
16. Subject and predicate	65.7
17. Tenses and aspects	65.7
18. Nouns as proper and common nouns	65.7
19. Determiners	65.7

20. Number e.g. Singular/plural	65.7
21. Voice/coordination/formation	64.3
22. Adverbs and adverbial clauses	58.5
23. Adjectives e.g. With nouns, adverbs	54.3
24. Nouns e.g. Countable and uncountable	46

The above table revealed that the highest ranked were forms of verbs and interrogatory sentences with 80% of the subjects for very well taught/well taught, use of verbs, active sentences, prepositions, phrases and adverbial sentences, areas of concord, passive sentences as shown on the table. The last in rank was nouns e.g. countable and uncountable with 46% of the respondents. Table 4.1.5j presents the result on class observation done to check-balance the claims of the respondents.

Table 4.1.5j: Results on Class Observation of Grammatical Structure

A. Planning of the Lesson

	0 Very poor	1 Poor	2 Fairly good	3 Good	4 Very good	5 Excellent
1. Objectives behaviorally stated	-	22 71%	9 29%	-	-	-
2.Arrangement of lesson (Logical)	-	14 45.2%	10 32.3%	7 22.6%	-	-
3. Teaching aids (table adequate, variety	-	24	4 12.9%	3 9.7%	-	-
4. Facts (relevant, occurrence and comprehensive	-	22 71%	6 19.4%	3 9.7%	-	-
	-	20 64.6%	8 62.8%	3 9.7%	-	-

RATINGS

B. Teaching Procedure

	RATINGS				
1. Introduction interesting and motivating	-	15 48.4%	10 32.3%	6 19.4%	-	-
2. Subject content (mastered and accurate).	-	10 32.3%	12 38.7%	9 29%	-	-
3. Presentation of lesson content (sequential)	-	18 58.1%	13 41.9%	-	-	-
4. Use of chalk board (neat and orderly)	-	16 51.6%	15 48.4%	6 19.4%	-	-
5. Questioning techniques (relevant and distributive appropriate)	-	10 32.3%	15 48.4%	6 19.4%	-	-
6. Use of teaching and (effective and efficient)	2 6.5%	5 16.1%	12 38.7%	8 25.8%	4 12.9%	-
7. Command of language (simple a clear)	-	18 58.1%	13 41.9%	-	-	
8. Timing management (coverage lesson)	-	10 32.3%	12 38.7%	9 29%	-	-
9. Evaluation of lesson taught (quantity and quality)	-	15 48.4%	10 32.3%	6 19.4%	-	-
10. Conclusion of lesson (smoothness)	-	22 71%	9 29%	-	-	-

C. Class Management and Control

	RATINGS					
1. Teacher – student relationship	1 3.2%	11 35.5%	19 61.3%	-	-	-
2. Classroom environment (conclusive and neat)	4 12.9%	20 64.6%	5 16.1%	2 6.5%	-	-

D. Evaluation of Previous Work done

	RATINGS					
1. Quality and quantity (Adequate, Relevant, and Clarity)	-	22 71%	6 19.4%	3 9.7%	-	-
2. Quality of Homework (Objective)	4 12.9%	20 64.6%	5 16.1%	2 6.5%	-	-

E. Teachers Personality

	RATINGS					
1. Calm, enthusiastic cheerful	-	2 6.5%	22 71%	7 22.6%	-	-
2. Cores neat and orderly	-	4 12.9%	10 32.3%	14 45.2%	3 5.7%	-

Class observation on the teaching of grammatical structure revealed that 22 (71%) of the teachers observed were poor in their statements of behavioral objectives, 9 (29%) were fairly good, for arrangement of lesson, 14 (45.2%) had poor, 10 (32.3%) were fairly good while 7

(22.6%) were good. Majority of the subjects, 77.4% were poor in terms of use of teaching aids and 28 (90.3%) could not go beyond fairly good in presenting the facts of the subject matter. In the area of teaching procedure used, majority of the subjects seen, in fact, over half of the subjects (70%) could not score beyond fairly good in all the items listed under teaching procedure. The same trend followed in class management, evaluation of previous work done and in the teacher's personality. Table 4.1.5k presents the reactions on the result of teachers' observations on teaching of grammatical structures.

Table 4.1.5kb: Reactions on the result of teachers' Observation on Teaching of Grammatical Structures.

Teachers Ratings	**5 (Excellent)**	**4 (Very Good)**	**3 (Good)**	**2 (Fairly Good)**	**1 (Poor)**	**0 (Very Poor)**	**Total**
Scores	0	7	83	228	297	11	620
Percentage	0	1.13	13.39	35.81	47.90	1.77	100

Table revealed that none of the teachers seen was considered excellent in their handling of any of the skills of grammar. Seven of the skills were very good, 83 (13.39%) of the skills were just good, 228 (35.81%) were

fairly good, 297 (47.90%) were poor while 11 (1.77%) had very poor. In all, 530 out of 620 of the items were not sufficiently handled for effective teaching and learning to have taken place. Table 4.1.5l presents the summary of the mean importance, availability and how well taught in the skills of grammatical structure.

Table 4.1.5l: One-Sampled 't' Test Statistics of Students' Responses on Importance, Availability and How Well Taught were the English Language Skills in Relation to the Actual and the Expected English Language NCE Needs.

Respondents	Variable Statement	N	Mean	S.D	S.E	t-calculated	df	t-critical	sig
Students	Grammar (Importance)	350	26.5200	5.04176	0.26949	98.407	349	1.96	0.000
	Grammar (Availability)	350	24.5629	5.93569	0.31728	77.418	349	1.96	0.000
	Grammar (how well available)	350	24.0743	6.66816	0.35643	67.543	349	1.96	0.000

Table showed the following, that the calculated 't' on importance of grammatical skills(98.407), calculated 't' on availability (77.418) while the calculated 't' on how well taught (67.543) were each greater than the 't'-critical value of 1.96 at 349 df and at 0.05 level of significance. By

this, the students had posited that the grammatical skills were important in the programme, available and based on practical teaching observation, were not well taught, hence the null hypothesis five (V) was rejected and the alternative accepted. There was a significant gap – difference between the actual needs and the expected needs of the English language NCE students in the area of grammatical structure.

4.1.5m Areas of Deficit Needs Revealed from Students Responses on Grammatical Structure.

Under the area of grammatical structure, the students submitted that most of the skills listed were important, sufficiently available in operation and were well taught. However, the class observation results revealed otherwise as in the area of writing skills. As a result, this research has included all the grammatical skills as gaps but the most critical need areas are starred. Table 4.1.5m presents the skill in their descending order.

Table 4.1.5m: Ranked Presentation of Deficit Needs in the Area of Grammar

Variable Description	Frequency (%)
1 Adverbs and adverbial clauses	58.3*
2 Adjectives (with nouns, adverbs etc)	54.3*
3 Nouns (countable and uncountable)	46*

Key: <60------Gap (or deficit need); Gap + * ---------

Critical need

Table 4.1.5m showed that of all the items listed under the area of grammar, only three skills, namely adverbs and adverbial clauses, adjectives (with nouns, adverbs etc) and nouns (countable and noncountable) were ranked as critical deficit need areas in the actual programme. All other skills under grammar were presented as sufficiently available and well taught. However, class observation of the trainees revealed that they were poor like in writing skills. Therefore the researcher considers all other skills of grammar not identified by the students as moderate need areas. Tables 4.1.6 present the results of teaching methodology. Research question 4.1.6 and hypothesis 1f are restated below.

Research question 4.1.6: What are the Gaps between the Actual and Expected English Language Needs as Expressed by NCE III Students in the Language Skills of Methodology?

Hypothesis 1f is restated below:

Hypothesis 1f: There is No Significant Gap Observed between the Actual Needs and the Expected Needs of the NCE III English Language Curriculum in the Area of Teaching Methods.

In order to test hypothesis 1f, a questionnaire containing English language items on Teaching Methods as described in chapter three and given in appendix 2, was administered on the subjects. The results of the respondents in relation to their importance, availability and how well taught in Teaching Methods were given in Table 4.1.6 and presented in appendix 4Avi.

Students' Responses on the Gap Difference Observed in the English Language Skills of Teaching Methodology

Tables 4.1.6a present the responses on the importance of the skills of teaching methodology to the NCE English trainees

Table 4.1.6a: Responses on the Importance of the Skills of English Language Teaching Methods to the NCE English Trainees.

Variable Statements	Very important. (V.I)	Important (I)	Fairly Important (FI)	Unimportant (UI)	Don't Know (DK)
15 Teaching Methodology;			**n=350**		
a. traditional approach	150	100	70	20	1010
	42.9%	28.6%	20%	5.7%	2.9%
b. Structural approach	130	120	60	24	16
	37.1%	42.3%	17.1%	6.9%	4.6%

c. Sociolinguistic approach	120	113	65	40	12
	42.3%	32.3%	18.6%	11.4%	3.4%
d. Psycholinguistic approach	125	100	80	23	12
	35.7%	28.6%	22.9%	6.6%	3.4%
e. Pragmatic approach	140	135	48	22	10
	40%	38.6%	13.7%	6.3%	2.9%
f. Integrative approach	110	123	65	40	12
	31.4%	35.1%	18.6%	11.4%	3.4%
g. Exploratory (field-trip) approach	134	96	90	20	10
	38.3%	27.4%	25.7%	5.7%	2.9%

16.Language Teaching Activities :			**n=350**		
a. Matching games	120	105	83	30	12
	42.3%	30%	23.7%	8.6%	3.4%
b. Jumbled-up/reordering	142	128	51	19	10
	40.6%	36.6%	14.4%	5.4%	2.9%
c. Use of demonstrations	115	130	75	20	10
	32.9%	37.1%	21.4%	5.7%	2.9%
d. Story telling	150	135	30	25	10
	42.9%	38.6%	8.6%	7.1%	2.9%
e. Acrostic strategy	130	120	64	21	15
	37.1%	42.3%	18.3%	6%	4.3%
f. Anticipatory guide	90	68	151	29	20
	25.7%	19.4%	43.1%	8.3%	5.7%
g. Use of Venn diagrams	64	117	133	24	12
	28.3%	33.4%	33%	6.9%	3.4%
17. Other Methodologies			**n=350**		
a. Debate	56	124	106	34	10
	16%	35.4%	30.3%	9.7%	2.9%
b. Discussion web	72	73	100	95	10
	20.6%	20.9%	28.6%	27.1%	2.9%
c. Concept mapping	70	100	151	19	10
	20%	28.6%	43.1%	5.4%	2.9%
d. List – pair – share	100	156	64	18	12
	28.6%	44.6%	18.3%	5.1%	3.4%
e. KWL – KLU	42	130	160	47	5
	12%	37.1%	45.7%	13.4%	1.4%
f. Picture walk	80	117	100	38	15
	22.9%	33.4%	28.6%	10.9%	4.3%
g. Vocabulary web	58	122	130	30	10
	16.6%	34.9%	37.1%	8.6%	2.9%

Table 4.1.6a revealed that majority of the subjects considered the approaches as either vey important or important skills for the teacher trainees. 250 (71.4%) of the subjects rated traditional approach as very or just important, Structural approach 79.4% (277), 70% for sociolinguistic and pragmatic approaches in the same vein. For the activities, jumble –up/reordering 77.2% (270), Storytelling was also rated highly by over 70% of the subjects. The least was discussion web with 41.5% (145) of the respondents. The reason may be that they were not familiar with the concepts and the importance of the skills of teaching methods to NCE trainees. Table 4.1.6b presents students' reaction to the importance of English teaching methods.

For English teaching methodology, there were basically 21 items on the list, and the respondents were expected to react to each of the skills. This meant that 7350 (21 x 350) responses were expected. The result was revealed in the table below:

Table 4.1.6b: Reactions of Students on the Importance of the Skills of Teaching Methods to the NCE English Minimum Standards:

Respondents	Very	Important	Fairly	Not	Don't	Total

	Important		**Important**	**Important**	**Know**	
Responses	2198	2402	1876	631	243	7350
Percentage	29.90	32.68	25.52	8.59	3.31	100

The data above revealed that 29.90% (2198) submitted that the skills of teaching methods were very important need areas of the NCE minimum standards, 2402 (32.68%) rated important, 1876 (25.52%) gave fairly important while 631 (8.59%) said they were not important; however, 243 (3.31%) of the subject claimed they did not know.

This result indicated that majority considered the skills of English language teaching methods as important need areas that must be included in the NCE English minimum standards. Table 4.1.6c presents the hierarchical presentation of the responses on importance of the skills of teaching methodology

Table 4.1.6c: Hierarchy of Students' Responses on Importance of English Language Teaching Methodology to NCE English Training Programme:

Variable statement	**Scores (%)**
1. Structural approach	79.4
2. Acrostic strategy	79.4
3. Jumbled-up/reordering	77.2

4. Sociolinguistic approach	74.6
5. List-pair-share	73.2
6. Matching games	72.3
7. Traditional approach	71.5
8. Use of demonstration	70
9. Exploratory approach	65.7
10. Integrative approach	65.5
11. Psycholinguistic approach	64.3
12. Use of Venn diagrams	61.7
13. Picture walk	56.31
14. Vocabulary web	51.5
15. Debate	51.4
16. Concept mapping	48.6
17. Anticipatory guide	45.1
18. Kwl-klu	39.1

The Table revealed that the highest ranked were structural approach and acrostics strategy(79.4%) very important/important, jumbled-up/reordering (77.2%); sociolinguistic approach (74.6%), list-pair-share (73.2%), matching games (72.3%), traditional approach (71.5%), use of demonstration (70%) , exploratory approach (65.7%) and integrative approach with 65.5% of the respondents. The least in ranked was KLU/KWL with 39.1% as given on table 4.1.6c. The result indicated that apart from the use of demonstration, traditional approach,

storytelling, jumbled-up/reordering approach, pragmatic approach, exploratory approach, structural and acrostic strategies, the other skills which were current in the language teaching circle were less familiar to the learners. These included, picture walk, discussion web, anticipatory guide, concept mapping, use of Venn diagrams, vocabulary web, debate and kwl-klu. These were equally the least ranked. Table 4.1.6d presents the result on availability of the skills of teaching methods in the minimum standards.

Table 4.1.6d: Students' Responses on the Availability of English Language Skills of Methodology in the NCE Program me of Study

Variable Statements	Highly available in operation (HAIO)	Available in Operation (AIO)	Fairly Available in Operation (FAIO)	Not Available in Operation (NAIO	Don't Know (DK)
15 English Language Teaching Methodology;		**n=350**			
a. Traditional approach	140 40%	100 28.6%	95 37.1%	10 2.9%	5 1.4%
b. Structural approach	120 34.3%	100 28.6%	100 28.6%	25 7.1%	5 1.4%
c. Sociolinguistic approach	122 34.9%	110 31.4%	103 29.4%	0 0%	15 4.3%
d. Psycholinguistic approach	125 35.7%	100 28.6%	75 21.4%	40 11.4%	10 2.9%
e. Pragmatic approach	110 31.4%	110 31.4%	105 30%	20 5.7%	5 1.4%
f. Integrative approach	131 37.4%	100 28.6%	104 29.7%	12 3.4%	3 0.85%
g. Exploratory (field-trip) approach	100 28.6%	102 29.1%	103 29.4%	35 10%	10 2.9%
16 Language Teaching Activities		**n=350**			
a. Matching games	125 35.7%	100 28.6%	75 21.4%	40 11.4%	10 2.9%

b. Jumbled-up/reordering	155 44.3%	110 31.4%	20 5.7%	50 14.3%	15 4.3%
c. Use of demonstrations	70 20%	95 27.1%	14 5 41.4%	25 7.1%	5 1.4%
d. Story telling	150 42.9%	130 37.1%	100 28.6%	15 4.3%	5 1.4%
e. Acrostic strategy	105 30%	90 25.7%	125 35.7%	25 7.1%	5 1.4%
f. Anticipatory guide	85 24.3%	95 27.1%	60 17.7%	90 26.3%	20 5.7%
g. Use of Venn diagrams	101 28.9%	130 37.1%	94 26.9%	15 4.3%	10 2.9%
17. Other Methodologies:		**n=350**			
a. Debate	60 17.1%	90 25.7%	102 29.1%	78 22.3%	20 5.7%
b. Discussion web	100 28.6%	60 17.1%	112 32%	70 20%	8 2.3%
c. Concept mapping	100 28.6%	144 41.1%	38 10.9%	60 17.1%	8 2.3%
d. List – pair – share	105 30%	105 30%	90 25.7%	35 10%	15 4.3%
e. KWL – KLU	100 28.6%	85 24.3%	105 30%	40 11.4%	20 5.7%
f. Picture walk	100 28.6%	67 19.1%	138 39.4%	30 8.6%	15 4.3%
g. Vocabulary web	130 37.1%	113 32.3%	100 28.6%	0 0%	7 2%

The table revealed that traditional and pragmatic approaches with 240 (68.6%) of the subjects rated as highly available or available in operation. Sociolinguistic (66.3%), structural approach 62.9% (220), integrative approach 60%, Jumble-up/reordering, 265 (75.7%) of the respondents. Table 4.1.6e presents the reactions of the respondents on the availability of the skills of teaching methods

Table 4.1.6e: Reactions to the Responses on Availability of Language Methodology Skills in the Study Programme.

Respondents	Highly Available	Available In	Fairly Available	Not Available	Don't	Total

	In 0peration	**0peration**	**In 0peration**	**In Operation**	**Know**	
Responses	2384	2086	1939	745	196	7350
Percentage	32.43	28.38	26.38	10.13	2.66	100

Table 4.1.6b showed that 2384 (32.43%) of the subjects considered methodology skills as highly available in the NCE English training programme. 2086 (28.38%) submitted just available, 745 (10.13%) gave not available and 196 (2.66%)rated that they did not know. Again, the result indicated that majority of the subjects agreed that the methodology skills were sufficiently available. Table 4.1.6f presents the hierarchical arrangement of the responses on availability of skills of teaching methods in the programme.

Table 4.1.6f: Hierarchy of Students' Responses on Availability of English Language Skills of Methodology.

Variable Statement	Scores (%)
1. Story telling	80
2. Jumbled-up	75.7
3. Traditional approach	68.6
4. Sociolinguistic approach	66.3
5. Use of Venn diagram	66
6. Integrated approach	65.9
7. Psycholinguistic approach	64.4
8. Matching games	64.3
9. Structural approach	62.9
10. Pragmatic approach	62.8
11. Exploratory approach	57.7
12. Acrostic approach	55.7
13. Anticipatory guide	51.4
14. Discussion web	47.7
15. Use of demonstration	47.1
16. Debate	42.8

Table 4.1.6.2f showed that almost all the skills listed under the English language skills of methodology apart from the following, debate (42.8%) use of demonstration (47.1%), discussion web (47.7%), exploratory and acrostic approaches were rated to have been highly

available or available in operation. Storytelling attracted the highest in the rating with 80% for highly available and available in operation. In descending order, jumbled-up/reordering, traditional approaches (68.6%), sociolinguistic approach (66.3%), use of venn diagram (66.3%), integrated approach (66%) and psycholinguistic approach (64.4%) followed. Others included matching games (64.3%), structural approach (62.9%), use of demonstration. In spite of the claim, practical classroom observation of the performance of the trainees proved contrary to their claim. Evidence of this was revealed in the poor performance of the trainees, most teachers in the primary schools and the performance of the pupils themselves. The only explanation to this was that the skills were taught but were not understood by the trainees or that the skills were either poorly handled or not handled at all. As a result, this research study had considered the skills of methodology as critical need areas for the trainees and this situation must be handled with some expertise's experience. Table 4.1.6.g presents the result on how well taught of the English language skills of teaching methodology in the NCE training programme.

Table 4.1.6g: Responses on How Well Taught were the English Language Skills of Teaching Methodology in the NCE Training Programme of Study

Variable Statement	Very Well Taught (VWT)	Well Taught (WT)	Fairly Taught Well (FTW)	Not Well Taught (NWT)	Don't Known (DK)
15 English Language Teaching Methodology;		**n=350**			
a. traditional approach	130 37.1%	105 30%	80 22.9%	20 5.7%	15 4.3%
b. Structural approach	140 40%	115 32.9%	75 21.4%	20 5.7%	0 0%
c. Sociolinguistic approach	170 49%	103 29.4%	50 14.3%	17 4.9%	5 1.4%
d. Psycholinguistic approach	168 48%	100 28.6%	60 17.1%	14 4%	8 2.3%
e. Pragmatic approach	170 49%	108 30.9%	62 17.7%	6 1.7%	4 1.1%
f. Integrative approach	130 37.1%	104 29.7%	81 23.1%	127 36.3%	8 2.3%
g. Exploratory (field-trip) approach	170 49%	90 25.7%	60 17.1%	21 6%	9 2.6%
16 Language Teaching Activities		**n=350**			
a. Matching games	167 47.7%	111 31.7%	52 14.9%	12 3.4%	8 2.3%
b. Jumbled-up/reordering	105 30%	130 37.1%	90 25.7%	15 4.3%	10 2.9%
c. Use of demonstrations	130 37.1%	70 20%	118 337%	20 5.7%	12 3.4%
d. Strong telling	75 21.4%	80 22.9%	170 20%	20 7.1%	5 1.4%
e. Acrostic strategy	80 22.9%	170 49%	70 20%	25 7.1%	5 1.4%
f. Anticipatory guide	96 27.4%	87 24.9%	127 36.3%	25 7.1%	15 4.3%
g. Use of Venn diagrams	80 22.9%	75 21.4%	172 49.1%	18 5.1%	5 1.4%
17. Other Methodologies:		**n=350**			
a. Debate	84 24%	96 27.4%	120 34.3%	40 11.4%	10 2.9%
b. Discussion web	90 25.7%	105 30%	125 35.7%	20 5.7%	10 2.9%
c. Concept mapping	100 28.,6%	90 25.7%	140 40%	13 3.7%	7 2%
d. List – pair – share	120 42.3%	80 22.9%	90 25.7%	40 11.4%	20 5.7%
e. KWL – KLU	80 22.9%	95 27.1%	130 37.1%	35 10%	10 2.9%
f. Picture walk	67 19.1%	200 57.1%	120 42.3%	48 13.7%	15 4.3%
g. Vocabulary web	105 30%	160 45.7%	44 12.6%	6 1.7%	5 1.4%

Table 4.1.6.3a revealed that all the English language teaching

Most of the approaches were rated as either very well taught or well taught in the

Table 4.1.6g showed that majority of the respondents considered almost all the teaching methodology skills as efficiently taught in the training programme. Apart from storytelling, use of Venn diagrams and picture walk which were the least rated with 44.3% and 43.7% of the respondents respectively, all others were considered as very well taught. For example, traditional approach had 235 (67.1%) of the respondents, structural approach was rated by 255 (73%) of the subjects, sociolinguistic approach had 273 (78%) while 178 (80%) considered pragmatic approach as either very well taught or well taught. Table 4.1.6h presents the reactions of the respondents on how well taught were the skills of English methods.

Table 4.1.6h: Students' Reactions on How Well Taught were the Language Skills of Methodology

Respondents	Very	Well	Fairly	Not Well	Don't	Total

	Well Taught	**Taught**	**Well Taught**	**Taught**	**Know**	
Responses	2377	2199	2036	562	176	7350
Percentages	23.34	29.92	27.70	7.65	2.39	100

The data on Table 4.1.6h showed that 23.34% (2377) of the subjects considered the skills of English methods as very well taught,. 2199 (29.92%) gave well taught, 2036 (27.70%) rated fairly well taught, 562 (7.65%), had not well taught; on the other hand, 176 (2.39%) of the subjects took a neutral position by rating that they did not know whether the skills were well taught or not.

The result indicated that majority of the subjects i.e (26%) agreed that the skills of English methodology were either very well taught or well taught. Table 4.1.6i presents the orderly arrangement of the skills that were sufficiently very well taught or well taught.

Table 4.1.6i: Hierarchy of Students' Responses on How Well Taught in the Skills of English Language Teaching Methodology.

Variable Statement	Scores (%)
1. Pragmatic approach	79.9
2. Matching games	79.2
3. Sociolinguistic approach	78.4
4. Psycholinguistic approach	776.6
5. Vocabulary web	75.7
6. Exploratory (field) trip approach	74.7
7. Structural approach	72.9
8. Acrostic strategy	71.9
9. Traditional approach	67.1
10. Jumbled-up/reordering	67.1
11. Integrative approach	66.8
12. List pair and share	65.2
13. Use of demonstration	57.1
14. Discussion web	55.7
15. Concept mapping	54.3
16. Debate	52.4
17. Kwl-klu	50.0
18. Story telling	44.3

19. Use of Venn diagram	44.3
20. Picture walk	43.7

Table 4.1.6i revealed that all the skills listed under the English language teaching methodology skills were considered to have been very well taught or well taught by about half of the respondents. Apart from use of Venn diagram, picture walk, and storytelling with less than 45% of the respondents respectively, all other skills were rated by half or more than half of the respondents as sufficiently well taught in operation. However, the researcher observed that the class room performance of the trainees during the practical teaching was very poor. Table 4.1.6j presents the result on practical observation in methodology.

Table 4.1.6j: Result on Observation of Teaching Methodology.

G. **Planning of the lesson (20)**

RATINGS

	0 Very poor	1 Poor	2 Fairly good	3 Good	4 Very good	5 Excellent
1. Objectives behaviorally stated	3 90.3%	28 90.8%	-	-	-	-
2.Arrangement of lesson (Logical)	-	24 77.4%	4 12.9%	3 9.7%	-	-
3. Teaching aids (table adequate, variety)	-	28 90.3%	3 9.7%	-	-	-
4. Facts (relevant, occurrence and comprehensive)	-	26 33.9%	4 12.9%	1 3.2%	-	-

H. Teaching procedure (50)

RATINGS

1. Introduction interesting and motivating	-	22 71%	6 19.4%	3 9.7	-	-
2. Subject content (mastered and accurate)	-	24 77.4%	7 22.6%	-	-	-
3.Presentation of lesson content (sequential)	-	31 100%	-	-	-	-
4.Use of chalk board (neat and orderly)	-	14 45.2%	10 32.3%	7 22.6%	-	-
5.Questioning techniques (relevant and distributive, appropriate)	-	22 71%	9 29%	-	-	-
6.Use of teaching and (effective and efficient)	-	18 58.1%	13 41.9%	-	-	-
7.Command of language (simple and clear)	-	10 32.3%	12 38.7%	9 29%	-	-
8.Time management (coverage of lesson)	-	28 90.3%	3 9.7%	-	-	-
9.Evaluation of lesson taught (quantity and quality)	-	15 48.4%	10 32.3%	9 29%	-	-
10.Conclusion of lesson (smoothness)	-	-	-	-	-	-

Class management Control (10)

RATINGS

1. Teacher – Student Relationship	-	16 51.6%	10 32.3%	5 16.4%	-	-
2. Classroom Environment (conclusive and neat)	2 6.5%	12 38.7%	8 25.8%	5 16.1%	4 12.9%	-

D**. Evaluation of Previous Work Done (10)**.

RATINGS

1.Quality and quantity (adequate relevant and clarity)	1 3.2%	15 48.4%	10 33.3%	5 16.1%	-	-
2.Quality of homework (objective)	-	10 32.3%	12 38.7%	9 29%	-	-

E. Teachers personality (10)

	RATINGS					
1. Calm, enthusiastic cheerful	-	3 9.7%	20 64.6%	8 25.8%	-	-
2. Composure, neat and orderly	8 25.8%	10 32.3%	10 32.3%	3 9.7%	-	-

Table 4.1.6j revealed on the majority, poor knowledge of English teaching methodology. In fact all the subjects 100% observed could not state the teaching objectives behaviorally, 774 (24%) could not present the lesson logically; 90.30% (28) were teaching without teaching aid and 83.9% could not handle beyond text book presentation of the facts of the subject matter. The same trend goes with their teaching procedure. 71% (22) could not introduce the lesson interestingly, 77.4% (24) and 100% (31) displayed poor knowledge of the lesson content and presentation of lesson content sequentially respectively. Under class management, 5(16.1%) of the teachers maintained poor relationship between the teacher and the learners. 4 (12.7%) of the classes observed had very good in neatness and conduciveness while 5 of the classes were just good for learning, but on the majority, the classes were either fairly good or bad. A few of the teachers observed i.e 5 (16.1%) were good in the evaluation of previous work done while 15 (48.4%) were poor and 10 (33.3%) were fairly good. In terms of teachers' personality, 20 (64.6%) were fairly good. Table 4.1.6k

presents the reactions on the result of class observation of the application of English language teaching methodologies.

Table4.1.6k: Reactions on the Class Observation on Teaching Methodology.

Teachers ratings	**Excellent (5)**	**Very good (4)**	**Good (3)**	**Fairly Good (2)**	**Poor (1)**	**Very Poor (0)**	**Total**
Scores	0	4	64	166	372	14	620
Percentages	0	0.65	10.32	26.77	60.00	2.25	100

Table 4.1.6k showed that none of the skills of teaching methodology was excellently applied in the teaching to make for effective teaching and learning. Only 4 (0.65%) of the skills were considered as very good in their handling. 372 (60.00%) scored poor while 14 (2.26%) had very poor on practical teaching. This result was also in consonance with the earlier submission on teaching methodology. Table 4.1.6l presents the summary of mean importance, availability and how well taught in teaching method.

Table 4.1.6l: One –Sample Statistics Test of Students Responses on Importance, Availability and How Well Taught were the English Language Teaching Methods in Relation to the Actual and Expected NCE English Language Needs.

Respondents	Variable description	N	Mean	S.D	S.E	t-calculated	Df	t-critical	Sig
Students	Methodology (importance)	350	35.6800	4.41739	0.23612	151.110	349	1.96	0.000
	Methodology (availability)	350	34.9971	2.37405	0.12690	275.789	349	1.96	0.000
	Methodology (How Well Taught)	350	26.5829	5.07567	0.27131	97.981	349	1.96	0.000

Table 4.1.6l revealed that the calculated't' on importance, availability and how well taught of teaching methodology were 151.110, 275.789 and 97.981 respectively and All the three (3) calculated values were each greater than the't' critical value of 1.96 at df 349. This result by implication indicated that students considered the skill of English methodology to be important, available and well taught in the actual programme in operation. But the result of class observation was on the contrary. As a result, null hypothesis six (6) was rejected and the

alternative accepted; i.e there was significant gap –difference between the actual needs and the expected needs of the NCE English minimum standards with regards to teaching methodology skills.

Table 4.1.6m: Areas of Deficit Needs Revealed from Students' Responses with regards to Teaching Methods

With regard to teaching methodology, the students were of the view that the following skills were important, sufficiently available and well taught in the actual programme in operation. These skills include pragmatic approach, sociolinguistic approach, psycholinguistic approach, storytelling, structural approach to mention just a few. However the teaching observation result did not confirm the translation of this knowledge into practical teaching. In fact majority of the teachers observed performed very poorly as their result revealed. As a result, all the skills listed under teaching methodology were considered as deficit need areas for effective preparation of NCE teacher trainees. Table 4.1.6m presents the ranked arrangement of the skills with the critical deficit needs starred.

Table 4.1.6m: Ranked Arrangement of the Gaps (Deficit Needs) in Teaching Methods

Variable Description	Frequency (%)
1. Use of demonstration	57.1*
2. Discussion web	55.7*
3. Concept mapping	54.3*
4. Debate	52.4*
5. Anticipatory guide	52.3*
6. KWL + KLU	50*
7. Storytelling	44.3*
8. Use of Venn diagram	44.3*
9. Picture walk	43.7*

Key: <60------Gap (or deficit need); Gap + * ---------Critical need

Table 4.1.6m revealed that all the activities, apart from acrostic strategy and Jumbled up/ reordering were ranked as critical need areas in the NCE III actual programme. The analyses of the responses of the experts are presented in Tables 4.2.

Analyses of the Responses of English Language Experts regarding Gaps between Actual Needs and Expected Needs of

the NCE III English Language students in the Four Language Skills, Grammatical Structure and Teaching Methodology.

Research question 4.2 and hypothesis are restated below:

Research question: What are the Gaps in the Actual and Expected English Language Needs of NCE Students as Expressed by the English Experts in the Language Skills?

Hypothesis: There is No Significant Gap- difference in the Experts' Responses on the Language Skills with regard to the Actual and Expected Needs of NCE English Students.

The above hypothesis was subjected to t-test statistics. Tables 4.2 present the data on the importance, availability and how well taught were the skills in the programme of study.

Tables 4.2.1 reveal the responses of experts on importance, availability and on how well taught of the listening skills in the actual minimum standards in operation (see appendix 4Bi).The responses on the respective variables are presented below. Tables 4.2.1a reveal the responses of the experts on importance of the listening skills.

Table 4.2.1a: Experts' Responses on Importance of Listening Skills

in the Actual Minimum Standards:

Variable Statement	*Importance*				
	5 **Very Important**	*4* **Important**	*3* **Fairly Important**	*2* **Not Important**	*1* **Don't Know**
4. Listening Comprehension:	**n = 69**				
a. What listening is (its importance and techniques	69	0	0	0	0
	100%	0%	0%	0%	0%
b. Listening for speaking information	69	0	0	0	0
	100%	0%	0%	0%	0%
c. Listening for main ideas	61	8	0	0	0
	88.4%	11.6%	0%	0%	0%
d. Listening for critical Evaluation	69	0	0	0	0
	100%	0%	0%	0%	0%
e. Listening for variations	54	15	0	0	0
	78.5%	21.7%	0%	0%	0%
f. Listening for flexibility	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Listening for Peer-group purposes	69	0	0	0	0
	100%	0%	0%	0%	0%
h. Listening for copying or imitation (of teachers)	60	0	0	0	0
	100%	0%	0%	0%	0%
5 **Listening (Generally):**	**n = 69**				
a. Listening to radio	11	58	0	0	0
	15.9%	84.1%	0%	0%	0%
b. Listening to Television	8	42	19	0	0
	11.6%	60.9%	27.5%	0%	0%
c. Listening to videos	2	37	30	0	0

	2.9%	53.6%	43.5%	0%	0%
d. Listening to film shows	5	34	30	0	0
	7.2%	49.3%	43.5%	0%	0%
e. Listening to course lectures	69	0	0	0	0
	100%	0%	0%	0%	0%
f. Listening to seminars	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Listening to meeting proceeding	7	62	0	0	0
	10.1%	89.9%	0%	0%	0%
h. Listening to class discussions	69	0	0	0	0
	100%	0%	0%	0%	0%
i. Listening during tutorials	69	0	0	0	0
	100%	0%	0%	0%	0%
j.Listening to prosecution proceedings	0	69	0	0	0
	0%	100%	0%	0%	0%`

Table 4.2.1a showed that most of the skills under listening were considered as very important need areas for the NCE English trainees. For example, what listening is, listening for information, main ideas, critical evaluation, flexibility, peer – group purposes, copying or imitation, listening to course lectures, listening for seminars, listening to class discussion and so on, were considered by 69 (100%) of the experts as very important need areas in the programme of study. On the other hand, majority of the responses rated other skills such as listening to radio (84.1%), television (60.9%), listening to meeting proceeding (89.9%) and persecution proceeding as just important. The least rated was listening to film shows with 5 (7.2%) for very important and 34 (49.3%) for important. Table 4.2.1b presents the reactions of the experts on the importance of listening skills.

Table 4.2.1b: Reactions of Experts on Importance of Listening Skills.

Experts	**Very Important**	**Important**	**Fairly Important**	**Unimportant**	**Don't Know**	**Total**
Scores	838	325	79	0	0	1242
Percentage (%)	67.5	26.6	6.4	0	0	100

The table revealed that 838 (67.5%) of the experts rated the listening skills as very important, 325 (26.2%) rated them as just important, while only 79(6.4%) considered the listening skills as fairly important. In all, over 90% i.e. (67.5+26.2) of the subjects agreed that the listening skills were important need areas for English teachers' trainees at the NCE level of education.

Table 4.2.1c presents the hierarchical arrangement of the experts' responses on listening skills.

Table 4.2.1c: Ranked Presentation of Experts' Responses on Importance of Listening Skills.

Variable statement	Scores (%)
1. What listening is (its importance and techniques)	100
2. Listening for spoken information	100
3. Listening for critical evaluation	100

4. Listening for flexibility	100
5. Listening for peer-group purposes	100
6. Listening for copying or imitation (of teachers)	100
7. Listening to course lectures	100
8. Listening to seminars	100
9. Listening to class discussions	100
10. Listening to meeting procedures	100
11. Listening during tutorials	100
12. Listening for main ideas	100
13. Liste ning for variations	100
14. Listening to radio	100
15. Listening to prosecution proceeding	72.5
16. Listening to television	56.5
17. Listening to film shows	56.5
18. Listening to videos	56.5

The Table showed that apart from listening to television with 72.5%, listening to film shows (56.5%),and videos (56.5%), all other listening skills were rated by all the experts 69 (100%) as very important or important skills for the NCE programme.

Tables 4.2.1d present the responses of the experts on the availability of listening skills in the actual minimum standards.

Table 4.2.1d: Experts' Responses on Availability of Listening Skills

In the NCE English minimum standards

Variable Statement	**Availability**				
	5 **Highly Available In Operation**	**4** **Available In Operation**	**3** **Fairly Available In Operation**	**2** **Not Available In Operation**	**1** **Don't Know**
4. Listening Comprehension:			**n = 69**		
a. What listening is (its importance and techniques	69	0	0	0	0
	100%	0%	0%	0%	0%
b. Listening for speaking information	0	69	0	0	0
	0%	100%	0%	0%	0%
c. Listening for main ideas	40	29	0	0	0
	58%	42%	0%	0%	0%
d. Listening for critical Evaluation	0	69	0	0	0
	0%	100%	0%	0%	0%
e. Listening for variations	14	19	36	0	0
	20.2%	27.5%	52.2%	0%	0%
f. Listening for flexibility	0	0	52	17	0
	0%	0%	75.4%	24.6%	0%
g. Listening for Peer-group purposes	6	63	0	0	0
	8.7%	91.30%	0%	0%	0%
h. Listening for copying or imitation (of teachers)	6	54	9	0	0
	8.7%	75.30%	13%	0%	0%

5 **Listening (Generally):**			**n = 69**		
a. Listening to radio	0	0	69	0	0
	0%	0%	100%	0%	0%
b. Listening to Television	0	0	69	0	0
	0%	0%	100%	0%	0%
c. Listening to videos	0	0	69	0	0
	0%	0%	100%	0%	0%
d. Listening to film shows	0	0	60	9	9
	0%	0%	87%	13%	13%
e. Listening to course lectures	69	0	0	0	0
	100%	0%	0%	0%	0%
f. Listening to seminars	49	20	0	0	0
	71%	29%	0%	0%	0%
g. Listening to meeting proceeding	0	0	0	0	69
	0%	0%	0%	0%	100%
h. Listening to class discussions	0	0	69	0	0
	0%	0%	100%	0%	0%
i.Listening during tutorials	0	0	0	0	69
	0%	0%	0%	0%	100%
j. Listening to prosecution proceedings	0	0	0	69	0
	0%	0%	0%	100%	0%

Table showed that only what listening is (its importance and techniques), listening to course lectures, seminars, for information critical ideas were rated by all the experts 69 (100%) as highly available

in operation. The rest of the skills as revealed in the table were considered as fairly available or not available. 69 (100%) of the experts equally submitted that they did not know whether listening to tutorials and meeting proceedings were available or not.

The implication of this result is that the experts in the majority agreed that most of the listening skills were not sufficiently available in the programme of study. Table 4.2.1e presents the experts reactions on the availability of listening skills in the actual programme in operation.

Table 4.2.1e: Reactions of Experts on Availability of Listening Skills in the Actual Minimum Standards

Experts	**HA10**	**A10**	**FA10**	**NA 10**	**Don't know**	**Total**
Scores	322	310	433	95	82	1242
Percentage (%)	25.9	24.9	34.8	7.6	6.6	100

Table 4.2.1e showed that 322 (25.9%) of the experts posited that listening skill were highly available in the actual minimum standards, 310 (24.9%) rated just available in operation, 433 (34.8%) submitted fairly available in actual training programme, while 95 (7.6%) of the experts were of the view that these skills were not available, and 82 (6.6%) took

a neutral position by claiming that they did not know. The result implied that about half (50%) of the experts agreed that the listening skills were not sufficiently available in the NCE training programme for effective training of the trainees in the programme. Table 4.2.1f presents the ranked arrangement of the experts' responses on availability of listening skills in the training programme.

Table 4.2.1f: Hierarchical presentation of Experts Responses on Availability of Listening Skills

Variable Statements	Scores (%)
1. What listening is	100
2. Listening to class lecturers	100
3. Listening to seminars	100
4. Listening for main ideas	100
5. Listening for peer group purposes	100
6. Listening for information	100
7. Listening for critical evaluation	100
8. Listening for copying or evaluation	84
9. Listening for variations	47.7
10. Listening for flexibility	0
11. Listening to radio	0
12. Listening to television	0
13. Listening videos	0

14.	Listening to class discussion	0
15.	Listening to film shows	0
16.	Listening to meeting procedure	0
17.	Listening during tutorials	0

The Table above revealed this order of availability from the highly available, all aspects such as what listening is 69 (100%), listening to course lectures 69 (100%), seminars (100%), main ideas (100%) and so on were rated as either highly or just available in the programme. The least ranked were listening to meeting proceedings, to prosecution proceeding, radio, film shows, television and tutorials which all the experts rated that they did not know and the rest were not considered under highly available or available in the programme. This means that about half of the listening skills were identified by the experts as not sufficiently available in the programme of study. Table 4.2.1g presents the experts' responses on how well taught of the listening skills in operation.

Variable Statement	**HOW WELL TAUGHT**				
	5 **Very Well Taught**	**4** **Well Taught**	**3** **Fairly Well Taught**	**2** **Not Well Taught**	**1** **Don't Know**
4. Listening Comprehension:			**n = 69**		
a. What listening is (its importance and techniques	0 0%	69 100%	0 0%	0 0%	0 0%
b. Listening for speaking information	0 0%	0 0%	69 100%	0 0%	0 0%
c. Listening for main ideas	0 0%	0 0%	40 58%	29 42%	0 0%
d. Listening for critical evaluation	0 0%	0 0%	12 17.4%	67 82.6%	0 0%
e. Listening for variations	0 0%	0 0%	0 0%	60 87%	9 13%
f. Listening for flexibility	0 0%	0 0%	0 0%	69 100%	0 0%
g. Listening for peer-group purposes	0 0%	0 0%	35 50.7%	34 49.3%	0 0%
h. Listening for copying or imitation (of teachers)	0 0%	0 0%	19 27.5%	50 72.5	0 0%
5 **Listening (Generally):**			**n = 69**		
a. Listening to radio	0 0%	0 0%	0 0%	55 69.7%	14 39.3%

b. Listening to television	0 0%	0 0%	0 0%	69 100%	0 0%
c. Listening to videos	0 0%	0 0%	0 0%	69 100%	0 0%
d. Listening to film shows	0 0%	0 0%	0 0%	69 100%	0 0%
e. Listening to course lectures	0 0%	4 5.8%	40 58%	25 36.2%	0 0%
f. Listening to seminars	0 0%	0 0%	0 0%	60 87%	9 13%
g. Listening to meeting proceedings	0 0%	0 0%	11 15.7%	50 72.5%	8 11.6%
h. Listening to class discussions	0 0%	35 50.7%	34 49.3%	0 0%	0 0%
i. Listening during tutorials	0 0%	20 29%	30 43.5%	19 27.5%	0 0%
j. Listening to prosecution proceedings	0 0%	0 0%	0 0%`	69 100%	0 0%

Table 4.2.1g: Responses of Experts on How Well Taught were the Listening Skills in the Actual Minimum Standards.

Table revealed that none of the listening skills was rated by the experts as having been very well taught in the actual programme . 69 (100%) considered what listening is, listening to course lectures, 4(5.8%) 35 (50.7%) and 20 (29%) rated listening to tutorials and listening to class discussion as well taught respectively. In all, most of

the skills were either fairly well taught or not well taught in the actual minimum standards. The implication of this result, was that the experts subscribed to the fact that listening skills constitute deficit need areas in the training programme

Table 4.2.1h presents the experts' reaction on how well taught were the listening skills in the training programme

Table 4.2.1h: Experts Reactions on How Well Taught were the listening skills in the Actual minimum Standards.

Experts	**Very well taught**	**Well taught**	**Fairly taught**	**Not well taught**	**Don't know**	**Total**
Scores	60	128	290	784	40	1242
Percentage (%)	00%	10.3	23.3	63.1	3.2	100

All the experts (69,100%) in the table, submitted that none (0%) of the listening skills was very well taught in the NCE programme of study. 128 (10.3%) of these skills were considered as well taught in the actual minimum standards. 290 (23.3%) were fairly well taught, while the majority of the skills at 784 (63.1%) were declared not well taught.

However, 40 (3.2%) of the skills could not be spoken for. In fact the experts rated that they did not know about their teaching. From the above result, it would be deduced that majority of the skills under listening were considered by the experts as deficit need areas with regard to their teaching. Table 4.2.1i shows hierarchy of the experts' responses on how well taught of the listening skills in operation.

Table 4.2.1i: Ranked Presentation of Experts' Responses on How

Well Taught were the Listening Skills

Variable Statement	**Scores (%)**
1. What listening is (its importance and technique)	100
2. Listening class discussion	50.7
3. Listening during tutorial	29
4. Listening to course lectures	5.8

5. Listening for spoken information	0
6. Listening for main ideas	0
7. Listening for peer group purposes	0
8. Listening for copying or imitation	0
9. Listening for critical evaluation	0
10. Listening for flexibility	0
11. Listening to television	0
12. Listening to videos	0
13. Listening to film shows	0
14. Listening to prosecution proceedings	0
15. Listening for variations	0
16. Listening to seminars	0
17. Listening to radio	0
18. Listening to meeting proceedings	0

Table 4.2.1i showed that, apart from what listening is with 100% of the respondents, none of the listening skills was rated by the experts as having been sufficiently very well taught or well taught in the actual minimum standards.

The rest of the skills were rated as either fairly well taught or not well taught in the programme. This result actually confirmed the result of classroom observation of teaching of listening skills. Table 4.2.1j

presents the summary of mean importance, availability and how well taught of the listening skills in the actual programme.

Table 4.2.1j: Summary of Mean Rating on Importance, Availability and How Well Taught on Listening Skills.

Table 4.2.1j: One-Sample Statistics t Test of Experts in relation to the Importance, Availability and How Well Taught were the Listening Skills in the Actual Minimum Standards.

Respondent	Variable description	N	Mean	S.D.	s.t	t-calculated	Df	t-critical	Sug
Experts	Listening (importance)	69	30.9130	3.83766	.46200	66.911	68	1.96	.000
Experts	Listening (Availability)	69	30.4203	4.00517	.48127	63.091	68	1.96	.000
Experts	Listening (How well taught)	69	25.1884	2.30903	.27797	90.614	68	1.96	.000

The Table showed that the t –calculated for importance on listening (66.911), on availability (63.091) and how well taught (90.614) were each far greater than the t-critical values of 1.96 respectively at df 68 and at .05 level of significance. This result according to the experts implied that a significant difference existed between the actual needs and the expected needs of the minimum standards on listening skills. The Table also showed that the three obtained calculated mean values were each greater than the critical value of 3.841. Therefore, the null hypothesis 2a was rejected. The alternative is accepted. That is, a

significant gap difference existed between the actual needs and the expected needs of the English language teacher trainees' programme in terms of listening.

Table 4.2.1j: Areas of Gaps Identified from the Experts Responses on Listening.

Variable Description	Frequency (%)
1. Listening for variation	47.7 *

2. Listening for flexibility	0	*
3. Listening to radio	0	*
4. Listening to television	0	*
5. Listening to videos	0	*
6.Listening to film shows	0	*
7. Listening to meeting proceedings	0	*
8. Listening to class discussions	0	*
9. Listening during tutorials	0	*
10.Listening to prosecution proceedings	0	*

Key: <60------Gap (or deficit need);
Gap + * ---------Critical need

Table 4.2.1.j revealed that all the skills identified as gaps were classified as critical need areas in the programme in operation. Apart from listening for variation which was ranked by 47.7% of English language experts, all other skills were not available and were not well taught. Tables 4.2.2 present experts' responses on the speaking

skills.

Research question 4.2.2 and hypothesis restated.

What are the Gaps in the Actual and Expected English Language Needs of NCE III Students as Expressed by the English Language Experts in the Language Skills of Speaking?

Hypothesis 2b: There is No Significant difference Observed among Experts on the Language Skills with regard to the Actual and Expected Needs of the NCE III English Students.

Table 4.2.2a presents the experts' responses on importance of speaking skills

Table 4.2.2a: Experts' Responses on the Importance of the Speaking Skills in the NCE Trainees Programme.

Variable Statement	**Importance**				
	5 **VI**	4 **I**	3 **FI**	2 **NI**	1 **DK**
6.Oral English (Speaking):		**n = 69**			
b. Consonant distinction	69 100%	0 0%	0 0%	0 0%	0 0%
c. Stress	69 100%	0 0%	0 0%	0 0%	0 0%
d. Intonation	69 100%	0 0%	0 0%	0 0%	0 0%
e. Initiating maintaining and terminating discourse	0 0%	0 0%	55 79.7%	14 20.2%	0 0%
f. Giving explanation/direction	0 0%	0 0%	69 100%	0 0%	0 0%

g. Requests / taking permission / greetings	0 0%	0 0%	69 100%	0 0%	0 0%
h. Reading speech / report	0 0%	0 0%	69 100%	0 0%	0 0%
i. Giving votes of thanks	0 0%	0 0%	69 100%	0 0%	0 0%
j. Debates/ symposia/interviews	0 0%	0 0%	69 100%	0 0%	0 0%
k. Telling stories	0 0%	69 100%	0 0%	0 0%	0 0%
7 Others on Oral English		**n = 69**			
a. Dramatization/ role playin g	0 0%	0 0%	60 87%	9 13%	0 0%
b. Interactive group session	0 0%	0 0%	69 100%	0 0%	0 0%
c. Speaking in class discussions	0 0%	0 0%	69 100%	0 0%	0 0%
d. Speaking with lecturers	0 0%	0 0%	69 100%	0 0%	0 0%
e. Speaking at conferences	0 0%	69 100%	0 0%	0 0%	0 0%
f. Speaking at meetings	0 0%	0 0%	50 72.5%	19 27.50%	0 0%
g. Speaking at tutorials	0 0%	0 0%	69 100%	0 0%	0 0%
h. Speaking on the telephone	0 0%	69 100%	0 0%	0 0%	0 0%
i. Speaking in informal situations	0 0%	69 100%	0 0%	0 0%	0 0%
j. Speaking in formal situations	0 0%	0 0%	69 100%	0 0%	0 0%

KEY: VI =Very important, I = Important, FI = Fairly important, NI =Not important, KEY: VI =Very important, I = Important, FI = Fairly important, NI =Not important, DK = Don't know.

Table showed that all the experts 69 (100%) rated the following skills as very important or important need areas in the NCE programme, consonant distinction, stress and the area of intonation, story telling, speaking at conferences, speaking on the phone and speaking in informal situations. Again, giving explanation/ direction, request/ taking permission/asking question, reading speech/report, giving vote of

thanks, debate/ symposia/ interviews, interactive group session, speaking in class discussion, speaking with lectures, speaking at tutorials and speaking in informal situation were all rated by all the experts (100%) as fairly important in the programme of study. It would be seen from the result that the experts considered less of the speaking skills as either very important or important in the programme of study. Table 4.2.2b presents the experts reaction on the importance of speaking skills in the NCE training programme.

Table 4.2.2b: Experts Reactions on the Importance of Speaking Skills in the NCE III Minimum Standards.

Respondents (Experts)	Very Important	Important	Fairly Important	Unimportant	Don't know	Total
Scores	276	276	855	42	0	1449
Percentage (%)	19.04	19.04	59.00	2.9	0	100

Table 4.2.2b showed that 276 (19.04%) of the skills were considered as very important need areas in the actual minimum standards. 855 (59.00%) of the speaking skills were rated as fairly important, 42 (2.9%) were for not important. From the result, it would be deduced that the experts did not consider many of the skills listed

under speaking (orals) as relevant for the effective preparation of primary school English teachers.

Table 4.2.2c presents the ranked importance of speaking skills in the trainees' programme.

Table 4.2.2c: Hierarchical Presentation of the Experts' Responses on Importance of Speaking Skills to the NCE English Minimum Standards.

Variable Statement	**Scores (%)**
1. Vowel distinction	100
2. Consonant distinction	100
3. Stress	100
4. Intonation	100
5. Storytelling	100
6. Speaking at conferences	100
7. Speaking on telephone	100
8. Speaking in informal situation	100
9. Giving explanations/directions	100
10. Request/taking permission/greetings	100
11. Reading speeches/reports	100
12. Giving votes of thanks	100

13.	Debates/symposia/interviews	100
14.	Interactive group session	100
15.	Speaking in class discussions	100
16.	Speaking with lecturers	100
17.	Speaking at tutorials	100
18.	Speaking in formal situations	100
19.	Dramatization/role playing	87
20.	Initiating, maintaining and terminating discourse	79
21.	Speaking at meetings	72.5

Table 4.2.2c showed that only four (4) of the items were ranked under very important in order of vowel/consonant distinction 69(100%), stress 69(100%), and intonation 69(100%). Telling stories, speaking in informal situations followed with 69(100%) of the subject considering them as just important. Majority of the skills were posited as fairly important need areas and the last in rank was speaking at meetings with 50 (72.5%) of the respondents. Table 4.2.2d presents the experts' view on availability of the speaking skills in the actual minimum standards.

Table 4.2.2d: Experts' Responses on the Availability of Speaking

Variable Statement	**AVAILABILITY**				
	5 **HAIO**	**4** **AIO**	**3** **FAIO**	**2** **NAIO**	**1** **DK**
6.Oral English (Speaking):			**n = 69**		
b. Consonant distinction	69	0	0	0	0
	100%	0%	0%	0%	0%
c. Stress	69	0	0	0	0
	100%	0%	0%	0%	0%
d. Intonation	69	0	0	0	0
	100%	0%	0%	0%	0%
e. Initiating maintaining and terminating discourse	0	0	55	14	0
	0%	0%	79.7%	20.2%	0%
f. Giving explanation/direction	0	0	69	0	0
	0%	0%	100%	0%	0%
g. Requests / taking permission / greetings	0	0	69	0	0
	0%	0%	100%	0%	0%
h. Reading speech / report	0	0	69	0	0
	0%	0%	100%	0%	0%
i. Giving votes of thanks	0	0	69	0	0
	0%	0%	100%	0%	0%
j. Debates/ symposia/interviews	0	0	69	0	0
	0%	0%	100%	0%	0%
k. Telling stories	0	69	0	0	0
	0%	100%	0%	0%	0%
7 Others on Oral English		**n = 69**			
a. Dramatization/ role playing	0	0	60	9	0
	0%	0%	87%	13%	0%

b. Interactive group session	0	0	69	0	0
	0%	0%	100%	0%	0%
c. Speaking in class discussions	0	0	69	0	0
	0%	0%	100%	0%	0%
d. Speaking with lecturers	0	0	69	0	0
	0%	0%	100%	0%	0%
e. Speaking at conferences	0	0	0	69	0
	0%	0%	0%	100%	0%
f. Speaking at meetings	0	0	50	19	0
	0%	0%	72.5%	27.5	0%
g. Speaking at tutorials	0	0	69	0	0
	0%	0%	100%	0%	0%
h. Speaking on the telephone	0	69	0	0	0
	0%	100%	0%	0%	0%
i. Speaking in informal situations	0	69	0	0	0
	0%	100%	0%	0%	0%
j. Speaking in formal situations	0	0	69	0	0
	0%	0%	100%	0%	0%

Skills in the NCE English Programme of Study

KEY: HAIO =Highly available in operation, AIO =Available in operation, FAIO = Fairly available in operation, NAIO = Not available in operation, DK =Don't know.

The Table 4.2.2d showed that only four (4) of the speaking skills namely, vowel distinction, consonant distinction, stress and intonation

were rated by all 69(100%) the subjects as highly available in actual operation. Again, speaking at informal situation, g on the telephone and telling stories were considered as just available in operation. Apart from these few listed, the rest of the speaking skills were posited as fairly available by the experts. Table 4.2.2e presents the experts reaction on the availability of speaking skills in the actual minimum standards.

Table 4.2.2e Experts Reaction on the Availability of Speaking Skills in the Actual Minimum Standards

Respondents (Experts)	**Highly Available in Operation**	**Available in Operation**	**Fairly Available in Operation**	**Not Available in Operation**	**Don't Know**	**Total**
Scores	345	138	855	111	0	1449
Percentage (%)	23.8	9.5	59	7.7	0	100

Table 4.2.2e showed that 33.3% (23.8+9.5) of the speaking skills were submitted to have been sufficiently available by the majority of the experts .On the other hand, the experts rated more than half (50%) of the speaking skill as fairly available. 7.7% (111) of the skills were considered as not available in the programme. This result is in

consonant with the students views on availability of the speaking skills. Table 4.2.2f presents the hierarchical arrangement of their responses.

Table 4.2.2f: Ranked Presentation of Experts' Responses on Availability of Speaking Skills in the Actual Programme in Operation

Variable Statement	Scores (%)
1. Vowel distinction	100
2. Consonant distinction	100
3. Stress	100
4. Intonation	100
5. Storytelling	100
6. Speaking on telephone	100
7. Speaking in informal situations	100
8. Giving explanation/direction	100
9. Request/taking permission/greetings	100
10. Reading speech/reports	100
11. Giving vote of thanks	100
12. Debates/symposia/interviews	100
13. Interactive group session	100
14. Speaking in class discussions	100
15. Speaking with lecturers	100
16. Speaking at tutorials	100
17. Speaking in formal situations	100
18. Dramatization/role playing	87
19. Initiating, maintaining and terminating discourse	79.7
20. Speaking at meetings	72.5

Table 4.2.2f revealed that the following skills were ranked highest on availability by 69 (100%) of the subjects. These include vowel distinction, consonant distinction, stress and intonation. These were followed by storytelling, speaking on telephone, and speaking at informal situation. Most of the speaking skills were considered as fairly available in operation in the order of giving explanation/ direction, requests, taking permission/ greeting, reading speech/ report; added to this group were debates/symposia/ interviews and interactive group session. The last in the rank was speaking at meeting situations. The hierarchical presentation further confirmed the fact that most of the speaking skills were not sufficiently available in the actual minimum standards in operation. Table 4.2.2g presents the responses of the experts on how well taught of the speaking skills in the actual minimum standards.

Table 4.2.2g: Experts' Responses on How Well Taught of the Speaking Skills in the NCE Minimum Standards

Variable Statement	**HOW WELL TAUGHT**				
	5	**4**	**3**	**2**	**1**

	VWT	WT	FWT	NWT	DK
6.Oral English (Speaking):		**n = 69**			
b. Consonant distinction	0	69	0	0	0
	0%	100%	0%	0%	0%
c. Stress	0	10	50	9	0
	0%	14.5%	72.5%	13%	0%
d. Intonation	0	0	33	36	0
	0%	0%	47.8%	52.2%	0%
e. Initiating maintaining and terminating discourse	0	0	38	31	0
	0%	0%	55.1%	44.9%	0%
f. Giving explanation/direction	0	0	69	0	0
	0%	0%	100%	0%	0%
g. Requests / taking permission / greetings	0	0	69	0	0
	0%	0%	100%	0%	0%
h. Reading speech / report	0	0	0	69	0
	0%	0%	0%	100%	0%
i. Giving votes of thanks	0	0	43	26	0
	0%	0%	62.3%	37.7%	0%
j. Debates/ symposia/interviews	0	0	0	69	0
	0%	0%	0%	100%	0%
k. Telling stories	0	0	69	0	0
	0%	0%	100%	0%	0%
7 Others on Oral English		**n = 69**			
a. Dramatization/ role playing	0	0	69	0	0
	0%	0%	100%	0%	0%
b. Interactive group session	0	0	69	0	0
	0%	0%	100%	0%	0%
c. Speaking in class discussions	0	0	69	0	0
	0%	0%	100%	0%	0%
d. Speaking with lecturers	0	0	69	0	0

	0%	0%	100%	0%	0%
e. Speaking at conferences	0	0	0	69	0
	0%	0%	0%	100%	0%
f. Speaking at meetings	0	0	0	69	0
	0%	0%	0%	100%	0%
g. Speaking at tutorials	0	0	69	0	0
	0%	0%	100%	0%	0%
h. Speaking on the telephone	0	0	69	0	0
	0%	0%	100%	0%	0%
i. Speaking in informal situations	0	0	0	69	0
	0%	0%	0%	100%	0%
j. Speaking in formal situations	0	0	69	0	0
	0%	0%	100%	0%	0%

KEY: VWT =Very well taught, WT = Well taught, FWT =Fairly well taught, NWT = Not well taught, DK = Don't know.

A look at Table 4.2.2g showed that none of the speaking skills was considered by the experts as having been very well taught. Vowel distinction and consonant distinction were rated to have been well taught in the actual minimum standards by all (100%) of the experts. 10 (14.5%) submitted that the area of stress was also well taught, most of the skills were rated as fairly well taught or not well taught.

Table 4.2.2h presents the reactions of the experts on how well taught were the speaking skills in operation.

Table 4.2.2h: Experts Reactions on How Well Taught were the Speaking Skills in Actual NCE Programme of Study

Responses (Experts)	Very Well Taught	Well Taught	Fairly Well Taught	Not Well Taught	Don't Know	Total
Scores	0	148	854	447	0	144
Percentage	0	10.2	58.9	30.8	0	100

Table 4.2.2h revealed that none (0%) of the speaking skills was considered as very well taught in the programme . 148 (10.2%) of the skills were considered as just well taught. Most of the skills at 854 (58.9%) were fairly well taught and 447 (30.8%) was posited as not well taught in the programme. This result actually confirmed that speaking skills constitute deficit need areas in the NCE actual training programme as they were not adequately taught in the programme. Table 4.2.2i presents the ranked responses of the experts on speaking.

Table 4.2.2i: Hierarchical Presentation on How Well Taught of Speaking Skills in the Actual Minimum Standards

	Variable Statement	Scores (%)
1.	Vowel distinction	100
2.	Consonant distinction	100
3.	Giving explanation/ direction	100
4.	Requests/ taking permission / greetings	100
5.	Telling stories	100
6.	Dramatization / role playing	100
7.	Interactive group session	100
8.	Speaking in class discussion	100
9.	Speaking with lecturers	100
10.	Speaking at tutorials	100
11.	Speaking on the telephone	100
12.	Speaking in formal situations	100
13.	Stress	72.5
14.	Giving votes of thanks	62.3
15.	Imitating, maintaining / terminating discourse	55.1
16.	Intonation	47.8
17.	Debates / symposia / interviews	0
18.	Speaking at meetings	0

19. Speaking in informal situations	0
20. Speaking at conferences	0
21. Reading speech / report	0

The hierarchical arrangement of the skills revealed that none of the items on the list was rated as having been very well taught in the programme. Three of the skills, namely vowel distinctions, consonant distinctions on the one hand and giving explanation / direction were rated by 100% and 14.5% of the experts respectively as well taught. The rest of the skills were rated under fairly well taught or not well taught by all the experts (100%). Table 4.2.2j presents the summary of experts' mean rating on importance, availability and how well taught were the speaking skills in the actual minimum standards.

Table 4.2.2j: One- Sample Statistics test for Experts in Relation to the Importance, Availability and How Well Taught were the Speaking Skills in the Actual Minimum Standards

Respondents	Variable description	N	Mean	S.D	S.E	t-calculated	Df	t-critical	Sug
Experts	Speaking (Importance)	69	27.1304	1.51379	.18224	148.873	68	1.96	.000
Experts	Speaking	69	28.0725	4.92389	.59277	47.358	68	1.96	.000

	(Availability)								
Experts	Speaking (How Well Taught)	69	29.8116	4.51558	.54361	54.840	68	1.96	.000

Table 4.2.2j presents the t-calculated for importance (148.873), availability (47.358), and how well taught (54.840) to be greater than the critical value of t (1.96) respectively. According to the result, the experts submitted that significant difference existed between the actual need of the minimum standards and the expected needs. The table equally showed that the three (3) obtained mean values of 27.1304 for importance, 28.0725 on availability and 29.8116 on how well taught were each greater than the critical value of mean. As a result, the null hypothesis 2b was rejected and the alternative accepted; that is,

There is a significant gap – difference between the actual need and the expected needs of the English Language skills of speaking in the NCE English minimum standards.

Table: 4.2.2k Areas of Gaps Identified from the Experts' Responses on Speaking

S/No	Variable description	Frequency
1	Initiating/maintaining/terminating discourse	55.1*
2	Intonation	47.8*
3	Debates/symposia/interviews	0*
4	Speaking at meetings	0*
5	Speaking in informal situations	0*
6	Speaking at conferences	0*
7	Reading speech/report	0*

Key: <60------Gap (or deficit need); Gap + * ---------Critical need

These were mostly skills that were considered as fairly well taught or not well taught by the experts. Included was also interactive group session rated by just (14.5%) of the subjects as well taught. Table 4.2.3 presents the experts' views on importance, availability and how well taught were the English Language skills of reading in the actual minimum standards in operation (see appendix 4biii).

Research question 4.2.3 and hypothesis are restated:

What are the Gaps Observed in the Responses of the Experts on the NCE III English Students' Needs on the Importance, Availability and on How Well Taught of the Reading Skills in the Actual minimum standards?

Hypotheses: There is No Significant Gap Observed among Experts in the Language Skills of Reading with regard to the Actual and Expected Needs of the NCE English Students in the Training Programme.

Experts' Responses on the Gap Differences Observed in the Skills of Reading

Table 4.2.3a presents the experts' responses on the importance of reading skills to the NCE teacher trainees.

Table 4.2.3a: Experts Responses on the Importance of Reading Skills in the NCE

Variable Statement	**Importance**				
	5 **VI**	*4* **I**	*3* **FI**	*2* **NI**	*1* **DK**
8. Reading Comprehension	n= 69				
a. Text cohésion devises e.g répétition, synonyme	0	51	18	0	0
	0%	73.9%%	26.1%	0%	0%
b.Text comprehension eg extraction of salient points	61	8	0	0	0
	88.4%	11.6%	0%	0%	0%
c. Specifying text ideas	0	69	0	0	0
	0%	100%	0%	0%	0%
d. Underlying text message	4	65	0	0	0
	5.8%	94.2%	0%	0%	0%
e. The whole text	69	0	0	0	0
	100%	0%	0%	0%	0%
f. Identifying relevant ideas form texts	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Tabulation of information for comparison	35	34	0	0	0
	50.7%	49.3%	0%	0%	0%
h. Tabulation of information for contrast	40	29	0	0	0
	58%	42%	0%	0%	0%
i. Coordination of related information	30	39	0	0	0
	43.5%	56.5%	0%	0%	0%
j. Interpretation of read text	28	41	0	0	0
	40.6%	59.4%	0%	0%	0%
9. Other Forms of Reading	**n= 69**				

a. Integrating information in text	0	69	0	0	0
	0%	100%	0%	0%	0%
b. Translating text information into diagrams	0	69	0	0	0
	0%	100%	0%	0%	0%
c. Translating text information into charts	0	69	0	0	0
	0%	100%	0%	0%	0%
d. Translating text information into tables	0	69	0	0	0
	0%	100%	0%	0%	0%
e. Translating text information into graphs	0	69	0	0	0
	0%	100%	0%	0%	0%
f. Interpreting texts in map form	0	69	0	0	0
	0%	100%	0%	0%	0%
g. Newspapers	0	69	0	0	0
	0%	100%	0%	0%	0%
h. Magazines	0	69	0	0	0
	0%	100%	0%	0%	0%
i. Periodicals	0	69	0	0	0
	0%	100%	0%	0%	0%
j. Reference books	0	69	0	30	39
	0%	100%	0%	43.5%	56.5%
k. Reports	0	69	0	0	0
	0%	100%	0%	0%	0%
l.E-mails, faxes, cell phone texts/letters	0	69	0	0	0
	0%	100%	0%	0%	0%

English Teacher Training Programme

KEY: VI =Very important, I = Important, FI = Fairly important, NI =Not important, DK = Don't know.

Table 4.2.3a showed that reading the whole text with 69(100%), identifying relevant ideas from text 69(100%), text comprehension (68.4%), tabulation of information for contrast 40 (58%), coordination of related information 30 (43.5%) and interpretation of read text 28 (40.6%) were rated thus under very important need areas in the programme by the experts. Table 4.2.3b presents the experts' reaction on importance of the reading skills in the actual programmme.

Table 4.2.3b: Experts' Reaction on Importance of Reading Skills in the Actual Minimum Standard.

Experts' Ratings	Very Important	Important	Fairly Important	Not Important	Don't Important	Total
Scores	336	1,164	18	0	0	1518
Percentage (%)	22.1	76.7	1.2	0	0	100

Table 4.2.3b showed that 336 (22.1%) of the reading skills were rated as very important for the NCE English training. 1164 (76.7%) were rated as important. Only 18(1.2%) were put at fairly important. On a general note, over 95% of the reading skills were rated as either very important need areas in the NCE training programme by the experts. Table 4.2.3c

presents the hierarchical arrangement of the experts' responses on importance of reading skills.

Table 4.2.3c: Ranked Presentation of Experts' Responses on the Importance of Reading Skills to the NCE Programme of Study

Variables Statements	Scores (%)
Read the whole text	100
Identifying relevant ideas from text	100
Test compréhension	100
Tabulation of information for contrast	100
Tabulation of information for comparison	100
Coordination of related information	100
Interpretation of read text	100
Specifying text ideas	100
Underlying text information in text	100
Integrating text information in text	100
Translating text information into charge	100
Translating text information in charts	100
Translating text information into tables	100
Translating text information into graphs	100
Interpreting text in maps forms	100
Reading newspapers	100

Read magazines	100
Periodicals	100
Reference books	100
Reports	100
E-mails, faxed, cell phone texts/letters	100

Table 4.2.3c showed that all the skills under reading were rated by 100% of the experts as either very important or important need areas. The hierarchy of arrangement is revealed on the Table above. Table 4.2.3d presents the experts responses on availability of the reading skills in the Actual Minimum standards.

Variable Statement	**AVAILABILITY**				
	5 **HAIO**	**4** **AIO**	**3** **FAIO**	**2** **NAIO**	**1** **DK**
8.Reading Comprehension		n = 69			
a. Text cohésion devises e.g répétition, synonyme	0	18	51	0	0
	0%	26.1%	73.9%	0%	0%
b.Text comprehension eg extraction of salient points	0	60	9	0	0
	0%	87%	13%	0%	0%
c. Specifying text ideas	6	63	0	0	0

	8.7%	91.3%	0%	0%	0%
d. Underlying text message	6	50	13	0	0
	8.7%	72.5%	18.8%	0%	0%
e. The whole text	45	21	0	0	0
	65.2%	30.4%	0%	0%	0%
f. Identifying relevant ideas form texts	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Tabulation of information for comparison	0	9	60	0	0
	0%	13%	87%	0%	0%
h. Tabulation of information for contrast	0	26	40	3	3
	0%	37.7%	58%	7.3%	4.3%
i. Coordination of related information	0	40	29	0	0
	0%	57.9%	42.0%	0%	0%
j. Interpretation of read text	11	58	0	0	0
	15.9%	84%	0%	0%	0%
9. Other Forms of Reading		**n = 69**			
a. Integrating information in text	0	0	69	0	0
	0%	0%	100%	0%	0%
b. Translating text information into diagrams	0	0	58	11	0
	0%	0%	84.1%	15.9%	0%
c. Translating text information into charts	0	0	0	69	0
	0%	0%	0%	100%	0%
d. Translating text information into tables	0	0	0	69	0
	0%	0%	0%	100%	0%
e. Translating text information into graphs	0	0	0	69	0
	0%	0%	0%	100%	0%
f. Interpreting texts in map form	0	0	69	0	0
	0%	0%	100%	0%	0%
g. Newspapers	0	0	69	0	0
	0%	0%	100%	0%	0%

h. Magazines	0	0	69	0	0
	0%	0%	100%	0%	0%
i. Periodicals	0	0	69	0	0
	0%	0%	100%	0%	0%
j. Reference books	0	0	69	0	0
	0%	0%	100%	0%	0%
k. Reports	0	0	69		0
	0%	0%	100%		0%
l.E-mails, faxes, cell phone texts/letters	0	0	69	0	0
	0%	0%	100%	0%	0%

Table 4.2.3d: Experts' Responses on Availability of the Reading Skills in the Actual NCE Programme of Study

KEY: HAIO =Highly available in operation, AIO =Available in operation, FAIO = Fairly available in operation, NAIO = Not available in operation, DK =Don't know.

The Table revealed the ratings of the following skills under highly available in the actual programme, specifying text idea 6 (8.7%), underlying text message 6 (8.7%), identifying relevant ideas from text 69 (100%), reading whole text 45 (65.2%) and interpretation of read text 11 (15.9%). On the other hand, 18 (26.1%) of the experts considered text cohesion devices as available in the programme. Other skills under just available included text comprehension 60 (87%),

specifying text ideas 63 (91.3%), underlying text message 50 (72.5%), reading the whole text with 69(100%). Tabulation of information for comparison 35 (50.7%), tabulation of information for contrast 40 (50%), coordination of related information 30 (43.5%), and interpretation of read text with 41 (59.4%) of the respondents were all rated as available. The rest of the skills under other forms of reading skills were considered by all (100%) of the experts as available too in the actual programme. Table 4.2.3e presents the reactions of the experts on availability of reading skills.

Table 4.2.3e: Experts' Reactions on Availability of Reading Skills in the NCE English Programme of Study

Experts Ratings	**Highly Available**	**Available**	**Fairly Available**	**Not Available**	**Don't Known**	**Total**
Scores	137	345	812	221	3	1518
Percentage (%)	9.0	22.7	53.5	14.6	0.2	100

From the table above, it would be deduced that 137(9.0%) of the skills under reading were considered as highly available in the programme of study by the experts. 345(22.7%) of the skills were submitted to be available in the programme;most of the skills at 812(53.5%) were fairly

available. 221(14.6%) were rated as not available while the experts rated "do not know" for three (3) of the reading skills. This result showed that just 31.7% of the skills were sufficiently available in the programme of study. The rest of the skills were considered as deficit need areas as they were not sufficiently available in the programme of study.

Table 4.2.3f presents the ranked arrangement of the experts' opinion on availability of reading skills.

Table 4.2.3f: Hierarchical Presentation of Experts' views on Availability of Reading Skills

Variable Statement	Scores (%)
1. Identifying relevant ideas from text	100%
2. Reading the whole text	100%
3. Specifying text ideas	100
4. Interpretation of read text	100
5. Underlying text message	87
6. Coordination of related information	81.2
7. Text comprehension	57.9
8. Tabulation of information for contrast	37.7
9. Text cohesion devices	26.1
10. Tabulating information for comparison	13
11. Integrating information in text	0
12. Translating text information into diagrams	0

13. Translating text information into charts	0
14. Translating text information into tables	0
15. Translating text information into graphs	0
16. Interpreting texts in map form	0
17. Reading newspapers	0
18. Magazines	0
19. Periodicals	0
20. Reference books	0
21. Reports	0
22. E-mails, faxes, cell phone texts/letters	0

Table 4.2.3f revealed the skills arranged in order of their ranks under highly available or available. These include identifying relevant items from text, reading the whole text, specifying text ideas, interpretation of read text, were the only skills rated by all (100%) of the experts respectively as either highly available or available. These were followed by text comprehension (87%) and underlying text message with 81.2% of the respondents. The rest of the skills were considered as either fairly available, not available or don't know. Table shows that most of the skills of reading were not sufficiently available in the actual programme in operation. Table 4.2.3g presents the experts' responses on how well taught were the language skills of reading in the actual minimum standards.

Table 4.2.3g: Experts' Responses on How Well Taught were the Reading Skills in the NCE Minimum Standards

Variable Statement	**HOW WELL TAUGHT**				
	5	**4**	**3**	**2**	**1**
	VWT	**WT**	**FWT**	**NWT**	**DK**
8.Reading Comprehension		n = 69			
a. Text cohésion devises e.g répétition, synonyme	0	0	0	44	25
	0%	0%	0%	63.8%	36.2%
b.Text comprehension eg extraction of salient points	0	0	0	69	0
	0%	0%	0%	100%	0%
c. Specifying text ideas	0	0	0	60	9
	0%	0%	0%	89%	13%
d. Underlying text message	0	0	0	54	15
	0%	0%	0%	78%	21.7%
e. The whole text	0	0	58	11	0
	0%	0%	84.1%	15.9%	0%
f. Identifying relevant ideas form texts	0	0	33	36	0
	0%	0%	47.9%	52.2%	0%
g. Tabulation of information for comparison	0	0	0	69	0
	0%	0%	0%	100%	0%
h. Tabulation of information for contrast	0	0	0	55	0
	0%	0%	0%	79.7%	0%
i. Coordination of related information	0	0	0	4	14
	0%	0%	0%	5.6%	20.3%
j. Interpretation of read text	0	0	0	69	65
	0%	0%	0%	100%	94.2%

9. Other Forms of Reading			**n = 69**		
a. Integrating information in text	0	0	0	69	0
	0%	0%	0%	100%	0%
b. Translating text information into diagrams	0	0	0	69	0
	0%	0%	0%	100%	0%
c. Translating text information into charts	0	0	0	69	0
	0%	0%	0%	100%	0%
d. Translating text information into tables	0	0	0	69	0
	0%	0%	0%	100%	0%
e. Translating text information into graphs	0	0	0	69	0
	0%	0%	0%	100%	0%
f. Interpreting texts in map form	0	0	0	69	0
	0%	0%	0%	100%	0%
g. Newspapers	0	0	0	69	0
	0%	0%	0%	100%	0%
h. Magazines	0	0	0	69	0
	0%	0%	0%	100%	0%
i. Periodicals	0	0	0	69	0
	0%	0%	0%	100%	0%
j. Reference books	0	30	30	69	0
	0%	43.5%	56.5%	100%	0%
k. Reports	0	0	0	69	0
	0%	0%	0%	100%	0%
l.E-mails, faxes, cell phone texts/letters	0	0	0	69	0
	0%	0%	0%	100%	0%

KEY: VWT =Very well taught, WT = Well taught, FWT =Fairly well taught, NWT = Not well taught, DK =

Table 4.2.3g showed that apart from reading reference books rated by 30 (43.6%) ast well taught and 39 (56.5%) for fairly well taught , reading the whole text with 58 (84.1%) and identifying relevant ideas from text with 33 (47.9%) also were rated as fairly well taught in the actual programme; the rest of the reading skills were considered as either not well taught or don't know by the experts. Table 4.2.3h presents the experts' reactions on how well taught were the reading skills.

Table 4.2.3h: Experts' Reaction on how Well Taught were the Reading Skills in the Minimum Standards in Operation.

Experts Ratings	Very Well Taught	Well Taught	Fairly Well Taught	Not Well Taught	Don't Known	Total
Scores	0	30	130	1230	128	1518
Percentage (%)	0	1.98	8.6	87.0	8.4	100

Table 4.2.3h showed that 30(1.98%) of the skills under reading were considered as just well taught by the experts. In fact, none of the reading skills was submitted to have been very well taught in the programme. 130(8.6%) were rated as fairly well taught. Most of the skills 1230 (87.0%) were rated as not well taught and the experts

submitted that they did not know whether 128(8.4%) of the skills were taught or not. This result is in consonance with the submission of the students; in other words, the experts agreed that the area of reading is a deficit need area in the porgramme of study. Table 4.2.3i presents the ranked arrangement of the experts on reading.

Table 4.2.3i: Hierarchical Presentation of Experts Responses on

How Well Taught were the Reading Skills.

Variable Statement		**Scores (%)**
1.	Reading reference books	43.6
2.	Reading the whole text	0
3.	Integrating information in text	0

4.	Translating text information into diagrams	0
5.	Translating text information into charts	0
6.	Translating text information into tables	0
7.	Translating text information into graphs	0
8.	Interpreting texts in map form	0
9.	Reading Newspapers	0
10.	Read magazine	0
11.	Read periodicals	0
12.	Reading reports	0
13.	Reading E-mails, faxes, cell phone text/letters	0
14.	Text comparison Identifying relevant ideas from text 100	0
15.	Tabulation of information	0
16.	Interpretation of read text	0
17.	Tabulation of information for contrast	0
18.	Underlying text ideas	0
19.	Text cohesion devices	0
20.	Identifying relevant ideas	0
21.	Coordination of related information	0

Table 4.2.3i showed that only one of the reading skills i.e reading reference books was considered by 43.6%, less than half of the respondents as sufficiently well taught in the programme of study. All other reading skills were mostly rated as not well taught and very few under fairly well taught. Table 4.2.3j presents the summary of mean importance, availability and how well taught in reading.

Table 4.2.3j: One Sample Statistics Test on Experts in Relation to Importance, Availability and How Well Taught were the Reading Skills in the Actual Minimum Standards.

Respondents	Variable description	N	Mean	S.D	S.E	t-calculated	df	t-critical	sig
Experts	Reading (important)	69	28.3478	2.44845	29476	96.173	68	1.96	.000
Experts	Reading (availability)	69	27.8406	2.26968	26968	103.234	68	1.96	.000
Experts	Reading (how well taught)	69	27.3333	2.22728	26813	101.939	68	1.96	.000

Table 4.2.3j showed that the calculated t values for importance (96.173), availability (103.234) and how well taught (101.937) were each greater than the t-critical value of 1.96 at df 68 and at 0.05 level of significance. The implication of this result was that the experts observed a significant difference between the actual needs and the expected needs of the minimum standards on reading skills. The Table also showed that the three obtained mean values of 30.9130, 30.4203 and 25.1883 on importance, availability and how well taught on reading, were each greater than the critical value of 3.841. Therefore, the null hypothesis 2c was rejected and the alternative accepted; i.e there is a significant difference between the actual needs and the expected needs on reading skills.

Table 4.2.3k: Ranked Presentation of Gaps Identified from the Experts' Responses on Reading Skills.

S/No	Variable description	Frequency
1	Text comprehension	57.9*
2	Tabulation of information for contrast	37.7*
3	Text cohesion devices	26.1*
4	Tabulation of information into comparison	13*
5	Integrating information in text	0*
6	Translating text information into diagrams	0*
7	Translating text information into charts	0*
8	Translating text information into tables	0*
9	Translating text information into graphs	0*
10	Interpreting text in map form	0*
11	Reading newspapers	0*
12	Reading magazines	0*
13	Reading periodicals	0*
14	Reading reference books	0*
15	Reading reports	0*
16	E-mails, faxes, cell phone texts/letters	0*

17	Identifying relevant ideas	0*
18	Coordination of related information	0*

Key: <60------Gap (or deficit need); Gap + * ---------Critical need

Table 4.2.3k revealed that apart from text comprehension with 57.9% of the experts' ranking, it as a moderate need area in the programme, all other skills listed were considered as critical gaps.

Research question 4.2.4 and hypothesis are restated:

What are the Gaps in the Actual and Expected English Language Needs of NCE Students in the Writing Skills as Expressed by the Experts?

Hypothesis 2d: There is No Significant Gap Observed among Experts in the Language Skills o f Writing with regard to the Actual and Expected Needs of NCE III English Students.

Table 4.2.4 Presents the experts' responses on importance, availability and how well taught of the skills of writing in the actual minimum standards in operation as shown in appendix 4Biv.

Table 4.2.4a presents the experts' responses on the importance of the writing skills in the minimum standards.

Table 4.2.4a: Experts' Responses on Importance of Writing Skills in the Actual Minimum Standards

Variable Statement	**Importance**				
	5 **VI**	*4* **I**	*3* **FI**	*2* **NI**	*1* **DK**
10 Writing	**n = 69**				
a. Mechanical writing eg Punctuation, capitalization	69	0	0	0	0
	100%	0%	0%	0%	0%
b. Paragraph structure and development	69	0	0	0	0
	100%	0%	0%	0%	0%
c. Written discourse types eg descriptive, narrative etc	69	0	0	0	0
	100%	0%	0%	0%	0%
d. Letter writing eg formal and informal letters	69	0	0	0	0
	100%	0%	0%	0%	0%
e. Writing reports, minutes speeches	69	0	0	0	0
	100%	0%	0%	0%	0%
f. Writing short stories, plays and poems	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Writing memos, agenda notices.	69	0	0	0	0
	100%	0%	0%	0%	0%
11	**Others Writing Skill: n = 69**				
a. Browsing the Internet and writing out message	0	69	0	0	0
	0%	100%	0%	0%	0%
b. Writing faxes	0	69	0	0	0
	0%	100%	0%	0%	0%
c. Instruction booklets	0	69	0	0	0
	0%	100%	0%	0%	0%
d. Writing special minutes	0	69	0	0	0
	0%	100%	0%	0%	0%
e. Writing special documents	0	69	0	0	0
	0%	100%	0%	0%	0%

f. Writing News-Letters	0	69	0	0	0
	0%	100%	0%	0%	0%
g. Writing e-mail messages	0	69	0	0	0
	0%	100%	0%	0%	0%

Key : VI =Very important, I = Important, FI = Fairly important, NI= Not important, DK = Don't know.

Table showed that all the writing skills were considered as either very important or important in the NCE programme by 69(100%) of the experts. Table 4.2.4b presents the experts reactions on the importance of the writing skills in the actual minimum standard.

Table 4.2.4b: Experts' Reactions on Importance of Writing Skills.

Experts Ratings	Very Important	Important	Fairly Important	Not Important	Don't Important	Total
Scores	483	483	0	0	0	966
Percentage (%)	50	50	0	0	0	100

The Table above showed that half (50%) of the writing skills in the programme were considered as very important for the NCE training. The remaining 50% were posited to be important. This result revealed that all the skills of writing were sufficiently important as need areas in the training programme. Table 4.2.4c presents the hierarchy of experts' responses on writing.

Table 4.2.4c: Ranked Presentation of Responses' on Importance of Writing Skills

Variable Statement		Scores (%)
1.	Mechanical writing punctuation, capitalization etc.	100
2.	Paragraph structure and development	100
3.	Witten discoures types descriptive, narrative	100
4.	Letter writing formal x informal letters	100
5.	Writing reports, minutes, speeches	100

6.	Writing short stories, plays, poems	100
7.	Writing memos, agenda, notices etc	100
8.	Browsing the internet and writing out message	100
9.	Writing faxes	100
10.	Writing instruction booklets	100
11.	Writing special minutes	100
12.	Writing special document	100
13.	Writing news-letters	100
14.	Writing e-mail messages	100

Table 4.2.4c revealed that all the writing skills were ranked equally by all the respondents (100%) as either very important or important in the programme. Table 4.2.4d presents experts' responses on availability of the writing skills.

Table 4.2.4d: Experts' Responses on Availability of Writing Skills in

Variable Statement	**Availability**				
	5 HAIO	**4 AIO**	**3 FAIO**	**2 NAIO**	**1 DK**
10 Writing		**n = 69**			
a. Mechanical writing eg Punctuation, capitalization	0 0%	0 0%	69 100%	0 0%	0 0%
b. Paragraph structure and development	0 0%	0 0%	69 100%	0 0%	0 0%

c. Written discuss types eg descriptive, narrative	0	0	69	0	0
	0%	0%	100%	0%	0%
d. Letter writing eg formal and informal letters	0	0	69	0	0
	0%	0%	100%	0%	0%
e. Writing reports, minutes speeches	0	0	69	0	0
	0%	0%	100%	0%	0%
f. Writing short stories, plays and poems	0	0	69	0	0
	0%	0%	100%	0%	0%
g. Writing memos, agenda notices.	0	0	69	0	0
	0%	0%	100%	0%	0%
11 Others Writing Skill:		**n = 69**			
a. Browsing the Internet and writing out message	0	0	0	69	0
	0%	0%	0%	100%	0%
b. Writing faxes	0	0	0	69	0
	0%	0%	0%	100%	0%
c. Instruction booklets	0	0	0	69	0
	0%	0%	0%	100%	0%
d. Writing special minutes	0	0	0	69	0
	0%	0%	0%	100%	0%
e. Writing special documents	0	0	0	69	0
	0%	0%	0%	100%	0%
f. Writing News-Letters	0	0	0	69	0
	0%	0%	0%	100%	0%
g. Writing e-mail messages	0	0	0	69	0
	0%	0%	0%	100%	0%

the Actual Minimum Standards

KEY: HAIO =Highly available in operation, AIO =Available in operation, FAIO = Fairly available in operation, NAIO = Not available in operation, DK =Don't know.

Table 4.2.4d showed that none (0%) of the writing skills was rated as Highly available or available in the minimum standards. All the writing skills were rated as either fairly available or not available. To be specific, 100% of the experts considered mechanical writing, paragraph structures and development, written discourse types, letter writing, writing reports, minutes and speeches, writing poems, plays and stories and writing memos, agenda, notices as fairly available in the programme of study. The rest of the skills were considered as not available. Table 4.2.4e presents the reactions of the experts on availability of writing skills in operation.

Table 4.2.4e: Experts' Reaction on Availability of Writing Skills.

Experts' Ratings	**Very Important**	**Important**	**Fairly Important**	**Unimportant**	**Don't Know**	**Total**
Scores	0	0	483	483	0	966
Percentage (%)	0	0	50	50	0	100

Table 4.2.4e showed that none (o %) of the skills was considered as either highly available or just available in the programme. 483(50%) of the skills were rated as fairly available while 483(50%) were equally posited as not available. The result implied that all the writing skills were not sufficiently available in the NCE training programme. They all constitute deficit needs in the programme. Table 4.2.4f presents the hierarchy of the responses on availability of writing skills.

Table 4.2.4f: Hierarchical Presentation of Experts' Responses on Availability of Writing Skills.

Variable Statement	Scores (%)
1. Mechanical writing	100%
2. Paragraph structure and development	100
3. Written discourse types	100
4. Letter writing	100
5. Writing reports, minutes, speeches	100
6. Writing short stories, plays, poems	100
7. Writing memos, agenda, notices etc	100
8. Browsing the internet and writing out message	100
9. Writing faxes	100
10. Writing instruction booklets	100
11. Writing special minutes	100
12. Writing special document	100
13. Writing news-letters	100
14. Writing e-mail messages	100

Table 4.2.4f showed that 50% of the writing skills were ranked under fairly available by 50% of the experts while the remaining 50% were equally rated by 50% of the experts as not available as the Table showed. Table 4.2.4g presents the experts' views on how well taught were the writing skills in the programme of study.

Table 4.2.4g: Experts' Responses on How Well Taught were the Writing skills in the Programme of Study

Variable Statement	**HOW WELL TAUGHT**				
	5	**4**	**3**	**2**	**1**
	VWT	**WT**	**FWT**	**NWT**	**DK**
10 Writing					**n = 69**
a. Mechanical writing (Punctuation, capitalization)	0	0	69	0	0
	0%	0%	100%	0%	0%
b. Paragraph structure and development	0	0	69	0	0
	0%	0%	100%	0%	0%
c. Written discuss types (descriptive, narrative)	0	0	69	0	0
	0%	0%	100%	0%	0%
d. Letter writing (formal and informal letters)	0	0	69	0	0
	0%	0%	100%	0%	0%
e. Writing reports, minutes speeches etc	0	0	69	0	0
	0%	0%	100%	0%	0%
f. Writing short stories, plays and poems	0	0	69	0	0
	0%	0%	100%	0%	0%
g. Writing memos, agenda notices	0	0	69	0	0
	0%	0%	100%	0%	0%
11 Others Writing Skill:				**n = 69**	
a. Browsing the Internet and writing out message	0	0	0	69	0
	0%	0%	0%	100%	0%
b. Writing faxes	0	0	47	22	0
	0%	0%	68.1%	31.9%	0%
c. Instruction booklets	0	0	22	47	0
	0%	0%	31.9%	68.1%	0%

d. Writing special minutes	0	0	60	9	0
	0%	0%	87%	13%	0%
e. Writing special documents	0	0	0	69	0
	0%	0%	0%	100%	0%
f. Writing news-letters	0	0	0	69	0
	0%	0%	0%	100%	0%
g. Writing e-mail messages	0	0	0	69	0
	0%	0%	0%	100%	0%

KEY: VWT =Very well taught, WT = Well taught, FWT =Fairly well taught, NWT = Not well taught, DK = Don't know.

From the Table presented, none (0%) of the skills was considered by the experts as very well taught or well taught in the programme. The following skills were rated by 100% of the experts as fairly well taught in the programme, i.e. mechanical writing, paragraph structure and development, written discourse types, letter writing, writing reports, minutes and speeches, writing short stories, plays and poems and writing memos, agenda and notices. Browsing the internet and writing out messages, writing faxes, as shown on the table were considered as not well taught in the programme. Table 4.2.4h presents the reactions of the experts on how well taught were the writing skills in the programme.

Table 4.2.4h: Experts Reactions on How well Taught were the Writing Skills in the Minimum Standards

Experts Ratings	Very Important	Important	Fairly Important	Not Important	Don't Important	Total
Scores	0	0	590	376	0	966
Percentage (%)	0	0	61	38.9	0	100

Table showed that none (0%) of the skills was considered as very well taught or well taught in the actual programme in operation .590(61%) of the skills were rated as fairly well taught in the programme while 376 (38.9%) were shown as not well taught by the experts. The implication of the result was that all the skills of writing were not sufficiently taught in the programme of study. As such, they constitute deficit need areas in the programme. Table 4.2.4i presents the hierarchy of arrangement of the experts' views on how well taught were the writing skills.

Table 4.2.4i: Hierarchical Presentation of Experts' Views on How Well Taught were the Writing Skills.

Variable Statement	Scores (%)
1. Mechanical writing	100%
2. Paragraph structure and development	100
3. Written discourse types	100
4. Letter writing	100
5. Writing reports, minutes, speeches	100
6. Writing short stories, plays, poems	100
7. Writing memos, agenda, notices etc	100
8. Browsing the internet and writing out message	100
9. Writing instruction booklets	100
10. Writing faxes	100
11. Writing special minutes	100

12. Writing special document	100
13. Writing news-letters	100
14. Writing e-mail messages	100

Since none (0%) of the skills was rated under very well taught and well taught, all rankings were based on ratings under fairly well taught and not well taught. Therefore the first seven skills were ranked equally by 100% of the experts as fairly well taught. Again, writing faxes with 68.1% and writing instruction booklets with 87% of the respondents were equally ranked as fairly well taught in the programme. The rest of the skills were ranked as shown on the table as not well taught in the programme. This result confirmed the earlier submission by the students that the area of writing constituted deficit need areas in the programme. Table 4.2.4j presents the summary of mean rating on importance, availability and how well taught of the area of writing skills in the actual minimum standards.

Table 4.2.4j: One-Sample Statistics Tests on Experts in Relation to Importance, Availability and How Well Taught in the Area of Writing Skills

Respondents	Variable Description	N	Mean	S.D	S.E	t-calculated	Df	t-critical	sig
Experts	Writing (Importance)	69	32.7536	3.07937	.37071	88.353	68	1.96	.000
Experts	Writing (Availability)	69	27.5362	1.98212	.23862	115.398	68	1.96	.000
Experts	Writing (How Well Taught)		26.8841	2.44069	.29382	91.497	68	1.96	.000

The Table above revealed the following calculated t value, 88.353 for importance, 115.398 for availability and 91.497 for how well taught, all in the area of writing skills. These calculated t values were each greater than the t critical of 1.96 respectively and at df 68 as the table showed.

Their calculated mean values as could be seen i.e 52.7536, 27.5362 and 26.8841 for importance, availability, and how well taught respectively were equally greater than the critical mean value of 3.841. This result showed that the null hypothesis was rejected and the alternative accepted i.e there is a significant gap-difference between the actual needs and the expected needs of the English language trainees in relation to the writing skills in the programmes.

Table 4.2.4k: The Ranking of Areas of Writing Gaps as Identified from the Experts Responses

S/No	Variable description	Frequency
1	Browsing the internet and writing out messages	0*
2	Writing faxes	0*
3	Writing instruction booklets	0*
4	Writing special minutes	0*
5	Writing special document	0*
6	Writing newsletters	0*
7	Writing e-mail messages	0*

Key: <60------Gap (or deficit need); Gap + * ---------Critical need

Table above showed that browsing the internet and writing out messages, writing faxes, instruction booklets, special minutes, special documents, writing newsletter and e-mail messages were ranked as deficit in the programme of study.

Table 4.2.5, as shown in the appendix 7Bv, presents the experts' responses on importance, availability and how well taught on the English language skills of grammar in the actual minimum standards in operation.

Research question 4.2.5 and hypothesis 2 are restated below:

Research question: What are the Gaps in the Actual and Expected English Language Skills Needs of NCE Students as Expressed by the English Language Experts in the Area of Grammatical Structure?

Hypothesis: There is No Significant Gap-difference Observed among Experts in the Language Skills of Grammatical Structure with regard to the Actual and Expected Needs of the NCE III Students.

Table 4.2.5a presents the experts views on importance of the grammatical skills in the training programme

Table 4.2.5a: Experts' Responses on Importance of Grammatical Skills in the Actual Minimum Standards

Variable Statement	Importance				
	5 **VI**	4 **I**	3 **FI**	2 **NI**	1 **DK**
12. **Grammatical structure**		**n = 69**			
a. Subject and predicate	69	0	0	0	0
	100%	0%	0%	0%	0%
b. Use of verbs	69	0	0	0	0
	100%	0%	0%	0%	0%
c. Objects in a sentences	69	0	0	0	0
	100%	0%	0%	0%	0%
d. Complements	69	0	0	0	0
	100%	0%	0%	0%	0%
e. Adverbial sentences	69	0	0	0	0
	100%	0%	0%	0%	0%
f. Interrogatory sentences	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Passive sentences	69	0	0	0	0
	100%	0%	0%	0%	0%
h. Active sentences	69	0	0	0	0
	100%	0%	0%	0%	0%
13 Sentence Patterns		**n = 69**			
a. Forms of verbs	69	0			0
	100%	0%			0%
b. Auxiliaries e.g. Primary and model	69	0	0	0	0
	100%	0%	0%	0%	0%
c. Tenses and aspects eg present, past, future perfect	69	0	0	0	0
	100%	0%	0%	0%	0%
d. Nouns as proper and common nouns	69	0	0	0	0
	100%	0%	0%	0%	0%
e. Nouns e.g. countable and uncountable (mass)	69	0	0	0	0
	100%	0%	0%	0%	0%
f. Determiners eg definite and indefinite	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Number eg singular / plural	69	0	0	0	0
	100%	0%	0%	0%	0%
h. Prepositions and phrases	69	0	0	0	0
	100%	0%	0%	0%	0%
14 Other Parts of Speech		**n = 69**			
a. Pronouns e.g. personal, reflector, possessive	69	0	0	0	0
	100%	0%	0%	0%	0%
b. Relative pronouns e.g. defining and non-defining	69	0	0	0	0
	100%	0%	0%	0%	0%
c. Adjectives eg with nouns, adverbs, particles	69	0	0	0	0
	100%	0%	0%	0%	0%
d. Adverbs and adverbial clauses	69	0	0	0	0
	100%	0%	0%	0%	0%
e. Concord eg subject/verb	69	0	0	0	0
	100%	0%	0%	0%	0%
f. Conditional classes/ clauses	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Direct and indirect speeches	69	0	0	0	0
	100%	0%	0%	0%	0%
h. Voice/coordination/formation	69	0	0	0	0
	100%	0%	0%	0%	0%

KEY: VI =Very important, I = Important, FI = Fairly important, NI =Not important, DK = Don't know.

Table 4.2.5a presents that all, (100%) of the grammatical skills were considered by all, (100%) of the experts as very important skills in the NCE English training programme. Table 2.2.5b presents the reactions of the experts on the importance of the grammatical skills in the training programme.

Table 4.2.5b: Experts' Reaction on the Importance of Grammatical Skills in the NCE Minimum standards

Experts Ratings	Very Important	Important	Fairly Important	Unimportant	Don't Important	Total
Scores	1656	0	0	0	0	1656
Percentage (%)	100	0	0	0	0	

Table4.2.5b revealed that all (100%) the skills under grammatical structure were rated by all (100%) of the respondents (experts) as very important need areas in the programme. Table 4.2.5c presents the hierarchy of the responses on importance of grammatical structures in the study programme.

Table 4.2.5c: Hierarchical Presentation of Experts Responses on Importance of Grammatical Structure in the Actual Minimum Standards

Variable Statement	Scores (%)

1	Subject and predicate	100
2	Use of Verbs	**100**
3	Objects in a sentences	100
4	Forms of Verbs	100
5	Auxiliaries	100
6	Tenses and Aspects	100
7	Nouns as proper and common	100
8	Determiners	100
9	Number (Singular / Plurals)	100
10	Prepositions and Phrases	100
11	Pronoun(personal, reflector, possessive e.t.c)	100
12	Relative pronouns (defining and non-defining)	100
13	Adjectives (with nouns, adverbs and particles)	100
14	Adverbs and adverbial clauses	100
15	Complements	100
16	Adverbial Sentences	100
17	Interrogatory sentences	100
18	Passive sentences	100
19	Active sentences	100
20	Concord e.g subject verb	100
21	Conditional Classes /clauses	100
22	Direct and indirect speeches	100
23	Voice/coordination/formation	100

Table 4.2.5c showed that all, (100%) of the skills were rated by 100% of the respondents as very important in the programme. Table

4.2.5d presents the experts' responses on the availability of grammatical skills in the programme.

Table 4.2.5d: Experts' Responses on Availability of the Skills of Grammar in the Actual Minimum Standards.

Variable Statement	**Availability**				
	5	**4**	**3**	**2**	**1**
	HAIO	**AIO**	**FAIO**	**NAIO**	**DK**
12. **Grammatical structure**	**n = 69**				
a. Subject and predicate	0	69	0	0	0
	0%	100%	0%	0%	0%
b. Use of verbs	0	69	0	0	0
	0%	100%	0%	0%	0%
c. Objects in a sentences	0	69	0	0	0
	0%	100%	0%	0%	0%
d. Complements	0	0	69	0	0
	0%	0%	100%	0%	0%
e. Adverbial sentences	0	0	69	0	0
	0%	0%	100%	0%	0%
f. Interrogatory sentences	0	0	69	0	0
	0%	0%	100%	0%	0%
g. Passive sentences	0	0	69	0	0
	0%	0%	100%	0%	0%
h. Active sentences	0	0	69	0	0

Table 4.2.5.2a showed that none (0%) of the grammatical skills was considered as highly

KEY: HAIO =Highly available in operation, AIO =Available in operation, FAIO = Fairly available in operation, NAIO = Not available in operation, DK =Don't know.

Table 4.2.5d presents that the following skills, subjects and predicate, use of verbs, objects in a sentence, forms of verbs, auxiliaries, tenses and aspects, nouns (common, proper, countable and uncountable), determiners, numbers e.g

Singular/plurals, and prepositions were considered by 69(100%) of the experts as just available in operation. Other forms of parts of speech in this category included pronouns e.g personal, reflections, possessives, defining and non-defining, adjectives and adverbs. A few of the skills like complement, adverbial sentences, interrogatory sentences, passive and actives sentences, concord, conditional classes, and clauses, direct and indirect speeches and voice/coordination/termination were rated under fairly available in the actual programme. Table 4.2.5e presents the reactions of the experts on availability of the grammatical structures.

Table 4.2.5e: Experts' Reactions on the Availability of the Skills of Grammar in the Actual Minimum Standards

Experts Ratings	HAIO	AIO	FAIO	NAIO	DK	Total
Scores	0	1035	621	0	0	1656
Percentage (%)	0	62.5	37.5	0	0	100

Table 4.2.5e showed that none (0%) of the Grammatical skills was considered as highly available by the experts. 1035 (62.5%) of these skills were rated as just available in the programme of study. 621 (37.5%) were considered as not available in the actual minimum standards in operation. Table 4.2.5f presents the ranked arrangement of the views of the experts on availability of grammatical skills in the programme.

Table 4.2.5f: Hierarchical Presentation of Experts' Responses on Availability of the Skills of Grammar.

	Variable Statement	Scores (%)
1	Subject and predicate	100%
2	Use of Verbs	100
3	Objects in a sentences	100
4	Forms of Verbs	100
5	Auxiliaries	100
6	Tenses and Aspects	100
7	Nouns as proper and common	100
8	Determiners	100
9	Number (Singular / Plurals)	100
10	Prepositions and Phrases	100
11	Pronoun(personal, reflector, possessive e.t.c)	100
12	Relative pronouns (defining and non-defining)	100
13	Adjectives (with nouns, adverbs and particles)	100
14	Adverbs and achabial clauses	100
15	Complements	100
16	Adverbial Sentences	100
17	Interrogatory sentences	100

b18	Passive sentences	100
19	Active sentences	100
20	Concord e.g subject verb	100
21	Conditional Classes /clauses	100
22	Direct and indirect speeches	100
23	Voice/coordination/formation	100

Table 4.2.5f revealed that all (100%) of the skills were rated as either available or fairly available in operation by all (100%) of the respondents. Subject and predicate, use of verbs, objects in a sentence, forms of verbs, auxiliaries, tenses and aspects, nouns as proper and common nouns, nouns as countable and uncountable, determiners, number (singular/plurals), prepositions, were all rated as available in the programme. In other words, they were sufficiently available in the programme while compliments, adverbial sentences, interrogatory sentences, active sentences, concord, conditional classes/clauses, direct and indirect speeches as well as voice/ coordination/formation were classified under fairly available in the programme. Table 4.2.5g presents the responses of the experts on how well taught on the grammatical skills in the programme .

14 Other Parts of Speech **n = 69**

a. Pronouns e.g. personal, reflector, possessive etc	0	65	4	0	0
	0%	94.2%	5.8%	0%	0%
b. Relative pronouns e.g. defining and non-defining	0	0	30	39	0
	0%	0%	43.5%	56.5%	0%
c. Adjectives eg with nouns, adverbs, particles	0	0	54	15	0
	0%	0%	78.3%	21.7%	0%
d. Adverbs and adverbial clauses	0	0	47	20	0
	0%	0%	71.0%	29%	0%
e. Concord eg subject/verb	0	0	60	9	0
	0%	0%	87%	13%	0%
f. Conditional classes/ clauses	0	0	38	31	0
	0%	0%	55.1%	44.9%	0%
g. Direct and indirect speeches	0	0	62	7	0
	0%	0%	89.9%	10.4%	0%
h. Voice/coordination/formation	0	0	50	19	0
	0%	0%	82.5%	27.5%	0%

Table 4.2.5g: Experts' Responses on How Well Taught Were the Grammatical Skills in Actual Operation.

Variable Statement	**How Well Taught**				
	5	**4**	**3**	**2**	**1**
	VWT	**WT**	**FWT**	**NWT**	**DK**
12. **Grammatical structure**		**n = 69**			
a. Subject and predicate	0	69	0	0	0
	0%	100%	0%	0%	0%
b. Use of verbs	0	69	0	0	0
	0%	100%	0%	0%	0%
c. Objects in a sentences	0	48	21	0	0
	0%	69.6%	30.4%	0%	0%
d. Complements	0	40	29	0	0

	0%	58%	42%	0%	0%
e. Adverbial sentences	0	0	57	12	0
	0%	0%	82.6%	17.4%	0%
f. Interrogatory sentences	0	69	0	0	0
	0%	100%	0%	0%	0%
g. Passive sentences	0	50	9	0	0
	0%	87%	13%	0%	0%
h. Active sentences	0	49	20	0	0
	0%	71%	24%	0%	0%
13 Sentence Patterns		**n = 69**			
a. Forms of verbs	30	39	0	0	0
	43.5%	56.5%	0%	0%	0%
b. Auxiliaries e.g. Primary and model	33	36	0	0	0
	47.8%	52.2%	0%	0%	0%
c. Tenses and aspects eg present, past, future perfect etc	40	29	0	0	0
	58%	42%	0%	0%	0%
d. Nouns as proper and common nouns	45	24	0	0	0
	65.2%	34.8%	0%	0%	0%
e. Nouns e.g. countable and uncountable (mass)	55	14	0	0	0
	79.7%	20.3%	0%	0%	0%
f. Determiners eg definite and indefinite	50	19	0	0	0
	72.5%	27.5%	0%	0%	0%
	22	47	0	0	0
	31.9%	68.1%	0%	0%	0%
h. Prepositions and phrases	36	33	0	0	0
	52.2%	47.8%	0%	0%	0%

KEY: VWT =Very well taught, WT = Well taught, FWT =Fairly well taught, NWT = Not well taught, DK = Don't know.

From the Table presented, the following skills were rated to have been sufficiently well taught (i.e very well taught or well taught) in the program by the experts. i.e subjects and predicate 69(100%), use of verbs 69(100%), objects in sentences 48(69.6%), interrogatory sentences 69(100%), passive sentences 50(87%), active sentences 49(71%). Others in this category included forms of verbs, auxiliaries, tenses and aspects, nouns as proper, countable and uncountable, determiners, number, prepositions and phrases and pronoun/personal, reflectors, and passives. The grammatical skills that were not sufficiently well taught (i.e classed under fairly well taught and not well taught) in the programme included complements, relative pronouns, adjectives, adverbs and adverbial clauses, concord, conditional classes/clauses, direct and indirect speeches and voice/coordination/formation. These were grammatical skills that were rated by below 60% of the respondents. Table 4.2.5h presents the reactions of the experts on how well taught were the grammatical skills in the actual programme.

Experts Ratings	**Very Well Taught**	**Well Taught**	**Family Well Taught**	**Not Well Taught**	**Don't Know**	**Total**
Scores	321	700	481	154	0	1656

Percentages (%)	19.4	42.3	29	9.3	0	100

Table 4.2.5h: Experts' Reaction on How Well Taught of the Skills of Grammar in the Actual Programme

Table 4.2.5h showed that 321 (19.4%) of the grammatical skills were considered to have been very well taught in the programme. 700 (42.3%) were rated well taught; 481 (29%) were said to be fairly well taught and 154 (9.3%) were not well taught. According to the experts, 61.7 % (19.4 + 42.3) of the grammatical skills were sufficiently well taught in the programme. The rest, (grammatical skills) were shown to be deficit need areas in the actual programme. Table 4.2.5i presents the ranked arrangements of the experts' views on grammatical skills.

Table 4.2.5i: Hierarchy of Experts' Responses on How Well Taught in Grammatical Structure.

	Variable Statement	**Scores (%)**
1	Nouns (Countable and uncountable)	100
2	Determiners (definite and indefinite)	100
3	Nouns as proper and common nouns	100
4	Tenses and aspects e.g. present, past, future perfect e.t.c.	100
5	Preposition and phrases	100
6	Auxiliaries (primary and model)	100
7	Forms of verbs	100
8	Number (Singular/plurals)	100

9	Subject and predicate	100
10	Use of verbs	100
11	Interrogatory sentences	100
12	Pronouns (personal, reflect or possessives e.t.c.)	94.2
13	Passive sentences	87
14	Active Sentences	71
15	Objects in sentences	69.6
16	Complements	58
17	Direct and Indirect Speeches	0
18	Concord (Subject/verbs)	0
19	Adjectives (with nouns, adverbs, particles)	0
20	Voice/coordination/formation	0
21	Adverbs and adverbials	0
22	Conditional classes/clauses	0
23	Relative pronouns/defining and non defining	0
24	Adverbial sentences	0

Table showed that the grammatical skills were ranked in the order presented on Table 4.2.5i according to the ratings given. The following were sufficiently very well or well taught in the programme in the order of nouns, determiners, countable and uncountable nouns (proper and common), tenses and aspects, preposition, auxiliaries, forms of verbs, number, subject/predicate, use of verbs, objects in sentences, complements, interrogatory sentences, pronouns and passives, actives and objects in sentences.

The following were also not sufficiently taught in the programme in the order they appeared on the Table. This category included

compliments, direct/indirect speeches, adverbs and adverbial clauses, concord (subject) verb, conditional classes/ clauses, direct and indirect speeches and voice /coordination/formation. Table 4.2.j presents the summary of mean importance, availability, and how well taught in the programme, were NCE English trainees in the area of grammar.

Table 4.2.5j: One-Sample Statistics't' Tests on Experts in Relation to

Importance, Availability and How Well Taught in the Area of Grammatical Structure.

Respondent	Variable Description	N	Mean	S.D	S.T	Total	DF	T-critical	Sig
Experts	Grammar (Importance)	69	24.3043	3.021103	36369	66.827	68	1.96	.000
Experts	Grammar (Availability)	69	27.2029	4.292888	.51680	52.637	68	1.96	.000
Experts	Grammar (How Well Taught)	69	23.0290	2.99495	.36055	63.872	68	1.96	.000

Table showed that the t-calculated values for importance (66.827), availability (52.637) and how well taught (63.872) were each greater

than the t-critical value of 1.96 at df of 68 and at 0.05 level of significance. The implication of this result is that the experts observed a significant difference between the actual needs and the expected in the minimum standards in the area of grammatical structure. Their total mean values, 24.3043 for importance, 27.2029 for availability and 23.0290 for how well taught equally depicted significant difference as each was greater than the critical value of 3.841. Therefore, the null hypothesis was rejected and the alternative accepted i.e, there was a significant difference between the actual and the expected needs in the area of grammatical structure.

Table4.2.5k: Ranked Areas of Gaps identified from the Experts' Responses on Grammatical Structure

S/No	Variable description	Frequency
1	Voice/coordination/formation	0*
2	Adverb and adverbial clauses	0*
3	Conditional clauses/clauses	0*
4	Relative pronouns/defining and non-defining	0*
5	Adverbial sentences	0*
6	Adjectives	0*
7	Concord (subject/verbs)	0*
8	Conditional clauses/clauses	0*
9	Complements	0*

Key: <60 = Gap; <60+ = Critical need

The above table revealed that all the skills listed were ranked as deficit needs in the NCE III training programme.

Table 4.2.6 presents the Experts Responses on importance, availability and how well taught on the skills of teaching methodology in the actual minimum standards in operation (see Appendix 4Bvi).

Research question 4.2.6 and hypothesis are restated below:

Research question: What are the Gaps in the Actual and Expected English Language Skills of NCE III Students as Expressed by the English Experts in the Language Skills of Teaching Methodology?

Hypothesis 2f: There is No Significant Difference Observed among Experts in their Responses on the Language Skills of Teaching Methodology with regard to the Actual/Expected Needs of the NCE English Students.

Table 4.2.6a presents the experts' responses on the importance of the skills of methodology in the training programme.

Table 4.2.6a: Experts' Responses on Importance of English Language Skills of Methodology in NCE Actual Minimum Standards

Variable Statement	**Importance**				
	5	*4*	*3*	*2*	*1*
	VI	**I**	**FI**	**NI**	**DK**
15 English Teaching Methodology			**n = 69**		
a. traditional approach	69	0	0	0	0
	100%	0%	0%	0%	0%
b. Structural approach	69	0	0	0	0
	100%	0%	0%	0%	0%
c. Sociolinguistic approach	69	0	0	0	0
	100%	0%	0%	0%	0%
d. Psycholinguistic approach	69	0	0	0	0
	100%	0%	0%	0%	0%
e. Pragmatic approach	69	0	0	0	0
	100%	0%	0%	0%	0%
f. Integrative approach	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Exploratory (field-trip) approach	69	0	0	0	0
	100%	0%	0%	0%	0%
16 Teaching activities			**n = 69**		
a. Matching games	69	0	0	0	0
	100%	0%	0%	0%	0%
b. Jumbled-up/reordering	69	0	0	0	0
	100%	0%	0%	0%	0%

c. Use of demonstrations	69	0	0	0	0
	100%	0%	0%	0%	0%
d. Strong telling	69	0	0	0	0
	100%	0%	0%	0%	0%
e. Acrostic strategy	69	0	0	0	0
	100%	0%	0%	0%	0%
f. Anticipatory guide	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Use of Venn diagrams	69	0	0	0	0
	100%	0%	0%	0%	0%
17 Other Methodologies:			**n = 69**		
a. Debate	69	0	0	0	0
	100%	0%	0%	0%	0%
b. Discussion web	69	0	0	0	0
	100%	0%	0%	0%	0%
c. Concept mapping	69	0	0	0	0
	100%	0%	0%	0%	0%
d. List – pair – share	69	0	0	0	0
	100%	0%	0%	0%	0%
e. KWL – KLU	69	0	0	0	0
	100%	0%	0%	0%	0%
f. Picture walk	69	0	0	0	0
	100%	0%	0%	0%	0%
g. Vocabulary web	69	0	0	0	0
	100%	0%	0%	0%	0%

KEY: VI =Very important, I = Important, FI = Fairly important, NI =Not important, DK = Don't know.

Table 4.2.6a shows that all (100%) of the skills listed under teaching methodology were rated by all (100%) of the experts as very important need areas in the NCE English minimum standards in operation.

Table 4.2.6b presents the experts reactions on the importance of teaching methods in the programme of study.

Table 4.2.6b: Experts' Reactions on the Importance of English Language Teaching Methods in the NCE Actual Minimum Standards in Operation.

Experts Ratings	Very Important	Importance	Fairly Important	Unimportant	Don't Know	Total
Scores	1449	0	0	0	0	1449
Percentage %	100	0	0	0	0	100

Table 4.2.6b showed that all (100%) the expert agreed that all (100%) of the skills of methodology were very important need areas for the NCE English training programme. Table 4.2.6c presents the ranked arrangement of teaching methodology skills in the actual programme.

Table 4.2.6c: Hierarchical Presentation of Experts' Responses on Importance of the Skills of Teaching Method in the Actual Minimum and Standards

	Variable Statements	Scores (%)
1	Traditional Approach	100
2	Structural Approach	100
3	Sociolinguist Approach	100
4	Psycholinguistic Approach	100
5	Pragmatic Approach	100
6	Integrative Approach	100
7	Exploratory Approach (field trip)	100
8	Matching games	100
9	Jumbled-up/reordering	100
10	Use of demonstrations	100
11	Storytelling	100
12	Acrostic strategy	100
13	Anticipatory guide	100
14	Use of venn diagrams	100
15	Debate	100
16	Discussion web	100
17	Concept happing	100
18	List-pair-share	100
19	Kwl-klu	100
20	Picture walk	100

21	Vocabulary web	100

Table 4.2.6c showed that all (100%) the skills were rated equally by all (100%) the experts as very important skills in the English language teaching programme. Table 4.2.6d presents the experts responses on availability of teaching method in the NCE programme.

Table 4.2.6d: Experts' Responses on Availability of English Language Teaching Methodology in the NCE Actual Minimum Standards.

Variable Statement	**Availability**				
	5 **HAIO**	**4** **AIO**	**3** **FAIO**	**2** **NAIO**	**1** **DK**
15 English Teaching Methodology		**n = 69**			
a. Traditional approach	69 100%	0 0%	0 0%	0 0%	0 0%
b. Structural approach	0 0%	0 0%	69 100%	0 0%	0 0%
c. Sociolinguistic approach	0 0%	0 0%	0 0%	69 100%	0 0%
d. Psycholinguistic approach	0 0%	0 0%	0 0%	69 100%	0 0%
e. Pragmatic approach	0 0%	0 0%	0 0%	69 100%	0 0%
f. Integrative approach	0 0%	0 0%	0 0%	69 100%	0 0%
g. Exploratory (field-trip) approach	0 0%	0 0%	0 0%	69 100%	0 0%
16 Teaching activities:		**n = 69**			
a. Matching games	9 13%	60 87%	0 0%	0 0%	0 0%
b. Jumbled-up/reordering	0 0%	69 100%	0 0%	0 0%	0 0%
c. Use of demonstrations	0 0%	69 100%	0 0%	0 0%	0 0%
d. Strong telling	0	69	0	0	0

	0%	100%	0%	0%	0%
e. Acrostic strategy	0 0%	0 0%	35 50.7%	34 49.3%	0 0%
f. Anticipatory guide	0 0%	0 0%	6 8.7%	63 91.3%	0 0%
g. Use of Venn diagrams	0 0%	0 0%	10 14.5%	59 85.5%	0 0%
17 Other Methodologies:			**n = 69**		
a. Debate	0 0%	0 0%	69 100%	0 0%	0 0%
b. Discussion web	0 0%	0 0%	69 100%	0 0%	0 0%
c. Concept mapping	0 0%	0 0%	69 100%	0 0%	0 0%
d. List – pair – share	0 0%	0 0%	69 100%	0 0%	0 0%
e. KWL – KLU	0 0%	0 0%	0 0%	20 29%	49 71%
f. Picture walk	0 0%	0 0%	0 0%	28 40.6%	41 59.2%
g. Vocabulary web	0 0%	0 0%	0 0%	33 47.8%	36 52.2%

KEY: HAIO =Highly available in operation, AIO =Available in operation, FAIO = Fairly available in operation, NAIO = Not available in operation, DK =Don't know.

Table 4.2.6d; revealed that apart from traditional approach that was rated as highly available by all, (100%) of the experts, matching game (100%), jumbled –up/ recording, use of demonstration, and storytelling were considered under available by all (100%) of the experts'. The rest of the teaching methodology skills were posited as either fairly available or not available in operation in the programme.. Table 4.2.6e presents the experts reaction on the availability of the teaching methodology skills in operation.

Table 4.2.6e: Experts' Reactions on the Availability of Teaching Methodology in the Actual Minimum Standards in Operation.

Experts Ratings	High Available in Operation	Available in Operation	Fairly Available	Not Available	Don't Know	Total
Scores	82	267	396	582	126	1449
Percentage (%)	5.7	18.4	27.3	40.2	8.4	100

Table 4.2.6e revealed that 82 (5.7%) of the methodology skills were submitted to have been highly available in the programme of study. 267 (18.4%) of the skills were considered as available, 396 (27.3%) were for fairly available, 582 (40.2%) of the skills were put at not available in the programme and 126 (8.4%) of the skills, the experts

claimed they did not know whether they were available or not. From the table, it would be observed that most of the skills, at above 60%, were considered as not sufficiently available in the actual programme. Table 4.2.6f presents the ranked arrangement of the skills of methodology in the NCE minimum standards.

Table 4.2.6f: Hierarchical Presentation of Experts' Responses on the Availability of English Language Skills of Methodology

Variable Statement	Scores (%)
1 Traditional approach	100
2 Matching games	100
3 Jumbled- up/ reordering	100
4 Use of demonstration	100
5 Story teaching	100
6 Debates	100
7 Discussion web	100
8 Concept mapping	100
9 List-pour-shares	100
10 Structural approach	100
11 Acrostic strategy	50.7
12 Use of Venn diagrams	14.5
13 Anticipatory guide	8.7
14 Sociolinguistic approach	0
15 Psycholinguistic approach	0
16 Pragmatic approach	0
17 Integrative approach	0
18 Exploratory approach	0
19 Vocabulary web	0
20 Picture walk	0
21 KWL –KLU	0

Table 4.2.6f showed that traditional approach, matching games, Jumbled-up/reordering, use of demonstration and storytelling were rated by all (100%) of the experts as either highly or just available in the actual minimum standards. Apart from these few, the rest of the skills as appeared on the Table were ranked as either fairly available or not available. Some subjects posited that they did not know about teaching methods like kwl-klu, picture walks, and vocabulary web respectively. This result confirmed that the experts were of the view that most of the methodology skills constituted deficit need areas in the programme. Table 4.2.6g presents the experts' views on how well taught were the skills of teaching method in the programme.

Table 4.2.6g: Experts' Views on How Well Taught were the Language Teaching Methods in the Actual minimum Standards.

Variable Statement	**How Well Taught**				
	5	**4**	**3**	**2**	**1**
	VWT	**WT**	**FWT**	**NWT**	**DK**
15 English Teaching Methodology			**n = 69**		
a. Traditional approach	54	15	0	0	0
	78.3%	21.7%	0%	0%	0%
b. Structural approach	0	69	0	0	0

	0%	100%	0%	0%	0%
c. Sociolinguistic approach	0	0	0	69	0
	0%	0%	0%	100%	0%
d. Psycholinguistic approach	0	0	0	69	0
	0%	0%	0%	100%	0%
e. Pragmatic approach	0	0	0	69	0
	0%	0%	0%	100%	0%
f. Integrative approach	0	0	40	29	0
	0%	0%	60%	40%	0%
g. Exploratory (field-trip) approach	0	0	61	0	0
	0%	0%	88.4%	0%	0%
16 Teaching Activities:		**n = 69**			
a. Matching games	28	41	0	0	0
	40.6%	59.4	0%	0%	0%
b. Jumbled-up/reordering	7	62	0	0	0
	10.1%	89.9%	0%	0%	0%
c. Use of demonstrations	20	49	0	0	0
	29%	71%	0%	0%	0%
d. Story telling	5	60	4	0	0
	7.2%	87%	5.8%	0%	0%
e. Acrostic strategy	0	0	0	69	0
	0%	0%	0%	100%	0%
f. Anticipatory guide	0	0	0	69	0
	0%	0%	0%	100%	0%
g. Use of Venn diagrams	0	0	0	69	0
	0%	0%	0%	100%	0%
17 Other Methodologies:		**n = 69**			
a. Debate	0	0	0	69	0
	0%	0%	0%	100%	0%

b. Discussion web	0	0	0	44	25
	0%	0%	0%	63.5%	36.2%
c. Concept mapping	0	0	0	40	29
	0%	0%	0%	71%	42%
d. List – pair – share	0	0	0	0	69
	0%	0%	0%	0%	100%
e. KWL – KLU	0	0	0	0	69
	0%	0%	0%	0%	100%
f. Picture walk	0	0	0	69	0
	0%	0%	0%	100%	0%
g. Vocabulary web	0	0	0	52	17
	0%	0%	0%	75.4%	24.6%

KEY: VWT =Very well taught, WT = Well taught, FWT =Fairly well taught, NWT = Not well taught, DK = Don't know.

Table 4.2.6g revealed that five (5) of the skills were considered as either very well taught or well taught. These include traditional approach with 54 (78.3%), matching game 28 (40.6%), jumbled- up/reordering 7(10.1%), use of demonstration 20 (29%) and storytelling with 5 (7.2%) by the experts. For well taught, the experts posited the same methodology skills as traditional approach 15 (21.7%), structural approach 69 (100%), matching games 41 (59.4%), jumbled-up/reordering 62 (89/9%), use of demonstration 49 (71%) and storytelling 60 (87%). Integrative approach and exploratory or field trip

approach was rated as fairly well taught with 40(60%) and 61 (88.4%) respectively. The rest of the skills as shown were rated under not well taught or don't know. The result showed that the experts on the majority agreed that most of the methodology skills constituted deficit need areas in the programme.

Table 4.2.6h presents the experts' reactions on how well taught were the methodology skills in the programme under study.

Table 4.2.6h: Experts' Reactions on How Well Taught were the Methodology Skills in the Actual Minimum Standards.

Experts' Ratings	Very Well Taught	Well Taught	Fairly Well Taught	Not Well Taught	Don't Know	Total
Scores	114	296	105	725	209	1449
Percentages (%)	7.9	20.4	7.2	50.0	14.4	100

From the table above, it would be seen that 114 (7.9%) of the skills were rated to have been very well taught in the programme. 296 (20.4%) were well taught. 105 (7.2%) fairly well taught while half of the methodology skills were considered not well taught by the experts. Even 209 (14.4%) of the experts could not account for how well taught

were these skill in the programme. Table 4.2.6i presents the hierarchy of the responses on teaching methodology.

Table 4.2.6i: Hierarchical Presentation of the Experts Responses on How Well Taught on Methodology Skills

Variable Statement	Scores (%)
1Traditional approach	100
2 Matching games	100
3 Use of demonstration	100
4 Jumbled-up/reordering	100
5 Story telling	100
6 Structural approach	0
7 Acrostic strategy	0
8 Exploratory (field trip)	0
9 Vocabulary web	0
10 Concept mapping	0
11 Discussion web	0
12 Integrative approach	0
13 Socio linguistic approach	0
14 Psycholinguistic approach	0
15 Pragmatic approach	0
16 Anticipatory guide	0
17 Use of vein diagram	0
18 Debate	0
19 Picture walk	0
20 List-pair-share	0
21 kwl –klu	0

The Table showed that the 1st five of the skills in the order they appeared were ranked under very well taught or well taught in the actual minimum standards. The rest of the skills from structural approach to kwl-klu were either fairly well taught or well taught or were not well taught in the programme. Majority of the skills i.e. sociolinguistic approach, psycholinguistic approach, pragmatic approach, acrostic strategy, anticipatory guide, use of venn diagrams, debate, picture walk, and vocabulary web, concept mapping, discussion web, list—pair-share and kwl-klu as they appear on the Table of hierarchy were considered not to have been well taught or don't know by the experts. This result actually revealed that more than 75% of the skills of methodology constituted deficit need areas in the actual minimum standards. Table 4.2.6j presents the summary of mean scores on importance, availability and how well taught in teaching methodology in the actual minimum standards in operation.

Table 4.2.6j: One- Sample t- Tests on Experts Responses on Importance, Availability and How Well Taught In the Area of Teaching Methods

Respondents	Variable Description	N	Means	S.D	S.E	T-Cal	DF	T-Critical	Sig
Experts	Teaching Methodology (Importance)	69	40.3333	1.77123	.21323	189.153	68	1.96	.000

Experts	Teaching Methodology (Importance)	69	35.2029	4.42779	.53304	66.041	68	1.96	.000
Experts	Teaching Methodology (Importance)	69	30.9130	5.34333	.64326	48.057	68	1.96	.000

The Table above, revealed that the t-calculated values for importance (189.153), availability (66.041) and how well taught (48.057) were each greater than the t-critical value of 1.96 at df 68 and at 0.05 level of significance. These values indicted that significant difference existed between the actual needs and the expected needs in the NCE English language minimum standards in the area of English Language teaching methodology.

Their total mean values, 40.3333 for importance, 35.2029 for availability, and 30.9130 for how well taught equally depicted significant difference as each was greater than the critical mean value of 3.841.

Therefore, the null hypothesis 2f was rejected and the alternative accepted, i.e. there is significant difference between the actual and the expected needs in the area of teaching methodology.

Table 4.2.6k: Areas of Gaps Identified from the Experts' Responses on Teaching Methodology.

S/No	Variable description	Frequency
1	Structural approach	0*
2	Exploratory approach	0*
3	Integrative approach	0*
4	Sociolinguistic approach	0*
5	Psycholinguistic approach	0*
6	Pragmatic approach	0*
7	Acrostic strategy	0*
8	Anticipatory guide	0*
9	Use of Venn diagram	0*

10	Debates	0*
11	Picture walk	0*
12	Vocabulary web	0*
13	Concept mapping	0*
14	Discussion web	0*
15	List-pair-share	0*
16	Kwl-klu	0*

Key :<60 = Gap; <60+ = Critical need

Table 4.2.6k showed that all the listed methodology skills i.e. activities and approaches were ranked as not sufficiently available in the programme and not sufficiently well taught. They were rated as critical gaps in the study programme.

Table 4.3 presents the analyses of the responses of experts and students with regard to gap difference between the actual needs and the expected needs in the NCE English language skills of listening, speaking, reading, writing, grammatical structure and in the teaching Methodology.

Research question 3 and hypothesis 3 are restated below:

Research question: What are the Gaps between the Responses of the Experts and the NCE III Students on the Importance, Availability and How Well Taught of the English Language Skills in the NCE English Minimum Standards?

Hypothesis 3: The null hypothesis three (3) which states: 'There is No Significant Gap between the Experts Views and the NCE III Students' Responses on the Importance, Availability and How Well Taught in the Language Skills of Listening, Speaking, Reading, Writing, Grammatical Structure and the English Language Teaching Methodology with regard to the Actual and Expected Needs of the NCE English Language Students" was subjected to t-test statistics. Tables 4.3 present the data on the t-test statistics on importance, availability and how well taught in the programme.

Research question 4.3.1 and hypothesis 3a are restated

Research question 4.3.1: What are the Gaps between the Responses of the Experts and the NCE III Students on the Importance, Availability and How Well Taught of the English Language Skills of Listening in the NCE English Minimum Standards?

Hypothesis 3a: There is No Significant Gap between the Experts and the NCE III Students Responses on the Importance, Availability and How Well Taught of the Language Skills of Listening with regard to the Actual and Expected Needs in the NCE English Minimum Standards. Table 4.3.1 presents the t-test analysis on the listening skills

Table 4.3.1: Independent't'-test Difference between Experts and Students' Respondents on Importance, Availability and How Well Taught on Listening Skills:

Variable Description	Respondents Status	N	Mean	S.D	S.E	t-calculated	df	t-critical	sig
Listening (Important)	Students	350	26.7514	4.61509	.24669	7.025	417	1.96	.000
	Experts	69	30.9130	3.83766	.46200				
Listening (Availability)	Students	350	23.7514	3.90774	.20888	12.903	417		
	Experts	69	30.4203	4.00517	.48217			1.96	.000
Listening (How Well Taught)	Students	350	22.6600	5.77529	.30870	3.578	417	1.96	.000
	Experts	69	25.1884	2.30903	.27797				

The Table revealed that the calculated t value for students and experts on importance (7.025) at df 417 was more than the critical value of t (1.96) at 0.05 level of significance. Hence, there was a significant difference between the responses of students and experts on importance in the area of listening skills. In the same vein, the calculated t value on availability of listening skills (12.903) for students and experts was equally greater than the t critical value of 1.96 at df of

417.This result portrayed a significant difference in their views on availability.

On how well taught in listening skills, the result showed that the calculated t value of (3.578) for students and experts at df 417 at 0.05 level of significance; thus confirming the presence of significant difference in their responses on how well taught.

The calculated mean values for students and experts on importance, availability, and how well taught, were each greater than the critical mean value of 3.841. These results go to confirm the earlier submission that a significant difference existed between the actual needs and the expected needs in listening skills.

Hypothesis 3b: There is No Significant Gap between the Responses of Experts and Students (NCE III students) on Importance, Availability and How Well Taught in Speaking Skills.

Table 4.3.2: Independent't'-test Difference between Experts and Students Responses, on Importance, Availability and How Well Taught on Speaking Skills.

Variable Description	Respondents Status	N	Mean	S.D	S.E	t-calculated	df	t-critical	sig
Speaking (Important)	Students	350	26. 4486	3.49399	.18676	1.591	417	1.96	.000
	Experts	69	27.1304	1.51379	.18224				
Speaking (Availability)	Students	350	25.9000	4.48782	.25957	3.489	417	1.96	0.26
	Experts	69	28.0725	4.92389	.59277				

Speaking (How Well Taught)	Students	350	27.9343	3.99623	.21261	3.376	417	1.96	006
	Experts	69	29.8116	4.51558	.54361				

The Table showed that the calculated values of t for students and experts on importance (1.591), availability (3.489) and how well taught (3.376) on speaking skills at df 417 at 0.05 level of significance were each, but for importance, greater than the critical value (1.96). A look at the mean scores of the respondents revealed that both respondents had calculated mean values that were each greater than the critical mean value of 3,841. Taken from a holistic perspective, these results confirmed the earlier submission that significant difference existed between the actual needs and the expected needs in the area of speaking skills. The scores of the two groups of respondents might vary, yet they were saying the same, i.e a significant gap difference existed between the actual and the expected needs on speaking skills.

Hypothesis 3c - There is No Significant Difference in the Responses of Experts and Students Respondents on the Importance, Availability and How Well Taught in Reading Skills.

The results of the analyses of the hypothesis above were discussed below.

Table 4.3.3: Independent't'-test Difference between NCE 1II Students and the English Experts Responses on the Importance, Availability and How Well Taught of Reading Skills

Variable Description	Respondents Status	N	Mean	S.D	S.E	t-calculated	df	t-critical	Sig
Reading (Important)	Students	350	26.2714	4.8550	.59918	3.465	417	1.96	.000
	Experts	69	28.3478	2.44845	.39267				
Reading (Availability)	Students	350	27.0343	5.67344	.69397	1.162	417	1.96	.000
	Experts	69	27.8406	2.24016	.40583				
Reading (How Well Taught)	Students	350	27.0400	5.53018	.67685	.433	417	1.96	000
	Experts	69	27.3333	2.22728	.39909				

Table 4.3.3 revealed that the value of calculated t on importance for students and experts (3.465) was greater than the t-critical value of 1.96 at df 417 at 0 05 level of significance. The result on importance of reading revealed significant difference.

On the other hand, for availability of reading skills in the actual minimum standards, both respondents had a calculated value of 1.162 at 0.05 level of significance. With this result, it would be concluded that both groups did not perceive any difference on availability in reading between the actual needs and the expected needs of the NCE curriculum. The

null hypothesis that there was no significant difference on availability of reading skills was therefore retained.

For How Well Taught on the skills of reading, the calculated t was .433 at df 417 for the experts and the students. The result as seen from the Table is less than the critical value of t (1.96). This implied that the two groups of respondents agreed that the null hypothesis on how well taught of reading skills be retained. That is, there is no significant difference in the responses of the experts and students on how well taught on reading skills in the actual minimum standards with regard to actual and the expected needs.

Hypothesis 3d: There is No Significant Gap-difference in the Responses of NCE III Students and Experts on Importance, Availability and How Well Taught were the Language Skills of Writing Skills.

The results of the analyses of the hypothesis above are hereby presented in Table 4.3.4 below.

Table 4.3.4: Independent't'-Test Difference Between NCE III Students and Experts on Importance, Availability and How Well Taught were the Writing Skills in the NCE Training Programme.

Variable Description	Respondents Status	N	Mean	S.D	S.E	t-calculated	Df	t-critical	Sig
Writing (Important)	Students	350	26.0914	4.60630	.24622	11.512	417	1.96	.001
	Experts	69	32.7536	3.07937	.37071				
Writing (Availability)	Students	350	25.5857	4.91735	.26284	3.241	417	1.96	.000
	Experts	69	27.5362	1.98212	.23862				
Writing (How Well Taught)	Students	350	25.2429	5.13998	.27474	2.593	417	1.96	000
	Experts	69	26.8841	2.44069	.29382				

Table 4.3.4 showed that the calculated t values of 11.512 at df 417 for students and experts was each greater than the critical value of t (1.96) at 0.05 level of significance; as a result, there was a significant difference between the responses of the NCE III students and the experts on importance in the area of writing skills.

In the same vein, the calculated t value on availability of writing skills was 3.241 at df 417 for students and experts at 0.05 level of significance was equally more than the t-critical value of 1.96. This result again pointed to the fact that significant difference existed between the actual needs and the expected needs in the minimum standards with regard to writing skills.

On how well taught, the result also revealed the calculated t values of 2.593 at df 417 for students and experts. This result was greater than the critical t values of 1.96. All these results point to the fact that significant difference existed in the area of writing on

importance, availability and how well taught with regards to the actual and expected needs of the curriculum. Consequently, the null hypothesis was rejected and the alternative retained; i.e, there is a significant difference between the responses of the students and the experts on importance, availability and how well taught in the area of writing skills.

Hypothesis 3e: There is No Significant Difference between NCE III Students and English Experts' Responses on Importance, Availability and How Well Taught in the Area of Grammatical Structure.

The result of the analyses of the hypothesis above is presented in Table 4.3.5 below.

Table 4.3.5: Independent t-Test Difference between NCE III Students and the English Experts Responses on the Importance, Availability and How Well Taught were the Skills of Grammatical Structure.

Variable Description	Respondents Status	N	Mean	S.D	S.E	t-calculated	Df	t-critical	Sig
Grammar (Important)	Students	350	26.5200	5.04176	.26949	3.526	417	1.96	.000
	Experts	69	24.3043	3.02103	.3669				
Grammar (Availability)	Students	350	24.5629	5.93569	.31728	3.516	417	1.96	.000
	Experts	69	27.2029	4.29288	.51680				
Grammar (How Well	Students	350	24.0743	6.66816	.35643	2.0622	417	1.96	000

Taught)									
	Experts	69	23.0290	2.99495	.36055		224.143		

Table showed that the calculated-t value (3.526) at df 417 for students and the experts on importance of grammatical structures was more than the critical value of t (1.96) at 0 .05 level of significance. This result implied that significant difference existed on importance in the area of grammatical structure.

With regards to availability of grammatical structure in the programme, the calculated –t value for students and experts (3.516) at df 417 at 0.05 level of tolerance, was equally more than the t-critical value of 1.96. This result again point to the fact that significant difference existed just like on importance, in grammatical structure.

In the same vein, the t-calculated for students and experts on how well taught was 8.608 at df 417 and this was greater than the critical t value. The submission is that a significant difference existed in the area of grammatical structure with regards to the actual needs and the expected needs of the NCE English language curriculum in operation.

The calculated mean values on importance (26.5200) for students and 24.3042 for experts on the one hand; 24.5629 for students and 27.2029 for experts all on availability and 24.0743 for students and

23.0290 for experts on how well taught were each greater than the critical mean value of 3.841. These results go again to buttress the fact already posited by both respondents.

Hypothesis 3f: There is No Significant Difference between NCE III Students and English Experts' Responses on Importance, Availability and How Well Taught in the Area of Teaching Methodology.

The results of the analyses of the hypothesis above are presented in Table 4.3.6.

Table 4.3.6: Independent 't'-test Difference between NCE III Students and English Experts Responses on the Importance

Availability and How Well Taught of the Skills of Language Teaching Methodology

Variable Description	Respondents Status	N	Mean	S.D	S.E	T-calculated	Df	t-critical	Sig
Teaching (Important)	Students	350	35.6800	4.41739	.23612	8.608	417	1.96	.000
	Experts	69	40.3333	1.77123	.21323				
Teaching (Availability)	Students	350	34.9971	2.37405	.12690	.555	417	1.96	.000
	Experts	69	35.2029	4.42779	.53304	.			
Teaching (How Well Taught)	Students	350	26.5829	5.07567	.27131	6.420	417	1.96	007
	Experts	69	30.9130	5.34333	.64326				

Table 4.3.6 showed that the calculated t values on teaching methodology (8.608) for both students and experts at 417 on importance was greater than the critical value of t 1.96 at 0.05 level of significance. This result implied that both groups of respondents' subscribed to the fact that a significant difference actually existed.

With regard to availability of teaching methods in the actual programme, the calculated value for students and experts was .555 at 417 df. The calculated value was less than the critical value of 1.96 and as such, the null hypothesis was retained, i.e, there was no significant

difference in the responses of the students and the experts on teaching methodology in relation to the actual needs and the expected needs in the NCE curriculum in the area of availability.

In the same vein, the t-calculated for students and experts (6.420) on how well taught was more than the t-critical of 1.96. This result implied that both respondents submitted that there was significant difference in the area of how well taught were the teaching methodology skills. Apart from the above, the calculated mean values for importance i.e 35.6800 for students and 40.3333 for experts, 34.9971 for students and 35.2029 for experts on availability and 26.5829 for students and 30.9130 for experts on how well taught were each greater than the critical mean values of 3.841. These results again go to buttress the submission already posited by both respondents that significant difference existed especially with regards to importance and how well taught of language teaching methods in the actual programme.

4.4 The Overall Findings

This section summarizes all the findings in this study. They are in respect of the research questions and the hypotheses advanced at the beginning of the study (see sections 1.3 and 1.5). For ease of reference, the language skills were classified and referred to under general

function items(language skills used on a general bases), specific function items (language skills geared towards specific functions), and ICT-Based items (language skills that involve the use of technology in application). Areas of gaps are starred.

1. Students have deficit needs in the skills of listening. The deficit needs (gaps) are revealed in Table 4.4.1.In order of priority ,the highly deficit need areas are listening to discussion ,tutorials, prosecution proceedings in the general function skills; listening for flexibility, copying/imitation, and for variations from the specific function skills; and listening to radio, television, film shows from the ICT-Based skills. These were followed by the remaining listening skills.
2. Students have deficit needs in speaking skills. The gaps were revealed in Table 4.4.2 and cover all the three function items. The highest areas of needs are reading reports/speech, speaking in class discussion ,interactive group session ,with lecturers, at conferences, and followed by tutorials , storytelling (from the general function skills);debates, symposia/interviews, speaking at meetings, giving vote of thanks initiating/maintaining/terminating discourse ,giving

explanation/direction, making request/greetings/taking permission ,dramatization/role playing, speaking in formal situation (from specific function skills); and followed by speaking in informal situation and speaking on the phone (ICT-Based skill).

3. Deficit needs are revealed in the language skills of reading and writing as shown on Tables 4.4.3 and 4.4.4 respectively. These areas of needs prioritized are moderate as against critical needs. This includes all the skills listed under reading; general, specific or ICT-Based function items notwithstanding.
4. Students' have deficit needs in the skills of grammatical structure. The gaps were revealed in Table 4.4.5 and cover the two function items. The highest area of need was conditional classes/clauses, followed by moderate needs as compliments, adverbials sentences, tenses and aspects, adverb, particles, adjectives with nouns, relative pronouns, adverbs and adverbial clauses, voice/coordination/formation (from general function items); interrogatory sentences, passives, actives, direct/indirect speeches and so on (from specific function skills)

.

5. The area of teaching methodology equally expressed deficit needs as shown in Table 4.4.6. The areas of needs prioritized as critical needs include activities like anticipatory guide, use of venn diagram, debate, discussion web, concept mapping, kwl/klu, and picture walk (under specific function skills); moderate needs are sociolinguistic, psycholinguistic, integrative and exploratory approaches (under general function skills); use of demonstration, storytelling and acrostic strategy were equally revealed as moderate needs under the specific function items.
6. The view of students and experts reveal variance on importance, availability, and how well taught on the language skills. These findings are summarized in Table 4.4 and discussed in 4.5 subsequently.

Table 4.4 Summary of Responses Via Semantic Analyses

			STUDENTS			EXPERTS			
s/n	**Language skills**	**Description of lang. items**	**Important**	**Availability**	**How well taught**	**Important**	**Availability**	**How well taught**	**Area of gaps**
1		General function items							
		What listening is	+	-	+	+	+	+	*
		Listening for spoken information	+	+	+	+	+	-	
		Listening to course lecturer	+	-	+	+	+	-	*
		Listening to seminars	+	-	+	+	-	-	*
		Listening to meeting proceedings	+	+	+	+	-	-	*
		Listening to class discussion	+	+	+	+	-	-	**
	L	Listening during tutorials	-	-	+	+	-	-	**
	I	Listening peer group purposes	-	-	+	+	+	-	*
	S	Listening to persecution proceedings	-	-	-	+	-	-	**
	T								
	E	Specific function items							
	N	Listening for main ideas	+	-	-	+	+	-	*
	I	Listening for critical evaluation	+	-	+	+	+	-	*
	N	Listening for flexibility	-	-	+	+	-	-	**
	G	Listening for copying/imitation	+	-	+	+	-	-	**
		Listening for venations	+	-	-	+	-	-	**
		ICT – Based Items							
		Listening to radio	+	-	-	+	-	-	**
		Listening to television	+	-	+	+	-	-	**
		Listening to video	+	-	-	-	-	-	**
		Listening to film shows	-	-	+	-	-	-	**

2		General function items							
		Vowel distinction	-	-	-	+	+	+	
		Consonant distinction	+	+	+	+	+	+	
		Stress	+	-	-	+	+	+	
		Intonation	+	-	+	+	+	+	
		Reading speed/report	+	-	-	-	-	-	**
	S	Telling stories	+	+	+	+	+	-	*
	P	Speaking in class discussion	+	-	-	-	-	-	**
	E	Interactive group session	+	+	-	-	-	-	**
	A	Speaking with lecturers	+	-	-	-	-	-	**
	K	Speaking at conferences	+	+	-	+	-	-	**
	I	Speaking at tutorials	+	+	-	-	+	-	*
	N								
	G	Specific function items							
		Debates	+	-	-	-	-	-	**
		Symposia/interviews	+	-	-	-	-	-	**
		Speaking at meetings	+	+	-	-	-	-	**
		Initiating/maintaining/terminating discourse	+	-	-	-	-	-	**
		Giving explanation/direction	+	-	-	-	-	-	**
		Request/taking permission/greetings	-	-	-	-	-	-	**
		Giving vote of thanks	+	-	-	-	-	-	**
		Dramatization/role playing	+	+	-	-	-	-	**
		Speaking in informal situation	+	+	+	+	+	-	*
		Speaking in formal situation	+	-	-	-	-	-	**

		ICT-Based items							
		Speaking on the phone	+	+	-	+	+	-	*
3		General function items							
		Text comprehension	-	-	-	+	+	-	*
		Specifying text ideas	-	-	-	+	+	-	*
	R	Underlying text messages	-	-	+	+	+	-	*
	E	The whole text	-	-	-	+	+	-	*
	A	Interpretation of read text	-	-	-	+	+	-	*
	D	Interpreting Newspapers	-	-	-	+	-	-	*
	I	Interpreting magazines	-	-	-	+	-	-	*
	N	Interpreting periodicals	-	-	-	+	-	-	*
	G	Interpreting reference books	-	-	-	+	-	-	*
		Interpreting reports	-	-	+	+	-	-	*
		Specific function items							
		Identifying relevant ideas	-	-	-	+	-	-	*
		Text cohesion devices	-	-	-	+	-	-	*
		Tabulation of information for compassion	+	-	-	+	-	-	*
		Tabulation of information for contrast	-	-	-	+	-	-	*
		Coordination of related information	-	-	-	+	-	-	*
		Integrating information in text	-	-	-	+	-	-	*
		Translating text information into diagrams	-	-	-	+	-	-	*
		Translating text information into charts	-	-	+	+	-	-	*
		Translating text information into	+	-	-	+	-	-	*

		tables							
		Translating text information graphs	-	-	-	+	-	-	*
		Translating text information into maps forms	-	-	-	+	-	-	*
		ICT – Based Items							
		E-mail, fates, cell phone texts/ letter	-	-	-	+	-	-	*
4		General function items							
		Mechanical writing	+	+	+	+	-	+	*
		Paragraph structure and development	+	-	+	+	-	+	*
		Writing discourse types	+	-	+	+	-	-	*
	W	Writing short stones, plays and poems	+	+	+	+	-	-	*
	R								
	I	Specific function items							
	T	Letter writing	+	-	+	+	-	+	*
	I	Writing reports, minutes and speeches	+	+	+	+	-	-	*
	T	Writing memos, agenda and notices	+	+	+	+	-	-	*
	I	Writing instruction booklets	+	+	+	+	-	-	*
	N	Writing special minutes							
	G	Writing special documents	+	-	+	+	-	-	*
		Writing news letters	+	+	-	+	-	-	*
		ICT-Based items							

		Browsing the internet and writing out messages	+	+	+	+	-	-	*
		Writing faxes	+	+	+	+	-	-	*
		Writing e-mail messages	+	+	-	+	-	-	*
5		General function items							
		Subject and predicate	+	+	+	+	+	+	
		Use of verbs	+	+	+	+	+	+	
		Objects in a sentence	+	+	+	+	+	+	
		Compliments	+	+	+	+	-	-	*
		Adverbial sentences	+	+	+	+	-	-	*
		Forms of verbs	+	+	+	+	+	+	
		Auxiliaries	+	+	+	+	+	+	
		Tenses and aspects	+	+	+	+	+	+	*
	G	Nouns (countable/uncountable)	+	+	+	+	+	+	
	R	Determiners	+	+	+	+	+	+	
	A	Number	+	+	+	+	+	+	
	M	Preposition and phrases	+	+	+	+	+	+	
	M	Pronouns	+	+	+	+	+	+	
	A	Relative pronouns	-	+	+	+	+	-	*
	R	Adjectives with nouns	+	-	+	+	+	-	*
		Adverbs, particles	+	-	+	+	+	-	*
		Adverbs and adverbial clauses	+	+	+	+	+	-	*
		Concord							
		Conditional classes/clauses	-	-	-	+	+	-	**
		Voice/coordination/formation	+	+	+	+	+	-	*
		Specific function items							

		Interrogatory sentences	+	+	+	+	-	-	*
		Passives	+	+	+	+	-	-	*
		Actives	+	+	+	+	-	-	*
		Direct/indirect speeches	+	+	+	+	-	-	*
6		General function items							
		Traditional approach	+	+	+	+	+	+	
		Structural approach	+	+	+	+	-	+	
		Sociolinguistic approach	+	+	+	+	-	-	*
		Psycholinguist approach	+	+	+	+	-	-	*
	T	Integrative approach	+	+	+	+	-	-	*
	E	Exploratory approach	+	-	+	+	-	-	*
	A								
	C	Specific function items							
	H	Matching games	+	+	+	+	+	+	
	I	Jumbled up reordering	+	+	+	+	+	+	
	N	Use of demonstration	+	-	-	+	+	+	*
	G	Story telling	+	+	-	+	+	+	*
		Acrostic strategy	+	-	+	+	-	-	*
	M	Anticipatory guide	-	-	-	+	-	-	**
	E	Use of venn diagram	+	+	-	+	-	-	**
	T	Debate	-	-	-	+	-	-	**
	H	Discussion web	-	-	-	+	-	-	**
	O	Concept mapping	-	+	-	+	-	-	**
	D	List-paw-share	+	+	+	+	-	-	*
	S	Kwl-klu	-	-	-	+	-	-	**
		Picture-walk	-	-	+	+	-	-	**

		Vocabulary web	-	+	+	+	-	-	

Key

- = it is not important

  It is not sufficiently available

  It is not sufficiently well taught

+ = it is important

  It is sufficiently available

  It is sufficiently well taught

* = deficit need (gap)

** = a critical deficit need (critical gap)

Table 4.4 presents the summary of the responses of both the students and the experts in all the language skills investigated via semantic analyses. The skills were further classified according to their functional characteristics i.e general, specific and ICT-Based skills .In all, most of the skills were revealed as either critical need areas or moderate need areas in the three function items.

4.5: Discussion of the Overall Findings

This section presents a detailed discussion of the findings in relation to the research questions and hypotheses raised in chapter one. In discussing the findings in the study, emphasis was laid on the respective English Language Skills based on their importance, their availability and how well taught in the NCE trainees' programme of study (the minimum standards).

The finding on listening skills indicated that an overwhelming majority (more than three quarters of the respondents agreed that there was a significant gap between the actual needs and expected needs of the NCE English language students in the language skills of listening (see Tables 4.1.1, 4.2.1 and 4.3.1). This aspect of the hypothesis was severally and corporately rejected both by the result of class observation of the trainee teachers and by statistical significance justifying the stand that the two groups (i.e students/experts) respondents shared the view that the English language skills of listening were important, not sufficiently available and not sufficiently well taught in operation as reflected in the mean responses (see Tables 4.1.1j, 4.2.1n, 4.3.1). The gap-differences are revealed in the general function items such as listening during class discussion ,tutorials, and so on; specific function items such as listening for flexibility, copying/imitation and variation to

mention a few; and ICT- based items such as listening to radio, television, video, film show as shown in Table 4.4.1, which can only be explained to be the effect of poor foundation given in aural/oral skills at the primary and secondary levels of education, which has been having a snow ball effect on our tertiary level of education. Again, it would be explained as the result of deficiency of the impact of information communication, technology breakthrough in teaching/learning which the actual minimum standards did not emphasize very well. The minimum standards did not make adequate provision for the realization of the impact of ICT-based facilities in most colleges. This finding agrees with the views of Choi (1989), Murphy (1989), Driven and Oakeshott-Taylor (1984) who emphasize practice in both micro and macro-level listening sub-skills while Berko Wolvin and Wolvin (1984) call for informative communication technology based skills through listening to radio, TV, film shows, etc.

In the area of speaking skills, there was a gap between the actual needs and the expected needs of the NCE English curriculum (see tables 4.1.2, 4.2.2, and 4.3.2). Deficiencies as revealed in Table 4.4.2 are in the areas of general function items e.g reading speech/report, storytelling, speaking with lecturers and conferences; specific function

items such as speaking at meetings, debate, symposia/interviews, and in the ICT -based items like speaking on phone. Also, the relationship among importance, availability and how well taught between the students and the experts revealed deviation. From the expected needs for example, there were cases of not seeing what was important as important by the student respondents and even the experts in some cases; for example, making requests, taking permissions, greetings and so on. There were cases of some language skills being available in the programme but were not well taught ,for example, maintaining/initiating/terminating discourse, speaking with lecturers, in class discussion, intonation.. Other cases of being important but not available; not available but well taught were also observed. This trend is revealed especially in the students' responses and amounts to inconsistency. The mean scores (see Tables 4.1.2l, 2.2.2j, 4.3.2) on importance, availability and how well taught on speaking skills equally revealed significant gap between the actual and the expected needs of the English curriculum. Like the listening skills, the null hypothesis was then rejected and the alternative (Ho1), accepted i.e, both the experts and the students indicated that the English language skills of speaking were important, were not totally available in operation and were not sufficiently well taught in the actual programme. This result has revealed

that this group of students as stakeholder in the education sector is not very credible to make reliable decision on the curriculum that affects them. As a result, the recommendation of Avery and Erlich (1987), Leather (1983), Morley (1987), Pennington and Richards (1986), became relevant here, that speech should be taught from both macro and micro perspectives.

On the reading skills, there was a significant gap-difference between the observed actual needs, and the expected needs of the NCE English language curriculum as proved by the result of class observations on Table 4.1.3i and rating of the students (Table 4.1.3e)and the experts (Table 4.2.3j) and the summary of findings on Table 4.4.3. Also, the mean importance, availability and how well taught on reading skills (see Table 4.3 3 for both respondents also indicated that the reading skills were important, not fully available in the minimum standards, and not sufficiently well taught. The gaps are in the general function items (text comprehension, specifying text ideas); specific function items like identifying relevant ideas ,text cohesion, and ICT-based items such as use of e-mail, faxes as shown in Table 4.4.3.This finding disconfirms the null hypothesis with regard to reading skills. The alternative was accepted. In other words, there was a significant gap

observed between the actual needs and the expected needs of NCE English language curriculum in the skills of reading.

The finding does not only support public outcry on the need for Nigerians to develop good reading culture, but identified the priority areas where reading-comprehension efforts should concentrate on. These include identifying relevant ideas, text cohesion, e-mail reading, faxes, interpreting periodical and so on. Pupils in primary schools and students generally are not exempted. In fact, teacher trainees should be in the forefront of the vanguard or crusade for developing a reading culture or habit. The need to salvage our system of education has been echoed in many documents (see the report on UNESCO Teacher Training for Sub-Saharan Africa, 2006). Ukaje, 2002, Baikie, 2003, Adeyanju, 2004) all emphasized and buttressed the fact that primary teacher education in Nigerian was in a sort of ferment. Having identified the areas of problems in this study, all efforts should be geared towards implementing the recommended syllabus to bridge the existing gaps. The findings on reading needs are in line with Baddeley (1986), Shenkweiler and Crain (1986) identified the reading skills of young learners across curriculum (i.e. spiral-curriculum) and this is to help them develop good reading culture.

With reference to writing skills, a significant gap difference was established based on class observation result (Table 4.1.4.) and submissions of both respondents on importance, availability and how well taught on writing (see Tables 4.1.4l, 4.2.4j and 4.3.4), because, the calculated t was greater than the critical t in each case. The calculated mean importance, availability and how well taught on writing in each case was equally greater than the critical value. Therefore, the null hypothesis was rejected and the alternative accepted. This study found out that the writing skills were important, not all available in operation and were not sufficiently well taught in the actual minimum standards. Hence, there was a significant difference between the actual needs and the expected needs of the NCE English curriculum in the area of writing skills. Area of gaps (deficit needs) identified were revealed on Tables 4.4.4 and 4.2.4k.The prioritized writing gaps were in the areas of general, specific and ICT-based items like, technical writing, writing discourse types, paragraph structure and development; specific writings such as letters, minutes, speeches and ICT skills like writing e-mail, faxes. This finding is in agreement with Bidwell (1995), Stoecker et al (1993) who recommend that writing experiences should deal with both public and private issues. Also areas of needs identified in writing

confirms with Britton et al (1975) three (3) types of writing experiences i.e. transactional, expressive and poetic

Writing on grammatical structures, both significant gap and significant mean difference were found in the area. That is, there was a significant gap between the actual needs and the expected needs of the NCE English students with regard to the skills of grammatical structure. Again significant difference existed in the responses of the experts and the students (Table 4.2.5k), that both groups of respondents agree that the grammatical skills were important in the programme under study , but not fully available and not sufficiently well taught in the NCE actual minimum standards. The deviation was mostly in the areas of availability and how well taught in the general function items and the specific function items (see Table 4.4.5l). The finding in the area of grammatical structure was not surprising judging from the many problems associated with the teaching of grammar as identified by Hartwell, 1985, there was the fact that English language (L_2) was full of inconsistencies and variations that constitute problems to both the teachers and the learners. Again, there was the problem of transliteration, i.e, direct translation of grammatical structure from L_1. This finding highlighted the linkage between expectation and reality; and between L_1 and L_2. English

language is very dynamic with many variations; hence, the variations are sources of problems to learners of the language. Therefore, great care and experience is needed in teaching the area of grammatical skills to learners. This experience, from the practical teaching observation, is lacking among the English teachers; leading to poor performance. However, there is the need to adapt the content of the textbook to the interest, environment, age and class of the learners as the case may be. The burning issues on the teaching of grammar discussed above were the focus of Hartwell (1985) contribution on the teaching of grammatical structure.

On English language teaching methods, the finding showed that there was a significant gap between the actual needs, and the expected needs of the students in the area of method used in impacting English language skills (see Tables 4.1.6, 4.2.6 and 4.3.6). This major finding was that of significant gap-difference in the t-calculated and mean calculated on importance, availability and, on how well taught in the teaching methods component of the NCE curriculum for the students and the experts between the actual needs and the expected needs of the trainees. Hence, it was found that teaching methodology skills were important, not fully available in the programme and not sufficiently or

fully well taught in operation. The deficit areas were in general function items, specific function items and mostly affect availability and how well taught in the programme, such that, apart from traditional and structural approaches, matching games and jumbled- up reordering, all other skills under methodology were deficit needs. Table 4.4.6 showed that a lot of the skills under the specific function items are totally strange to the trainees. This confirms the view that the methods used in teaching make the difference among the teachable, educable, the non-teachable and the non-educable (Ololobu, 2003). There were a series of calls by experts in the education sector that teachers should shift from the traditional to the current methodologies such as pragmatic approach for example. It is high time this call was heeded. The finding agreed with research report of Ololobu (2003) that methods used in teaching were significant factors in teaching/learning.

On a general note, the finding of this research, especially from the students' perspective has gone a long way to show areas of weakness of needs analyses theory. The inconsistencies revealed in the students' responses and even the experts in some cases showed that not all stakeholders can accurately and reliably contribute to needs analyses in the design of study programmes. . The class observation results were

even more reliable in presenting the real situation of our trainees and their theoretical and practical knowledge of the respective skills. Where the respondents rated that the skills were available and well taught, practical application revealed that they were actually poor or very poor as the results on observation revealed. The best they could offer was fairly good in practical application (see Tables 4.1.1j, 4.1.2j, 4.1.3j, 4.1.4j, 4.1.5j and 4.1.6j). In the area of listening for example, the students rated that the skills were important, mostly not available in the actual programme, yet, were well taught. This confirms that most of the respondents, especially on the students' part, were limited in their knowledge of their needs at the level of importance, availability and how well taught were the programmes, for even items that were not available were given as well taught in the programme. This could be seen in the area of speaking skills (Table 4.4.2) and the area of methodology (see Table 4.4.6). The students' responses only did not reveal any significant difference in the mean scores on availability and importance on listening, reading, writing and grammatical structure. They presented the picture that the two problem areas have equal weight as the differences were very small in each case (see Tables 4.1.1e, 4.1.3e and 4.1.5).

4.6 Summary

In this chapter, the critique of the current NCE minimum standards was carried out. The areas of their deficiencies which a standard PLA course should guide against were highlighted. Then an analysis of learning needs as reflected in the primary English curriculum was done. Language learning areas explicitly and implicitly apparent in this document were specified. Having done this, the results of the learning needs survey as perceived by students, experts or language education specialists were analyzed. Items that emerged as significantly favored by the three respondent groups as potential PLA course learning items were presented in logical order of preference level beginning with the most favored.

Lastly, learning needs results of the two main sources (Primary English Curriculum and respondent groups) were harmonized and integrated. Thus, a profile of learning needs emerged. These learning needs become the instrument with which the proposed PLA course is constructed in the next chapter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction:

This chapter summarizes the four previous chapters, gives the implications of the findings as they affect teaching/learning of English language at the NCE level of education. It proffers conclusions, recommendations for practical applications in further researches.

5.2. Summary:

The study sets out to establish whether there are gaps (deficit needs) between the actual needs and the expected needs in the NCE English language programme of study.

The three (3) major research questions answered in the study are restated as follows:

Q1: What are the gaps between the actual and expected English language needs as expressed by NCE III students in the language skills of listening, speaking, reading, writing, grammar and methodology?

Q2: What are gaps between the actual and expected English language needs of the NCE students as expressed by the experts in the language skills?

Q3: What are the gaps between the responses of the experts and the NCE III students on the importance, availability and how well taught on the English language skills in the NCE minimum standards?

In order to empirically provide answers to these questions, data were collected from NCE111 students and English language experts using survey instruments. This is because, the researcher collected data from a sample of the population through the use of opinion scale on a questionnaire and observational method. Based upon the data collected, analyzed and discussed, the following were the summary of the major findings of this study.

(i) There is significant gap-difference observed between the Actual needs and the expected needs of the NCE Trainees minimum standards in the English Language skills of listening, speaking, reading, writing, grammatical structure and the English language teaching methods (see Table 4.4).

(ii) There is a significant gap- difference in the responses of the experts with regard to the actual needs and expected needs of the NCE III English minimum standards in the language skills in the areas of general function items, specific function items and ICT-based items.

(iii) There is also significant gap difference between the responses of the experts and NCE III students, on importance, availability, and how well taught in the general function items, specific function items and ICT based items in relation to the actual and the expected English language needs of the NCE III minimum standards in the language skills of

listening, speaking, reading, writing, grammatical structure and the English language teaching methodology.

5.3 Conclusion

With the proposed NCE English syllabus, this study has accomplished all the three objectives outlined for it, thus bringing the study to its logical conclusion. The contention has been that to be adequate and indeed to be able to take account of relevant factors crucial to ELT in primary schools, NCE PLA course for specialists in primary ELT need be based on sound principles of ,curriculum design and reflect tested and modern views of the nature of language, L2 learning and instructional programme development. Such a course design process must ensure full involvement of all interested parties, that is, the trainees, the language experts and the employers.

The tasks of L2 English teachers in relation to primary school level have greatly increased to include not only mere knowledge of language forms but also of pedagogical skills and communicative skills of using L2. Consequently, L2 teacher's scope is equally enlarged to encompass provision of adequately enriched learning situations that permit learners to accomplish the language learning challenges successfully. The provision of a standard training course as provided in this study is not

only desirable but a must for primary ESL teachers to be able to meet the new and increasing demands of teaching English in primary schools.

By the logical and objective steps taken to arrive at the present PLA course, a high internal validity for efficiency has been enshrined in the course. However, like any other innovations, it is assumed that a healthy implementation environment will be provided to allow for full realization of the potentials of the course. Logistical and administrative variables which are normal constraints upon the implementation of a new course such as proposed here have already been detailed out. They should be recognized and effectively controlled in the operation of this course. It should be mentioned again at this point that this humanistic course design approach makes it possible for users (including trainees, trainers and employers) to be confident of the relevance and appropriateness of the resultant course package.

A good curriculum is meant to be flexible, not rigid; dynamic, not static. The present course has been built with these fundamental principles in view. As such, evaluation is an integral part of the course package. The evaluation model proposed is comprehensive, broad-based and allows for feedback from all that have vested interest in the course. This is a significant departure from the narrow single mode, and one

directional evaluation derived from learners' attainment ratings only. Feedback obtained from diverse perspectives relating to the course as recommended here will go a long way towards earning for the course greater respect and acceptability.

Finally, the present course has not been tested. This is the next logical stage in course design. But this stage is outside the scope of this study. It is therefore an area for further research as earlier indicated. This researcher will be interested in the outcome of the extension of this study in this direction.

5.4 Implications

The findings of this study have far-reaching implications for stakeholders in the education industry. Such implications are as follows:

5.4.1. The Teacher and the Students and the Classroom.

After the design of a syllabus or curriculum as has been recommended at the end of chapter, the operational level of implementation is where the teacher and the students (trainees) interact. This is where the findings of this study have implications for the teachers and the students (trainees). The implementation of the

expected needs based on the language skills and sub-skills gathered from these research findings would definitely make the teachers and the trainees in the field more effective in the discharge of their duties. It has been presented earlier on in the discussion that the actual need exemplified in the NCE minimum standards in use presently, was originally made for the J.S.S level of education. Up till today, the focus has not changed in spite of the various review exercises carried out. It has been argued that such reviews were flawed and were not done based on needs assessment procedure, involving all the reliable stakeholders. Consequently, the minimum standards have been depicted in this study as lacking (deficient) in content. As a result, the expected need, an outcome of this study, has updated the existing minimum standards in use as to sufficiently equip the teachers and the learners effectively. More so, the content of the modified curriculum are geared towards the needs of NCE teacher trainees in preparation for English language teaching in primary schools. In addition, the new curriculum (expected needs) harnessed and included ICT- based skills in teaching/learning; it also made provisions for pedagogical activities and methods gathered from current literature. This would move the teachers away from the traditional and mechanical systems of teaching the linguistics

component of the audio lingual and cognitive code learning approach (structural approach). With these provisions, the teachers' work is made easier, more focused and more effective. The trainees would imbibe the culture of being communicatively competent in orientation by utilizing all the interactional potentials offered in pragmatic approach, sociolinguistic approach, psycholinguistic approach, and enjoy the dividends of information technology inherent in ICT facilities. For the primary school children, the outcome of this study would help them have a more efficient teacher; who would train them better and thereby having improved standard. This is because all the required basic skills and rudiments they need to lay a solid foundation in the teaching and learning of English language for academic growth and for teaching at the primary schools are given to them by the study, instead of assuming that they already know when the trainees do not know. That way, deficiencies in English at various levels of education i.e; first leaving school certificate and O level would be tackled and teaching/learning standard would improve.

5.4.2. To National Commission for Colleges of Education (NCCE)

In a democratic dispensation as the one in Nigeria at present, there is an absolute need to actively involve all consumers and reliable stakeholders in the NCE English education industry to participate in the NCE English language curriculum planning. The present study has actually carried out this study empirically, soliciting the views of these stakeholders to come out with these findings. Therefore, the finding of this study has implication for NCCE. The proposed syllabus (see 5.5) was based on the findings of this study. The research is selling the proposed syllabus to the Commission; the syllabus is activity based, and conforms to current trends in language teaching circles. This calls on NCCE as overseers of NCE programme to be actively involved in the implementation of the findings of this study in all NCE English awarding institutions. This, when done, would actually enhance the quality of English teaching in colleges of education in preparation for primary English teaching in Nigeria. .

5.4.3. Implication for Minimum Standards Reviewers

In order to make the NCE minimum standards relevant to the needs of the trainees, orientated towards primary levels of education, the content of the minimum standards (curriculum) must be handled effectively. The implication of this for curriculum review or

modification is a shift from the present minimum standards in use, to a product and process oriented minimum standards. This implies a departure from itemization of linguistic items as we have it in the actual minimum standards, to a syllabus as used in the Bangalore project (See Johnson, 1982). Example is setting a goal, and setting out ways (process) of attaining such a goal. The underlined assumption of this type of syllabus as put forward by Prabhu (1982) in Brumfit (1984), Krashen and Terrel (1983), is that "form is best learnt when the learner's attention is on meaning" and that "language is best taught when it is used to transmit messages, not when it is explicitly taught for conscious learning". The same argument was put forward by Breen (1983) for greater concern with the capacity for communication with a focus upon means rather than predetermined objectives. Therefore, since the minimum standards is for NCE English trainees, geared towards primary English needs, content that would further develop language acquisition devices (LAD) of the young learners is all that is required to be able to engage in meaningful communication. The resultant expected needs from this study is an example of a departure from just itemization of linguistics features for study. The reviewers should borrow from the proposed curriculum to give a a product and process oriented syllabus,

especially geared towards the needs of primary English needs that the NCE English trainees need to be effective, in the discharge of their duties. Some of the items recommended are consistent to the current trends in English Language Teaching (ELT) and are ICT-based too. Like the recommended curriculum, reviewers should aim at a curriculum that is activity based and learner -centered.

5.4.4. Textbook Writers, Language Teaching Materials Developers and Developers of Materials on Methodology.

The findings of the study equally have implications for text-book writers and other language teaching materials developers and the methods of implementation of the NCE minimum standards.

The available text-books presently in the markets for these groups of learners are mostly designed to instruct the students in the general methodology (mostly traditional and structural in approach) of handling the language skills. There should be a reorientation and a shift from "course" to "resource" book production (See Lake and Stokes, 1983). Methods to be used should include sociolinguistic in approach, psycho linguistic in approach and pragmatic. The presentation of the content must involve a lot of interaction, co-

operation and collaboration amongst the learners and the teachers. Learning should be communicatively purposeful. The learners should brainstorm, list-pair and share, use KWL/KLU, (what I know, what I want to know and what I have learnt/what I know, what I have learnt and what I have unlearned),and so on. The material must focus on both the message and the channel. In other words, the interactants will have to be concerned with what they have to say and how they are going to say it. The communication stimulated by the task in the materials must be negotiated rather than predetermined. These will be a similitude of a real life situation. This implies that the task may not exert rigid control over the language to be used but allow the speakers to make adaptation in content and expression and in the light of feedback they receive. In other words, there is likely to be considerable varieties of form used. These provisions have been made in the findings an the recommended NCE English curriculum. The content of this document (see 5.5) should inform, be made available, and be a guideline for English textbook writers, books on language teaching methods and other teaching material developers for NCE English trainees.

5.4.5. To Colleges of Education and other NCE Awarding Institutions:

There is need for institutions of higher learning that offer NCE in English language to implement the proposed English curriculum of this empirically investigated research. The research strongly recommends that the proposed curriculum should be used for the betterment of NCE primary English teaching and learning. All the areas of gaps identified in the general functions items, specific function items and ICT-based items in listening(listening to tutorials, discussion, for variation, flexibility, to radio, television, etc); speaking(speaking in class discussion, in group session, debates, symposia, on phone, etc); reading(interpreting read text, newspaper, magazines, identification of relevant ideas, coordination of related contrast, reading email messages, faxes, etc); writing(paragraph structure/development, writing discourse types, writing reports, speeches, minutes, writing messages on the internet, faxes, emails, etc) , grammatical structure`(conditional classes/clauses, adverbials, adverbial clauses, interrogatory sentences, passives/actives, direct/indirect speeches, etc) and in the area of teaching methodology(sociolinguistics, psycholinguistics, integrative

approaches, activities like use of Venn diagramme, anticipatory guide, etc) should be handled with new zeal by both the teacher and the trainees to improve teaching and learning. Also all identified important language skills should be made available in the programme of study. In fact, the recommended NCE curriculum, a product of this research finding should be adopted in all Colleges of Education and NCE awarding institutions in Nigeria.

5.5. Contributions of the Present Study

The major contribution of this study to the best knowledge of the researcher is the discovery of areas of deficit needs of the NCE English Language curriculum in operation through a comprehensive multidimensional approach. At best, most of the studies were just on needs analyses. The present study was one of the few studies based on establishing gaps between the actual and the expected English language needs of NCE trainees. Besides, such studies were in piece-meal, taking one or two variables at a time. The present study has investigated the six language skills of listening, speaking, reading, writing, grammatical structure and the teaching methodology in line with selected factors from the perspectives of the learners, the experts and the government through studying the minimum standards and the primary English

syllabus; the consumers of NCE English graduates. As a result, the study has identified the language skills that are actually deficit in the NCE curriculum (see Table 4.4). Such deficit needs were revealed in the general functions items, specific function items, and ICT-based items in all the language skills (see Table 4.4). The general function items in listening for example, listening to tutorials, class discussion were found to be the highest priority areas of needs; followed by listening for variation, flexibility, copying/imitation, and then listening to radio, television, film shows and so on (see Table 4.4 for full list). Thus, efforts can be geared toward remedying such gaps or deficit areas through the remedial profile/guideline provided which can assist the teachers, learners and the others to tackle the issue more radically. With the high-lights provided, teachers, learners and others involved in education sector can channel their energies toward solving these problematic areas. Besides, the study also has been able to provide a remedial and updated version (see 5.5) of what teachers and learners should do in the class to aid effective teaching and learning process.

In addition, specific language skills that are considered important for NCE English training, those that are available in the programme and

taught well were all identified in order of their priority in all the language skills, For example, while listening to class discussion and film shows were presented as highly available by the students, listening to prosecution proceeding, seminars, television, and so on ,were presented as critical need areas on availability.

Another major contribution of this study is that with the discovery of the gaps i.e deficit needs (see Table 4.4) in the NCE English language minimum standards, it is strongly believed that the merging of these gaps in the trainees' programme of study and intensifying their teaching in the programme, using the recommended approaches would help achieve the long desired effectiveness of the trainees in the discharge of their duties. Also, the study revealed the relationship and trend of the gaps expressed. These were expressed in the areas of importance, availability and how well taught (see Table 4.4.1f) in all the students' ratings on the language skills. These will help to direct all efforts towards solving the problems.

The research adopted a multi-dimensional approach for the study. For example, class observation and opinion of the experts were used to validate the claim expressed by the students. Besides, needs were ascertained from the perspective of importance, availability and how

well taught in the programme of study. The approach was equally highly democratic; solicited views of most stakeholders on language education sector. No other review body has ever used or evolved such a survey package.

In addition, this study has contributed to knowledge and language learning specifically through the recommended English curriculum (expected needs) the research developed for NCE English trainees (see 5.5). Added too are the communicative assessment models developed (see chapter 2. figs. 6 and 7) and fine tuned at the end of the study as presented in 5.5.

5.6. Recommendations

The present NCE English minimum standards have been reviewed in this study to meet the communicative needs of learners. The learners' needs had been identified to form the basis for re-orientating the syllabus (minimum standards) goals towards meeting the learners' needs. A proposal on the review is given in below.

The study showed that there were gaps or deficit needs in the minimum standards (see Table 4 4.1-.6). These gaps manifest in all the

language skills and were part of the reasons for the ineffectiveness of the trainees despite the training received. It is therefore recommended that the expected needs, an outcome of this study should be adopted by NCCE and implemented by all NCE-awarding institutions for the trainees. The ultimate goal of the proposed expected needs is to develop the communicative ability of the trainees so as to be able to discharge their academic and professional duties competently.

Textbooks writers/material developers for NCE English language materials should utilize the findings of this study to produce communicative-based texts. Textbooks writers are to focus on product and process oriented textbooks, ensuring that their treatment covers all the recommended English language skills, general function items, specific function items and ICT based items. This is believed will bridge all gaps formally existing in the minimum standards.

6.6.1. Proposed Syllabus for NCE English Minimum Standards (Expected Needs), Alternative to the Current NCE English Minimum Standards (Actual Needs)

The expected need proposed for the current NCE English language syllabus is a departure from the actual NCE syllabus which is more discrete in nature. If the proposed syllabus is well implemented, it is powerful enough to make the trainees communicatively competent. The

deficiencies in the NCE English current syllabus such as absence of listening and speaking competence skills, limited discourse, socio-cultural and strategic representatives, absence of oral skills, critical reading, and creative writing and inadequate parameters for specifying the writing components are addressed in this syllabus.

The proposed syllabus is also comprehensive, stating the content or subject matter, content elements (break down of content into separate units), behavioral objectives, possible learning experiences, and methodology. These would help both the teacher and the students on what to teach, and how to teach it.

The syllabus includes English language skills and sub-skills of listening and speaking in diverse socio-linguistic settings, which are missing from the actual syllabus. In the area of reading and writing, the proposed syllabus stands out with the introduction of fluent and proficient oral reading, reading comprehension across diverse level for different purposes; writing on diverse topics with varied socio-linguistic contexts participants. The syllabus is designed for NCE English trainees.

6.6.1a General Aim

The syllabus is designed to enable NCE English trainees to listen, speak, read and write competently in English and communicate effectively.

6.6.1b: General Objectives

Introduction

This section presents suggested topics in a syllabus design for NCE English trainees that are aimed to train for the language skills examined in the study, i.e., the listening skills, speaking skills, reading skills, writing skills, grammatical structure and the teaching methodology. The research took the specific language needs of the teacher trainees into consideration when selecting the language items in the syllabus. The syllabus is aimed at catering for the expected language needs of this group of students, to provide a typical programme. It is expected that at the end of the course, the trainees should be able to:

1. Identify the barrier to effective communication and how to avoid or minimize them.
2. Understand the language qualities of a teacher, her duties and business/personal communication attributes.
3. Understand the need to relate language and maintain social relationship with colleagues and the pupils.

4. Define the term Human Relations and understand the importance of cordial relationship between the pupils and the teachers as well as the public through the use of language.
5. Understand the required qualities of a good teacher in relation to teaching in the primary school.
6. Understand how to plan and deliver English language skills to young children.
7. Answer logical and contextual questions on a given topic.
8. Make an outline of a language topic retaining the major points.
9. Reduce a lengthy passage to brief lengths retaining the necessary points.
10. Should know how to write summaries.
11. Understand how to write and reply simple routine letters, invitations.
12. Draft letters from oral instructions and scanty notes or guidelines.
13. Understand the specific uses of common classroom communication registers like behavioral objectives, evaluation, presentation, language activities and so on.
14. Explain the role of letters (formal/informal), method of external communication in the transaction of daily business activities e.g telegram, telephones, tele- cablegram, including their specific uses, composition and system of dispatch.
15. Understand formal and informal communication and their uses.
16. Know the various types of reports, formats, content arrangement and so on.
17. Understand the following as forms of communication: notices, conferences, meetings, interviews, conversations and so on.
18. Understand the various ways of recording communication.
19. Know various sources of information and how to extract information from each source.
20. Master registers relating to different fields of use.
21. Read and understand the instructions accompanying electrical and electronic gadgets like tele-notes, facsimile copying, telecommunication, typewriter, photocopying machines, telephones and so on.

22. Should plan and deliver a lesson in English appropriately.
23. Master the different teaching methodologies.
24. Use suitable language teaching activities as the need arises.
25. Should select appropriate teaching methodology and even integrate methods to suit the pedagogical needs.

6.6.1c. Specific Objectives

At the end of the NCE English training programme, the trainees should be able to:

a)Comprehend spoken and written English competently and with ease.

b) Use an acceptable English pronunciation (with appropriate tone and voice) that can be easily comprehended by others without strains;

c)Speak, teach and write about incidents, events, process and so on in English, appropriate to specific audiences and situation using the appropriate linguistic, discourse and pragmatic forms; and

d) Enhance and consolidate their communicative competence in reading skills through oral, literal, inferential, critical, and creative reading at diverse socio linguistic level

e)Teach using current teaching methodologies and other current pedagogical practices.

LISTENING SKILLS

Unit	Skill	Topic	Task	Performance objective	Methods	Material	Evaluation	Level of learners
1	Listening comprehension	- Listening (importance & technique) - Listening for spoken information - Listening for critical evaluation - Listening for variation - Listening for flexibility - Listening for peer-group purposes - Listening for copying/imitation	Students to read and understand relevant information on topics	Students should be able to understand the topic and improve their ability to identify and discriminate sounds	- Lecture and discussion method combined - Demonstration - Dramatization - Students should work in group or individually - Listen to seminars, conference, public addresses and so on - Debate	- Any relevant text book - Prepared examples of papers or materials to listen to	Observe and grade students appropriately	NCE 1 NCE II
2	Listening (generally)	Listening to television Listening to radio Listening to videos Listening to film shows Listening to course lectures Listening to Seminars Listening to meeting	Students are to have ample opportunities of listening activities	Students should be able to understand what they have listened to. React or respond appropriately as need be and obey the rule of turn-taking	- Use the language lab - Demonstration - Dramatization - Question/answer - Giving and receiving instructions - Carrying out tasks as instructed - Giving and carrying out directives	Prepared examples of materials of listening	Teacher guides and evaluates students	NCE I NCE II NCE III

		proceedings Listening to class discussions Listening during tutorials Listening to prosecutions or court proceedings						
3.	Listening competence	Listen for specific information	Students are to identify specific information from ant text listened to	- students to react - Extract information from text - Match information	- Use jumbled-up materials	Any relevant material	Teacher asks for specific information to be supplied at specified time limit	NCE II NCE III
4.	Listening competence	Summary	Students should be able to summarize text listened to in a given number of sentences	Students to apply these processes: - Reduction - Specific information - Relevant information	- Use oral reading recorded text or cassette	Summary exercises	Teacher involves students in the assessment	NCE II NCE III
5.	Listening competence	Media listening: Radio, T.V.	Students to understand and follow media message	- News announcement - Advertisement	- Listen to radio - Taped cassette - T.V programme	Audio and audio-visual materials	To supply specific information required	NCE II NCE III
6.	Listening competence	Public talk	Students to understand, follow,	Students should be able to follow, appreciate, and	Listening ear	Select varied suitable	Ask practical and problem solving	NCE III

			appreciate and criticize	criticize: - Sermons - Addresses - Rally - Stable		materials	questions	
Unit	Skill	Topic	Tasks	Performance objective	Methods	Material	Evaluation	Level of learners
1	Oral English	- Vowel distinction - Consonant distinction - Stress - Intonation - Imitation, maintaining discourse - Giving explanation/direction	- Students to read and understand relevant information on topics - Take note of interference	Students should be able to knowledge, attitudes and skills.	- Lecture and discussion method combined - Demonstration - Dramatization - Students should	- Relevant materials on segmental or supra-segmental features - Prepared	Observe and grade appropriately	NCE 1 NCE II
7.	Listening competence	Critical	Students should be able to listen beyond the lines	- understand these topics and articulate Students should understand, follow appreciate and criticize texts listened to.	Listen to varieties of context	Select varied and suitable materials in audio or audio-visual forms	Ask practical and problem solving questions	NCE III
8.	Listening competence	Inferential	Students should listen between the lines to be able to interpret meaning	Students should be able to interpret meaning form text listened to	Listen to varieties of materials	Select varied and suitable materials	Ask to show relationship between texts listened to	NCE II NCE III

SPEAKING

		- Request/taking permission/greetings - Reading speech/report - Giving votes of thanks - Debates/symposia/interviews - Telling stories	(L1/L2) problem from Nigerian speakers of English. - Visit schools and collect samples of L1/L2 interference problems - Tape and listen to conversations' to identify problems of spoken English	these sounds appropriately - improve their proficiency in their use of the segmental and supra-segmental features - note and guide against the problems encountered by speakers at the level of phonology.	work in group or individually - Listen to seminars, conference, public addresses. - Debate	examples of interference problems from the 3 major languages in Nigeria. Problems identified from the learners		
2	Speaking	Lang Development (Oral) 1. Define language 2. Functions of language 3. Uses of language 4. Problems faced by speakers 5. Influence of MT on pronunciation of word in English	- Students to read and summarize relevant materials on the topic - find out interference (L1/L2) problem from their language	Students should be able to 1. understand these topics 2. improve their proficiency in the use of English for general and specific purposes 3. explain the uses and function of language 4. note and	- lecture and discussion methods combined - demonstration - dramatization - students could work individually or in groups	1. Any relevant textbook on language development 2. Prepare example of interference problems from the three major languages in Nigeria, Igbo, Hausa and Yoruba.	Observe and grade students appropriately	NCE I

				guide against the problem encountered by speakers at the level of phonology				
3.	Speaking	Making requests	- Listening to teacher's introduction - Reading relevant previous literature	At the end of the module, students should be able to:- i. make requests and telephone calls using appropriate language structures and intonation	- Role-play simulation - Teacher demonstrates conversational strategies - And drills students on these - A visit to a telephone booth or use of the telephone room - Use the secretarial model room to dramatize	1. Text relating to social situations 2. Appropriate cassettes on conversational strategies 3. Invite a speaker to speak, phone and make request	Observe and grade for ability to use appropriate language and intonation patterns to perform a variety of social functions	NCE I
4.	Speaking	Reporting (scientific or non-scientific)	- Listening to a model - Making notes from what is said and later reporting	At the end this module students should be able to:- i. present clear, logical and coherent topics ii. use the correct reporting	- Discussion modeling group activity - Students to prepare reports individually or in group and then deliver	1. Samples of written reports 2. Resource person is to be invited 3. Students to suggest topics and discuss	Observe and grade students for clarity , precession, coherence and for appropriate use of language	NCE II

				verbs iii. use the correct and consistent voice iv. use the discourse makers appropriately: i.e, defining, sequencing, classifying, comparing, contesting, describing, introduction, exampling, and summarizing.		4. Brainstorm 5. List-pair-share 6. KWL-KLU		
5.	Speaking	Explaining a process	- Interpret data correctly - relate data to venial communication	Students should be able to:- i. explain in an orderly, accurate and concise, manner the process of doing something using the following; i.e linking words, sentence varieties eg, simple, complex,	- Group activity - Discussion web - Vocabulary	Make inference from written or visual data using appropriate language structures. Discussion	Table, charts graphs. Students to explain or describe the processes of achieving a close activity	NCE II

				compound - use instruction to introduce a process – use of present tense.				
5	Speaking	Speech making	- Listening to models - Reading and understanding speeches - Understand the forums of oral discourse and presentation	At the end of this module, students should be able to:- i. define speeches and conversation ii. understand how to speak and converse iii. discuss public speaking techniques iv. explain panel discussions and debates v. plan and conduct interviews vi. prepare oral meetings present clear logical and	- Teacher explains the physical aspect of speech making - Teacher sets students to make speeches in groups and as individuals	Prepare speeches 1. Audio and individual 2. Suggests to make speeches on current events happening arduous	Observe and grade students for speech composition, physical and vocal aspects of delivery	

				coherent speech using appropriate tense form, correct introductory phrases and formal expression e,g ladies and gentlemen, it is my pleasure				

READING SYLLABUS

Unit	Skill	Topic	Task	Performance objective	Methods	Material	Evaluation	Level of learners
1	Reading	Selecting books, journal and articles for an assignment and deciding which and how to read	- Students decide the most suitable title for the assignment	- Students are expected to be able to weigh options, - Select texts, rank them and - Select themes and sub-themes relevant to the assignment given.	Guide questions	- Samples of assignment - Table of content, glossaries inches, books extracts	Students should perform the task suggested of specified. Teachers should observe that the group is working well.	NCE III
2	Reading	Reading a whole textbook in a short time and making some sort of note.	- exploration of nature of speed of reading - Practicing speed reading	Students should be able to 1. Read Fast, 2. explore and investigate English texts Review materials previously read.	- Group discussion - Item-reading with specific focus.	Actual textbooks	Teacher facilitates comprehension using questions to evaluate performance of time reading	NCE I To NCE II
3	Reading	Reading an article, passages or textbooks and making notes for assignments	- Reading a passage, article or textbook - Making notes of the salient points - Giving answers to specific questions - Making notes on a specific point in the piece read. - Skim through the	At the end of this module, students are expected to be able to:- i. Make note on the passage or text read	- Prepare activities for the reading of the textbooks - Questions on the topics to stimulate students' interests as well as act as direction. - Individual work - Group work	1. Material related to specific discipline e.g agriculture, medicine, politics, economics,	Students should be evaluated on their ability to answer comprehension questions on the given	

			passage - Critically evaluate the reading material - Decode and transcode the content of the reading material. - Distinguish main points from sub-points and then details - Transfer given information from the text.	ii. give answer to specific questions on the page read. iii. Integrate, contrast, ask questions on points of the passage iv. Represent accurately texts read.	- Questions and answers - Use - Anticipatory guide concept mapping	health, religion. 2. Entertainment material.	passage, or the ability to take notes from the passage.	
4.	Reading	Reading a text, making summary, and evaluating item	- Read to extract the main points and the sub-points - Reading to distinguish facts from opinions - Outline and then summarize points.	i. Students should be able to summarize main points, outline and distinguish facts from opinions ii. They should be able to read between the lines	- Close method - Guided summary - Uncontrolled summary - Individual and group work on summary and evaluate their activities	1. Authentic textbooks. 2. Text choice should depend on task and skills to be focused on in a particular lesson	Students should summarize main points, sub-points and outline at the end of the module.	NCE II NCE III
5.	Reading	Selecting books, journal, and articles for an assignment and deciding which and how to read	- students decide the most suitable title for the assignment	i. Students are expected to be able to weigh options, ii. select texts,	Guide questions	i. Samples of assignment ii. Table of content, glossaries,	Students should perform the task suggested or specified.	NCE III

				rank them and iii. select themes and sub-themes relevant to the assignment given		inches, books extracts	Teachers to observe that the groups is working well	
Unit	Skill	Topic	Task	Performance objective	Methods	Material	Evaluation	Level of learners
1	Writing	1. Essay defined 2. types of essay	- read about essay writing in English	On completion of this module,	Teacher explains the physical	- Prepare essay topics to be given orally. Audio and	Teacher observes and	NCE I
		3. paragraph	- develop a one					

WRITING

		development	paragraph essay on a topic of the readers choice	students should:- i. understand what an essay is ii. note the different types of essays i.e, descriptive, narrative. iii. identify and enumerate the functions of a paragraph in a discussion unit iv. develop words into sentences and then sentences into paragraphs v. write a paragraphed essay on a given topic	feature of different types of essay paragraphs: Students suggest topics and develop them in groups or individually giving the topic sentence.	audio-visual aids suggested for use and students are lead to talk about them through asking leading questions	grades students on essay compositions on local aspects.	NCE II
2	Writing	Taking notes or dictation from a discussion	- Writing the topic or title or discussion - Structuring notes by identifying and reordering main ideas - Summarizing, supporting details and	At the end of this module, students should be able to: i. take meaningful notes during lectures or	- Explain purposes and objectives of note-taking and dictation - Use lectures and recorded lectures	1. Recorded lecture (video and audio) 2. Live lecturers 3. Outline formats	Tests and assignments	NCE II NCE III

			illustrations - Showing sequence of ideas - Distinguishing between main point and the details - Using abbreviations to achieve economy	discussion. ii. take down meaningful dictation iii. structure their notes in outline form iv. employ various appropriate devices to achieve economy in taking notes	or discussion to illustrate structure of lectures - Emphasize the importance of taking notes - Employ groups as facilitators	4. Use OHP/Transparencies 5. Wall charts/paper.		
3	Writing	Making notes from texts	- Documenting sources of information as prelude to note-taking - Using authors heading/sub-heading to determine structure of notes. - Using visual and audio visual aids to highlight main ideas. - Summarizing supporting details/illustration	Students should be able to:- i. document sources of information ii. take down meaningful notes from texts iii. differentiate between main ideas and details iv. use audio and audio visual aids to highlight main	- Explain objectives - Use lecture discussion to illustrate the points - Employ groups as facilitators	1. recorded lecture video/audio 2. live lectures 3. outline formats	Teachers to guide and direct students. Materials prepared are to be evaluated Give tests and assignments	NCE II NCE III

				ideas v. summarize, support, and illustrate details				
Unit	Skill	Topic	Task	Performance objective	Methods	Material	Evaluation	Level of learners

GRAMMAR

1	Grammar	1. Phrases clauses and sentences defined 2. Sentence types 3. Identify them in passages and sentences 4. Use them in construction	- Read about phrases clauses (main and subordinate clauses) - Identify phrases and clauses in given passages - Construct different types of sentences - Group given sentences into their types	At the end of this module, students should be able to:- i. understand the meaning of phrases, clauses and sentences ii. identify each of these in content or in sentences or in isolation iii. differentiate a phrase from a clause and then differentiate phrases and clauses from sentences.	Teachers to combine lecture method and discussion method in class	- Any grammar textbook relevant to the topic - Prepared examples of phrases, clauses, and sentences	Give passages and ask that they identify phrases, clauses. Students are to give examples on their own, while the teachers supervise them. They observe and correct where necessary	NCE I
2	Grammar	1. Parts of speech 2. Synonyms, antonyms, homographs and homophones	- List and explain speech - Write examples of synonyms, antonyms, homographs and homophones	Students should be able to:- i. list the parts of speech ii. use parts of	- Could combine lecture and discussion method - prepared sentences to be presented for	- use the English by parry py (Mascoullam) - revision English by Forest R.	Exercises on various parts of speech should be given	NCE I

				speech in context. iii. identify them in sentences iv. define synonyms and write words and their synonyms v. define synonyms vi write words and their antonyms. vii. define homographs viii. write homographs ix. define homophones x. write homophones.	analyses - students to suggest sentences and then analyze the parts of speech	(Longman)	- Teacher to give feed back immediately	

Unit	Skill	Topic	Task	Performance objective	Methods	Material	Evaluation	Level of learners

ENGLISH TEACHING METHODOLOGY MINIMUM STANDARD

1	Teaching methodology	- Teaching methods - Structural approach - Sociolinguistic approach - Psycholinguistics approach - Pragmatic approach - Integrative approach - Exploratory (field-trip) approach	Students should master the tense of each approach	Students are expected to write and present a lesson in the different approaches e.g structural teaching, (Micro-teaching practice)	- Group-discussion - Brain storm - Compare/contrast the methods - Debates on the advantages/disadvantages of each methods - List-pair-share their ideas - Ask and answer question	- samples of lesson plans	Students to perform the task suggested or as specified by the teacher - Teacher to observe and guide students.	NCE II NCE III
2.	Teaching activities	- Matching games - Jumbled-up/reordering - Use of demonstrations - Story telling - Acoustic strategy - Anticipatory guide - Use of venn diagram	Practicing the use of the activities	Students should be able to:- Demonstrate the use of these activities as the case may be using micro-teaching practice	- Group discussion and group work	- improve the materials as the case may be	Teacher to guide and direct students. Materials prepared to be evaluated.	NCE II NCE III
3.	Others on methodology	- Debate - Discussion web - Concept mapping - List-pair-share - KWY-KLU - PICTURE walk - VOCABULARY	Micro-teaching practicing the various activities (more micro-teaching for practice)	Use demonstration, role play to practice these activities	- Group work KWL-KLU	- Improvise the materials for use. More micro teaching for practice	Teacher directs and evaluates the students	NCE II NCE III

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APPENDIX I

NCE TRAINEES AND ENGLISH LANGUAGE/LECTURERS/EXPERTS QUESTIONNAIRE

QUESTIONNAIRE ON ENGLISH LANGUAGE NEEDS

This questionnaire is designed to help identify the English Language Needs of NCE students in Nigerian College of Education. Your response would be useful for the evaluation of the English language courses. Please, answer each question carefully based on your own opinion and learning experiences.

NCE III English students (Trainees) and English lecturers/experts are requested to answer in Columns 1, 2 and 3.

Instruction: For each item, 'tick' the appropriate space or 'write' in the space provided for question. Where a scale is provided, please 'circle' the relevant numbers.

Department: ---------- Course Title: --------- Year 1 ( ) 2 ( ) 3 ( )

Age: ---------- Sex: M ( ) F ( )

How would you rate the importance of learning each of the following for your academic and professional studies? Use the following scale for column I

5 Very important (V1)
4 Important (I)

3 Fairly important (FI)

2 Unimportant (UI)

1 Don't know (DK)

How would you rate the availability of each of the following skills in the NCE programme of study? Use the following scale for column II

5 Highly available in operation (HAIO)

4 Available in operation (AIO)

3 Fairly available in operation (FAIO)

2 Not available in operation (NAIO)

1 Don't know (DK)

How would you rate the teaching of each of the following skills in the NCE programme of study? Use the following scale for column III

5 Very well taught (VWT)

4 Well taught (WT)

3 Fairly well taught (FWT)

2 Not well taught (NWT)

1 Don't know (DK)

	Column I (Importance)					Column II (The Teaching)					Column III (Availability)				
	VT	T	FT	UT	DK	HAIO	AIO	FAIO	HATO	DK	VWT	WT	FWT	NWT	DK
Topics	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

(a) Listening Comprehension															
i. What listening is: its importance and techniques															
ii. Listening for spoken information															
iii. Listening for main ideas															
iv. Listening for critical evaluation															
v. Listening for variations															
vi. Listening for flexibility															
vii. Peer group listening															
viii. Listening to other speaker or teachers															
ix. Listening:															
(a) To a radio															
(b) To television programme															
(c) To videos															
(d) To films															
(e) To course lectures															
(f) To seminars															
(g) At meetings															
(h) In class discussions															

(i) In tutorials															
(j) To prosecution															
(k) Others: (please specify and rate)															