ISSUES IN THE DEVELOPMENT OF A PRIMARY BILINGUAL TEACHER PREPARATION

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DECLARATION

I declare that this thesis on "Issues in the Development of a Primary Bilingual Teacher Preparation Programme" has been written by me as a record of my own research work. It has not been presented in any previous application for a higher degree. The quotations are indicated by quotation marks or indentation. The information used in this research report as definition, quotation, reference and statistics are properly acknowledged by means of references. The results and the conclusions presented in this report are the original findings of this study.

Imasuen

Theresa Titilola Imasuen
October, 1988.

DEDICATION

TO GOD

BE

THE GLORY

OF

THIS STUDY'S OUTCOME

CERTIFICATION

This thesis report entitled "ISSUES IN THE DEVELOPMENT OF A PRIMARY BILINGUAL TEACHER PREPARATION PROGRAMME" by Theresa Titilola Imasuen meets the regulations governing the award of the degree of DOCTOR OF PHILOSOPHY of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Abstract

In this study, a bilingual teacher preparation programme was developed to serve as a blue-print for implementing the Bilingual Education (BE) policy statements given in the National Policy on Education (NPE, 1981). The programme comprises a model, a Bilingual Education Studies (BES) syllabus and a course implementation plan. Of utmost relevance in the development of the programme was the identification of the essential competencies needed in the preparation of a bilingual teacher. To achieve this, the opinions of language specialists, linguists, curriculum experts, language teacher trainers, NCE students and practising primary school teachers were sought. After an initial nation-wide opinion survey, an author constructed instrument was administered on subjects who are directly involved in primary teacher preparation and supervision, and also on potential beneficiaries of the new programme.

In addition to the opinion survey and other demographic information, the nature of the respondents' bilinguality was investigated. The extent of agreement by the various groups of respondents on the importance of the competencies specified in the instrument was determined through

hypotheses testing. One main hypothesis and ten sub-hypotheses were formulated and tested, using the Chi-square statistical analysis.

The analysis of the data revealed that of the four categories of competencies, the language and pedagogy ones were rated higher than the culture and school-community ones. Of the five groups of respondents, the supervisors and the lecturers, who were the most experienced professionally were in greater agreement in their ratings of the competencies.

Among the main recommendations are: (i) utilizing the new programme developed in this study in a pilot training programme to determine its suitability; (ii) redesigning existing teacher education programmes to include bilingual education courses for producing highly qualified bilingual education experts for both teaching and supervisory roles; and (iii) the goals and objectives of bilingual education in the primary school should be clearly defined in the National Policy on Education in a future revision; and (iv) attempts should be made to specify the types of bilingual programmes that should be established in Nigeria. It is hoped that the findings of this research would form the nucleus of a bilingual teacher preparation programme in Nigeria.

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Definitions of Terms

Bilingual Education: By bilingual education is meant the use of two languages as mediums of instruction at some stage in a pupil's educational career. (Fishman and Lovas, 1970; Mackey, 1976; Cordasco, 1976). Usually included as bilingual education are immersion programmes in which pupils receive their initial education exclusively in a second language and do not receive any instruction in their first language until the third or fourth year of schooling, as well as programmes in which pupils receive their initial education in their mother tongues before being introduced to education in a second language simultaneously, in which case the two languages are used as mediums of instruction concurrently (Gaarder, 1976; Swain, 1979). The type of bilingual education given in any community or society is determined by a number of factors, some of which include the nature of the bilingualism that obtains in the society, whether voluntary bilingualism developed in individuals or obligatory bilingualism which is a collective or group phenomenon. Next, is the political stance toward linguistic and cultural diversity and the status of the various

languages being considered as possible choice and the wide variation of people's attitudes towards their language or languages (Gaarder, 1978).

Multicultural Bilingual Education: This is education that values cultural pluralism. Multicultural education endorses the view that cultural pluralism is a positive force that should be appreciated, not merely tolerated. Such education respects the intrinsic worth of every individual. Bilingual education is usually implemented in the context of multicultural education. In Nigeria, the role of the teacher as a model for promoting multiculturalism and providing equal educational opportunity is a crucial one, hence the need to train him/her to be culturally sensitive.

Transitional Bilingual Education: This is a programme in which the child starts his primary education in his Mother Tongue and switches to English or any other language at a later stage when his mastery of the second language is sound enough for him to learn effectively in it (Fishman, 1976). This is the type of bilingual education recommended in Nigerian National Policy on Education (NPE, 1981).

Bilingualism: This is the alternate use of two languages manifested in complete and meaningful utterances (Weinreich 1953; Haugen, 1956). The term bilingualism is often extended to include multilingualism: the mastery of more than two languages because the phenomena involved are similar (Cordasco, 1976; Haugen, 1972).

Bilingual Teacher: This refers to a teacher who is capable of teaching content in two languages and also capable of teaching a Nigerian language as first or second language and also able to teach English as a second language. In the Nigerian context where one teacher is assigned to teach all subjects in one class, it would be idealistic and unrealistic to plan a specialist-type of programme for the primary school teacher. Therefore, this researcher took cognizance of the expected roles of the primary school bilingual teacher in developing the proposed programme.

Cognitive Style: This refers to one way in which an individual seeks meaning. A bilingual student's educational cognitive style describes the way he tends to acquire meaning from the context in which he finds himself (Beacher, 1976).

Competencies: Competencies are those attitudes, understandings, behaviours, and consequences which designers of the programme believe a teacher trainee must be able to demonstrate in order to effectively

facilitate the intellectual, social, emotional and physical growth of the learner (Fanselow, 1977; Lindsey, 1978; Hancock, 1981).

Competency-Based Teacher Education (CBTE): A CBTE programme is one which specifies the competencies to be demonstrated by the teacher trainee, makes explicit the criteria to be applied in assessing the trainee's competencies, and holds the student accountable for meeting those criteria (Hancock, 1981).

Performance-Based Teacher Education (PBTE): The term is often used interchangeably with CBTE. In performance-based programmes, objectives are specified and agreed to in detail and made public in advance of instructions. The teacher trainee must be able to demonstrate an ability to promote learning or exhibit behaviour known to promote it. He is held accountable, not for passing grades, but for attaining a given level of competency in performing the essential tasks of teaching (Lindsey, 1980; Hancock, 1981).

Mother-Tongue (MT) or First language (L1) is generally the language which a child learns first in life. The term 'first language' indicates that the language was acquired in infancy or early childhood and the term 'mother tongue' indicates

that the language has been acquired within the family (Stern 1983). In the context of this study, both terms are used interchangeably.

The Second Language (L2): The second language is one which is learnt after a first language has been acquired (Lado 1964; McLaughlin 1978). In the present study, English is technically taken to be Nigeria's official second language.

Psycholinguistics: This is a field of study which combines linguistics and psychology to study the nature of human language through an understanding of human thought. Two areas of Psycholinguistics relevant to the present study are language acquisition and bilingualism.

Sociolinguistics: This is a discipline which studies the characteristics of language varieties, their functions and their speakers as these constantly interact, change and influence one another within a speech community (Hymes, 1971; Wilkins, 1972).

Teacher Educator/Trainer: Both terms are used interchangeably in this study, and refer to persons academically and professionally qualified to train teachers.

Teacher Trainee: Refers to an individual who is undergoing some training under the supervision of teacher educators in a formal teacher education programme such as an Advanced Teachers' College.

Advanced Teachers' College (ATC): refers to a teacher education programme in Nigeria which provides a three-year post-secondary or post Grade Two Teacher training leading to the National Certificate of Education (NCE). The graduates of this programme were initially meant to teach at Junior Secondary School level, but some of them are now being posted to the primary school, Grade II teacher training colleges and the secondary school.

National Certificate in Education (NCE): is the certificate obtained at the successful completion of a three-year post-secondary or post-Teachers' Grade II course at an Advanced Teachers' College.

Grade Two Teachers' College: is normally a five-year elementary school teacher preparation programme in Nigeria. The duration of the course in this programme has been increased from five to six years in the new 6-3-3-4 system of education.

Grade Two Teachers' Certificate (TC II): This is a certificate obtained from the Grade Two Teachers' College on successful completion of the prescribed course of study.

West African School Certificate (WASC): is a certificate obtained by an individual at the successful completion of a six-year secondary school education.

Bachelor of Education (B.Ed): refers to the degree in education obtained by NCE graduates on the successful completion of a two-year programme of study at the University or a College of Education.

B.A. Education: refers to the degree in education obtained by an individual on the successful completion of a programme of study at the University.

Language Arts: an area of study dealing with problems of methods and curriculum in English and foreign languages (Dictionary of Education, 1973, p.328). In A.B.U. Language Arts includes the teaching of English as a Second Language and the teaching of specified Nigerian languages. The term is synonymous with Language Education.

Joint Consultative Committee on Education (J.C.C.): refers to the policy-making body which advises the Federal Government on matters relating to Education in Nigeria.

National Council On Education (NCE): comprises State Commissioners of Education and the Federal Minister of Education. Its functions include ratification of decisions made by the J.C.C.

Master of Education (M.Ed): refers to the degree obtained after the successful completion of a higher degree in Education. It is a post-graduate qualification.

Abbreviations

ABU	**Ahmadu Bello University**
ATC	Advanced Teachers College.
BE	Bilingual Education.
BTE	Bilingual Teacher Education.
BES	Bilingual Education Studies.
CBTE	Competency-Based Teacher Education.
JCC	Joint Consultative Committee on Education.
JSS	Junior Secondary School.
LWC	Language of Wider Communication.
NCE	Nigerian Certificate in Education.
NPE	National Policy on Education.
PBTE	Performance-Based Teacher Education.
PES	Primary Education Studies.
PSSA	Primary School Supervision and Administration.
RSA	Royal Society of Arts.
TC II	Grade Two Teachers Certificate.

Chapter 1

INTRODUCTION

1.1 The Bilingual Teacher Education Problem

This is a study in the identification of essential bilingual teacher education competencies for the development of a primary bilingual teacher preparation programme. As earlier stated in the definitions section, Bilingual Education (BE) means instruction in two languages and the use of those two languages as mediums of instruction for any or all of the school curriculum (Haugen, 1956; Mackey, 1976; Lewis, 1980; Fishman, 1982). In Nigeria, the two languages are English and any Nigerian language of wider communication (LWC). The term Bilingual Education is here to be understood in a broad sense, to include Education in more than two languages, in recognition of the fact that the phenomena involved are essentially similar (Jacobson, 1976; Lewis, 1980). By analogy, Bilingual Teacher Education is a teacher-preparation programme for training teachers to teach subject matter in two languages, successively or simultaneously as the need arises. In the National Policy on Education (1981: 10), the Federal Government of Nigeria recommends that, at the pre-primary

level, "the medium of instruction will be principally the mother-tongue or the language of the immediate community", and at the primary level: "government will see to it that the medium of instruction is initially the Mother Tongue or the language of the immediate community and at a later stage, English" (p.13).

This policy recommends the use of two languages in education; first beginning with the child's mother tongue or the language of wider communication (LWC) and later, English. Such successive use of two languages in education is known as transitional bilingual education (Fishman, 1976; McLaughlin, 1978); and it has a number of implications for teacher education. First, it implies that teachers have to be fluent in the two languages used in education; second, they have to acquire specific skills for teaching content in two languages successively or simultaneously and at the same time teach English as a second language; third, they have to learn to develop new and culturally-relevant materials and adapt existing ones to meet the specific needs of bilingual children; fourth, they have to acquire relevant skills for testing children monolingually or bilingually; fifth, they have to acquire skills that sensitize them to culturally pluralistic learning situations; and sixth, they have to be prepared to exploit community resources to advantage in order to facilitate learning.

These implications, among others, have been over-looked in the policy with the result that the successful implementation of the policy has been hampered, to a large extent. As a result of the underestimation of the enormity of the problems involved in implementing the policy, government failed to make specific provisions for training teachers to implement the polity. Moreover, the policy itself did not specify the role of various languages at different stages of primary school education. The result of such an oversight is the unstructured use of languages observed in the primary school (Shaplin and Shaplin, 1969; Brann, 1978; Ala, 1983). It is no surprise, therefore, that nine years after the formulation of this policy, the Federal Minister of Education (Aminu, 1986: 7) in his opening address to the conference of the Linguistic Association of Nigeria observed that:

> Even though the policy has made it mandatory for the major languages to be taught in schools, the problem of finding teachers has remained unsolved. It is quite clear that the objective will not be attainable without the availability of teachers.

In realization of the importance of the issue, the Minister has recommended "that a more pragmatic approach will need to be adopted, as an interim measure, in the recruitment of teachers and has

asked the Joint Consultative Committee on Education (J.C.C.) to advise on the modalities soonest" (Aminu, 1986: 7).

Although the emphasis in the minister's speech is on the production of teachers for the three major Nigerian languages, the policy, as seen from an education point of view, goes beyond promoting a few prestigious languages; minority languages have their own roles to play. As Bamgbose (1976) correctly observed "a smaller language may have its role only at the local level and in initial literacy whereas a major language may have both local and regional roles."

Similarly, in his keynote address to the same conference of Linguistic Association of Nigeria, Ikara (1986: 5) warns against linguistic imperialism and sees the "need to recognize the efficacy and efficiency of any language, major or minor, as a tool for human communication that could be used for purposes of education and literature whenever it is given the proper chance to do so, rather than simply promote two or three languages at the expense of about four huhdred others."

Statements similar to that of the minister have been made by some Nigerian educationists on the issue of providing professionally qualified teachers to implement the bilingual education policy. Among them are Afolayan (1977) and Adeyanju (1986) who stressed the need to equip teacher trainees properly for effective classroom communication.

Fully cognizant of the short supply of language teachers even in the major languages and their non-existence in the small languages, the National Council on Education (NCE) met in 1986 and set up the NCE Technical Committee on the production of Nigerian language teachers. One of the terms of reference of the Committee was to "examine the modalities of organising crash programmes and vacation courses for training native speakers as language teachers". Nothing whatsoever was mentioned about training bilingual teachers. Such an oversight by the highest educational body in the country, nine years after the formulation of the NPE, buttresses the point that some Nigerian educators do not seem to understand the issues involved in the implementation of a bilingual education policy. Yet bilingual education is not a recent innovation, as there have been various attempts in the past hundred or so years by immigrant communities and colonised peoples to establish bilingual education programmes (Anderson and Boyer, 1970; Leibowitz, 1970).

The pedagogical soundness of bilingual education has been stressed by its proponents. They postulate that as the child receives initial instruction in his home language, he is taught English as a subject. This is likely to make the child's first experience with school

a positive one. As the child's mastery of English improves, he is gradually introduced to learning in another language. Such a bilingual education practice enables the child to settle down emotionally to school work, enhances his educational achievement and reduces drop-out rate. Kobrick (1974: 174) highlights the danger of teaching a child in a language he does not properly understand and observes that:

> Language is one of the principal tools through which children learn problem-solving skills in crucial early years. Policies that frustrate a child's native language development can cause permanent harm by literally jamming the only intellectual channel available to him when he arrives at school ... Bilingual programmes teach children to read their own language and to understand, speak, read and write English. When a child enters school already speaking and understanding a language, he is ready to learn to read and write it. A programme that prematurely forces English on a child can guarantee his eventual illiteracy in that language.

It is also generally believed that a child's mastery of his native language enhances his learning of a second language (Rosier 1977; Awoniyi 1983; Afolayan, 1984). Rosier (1977)

observes that the effects of bilingual instruction appear to be cumulative, with the benefits becoming more evident each year after third class. He postulates that initial reading instruction in the L1 has the effect of later success in L2 reading; the skill of reading once acquired in the L1, is transferable. A number of studies have shown that bilingual education develops and enhances children's intellectual capabilities as children in bilingual education programmes "appeared to have a more diversified set of mental abilities," (Lambert and Tucker, 1972). These views are corroborated by Spolsky (1979: 357) who states that:

> The specifically educational outcomes of bilingual education are fourfold: Bilingual Education may be seen as a method of improving the quality of education in general as a means of making education relevant to the specific community, as a means of teaching the standard non-vernacular language better, or as a method of improving school achievement in general as measured by retention or examination results.

In their own contribution, Fillmore and Valadez (1986: 680) sum up the benefits of bilingual

education thus:

> It offers children a chance to survive in school without giving up their cultural identities. It allows them to become bilingual and to enjoy the social and cognitive benefits that bilingualism offers individuals. All of them will learn English eventually. However, it takes more than learning a second language to be bilingual and to get the full benefits of bilingualism ... In order to become true bilinguals children must hang onto and develop their knowledge of the native language as they acquire English.

In spite of these observations, the issue of bilingual education has been a controversial one. Some critics object to it on the grounds that it promotes linguistic and cultural pluralism. Others believe that the use of two languages in school leads to cognitive confusion and that bilingual education is an inefficient way to educate learners, if the goal is to teach them English (Epstein, 1977; Glazer, 1980). These observations were made of BE programmes

in the United States. But in Nigeria, which is culturally and linguistically pluralistic and where the melting-pot policy is not feasible, the views are different as a number of scholars postulate that BE has positive effects on the average primary school child (Bamgbose, 1976; Awoniyi, 1982; Afolayan, 1984; and Adeyanju, 1986). Furthermore, it is believed that BE provides a useful opportunity for the development of indigenous languages. Hence the Linguistic Association of Nigeria in its communique at the end of the 1987 conference recommended the use of the MT throughout the primary school, while teaching English as a subject. A number of studies have testified to the effectiveness of BE in promoting pupils' adjustment in school, thereby making for emotional stability and reducing drop-out rate, (see for example, Ianco-Worral, 1972; Troike, 1978; and Ala, 1983). (For a detailed review of the literature on BE, see Section 2.1.1).

It would seem from the foregoing views that it is worthwhile to train teachers to teach bilingually and to become sensitive to the specific needs of their pupils if the goals of bilingual education are to be achieved. Researchers have postulated that bilingual children exhibit learning styles that demand extra sensitivity on the part of the teacher (Baecher 1976; Cahir 1985). For teachers to respond appropriately to these characteristics, teacher education programme planners will have to incorporate into their training programmes, such skills and competencies that enhance teaching and learning in bilingual settings. To this end, existing teacher preparation programmes would have to be redesigned and new goals defined for training bilingual teachers to respond to specific linguistic and cultural needs of bilingual children (Gaarder 1978; Margarita 1978; Ala 1983; Adeyanju 1986). This is in consonance with the views of bilingual education experts which state that if the values and experiences which the child has acquired in his home socialization process are at variance with the expectations of the school, then the situation could lead to

dysfunctional behaviour (Barik and Swain 1975, 1976; Troike, 1978). Milk and Clark (1983) suggest that teacher education programmes be designed to teach clearly defined skills and techniques that provide the prospective bilingual teacher with the competencies needed to exploit children's bilinguality to advantage.

Furthermore, the need to restructure teacher education programmes in Nigeria to cater for educational innovations is long overdue. Existing teacher preparation programmes which merely take the form of completion of certain courses within a specified time may need to be redesigned to include clearly defined skills, attitudes and behaviours that the trainee should acquire and demonstrate before certification. This study identified the competencies that bilingual teachers should acquire and demonstrate before certification.

A number of research bodies and individuals have surveyed the language teaching/learning situation in Nigeria. (See, for example, Shaplin and Shaplin 1969; Tomori 1974; Williamson 1977; Brann 1978; and Adeyanju 1983, 1986 for some of such studies). Their findings may be summed up as follows:

1. Language problem is a major handicap to effective teaching and learning.
2. Medium transition could not be effected systematically because teachers were not trained to do so.
3. Teachers switched sporadically from one language to another, sometimes to promote learning but often times as a result of their own language limitations.
4. Teachers have found it difficult, if not impossible, to exploit children's bilinguality to advantage.
5. A number of children exhibited culture shock as they were thrust into a strange language before they were ready for it.
6. Some teachers were not capable of preparing supplementary materials to augment existing texts; while others exhibited a lukewarm attitude towards teaching in their own native language.

The discussion so far implies that there is need to revise our teacher training programmes. This is to make them more relevant to the needs of the average Nigerian learner who is usually a bilingual individual. In addition, teachers and teacher trainers may find such revision more rewarding. This study proposed certain innovative practices in teacher education programmes which are likely to be of value to education in this country.

1.2 Background to the Study

The background to the problem of bilingual education in Nigeria can be traced to the advent of Christian missionaries in Nigeria in 1842 (Dakin et al, 1968; Fafunwa, 1974). The missionaries' main objective was to teach the children of new converts to read the scripture in their mother tongues. This objective was difficult to achieve because, among other things, many of the pupils were of different linguistic backgrounds, and parents demanded that their children should be taught in English. The result was that preaching and teaching were done bilingually. The bilingual nature of early christian activities could be seen in Aggrey's biography, cited in Dakin et al (1968: 72):

> The missionaries preached in English. Even the African ministers delivered their sermons in English and hymns and lessons were all in that tongue. The vernacular had its turn in the evening.

With the colonisation of Africa and the subsequent control of education by the British Government, the problem of bilingual education became a topical issue (Ozigi and Ocho, 1981). The factors that

promoted Bilingual Education could be summed up as follows:

1. The early European teachers could not communicate in Nigerian languages so interaction had to take place in both English and the Mother Tongue.
2. Parents wanted their children to learn English and be taught in it because of the job opportunities available to speakers of English.
3. Nigeria, as it came to be known was a multilingual nation with many mutually unintelligible languages.
4. The problem of providing instructional materials in many Nigerian languages promoted the development of the English language as the language of Education.

Hence, early in this century, specifically in 1911 and 1923, the British government convened the first imperial education conferences in London. The 1923 conference was specifically concerned with the problems of bilingualism and how it affected the education of the child. The conference, among other things, "desired to recognize the desirability of scientific investigation into the facts of bilingualism with reference to intellectual, emotional and moral development of the child"(Tiffen,

1975: 73). Meanwhile, the Phelps-Stokes Commission which was sponsored by some missionary organisations and philanthropic bodies to investigate the problems of education in Africa highlighted the complexity of the language problem in Africa. In their 1925 report, they made the following recommendations in favour of bilingual education.

1. The tribal language should be used in the lower elementary standards or grades.
2. A lingua franca of African origin should be introduced in the middle classes of the school, if the area is occupied by large native groups speaking diverse languages.
3. The language of the European nation in control should be taught in the upper standards.

Sequel to the Phelps-Stokes report, the Secretary of State for the Colonies felt the need to survey past efforts and co-ordinate future educational policy. In 1925, the Advisory Committee on Native Affairs charged with this responsibility brought out the Memorandum on Educational Policy in British Tropical Africa and recommended that African languages, as well as English, should be used in primary education. Among the problems highlighted in implementing this policy was "the difficulties this posed in training teachers"

(Tiffen, 1975: 76). Later policies also recommended bilingual education. The 1943 Memorandum on language in African School Education recommended a full primary education in the mother tongue. The memorandum highlighted the dangers that could arise from an over-emphasis on the teaching of English.

By the 1950s, the controversial issue of the use of the Mother Tongue vis-a-vis English remained unsolved. In 1952, the UNESCO conference on The Use in Education of African Languages in Relation to English reiterated the earlier view that "ideally, the medium of instruction for a child living in its own language environment should be the Mother Tongue, and that children should be educated in the Mother Tongue for as long as possible, while being taught the second language." This same bilingual education policy was re-echoed in the National Policy on Education first formulated in 1977 and later revised in 1981.

Even though the problem of implementing bilingual education has been a long standing issue, very little or no attempt has been made to tackle the problem directly. Definitely, there are many dimensions to solving this burning language in education problem, and effective teacher preparation is one of them, and a very crucial one, too. One is therefore dismayed to observe that this same policy was merely echoed in the 1977 policy which was later revised in 1981 without any reference to the preparation of bilingual teachers. Instead, various survey reports, professional organizations and a few individuals kept highlighting ineffective teaching and learning in the primary school which filtered into post-primary institutions. No attempt, whatsoever, was aimed at improving the performance of the primary school teacher through identifying the necessary competencies needed for improved performance. This is part of the focus of the present study.

1.3 Statement of the Problem

Since the formulation of the National Policy on Education, in 1977 which was later revised in 1981, much has been said about the problem of providing professionally qualified teachers to implement the bilingual education policy. The need to train bilingual teachers was highlighted arguing that a teacher is not qualified to teach bilingually simply because he/she is bilingual (Afolayan, 1977; Awobuluyi, 1979; Awoniyi, 1982 and Adeyanju, 1986). The problems of recruiting qualified teachers for the successful implementation of the policy have been summarized by Bamgbose (1977) and Emenanjo (1987) as that of getting teachers to teach the major languages and training them specifically to teach these languages as first and second languages and at the same time using them as mediums of instruction. But the present researcher is of the opinion that the problem is not limited to that of training teachers to teach the major languages alone, minority language speakers also have a right to receive meaningful education in their mother tongues, and teachers have to be trained to do this. Although the multiplicity of languages poses a serious problem, this is one of the issues that a

bilingual education programme should address itself to. Since this is not the central focus of the present study, the issue will not be examined here.

A few scholars have done some work in other areas of bilingual education, such as the relationship between multilingualism and language learning (Nyiakura, 1977); guidelines for the preparation of bilingual instructional materials (Okonkwo, 1978); the relationship between bilingualism and divergent thinking (Okoh, 1980); the problem of medium transition (Omojuwa, 1980); bilingualism in early childhood (Ndahi, 1982); and the choice of instructional media (Mcauley, 1982; Ala, 1983). So far, no study has been done in the area of bilingual teacher education, in spite of the fact that the teacher is a key factor in the successful implementation of any education policy. The present study is intended to fill this vacuum.

Furthermore, a number of research surveys carried out in this country have indicated that some elementary teachers use unstructured bilingual teaching techniques in their interaction with their pupils (See for example, Shaplin and Shaplin 1969; and Tomori 1974). Others have observed complete

communication breakdown as a result of the communication gap that exists between teacher and pupil (Shaplin and Shaplin, 1969; Tomori, 1974; and Ala, 1983). All of these observations point to the need to train teachers who are capable of meeting their pupils' learning needs through effective communication.

The present study was prompted by these observations and this researcher's experience as a primary school teacher trainer. The present researcher is of the view that a well-designed bilingual teacher preparation programme, based mainly on empirically identified competencies, would help, to a large extent, in improving the quality of primary school education in Nigeria. Therefore, the ultimate aim in this study is to develop a new bilingual teacher preparation programme aimed at improving the efficiency of the prospective Nigeria Certificate in Education (NCE) elementary teacher. The focus in this study is on the NCE elementary teacher-trainee because the National Policy on Education (1981: 39) has recommended that "the NCE will ultimately become the minimum basic qualification for entry into the teaching profession." Latest reports about elementary teacher training in this country indicate that Grade II teacher training colleges are being

phased out in many states while more Advanced Teachers' Colleges (ATCs) and Colleges of Education, a number of which now offer Primary Education Studies, are springing up all over the country (Bamijoko, 1985; Afolayan, 1986).

Specifically, the study attempted to answer the following main questions:

1. What are the essential competencies to be included in a programme for training elementary bilingual education teachers in Nigeria?
2. What should a primary bilingual teacher preparation model consist of?
3. What should a Bilingual Education Studies syllabus include?
4. How should the proposed programme be implemented, taking cognizance of prevailing circumstances in existing NCE programmes?

1.4 Need for and Purpose of this Study

There is a need to modify existing teacher training programmes in Nigeria to cater for the training of bilingual teachers. The multilingual nature of the Nigerian Society, coupled with the dominance of the English language in the education system makes bilingual education a necessity. To respond to the diverse needs of learners in this country, it is necessary to train teachers in well planned institutionalized programmes. Trainees produced in such programmes would be expected to demonstrate competencies aimed at improving primary school teaching. Trainees should be aware of the environment in which the child lives, the social forces which impinge upon him: that is, the nature of his family life, and the important events in the history of his people (such as colonialism), his ethnic, economic or socio-cultural group. Such competencies would be assessed according to established criteria which the trainee is aware of (Lindsey, 1978; Hancock, 1981).

This study is designed to meet the specific need of identifying relevant competencies for the training of bilingual teachers. This is in response to the National Policy on Education recommendation that teachers would be professionally trained for their specific duties. The statement reads: "all teachers in our educational institutions, from pre-primary to University, will be professionally trained. Teacher Education programmes will be structured to equip teachers for the effective performance of their duties" (NPE, 1981: 38). In this researcher's opinion, realistically, Bilingual Teacher Education should be implemented in the context of multicultural bilingual education because this is likely to ensure that cultural pluralism and individual differences are valued and appreciated.

Therefore, the purpose of this study is to develop a new bilingual teacher preparation programme based on the competencies identified in this study.

1.5 Theoretical Framework

The theoretical framework for this study was based on the premise that the existing NCE teacher preparation programme is inadequate for training NCE elementary teachers to meet the needs of bilingual education as stated in the National Policy on Education (1981). Additional knowledge, skills and attitudes (i.e. competencies) are necessary for the following reasons:

1. The existing programme is geared towards preparing teacher-trainers to teach Junior Secondary School (J.S.S.) level students in English only. No provision is made for learning to teach at the primary level except in the Primary Education Studies component, which is optional.
2. The programme does not include bilingual teaching techniques for coping with the language demands of the National Policy on Education (1981).

3. Teaching practice assessment criteria do not include statements of competencies that should be explicitly demonstrated in teaching performance before the trainee is certified.

The implications of all of the fore-going observations for Bilingual Teacher Education are that the bilingual teacher-trainee should acquire, among others, the following competencies:

1. Language Competencies: The underlying assumption in this category is that the effective bilingual teacher is one who demonstrates oral and written proficiency in both English and the relevant Nigerian language used in education. It is essential that the teacher-trainee should demonstrate bilingual skills in actual teaching-learning situation. A teacher possessing competencies in the language area will be equipped not only to accept the child's first language, but also to be able to teach the child English or any other second language.

2. Culture Competencies: The underlying assumption in this category is that the effective bilingual teacher is one who possesses a deep understanding and sensitivity to the cultural characteristics of the bilingual child, i.e. identifies those historical referents, life styles and traditional features of the specific community and incorporates them in an instruction. This category reflects those areas of the child's history, heritage and contemporary ethnic experience which have to do with family ties and relationships, pride and self-respect as expressed in actions and words by the group today or as it was lived in previous generations. Ginott (1972) suggests that "a teacher needs to unlearn habitual language of rejection and acquire a new language of acceptance. Perhaps instead of blaming, shaming, preaching, moralizing, admonishing and accusing, ridiculing and belittling and threatening, teachers should be about engendering trust through identification and application." Although not all teachers are guilty of these faults in Nigeria, it

would be a worthwhile effort to teach positive attitudes towards children explicitly in a training programme.

3. Pedagogic Competencies: The underlying assumption in this category is that the effective bilingual teacher is one who is able to apply teaching strategies appropriate to distinct learning styles, taking cognizance of relevant developmental levels. This category includes ability to utilize innovative techniques effectively and appropriately in the learner's language(s) in the various content areas. Also included is the ability to utilize effective classroom management techniques, for optimal learning in specific situations.

4. School-Community Relations: The underlying assumption in this category is that the effective bilingual teacher is one who demonstrates basic awareness concerning the importance of parental and community involvement for facilitating the learner's successful integration of his school environment. Such a teacher also demonstrates skills in collecting culturally-relevant information that can serve both for curriculum contents and for instructional activities. He

should also demonstrate a knowledge of the patterns of child-rearing practices so as to better understand the background of the learner's behaviour in the classroom. He should be able to act as facilitator for enhancing the parents' roles, functions and responsibilities in the school and the community.

These four categories of competencies are by no means all of the competencies that the bilingual teacher should acquire. They are the essential ones which are crucial in the preparation of bilingual teachers. The distinction between these competencies and those required for preparing non-bilingual teachers is that the focus is on equipping the bilingual teacher to recognize and accept linguistic and cultural pluralism as natural characteristics of bilingual individuals. This underlying knowledge guides the bilingual teacher in taking various decisions regarding his/her activities in the classroom and in dealing with pupils, parents, colleagues, school authorities and community members. As a result of stereotyping, some primary school teachers exhibit hostility towards their pupils' home language and different cultural behaviour. It is hoped that equipping such teachers with the right kind of skills would help them to become more humane and accommodating.

1.6 Basic Assumptions

On the basis of personal experience and available research evidence, the following assumptions were made for the purpose of this study:

1. If the competencies that trainees need are empirically identified, systematically developed and objectively assessed before the trainee is certified, this would lead to improvement in teacher performance.
2. Language specialists, linguists, curriculum experts, teacher trainers and supervisors can, on the basis of their training and experience articulate the essential competencies needed for training primary school bilingual teachers.
3. Practising primary school teachers, as a result of their classroom experience and training, can identify the competencies needed for training primary school teachers.
4. Students in NCE awarding institutions, who are likely to be the beneficiaries of the programme, can identify the competencies needed for preparing primary bilingual teachers.
5. The opinions of teachers, students, teacher trainers and supervisors can be statistically analyzed and level of agreement determined to assess their views of the competencies.

1.7 Hypotheses

On the basis of reasoning about the expected roles of the different groups of respondents in primary education, the following main null hypothesis was made:

A. There is no significant difference in the perceptions of the five groups of respondents of the competencies delineated in this study. To obtain a more vivid picture of the views of the various groups of respondents with varying educational and experiential backgrounds, the following sub-null hypotheses were made:

   i. There is no significant difference between the perceptions of primary school teachers and NCE students of the competencies.

   ii. There is no significant difference between the perceptions of primary school teachers and Grade Two College tutors of the competencies.

   iii. There is no significant difference between the perceptions of primary school teachers and Grade Two College tutors of the competencies.

   iv. There is no significant difference between the perceptions of primary school teachers and primary school supervisors of the competencies.

v. There is no significant difference between the perceptions of NCE students and Grade Two College tutors of the competencies.

vi. There is no significant difference between the perceptions of NCE students and primary school supervisors of the competencies.

vii. There is no significant difference between the perceptions of NCE students and primary school supervisors of the competencies.

viii. There is no significant difference between the perceptions of Grade Two College tutors and primary school supervisors of the competencies.

x. There is no significant difference between the perceptions of ATC lecturers and primary school supervisors of the competencies.

The first null hypthesis forms the core of this study, while the other sub-hypotheses serve as a means of shedding more specific light on the major hypothesis.

1.8 Scope of the Study

As this study was carried out in a relatively new area in which little or nothing has been done, its scope was widened to involve language specialists, linguists, and curriculum experts from all over the country. In an effort to make the needed contacts at the appropriate locations and professional forums, the study spanned a period of five years from 1984 to 1988. Specifically, the scope extended to the following institutions/forums at the following times:

1. In 1984, the researcher visited the University of Ife and discussed with some of the resource persons who took part in the Ife Primary Project to see if there were insights to be derived from the project which could help in identifying the skills of the primary school bilingual teacher. Even though bilingual teachers as conceived in this study were not prepared for the said project, the discussion with some of the project staff paved way for further investigation.
2. In 1985, the present researcher interacted with some language and curriculum specialists who attended the national seminar on "The Problems and Implications of the 6-3-3-4 Policy on Nigerian Education," organised here at Ahmadu Bello University. The information obtained from the discussions and papers presented further shed light on specific areas of the problem.

3. In 1986, this researcher participated in the National Teachers' Institute (NTI) T.C. II syllabus development workshop and seized the opportunity to interact with experts in primary school education who also provided useful information that further helped in identifying the competencies. This forum was particuarly useful, because resource persons from Nigeria Educational Resource Centre (N.E.R.C.), Language Development Centre, N.T.I. and a host of others from higher institutions from all over the country showed interest in the study and further shed more light on the issue.
4. The three Linguistic Association of Nigeria conferences; that of 1985 held in Zaria whose theme was: "Language in a Multicultural Context" and that of 1986 held at Maiduguri and whose theme was: "Minority Languages and Lingua Francas in Nigeria"; and that of 1987 held at Port Harcourt whose theme was: "Linguistics in the Implementation of a National Language Policy," provided very valuable opportunities for the development of the competency package which formed the nucleus of the programme developed in this study.
5. Furthermore, the Curriculum Organisation of Nigeria conference of 1987, whose theme was;

"Curriculum Implementation in Nigeria" and the Literary Society of Nigeria conference of 1988 both held at A.B.U. also provided very useful opportunities for deeper insights into the problem.

6. Finally, the opinions of colleagues in both the Faculty of Education and Institute of Education were sought before the final data were collected from subjects in Kaduna and Kano States.

All of these contacts, coupled with insights obtained from the literature review and the experience of this researcher as a primary school teacher trainer for fifteen years formed the basis for the development of the new programme (see Chapter Six).

1.9 Limitations

Because of the seminal nature of this study the programme developed from the identified competencies has not been empirically tested to determine its suitability and feasibility. However, the competencies have been used to train bilingual teachers in other parts of the world. Although this study was ultimately limited to Kaduna and Kano states, the researcher interacted with resource persons in Oyo, Ondo, Lagos, Rivers, Borno, and Bendel states and to that extent this study could be extrapolated to other parts of Nigeria.

1.10 Summary

This chapter stated the problem and the purpose of the present study and presented the theoretical framework underlying the identification of the bilingual teacher comptencies. It also highlighted the bilingual education problem as perceived by various individuals and pointed out that the difficulty in implementing the bilingual education policy in this country is due, largely, to the lack of qualified bilingual education teachers. The role of the British colonial government, the Phelps-Stokes Commission and later that of the Federal Government in the formulation of bilingual education policies for Nigeria was described.

Literature on Teacher Education shows that a person is not qualified to teach in two languages simply because he is bilingual. There is a need to acquire certain competencies that would make for effective classroom instruction and management. The need to identify teacher competencies through co-operative means was identified. The importance of co-operative efforts in the identification of teacher competencies was stressed in the literature. This study, therefore, has attempted to identify the essential bilingual competencies, by not only involving the experts, but also the potential

trainees of the bilingual teacher education programme and their employers. It was believed that involving practising Grade II teachers, NCE students, teacher educators and Ministry of Education primary school supervisors would help in identifying essential competencies that form the basis of a bilingual teacher education programme. In the next chapter, a review of related literature is undertaken to provide greater insights into the research problem.

Chapter 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

The preceding chapter focused on the problem of this study which is the identification of elementary bilingual teacher competencies and the preparation of a bilingual teacher preparation programme; the background of the problem and the rationale for the study. This chapter focuses on the review of the relevant literature in the area of bilingual teacher education and related fields in order to provide a theoretical framework for the identification of bilingual teacher competencies. It is relevant at the outset, to point out that the literature on Bilingual Education in general is very scanty, because it is a relatively new field. Because nothing has been done in the area of Bilingual Teacher Education in Nigeria, little or virtually no literature exists on the topic. The little that is available is in the form of opinions and recommendations. For this reason, most of the literature reviewed in this section is based on works outside Nigeria. The assumption underlying such a decision is that the information thus gathered could provide useful insights into the problem.

This chapter is organised into four sections. Section One (2.1) presents an overview of Teacher Education programmes in general. Section Two (2.2) focuses on teacher training models in general including Competency Based Teacher Education (CBTE). Section Three (2.3) focuses on Bilingual Teacher Education. Included in this section are the competencies required for training bilingual teachers identified in the literature. Section Four (2.4) focuses on surveys on bilingual education in general with particular attention to bilingual teacher education. This section is subdivided into two parts; the first part deals with bilingual education surveys carried out in other countries while the second part deals with primary education language surveys carried out in Nigeria.

2.1 The Theoretical and Practical Components of Teacher Education Programmes

Teacher preparation programmes comprise two major components: the theoretical and the practical. The theoretical component is concerned with providing trainees with the necessary knowledge and skills about teaching, while the practical is concerned with providing prospective teachers with the opportunity

to put the acquired theoretical knowledge into actual practice. Gage (1978), Milk and Clark (1983) and Adaralegbe (1985) recommend that both components should complement each other. This view is corroborated by Fafunwa (1969) and Larsen (1983) who postulate that teacher education programmes must provide prospective teachers with varied and repeated opportunities to experience the whole gamut of educational activities in real life situations. Larsen (1983), therefore, suggests a third component: training, in which the trainee is exposed to the various roles that he would be called upon to perform in his future career. This view is shared by Smith (1971) and Fanselow (1977). According to Smith (quoted in Fanselow and Light 1977: 5), in training teachers, it is necessary to:

(a) analyze the job of teaching into the tasks that must be performed;

(b) specify the abilities required for the performance of these tasks;

(c) describe the skills or techniques through which the abilities are expressed; and

(d) work out training situations and exercises for the development of each skill.

Smith's procedures follow the principles used in curriculum development, namely: needs identification, skills identification, specification of objectives and methodology (Pratt, 1980). But in Nigeria, curriculum development is not always based on identified learners' needs partly because records of trainees' and pupils home backgrounds and personality traits are usually non-existent and partly because the modalities for doing this have not been properly worked out by the authorities concerned. This makes it difficult to address trainees' and pupils' specific needs, and as a result, some Nigerian curricula do not specifically address the needs of learners. This has resulted in the acquisition of some irrelevant and redundant knowledge which does not relate specifically to Nigerian problems.

Larsen-Freeman (1983) suggests a different approach in the preparation of teachers. He highlights the need to subsume the training process under the educating process, arguing that it is impracticable to train a prospective teacher for all the heterogenous circumstances that he will be faced with in his future career. He, therefore, recommends developing in the

trainee decision-making skills and suggests the following foci in the process of educating the trainee to make decisions:

1. Heightening of awareness: The trainee should be aware of a number of alternatives open to him from which to make required choice.
2. A positive, open attitude: The trainee must possess an open attitude which enables him to consider exploring the available choice. He must be prepared to accommodate changes.
3. Accumulation of knowledge: The trainee needs knowledge of available options in order to make the right choice.
4. The trainee needs to develop skills in the relevant field.

Although decision-making is a skill that runs through all human endeavours, it has to be specific to the kind of teachers to be produced in the training programme. It is also worthwhile to point out that it is a skill that is difficult to measure objectively.

However, Berko, Cone, Russo and Shavelson (1979) corroborate Freeman's views and propose a model for decision-making in instructional matters. They postulate that teacher's decision-making is affected by the following factors: information

about students, including their characteristics; teachers' educational beliefs; the nature of the subject matter and goals of instruction and availability of alternative strategies and materials. They suggest that teachers should be trained in decision-making both at the pre-service and in-service levels. Much as these factors are useful in teacher education programmes, in Nigeria, the lack of adequate planning makes the successful training of future teachers a difficult task. And because, teaching has a low status and prestige, it is often difficult to attract high quality candidates into the profession. The result is that teacher trainees are trained by poor quality teacher trainers who themselves have received inferior education from their teachers, thus resulting in a vicious circle. Furthermore, the lack of imagination and initiative noticeable among some Nigerian primary school teachers can be attributed to their poor educational background and immaturity. Hence it is necessary to adopt a teacher training model that provides the right kind of theoretical and practical experience to teacher trainees. A number of teacher training models identified in the literature are reviewed next.

2.2.1 Teacher Training Models

In this section, a review of teacher training models in general is undertaken with a view to providing insights into teacher training strategies. The literature on this topic shows that most of the early teacher training models were based on the premise that education is dynamic, so, teacher preparation programmes recognized the need to include built-in mechanisms for examining and updating programmes to cater for present and future societal needs (Smith 1971). Some of the programmes were designed to equip trainees with the required theoretical knowledge needed to carry out teaching tasks, and in addition, provide teaching experience in actual school setting. Smith (1971) reports that the competencies identified for preparing teachers include:

1. Specifying learning goals;
2. Assessing pupil achievement of learning goals;
3. Diagnosing learner characteristics;
4. Planning long-term and short-term learning programmes with pupils; and
5. Guiding pupils in their learning tasks.

But teachers are not employed to teach only academic content which can be measured objectively; they are supposed to educate children to produce lasting

changes in their behaviour, and help them to become productive members of society. These characteristics may not be measurable in short-term tests.

As teacher education became more research-based in recent times, educators became more concerned with the issue of investigating what makes a teacher effective. Medley (1978) identifies the stages that research on teaching has passed through in an attempt to identify the meaning of teacher effectiveness. Initially, effectiveness was perceived as a function of the methods of teaching used, and the learning climate created by the teacher. Recently, effectiveness has been perceived as a mastery of certain competencies and the ability to demonstrate those competencies in actual performance through professional decision-making. It is, however, relevant to point out that teacher effectiveness is a collective function of what a teacher is (his characteristics); what he knows (his competencies) and what he actually does to help pupils learn (his performance).

In an effort to measure teacher effectiveness, Flanders (1970) developed a system of categories for measuring teacher behaviour in the classroom. Flander's system is based on the assumption that

teaching behaviours could be broken down into measurable teaching skills arranged in a series of learning experiences for the training of teachers. His work focused on the categories of behaviour that show relationships between teacher behaviour and student achievement. However, in a bilingual teacher education programme, caution need be taken in adopting Flanders' categories. It is the contention in this study that any teacher education model should emphasize student-centredness instead of producing self-conscious and domineering teachers.

In his own contribution, Townsend (1971) in commenting on the role of Interaction Analysis in teacher training has identified four uses that could be made of it:

(i) to describe the current practices operative in classroom;

(ii) to monitor instructional systems, programmes, or curricula;

(iii) to investigate relationships between classroom activities and the growth, progress, or change of the students affected; and

(iv) to train or augment the training of teachers.

In the Nigerian context, classroom interaction analysis could be used to assess the disparity between the behaviours of practising primary school teachers and the role expected of them as bilingual teachers. The data collected from such a research could form part of the content of the training programme. Moreover, cognizance must be taken of peer-group interaction in assessing educational achievement because it is a well accepted truism that pupils do not only learn from their teacher but also from their peers.

As a result of research findings on teacher behaviour, Peck and Tucker (1973) have identified three teacher training models that have evolved in recent times. These are: training teachers in interaction analysis; microteaching; and behaviour modification. In the field of bilingual teacher training, classroom interaction analysis has been used to determine teacher effectiveness. Townsend (1976), discussing the issue, identifies five variables that increased student achievement in bilingual settings as:

(i) the clarity with which the teacher made presentations;

(ii) the flexibility of the teacher in utilizing the languages of instruction;

(iii) criticism resulted in significant negative relationships;

(iv) teacher indirectness yielded positive results; and

(v) student opportunity to learn the subject matter to be tested.

Similarly, Garcia (1970), commenting on the modification of teacher behaviour in bilingual settings, stresses the need for bilingual teachers to have available to them a variety of teaching strategies, specifying behavioral objectives and using reinforcement to promote learning. Klingsledt (1972) corroborates Garcia's view in discussing indicators of teacher effectiveness in bilingual domain. Although he agrees with the use of interaction analysis for promoting teacher effectiveness, he concludes that "there is no single indicator of effective teaching, ... the best teacher is one who has developed a style that actualizes his own personality (Klingslendt in Simoes Jr., 1976).

Although classroom observation systems have been used extensively in measuring teacher effectiveness, it has also been criticised. Johnston and Yeakey (1979) postulate that "the teacher-centred role encouraged more negative

feelings on the part of the students, a greater concern with interpersonal as opposed to learning problems, and less mastery of content." This view has led people like Tikunoff and Ward (1978) to suggest a holistic approach in measuring teacher effectiveness, arguing that teaching is a complex behaviour which does not take place in a vacuum.

In Nigeria, where primary school teachers hardly have access to further training for professional growth, the need to train teachers in self-evaluation for behaviour modification cannot be overemphasized. The continuous outcry to improve teacher effectiveness makes the need for research in teacher training in this country very urgent. The present practice of teacher training whereby some teacher trainers have not themselves been trained to teach would need to be re-examined in the light of current practices of teacher training.

On the whole, the fore-going views on teacher training models point to the valuable contributions that research on teaching has made in teacher education. The continuous search for teacher effectiveness has resulted in the accountability movement which culminated in the development of the Competency-Based Teacher Education (CBTE)

movement, which is reviewed below.

2.2.2 Competency-Based Teacher Education

Competency-Based Teacher Education (CBTE) is a teacher preparation model that requires the specification of competencies (knowledge, skills and attitudes) that the trainee should acquire and the specification of performance objectives that the trainee must demonstrate before certification (Lindsey, 1976). The model requires programme planners to define their goals in terms of competencies to be achieved. A teacher, therefore, who has been trained in a CBTE programme should be able to carry out teaching tasks with some degree of efficiency. The model has the added advantage of establishing standards in education; increasing productivity of educational institutions and improving the quality of training institutions. The model aims at specifying programme objectives clearly and developing criteria for measuring them.

Generally, there are five kinds of objectives in a CBTE programme. These are:

1. Cognitive or knowledge objectives which specify knowledge and intellectual abilities to be demonstrated by the trainee.
2. Performance objectives which specify teaching

behaviours that the trainee is to perform.

3. Consequence or product objectives which call for the trainee to bring about a desired change in pupils he has taught.
4. Affective objectives which specify attitudes the trainee is to demonstrate.
5. Expressive or exploratory objectives which stipulate the experience which the trainee is to undertake (Schmeider, Mark and Aldrich, 1977).

For successful attainment of these objectives, the trainer and trainee are held accountable for the achievement of the objectives; which make learning a shared responsibility among all involved. The competencies acquired in the programme must be demonstrated in actual learning situation.

2.2.2.1 Characteristics of CBTE

The assumptions underlying the development of CBTE as spelt out in the literature include:

1. The teacher role is conceived as one who functions as a professional and adapts his/her teaching style to the situation or as dictated by changing conditions;
2. Knowledge of the relationships between teacher education programmes, behaviour of the teacher,

and pupil achievement must be researched and disseminated to all concerned;

3. Competencies to be demonstrated by the trainee are derived from an analysis of teacher roles; are made explicit and public in advance of instruction so that the student knows what is expected of him; and assessment is a function of the extent to which the competency is attained;
4. Assessment criteria are based on specified competencies which are made public in advance; the context under which the competencies will be assessed as well as the level of performance expected are clearly explained to the trainee on entry into the training programme.
5. Instruction is individualized to meet the need of individual trainee whose progress is determined by demonstrated competencies.
6. Feedback is an integral part of the training programme.
7. The programme is field-centred, includes a research component for identifying the effectiveness of trainees, educators and the training institution and recognizes decision-making as an integral part of successful teaching.

In the field of Bilingual Teacher Education, CBTE has made some useful contributions. Since an essential characteristic of the model is the demonstration of competence through performance, rather than mere acquisition of knowledge of course content, the specific skills and behaviours are geared towards the needs of children from different linguistic backgrounds (Anderson, 1978; Baecher, 1978). This point is supported by London (1978) who emphasizes that teachers should be given a broad knowledge base in the histories and cultures of the children to be taught in order that they can develop a positive attitude towards their pupils.

Lindsey (1973) supports this view and observes that the inability of schools to meet the needs of bilingual children "has led to intense public and professional interest in what teachers do in the classroom. It is believed that performance, defined as observable behaviour, makes a difference in the lives of pupils (p.181)." An important aspect of CBTE is its focus on the needs of school learners since it gives attention to individual needs; focuses on objectives; and holds the trainee accountable for meeting the specified level of competence. In the CBTE model, teachers' different

personalities are taken into consideration and programmes include different criteria for people performing different tasks.

2.2.2.2 Identification of Competencies

According to Cooper and Weber (1973), teacher competencies can be derived from four sources: philosophical, empirical, subject matter, and practitioner. The philosophical base relies on assumptions and values about the nature of man, the goals of education and the function of teaching. From the philosophical base, programme developers speculate on teacher roles and learning outcomes. The empirical base for generating competencies relies on knowledge derived from research. Such research-based competencies may be of: (a) cognitive nature (knowledge); (b) comprised of skills or performance; or (c) defined in terms of pupil outcomes. Competencies derived from a subject matter base are principally of a cognitive nature in which knowledge of curriculum content areas becomes the primary criterion for competence. Finally, competencies derived from practitioner base relies on analysis of teaching tasks. Cooper and Weber (1973: 19) conclude by noting that:

> While teaching competencies can be and should be generated from empirical, subject matter, and practitioner bases, they must be screened through a philosophical base and the conceptualized model of the teacher's role. Unless proposed competencies are compatible with the conceptualized role of the teacher, they should not be included in the programme.

The conception of the teacher's role as a base for the identification of competencies is shared by Shearron and Johnson (1973) who set forth a model that transforms the teacher training function into a research and development process. The authors agree that the following assumptions are central to the development of competency-based programmes. They are: (a) the majority of competencies needed by teachers can be specified and evaluated; (b) (b) teacher preparation programmes should be field-based; (c) teacher preparation programmes should serve as models for effective teaching; and (d) teacher preparation is a cooperative effort between the local education agency and the institution of higher education. The authors suggest a framework for competency identification which includes:

> an examination of what students should learn and do and to infer from that what teachers should know; a translation of course requirements into specific competencies; and speculation on what effective teachers do.

These views are supported by Moskowitz (1977) who opines that in identifying teacher competencies, we must first determine what trainees should learn, know and do and then we can speculate on which competencies are necessary to produce the desired results, field test them and evaluate the findings. She identifies the components of good teaching to include: setting of goals and objectives; planning and carrying out instruction; developing attitudes and motivation; and evaluation.

Lindsey (1978) concurs with this approach and recommends one of two processes for programme design: (a) the assessment of student needs or (b) the conception of teacher roles. In the assessment of needs the emphasis is given mainly to needs of the student population in the schools. Once these needs are identified, then an attempt is made to organize a training programme in the university which can produce the type of teacher determined best able to meet those identified needs

CHAPTER I

1.0 INTRODUCTION

Against a multilingual background of about four hundred indigenous languages, Nigerian Pidgin (NP) stands out as a lingua franca which is used in varying degrees in different parts of Nigeria. Researches - notably those of Marchese and Schnukal (1980), Omamor (1982), and Faraclas (1983), among others, show that in the delta areas of Nigeria in general, particularly, around Warri and Sapele (in now Delta State) and Port Harcourt (in Rivers State), NP has been used so much and for so long that it has become the first language of some speech communities; in other words, it has become a creole in these areas. However, in other parts of the country, NP continues to serve a secondary role in the lives of its very many users.

There is a general assumption among Nigerians (particularly in the southern part of the country) that NP is a phenomenon of southern Nigeria alone, i.e. that it is a language that is

Pratt (1980) stressed that in selecting a set of competencies one may begin by focusing on the following:

(a) previous research findings; (b) conventional wisdom;

(c) practices which have already shown positive results on the basis of subjective evaluations; existing theories of learning, education, or human development and (e) expressed community needs.

In deciding what the ultimate outcomes of a teacher education programme should be the American Association of Colleges for Teacher Education (AACTE) Committee on Performance Based Teacher Education (1974) stressed that the term "role definition" should serve as a base for programme developers to establish the parameters of teacher training programmes. The committee's recommendation was that "a clear description of the roles of the professional to be prepared should be in hand before the instructional programme as such is formulated.

The majority view is that specification of competencies for teacher education personnel evolves from the needs of the community. Recent research studies also seem to support this view.

A study by Rodriguez (1980) centred on competency identification through an explicit conception of teacher roles. The main purpose of her study was to determine what behaviours would be expected of the teacher through a listing of all activities which comprise the job of the teacher. A Study by Mitdail (1976) dealing with identification of competencies, involved obtaining information from teachers, educators, and students in training as well as from conducting a review of the literature. Similarly, Shervin (1982) utilized the survey method to determine the minimal competencies needed for elementary bilingual teachers working with bilingual children.

The aforementioned views point to the fact that competency identification is an integral part of competency-based teacher education programme development. The consensus in the literature is that competency specification is a function of the teacher role, the expressed needs of the community and the people to be taught. In spite of its utilization in teacher education programmes in the seventies, the model has been criticised.

2.2.2.3 Significant Criticisms of CBTE

The major criticisms against the CBTE model centre around those of identification of competencies and the measurement of performance. Pottinger (1978) argues that effective teaching is neither the knowledge of how one should teach nor simple demonstrations of certain skills and behaviours. He, therefore, doubts the usefulness of measuring teacher competence through student outcomes. He opines that certain variables that are important to effective teaching such as a teacher's ability to match teaching with student learning style may not be measurable in paper and pencil tests. He further observes that there are many other factors that relate to performance which may not be measurable by behavioral observations. According to him these include: motivation; diagnostic listening abilities; empathy; ability to think clearly under stress; ability to anticipate, analyze and solve problems; and flexibility in teaching style.

Lindsey (1978) takes this point a step further as she warns that once behaviour is defined and the objectives made clear, there is the tendency to teach only for the stated objectives, which may result in failing to see more significant

development in human behaviour that may be occurring simultaneously. She remarks that teaching is a complex behaviour that should not be reduced to a mere mechanical behaviour. Hancock (1981: 185) echoes a similar criticism as he observes that:

> Many aspects of a CBTE model remain troublesome. The current knowledge base has not allowed for determination of a comprehensive list of essential competencies for teachers. In fact where extensive lists exist, they are frequently unmanageable ... Even if we knew how to identify such competencies which many agree are at the heart of successful teaching, we are not even close to being able to measure them objectively.

The foregoing observations have led people like McDonald (1978) and Baird (1978) to suggest that the assessment of teaching competence should be done in complex teaching situations and that data collected from research on teaching should be recycled into the system for programme improvement.

In the Nigerian situation, research into effective teaching and learning should take cognizance of the prevailing situations in the country, including limited human and material resources. Data collected from such research would help to determine the nature of instructional experience to

be made available in training institutions. In concluding this section on teacher education models, therefore, this researcher suggests that in designing or restructuring a teacher education programme in Nigeria, a critical evaluation of various models needs to be undertaken. The goals and objectives of the proposed programme, as well as the political, social and cultural dimensions of the prevailing circumstances should be taken into consideration. Furthermore, the identification of teacher competencies should be a shared responsibility among primary school teachers, teacher educators, language specialists and Ministry of Education officials, bearing in mind that teaching is an integrated behaviour involving pupil, teacher, parents, environment and a host of others; further still, human behaviour is influenced by varying motivations.

2.3 Bilingual Teacher Education

Bilingual Teacher Education programmes have tended to be competency-based in line with the CBTE movement of the seventies. Garcia (1974), examining competency-based bilingual teacher education programmes reports that perhaps the greatest beneficiaries of CBTE will be the culturally different, because teachers educated on a set of specific skills, behaviours and attitudes will more than likely be specific in identifying exit competencies expected from their pupils. They will be

less likely to consider cultural differences of children as liabilities in the instructional programme. He, therefore, suggests that bilingual teacher-trainees acquire the following: competencies in teacher-pupil interaction; ability to foster conditions that promote pupil-pupil interactions; ability to arrange a learning environment designed to accomplish specific instructional objectives and the ability to develop instructional units which focus on a culturally diverse society (Garcia, 1974: 18). In this researcher's opinion, these skills can be developed in the trainee through mini- and micro-teaching techniques in which the trainee focuses on specific skills and directs his attention to achieving certain specified objectives. It should, however, be noted that pupil-pupil interaction and even teacher-pupil interaction extend beyond the classroom environment.

In the same vein, a number of competency packages for the preparation of bilingual teachers have been developed, (Anderson and Boyer, 1970; CAL, 1974; Gaarder, 1975; Rodriguez, 1980; Troike and Saville Troike, 1982) among others. Some of these writers delineated bilingual teacher knowledge and skills, but the most explicit and detailed list of bilingual teacher competencies was that published by the Centre for Applied Linguistics (1974). Combining the CAL (1974) list with those found in other sources, the competencies identified for the

preparation of bilingual teacher trainees include the following: language proficiency; cultural awareness; pedagogic flexibility; school-community relations and personal qualities. In this researcher's opinion, such competencies, which are expert generated should be tested empirically and made relevant to the needs of specific groups of trainees. In Nigeria, teacher trainees may need to acquire additional characteristics such as a positive attitude towards pupils and their parents, especially the non-literate ones.

2.3.1. Language Proficiency

The competencies identified in the area of language include proficiency in the four language skills of listening, speaking, reading and writing in both languages and a knowledge of linguistics in order to distinguish between standard and local varieties of both languages. The trainee is expected to understand basic concepts regarding the nature of language and be able to develop curricula activities to deal with areas of interference. He is also expected to understand theories of first and second language learning. From the fore-going, it is assumed that the bilingual teacher should be a native or near native speaker of the child's home language. The native speaker as viewed by this researcher is an individual with experiential knowledge of the child's linguistic, social and cultural background.

Coming from the child's language community, the native speaker would know, in most cases, the language usage of the home, so the language contact issue is less acute. For the non-native speaker, there is a need to acquire a high degree of second language proficiency coupled with specific knowledge of home language usage. The non-native speaker ought to know how the child uses his language in different socio-cultural settings. In this researcher's opinion, the training programme should be field-based, in order to provide the much-needed contact with the child's linguistic and cultural community.

In the area of linguistics, the competencies suggested for helping the child to move from monolingualism includes a knowledge of Psycholinguistics and Sociolinguistics. For the child's home language (major or minor) to be accepted for learning purposes, this researcher suggests the documentation of all Nigerian languages and dialects and the development of as many of them as possible. So far, recent reports about the activities of the Language Development Centre, Lagos, indicate that efforts are being made to survey Nigerian languages and dialects (Somefun, 1986). Other efforts geared toward developing indigenous languages include: the development of four manuals on the orthographies of twenty Nigerian Languages; the preparation of a metalanguage for Hausa, Igbo and Yoruba largely as a prelude to the development of materials in Science and Mathematics. The centre has also undertaken a survey of language teaching manpower across the nation. Additional efforts made at improving language teaching in the country include the publication of a professional journal:

The Nigerian Language Teacher; the establishment of a rich library and the periodic organisation of symposia on Language and Language related issues.

2.3.2 Culture

The competencies identified in the area of culture include ability to assist children to interact successfully in a cross-cultural setting and respond positively to the diversity of behaviour involved in cross-cultural environments. The trainee is expected to demonstrate knowledge of the effects of cultural and socio-economic variables on the pupil's learning style (cognitive) and on the pupil's general level of development, socialization and participation in the educational programme. Kissekka (1981) reported different socialisation practices for boys and girls which may affect their behaviour in the classroom. She remarked: "the expectation that

girls should play unquestioning obedience and keep quiet in heterosexual settings ... subtly contribute to passive and defeatist temperaments which are incapacitating in competitive situations in schools and in employment." In the same vein, Uka (1966) observed that socio-economic factors influenced child-rearing practices in some Nigerian communities that he investigated. Hence, Okonkwo (1978) posited that a change in the language of instruction will necessarily involve a change in the instructional content of materials.

These competencies also pre-suppose that the non-native speaker understands and knows about the child's culture. In Nigeria, where different communities have different socialization practices, this may not be true. It would, therefore, be necessary for the training programme to sensitize the non-native teacher to the pupil's culture. Similarly, teachers born in the child's culture ought to be sensitive to intra-cultural differences which exist within the culture. In the same vein, trainees would have to be prepared for movement from one language to another and the cultural changes that may occur during the transition stage.

2.3.3 Pedagogy

Competencies identified in this area include ability to utilize innovative techniques effectively and appropriately in the learner's languages in the various content areas and utilize first and second language techniques in accordance with the learners' needs at various stages of the learning process. The trainee is expected to demonstrate ability to utilize effective classroom management techniques, for optimal learning in specific situations. He should also demonstrate ability to identify and utilize available community resources in and outside the classroom.

The foregoing presupposes that the trainee will have to be specially prepared to use the two languages in an academic domain because according to Margarita (1978: 360): "a teacher is not adequately qualified to teach in two languages simply because he is bilingual; one needs to be a teacher first, and second one ought to move easily in both languages". Troike and Saville-Troike (1982: 205) share this view in their remark that;

> One of the biggest hurdles teacher trainees have to face is learning to use their language in a new sociolinguistic domain ... Studies of bilingual programmes show over and over again that teachers continually regress into the use of English because of their limitations or insecurity in using the other language in the school or subject-matter domain.

This view is corroborated by a study carried out in Nigeria by Kay Williamson (1977) in which primary school teachers were reported to use the period set aside for teaching the mother tongue to teaching English, and they exhibited a lukewarm attitude towards teaching in their own native tongues. This observation has led people like Troike and Saville-Troike (1982) to suggest that trainees themselves need to be taught bilingually in the training programme. This presupposes that teacher trainers themselves should not only be bilingual but capable of teaching in two languages. In Nigeria, this is a major hurdle to overcome because many practising teacher trainers have not received formal training as bilingual teachers. The modalities for breaking the existing vicious circle could be worked out in professional seminars and workshops.

The foregoing views, therefore, suggest that the bilingual teacher trainee should receive the essential training necessary to function first as a teacher and then special training to function effectively as a bilingual teacher.

2.3.4 School-Community Relations

The competencies identified in this area include ability to demonstrate basic awareness concerning the importance of parental and community involvement in facilitating learner's successful integration into the school environment. In Nigeria, very little work has been done in this area. In his attempt to solve the problem of paucity of materials in this area, Hake (1972), among other things, investigated attitudes of parents in Northern Nigeria to the education of their children. His study revealed lack of parental interest and involvement in children's schooling, sometimes resulting in withdrawal of girls to get married at a tender age and also withdrawal of boys to help with farm work. His recommendations include: (i) positive efforts should be made to change the attitudes of parents toward schooling; (ii) schools and homes should develop a closer bond in their efforts to raise education standards; (iii) broadening the curriculum of primary schools to become more realistic in meeting the needs of the people; and (iv) establishing public relations programmes in many communities with the goal of demonstrating the benefits that children can derive from attending school.

In this researcher's opinion, trainees should acquire practical experience in dealing with the above-mentioned problems and similar ones that hamper effective learning in school. The need to educate illiterate parents in adult education programmes cannot be over-emphasized as educated parents are more likely to get involved in and contribute positively toward their children's education.

2.3.5 Personal Qualities

Bilingual teacher trainees are expected to acquire a number of personal qualities that would help them function effectively in their job. These qualities include: a thorough knowledge of the philosophy and theory of bilingual education; a genuine interest in the education of children regardless of their linguistic and cultural background; and knowledge of research findings about bilingual youths. In this researcher's opinion, some of these qualities do not lend themselves to overt observation in classroom setting e.g. genuine interest in the education of children. Nonetheless, the theoretical knowledge about teaching in general and bilingual education in particular should help the trainee to develop a right attitude towards children, their language and culture. Hence the training programme should provide campus-based theoretical knowledge as well as field-based practical experience.

In the Nigerian situation, the development of bilingual teacher education is a task which should involve language educators, linguists, curriculum specialists, government agencies e.g. Nigeria Educational Research Council (NERC) and the National Union of Teachers (NUT). It would be necessary to

identify the necessary stages in the development of Bilingual Teacher Education programmes as Educators have to acquire relevant knowledge about Bilingual Education before they can train others bilingually.

2.4 Surveys on Bilingual Teacher Education and Related Areas

A few studies on Bilingual Teacher Education and related areas are reviewed in this section in order to gain more information on critical aspects of bilingual teacher preparation. Some of them do not address the issue of bilingual teacher education directly, but they are included in the review because some aspects of the findings and recommendations provide useful insights into the problem of language use in primary education, an area which is of utmost relevance in the preparation of bilingual teachers for the primary school. So, the literature on bilingual education is reviewed next.

2.4.0 Bilingual Education

Introduction

In this section, the state of the art of bilingual education is reviewed with a view to

identifying its critical features and how these could influence bilingual teacher preparation. This section of the review will, therefore, focus on:

(i) Bilingual Education goals;

(ii) Bilingual Education programmes; and

(iii) Bilingual Instructional strategies.

2.4.1 Bilingual Education Goals

Any educational innovation comes into existence for the purpose of achieving a specific goal or goals. According to Cordasco (1976) BE was designed to develop a more effective and a more "humane" one-way bridge to English; to provide a more effective education for children whose mother tongue is not English, plus the long term development and maintenance of that mother tongue; and to provide job opportunities in Education for speakers of the mother tongue. Closely related to these goals are the following basic assumptions underlying BE programmes identified in the literature (Fillmore and Valadez, 1986):

1. Non-English speaking children will have difficulty deriving academic benefit from their educational experience, since the inability to understand the language of instruction makes it difficult for learners to comprehend the content of instruction.

2. It takes time for non-English speaking children to learn English to a level for them to learn effectively in an all-English class.
3. Instruction in learners' L1 allows them to participate in school and to acquire the skills and knowledge covered in the curriculum, while they are learning English. It also allows them to make use of skills, knowledge and experiences they already have and to build on those prior assets in school.
4. Subject matter instruction in English is an essential component of BE and so efforts are made to adjust instruction to the language level of learners. It is believed that for children to learn English as a second language, they need adequate exposure to the language, so ESL is an integral component of BE.
5. The academic potential of all learners including those in BE programmes has the best chance of being realized when their language skills, their social and cultural experiences, and their knowledge of the world are affirmed in school (Fillmore and Valadez, 1986. 654).

2.4.2 Criticism Against Bilingual Education

These goals and assumptions have been challenged by critics of BE. They argue that: BE prolongs the social disadvantage of non-English learners by delaying their exposure to English (Rodriguez, 1982); they lead to a society that is divided not only in language and culture but in loyalty as well (Glazer, 1980); and they do not deliver the increases in academic achievement that their proponents claim for them (Epstein, 1977).

Many people question the pedagogical soundness of BE arguing that the use of two languages in school leads to cognitive confusion and that if the end goal is to teach learners English, why not teach them straight in the language. A few studies have also supported the view that participation in BE programmes had little positive effects for learners. One of such studies carried out in the United States indicated that students in BE programmes did better in Mathematics than those who were not in BE programmes but not as well in English language arts (Danoff, Coles, Mclaughlin and Reynolds, 1977). However, this study has been criticised on methodological grounds as critics pointed out the weaknesses in its pre- and post-test design and the use of inappropriate procedures for assessing English language and reading ability. Other studies selected

for review by Baker and De Kanter (1981) also support the view that BE programmes were ineffective for meeting the needs of non-English speakers. However, Baker and De Kanter's study has been criticised on the grounds that studies showing an advantage for BE were eliminated from their analysis by unrealistic and unevenly applied selection criteria (Hernandez-Chavez, Llanes, Alvarez, and Arvizu, 1981).

2.4.3 In Favour of Bilingual Education

Proponents of BE, on the other hand, have much to say in its favour. They argue that it is a fundamental human right for every people to rear and educate its children in its own image and language (Anderson and Boyer, 1970). BE offers children a chance to survive in school without giving up their cultural identities. It allows them to become bilingual and to enjoy the social and cognitive benefits that bilingualism offers individuals which include access to cultural resources and ability to think creatively in two languages. They further argue that knowledge and skills obtained in one language **are transferable to the other.**

A number of studies have testified to the effectiveness of BE programmes. Troike (1978) cited twelve programmes in which participating students

outperformed comparison students. In several of such studies students in BE programmes were reported to have better attendance records and to demonstrate higher esteem than comparison-group students. Troike (1978: 4) concluded his report with the following observation:

> Enough evidence has now accumulated to make it possible to say with confidence that quality bilingual programmes can meet the goal of providing equal educational opportunity for students from non-English speaking backgrounds. In fact, the evidence is sufficiently strong to permit the statement that if a programme is not producing such results, something is wrong (though not necessarily with the programme) and needs to be changed. The state of the art has progressed at least in a few places to the point where we should not feel it necessary to excuse bad programmes just because they are bilingual: such programmes are not good for students and they do the cause of bilingual education an injustice.

The positive evidence cited by Troike consists of a number of success indicators: criterion-referenced tests, nationally and district-normed tests of academic achievement, reading test scores, attendance records and measures of self-concept.

In Africa, specifically Pretoria in South Africa, Anita Ianco-Worrall (1972) used a sample of

Afrikaans-English bilingual children, which she compared to a matched English-monoglot control group of children in Pretoria, and failed to find an expected significant difference between the two groups in general cognitive development, instead she found that the bilingual children were slightly superior to the monoglot children in the verbal cognitive ability of separating word meaning from word sound by about two or three years. And in Nigeria, Okoh (1981) investigated the effects of bilingualism on the performance of the bilingual child's proficiency in both languages in two contrasting socio-cultural settings: Wales and Nigeria. His results revealed that among all the bilingual pupils in both Wales and Nigeria, the level of competence in English, although lower than that of Mother Tongue was relatively high for the age group. Thus, from the foregoing, evidence abounds that successful implementation of bilingual programmes, contributes to the achievement of the goals of EL. A review of bilingual programmes follows next.

2.4.4 Bilingual Education Programmes

A typology of BE programmes was proposed by Fishman and Lovas (1970), Mackey (1970) and Cordasco (1976). They distinguish between two types of BE

programmes: transitional bilingual programmes and maintenance programmes. By their description transitional programmes offer non-English students dual-language instruction but only until they have acquired enough English to deal with instruction exclusively in that language. The rationale for using the students' native language in school is to enable them to get some benefit from school while they are learning English; the goal is reached when they can be placed in an all-English class at their appropriate level. Transitional programmes differ from ESL programmes in that students' native or first language is used along with English in transitional programmes, whereas in ESL programmes, students are taught content through the exclusive use of English. The major aim of both is to help students deal successfully with instruction given in English. However, transitional programmes qualify as BE programmes, while ESL programmes do not, despite the similarity in aim.

A second major category of bilingual programmes is maintenance programmes in which students continue to learn the native language even after they have become proficient in English. The rationale for maintenance programmes is that the continued use of both languages in school will enable the students to develop mature skills in both languages and to achieve full

bilingualism eventually. Usually subsumed under the category of maintenance programmes are two other types of programmes. These are those whose aim is monoliterate bilingualism and those whose aim is partial bilingualism; the differences between them have to do with the extent to which they promote literacy in the two languages. In monoliterate programmes, the goal is to develop oral language skills in the home language, but not literacy skills, which are developed only in English. In partial bilingualism programmes, literacy in the home language is promoted, but not in all subject areas.

In Nigeria, although the National Policy on Education (1981) recommends transitional BE, the literature indicates that teachers adopt various instructional strategies to meet pupils' needs. For example, Brann (1978) reported that in some schools, transitional bilingual education was practised, while in some others teachers continued to use the native language even up to primary six, while some others used mixed language. In order to have a deeper insight into this problem with a view to recommending a suitable BE instruction for Nigeria, a review of bilingual instructional strategies is undertaken next.

2.4.5 Bilingual Instructional Strategies

Closely related to the goals of BE is the issue of language distribution for instructional purposes. In BE, language serves two major functions: it provides the means by which students learn academic content and it serves as a basis on which they develop skills in the language itself. Although some BE experts suggest maintaining a balanced use of both languages by time, in actual practice such a practice is unrealistic. Teachers have difficulty maintaining a balanced use of the two languages in class, since social circumstances are often more influential than pedagogical concerns in guiding language choice, even during instructional events (Fillmore and Valadez, 1986). Cordasco (1976) identified several organizational patterns in bilingual programmes. In one type, equal time is devoted to the use of the two languages, for example, classes may be conducted in Language A during morning sessions, and in Language B in the afternoon. In a second type, the time devoted to the two languages is more or less equivalent but there is no prearranged separation by time. In the third type, instruction is initiated in the L1 of the students, and only gradually.is it presented in the L2. The use of the L2 is increased as the students gain mastery over that language, and eventually the L2 replaces the L1 as the medium of

instruction. In the fourth type, the L2 predominates as the medium of instruction from the beginning. L1 is used in the teaching of some selected subjects and as an emergency instructional aid to the students as needed. Thus, the distribution of language use is motivated in part by the subject, and in part by functional necessity.

Another bilingual teaching strategy reported in the literature is the "alternate-days approach" whereby each of the two languages is used every other day (Tucker, Sibiyan, and Otanes, 1970). The advantage to students under this type of plan is that they receive equivalent exposure to both languages. But there is the problem of students acquiring reading skills in two languages at the same time, and of dealing with two sets of terms, for each curriculum area. These are not insurmountable problems, but they do require students to put in a greater effort than is needed when subjects are taught monolingually. Another version of the alternate days approach is that in which the instructional content is not continuous but repeated, hence instruction is given in Language A on one day and repeated in Language B the next; students receive parallel instruction in two languages. This version of the approach is both cumbersome and uneconomical since twice as much time is spent on any

piece of the curriculum as in the original version. A third version of this approach involves dividing the curriculum between the two languages so that different subjects are taught on alternate days. One teacher covers a half of the curriculum in Language A, while the other covers the rest of the curriculum in Language B. Students thus receive equivalent amounts of instruction in the two languages, but are instructed in only one language in each content area.

Another type of instructional arrangement involves the phased introduction of bilingual instruction (Mackey and Beebe, 1977). According to reports, programmes that make use of phased introduction of L2 vary in when and how that language gets introduced. In some programmes children receive only about fifteen minutes of English instruction initially and gradually the amounts of English and mixed language instruction are increased. The amount of English is gradually increased until toward the end of primary education when instructional language use is described as entirely mixed, that is, teacher and pupils use both L1 and L2 throughout the school day and across the entire curriculum. Evaluations of such programmes indicate that this way of organizing bilingual instruction is generally effective despite differences in the rate by which the L2 is phased into use.

Another type of programme which also makes use of phased bilingual instruction is immersion programmes. According to Lambert and Tucker (1972) in immersion programmes, it is the students L1 that gets added to the programme gradually, until a balanced use of the two languages is achieved. The major characteristics of immersion programmes include the following: (a) the teachers use only L2 in class even when the students' L1 get added as a language of instruction; (b) the two languages are kept separate both in time and use - teachers do not switch between the two languages in class; (c) the focus in these classes is on the teaching of subject matter rather than on language teaching; (d) the students in these programme are mainstream children who speak a dominant language, English and who because of their parents' social status ordinarily do well in school. All evaluative reports have indicated that the immersion approach has been an effective method of educating students through a second language, judging from the academic performance of Canadian and mainstream American children who have been in the programmes. In spite of its apparent success, caution is needed in recommending immersion programmes for non-English learners for the following reasons which Cohen (1975) and Hernandez-Chavez (1984), among others, have pointed out: students in the

immersion programmes come from mainstream families with a tradition of educational achievement; they speak the language of the society, and are in little danger of losing their own language in the process of learning a new one. For them an immersion education results in "enrichment bilingualism" what Lambert (1977) has described as "additive bilingualism." For non-English children who are often from families with little education, survival rather than enrichment is the aim as the goal of the school is to move them towards English rather than towards bilingualism. The result for these students is often the loss of the home language, a kind of subtractive or "displacement bilingualism" as Hernandez-Chavez (1984) describes it. Furthermore, the immersion families are mostly well-educated members of the majority group who usually show interest in their children's education.

In the light of the foregoing, it would be seen that the statements in the NPE (1981) with regard to language use in primary education are vague and misleading. The policy merely stated that the initial language of instruction in the primary school will be the mother tongue irrespective of the needs of the children and the desires of their parents. A total mother tongue education for all children, some of whom already speak English, seems unrealistic. The

statement that children will switch to English "at a later stage" needs further clarification as all children may not be ready to switch to English at the same time.

Therefore, the roles of the languages of instruction need to be properly defined in terms of when and how each language is to be used and for what purpose. As already pointed out elsewhere in this study (1.1) the policy fails to take cognizance of the teacher factor in the implementation of the policy. Going by the sentiments expressed by Government, professional associations and individuals regarding the development of Nigerian languages, and the unique benefits derivable from functional bilingualism, the present researcher recommends maintenance bilingual education instead of a transitional one that is recommended in the policy. This stance is taken for the following reasons: (i) a too-abrupt shift to the second language may cancel some of the positive effects of initial L1 instruction; (ii) transition from a Nigerian language to English should be made gradually to avoid educational trauma and transfer problems; (iii) English can more easily be developed if the child is also allowed to fully develop his or her native language; (iv) a likely outcome of a transitional bilingual education is limited bilingualism as many

children shift away from further learning of their L1 when its use is no longer supprted outside of the home; (v) many teachers are already practising this type of BE because pupils are not ready to switch to English mid-way through the primary school (Brann 1978; Afolayan 1984); and (vi) the more Nigerian languages are used in education the greater their chances of development. This recommendation presupposes that versatile bilingual teachers, capable of teaching in both languages and able to assess learning situations with a view to tailoring instructions to meet the specific needs of learners would be prepared in an institutionalized training programme.

2.5.1 United States

Engle (1975) reviews a number of studies on the effect of instructional media on educational achievement. Some of the studies address the issue of teacher preparation. Specifically, three of the studies reviewed: the Iloilo experiment (Ramos et al, 1967); the Ugandan Study (Ladefoged, Glick and Criper 1971); and Modiano's (1973) study mentioned briefly the issue of teacher characteristics. The Iloilo study showed that teacher quality affected student drop-out rate; the Ugandan study indicated that teacher quality was more significant than the issue of instructional

media in determining pupil achievement; while Modiano's study highlighted the importance of teacher training for rural teachers. Because the review focused on instructional media issue, the characteristics of the teachers investigated were not described. A study that addresses the issue of effective teacher competencies is that of Rodriguez (1980), which is reviewed next.

2.5.2 Empirically Defining Competencies for Effective Bilingual Teachers

Rodriguez (1980) reported a study in which bilingual teachers empirically described the characteristics of effective bilingual teaching. The author was motivated to undertake the study because most of the competency packages for preparing teachers in existing programmes were expert-produced (CAL, 1974; Acosta and Blanco, 1978; CTPL, 1978). It is believed that if bilingual teacher competencies were empirically validated, teacher educators could more adequately select and prepare potentially effective bilingual teachers and develop relevant teacher preparation curricula.

The sample for the study comprised twenty elementary bilingual teachers; twelve of whom were rated as superior or outstanding performers. The remaining eight were randomly selected. The researcher used an

operant interviewing technique to elicit the following competencies in order of predominance: communication skills, positive regard, non-authoritarianism, pedagogic flexibility, sociocultural knowledge, self-confidence. The interview procedure used had the advantage of eliciting information rather than eliciting interpretations. Competencies were identified from the data thus gathered. The statistical analyses revealed that the differences between outstanding and ordinary teachers were statistically significant in the predicted direction for non-authoritarianism, self-confidence, and communication skills. A detailed breakdown of each of the six identified competencies is undertaken in the following section.

1. Communication Skills: Effective bilingual teachers listen effectively to pupils and their parents, engage in informal discussions; and give feedback on pupils' achievement and behaviour. They are able to tell truths, sometimes unpleasant ones, to pupils and parents in a very polite manner. For example, if a pupil breaks class rules, the effective bilingual teacher is able to communicate this in a manner that does not cause estrangement. In Nigeria, teachers can get parents involved in their children's education by communicating with

them in a language that they understand. More frequent interactions that go beyond those that take place during Parent-Teacher Association (PTA) meetings would help to get teachers acquainted with children's problems and get parents more involved in school activities.

2. Positive Regard: This refers to the teacher's genuine caring and acceptance of children and parents. Superior bilingual teachers expect high achievement from their students and help them to achieve set goals. They also respect the pupils' parents and get them involved in their children's learning. Some Nigerian teachers are known to exhibit a lot of harshness, and sometimes, vent their own personal frustrations on pupils and parents. This competency, if well taught and adequately assessed during the training, could help to improve bilingual teachers' inter-personal relationships.

3. Non-Authoritarianism: Effective bilingual teachers are non-authoritarian and are flexible in managing their classes. They prefer to include children and parents in decision making, and give every child a chance to achieve, to share and participate in classroom activities. They also solicit and

respect parents' views too. In a country like Nigeria, where many parents are illiterate, bilingual teachers would really need to come to the level of the parents to explain issues and discuss the various ways they can assist the school to help their children. A number of authoritarian habits acquired through informal socialization processes would have to be unlearnt if Nigerian bilingual teachers are to function effectively.

4. Pedagogic Flexibility: This competency involves using varied methods and activities for instruction. Effective bilingual teachers use an eclectic approach to teaching. This means that they do not stick dogmatically to one method but use the best aspects of different methods to achieve desired results. They are able to diagnose learners' needs and their idiosyncratic learning styles. They adapt their own teaching styles in order to exploit children's bilinguality to advantage. They also give children individual attention and encourage active learning. In this present researcher's opinion bilingual teachers can only use the eclectic approach if they have been properly trained; and if they have been exposed to many teaching methods as teachers can only choose the

best aspects of what they are aware of. This competency could be measured during the teaching practice period with real learners and adequate assessment criteria would show how well trainees demonstrate this competency.

5. Sociocultural Knowledge: In this competency area, bilingual teachers are expected to have knowledge of the children's culture and community and value them. In addition, effective bilingual teachers should have a good command of the target language. They would also have to let the pupils see that it is good for them to function effectively in two languages. They should be prepared to enlighten parents on the philosophy of bilingual education. In Nigeria, bilingual teachers would have to play other roles in addition to that of teaching bilingually. For example, they would have to get the community involved in bilingual education. A good search in the community would reveal that there are some illiterate resource persons who can provide useful information for the preparation of bilingual instructional materials. Some of the bilingual teachers may have to prepare supplementary materials to augment existing ones just to meet the specific needs of their pupils. In addition,

they may have to take on some administrative duties like managing the department. They really have to be committed.

6. Self-Confidence: Exemplary bilingual teachers have strong convictions about teaching and learning. They question the relevance of particular aspects of teaching methods and instructional materials. On the basis of their training they can question expert opinions about curriculum materials. They continually evaluate their own effectiveness for self-improvement. Nigerian bilingual teachers would have to break the vicious circle of depending solely on one textbook for all of their teaching requirements. They would have to hold themselves accountable for pupils' learning. The present trend of blaming pupils for poor performance or blaming pupils' poor performance on language of instruction and inadequate teaching materials would have to be changed. Properly trained bilingual teachers possess a lot of expertise that help pupils to learn.

Rodriguez' (1980) study is of utmost relevance to this present study because it focused specifically on bilingual teacher competencies. Moreover, the competencies were delineated by practising bilingual teachers. The six competencies singled out for

discussion covered the four areas set out in this present study's theoretical framework; that is, Language, Culture, Pedagogy, and School-Community relations. Although the research methods for both studies differ, Rodriguez' study sheds light on some of the competencies needed for preparing bilingual teachers.

2.5.3 Survey on Bilingual Teacher Education Programme Effectiveness

A study which goes beyond identification of teacher competencies is that of Clark and Milk (1983). They report a study in which the effectiveness of a bilingual teacher training programme was evaluated to determine its success. The subjects used for the study had been professionally certified as bilingual elementary teachers from the training programme and were already teaching in the field. Some pre-service trainees who were still undergoing training in the programme were included in the survey. In the course of their training, the teachers had been given field experience to familiarize them with pedagogical and administrative responsibilities. The competency areas identified for their preparation include: proficiency in English and the Mother Tongue; basic cultural awareness; and fundamental pedagogical issues. Attempts

had been made to develop favourable attitudes towards learners' culture and bilingual education during their training.

In collecting data for the follow-up survey, a questionnaire containing the following identified key issues was developed by the programme staff:

1. The extent to which graduates of the programme remained in the field of Bilingual Education;
2. the extent to which graduates implemented bilingual methodology;
3. the aspects of the programme that were particularly helpful and the areas that were deficient; and
4. programme graduates' attitude toward bilingual education, children's language and culture.

The results of the survey which were tabulated in percentage and tested for significance indicated that there was a high retention rate among the programme graduates, and that the graduates implemented bilingual methodology as much as the existing policy allowed them to do so. They also held favourable attitudes towards issues deemed necessary for implementation of bilingual education. Almost all of the graduates felt that their experience in the training programme had contributed to their success as teachers. They however indicated that their training was deficient in the methods and curriculum of Science and Mathematics.

Caution need be taken in assessing the findings of Milk and Clark's (1983) study, especially with regard to the retention of ex-trainees, since it was likely that graduates remaining in the field were more likely to respond to the survey than those who had left the field. Nonetheless, the foregoing survey points to the need to carry out periodic evaluation of training programmes with a view to enhancing their effectiveness. Data collected from such surveys should be recycled into the system for future training by making them available to programme evaluators and teacher educators and discussing the relevant aspects with the trainees themselves. Clark and Milk's (1983) study is of utmost relevance to the present study because it shows how some of the competencies identified in this study have been used to train bilingual teachers.

2.6 Nigeria

Some of the language in education surveys carried out in Nigeria are reviewed here. The review focuses only on those aspects of the reports that are relevant to this study.

2.6.1. The Ford Foundation Survey

In an attempt to survey the language in education problem in Nigeria, the Ford Foundation in collaboration with the Federal government of Nigeria carried out a survey in 1966 to appraise the English language teaching problem at all levels of Education in Nigeria. Because of the global nature of the task which was completed in only three months, the team could not give a detailed picture of the language in education problem. It was the Shaplin and Shaplin (1969) follow-up report which gave a more representative picture of the language in education problem. It described the confused language situation in the primary school and observed that the primary school teacher was ill-equipped to cope with the demands of transitional bilingual education. It reported the use of mixed language as instructional medium at this level. On the basis of their findings, the report suggested that a study be carried out to ascertain whether educational achievements of primary school children would be enhanced if they were taught in their mother tongue while learning English as a subject.

Although the aforementioned report highlighted the language in education problem in some states, and to some extent, described teacher performance in the classroom, the characteristics of the teachers

observed were not described in detail. Bearing in mind that teachers are at the heart of successful teaching, a comprehensive survey of teacher training practices would have shed more specific light on the language in education problem.

2.6.2 The Six-Year Primary Project

The Six-Year Primary project (henceforth to be referred to as the Ife Project) was mounted "to demonstrate that primary education, when given in the child's mother tongue, rather than in a second or foreign language is more effective and meaningful", (Fafunwa et al, 1973: 11). The major hypothesis tested in the Ife project showed that the experimental classes taught all subjects in the Yoruba medium scored significantly higher in all achievement tests than the control group taught all subjects in the Yoruba medium for the first three years and in English medium in the last three years of primary education. Follow-up studies by Adu (1978); and Osafehinti (1979) of the academic achievement as well as the emotional and social adjustments of the Ife project pupils, indicated that they were better than the non-project pupils in every respect. However, Akinjagunle (1978) reported that the Ife project children had more problems in emotional and general adjustments in the

secondary schools than the non-project children. This was attributed to the change over from the Yoruba medium to English medium of instruction at the Secondary School level.

Although the Ife project has contributed to the development of Yoruba as a language of education, and the enrichment of primary education curriculum, caution need be taken in assessing the success of the project. The success of the Ife project is not a function of instructional media alone, but a combination of other extraneous factors such as: the huge financial support; new and interesting instructional materials used in the project; the use of experienced specialist teachers; community involvement; coupled with the enthusiasm of the project directors to prove that the Yoruba language was a viable medium of instruction.

Moreover, the adoption of the Mother Tongue as the sole language of instruction in a multilingual society like Nigeria is questionable. One of the criticisms against such a practice is that it is hardly possible to cater for education in all the mother tongues used in the community. Furthermore the existence of several languages with a small number of speakers often poses problems with respect to availability of materials and teachers. Hence many scholars have supported the mid-way policy by

advocating bilingual instruction in the primary school (Gaarder, 1978; Jacobson, 1982). Bilingual education in the primary school presupposes bilingual teacher education for its successful implementation. A few studies carried out in Nigeria, two of which are reviewed below have shown no significant difference in the educational attainment of children taught in the Mother Tongue and those taught bilingually. Instead, children educated bilingually have the added advantage of knowing another language and resorting to the use of any of the languages as the need arises. According to Laudry (1974) bilingual children have greater cognitive flexibility which is beneficial in divergent thinking.

2.6.3 Effects of Alternative Language Media

Ala's (1983) study was concerned with the testing of three alternative language media: English medium, Yoruba medium, and Yoruba and English media for their effectiveness on learning attainment of primary five pupils at Ibadan. She predicted, among other things, that there would be no significant difference between the pupils in the two experimental groups: one taught in Yoruba and the other taught bilingually in Yoruba and English; and the control group taught in English medium only. Her study revealed that the experimental

groups were better than the control group in the achievement test grades.

However, Ala's (1983) study needs to be viewed with caution because of its major limitations. For example, the teachers used in the bilingual media group were not trained bilingually. Her choice of subject matter: "family living" in a linguistically homogeneous setting like Ibadan was biased. Moreover, the study covered a small population of pupils in two schools only; while it lasted for only six weeks. In spite of the limitations of this study, the findings shed some light on vital issues related to bilingual education in the primary school, such as implications for teacher training and the need to redesign and plan the curriculum adequately to cater for effective bilingual education.

2.6.4 Bilingual Instruction in Science Education

Another study which addresses the issue of bilingual education is that of Ali (1983). He predicted, among other things, that there would be no significant difference in achievement on the comprehension of science concepts among three groups of students: the first taught science words in English only; the second taught in a combination of English and a local language of wider communication (LWC); and

the third in the LWC only. The results indicated that students taught the words bilingually using English in combination with the LWC performed better than students in the other two groups; this was followed by those taught the words in English alone, while those taught in the LWC obtained the least scores.

In generalizing the implications of Ali's findings to primary education, caution need be taken because the subjects used in Ali's study were students in forms three, four and five whose English should be better than that of primary school pupils. Moreover, the teachers used for the study have received their own education in English and have been trained to teach in English only, so this could explain partially the reason for the superiority of the English medium over the Mother Tongue medium group taught only in the LWC.

The foregoing studies have tremendous implications for teacher training in Nigeria. First, bilingual instruction pre-supposes bilingual education and consequently, bilingual teacher education. In effect, bilingual education would stress alternative languages as tools for thinking, learning and achieving rather than just a mere means of instruction. These in turn would influence teacher education

curriculum reforms as teachers would have to acquire special competencies to deal with the situation. Troike and Saville-Troike (1982: 208) rightly observe that: "bilingual education entails experiences in dual language instruction, second language development, and attention to cross-cultural differences which are likely to be unique in the experience of the trainees, and a radical departure from the way in which they were undoubtedly taught themselves."

2.7 Summary

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This chapter reviewed the literature related to the study. The review examined the various components of teacher education programmes in general. The literature highlighted the need to include both theoretical and practical components in any teacher preparation programme. The review also examined teacher training models and identification of strategies for modifying teacher behaviour with a view to promoting teaching effectiveness. The role of classroom interaction analysis, among other training strategies was highlighted. The emphasis on competency-based education in the preparation of bilingual teachers was articulated in the literature. Furthermore, the literature revealed a number of competencies identified for training bilingual teachers. The chapter ended

with a review of bilingual education and a number of bilingual education surveys on language in education carried out in other countries and Nigeria. The literature review provided insights that helped in deciding on the method of conducting this research, the development of the research instrument and the selection of respondents.

Chapter 3

3.0 RESEARCH METHODOLOGY

3.1 The Development of the Bilingual Teacher Competencies

This section focuses on the methodology employed by the researcher to determine the essential competencies needed for the training of primary school bilingual teachers. Initially, the researcher conducted a library search to determine the extent to which bilingual teachers have been trained in Nigeria. The search indicated that Nigerian primary school teachers have not been trained to teach bilingually; instead, they have been trained to teach in either English or the Mother Tongue. Therefore, no bilingual teacher education programme has been mounted in Nigeria. However, the search indicated that few bilingual teacher education programmes have been started in other parts of the world. A close study of the available literature coupled with verbal discussions with some Nigerian language experts, linguists and curriculum specialists formed the basis of the initial research instrument used in this study. Specifically, the bilingual competencies identified for this study evolved from three main sources:

First, a review of the relevant literature [illegible] provided the conceptual framework for the construction of the questionnaire. In this regard, the Centre for Applied Linguistics (CAL, 1974) package of bilingual

teacher competencies formed a useful source for the development of the competencies.

Second, interactions with the following groups of people:

(i) some Ife Primary Project resource persons;

(ii) some linguists who had done some work in related areas in Nigeria, noticeably: the Rivers Readers Project, the Itsekiri Language Project; and Language in Education surveys;

(iii) Primary Education specialists met at the National Teachers' Institute (NTI) workshop for the development of a new T.C. II syllabus at Akure in 1986;

(iv) curriculum development specialists met during the Curriculum Organisation conference of 1987;

(v) language specialists in National Language Centre, Lagos and some of Ahmadu Bello University Zaria.

Third, this researcher's own intuition and experience as a primary school teacher trainer at various institutions, workshops and in-service courses organised for primary school teachers.

On the basis of the information collected from the above-mentioned sources, a number of competencies for training primary school bilingual teachers was identified, and this formed the basis for the development of the research instrument.

3.2 The Research Instrument

Before developing a research instrument for this study, the researcher carefully studied the research instruments used by other investigators who had carried out similar studies in other countries to see if there were useful insights to be derived from them. The research instruments that were used in these other studies were found to be inappropriate for this study, therefore, a new instrument that addressed the specific problems of bilingual teacher education in this country was developed. The instrument comprised thirty-three items, sub-divided into four categories, thus:

i. Language Competencies;
ii. Culture Competencies;
iii. Pedagogic Competencies; and
iv. School-Community Relations.

Of the four categories, the language competencies were more in number because it is believed that language proficiency is essential and in many ways the most important of all.

In addition to these categories, the second part of the questionnaire sought information on the subjects' background characteristics, such as job positions held, educational qualifications, teaching experience, training experience, subjects'

bilingualism, age, and sex. Provision was made for respondents to comment freely on the nature of training that they thought should be planned for a potential bilingual teacher.

3.3 Validity of the Questionnaire

Content Validity: To ascertain the content validity of the instrument, the opinions of colleagues in the Faculty of Education and Institute of Education as well as those of two supervisors of schools were sought regarding the appropriateness of the statements that it contained. In addition, three experienced language professors who had done some work in the area of bilingual education were contacted to critically examine each item taking cognizance of expected roles of primary school bilingual education teachers. On the basis of their remarks, certain modifications and rearrangements were made and to further ensure the validity of the instrument, it was pilot tested with a sample representative of the population used for this study.

3.4 The Pilot Study

The pilot study was conducted to determine the adequacy, effectiveness and validity of the instrument for this study. Ten grade two teachers and five primary school Language Inspectors who attended a Language Methodology workshop in Education Resource

Centre, Zaria, at which the present researcher was a guest lecturer completed the questionnaire of thirty-three items. This sample was selected because of its experience in primary school education in Kaduna State. Of the ten teachers, seven were females. All of them had obtained the T.C. II certificate. Of the five primary school inspectors, only one was a female who had had fifteen years teaching experience in the primary school. The other male inspectors had had between eighteen and twenty-five years experience in primary school teaching and supervision. Three of them had obtained a B.Ed. degree in Language Arts, while the other one had obtained the N.C.E. and had been a mobile teacher trainer in some villages in Kaduna State. Further discussions with the inspectors revealed that three out of them had attended the Primary School Supervision and Administration Course run by the Institute of Education before embarking on the N.C.E. course which qualified them for entry into the B.Ed. Language Arts degree programme. They were considered competent to respond to the questionnaire.

The researcher later interviewed each of the subjects to solicit their opinions on the ease of the

items, the time spent in responding to the questionnaire and their professional views on the subject of Bilingual Teacher Education for primary school teachers.

The same questionnaire was later administered on ten final year NCE English Language students at Advanced Teachers' College (ATC), Zaria, and five English Language tutors in Women Teachers College, Zaria. Seven of the students were male, while two of the tutors were female. Of the ten A.T.C. students, only three had obtained the West African School Certificate, while the other seven were experienced, certificated grade two teachers. They, too, were interviewed for the same reasons stated above. (The interview schedule is given in Appendix B). The interview with the students revealed that those with primary school teaching experience were more conversant with the acute language problems in the primary school. The WASC holders were younger and less experienced but showed impressive potentialities for teaching as a profession. Further discussions with them revealed that two out of the three of them had obtained Distinction in the English Language and were very much interested in specialising in Language Arts in the university. The interview with the college tutors was more revealing as they seemed to be very familiar with the language problems of primary school teachers.

They were all in support of mounting a Bilingual Teacher Education programme in the state but raised a number of questions which have to be tackled, if such a programme is to succeed. The issues raised were not much different from those raised in parts of this study and may be summarized as follows:

1. The teacher trainers in grade two colleges would have to be retrained or be given refresher courses in order to teach their own students the rudiments of bilingual education.
2. Students in grade two colleges would have to study basic linguistics to familiarize them with the issue of language varieties and dialects and the pedagogical implications of these in the classroom.
3. New bilingual instructional materials would have to be prepared and teachers given orientation courses on how to use them.
4. The need to educate parents and the public on the meaning of bilingual education so that their expectations would not be at variance with the practices in the schools, was highlighted.

On the basis of this researcher's experience in the pilot test, the term 'Sociolinguistics' was further explained in the modified questionnaire; and the following item was added to the section on personal data:

'Have you had training as a primary school teacher at any stage of your education?'

Each questionnaire was checked for completeness. On the whole, only one respondent had recorded multiple responses for one of the items (item No. 10). The personal data section was completed satisfactorily.

3.5 Population

Participants for this study consisted of the following groups: primary school teachers selected from schools in Zaria local government area. The teachers were selected on the basis of their qualification as non-certificated teachers were not included. Furthermore, teachers were selected on the basis of location of their schools so teachers from Zaria City, Sabon-Gari, Palladan and Samaru participated in the study. The headmasters were of tremendous help in identifying certificated teachers who were relatively few in many of the LEA schools. A few teachers from private schools, specifically A.B.U. staff school and Zaria children's school were also selected as participants. On the whole, 95 primary teachers were selected to participate.

Among the NCE student groups, 120 were randomly selected from the three training institutions: ATC,

Zaria; ATC, Kano; and NCE by correspondence. Primary school teachers and NCE students form the majority of the subjects for this study because it is believed that since they are the potential beneficiaries of the programme they should have some input at the developmental stage. Furthermore, it is believed that their perceptions of the items would indicate their level of familiarity with the issues involved. Additionally, thirty-five lecturers of English and Nigerian languages from the three institutions were requested to participate and all of them willingly agreed to do so. The smallest groups of respondents were the grade two tutor group and the primary school supervisor group. Most of the tutors were out on teaching supervision on the five occasions that the present researcher visited their schools. After much effort, the researcher contacted 30 tutors from the three grade two teacher training institutions in Zaria to participate and they willingly agreed to do so. Finally, the primary school supervisors, most of whom were found in the zonal education office were the fewest in number. All of the twenty of them met in the office agreed to participate in the study.

3.6 Administration of the Questionnaire

The questionnaires were administered personally on the subjects in 1987. They were distributed by hand to the teachers in their respective schools and

they were given four days to react to them. Out of the 75 copies distributed only 65 were completed and returned. The NCE students were contacted during school hours and they too were given four days within which to complete the questionnaires. Out of the 110 copies that were distributed, 105 were returned. Similarly, thirty questionnaires were personally distributed to the grade two college tutors and twenty-five were returned. Additionally, twenty questionnaires were distributed to the supervisors and 18 were returned. Of the thirty-five questionnaires distributed to the ATC lecturers, 33 were returned. The total number of questionnaires thus completed was 246 but careful perusal of each revealed that all but 16 were satisfactorily completed and could be included in the final analysis of the data.

3.7 Collection and Organization of Data

The completed questionnaires were checked for completeness and a few were disqualified because the respondents had recorded multiple responses for some of the items on the three-point scale while some were partially completed. Organization and the coding of data were accomplished through utilization of mini-computer facilities available at this University. The Statistical Package for the Social Sciences (SPSS) Chi-square Computer Programme (Nie, et al, 1970) was utilized to analyze the data. Each group was given an alphanumeric number for

identification purposes, followed by an additional number identifying each competency, i.e

'A' 01 = Primary School teachers;

'B' 01 = NCE students;

'C' 01 = Grade two college tutors;

'D' 01 = Primary school supervisors;

'E' 01 = ATC lecturers.

Following this procedure, the researcher entered each respondent's ratings, for each competency, onto coding forms for necessary treatment.

3.8 Treatment of Data

The statistical analysis for this study was out to determine the competencies judged as essential for initiating bilingual teacher education programmes. Analysis was accomplished for:

1. the teacher group;
2. the student group;
3. the tutor group;
4. the supervisor group; and
5. the lecturer group.

The researcher used the Chi-square statistical technique to treat the data because it is a non-parametric statistical technique used for treating data of a nominal nature, the type obtained in this study. Therefore, all accepted responses

were converted into frequency contingency tables for detailed analysis. The extent of the similarities and differences in perceptions among the various groups of teachers, students, tutors, inspectors, and lecturers in their ratings of the competencies was tabulated and analyzed in frequencies and computed Chi-square values. The significance of the computed values was tested at the .05 level of significance.

3.9 Summary

In this chapter the researcher presented the procedures employed in this study. Central to the procedures was the development of the bilingual competencies, and the construction and pilot-testing of the instrument. The instrument which was comprised of thirty-three items was tested for validity before it was administered on the various groups of respondents.

Before administering the instrument on the final population, a pilot study was conducted with a total of 30 respondents. Following the pilot study certain modifications were made on some items before the final form was administered on a total of two hundred and thirty respondents. Respondents included

62 primary school teachers; 100 NCE students; of these 35 were part-time NCE by correspondence students. Additionally, 22 grade two college tutors; 15 primary school supervisors and 31 ATC lecturers successfully reacted to the instrument.

The SPSS Crosstabs Chi-square computer subprogramme was used to analyze the data. Frequencies, percentages, and Chi-square values were presented for each competency. A summary of these data follows in Chapter Four.

Chapter Four

RESULTS AND ANALYSIS

4.0 Introduction

The results of this study are reported in this chapter. The purpose of this study was twofold: first, to survey the essential competencies needed for preparing primary bilingual teachers as perceived by five groups of respondents: primary school teachers, NCE students, Grade Two College tutors, Primary School supervisors, and ATC lecturers; second, to develop a bilingual teacher preparation programme for training NCE primary school teachers.

Specifically, the study surveyed the opinions of the subjects on the 33 competencies delineated in the rating instrument. These 33 competencies were subdivided into four categories: language, culture, pedagogy and school-community relations.

In order to ensure comprehensiveness and to facilitate reporting of the findings, the data in this chapter were organised into four sections. The first section (Section 4.1) included a description of the respondents' personal data; the second section (Section 4.1) included a description of the respondents' personal data; the second section (4.2) was a summary of within group agreement obtained on each competency which was reported primarily through descriptive analysis of each group's ratings to the 33 competencies. The third Section (4.3) dealt with those competencies in which no significant

differences were found when the five groups were compared. Chi square values were presented and tested at the .05 alpha level. The fourth section (4.4) focused on those competencies in which significant differences were found when tested at the .05 level. Calculation of percentage of response for each competency by group on the 3 point value scale was also reported. This chapter focuses only on the presentation and analysis of data; interpretation and discussion of the results follow in chapter five.

4.1. BIODATA ANALYSIS

4.1.1 Description of the Primary School Teachers

Out of the 75 primary school teachers to whom questionnaires were distributed, 65 (68.4%) completed and returned them, but only 62 (65.2%) were usable as three were wrongly completed. Table 4.1.1 reports the frequency distribution of the teachers by sex, age, educational qualification, teaching experience and language proficiency. The results show that in this group, as in the whole population used for this study, males outnumber females. This result is at variance with the erroneous assumption by some people that the teaching profession is female dominated. However, because of the size and location of the sample, caution is needed is addressing

Table 4.1.1 Frequency Distribution of Primary School Teachers by Sex, Age, Educational Qualification, Teaching Experience and Language Proficiency.

N = 62

	N	%
Sex		
Male	40	64.5
Female	22	35.4
Total	62	100
Age		
16 - 20 years	0	
21 - 30 "	26	41.9
31 - 40 "	28	45.1
41 - 50 "	6	9.7
51 and above	2	3.3
Total	62	100
Educational Qualification		
Grade Two Teachers Certificate	62	100
West African School Certificate		
NCE		
B.Ed. / B.A.Ed.		
M.Ed.		
Ph.D.		
*Other	*(2)	3.2
Total	62	100
Teaching Experience		
0 - 4 years	1	1.6
5 - 10 "	19	30.6
11 - 15 "	16	25.8
16 - 20 "	18	29.0
21 - 25 "	5	8.0
26 - 30 "	2	3.2
Above 31 "	1	1.6
Total	62	100
Language(s) Spoken		
One	0	0
Two	19	30.6
Three	21	33.9
Four	14	22.6
Five	6	9.7
Six	2	3.2
Total	62	100.0

*Diploma in Primary School Supervision and Administration.

the issue of sex in the education system. Other studies have more specifically addressed the issue (see for example, Abdulsalaam, 1988). The data on educational qualifications reveal that this is a homogeneous group as all the teachers had obtained the Grade Two Teachers Certificate. It is pertinent to point out once again that only certificated Grade Two teachers were selected to participate in this study, as it was assumed that they would have a better understanding of the problem than Grade Two failures. Besides, they form a much less variagated group than failures who may have failed a wide range of subjects including those related to the competencies being surveyed in the present study, for example, English language and Principles of Education. The results further reveal that two of the teachers had undergone the Infant Methods Diploma course run by the Institute of Education of Ahmadu Bello University and in which the present researcher had participated as a lecturer. Although the Infant Methods Course was aimed at enhancing primary school teachers' performance at the pre-primary level, Bilingual Education Studies as a subject was not included in it. The data further show that all of the teachers were at least bilingual being proficient in English and one Nigerian language while a good percentage of them (69.35%) were

multilingual. In a study of this nature, which focused specifically on elementary bilingual education, the rich language proficiency of these teachers could have far-reaching implications for both pre-service and in-service teacher education. This issue is further discussed in chapter five.

4.1.2 Description of the NCE Students

The biodata of the NCE student respondents are presented in Table 4.1.2. Cut of a total f 120 questionnaires distributed to the students, 105 were returned but five were unusable because they were wrongly completed. The data indicate that males outnumber females in this group too with a ratio of 11:9, that is, 55 males to 45 females. This trend, observed in a training institution, partly accounts for the greater number of male teachers as against female ones found in both primary and post-primary institutions. This, too, could be attributed to a higher drop-out rate noticeable among female learners than among male ones and the higher financial support and moral encouragement generally given to male children in Nigeria. As would be expected of students' in a tertiary institution, a majority of them: 63 (63%) were young being within the age range of 21 and 30 years. Furthermore, the results reveal

Table 4.1.2 Frequency Distribution of NCE Students by Sex, Age, Educational Qualification, Teaching Experience and Language Proficiency.

N = 100

	N	%
Sex		
Male	55	55
Female	45	45
Total	100	100
Age		
16 - 20 years	8	8
21 - 30 "	63	63
31 - 40 "	24	24
41 - 50 "	5	5
51 and above	0	0
Total	100	100
Educational Qualification		
Grade Two Teachers Certificate	67	67
West African School Certificate	33	33
Total	100	100
Teaching Experience		
0 - 4 years	52	52
5 - 10 "	24	24
11 - 15 "	11	11
16 - 20 "	7	7
21 - 25 "	2	2
26 - 30 "	3	3
Above 31 "	1	1
Total	100	100
Language(s) Spoken		
One	0	0
Two	20	20
Three	47	47
Four	22	22
Five	9	9
Six	2	2
Total	100	100

that in line with the Ashby report of 1960 which recommended the establishment of post-Grade Two Colleges to provide opportunities for qualified primary school teachers to advance educationally and professionally, a majority of the students (67%) had obtained the Grade two Teachers' certificate prior to their entry into the NCE course. On the language proficiency of the subjects, the data reveal that the group was a heterogeneous one with a majority of them being able to speak more than three languages. This information, too, is of utmost relevance in this study which focuses on the NCE student as the recommended candidate for the primary school. The multilingual nature of the group could be used to advantage in selecting students for various Bilingual Education groups.

4.1.3 Description of the Grade Two College Tutors

Only Grade Two College Tutors who taught English or a Nigerian language were selected from the three Grade Two Teachers' Colleges in Zaria to participate in this study. The lowest response was recorded among this group as most of the teachers were out on teaching supervision at the time the questionnaires were administered. Of the 30 questionnaires that were distributed only 25 (83.3%) were returned, out

Table 4.1.3 Frequency Distribution of Grade Two College Tutors by Sex, Age, Educational Qualification, Teaching Experience and Language Proficiency.

N = 22

	N	%
Sex		
Male	12	54.5
Female	10	45.5
Total	22	100
Age		
16 - 20 years	0	0
21 - 30 "	4	18.1
31 - 40 "	9	49.9
41 - 50 "	8	36.4
51 and above	1	4.6
Total	22	100
Educational Qualification		
Grade Two Teachers Certificate	0	0
West African School Certificate	0	0
NCE	7	31.8
B.Ed. / B.A.Ed.	9	40.9
M.Ed.	5	22.8
Ph.D.	1	4.5
Total	22	100
Teaching Experience		
0 - 4 years	3	13.7
5 - 10 "	6	27.3
11 - 15 "	6	27.2
16 - 20 "	5	22.7
21 - 25 "	0	0
26 - 30 "	0	0
Above 31 "	2	9.1
Total	22	100
Language(s) Spoken		
One	0	0
Two	11	18.1
Three	14	63.6
Four	3	13.6
Five	0	0
Six	1	4.5

of which three were unusable because the respondents had failed to fill out the personal information section. As in the two previous groups described above, there were slightly more males than females among the subjects; males 12 (54.5%) and females 10 (45.5%). The results reveal that the subjects' educational qualifications varied widely from as low as NCE to as high as a doctorate degree. The doctorate teacher in this group stands out prominently because, usually teachers with such high qualifications preferred to teach in an ATC or the University, but since job opportunities are becoming scarce, it is not unusual to find people with a doctorate degree teaching in Grade Two Teachers' Colleges. The result of this aspect of the study further indicates that compared with a previous study carried out in the same colleges by this researcher in 1981, the teaching qualifications of Grade Two College Tutors had risen considerably. In the 1981 study, as many as 54% of the teachers were either NCE or Grade Two certificate holders (Imasuen, 1981). The language proficiency of the tutors is equally impressive because as many as 63.6% were trilingual, indicating that they could benefit from an in-service bilingual education programme if properly designed to help them to meet their students' needs.

4.1.4 Description of the Primary School Supervisors

School supervisors constitute the smallest group of respondents in this study because they are relatively few in the system and they are usually field workers. Of the twenty questionnaires administered to them, eighteen were returned but only fifteen were usable because others were partially completed. The data show that the supervisors were relatively older than members of the first three groups and very experienced professionally with 55.3% being above forty years old and the same percentage (55.3%) having taught for more than twenty-five years. The results also indicate that as many as 40% of them had attended the Primary School Supervision and Administration Course (PSSAC) run by the Institute of Education of this University and of which this researcher had participated as a lecturer. The Language Arts component of the course included the rudiments of Mother Tongue Methods along with basic English as a Second Language (ESL) Methods. Beneficiaries of the course were not exposed to Bilingual Education Methods as this was not reflected in the course content. Similar to the other groups of respondents, the supervisors' language proficiency appears

Table 4.1.4 Frequency Distribution of Primary School Supervisors by Sex, Age, Educational Qualification, Teaching Experience and Language Proficiency.

N = 15

	N	%
Sex		
Male	10	66.7
Female	5	33.3
Total	15	100
Age		
16 - 20	0	0
21 - 30	0	0
31 - 40	7	46.7
41 - 50	5	33.3
51 and above	3	20
Total	15	100
Educational Qualification		
Grade Two Teacher Certificate	3	20
NCE	5	33.3
B.Ed. / B.A.Ed.	7	
M.Ed.	0	0
Ph.D.	0	0
*Other	*6	*40
Total	15	100
Teaching Experience		
0 - 4 years	0	0
5 - 10 "	3	20
11 - 15 "	3	20
16 - 20 "	1	6.6
21 - 25 "	1	6.6
26 - 30 "	5	33.3
Above 31 "	2	13.3
Total	15	100
Language(s) Spoken		
One	0	0
Two	4	26.6
Three	3	20
Four	7	46.7
Five	1	6.7
Six	0	0
Total	15	100

*Diploma in Primary School Supervision and Administration course.

impressive because as many as 73.34% indicated that they could speak up to three languages. Since Primary School supervisors are usually used as Mobile Teacher Trainers in this part of the country, attempts could be made to expose them to Bilingual Education studies on an in-service basis. This would help to prepare them for the task of assisting primary school teachers to tackle some of the language problems encountered during supervision.

4.1.5 Description of the ATC Lecturers

Of the thirty-five questionnaires distributed to ATC lecturers of English and Nigerian Languages in ATC Zaria, Kano and NCE by Correspondence, thirty-three were returned but only 31 were usable, as two were partially completed. The remarkable phenomenon about this group of respondents is that a majority of them (51.62%) had obtained higher degrees, indicating that they were adequately qualified to teach at this level, while the remaining 41.9% indicated that they had enrolled for the M.Ed. degree. A majority of the members of this group (70.9) were also multilingual, a characteristic which is an educational asset in a predominantly multilingual society like Nigeria.

In summary, this section of the analysis has highlighted the outstanding characteristics of the

Table 4.1.5 Frequency Distribution of ATC Educators by Sex, Age, Educational Qualification, Teaching Experience and Language Proficiency.

N = 31

	N	%
Sex		
Male	23	74.1
Female	8	25.8
Total		
Age		
16 - 20 years	0	0
21 - 30 "	7	22.5
31 - 40 "	15	48.3
41 - 50 "	9	29.0
51 and above	0	0
Total		
Educational Qualification		
B.Ed. / B.A.Ed.	13	41.9
M.Ed.	15	48.3
Ph.D.	3	9.6
Total		
Teaching Experience		
0 - 4 years	7	22.6
5 - 10 "	12	38.7
11 - 15 "	6	19.4
16 - 20 "	5	16.1
21 - 25 "	1	3.2
26 - 30 "	0	0
Above 31 "	0	0
Total	31	100
Language(s) Spoken		
One	0	0
Two	9	29.0
Three	14	45.2
Four	5	16.1
Five	1	3.2
Six	2	6.5
Total	31	100

Table 4.1.6 A Summary of Frequency Distribution of Subjects by Sex, Age, Educational Qualification, Teaching Experience and Language Proficiency.

N = 230

	N	%
Sex		
Male	130	56.5
Female	100	43.5
Age		
16 - 20 years	8	3.4
21 - 30 "	110	47.8
31 - 40 "	82	35.6
41 - 50 "	25	10.8
51 and above	5	2.1
Total		
Educational Qualification		
Grade Two Teachers Certificate	129	56.0
West African School Certificate	33	14.3
NCE	12	5.2
B.Ed. / B.A.Ed.	30	13.0
M.Ed.	20	8.7
Ph.D.	5	0.8
*Other	7	0.8
Total	230	
Teaching Experience		
0 - 4 years	68	29.5
5 - 10 "	66	28.7
11 - 15 "	42	18.2
16 - 20 "	30	13.0
21 - 25 "	10	4.3
26 - 30 "	8	3.4
Above 31 "	8	3.4
Total	230	
Language(s) Spoken		
One	0	0.0
Two	56	24.3
Three	99	43.0
Four	51	22.1
Five	17	7.3
Six	7	3.0
Total	230	

five groups of respondents: teachers, students, tutors, supervisors and lecturers. Table 4.1.6 shows the summary of the biodata of the respondents on the variables of sex, age, educational qualification, teaching experience and language proficiency. The next section of this chapter will present and analyze the subjects' responses to the structured items to show the degree of within group agreement by each of the five groups.

4.2.0 Within Group Agreement On Bilingual Education Competencies

This section of the analysis focuses on the level of within group agreement by the five groups of respondents on the competencies delineated in this study. These data are depicted in Tables 4.2.1-4.2.12. Each competency was analyzed to determine percentage of response and level of agreement within each of the five groups of: teachers, students, tutors, supervisors and lecturers. Since the purpose of the study was to identify competencies essential for the preparation of primary school bilingual teachers, the researcher, therefore, focused on percentage of respondents' ratings on the essential scale. A scaling process to determine levels of agreement was devised by the researcher. Levels of within group agreement, to assess which competencies were considered crucial skills, were

established according to the following criteria:

80-100% = High Agreement

70-79% = Agreement

60-69% = Slight Agreement

Below 59%= No Agreement

The process of determining within group similarities and differences in respondents' ratings to the competencies involved an interpretation of the data which was reported by descriptive analysis of the results based on percentage of response. A summary of this analysis by group follows. Since this aspect of the analysis does not involve testing of the hypotheses, this will be left for a later section where the Chi Square test is applied to ascertain the extent of agreement by the various groups.

4.2.1 Agreement by the Primary School Teachers

Tables 4.2.1a and 4.2.1b indicate levels of agreement and percentage of responses respectively obtained by the primary school teachers in their ratings of the 33 competencies. Based on the criteria mentioned above, perceptions by this group revealed that High Agreement on the essential scale was reached on only 3 (9%) competencies, all of which belong to the pedagogy category; while simple agreement was reached on

Table 4.2.1a Levels of Within Group Agreement Obtained by Primary School Teachers on the Essential Scale.

(N = 62)

Competency Category	High 80-100% Agreement	70-79% Agreement	Slight 60-69% Agreement	59% No Agreement	Total
Language	-	2,3,7,11,14	1,4,6,13	5,9,10,12	13
Culture	-	15,18	20,23,	16,17,19,	7
Pedagogy	21,26,28	22,24,29	-	24,25	8
School- Community Relations	-	30,32	31,32,33	-	5
	3	12	9	9	33

Table 4.2.1b Percentage of Response by Primary School Teachers on Each Competency.

Competency Category	Essential	Desirable	Not Essential
Laguage:			
1	61.7	30.0	8.3
2	74.2	22.6	3.2
3	73.8	22.9	3.3
4	67.8	30.5	1.7
5	30.0	56.7	23.3
6	68.9	26.2	4.9
7	81.3	15.3	3.4
8	40.5	40.5	19.0
9	46.2	41.0	14.8
10	41.0	47.5	11.5
11	76.3	16.9	6.8
12	45.0	40.0	15.0
13	61.6	21.7	16.7
14	77.6	17.2	5.2
Culture:			
15	76.7	18.3	5.0
16	50.0	41.7	8.3
17	50.0	32.8	17.2
18	74.6	20.3	5.1
19	51.7	36.2	12.1
20	62.7	20.3	17.0
Pedagogy:			
21	84.5	13.8	1.7
22	72.1	23.0	4.9
23	66.1	33.9	00
24	57.4	27.9	14.7
25	45.9	31.1	23.0
26	80.3	16.4	3.3
27	72.2	26.2	1.6
28	81.7	18.3	00
	3	2	1
29	78.4	8.3	13.3
School Community Relations.			
30	77.4	21.0	1.6
31	65.6	32.8	1.6
32	75.0	1.7	8.3
33	61.6	26.7	11.7

additional 12 (36.3%) competencies which cut across the four categories of language, culture, pedagogy and school-community relations. Thus, out of a total of 15 (45.48%) competencies in which teachers were in agreement, 6 (18.1%) were unique to the pedagogy category. More specifically, the three competencies on which the teachers were in high agreement were:

21 Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

26 Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

28 Ability to evaluate learners' progress using various kinds of tests.

The competencies in which simple agreement was reached were as follows:

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

3. Ability to read English and the relevant Nigerian language fluently.

7. Ability to assist pupils in learning the four skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

11. Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.

14. Ability to develop activities to deal with language problems.

15. Ability to help children interact successfully with children from many other cultures.

18. Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.

22. Ability to translate materials from English to the Nigerian language used in education.

24. Knowledge of methods for attaining bilingual education objectives, e.g.

    (i) providing meaningful education in two languages.

    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

29. Ability to assess the effectiveness of his/her own teaching techniques.

30. Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

32. Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her schools.

Synthesis

One can conclude from Tables 4.2.1a and 4.2.1b that the teachers were in agreement on a total of 24 (72.7%) competencies. From the teachers' point of view these twenty-four competencies must be reflected in a curriculum designed for training elementary teachers. Bearing in mind that these teachers have not received any form of training as Bilingual Education teachers, one may conclude that the teachers need more training and experience to appreciate the value of the competencies that were poorly rated in this study.

4.2.2 Agreement by the NCE Students

Tables 4.2.2a and 4.2.2b indicate levels of agreement and percentage of responses respectively obtained by the NCE students in their ratings of the 33 competencies. The figures indicate that the competencies on which high agreement and simple agreement were reached cluster around two categories: language and pedagogy, indicating that most of the competencies in the categories of culture and school-community relations were poorly rated. On the whole, agreement was reached on a total of 20 (60.6%) competencies. Specifically, the competencies on which the students were in high agreement were:

3 Ability to read English and the relevant Nigerian language fluently.

13 Knowledge of how children learn their native languages and any other language.

14 Ability to develop activities to deal with language problems.

29 Ability to assess the effectiveness of his/her own teaching techniques.

Table 4.2.2a Levels of Within Group Agreement Obtained by NCE Students on the Essential Scale.

(N = 100)

Competency Category	High 80-100% Agreement	70-79% Agreement	Slight 60-69% Agreement	59% No Agreement	Total
Language	3,13,14	1,2,7,	4,6,8,11	5,9,10,12,	14
Culture			15	16,17,18,19,20	6
Pedagogy	29,	21,26,27,28	23,24,25	22,	9
School-Community Relations	30,	30,		31,32,33	4
	4	8	8	13	33

Table 4.2.2b Percent of Response by NCE Students on Each Competency.

Competency Category	Essential	Desirable	Not Essential
Language:	3	2	1
1	73	26.0	1.0
2	71.0	28.0	1.0
3	81.0	19.0	00
4	66.7	29.3	4.0
5	32.0	50.0	18.0
6	69	28.0	3.0
7	77	22	1.0
8	60	30	10.0
9	14.0	55.0	31.0
10	43.0	47.0	10.0
11	69.0	26.0	5.0
12	53	30	17.0
13	80	18	2.0
14	91	7	2.0
Culture			
15	65	31	4.0
16	43	47	10.0
17	41	43	16.0
18	34	46	20.0
19	40	47	13.0
20	33	45	22.0
21	80	17	3.0
22	59	36	5.0
23	67	26	7.0
24	70	23	7.0
Pedagogy:			
25	63	33	4.0
26	70	26	4.0
27	72	23	5.0
28	79	20	1.0
	3	2	1
29	91	9.0	00
School Community Relations			
30	76	23	1.0
31	56	39	5.0
32	59	40	1.0
33	57	34	9.0

The competencies in which simple agreement was reached were as follows:

1. Knowledge of learning theories relevant to teaching in two languages.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

28. Ability to evaluate learners' progress, using various kinds of tests.

30. Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

Synthesis

One can conclude from the foregoing findings that the students rated the language and pedagogy competencies higher than the culture and school-community relations competencies. This view on the part of students, could be attributed to little emphasis being given to the teaching of culture and less involvement of the community in the education of young children. It is hoped that if these skills are taught directly to students they would be in a better position to appreciate their value. Moreover, the results indicate that the students seemed to be quite aware of the need to emphasise language training and teaching performance in a primary teacher preparation programme.

4.2.3 Agreement by the Grade Two College Tutors

As indicated on Tables 4.2.3a and 4.2.3b the tutors in this study were in High Agreement on a total of 8

Table 4.2.3a Levels of Within Group Agreement Obtained by Grade Two College Tutors on the Essential Scale

(N = 22)

Competency Category	High 80-100% Agreement	70-79% Agreetment	Slight 60-69% Agreement	59% No Agreement	Total
Language	1,2,3,7,8,13, 13,	6, 14	4,	5,9,10,11,12	14
Culture				15,16,17,18,19, 20	6
Pedagogy	21, 29	24,	23,25,26, 27,28, 31		9
School- Community Relations			32, 33	30, 31	4
	8	3	9	13	33

Table 4.2.3b Percentage of Response by Grade Two College Tutors on Each Competency.

Competency Category	Essential	Desirable	Not Essential
Language:			
1	85.7	9.5	4.8
2	81.8	18.2	
3	85.7	14.	-
4	68.2	31.8	-
5	36.4	54.5	9.1
6	72.7	27.3	-
7	86.4	9.1	4.5
8	81.0	19.0	-
9	9.5	66.7	23.8
10	31.8	54.5	13.7
11	54.4	45.6	-
12	45.5	40.9	13.6
13	81.8	13.6	4.6
14	72.7	22.7	4.6
Culture			
15	45.5	45.5	9.0
16	27.3	59.1	13.6
17	22.2	50.0	27.8
18	27.3	50.0	22.7
19	36.4	31.8	31.8
20	47.6	28.6	23.8
Pedagogy			
21	86.4	9.1	4.5
22	59.1	40.9	-
23	63.6	36.4	-
24	72.7	27.3	-
25	68.2	31.8	-
26	68.2	18.2	13.6
27	68.2	22.7	9.1
28	63.6	18.2	18.2
29	85.7	9.5	4.8
School Community Relations.			
30	50.0	50.0	-
31	36.4	54.5	9.1
32	59.1	36.4	4.5
33	61.9	28.6	9.5

(24.3%) competencies, 6 (18.1%) of which were in the language category. Similar to the ratings of the students, all of the competencies on which High Agreement and simple Agreement were reached fall under the two categories of Language and Pedagogy. This attitude by teacher trainers confirms the assumption that Culture training and community involvement in education receive very little or no attention in our teacher training programmes. If these tutors had been trained to appreciate the effect of culture on human behaviour in general, including ethnography of speech, their views on the culture competencies, most probably, would have been different. It is ironical that teacher trainers, who should appreciate the role of the community in promoting education, including that of parents and guardians, rated the school-community items poorly. Specifically, the competencies on which the tutors were in high agreement were:

1. Knowledge of learning theories relevant to teaching in two languages.
2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.
3. Ability to read English and the relevant Nigerian language fluently.
4. Ability to assist pupils in learning the four language skills, of listening, speaking, reading and writing in English and the relevant Nigerian language.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

13. Knowledge of the difficulties children are faced with when learning through another language.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

29. Ability to assess the effectiveness of his/her own teaching techniques.

Further still, the competencies in which simple agreement was reached were as follows:

6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

14. Ability to develop activities to deal with language problems.

24. Knowledge of methods for attaining bilingual education objectives, e.g.

    (i) providing meaningful education in two languages.

    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

Synthesis

One can conclude that the tutors rated the language and pedagogy competencies higher than the

culture and school-community relations ones. This finding confirms the tutors' suggestion during the pilot study that tutors themselves would need to undergo training in Bilingual Education Studies if they are to prepare their students to function effectively as bilingual teachers. The need to include Culture Studies and community involvement in a Bilingual Education programme was highlighted in the Ife Primary Education Project and Modiano's (1973) study (See Section 2.4.1).

4.2.4 Agreement by Primary School Supervisors

Tables 4.24a and 4.24b indicate that the supervisors were in total agreement on three competencies, all of which were in the language category. Such overwhelming agreement on these three competencies, which address Bilingual Education directly, seems to indicate that the supervisors, who work directly with primary school teachers in the classroom, see the dire need to provide elementary teachers with bilingual education experiences. It is pertinent to point out, at this juncture, that the experiences of some of the supervisors as mobile teacher trainers could have influenced their ratings of these competencies. However, their ratings of the culture and school-community relations competencies are not impressive because this gives the impression that they

Table 4.2.4a **Levels of Within** Group Agreement Obtained by Supervisors on the Essential Scale

(N = 15)

Competency Category	80-100% High Agreement	70-79% Agreement	60-69% Slight Agreement	59% No Agreement	Total
Language	2,3,4,6,7,	13,	8,	1,5,9,10,11,12, 14	13
Culture			16	15,17,18,19,20	6
Pedagogy	23	21,22,24,27,28	29	25,26	10
School-Community Relations			30	31,32,33	4
	6	6	4	17	33

Table 4.2.4b Percentage of Response by Primary School Supervisions on Each Competency.

Competency Category	Essential	Desirable	Not Essential
Language	3	2	1
1	53.3	40.0	6.7
2	100.0	00	00
3	100.0	00	00
4	100.0	0	00
5	40.0	40.0	20.0
6	86.6	6.7	6.7
7	86.7	13.3	00
8	66.0	20.7	13.3
9	0.	60.0	40.0
10	13.3	73.4	13.3
11	46.7	40.0	13.3
12	40.0	46.7	13.3
13	73.4	26.6	00
14	33.3	66.7	00
Culture			
15	46.7	53.3	00
16	60.0	40.0	00
17	20.0	60.0	20
18	33.3	46.7	20.0
19	13.3	66.7	20.0
20	46.7	53.3	00
Pedagogy			
21	73.3	26.7	00
22	73.3	26.7	
23	85.7	14.3	00
24	73.3	6.7	20.0
25	40.0	53.3	6.7
26	53.3	46.7	00
27	73.3	26.7	00
28	73.3	26.7	00
29	66.6	26.7	6.7
School Community Relations			
30	66.6	26.7	6.7
31	53.3	46.7	00
32	35.7	57.1	7.2
33	26.7	46.6	26.7

did not appreciate the usefulness of this category of competencies. As shown on Table 4.2.7 the six competencies that fell under high agreement classification are:

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

3. Ability to read English and the relevant Nigerian language fluently.

4. Ability to write English and the relevant Nigerian language fluently.

6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevent Nigerian language.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

Furthermore, the following six competencies fell under the agreement category:

13. Knowledge of the difficulties children are faced with when learning through another language.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

24. Knowledge of methods for attaining bilingual education objectives, e.g.
    (i) providing meaningful education in two languages.
    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

28. Ability to evaluate learners' progress, using various kinds of tests.

Synthesis

A cusory look at Tables 4.2.4a and 4.2.4b shows that the competencies that fell under high and slight agreement were the language and pedagogy competencies. The fact that as many as 17 (51.5%) competencies fell under the No Agreement Category implies that primary school supervisors themselves need to undertake Bilingual Education Studies to familiarize them with the rudiments of Bilingual Education.

4.2.5 Agreement by the ATC Lecturers

Tables 4.2.5a and 4.2.5b indicate that the ATC lecturers in this study were divided in their views about the importance of the culture competencies as none of the competencies fell under the agreement level. Conversely, they were in high agreement on five competencies belonging to the language and pedagogy categories. The five competencies that fell under the High Agreement rating were:

3. Ability to read English and the relevant Nigerian language fluently.

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

Table 4.2.3a Levels of Within Group Agreement Obtained by A.T.C. Lecturers on the Essential Scale.

(N = 31)

Competency Category	80-100% High Agreement	70-79% Agreement	60-69% Slight Agreement	59% No Agreement	Total
Language	3,7,	1,2,4,8,13,14,	6	5,9,10,11,12,	14
Culture				15,16,17,18,19,20	11
Pedagogy	23,26,29	21,22,24,27,28		25	4
School- Community		32,	33	30,31,	4
	5	12	2	14	33

Table 4.2.5b Percentage of Response by ATC Lecturers on Each Competency.

Competency Category	Essential	Desirable	Not Essential
Language	3	2	1
1	77.4	19.4	3.2
2	77.4	16.1	6.5
3	97.4	2.6	00
4	76.7	20.0	3.3
5	19.4	67.7	12.9
6	61.3	38.7	00
7	83.9	16.1	00
8	71.[illegible]	25.[illegible]	3.2
9	9.7	61.3	29.0
10	38.7	54.8	6.5
11	50.0	46.7	3.3
12	51.6	32.2	16.1
13	77.4	29.2	00
14	76.7	23.3	00
Culture			
15	35.5	54.8	9.7
16	58.1	35.5	6.4
17	30.0	46.7	23.3
18	29.0	48.4	22.6
19	48.4	45.2	6.4
20	43.3	43.3	13.4
Pedagogy			
21	74.2	22.6	3.2
22	74.2	25.8	00
23	80.7	16.1	3.2
24	71.0	22.6	6.4
25	54.8	35.5	9.7
26	80.7	16.1	3.2
27	77.4	19.4	3.2
	3	2	1
28	77.4	19.4	3.2
29	80.7	16.1	3.2
School Community Relations.			
30	58.1	41.9	00
31	41.9	48.4	9.7
32	71.0	25.8	3.2
33	67.7	25.8	6.5

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

29. Ability to assess the effectiveness of his/her own teaching techniques.

Twelve additional competencies, most of which cluster around the language and pedagogy categories fell under the Ordinary agreement level. The twelve competencies were:

1. Knowledge of learning theories relevant to teaching in two languages.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

4. Ability to write English and the relevant Nigerian language fluently.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

13. Knowledge of the difficulties children are faced with when learning through another language.

21. Ability to evaluate existing material and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

24. Knowledge of methods for attaining bilingual education objectives, e.g.
    (i) providing meaningful education in two languages.
    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

28. Ability to evaluate learners' progress, using various kinds of tests.

32. Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her schools.

One can conclude from the two tables that ATC lecturers regard some of the language and pedagogy competencies as crucial in the preparation of primary school bilingual teachers. Competency ##3: "ability to read English and the relevant Nigerian language" received overwhelming agreement by the lecturers. This immediately shows that the lecturers would like to see bi-literacy emphasized in the NCE programme. It is pertinent to point out that similar to the ratings of the lecturers, the NCE students were in high agreement regarding the importance of this competency. This view, expressed by both the lecturer and student groups, presents a strong case for including bi-literacy **in both English and the relevant Nigerian language in the NCE curriculum.**

Synthesis

Tables 4.2.5a and 4.2.5b show that the ATC lecturers were in agreement on 19 (57.5%) competencies, 17 (51.5%) of which were in the categories of language and pedagogy. Of the total number of competencies on which agreement was reached, competency ##3 was outstanding. This is similar to the rating by the NCE students and makes a strong case for biliteracy in the NCE programme.

4.2.6 Summary

This section of the analysis focused on the level of within group agreement by each of the five groups. On the whole, it was observed that all of the five groups were more in agreement on the language and pedagogy competencies than the culture and school community relations competencies. As shown in Tables 4.2.6a and 4.2.6b which present a summary of the ratings of the five groups, competency ~~##~~7 in the language category and competency ~~##~~29 in the pedagogy category received high agreement rating by the five groups. The low agreement rating recorded for the culture and school-community relations competencies would seem to indicate the need to incorporate these competencies in teacher education curriculum in order to acquaint prospective teachers with their importance. In the next section of the analysis the data would be subjected to a more rigorous statistical analysis in order to test the significance of the differences observed in the perceptions of the various groups.

Table 4.2.6a Levels of Agreement Obtained by the Five Groups on the Essential Scale.

(N = 230)

Competency Category	High 80-100% Agreement	70-79% Agreement	Slight 60-69% Agreement	59% No Agreement	Total
Language	7,8,14,	2,3,4,13	1,6,11,	5,9,10,12	14
Culture			15,	16,17,18,19,20	6
Pedagogy	21,29	26,27,28,	22,23,24	25,	9
School- Community Relations		30	32	31,33	4
	5	8	8	12	33

Table 4.2.6b A Summary of Percentage of Response by the Five Groups on Each Competency.

Competency Category	Essential	Desirable	Not Essential
Language:	3	2	1
1	69.5	25.2	3.9
2	75.6	22.2	2.2
3	79.8	19.3	0.9
4	70.5	26.8	2.7
5	30.7	51.3	18.0
6	69.3	27.6	3.1
7	81.0	17.7	1.3
8	80.0	15.2	4.8
9	20.3	53.7	26.0
10	38.8	50.7	10.5
11	66.4	29.6	4.0
12	48.7	35.4	15.9
13	74.9	19.4	5.7
14	80.0	17.3	2.7
Culture			
15	60.9	33.8	5.3
16	46.5	44.7	8.8
17	38.6	42.7	18.7
18	42.9	40.3	16.8
19	42.0	43.8	14.2
20	44.6	37.1	18.3
Pedagogy			
21	80.3	17.0	2.7
22	65.5	31.0	3.5
23	69.4	27.1	3.5
24	67.1	23.7	9.2
25	55.9	34.4	9.7
26	72.9	22.7	4.4
27	72.5	23.6	3.9
28	77.6	19.7	2.7
29	84.2	11.0	4.8
School Community Relations.			
30	70.8	27.9	1.3
31	54.4	40.8	4.8
32	63.4	32.6	4.0
33	58.1	31.3	10.6

4.3 COMPETENCIES IN WHICH NO SIGNIFICANT DIFFERENCES WERE FOUND AMONG TEACHERS, STUDENTS, TUTORS, SUPERVISORS AND EDUCATORS

This section of the analysis focuses on the test of the hypotheses made in this study. Since the data obtained were nominal, the statistical analysis found appropriate for treating the data was the Chi square.

4.3.1 Hypothesis One

Hypothesis one which is the main Null Hypothesis in this study reads:

There is no significant difference in the perceptions of the five groups of respondents of the competencies delineated in this study.

To test this hypothesis, Chi square values indicating differences among the five groups were presented for the competencies and significance was determined at the .05 level. Since the Chi square critical value at the 0.5 level was 15.5 for eight degrees of freedom, the computed Chi square values would have to exceed this level (15.5). When the data of each of the 33 competencies were taken into consideration, the computed Chi square value was less than the critical value of 15.5 for 21 (63.6%) competencies. Therefore, the null hypothesis was

Table 4.3.1 Obtained Chi Square Values in which no Significant Differences were found Among the five groups.

(N = 230)

Competency Category.	Chi Square Values.	Degrees of Freedom.	Level of Significance.
1	12.0	8	.05
2	11.5	8	.05
3	11.0	8	.05
4	9.1	8	.05
5	6.8	8	.05
6	7.7	8	.05
7	8.3	8	.05
8	9.5	8	.05
10	6.3	8	.05
12	2.8	8	.05
16	7.9	8	.05
17	9.5	8	.05
21	4.0	8	.05
22	8.2	8	.05
23	12.3	8	.05
24	10.3	8	.05
26	13.1	8	.05
27	3.9	8	.05
30	14.8	8	.05
31	10.6	8	.05
33	9.9	8	.05

accepted for these 21 competencies. Table 4.3.1 contains those 21 competencies in which no significant differences were found among the five groups. Of these 21 competencies 10 (30.3%) fell under the category of language, 2 (6.0%) reflected the culture category, 6 (18.0%) reflected the pedagogy category and the remaining 3 (9.0%) were unique to the area of school-community relations. Below is a list of the 21 competencies for which the null hypothesis was accepted:

1. Knowledge of learning theories relevant to teaching in two languages.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

3. Ability to read English and the relevant Nigerian language fluently.

4. Ability to write English and the relevant Nigerian language fluently.

5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the varieties of the Nigerian language (e.g.

Kano versus Sokoto Hausa dialects).

6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages.

10. Knowledge of Sociolinguistics (i.e. the study of the use of language in society, including language change and language in Education).

12, Knowledge of how children learn their native languages and any other language.

16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.

17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

24. Knowledge of methods for attaining bilingual education objectives, e.g.

    (i) providing meaningful education in two languages.

    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

30. Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

31. Ability to explain the objectives, goals and procedures of bilingual education to parents and other community members.

33. Ability to explain current issues and policy in bilingual education.

Synthesis

As can be seen from Table 4.3.1 most of the competencies on which no significant difference was found by the five groups belong to the language and pedagogy categories. The table shows that collectively, the five groups rate the language, pedagogy and school-community relations competencies higher than the culture competencies. This confirms the fact that the concept of culture is generally misunderstood. The fact that as many as 12 competencies were poorly rated by the five groups of respondents could be attributed to non-exposure of the subjects to bilingual education studies. The implications of this finding will be further discussed in Chapter 5.

4.3.2 Sub-hypothesis One

Sub-hypothesis one reads:

There is no significant difference between the perception of primary school teachers and NCE students of the competencies.

Table 4.3.2 Obtained Chi Square Values in which no Significant Differences were Found Among Students and Teachers.

(N1 = 100) (N2 = 62)

Competency Category.	Chi Square Values.	Degrees of Freedom.	Level of Significance
2	1.5	2	.05
3	3.8	2	.05
4	0.6	2	.05
5	0.6	2	.05
6	0.4	2	.05
7	4.3	2	.05
8	2.0	2	.05
10	0.1	2	.05
11	3.7	2	.05
12	1.4	2	.05
14	5.5	2	.05
15	3.1	2	.05
16	0.7	2	.05
17	1.8	2	.05
19	2.1	2	.05
21	0.6	2	.05
22	3.1	2	.05
23	5.1	2	.05
24	3.4	2	.05
26	2.1	2	.05
27	1.3	2	.05
28	0.5	2	.05
30	0.2	2	.05
31	2.2	2	.05
33	1.0	2	.05

To test this hypothesis, Chi square values indicating differences between the two groups were presented for all of the 33 competencies and significance was determined at the .05 level. Since the Chi square critical value at the .05 level was 5.99 for 2 degrees of freedom, the computed Chi square values would have to exceed this level (5.99) in order to be significant. When the data of each of the 33 competencies were taken into consideration, the computed Chi square value was less than the critical value of 5.99 for 25 (75.7%) competencies. Therefore, sub-hypothesis one was accepted for these 25 competencies. Table 4.3.2 shows those 25 competencies in which no significant differences were found between the two groups. Of these 25 competencies, the highest number 11 (33.3%) belong to the language category. Below is a list of the 25 competencies for which the sub-hypothesis was accepted.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

3. Ability to read English and the relevant Nigerian language fluently.

4. Ability to write English and the relevant Nigerian language fluently.

5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the varieties of the Nigerian language (e.g. Kano versus Sokoto Hausa dialects).

6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

10. Knowledge of Sociolinguistics (i.e. the study of the use of language in society, including language change and language in Education).

11. Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.

12. Knowledge of how children learn their native languages and any other language.

14. Ability to develop activities to deal with language problems.

15. Ability to help children interact successfully with children from many other cultures.

16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.

17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.

19. Knowledge of the effects of cultural and socio-economic factors on the pupils' general development.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

24. Knowledge of methods for attaining bilingual education objectives, e.g.

    (i) providing meaningful education in two languages.

    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

28. Ability to evaluate learners' progress, using various kinds of tests.

30. Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

31. Ability to explain the objectives, goals and procedures of bilingual education to parents and other community members.

33. Ability to explain current issues and policy in bilingual education.

Synthesis

As indicated on Table 4.3.2 most of the competencies on which no significant difference was found by these two groups belong to the language category. Compared with the cumulative analysis on Table 4.3.1 the teacher and student groups agreed on a higher number of competencies than the five groups combined. Even then, it should be pointed out at this juncture, that these two groups of respondents, like other subjects used for this study have not been trained as bilingual education teachers so, caution need be taken in assessing their views of the competencies.

4.3.3 Sub-hypothesis Two

The sub-hypothesis reads: There is no significant difference between the perception of primary school teachers and Grade Two College tutors of the competencies.

In order to test this hypothesis, Chi square values indicating differences between the two groups were presented for all of the 33 competencies and significance was determined at .05 level. When the data for each of the competencies were considered, bearing the critical value of 5.99 for 2 degrees of freedom in mind, the sub-hypothesis was accepted for 23 (69.6%) out of the 33 competencies. Table 4.3.3 shows those 23 competencies in which no significant differences were found between the two groups. Similar to the teacher and student groups comparison, 11 (33.3%) competencies belong to the language category. Below is a list of those 23 competencies for which the second sub-hypothesis was accepted.

1. Knowledge of learning theories relevant to teaching in two languages.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

Table 4.3.3 Obtained Chi Square Values in which no Significant Differences were Found Among Teachers and Tutors.

(N1 = 62) (N2 = 22)

Competency Category.	Chi Square Values.	Degrees of Freedom.	Level of Significance
1	0.55	2	.05
2	4.88	2	.05
3	4.98	2	.05
5	0.55	2	.05
6	0.26	2	.05
7	0.57	2	.05
8	1.43	2	.05
10	4.14	2	.05
11	5.06	2	.05
12	0.21	2	.05
13	2.88	2	.05
16	1.48	2	.05
17	4.80	2	.05
21	1.64	2	.05
22	0.81	2	.05
23	2.07	2	.05
24	3.00	2	.05
27	0.24	2	.05
28	0.52	2	.05
29	4.02	2	.05
30	1.55	2	.05
31	1.84	2	.05

3. Ability to read English and the relevant Nigerian language fluently.

5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the varieties of the Nigerian language (e.g. Kano versus Sokoto Hausa dialects).

6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

10. Knowledge of Sociolinguistics (i.e. the study of the use of language in society, including language change and language in Education).

11. Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.

12. Knowledge of how children learn their native languages and any other language.

13. Knowledge of the difficulties children are faced with when learning through another language.

16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.

17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

24. Knowledge of methods for attaining bilingual education objectives, e.g.

    (i) providing meaningful education in two languages.

    (ii) preparing children to switch to English

completely as medium of instruction at a later stage in primary education if need be.

25. Ability to determine the educational readiness of the pupils to learn in a given language which is not his/her mother tongue.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

28. Ability to evaluate learners' progress, using various kinds of tests.

29. Ability to assess the effectiveness of his/her own teaching techniques.

30. Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

31. Ability to explain the objectives, goals and procedures of bilingual education to parents and other community members.

Synthesis

As shown on Table 4.3.3, sub-hypothesis two was accepted for 23 out of the 33 competencies. Compared

with the cumulative analysis of the five groups, the teacher and tutor groups agreed on a higher number of competencies than the five groups combined. One would have expected these two groups of teachers and teacher trainers to agree on a higher number of competencies. The low rating of the competencies could be attributed to, among other things, the non-inclusion of Bilingual Education Studies and little or no inclusion of cultural studies in teacher preparation programmes in this country. This buttresses the argument that cultural studies which include functional language learning should be the core of multicultural education.

4.3.4 Sub-hypothesis Three

The sub-hypothesis reads: There is no significant difference between the perception of primary school teachers and primary-school supervisors of the competencies.

To test this hypothesis, Chi square values indicating differences between the two groups were presented for all of the 33 competencies and significance was determined at the .05 level. Since the Chi square critical value at the said level was 5.99 for 2 degrees of freedom, the computed Chi square values would have to exceed this level (5.99) in order to be significant. When the data of each of the 33 competencies were considered, the computed Chi square value was less than the critical value for 24 (72.7%) competencies. Therefore, sub-hypothesis three was accepted for these 24 competencies. Table 4.3.4

Table 4.3.4 Obtained Chi Square Values in which no Significant Differences were Found Among Teachers and Supervisors.

(N1 = 62) (N2 = 15)

Competency Category.	Chi Square Values.	Degrees of Freedom.	Level of Significance
1	4.23	2	.05
2	.98	2	.05
3	1.54	2	.05
4	3.82	2	.05
5	2.08	2	.05
7	0.55	2	.05
8	5.38	2	.05
10	0.57	2	.05
12	0.24	2	.05
13	3.27	2	.05
14	0.31	2	.05
16	3.41	2	.05
17	4.32	2	.05
19	4.43	2	.05
20	1.45	2	.05
21	0.79	2	.05
22	3.36	2	.05
23	0.44	2	.05
24	3.86	2	.05
26	3.21	2	.05
27	2.59	2	.05
29	1.16	2	.05
32	3.73	2	.05
33	0.85	2	.05

shows those 24 competencies in which no significant differences were found between the two groups. Of these 24 competencies, 11 (33.3%) reflect the language category. Below is a list of the 24 competencies for which sub-hypothesis three was accepted:

1. Knowledge of learning theories relevant to teaching in two languages.
2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.
3. Ability to read English and the relevant Nigerian language fluently.
4. Ability to write English and the relevant Nigerian language fluently.
5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the varieties of the Nigerian language (e.g. Kano versus Sokoto Hausa dialects).
7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.
8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

10. Knowledge of Sociolinguistics (i.e. the study of the use of language in society, including language change and language in Education).

12. Knowledge of how children learn their native languages and any other language.

13. Knowledge of the difficulties children are faced with when learning through another language.

14. Ability to develop activities to deal with language problems.

16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.

17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.

19. Knowledge of the effects of cultural and socio-economic factors on the pupils' general development.

20. Ability to identify culturally-relevant materials.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

24. Knowledge of methods for attaining bilingual education objectives, e.g.
    (i) providing meaningful education in two languages.
    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

29. Ability to assess the effectiveness of his/her own teaching techniques.

32. Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her schools.

33. Ability to explain current issues and policy in bilingual education.

Synthesis

As Table 4.3.4 indicates, sub-hypothesis three was accepted for 24 out of the total number of 33 competencies. Most of the competencies for which the hypothesis was accepted fell under the language category. Similar to the other two pairs for which comparison was accomplished, the teacher and supervisor groups agreed on a higher number of competencies than the five groups combined. As pointed out earlier, caution need be taken in excluding the remaining 9 competencies for which the null hypothesis was rejected in any bilingual teacher training programme because of the non-bilingual education background of the subjects concerned.

4.3.5 Sub-hypothesis Four

Sub-hypothesis four reads: There is no significant difference between the perception of primary school teachers and ATC lecturers of the competencies.

In order to test this hypothesis, Chi square values indicating differences between the two groups were presented for all of the 33 competencies and significance was determined at the .05 level. When

Table 4.3.5 Obtained Chi Square Values in which no Significant Differences were Found Among Teachers and Lecturers.

(N1 = 62) (N2 = 31)

Competency Category.	Chi Square Values.	Degrees of Freedom	Level of Significance
1	2.4	2	.05
2	.9	2	.05
3	1.0	2	.05
4	1.2	2	.05
5	3.6	2	.05
6	2.7	2	.05
7	1.0	2	.05
8	2.7	2	.05
10	.7	2	.05
12	.5	2	.05
14	1.9	2	.05
16	.5	2	.05
17	3.2	2	.05
19	1.0	2	.05
20	5.2	2	.05
21	1.3	2	.05
22	1.6	2	.05
23	4.9	2	.05
24	2.0	2	.05
25	2.4	2	.05
26	.1	2	.05
27	.7	2	.05
28	1.9	2	.05
29	3.2	2	.05
30	4.04	2	.05
32	1.71	2	.05
33	.53		

the data for each of the competencies were considered, bearing the critical value of 5.99 for 2 degrees of freedom in mind, the sub-hypothesis was accepted for 27 (81.8%) out of the 33 competencies. Table 4.3.5 shows those 27 competencies in which no significant differences were found between the two groups. Of these 27 competencies, 11 belong to the language category. Below is a list of those 27 competencies for which the fourth sub-hypothesis was accepted:

1. Knowledge of learning theories relevant to teaching in two languages.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

3. Ability to read English and the relevant Nigerian language fluently.

4. Ability to write English and the relevant Nigerian language fluently.

5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the varieties of the Nigerian language (e.g. Kano versus Sokoto Hausa dialects).

6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

10. Knowledge of Sociolinguistics (i.e. the study of the use of language in society, including language change and language in Education).

12. Knowledge of how children learn their native languages and any other language.

14. Ability to develop activities to deal with language problems.

16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.

17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.

19. Knowledge of the effects of cultural and socio-economic factors on the pupils' general development.

20. Ability to identify culturally-relevant materials.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

24. Knowledge of methods for attaining bilingual education objectives, e.g.
    (i) providing meaningful education in two languages.
    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

25. Ability to determine the educational readiness of the pupils to learn in a given language which is not his/her mother tongue.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

28. Ability to evaluate learners' progress, using various kinds of tests.

29. Ability to assess the effectiveness of his/her own teaching techniques.

30. Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

32. Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her schools.

33. Ability to explain current issues and policy in bilingual education.

Synthesis

As shown on Table 4.3.5 sub-hypothesis four was accepted for 27 out of the competencies. Compared

with the previous groups, the teacher and lecturer groups agreed on a higher number of competencies. Even then, the six competencies for which the null hypothesis was rejected have been used to train bilingual teachers in other parts of the world (see, 2.5.3), so caution need be taken in excluding them from any bilingual teacher education programme, especially since the subjects assessing them, most likely, have not been exposed to cultural studies in previous training programmes. The need to teach trainees to embrace diversity and ethnic pluralism as common human features is imperative and any planned bilingual teacher preparation programme must take cognizance of this.

4.3.6 Sub-hypothesis Five

The sub-hypothesis reads: There is no significant difference between the perceptions of NCE students and Grade Two College tutors of the competencies.

To test this hypothesis, Chi square values indicating differences between the two groups were presented for all of the 33 competencies and significance was determined at the .05 level. Only Chi square values that did not exceed 5.99 which was the critical value for 2 degrees of freedom were included in the non-significance count. On the basis of the stated criteria, the sub-hypothesis was accepted for 27 (81.8%) out of the 33 competencies. Table 4.3.6 shows those 23 competencies in which no significant differences were found between the two

Table 4.3.6 Obtained Chi Square Values in which no Significant Differences were Found Among Students and Tutors.

(N1 = 100) (N2 = 22)

Competency Category.	Chi Square Values.	Degrees of Freedom.	Level of Significance.
1	4.0	2	.05
2	5.3	2	.05
3	3.4	2	.05
5	0.5	2	.05
7	0.6	2	.05
8	0.1	2	.05
9	2.5	2	.05
10	4.8	2	.05
12	1.5	2	.05
13	1.0	2	.05
15	3.2	2	.05
16	2.4	2	.05
17	1.2	2	.05
18	0.3	2	.05
19	4.0	2	.05
20	4.2	2	.05
21	1.1	2	.05
22	1.5	2	.05
23	2.2	2	.05
24	4.2	2	.05
25	2.6	2	.05
26	3.0	2	.05
27	0.8	2	.05
28	0.4	2	.05
30	2.5	2	.05
31	0.9	2	.05
32	4.6	2	.05

groups. The number of competencies for which sub-hypothesis five was accepted was exactly the same as that for which sub-hypothesis four was accepted. Below is a list of those 27 competencies for which the fifth sub-hypothesis was accepted:

1. Knowledge of learning theories relevant to teaching in two languages.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

3. Ability to read English and the relevant Nigerian language fluently.

5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the Nigerian language (e.g. Kano versus Sokoto Hausa dialects).

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

9. Knowledge of the historical development of the English language and knowledge of the historical development of the Nigerian language used in Education.

10. Knowledge of Sociolinguistics (i.e. the study of the use of language in society, including language change and language in Education).

12. Knowledge of how children learn their native languages and any other language.

13. Knowledge of the difficulties children are faced with when learning through another language.

15. Ability to help children interact successfully with children from many other cultures.

16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.

17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.

18. Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.

19. Knowledge of the effects of cultural and socio-economic factors on the pupils' general development.

20. Ability to identify culturally-relevant materials.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

24. Knowledge of methods for attaining bilingual education objectives, e.g.
    (i) providing meaningful education in two languages.
    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

25. Ability to determine the educational readiness of the pupils to learn in a given language which is not his/her mother tongue.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

28. Ability to evaluate learners' progress, using various kinds of tests.

30. Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

31. Ability to explain the objectives, goals and procedures of bilingual education to parents and other community members.

32. Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her own schools.

Synthesis

Table 4.3.6 indicates the 27 competencies for which sub-hypothesis five was accepted. Although the competencies for which sub-hypotheses four and five were accepted were different, the number of competencies for which the two hypotheses were accepted were exactly the same.

4.3.7 Sub-hypothesis Six

The sixth sub-hypothesis reads: There is no significant difference between the perception of NCE students and primary school supervisors.

For this hypothesis to be accepted, the data had to be non-statistically significant at the .05 level. Bearing the critical value of 5.99 for 2 degrees of freedom in mind, the sub-hypothesis was accepted for as many as 30 (90.9%) out of the 33 competencies. Of these 30 competencies, 13 fell under the category of language. Table 4.3.7 shows those 30 competencies for which the data was non-statistically significant. Compared with the other paired groups examined so far, these two groups indicate agreement on a higher number of competencies. Below is a list of those 30 competencies for which the sixth hypothesis was accepted:

Table 4.3.7 Obtained Chi Square Values in which no Significant Differences were found Among NCE Students and Primary School Supervisors.

(N1 = 100) (N2 = 15)

Competency Category.	Chi Square Values.	Degrees of Freedom.	Level of Significance.
1	3.8	2	.05
2	1.1	2	.05
3	0.2	2	.05
4	.9	2	.05
5	01.0	2	.05
6	0.7	2	.05
8	4.0	2	.05
9	0.8	2	.05
10	0.9	2	.05
11	3.2	2	.05
12	0.6	2	.05
13	0.6	2	.05
14	5.6	2	.05
15	3.1	2	.05
16	1.8	2	.05
17	2.6	2	.05
18	0.3	2	.05
19	4.8	2	.05
20	2.0	2	.05
21	0.9	2	.05
22	1.2	2	.05
23	2.2	2	.05
24	1.7	2	.05
25	1.0	2	.05
26	3.3	2	.05
27	0.5	2	.05
29	4.8	2	.05
31	2.7	2	.05
32	1.4	2	.05
33	0.2	2	.05

1. Knowledge of learning theories relevant to teaching in two languages.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

3. Ability to read English and the relevant Nigerian language fluently.

4. Ability to write English and the relevant Nigerian language fluently.

5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the varieties of the Nigerian language (e.g. Kano versus Sokoto Hausa dialects).

6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

9. Knowledge of the historical development of the English language and knowledge of the historical

development of the Nigerian language used in Education.

10. Knowledge of Sociolinguistics (i.e. the study of language in society, including language change and language in Education).

11. Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.

12. Knowledge of how children learn their native languages and any other language.

13. Knowledge of the difficulties children are faced with when learning through another language.

14. Ability to develop activities to deal with language problems.

15. Ability to help children interact successfully with children from many other cultures.

16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.

17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.

18. Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.

19. Knowledge of the effects of cultural and socio-economic factors on the pupils' general development.

20. Ability to identify culturally-relevant materials.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

24. Knowledge of methods for attaining bilingual education objectives, e.g.
    (i) providing meaningful education in two languages.
    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

25. Ability to determine the educational readiness of the pupils to learn in a given language which is not his/her mother tongue.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

29. Ability to assess the effectiveness of his/her own teaching techniques.

31. Ability to explain the objectives, goals and procedures of bilingual education to parents and other community members.

32. Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her schools.

33. Ability to explain current issues and policy in bilingual education.

Synthesis

As Table 4.3.7 indicates, the sixth sub-hypothesis was accepted for 30 out of the 33

competencies. So far, compared with the other paired groups, the two groups of students and supervisors agreed on a higher number of competencies than all the other paired groups. Although these two groups of subjects have not been exposed to bilingual education studies, their views are positive on as many as 90.9% of the total number of competencies. Nonetheless, a formal exposure to bilingual teacher education will further help them to appreciate the value of the three competencies for which the hypothesis was statistically significant.

4.3.8 Sub-hypothesis Seven

The sub-hypothesis reads: There is no significant difference between the perceptions of NCE students and ATC lecturers of the competencies.

In order to test this hypothesis, Chi square values indicating differences between the two groups were presented for all the 33 competencies and significance was determined at the .05 level. The hypothesis was accepted for competencies that reflected a lower Chi square value than the critical value of 5.99. On this basis the hypothesis was accepted for 31 (93.9%) out of the 33 competencies. The hypothesis was accepted for as many as 13 out of the 14 language competencies. Below is a list

Table 4.3.8 Obtained Chi Square Values in which no Significant Differences were Found Among NCE Students and ATC Lecturers.

(N1 = 100) (N2 = 31).

Competency Category.	Chi Square Values.	Degrees of Freedom.	Level of Significance.
1	1.2	2	.05
2	4.5	2	.05
3	[illegible]	2	.05
4	1.0	2	.05
5	3.0	2	.05
6	1.9	2	.05
7	0.5	2	.05
8	1.8	2	.05
9	0.5	2	.05
10	0.7	2	.05
11	4.5	2	.05
12	0.4	2	.05
13	1.0	2	.05
16	2.1	2	.05
17	1.3	2	.05
18	0.2	2	.05
19	1.3	2	.05
20	1.5	2	.05
21	0.4	2	.05
22	3.1	2	.05
23	2.1	2	.05
24	0.2	2	.05
25	1.5	2	.05
26	1.3	2	.05
27	0.3	2	.05
28	0.7	2	.05
29	4.6	2	.05
30	4.2	2	.05
31	2.1	2	.05
32	2.6	2	.05
33	1.1	2	.05

of the 31 competencies for which sub-hypothesis seven was accepted.

1. Knowledge of learning theories relevant to teaching the two languages.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

3. Ability to read English and the relevant Nigerian language fluently.

4. Ability to write English and the relevant Nigerian language fluently.

5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the varieties of the Nigerian language (e.g. Kano versus Sokoto Hausa dialects).

6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading

and writing in English and the relevant Nigerian language.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

9. Knowledge of the historical development of the English language and knowledge of the historical development of the Nigerian language used in Education.

10. Knowledge of Sociolinguistics (i.e. the study of the use of language in society, including language change and language in Education).

11. Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.

12. Knowledge of how children learn their native languages and any other language.

13. Knowledge of the difficulties children are faced with when learning through another language.

16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.

17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.

18. Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.

19. Knowledge of the effects of cultural and socio-economic factors on the pupils' general development.

20. Ability to identify culturally-relevant materials.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

24. Knowledge of methods for attaining bilingual education objectives, e.g.

    (i) providing meaningful education in two languages.

    (ii) preparing children to switch to English completely as medium of instruction at a later state in primary education if need be.

25. Ability to determine the educational readiness of the pupils to learn in a given language which is not his/her mother tongues.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

28. Ability to evaluate learners' progress, using various kinds of tests.

29. Ability to assess the effectiveness of his/her own teaching techniques.

30. Ability to utilize local community human resourses such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

31. Ability to explain the objectives, goals and procedures of bilingual education to parents and other community members.

32. Ability to share with other teachers and professionals the methods and techniques that

have been used successfully in his/her schools.

33. Ability to explain current issues and policy in bilingual education.

Synthesis

As indicated on Table 4.3.8, sub-hypothesis seven was accepted for 31 out of the 33 competencies. Compared with the other paired groups considered so far, these two groups register agreement on a higher number of competencies. Although the NCE students and ATC lecturers had different educational and experiential backgrounds, a common phenomenon between these two groups of teacher trainees and their teacher trainers is that they were all selected from the same training institutions.

4.3.9. Sub-hypothesis Eight

The sub-hypothesis reads: There is no significant difference between the perception of Grade Two College tutors and Primary School Supervisors of the competencies.

This hypothesis was tested by considering the Chi square value for each of the 33 competencies

Table 4.3.3 Obtained Chi Square Values in which no Significant Differences were Found Among Grade Two College Tutors and Primary School Supervisors.

(N1 = 22) (N2 = 15)

Competency Category.	Chi Square Values.	Degrees of Freedom.	Level of Significance
1	4.985	2	.05
2	3.058	2	.05
3	2.336	2	.05
4	5.530	2	.05
5	1.205	2	.05
6	3.690	2	.05
7	0.83	2	.05
8	3.56	2	.05
9	2.24	2	.05
10	1.76	2	.05
11	3.103	2	.05
12	0.13	2	.05
13	1.564	2	.05
15	1.48	2	.05
16	5.035	2	.05
17	0.372	2	.05
18	0.16	2	.05
19	4.56	2	.05
20	4.95	2	.05
21	2.56	2	.05
23	2.99	2	.05
25	3.73	2	.05
26	4.79	2	.05
27	1.45	2	.05
28	3.14	2	.05
29	2.00	2	.05
30	3.10	2	.05
31	2.06	2	.05
32	1.37	2	.05
33	4.63	2	.05

and the hypothesis was accepted for those that were lower than the critical value of 5.99. On this basis, the hypothesis was accepted for 30 (90.9%) out of the 33 competencies. This number is exactly the same as that of the students and supervisors pair discussed in Section 4.3.7 but the competencies for which the two hypotheses were accepted differ. Below is a list of the competencies for which hypothesis eight was accepted:

1. Knowledge of learning theories relevant to to teaching in two languages.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

3. Ability to read English and the relevant Nigerian language fluently.

4. Ability to write English and the relevant Nigerian language fluently.

5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the varieties of the Nigerian language (e.g.

Kano versus Sokoto Hausa dialects.

6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

9. Knowledge of the historical development of the English language and knowledge of the historical development of the Nigerian language used in Education.

10. Knowledge of Sociolinguistics (i.e. the study of the use of language in society, including language change and language in Education).

11. Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.

12. Knowledge of how children learn their native languages and any other language.

13. Knowledge of the difficulties children are faced with when learning through another language.

14. Ability to develop activities to deal with language problems.

15. Ability to help children interact successfully with children from many other cultures.

16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.

17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.

18. Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.

19. Knowledge of the effects of cultural and socio-economic factors on the pupils' general development.

20. Ability to identify culturally-relevant materials.

21. Ability to evaluate existing materials and adopt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

24. Knowledge of methods for attaining bilingual education objectives, e.g.

    (i) providing meaningful education in two languages.

    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

25. Ability to determine the educational readiness of the pupils to learn in a given language which is not his/her mother tongue.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

28. Ability to evaluate learners' progress, using various kinds of tests.

29. Ability to assess the effectiveness of his/her own teaching techniques.

30. Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

31. Ability to explain the objectives, goals and procedures of bilingual education to parents and other community members.

32. Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her schools.

33. Ability to explain current issues and policy in bilingual education.

Synthesis

Of the 30 competencies for which hypothesis eight was accepted, 13 belong to the language category. A common phenomenon between these two groups is that they both work directly with grade two teachers , while the tutors train the teachers and supervise their teaching practice, the supervisors supervise the trained ones on the job.

4.3.10 Sub-hypothesis Nine

The sub-hypothesis reads: There is no significant difference between the perception of Grade Two College tutors and ATC lecturers of the competencies.

Similar to other hypotheses tested so far, the Chi-square values indicating differences between the two groups were presented for each of all of the 33 competencies and significance was determined at the .05 level. The hypothesis was accepted for all the competencies in which the Chi square values were less than the critical value of 5.99. On this basis, the hypothesis was accepted for 30 (90.9%) out of the 33 competencies. Of the nine paired groups considered so far, three pairs have registered agreement on the same number of competencies, 30. See Sections 4.3.7 and 4.3.9 for the other paired groups. However, the competencies for which the hypotheses were accepted differ. Below is a list of the 30 competencies for which hypothesis nine was accepted:

1. Knowledge of learning theories relevant to teaching in two languages.

2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.

Table 4.3.10 Obtained Chi Square Values in which no Significant Differences were Found Among Grade Two College Tutors and ATC Lecturers.

(N1 = 22) N2 = 31

Competency Category.	Chi Square Value.	Degrees of freedom	Level of Significance
1	2.77	2	.05
2	3.99	2	.05
3	4.68	2	.05
4	3.88	2	.05
5	3.31	2	.05
6	2.65	2	.05
7	0.61	2	.05
8	1.76	2	.05
9	1.82	2	.05
10	3.25	2	.05
11	1.02	2	.05
12	0.90	2	.05
13	0.92	2	.05
15	1.77	2	.05
16	1.03	2	.05
17	0.77	2	.05
18	0.96	2	.05
20	2.23	2	.05
21	0.55	2	.05
22	3.07	2	.05
23	0.50	2	.05
24	3.18	2	.05
25	1.33	2	.05
26	5.14	2	.05
27	0.75	2	.05
28	0.75	2	.05
29	1.10	2	.05
30	2.62	2	.05
31	1.74	2	.05
32	4.99	2	.05

3. Ability to read English and the relevant Nigerian language fluently.

4. Ability to write English and the relevant Nigerian language fluently.

5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the varieties of the Nigerian language (e.g. Kano versus Sokoto Hausa dialects).

6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages).

9. Knowledge of the historical development of the English language and knowledge of the historical development of the Nigerian language used in education.

10. Knowledge of Sociolinguistics (i.e. the study of the use of language in society, including language change and language in Education).

11. Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.

12. Knowledge of how children learn their native languages and any other language.

13. Knowledge of the difficulties children are faced with when learning through another language.

15. Ability to help children interact successfully with children from many other cultures.

16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.

17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.

18. Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.

20. Ability to identify culturally-relevant materials.

21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.

22. Ability to translate materials from English to the Nigerian language used in education.

23. Ability to teach subject matter in both English and the relevant Nigerian languages.

24. Knowledge of methods for attaining bilingual education objectives, e.g.
    (i) providing meaningful education in two languages.
    (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

25. Ability to determine the educational readiness of the pupils to learn in a given language which is not his/her mother tongue.

26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

27. Ability to assess learners' strengths and weaknesses in their first and second language.

28. Ability to evaluate learners' progress, using various kinds of tests.

29. Ability to assess the effectiveness of his/her own teaching techniques.

30. Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

31. Ability to explain the objectives, goals and procedures of bilingual education to parents and other community members.

32. Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her schools.

Synthesis

Of the 30 competencies for which hypothesis nine was accepted, 13 belong to the category of language. A common characteristic of these two groups of subjects is that they are both teacher trainers; while the tutors train grade two teachers, the lecturers train NCE students some of whom have been grade two teachers before enrolling for the NCE

course and who may still end up as primary school teachers, headmasters or supervisors after their training.

4.3.11 Sub-hypothesis Ten

The sub-hypothesis reads: There is no significant difference between the perception of primary school supervisors and ATC lecturers of the competencies.

This hypothesis, like all the other sub-hypothesis, was tested by considering the Chi square value for each of the 33 competencies. The hypothesis was accepted for those that were lower than the critical value of 5.99. On this basis, the hypothesis was accepted for all of the 33 (100%) competencies surveyed. This is the only pair that registered an overwhelming agreement on all of the competencies. It should be pointed out at this juncture, that these two groups were the most experienced professionally and most advanced in age. The 33 competencies for which hypothesis ten was accepted appear in Appendix A.

Table 4.3.11 Obtained Chi Square Values in which no Significant Differences were Found Among AIC Lecturers and Primary School Supervisors.

(N1 = 31) (N2 = 15)

Competency Category.	Chi Square Values.	Degrees of Freedom.	Level of Significance.
1	0.97	2	.05
2	1.48	2	.05
3	0.99	2	.05
4	1.56	2	.05
5	1.93	2	.05
6	0.75	2	.05
7	1.90	2	.05
8	1.09	2	.05
9	0.18	2	.05
10	0.67	2	.05
11	0.78	2	.05
12	0.42	2	.05
13	1.98	2	.05
14	1.39	2	.05
15	0.55	2	.05
16	4.98	2	.05
17	0.36	2	.05
18	0.21	2	.05
19	5.88	2	.05
20	1.54	2	.05
21	1.67	2	.05
22	1.34	2	.05
23	3.36	2	.05
24	1.54	2	.05
25	2.55	2	.05
26	2.14	2	.05
27	1.00	2	.05
28	3.40	2	.05
29	0.52	2	.05
30	0.33	2	.05
31	0.20	2	.05
32	0.80	2	.05
33	0.25	2	.05

4.4 COMPETENCIES REVEALING SIGNIFICANT DIFFERENCES AMONG TEACHERS, STUDENTS, TUTORS, SUPERVISORS AND LECTURERS

This section of the analysis focuses on those competencies in which significant differences were found when the Chi square value for each of the 33 competencies was considered. It should be noted that the main and sub-hypotheses tested in this study have been discussed in the previous section (4.3). The aim in this section is to highlight those competencies in which significant differences were found first, among the five groups combined and next, between each of the paired groups.

4.4.1 Competencies Revealing Significant Differences Among the Five Groups Combined

Since the Chi square critical value at .05 level was 15.5, all data exceeding this critical value were regarded as significant. On this basis when the data for the five groups combined were considered, significant differences were found on 12 (36.3%) out of the 33 competencies. The reader would recall that in the previous section no significant differences were found on 21 (63.6%) competencies when the five groups' perceptions were combined. Table 4.4.1 shows the 12 competencies on which significant differences were found. Of these 12 competencies, four reflect the language category; another

four reflect the culture category; three reflect the pedagogy category and the remaining one reflect the school-community relations category. The fact that agreement was not reached on as many as 12 competencies could be a reflection of the non-exposure of these subjects to bilingual education and cultural studies. Moreover, it would be recalled that the groups were heterogeneous as they had varying educational, professional and linguistic backgrounds.

Table 4.4.1: Chi square values, degrees of freedom and level of Significance Among Teachers, Students, Tutors, Supervisors and Lecturers

Competency Category	Chi Square Values	Degrees of Freedom	Level of Significance
Language:			
9	33.07	8	.05
11	18.75	8	.05
13	21.00	8	.05
14	37.06	8	.05
Culture			
15	21.35	8	.05
18	33.47	8	.05
19	15.10	8	.05
20	19.31	8	.05
Pedagogy			
25	21.41	8	.05
28	24.44	8	.05
29	20.31	8	.05
School-Community Relations			
32	18.61	8	.05

4.4.2 Competencies Revealing Significant Differences Among Teachers and Students

Data presented in Table 4.4.2 indicate that significant differences were found on 8 (24.2%) competencies when the teacher and student groups were paired. Of these eight competencies, three were unique to the language category; two reflected the culture category; another two the pedagogy category and one belonged to the school-community relations category. A summary of respondents' ratings to the 8 competencies appears below:

Competency 1: Knowledge of learning theories relevant to teaching in two languages.

A Chi square value of 6.29 was significant at the .05 level when these two groups were compared. A greater percentage of disagreement as to the importance of the competency was found among the school teachers; as 61.7% of the primary school teachers considered the competency essential and 30% of this same group perceived it as a desirable skill. Among the NCE students 73.0% rated the competency essential and 26.0% considered it desirable. The lower agreement level registered among the teachers could be attributed to their limited educational

background especially as bilingual education is not included in their programme of studies.

Competency 9: Knowledge of the historical development of the English language and knowledge of the historical development of the Nigerian language used in education.

Perceptions of this competency revealed that a low level of agreement on the essential scale was registered among the student group with only 14.1% rating the skill as a crucial skill. On the other hand, the agreement level was higher among the teacher group as 44.2% considered the skill essential, thus registering about 30% difference between the two groups. The level of agreement is closer between the two groups on the desirability scale with 41.0% of the teachers rating the competency desirable while 55.6% of the students rated it desirable. On the whole, a combined cumulative percentage of 75.6% revealed that among the two groups the competency was rated as essential or desirable.

Competency 13: Knowledge of the difficulties children are faced with when learning through another language.

A Chi-square value of 12.66 was significant at the .05 level indicating differences in perception among the two groups in their ratings of this competency. The student group was in greater agreement in their rating as 80.8% of them rated the skill essential. The teacher group, with a lower educational background, registered a lower agreement level with 61.6% rating it as crucial. On the desirability scale, 21.7% of the teachers rated the skill desirable while a close percentage of 17.2% was registered among the students. A combined cumulative percentage of 92.4% was revealed among these two groups on both the essential and desirability scales.

Competency 18: Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.

A Chi square value of 25.56 was significant at the .05 level indicating differences in perception among the two groups in their ratings of this competency. The teacher group was in greater agreement with 74.6% rating the competency essential while only 33.7% of the students considered it as a crucial skill. On the desirability scale, 46.9% of the students rated the competency desirable while only 20.3% of the teachers perceived it as a desirable skill. On the whole, a combined cumulative percentage of 85. 4% was registered among these two groups on both the essential and desirability scales.

Competency 20: Ability to identify [illegible] culturally-relevant materials.

Significant differences were found among the two groups in their ratings of the competency as a Chi square value of 13.77 was significant at the .05 level. Disagreement as to the importance of the competency was found among the students with only 33.3% having perceived it as essential and 44.5% having rated it as desirable. Additionally,

22.2% of this group rated the skill as not essential. The teachers were in greater agreement with 62.7% having considered the competency as essential and 17.3% having judged it as desirable. A combined cumulative percentage of 79.7% on both the essential and desirable scales was recorded for this competency.

Competency 25: Ability to determine the educational readiness of the pupils to learn in a given language which is not his/her mother tongue.

Perceptions this competency were significantly different among the two groups (Chi square = 13.69 p .05). Ratings of the competency revealed that the student group was in greater agreement with 69.7% rating it as essential and 33.7% rating it as desirable. Among the teachers, 45.9% rated the competency essential, and 31.1% rated it as desirable. Thus, a combined cumulative percentage of 88.6% on both the essential and the desirability scales was registered for this competency.

Competency 29: Ability to assess the effectiveness of his/her own teaching techniques.

A lower spread of response, between the essential and desirability scales was indicated in the two groups ratings of this competency. A Chi square value of 14.05 was significant at the .05 level indicating differences in perception among the two groups. An overwhelming agreement was found among the student group when 91.0% considered the competency as essential and only 9.0% perceived it as desirable. Of the teacher group, 78.4% rated the competency a crucial skill and 8.3% perceived it as desirable. Overall, a combined cumulative percentage of 95.0% was registered for this competency among the two groups.

Competency 32: Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her school.

A Chi square value of 13.9% was significant at the .05 level indicating differences in

perception among the two groups in their ratings of the competency. When compared with the teachers, students were in greater disagreement in their ratings of this competency, with 59.0% of the student group considering the competency essential and 40.0% considering it desirable. Greater agreement was noted among the teachers as 75.0% rated the competency essential and only 12.7% considered it a desirable skill. A combined cumulative percentage of 96.2% was recorded on the essential and desirability scales.

In summary, comparisons conducted at the .05 alpha level on the 33 competencies revealed significant differences in perceptions on 8 competencies when primary school teachers and NCE students were compared. An inspection of the data (percentage of response) indicates a higher spread of response among the NCE students. The NCE student group was in greater disagreement in their ratings to the competencies when compared with the teachers. This could be attributed to their different educational backgrounds as some had trained as Grade Two teachers while others had obtained the West African School Certificate before entering for the NCE course. Table 4.4.2

depicts the 8 competencies in which differences were noted.

Table 4.4.2: Significant Chi Square Values, Degrees of Freedom and Level of Significance Among Teachers and Students.

Competency Category	Chi Square Values	Degrees of Freedom	Level of Significance
Language			
1	6.29	2	.05
9	18.71	2	.05
13	12.88	2	.05
Culture			
18	25.58	2	.05
20	13.77	2	.05
Pedagogy			
25	13.69	2	.05
29	14.05	2	.05
School-Community Relations			
32	13.9	2	.05

4.4.3 Competencies Revealing Significant Differences Among Teachers and Tutors

Table 4.4.3 presents those competencies in which significant differences were found when tested at the .05 level of confidence. Differences were noted on 10 competencies; three in the language category; four in the culture category; one in the area of pedagogy while the remaining two were unique to the school-community relations category. Thus, when primary school teachers and Grade Two College tutors were compared, agreement was found on 23 (69.6%) out of the 33 competencies. A summary of respondents' ratings of the ten competencies in which significant differences were revealed follows:

Competency 4: Ability to write English and the relevant Nigerian language fluently.

A Chi square value of 6.09 indicates significant differences in the ratings of the two groups on this competency. A higher spread

Table 4.4.3: Significant Chi Square Values, Degrees of Freedom, and Level of Significance Among Teachers and Tutors

Competency Category	Chi Square Values	Degrees of Freedom	Level of Significance
Language:			
4	6.09	2	.05
9	11.50	2	.05
14	14.81	2	.05
Culture			
15	8.08	2	.05
18	9.58	2	.05
19	7.15	2	.05
20	7.87	2	.05
Pedagogy			
26	6.59	2	.05
School-Community Relations			
32	10.26	2	.05
33	6.09	2	.05

of response found among the primary school teachers than among the Grade Two College tutors could be attributed to the teachers' lower educational background. Among the teachers, 67.8% considered this competency essential, while 30.5% rated it desirable. Similarly, 66.2% of the tutors rated it essential and 31.8% rated it desirable. A Combined Cumulative Percentage of 98.6% was recorded on the essential and desirability scales.

Competency 9: Knowledge of the historical development of the English language and knowledge of the historical development of the Nigerian language used in education.

A Chi square value of 11.50 revealed significant differences in the ratings of the two groups on this competency. Disagreement was evident among the two groups in their ratings of this competency. For example, only 9.5% of the tutors perceived the competency as a crucial skill, while 44.2% of the teachers considered it essential, a difference of almost 35%. On the desirability scale, 66.7% of the tutors considered

it desirable while 41.0% of the teachers judged it desirable.

Competency 14: Ability to develop activities to deal with language problems.

A Chi square value of 14.81 showed a significant difference in the perception of the two groups. The two groups were in relatively greater agreement on the essential scale as 77.6% of the teachers rated the competency as crucial while 72.7% of the tutors rated it essential. Conversely, 22.7% of the tutors rated it desirable while 17.2% of the teachers considered it desirable. A combined cumulative percentage of 95.8% was recorded on both the essential and desirability scales.

Competency 15: Ability to help children interact successfully with children from many other cultures.

A Chi square value of 8.08 indicated significant differences in the ratings of the two groups on this competency. The higher spread of response found among the tutors than the teachers

could be attributed to the varied educational qualifications of the tutors. For example, while 76.7% of the teachers considered this competency essential, only 45.5% of the tutors rated the competency as a crucial skill. Also, 45.5% of the tutors considered the competency desirable, while only 18.3% of teachers considered it desirable. A Combined Cumulative percentage of 96.8% was recorded on the essential and desirability scales.

Competency 18: Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.

A Chi square value of 9.58% revealed significant differences in the ratings of the two groups on this competency. Similar to competency 15, a higher spread of response was found among the tutors than among the teachers. For example, while 74.6% of the teachers considered this competency essential only 27.3% of the tutors rated the competency a crucial skill. Also 50.0% of the tutors judged the competency desirable while 20.3% of the teachers rated it desirable.

A combined cumulative percentage of 91.8% was recorded on both the essential and desirability scales.

Competency 19: Knowledge of the effects of cultural and socio-economic factors on the pupils' general development.

A Chi square value of 7.15% was significant at the .05 level when these two groups were compared. A greater percentage of disagreement as to the importance of the competency was found among the teachers as 51.7% of them considered the competency essential and 36.2% of the same group perceived it as a desirable skill. Among the tutor group, 36.4% rated the competency essential and 31.8% considered it desirable. Overall, a combined cumulative percentage of 86.3% revealed that among these two groups the competency was rated as an essential or desirable skill.

Competency 20: Ability to identify culturally-relevant materials.

A Chi square value of 7.87 was significant at the .05 level when these two groups were compared. A greater percentage of disagreement as to the importance of the competency was found among the tutors; 47.6% of the tutors considered the competency essential and 28.6% of this same group perceived it as a desirable skill. Among the teachers 62.7% rated the competency essential and 20.3% considered it desirable. The combined cumulative percentage on both the essential and desirability scales was 84.4%.

Competency 26: Ability to utilize continuous assessment as part of the overall educational evaluation of the child.

A Chi square value of 6.59 was significant at the .05 level indicating differences in perception among the two groups in their ratings of this competency. A higher agreement rate was registered among the teachers as 80.3% of them considered the competency essential, while 68.2% of the tutors considered it a crucial skill. Only 18.2% of the tutor group rated the competency desirable and

similarly 16.4% of the teachers perceived it as a desirable skill.

Competency 32: Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her school.

Significant differences were found among the two groups in their ratings of this competency as the Chi square value was 10.26. Disagreement as to the importance of the competency was found among the tutors with only 59.1% having perceived it as essential and 36.4% having rated the competency as desirable. The teachers were in greater agreement with 75.0% having considered the competency as essential and 12.7% having judged it as desirable. On the whole, a combined cumulative percentage of 91.8% revealed that among the two groups the competency was rated as an essential or desirable skill.

Competency 33: Ability to explain current issues and policy in bilingual education.

Perceptions of this competency were significantly different among the two groups (Chi square = 6.09, $p < .05$). Ratings of the competency revealed that both groups were close in their perceptions of this competency with 61.9% of the teachers rating it as essential and 61.9% of the tutors rating it as crucial. Similarly, 28.6% of the tutors rated it as desirable and 26.7% of the teachers rated it as desirable. A combined cumulative percentage of 85.3% was recorded for these two groups on the Essential and desirability scales.

Summary

Comparisons conducted at the .05 alpha level on the 33 competencies revealed significant differences in perceptions on 10 competencies when primary school teachers and Grade Two College tutors were compared. An inspection of the data (percentage of response) indicates a higher spread of response among the Grade Two College tutors. The tutor group was in greater disagreement in their ratings the competencies when compared with the teachers.

4.4.4 Competencies Revealing Significant Differences Among Teachers and Supervisors

Table 4.4.4 presents those competencies in which significant differences were found when tested at the .05 level of confidence. Differences were noted on 9 competencies; of these three were in the language category; two in the culture category; two in the pedagogy category; and the remaining two in the area of school-community relations. Thus, when teachers and supervisors were compared in their ratings to the competencies agreement was found on 24 out of the 33 competencies. A summary of respondents' ratings to the nine competencies in which differences were revealed follows:

Competency 6: Knowledge of the sound system, grammar, vocabulary of English and the relevent Nigerian language as much as possible.

A Chi square value of 31.6% was significant at the .05 level when these two groups were compared. A greater percentage of disagreement as to the importance of the competency was found among the

teachers; 68.9% of the teachers considered the competency essential and 26.2% of this same group perceived it as a desirable skill. Among the supervisors, 86.5% rated the competency essential and 6.7% considered it desirable. The combined cumulative percentage of 89.1% was recorded for both the essential and desirability scales:

Competency 9: Knowledge of the historical development of the English language and knowledge of the historical development of the Nigerian language used in Education.

Significant differences were found among the two groups in their ratings of the competency with a Chi square value of 8.24. Perceptions of this competency revealed that a moderate level of agreement on the essential scale was found among the supervisors as 60% of them rated the competency as a crucial skill and 40% rated it as desirable. Conversely, only 44.2% of the teachers considered the skill essential. It was with this group that a greater degree of disagreement was found with 41.0% of the teachers having rated the competency as desirable and 14.8% having considered

it not essential. The combined cumulative percentage for both the essential and desirability scales was 82.9%

Competency 11: Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.

A Chi square value of 7.84 was significant at the .05 level indicating differences in perception among the two groups in their ratings of this competency. While 76.3% of the teachers considered the competency essential, only 46.7% of the supervisors considered it as a crucial skill; 40.0% of the supervisors rated the competency desirable and only 16.9% of the teachers perceived it as a desirable skill. The combined cumulative percentage for the two scales under consideration was 95.1%.

Competency 15: Ability to help children interact successfully with children from many other cultures.

Significant differences were found among the two groups in their ratings of this competency with a Chi square value of 7.36. Disagreement as to the importance of the competency was found among the supervisors, with only 46.7% having perceived it as essential and 53.3% having rated the competency as desirable. The teachers were in greater agreement with 76.7% having considered the competency as essential and 18.3% having judged it as desirable. The combined cumulative percentage for both scales was 93.9%.

Competency 18: Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.

Perceptions of this competency were significantly different among the two groups (Chi square = 15.82, $p < .05$). A higher spread of response, between the essential and desirable scales was evident among the teacher group when compared with the supervisors. For example, 74.6% of the teachers considered this competency a crucial skill and only 33.3% of the supervisors judged it as essential. Conversely, 46.7% of the supervisors

perceived it as desirable and 20.3% of the teachers judged it as desirable. Three of the teachers did not respond to this competency. The combined cumulative percentage for the two scales being considered was 90.1%.

Competency 25: Ability to determine the educational readiness of the pupils to learn in a given language which is not his/her mother tongue.

A Chi square value of 16.6 was significant at the .05 level indicating differences in perception among the two groups in their ratings of this competency. While 45.9% of the teachers considered the competency essential, 40.0% of the supervisors rated it as crucial; 53.3% of the supervisors rated the competency desirable and only 31.1% of the teachers perceived it as a desirable skill. The combined cumulative percentage for the two scales was 89.1%.

Competency 28: Ability to evaluate learners' progress, using various kinds of tests.

Significant differences were found among the two groups in their ratings of the competency with a Chi square value of 11.59. A higher spread of response, between the essential and the desirability scales, was evident among the teachers when compared with the supervisors. For example, 81.7% of the teachers considered this competency a crucial skill and 73.0% of the supervisors judged it as essential. On the desirability scale, 26.7% of the supervisors considered the skill desirable and 18.3% of the teachers perceived it as desirable. A combined cumulative percentage of 83.1% was recorded on both the essential and desirability scales.

Competency 30: Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.

A Chi square value of 6.88 was significant at the .05 level indicating differences in perception among the two groups in their ratings to this competency. When compared with the teachers, the

supervisors were in greater disagreement in their ratings to this competency, as 66.6% of this group considered the competency essential and 26.7% of considered it desirable. Higher agreement was noted among the teachers as 77.4% rated the competency essential and 21.0% considered it a desirable skill. The combined cumulative percentage of 98.8% for both scales was overwhelming.

Competency 31: Ability to explain the objectives, goals and procedures of bilingual education to parents and other community members.

Perceptions to this competency were significantly different among the two groups with a Chi square value of 6.85. The supervisors were in greater disagreement with each other in their ratings to this competency; 53.3% of this group considered the competency essential and 46.7% judged it as desirable. A higher level of agreement was found among the teachers as 65.6% considered the competency a crucial skill and 32.8% perceived the skill as desirable. The combined cumulative percentage for both scales was 96.3%.

Summary

When teachers and supervisors were compared significant differences were found on nine competencies when tested at the .05 alpha level. Results from these comparisons indicated that teachers and supervisors were in agreement on 24 competencies, i.e. no significant differences were found on 24 of the 33 competencies. The summary table indicates that the supervisors were in greater disagreement in their perceptions than the teachers.

Table 4.4.4: Significant Chi Square Values, Degrees of Freedom, and Level of Significance Among Teachers and Supervisors

Competency Category	Chi Square Values	Degrees of Freedom	Level of Significance
Language:			
6	31.67	2	.05
9	8.24	2	.05
11	7.64	2	.05
Culture			
15	7.36	2	.05
18	15.82	2	.05
Pedagogy			
25	16.16	2	.05
28	11.59	2	.05
School-Community Relations			
30	6.88	2	.05
31	6.85	2	.05

4.4.5 Competencies Revealing Significant Differences Among Teachers and Lecturers

Table 4.4.5 presents those competencies in which significant differences were found among teachers and educators when tested at the .05 level of confidence. Significant differences were noted on 6 competencies; 9, 11 and 13 in the language category; 15 and 18 in the culture category and 31 in the school-community relations area. Thus, when teachers and educators were compared in their ratings of the competencies agreement was found on 27 out of the 33 competencies. A summary of respondents' ratings of the six competencies in which differences were indicated follows:

Competency 9: Knowledge of the historical development of the English language and knowledge of the historical development of the Nigerian language used in education.

Perceptions to this competency were significantly different among the two groups (Chi square = 11.45, $p < .05$). Ratings of this competency revealed that a higher spread of response, between

the essential and desirability scales, was evident among the lecturers. For example, only 9.7% of the lecturers considered this competency a crucial skill, while 61.3% judged it as desirable. Among the teacher group, disagreement was less evident with 44.2% considering it an essential skill and 41.0% rating it as desirable. The combined cumulative percentage for the two scales was 80.4%.

Competency 11: Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.

A Chi square value of 8.97 was significant at the .05 level revealing differences in perceptions among the two groups in their ratings of this competency. The teachers were in greater agreement with one another in their ratings as 76.3% of this group considered the competency essential and 16.9% considered it desirable. A lower level of agreement was found among the lecturers as 50.0% considered the competency a crucial skill and 46.7% perceived the skill as desirable. A combined cumulative percentage of 84.3% was registered on the two scales.

Competency 13: knowledge of the difficulties children are faced with when learning through another language.

A significant Chi square value of 6.93 was recorded on this competency when the two groups were compared. The lecturer's ratings of this competency were split between two scales with 77.4% rating the skill essential and 22.6% judging it as desirable. Among the teachers, the ratings were more widely spread with 61.6% considering it essential; 21.7% considering it desirable and 16.7% judging it as not essential. A combined cumulative percentage of 82.3% was recorded for the two scales.

Competency 15: Ability to help children interact successfully with children from many other cultures.

Significant differences were found among the two groups in their ratings of this competency with a Chi square value of 15.07 . Disagreement as to the importance of the competency was found among the lecturers, with only 35.5% having perceived it as essential and 54.8% having rated the competency as desirable. Additionally, 9.7% of this group rated

the skill as not essential. The teachers were in greater agreement with 76.7% having considered the competency essential and 18.3% having judged it as desirable. A combined cumulative percentage of 88.3% was recorded on the two scales.

Competency 18: Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.

A significant Chi square value of 18.09 at the .05 level revealed differences in perceptions among the two groups in their ratings of this competency. Greater disagreement as to the importance of this competency was found among the lecturers with only 29.0% having considered it essential and 48.4% having rated it desirable. Conversely, the teachers were in greater agreement with 74.6% having judged it as essential and 20.3% having rated it as desirable. A combined cumulative percentage of 88.8% was recorded for the two scales.

Competency 31: Ability to explain current issues and policy in bilingual education.

A Chi square value of 6.36 was significant at the .05 level indicating differences in the perception of the two groups of this competency. A higher spread of response, between the essential and desirability scales was evident among the lecturers when compared with the teachers. For example, 65.6% of the lecturers considered this skill a crucial skill and 41.9% of the teachers judged it essential. Conversely, 48.4% of the teachers perceived it as desirable and only 32.8% of the lecturers perceived it as desirable. An overwhelming combined cumulative percentage of 98.9% was recorded for the two scales.

Summary

Comparisons conducted at .05 alpha level on the 33 competencies revealed significant differences in perceptions on 6 competencies when teachers and lecturers were compared. An inspection of the data (percentage of response) indicates equal spread of response among the two groups. The lecturer group was in greater disagreement in their ratings of the competencies when compared with the teachers.

Table 4.4.5: Significant Chi Square Values, Degrees of Freedom, and Level of Significance Among Teachers and Lecturers

Competency Category	Chi Square Values	Degrees of Freedom	Level of Significance
Language:			
9	11.45	2	.05
11	8.97	2	.05
13	6.93	2	.05
Culture			
15	15.07	2	.05
18	18.09	2	.05
School-Community Relations			
31	6.36		

4.4.6 Competencies Revealing Significant Differences Among Students and Tutors

Table 4.4.6 presents those competencies in which significant differences were found when tested at the .05 alpha level of confidence. Differences were noted on competencies 4, 6, 11, and 14 in the language category; 29 in the pedagogy category and competency 33

in the area of School-Community Relations. Thus, when students and tutors were compared in their ratings of the competencies agreement was found on 27 of the 33 competencies. A summary of respondents' ratings to the six competencies in which differences were revealed follows:

Competency 4: Ability to write English and the relevant Nigerian language fluently.

A Chi square value of 25.80 indicated significant differences in the ratings of the two groups of this competency. A higher spread of response was found among the students on the 3-point scale when compared with the tutors. For example, 66.7% of the students considered the competency essential and 29.3% rated the competency as desirable while 4.0% judged it as not essential. Among the tutors, their ratings were spread between two scales only, with 68.2% considering the competency essential and 31.8% rating it as desirable. A combined cumulative percentage of 96.4% was recorded on both the essential and desirability scales.

Competency 6: Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.

A significant Chi square value of 25.80 at .05 level was revealed for this competency when students and tutors were compared. A higher spread of response was found among the students on the 3-point scale when compared with the tutors , this could be attributed to the differences in educational backgrounds. For example, 68.7% of the students considered the competency essential and 28.3% rated the skill as desirable, while 3.0% rated it as not essential. Among the tutors, their ratings were spread between two scales only, as 72.7% considered the competency essential and 27.3% rated it as desirable. A combined cumulative percentage of 95.6% was recorded on both scales.

Competency 11: Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.

A significant Chi square value of 6.55 at the .05 level was recorded for this competency when students and tutors were compared. Tutors were in greater disagreement in their response when compared with the students. Among the tutor group 54.4% considered the competency essential and 45.6% judged it as desirable. Among the students 71.1% rated the

competency essential and 26.8% considered it desirable. Three students did not respond to this competency. A combined cumulative percentage of 96.4% was recorded on the two scales being considered.

Competency 14. Ability to develop activities to deal with language problems.

When tested at the .05 level, differences were also noted on this competency when the two groups were compared. The Chi square value was 36.91. A higher level of agreement was found among the students as an overwhelming 91.0% rated the competency essential and 7.0% considered it desirable. Among the tutors, 72.7% rated it essential and 22.7% considered it desirable. This high agreement rate is evident in the combined cumulative percentage of 98.2 recorded on both scales.

Competency 29: Ability to assess the effectiveness of his/her own teaching techniques.

A significant Chi square value of 11.5 at .05 level was revealed for this competency when students and tutors were compared. Students were in greater

agreement in their response to this competency when compared with the tutors. Among the students 91.0% considered the competency essential and 9.0% judged it as desirable. Among the tutors 85.7% rated the competency essential and 9.5% considered it desirable. One tutor did not respond to this competency. A combined cumulative percentage of 90.4% was recorded for both scales.

Competency 33: Ability to explain current issues and policy in bilingual education.

A significant Chi square value of 6.45 at the .05 level was recorded on this competency when students and tutors were compared. A higher level of disagreement was found among the students as 57.0% rated the competency as essential and 34.0% rated it as desirable. Among the tutors 61.9% considered it essential and 28.6% rated it as desirable. One tutor did not respond to this competency. A combined cumulative percentage of 88.6% was recorded on the two scales.

Summary

Comparisons conducted at .05 alpha level on the 33 competencies revealed significant differences in the perceptions of the two groups of this competency.

Even though an inspection of the data (percentage of response) indicated an almost equal spread of response among the two groups; on close examination, the tutors were in greater disagreement than the students in their ratings of the competencies. It would be recalled that the tutors were a more heterogeneous group than the students.

Table 4.4.6: Significant Chi Square Values, Degrees of Freedom, and Level of Significance Among Students and Tutors

Competency Category	Chi Square Values	Degrees of Freedom	Level of Significance
Language:			
4	6.59	2	.05
6	25.80	2	.05
11	6.55	2	.05
14	36.91	2	.05
Pedagogy			
29	11.15	2	.05
School-Community Relations			
33	6.45	2	.05

4.4.7 Competencies Revealing Significant Differences Among Students and Supervisors

Data presented in Table 33 indicate that significant differences were found on three competencies when these two groups were compared. Only one competency, 5 reflected the area of language, one, 28 was unique to the pedagogy area and competency 30 in the category of school-community relations. Thus, when students and supervisors were compared in their ratings of the competencies agreement was found on 30 of the 33 competencies. Below is a summary of the three competencies in which differences were revealed when tested at the .05 alpha level of confidence.

Competency 7: Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.

An obtained Chi square value of 6.23 was significant at the .05 level when these two groups were compared in their ratings of this competency. The supervisors were in greater agreement in their

ratings of this competency. The supervisors were in greater agreement in their ratings when compared with the student group. Among the supervisor group, 86.7% considered the competency essential and 13.3% judged it as desirable. Among the students, 77.8% rated the competency essential and 22.2% considered it desirable. One student did not respond to this competency. A combined overwhelming cumulative percentage of 99.1% was registered on the two scales.

Competency 28: Ability to evaluate learners' progress, using various kinds of tests.

A Chi square value of 13.58 was significant at the .05 level when the two groups were compared in their ratings of this competency. Among the student group 79.0% rated the competency as essential while 20.0% rated it as desirable. Similarly, among the supervisor group 73.3% rated the competency essential and 26.7% rated it as desirable. A combined cumulative percentage of 88.2% was recorded on the two scales.

Competency 30: Ability to utilize local community human resources such as parents, occupational groups to stimulate effective learning and the community

practical involvement in pupils' education.

An obtained Chi square value of 6.49 was significant at the .05 level when these two groups were compared in their ratings of this competency. The supervisors were in greater disagreement in their response to this competency when compared with the students. Among the supervisors 66.6% considered the competency essential and 27.7% judged it as desirable. Among the students 75.8 considered it essential and 23.2 rated it as desirable. An overwhelming cumulative percentage of 99.1% was recorded for the two scales.

Summary

When students and supervisors were compared, significant differences were found on only three competencies when tested at the .05 level. Results from these comparisons indicated that students and supervisors were in agreement on 30 competencies, i.e. no significant differences were found on 30 of the 33 competencies. This reveals a relatively high agreement rate compared with other pairs considered so far.

Table 4.4.7: Significant Chi Square Values, Degrees of Freedom, and Level of Significance Among Students and Supervisors.

Competency Category	Chi Square Values	Degrees of Freedom	Level of Significance
Language;			
7	6.23	2	.05
Pedagogy			
28	13.58	2	.05
School-Community Relations			
30	6.49	2	.05

4.4.8 Competencies Revealing Significant Differences Among Students and Lecturers

Data presented in Table 4.4.8 indicate that significant differences were found on only two competencies when these two groups were compared. One competency, 14 was in the area of language; and the other 15 in the culture category. Thus, when students and lecturers were compared in their ratings of the competencies agreement was found on 31 of the 33 competencies. Below is a summary of the two

competencies in which differences were revealed when tested at the .05 level of confidence.

Competency 14: Ability to develop activities to deal with language problems.

An obtained Chi square value of 6.85 was significant at the .05 level when these two groups were compared in their ratings of the competency. The students were in greater agreement in their response when compared with the lecturers. Among the student groups as many as 91.0% considered the competency essential and 7.0% rated it as desirable. Among the educators 76.7% considered the competency essential and 23.3% rated it as desirable. The combined cumulative percentage was overwhelming, i.e. 98.4%.

Competency 15: Ability to help children interact successfully with children from many other cultures.

A Chi square value of 8.65 at .05 level was significant when these two groups were compared in their ratings of the competency. The lecturers were in greater disagreement when compared with the

students. Among the lecturers, 35.5% considered the competency essential and 54.8% judged it as desirable. Among the students, 65.0% considered the competency essential and 31.0% rated the skill as desirable. The combined cumulative percentage was 94.6%.

Summary

When students and lecturers were compared significant differences were found on only two competencies when tested at the .05 level. Results from these comparisons revealed that students and lecturers were in agreement on 31 competencies, i.e. no significant differences were found on 31 out of the 33 items. It should be noted that both the students and the lecturers were selected from the same training institutions. It is possible that as a result of interactions during and outside lectures, students' thinking has been influenced about these and other issues.

Table 4.4.8: Significant Chi Square Values, Degrees, of Freedom, and Level of Significance Among NCE Students and ATC **Lecturers**

Competency Category	Chi Square Values	Degrees of Freedom	Level of Significance
Language:			
14	6.85	2	.05
Culture:			
15	8.65	2	.05

4.4.9 Competencies Revealing Significant Differences Among Tutors and Supervisors

Data presented in Table 4.4.9 indicated that significant differences were found on only three competencies when these two groups were compared. Only one competency, 14 reflected the area of language, and the remaining two competencies, 22 and 24 were unique to the pedagogy category. Below is a summary of the three competencies in which differences were revealed when tested at the .05 level of confidence.

Competency 14: Ability to develop activities to deal with language problems.

A Chi square value of 7.36 was significant at the .05 level when these two groups were compared in their ratings of the competency. The supervisors were in greater disagreement in their response when compared with the tutors. Among the supervisors, 33.3% considered the skill essential and 66.7% rated it as desirable. Among the tutors, 72.7% considered the competency essential and 22.7% judged it as desirable. A combined cumulative percentage of 97.2% was recorded for both scales.

Competency 22: Ability to translate materials from English to the Nigerian language used in education.

An obtained Chi square value of 7.93 was significant at .05 level when these two groups were compared in their perceptions of this competency. The tutors were in greater disagreement in their response when compared with the supervisors. Among the tutors 59.1% considered the competency essential and 40.9% rated it as desirable. Among the supervisors 73.3% judged the skill as essential and 26.7% rated it as desirable. The combined cumulative

percentage was total (100%) as the ratings of the two groups were spread between only the two scales of essential and desirability.

Competency 24: Knowledge of the methods for attaining bilingual education objectives e.g.

(i) providing meaningful education in two languages;

(ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.

A significant Chi square value of 6.40 at .05 level was recorded for this competency when the two groups were compared in their perceptions. A wider spread of response was found among the supervisors when compared with the tutors. For example, 73.3% rated the competency as essential and 6.7% judged it as desirable; 20.0% considered it not essential. Among the tutor group the ratings were spread between two scales only; for example, 72.7% considered the skill essential and 27.3% rated it as desirable. A combined cumulative percentage of 91.8% was registered for the two scales.

Summary

When tutors and supervisors were compared significant differences were found on three competencies when tested at the .05 level. Results from these comparisons indicated that tutors and supervisors were in agreement on 30 competencies, i.e. no significant differences were found on 30 of the 33 competency items.

Table 4.4.9: Significant Chi Square Values, Degrees of Freedom, and Level of Significance Among Tutors and Supervisors

Competency Category	Chi Square Values	Degrees of Freedom	Level of Significance
Language:			
14	7.368	2	.05
Pedagogy			
22	7.93	2	.05
24	6.40	2	.05

4.4.10 Competencies Revealing Significant Differences Among Tutors and Lecturers

Data presented on Table 4.4.10 indicate that significant differences were found on only 3

competencies, when tested at the .05 level. One of these competencies, 14 was unique to the language category; one, 19 reflected the culture category; and one competency, 33, fell under the area of school-community relations. Thus, when tutors and educators were compared in their ratings of the competencies agreement was found on 30 out of the 33 competencies. A summary of respondents' ratings of the three competencies in which differences were revealed follows:

Competency 14: Ability to develop activities to deal with language problems.

A Chi square value of 7.98 indicated significant differences in these two groups' ratings of this competency. A higher spread of response was found among the tutors than among the lecturers. For example, 72.7% of the tutors considered the skill essential; 22.7% rated it desirable. Among the lecturers the response was spread among two scales only; thus, 76.7% considered the competency essential while 23.3% rated it as desirable. An overwhelming combined cumulative percentage of 100% was registered on the two scales.

Competency 19: Knowledge of the effects of cultural and socio-economic factors on the pupils' general development.

A significant Chi square value of 5.96 at .05 level was indicated for this competency when the two groups were compared. The tutors were in greater disagreement in their perception of this skill than the lecturers. For example, 36.4% of the tutors rated the skill essential; 31.8% rated it as desirable. Among the lecturers, 48.4% considered the competency essential and 45.2% rated it as desirable. A combined cumulative percentage of 89.1% was recorded on the two scales.

Competency 33: Ability to explain current issues and policy in bilingual education.

A Chi square value of 7.65 at the .05 level indicated significant differences in the two groups' ratings of this competency. Among the lecturers, 67.7% rated the skill essential, 25.8% considered it as desirable and 6.5% judged it as not essential. Similarly, among the tutor group 61.9% considered the competency essential; 28.6% rated it as desirable. A combined cumulative percentage of 86.9% was recorded on the two scales.

Synthesis

When tutors and educators were compared significant differences were found on three competencies when tested at the .05 level. Results from these comparisons indicated that both groups were in agreement on 30 competencies, i.e. no significant differences were found on 30 of the 33 items. It should be noted that disagreement on their ratings of the 3 competencies clustered around two scales, the essential and desirability scales.

Table 4.4.10: Significant Chi Square Values, Degrees of Freedom, and Level of Significance Among Tutors and Lecturers

Competency Category	Chi Square Value	Degrees of Freedom	Level of Significance
Language: 14	7.99	2	.05
Culture 19	5.99	2	.05
School-Community Relations 33	7.65	2	.05

Table 4.4.11 Summary of Total Significant and Non - Significant Responses to Each Competency by Teachers; Students, Tutors, Supervisors and Lecturers.

(N = 230)

Competency Category.	Chi Square Values.	Degrees of Freedom.	Level of Significance
1	12.01	8	.05
2	11.50	8	.05
3	11.03	8	.05
4	9.095	8	.05
5	6.753	8	.05
6	7.745	8	.05
7	8.298	8	.05
8	9.545	8	.05
*9	33.07	8	.05
10	6.269	8	.05
*11	18.75	8	.05
12	2.828	8	.05
*13	21.00	8	.05
*14	37.06	8	.05
*15	21.35	8	.05
16	7.856	8	.05
17	9.504	8	.05
*18	33.47	8	.05
*19	15.10	8	.05
*20	19.31	8	.05
21	4.006	8	.05
22	8.209	8	.05
23	12.35	8	.05
24	10.35	8	.05
*25	21.41	8	.05
26	13.09	8	.05
27	3.889	8	.05
*28	24.44	8	.05
*29	20.31	8	.05
30	14.79	8	.05
31	10.58	8	.05
*32	18.61	8	.05
33	9.871	8	.05

* Indicate significant differences.

4.5.1 Summary

In this chapter, the analysis of the data was summarized under four major areas: (a) background information about the respondents; (b) analysis of within group agreement by each of the five groups on each competency; (c) testing of the main and sub-hypotheses; and (d) competencies in which significant differences were found among the five groups.

Tables 4.1.1 through 4.1.6 reveal the characteristics of the subjects, while Tables 4.2.1 through 4.2.11 reveal the level of within group agreement by the five groups. The highest level of within group agreement was registered among the lecturers who agreed on a total number of 17 competencies while the lowest level of within group agreement was registered by the tutor group with a total of 11 competencies. The main hypothesis tested in this study was accepted for 21 out of the 33 competencies, as Table 4.3.1 indicates. Most of the competencies for which the main hypothesis was accepted belonged to the language category. Table 4.3.2 through 4.3.11 present the data used for testing the ten sub-hypotheses. The highlight of this aspect of the analysis was the acceptance of sub-hypothesis ten for all of the 33 competencies. The Chi square analysis showed that there was no significant difference in the perception

of the supervisor and lecturer groups for all of the 33 competencies. It would be recalled that background information of these two groups revealed that they were the most experienced professionally. The results of the paired groups revealed that the range of competencies for which other sub-hypotheses were accepted was between 23 and 31 thus indicating that agreement was reached on these number of competencies. The analysis also showed that greater agreement was reached by the five groups on most of the language competencies and followed by the pedagogy competencies. Thus, most of the competencies on which significant differences were found were the culture and school-community relations ones. On the whole, combined cumulative percentage on the essential and desirability scales was high for all of the competencies, indicating that a majority of the competencies were either rated essential or desirable by most of the respondents.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter includes a summary of the study, with a discussion of the problem, the hypotheses, procedures used in the study and a summary of the findings. Conclusions drawn from the study and recommendations based on the findings and implications for further research are presented.

5.1 Summary

The need for this study evolved from recent observations regarding: (a) the unsuccessful implementation of the primary bilingual policy stated in the National Policy on Education (1981) resulting in primary school teachers employing ineffective teaching strategies (Shaplin and Shaplin, 1969; Ala, 1983; Afolayan, 1984); (b) the non-existence of a bilingual teacher education competency package; (c) the non-inclusion of a bilingual teacher training course in teacher preparation programmes in this country; and (d) the need for teacher trainers themselves to be trained as specialists in bilingual teacher education. Implicit in these observations was the need for

government to formulate a bilingual teacher preparation policy. Of crucial importance was the delineation of specific competencies for preparing this new category of teachers.

In response to the fore-going observations, this study was developed to achieve two purposes: first, to identify the essential competencies for training primary school bilingual teachers; and second, to develop a bilingual teacher preparation programme.

The study tested one main null hypothesis and ten sub-hypotheses meant to determine the extent of agreement by five groups of respondents on the importance of the competencies.

Review of literature related to this research focused on aspects such as teacher education in general including training models; bilingual teacher education and recent findings on language use in education. The literature reviewed provided useful insights that helped in developing the research instrument.

The study finally utilized a sample of 230 respondents drawn from primary schools and NCE training institutions from Zaria and Kano; of these respondents, 62 were

primary school teachers, 100 were NCE students, 22 were Grade Two College tutors, 15 were primary school supervisors and 31 were ATC lecturers. Data were collected from respondents' ratings of a set of 33 competencies on an author constructed rating instrument. A total of 230 usable questionnaires were received and subjected to data processing and statistical analysis. The statistical tool employed to analyze the data was Chi-square. The data was used to test both the main hypothesis and the sub-hypotheses. Statistical significance for each competency was determined at the .05 alpha level.

5.2 Findings

5.2.1 Demographic Information

The biodata of the respondents revealed that there were more males (56.5%) than females (43.5%) among the five groups combined. The sex distribution observed in this study is by no means representative of the sex distribution of teachers and students in the whole educational system. It would be recalled that the final survey was carried out in Kaduna and Kano states where female education is only gradually gaining ground, so this could have accounted for the higher percentage of males observed.

Moreover, a higher drop-out rate has been reported among female students in some reports of studies carried out in this part of the country (for example, Abdulsalaam, 1988). This trend can be attributed to socio-cultural factors which include early marriage and poor financial support for female education. It would be worthwhile to investigate this issue in other states, Bendel State for instance, where both males and females are given equal educational opportunity and where government, for many years, made efforts to promote female education by awarding university scholarships to all girls who qualified for university education.

The age distribution of the respondents showed that a good number of them (47.83%) were between 21 and 30 years. This result could be attributed to the fact that a majority of the respondents were NCE students and primary school teachers who were only beginning their career as teachers. This finding is in line with a previous study carried out by this researcher seven years ago, in which one of the problems militating against effective training of primary school teachers was immaturity which often resulted in truancy during teaching practice

(Imasuen, 1981). A higher age range was noticed among the tutors, supervisors and lecturers.

The data on educational qualification revealed that a majority of the subjects (56.0%) had obtained the Grade Two Teachers' Certificate. This finding is attributable to two factors: first, only Grade Two teachers who had successfully completed the Grade Two course were selected to participate in the study; and second, a majority of the NCE students (67.0%) had obtained the Grade Two Teachers' Certificate prior to entering the NCE course. This trend is in keeping with the recommendation of the Ashby report (1960) which recommended the establishment of a post-Grade Two course for holders of the Grade Two Teachers' Certificate as a means of providing opportunity for them to develop academically and progress professionally. This finding is of utmost relevance in this study whose focus is partially the improvement of the primary school teacher performance. It should, however, be pointed out at this juncture that because of this limited educational background of a majority of the subjects (56.09%), the overall ratings of the competencies should be considered with caution. The data under consideration further reveals

that only (26.9%) of the subjects used for the study had obtained a university degree. These subjects constituted only 26.9% of the total number of subjects. Therefore, if the subjects' perception of the competencies were expected to be influenced by their level of education, it would be seen that only a negligible percentage of the subjects had obtained a fairly high educational qualification. One of the arguments for including practising Grade Two teachers and NCE students in a study of this nature is that they are likely to be the beneficiaries of the programme developed from the package of competencies. Moreover, the findings have rightly confirmed the need to expose these different categories of teachers, students and teacher trainers to bilingual teacher education.

The data or demographics further revealed that a majority of the subjects (58.2%) had taught for less than 10 years. This result is in keeping with the status of a majority of the respondents, most of whom were primary school teachers and NCE students. The data on the nature of the subjects' bilinguality revealed that a majority of them (75.65%) could speak more than three languages. This finding confirms the assumption that these

categories of subjects, who themselves are bilingual, would benefit from a bilingual teacher preparation programme and would sympathise with bilingual children's learning problems if they acquire the right type of skills in the course of their training. The finding further confirms the fact that bilingualism is the norm in many Nigerian/African communities. A discussion of the significant findings on the structured items follows next and this will take into consideration overall perceptions of the five groups as well as the ratings of the paired groups.

5.2.2 Perception on the Competencies

Within group analysis revealed that the highest level of agreement was evident among the lecturers, as high agreement was reached on 17 (51.1%) out of the 33 items. On the contrary, greater disagreement was registered among the tutors as agreement was reached on only 11 (33.3%) of the total number of items. A further examination of the results of the structured items indicate that there were 21 (63.6%) out of the 33 items on which agreement was reached when the five groups were compared, i.e. Chi square values indicated no significant differences in perceptions

among the five groups. On this basis the main null hypothesis of this study was accepted for 21 items. Additional descriptive analysis revealed that supervisors and lecturers registered the highest rate of agreement in their ratings of the competencies as total agreement was evident on all the 33 (100%) items. Therefore, the tenth sub-hypothesis was accepted for all of the 33 items. As the data on respondents biodata discussed in the previous section revealed, these two groups of respondents were the most experienced professionally.

Cumulative percentages revealed that there were 13 (39.3%) items considered essential, i.e. there was high agreement on these number of items on the "essential" scale. An examination of the summary table (4.2.12) shows that when the two value scales "Essential" and "Desirable" were combined, cumulative percentage of well over 85% were indicated for 27 (81.8%) of the items. Thus in terms of importance a majority of the respondents perceived the competencies as either essential or desirable skills for preparing bilingual teachers. A discussion of the five groups' perceptions of the items according to category follows next:

5.2.2.1 Language Competencies

The summary table (4.2.12) shows that the language competency that was rated highest by all the five groups combined was item 7: "ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language". This rating shows the importance attached to full bilingualism by the respondents. It is worthy to note that full bilingualism is the goal of some bilingual education programmes revealed in the literature (Fishman and Lovas, 1970; Gaarder, 1976). Some Nigerian scholars have advocated this type of bilingualism for Nigerian primary school pupils (Awobuluyi, 1979; Awoniyi, 1982; and Afolayan, 1984). This finding is in keeping with those of other studies for example, Migdail (1976); Fallis (1976) and Mir de Cid (1976) in which full bilingualism was rated high by the respondents. The implication of this finding for bilingual teacher education is that since many primary school teachers have been trained in ESL methods only, they have to undergo retraining in order to acquire relevant skills needed for helping children to develop full bilingual skills. Fresh students have to acquire both oracy and literacy

skills in the two languages and at the same time acquire linguistic skills that would help them to recognize and deal with problems of second language learning and with helping pupils to develop their first language skills. They will also need to know something about the structure of the second language and be able to contrast the structures of the two languages in question; such a skill will help them to diagnose, understand and deal with pupils' L2 learning problems.

The next highest rating in this category was recorded for item 8: "ability to apply teaching techniques appropriate to bilingual education (i.e. pupils learning school work in two languages). This item which addresses bilingual teaching techniques was rated essential by 80% of the respondents. This indicates the high importance attached to this competency which requires the teacher to be able to teach content bilingually. The implication of this finding for bilingual teacher education is that in addition to being fluent in the two languages, they have to learn to use the two languages in the academic domain. They also have to understand the nature of code-switching and accept it as a normal interaction process among bilinguals. In developing

this skill, it would be a useful practice to teach trainees bilingually in the training programme as a means of mastering the technique, especially as teachers tend to teach the way they were taught. This implies that training instruction should be given bilingually by the training staff who themselves must have mastered the technique to be able to employ it.

Two of the items that relate to the study of Sociolinguistics in this study were items 5 and 10. Item 5 required the teacher to be able to distinguish between standard and local varieties of English and the relevant Nigerian language and item 10 which addressed the issue of language use in society directly. These two items which are closely related to ability to function effectively in the two languages were poorly rated; an indication that the subjects were not aware of the relevance of Sociolinguistics in bilingual teacher education. These items are designed to familiarize teachers with variation in the first language and sensitize them to cross-cultural differences in communication patterns, a skill which can help teachers overcome negative attitudinal reactions to the use of a Nigerian language in education.

Collectively, they should help teachers to see language both as a powerful affective symbol of group identity and as an instrument for learning.

Item 12: "knowledge of how children learn their native languages and any other language" was also poorly rated. Like the Sociolinguistic items, this Psycholinguistic item is critical to the learning of languages. Comparing the rating of this item with that of the language development item, i.e. No. 7, one would have expected the rating of both of them to be similar because a teacher needs a knowledge of Psycholinguistics to be able to teach children to attain full bilingualism. However, the differential rating shows the limited knowledge that some of the subjects have about the relationship between the two competencies. Psycholinguistic theory postulates that the language teacher should acquire formal knowledge of the structures of the two languages and be familiar with the acquisition processes for first and second language. Hence, Miller and Cordasco (1976) suggest that the bilingual teacher preparation

programme should include courses in Linguistics, Contrastive Analysis, Sociolinguistics and Psycholinguistics, in order to understand learners' motivation for learning the language. This information provides a useful background knowledge for the bilingual teacher who should be concerned with not only using language but also teaching language as a school subject.

5.2.2.2 Culture Competencies

Compared with the language competencies, the culture competencies were poorly rated. Item 15: "ability to help children interact successfully with children from many other cultures" was rated essential by only 60.9% of the respondents, indicating that it was perceived as only moderately important. The relatively low rating of this item could be attributed to some subjects' lack of knowledge of the need for cultural awareness in a bilingual education setting. It should be noted that both items 15 and 16 which deal with cultural problems in learning situations have been identified as useful skills that bilingual teachers should acquire, if they are to perform maximally in bilingual environments (Zamora, 1976; Anderson, 1976). Similar to the other culture items, Nos 17, 18 and 19 which deal with knowledge of child-rearing

practices; ability to identify cultural similarities and differences; and knowledge of the effects of socio-economic factors on pupil achievement were all poorly rated. Item 20, too, which relates to identifying culturally-relevant materials was also poorly rated. In a study of this nature, one cannot overstress the importance of sensitizing the bilingual teacher to culture issues, especially as they affect pupils' behaviour and school achievement. If teachers are properly prepared, they are likely to see cultural pluralism as an asset that could aid pupils' learning. Rivera (in Cordasco, 1976: 242) puts this point thus:

> The promise that the bilingual bicultural programme holds for bridging cultural barriers and lifting achievement levels is being realized. Culturally different children are learning to recognize and value each other's cultural values. They will be at the vanguard of the cultural pluralism movement when they reach maturity. This is the hope all of us see as a possibility of fulfilment in a school where its educators are dedicated to fulfilling the goals established for a bilingual bicultural curriculum.

The aforementioned observations have implications for bilingual teacher preparation. It implies that bilingual teacher trainees should be prepared to

ract effectively with culturally different
ons and should be knowledgeable and sensitive
ifferences in life styles so that they do not
udge culturally related behaviour. It is
ieved that an understanding of cultural
ferences can have significant affective
sequences in teachers' classroom practices and in
titudes they communicate to their pupils directly
indirectly. A bilingual teacher preparation
ogramme should, therefore, emphasize working
osely with parents and the community especially
reinforcing educational efforts of the school.
thermore, cultural knowledge would help teachers
select relevant instructional materials, to
.lize appropriate classroom procedures and to
llect cultural information from pupils and
source persons. Similarly, cultural awareness and
nsitivity should enable the teacher to recognize
ltural influences on himself, which could explain
ch of his own thinking and behaviour. Hence,
oike and Saville-Troike (1982) suggest inclusion
ethnography of communication which teaches
thods for observing and describing classroom
teraction in the training programme.

5.2.2.3 Pedagogy Competencies

Apart from the language items, the pedagogy ones received the next highest rating in the study (Fig.4.2.12). The finding corroborates Rodriguez' (1980) finding which revealed that effective bilingual teachers had acquired pedagogy competencies in their training programme and so exhibited edagogic flexibility in the classroom. Collectively, ıe competencies are basically those of appropriate lassroom management and instructional techniques; hey involve using varied methods and activities for nstruction. They require the trainee to know the ontent of what they are going to teach and be able o impart it to their pupils and at the same time cquire appropriate assessment techniques for erforming in bilingual settings. Item 29: "ability to assess the effectiveness of his/her own teaching techniques" received the highest (84.2%) rating of ıll of the 33 items. The importance of this skill which the teacher would have to resort to throughout his/her teaching career has also been stressed in the literature (Flanders, 1970; Fanselow, 1977; Gage 1978; Saville and Saville-Troike, 1982). It is gratifying to note that most of the subjects perceived the need to train the bilingual student in self-evaluation techniques with a view to

modifying his/her own teaching behaviour. A number of techniques for training students in self-evaluation have also been identified in the literature (See for example, Smith, 1971; Larsen-Freeman, 1983).

Next in this group is item 21: "ability to evaluate existing materials and adapt them to meet pupils' specific needs," which was rated essential by 80.3% of the subjects. Closely related to this skill is item 22 which is concerned with translating materials from one language to another. These skills are of utmost relevance to the bilingual teacher who may have to grapple with the problems of inadequate materials, especially since most of the existing ones were written for English medium only learning situations. The skills presuppose that the bilingual teacher would not only be capable of identifying pupils' specific needs through the use of diagnostic tests, but should also be able to match instructional materials with identified needs. If the training programme provides the right kind of exposure and experience, the skill could be very valuable for solving some of the learning problems identified in the primary school.

The three items, 26, 27, and 28 that deal with the use of various kinds of tests for determining

educational readiness and achievement were well rated too. These skills are of great relevance even now than ever before that the new education system is incorporating continuous assessment as part of the pupil's overall assessment. It should be pointed out, at this juncture, that children would have to be tested in the languages in which they were taught. This has far-reaching implications for the bilingual teacher preparation programme as efforts would have to be made to train teachers to prepare different kinds of tests in two languages. The present national common entrance examination which is set exclusively in the English language may have to be reviewed.

Item No 25 which relates to determining the educational readiness of pupils to learn in a language that is not their first language received only 55.9% rating on the "essential" scale. This skill, which the bilingual teacher needs greatly in dealing with childrer in both transitional and maintenance programmes, should be given adequate attention in the training programme. In a country like Nigeria where children from different socio-cultural backgrounds are sometimes mixed together in the same classroom, children's language ability is bound to develop differentially

and the teacher must be prepared to streamline children according to their language ability.

5.2.2.4 School-Community Relations Competencies

The first of the four items in this category, item 30 which deals with community involvement in bilingual programmes, was fairly well rated by 70.8% of the subjects. The relevance of this skill to the bilingual education teacher, especially at this beginning stage when the teacher would need to develop new and interesting materials, cannot be overemphasised. It would be recalled that one of the strong points for the Ife Primary Project reviewed earlier in this study (2.5.2) was the collection of new and useful materials from the community. This skill would be equally needed by the bilingual teacher and should be explicitly developed during their training. This view is corroborated by Modiano's (1973) study in which rural teachers succeeded in getting community members involved in their children's education and thus enhanced learning achievement.

The remaining three items in this category received only moderate rating on the "essential"

scale. Collectively, they address the issue of educating parents and teachers on the goals, objectives and matters relating to bilingual education. From evidence cited in the literature (e.g. UNESCO, 1977), the two languages can have a number of different roles and purposes depending on the wishes of the community; for example, the mother tongue could merely be tolerated or used for only affective and cognitive support, or employed to varying degrees as a medium of instruction. So, the bilingual teacher trainee should be prepared to give talks and interact with parents and colleagues regarding the value of Bilingual Education. Therefore, these school-community relations competencies should be explicitly acquired in the training programme, especially now that individuals in Nigeria are only beginning to realize the importance of bilingual education.

5.3 Implications of Findings for Bilingual Teacher Education

It was the contention in this study that a package of competencies unique for training bilingual teachers would emerge at the end of

this study. While the competencies presented in this study were not meant to be an all-inclusive list of items, they nevertheless served as a nucleus for the development of a bilingual teacher preparation programme. The implications of these findings for bilingual teacher education in this country could be summarized as follows:

1. A new teacher preparation programme in which trainees' language skills in the two languages are developed needs to be established. In addition to developing language skills, trainees in the new programme would have to learn about language use in education.
2. Students in the new programme have to be trained to teach all relevant primary school subjects in two languages both simultaneously and successively. This implies that they should be able to teach content exclusively in either a Nigerian language or English or use both of them in the same lesson if the situation so demands.
3. In addition to teaching content bilingually or monolingually, the students have to learn

to teach the relevant Nigerian language as a first or second language and at the same time learn to teach English as a Second Language (ESL methods).

4. Students in the new programme have to be trained to develop new bilingual instructional materials and adapt existing ones to meet the specific objectives of the recommended bilingual programme. This skill is of crucial relevance especially as there is likely to be different kinds of primary school bilingual programmes in this country for some time to come, so trainees would have to be prepared to respond to the needs of children in both transitional and maintenance programmes.

5. The students have to acquire new skills for testing children in two languages either bilingually or monolingually for placement and promotion purposes. They have to learn to construct and evaluate diagnostic, achievement and proficiency tests in both TESL and Bilingual Education. In this researcher's opinion, it is pedagogically sound to test pupils in the language(s) in which they were taught, and

for teachers to do this effectively, they have to be trained to do so.

6. Students in the programme would have to develop skills that sensitize them to children's language and affective needs, especially as some children under their care would be learning in a Nigerian language that is not their mother tongue.
7. Trainees have to be prepared to effect smooth transition from the Mother Tongue to English or any other language as specified by the goals of the BE programme. Of crucial importance, in this regard, is the teacher's ability to respond to children's language needs during the transition period to avoid educational trauma and culture shock.
8. The trainees would have to be explicitly prepared to deal with children from different cultural, linguistic and socio-economic backgrounds. The heterogeneous nature of Nigerian primary school classes could make such great demands on primary school teachers that those who have not been adequately prepared to handle such complex situations could further compound the already existing learning problems.
9. The students would have to develop skills that help them to interact with colleagues, parents and community members on matters relating to bilingual education and bilingual education policy. The existing language policy stated in the NPE (1981) has generated a lot of emotive arguments especially among minority language speakers. Students in the programme would have to

be sufficiently prepared to discuss the issue professionally and contribute intelligently to discussions about the topic.

10. In order to acquire a realistic academic and professional experience, the students have to acquire campus-based theoretical knowledge and field-based professional experience. This would enable them to see the relationship between theory and practice in actual learning situations.

On the basis of these findings and their implications for bilingual teacher education, a number of recommendations are made.

5.4 Recommendations

In the light of the aforementioned observations the following recommendations are made:

1. The bilingual teacher preparation programme developed at the end of this study should be tried out in a pilot training situation with a view to determining its strengths and weaknesses. The outcome of the pilot programme could be used in developing full bilingual teacher training programmes in established institutions, possibly across the nation.

2. Attempts should be made to redesign existing teacher education programmes to include bilingual education courses meant to produce highly qualified bilingual education experts who would train others at lower levels. This would produce a multiplier effect which could help in providing adequate numbers of this cadre of teachers for both primary and adult education levels.
3. The results of this study should be disseminated to the relevant government organs concerned with teacher production and quality control in matters relating to teaching improvement at the primary level.
4. For the purpose of ascertaining which competencies or cluster of skills are needed for teaching bilingual children in different environments, this study should be replicated in other parts of the country. The results of such studies could be tried out in pilot training programmes.
5. The instrument used in this study should undergo needed revisions to add, delete, or modify competency items in order to affirm its reliability.

6. There is a need to run workshops and organise conferences to provide teachers and other interested staff with up-to-date information about bilingual education.
7. Since bilingual education is fast gaining grounds in other parts of the world and the phenomenon assumes different dimensions in different countries, it is recommended that personnel connected with bilingual education in Nigeria could undertake educational tours to familiarize them with bilingual education trends and practices in other countries.
8. The goals and objectives of bilingual education in the primary school should be clearly defined in the National Policy on Education in a future revision and attempts should be made to specify the types of programmes that should be established in different parts of the country. Such unambiguous specification of bilingual goals and procedures would help to curtail the present confusion observed in many primary schools.
9. If and when bilingual education teachers are trained and posted to schools, attempts should be made to identify outstanding ones among

them with a view to determining the characteristics that make them successful. Such information should be fed back to bilingual teacher preparation programme planners in order to improve training procedures.

10. At both the national and state levels, governments could establish data banks for collecting useful information from linguists, sociolinguists, demographers and other related workers to provide in-put into bilingual teacher education programmes.

11. It would be a worthwhile venture to redesign existing teacher preparation courses to make them competency-based taking cognizance of the characteristics and advantages of competency-based programmes delineated in this study.

12. Going by the findings of this study, every primary school teacher in this country should be trained as a bilingual education teacher, therefore efforts should be made to educate other subject teachers on the relevance of bilingual education in the primary school.

13. Bilingual teacher trainers and supervisors should be properly trained in staff development

institutions to prepare them for their teaching and supervisory roles.

5.5 Further Research

Although this study was mainly concerned with surveying essential bilingual teacher competencies, and the development of a primary bilingual teacher preparation programme, other related areas have come to light which require investigation. Therefore, further research could be focused on the following areas:

1. A study of selected primary teacher preparation programmes could be undertaken with a view to assessing the effectiveness of the products of such programmes. The results of the study would show the mismatch between teacher training and actual needs of the programmes' beneficiaries.
2. A study of primary school teacher language needs could be carried out using classroom interaction analysis. The results of such a study would shed some light on the role and characteristics of the effective teacher and would add to the growing literature on teaching effectiveness.

3. A study of the effect of medium transition on the educational achievement of primary school pupils could be undertaken. Such a study could include observation of the teacher's role in effecting a smooth transition from the first language to the second language.
4. A comparison of the educational outcomes of transitional bilingual programmes and maintenance bilingual programmes could be undertaken. The outcome of such a study would provide useful insights that could help in the review of the current medium of instruction policy.
5. Teacher preparation programmes in some parts of the world have adopted the competency-based teacher education model. A study could be carried out to evaluate the effectiveness of this training model in a multilingual society like Nigeria.
6. The language needs of primary school pupils could be studied with a view to tailoring teacher preparation programmes to meet these specific needs.

Chapter 6

A MODEL BILINGUAL TEACHER EDUCATION PROGRAMME

6.1.0 Introduction

As stated earlier (1.5), there were two major goals in this study: first, surveying essential competencies needed for the preparation of primary school bilingual teachers; second, developing a training programme based on insights derived from this study as a whole. This chapter, which focuses exclusively on the second goal, comprises the following components:

1. A review of the NCE Programme.
2. The training model.
3. A Bilingual Education Studies (B.E.S.) syllabus.
4. A course implementation plan.

6.1.1 The Nigeria Certificate in Education Programme

In this section, the NCE programme is reviewed with a view to obtaining insights into its curriculum and to identifying any descripancies in terms of this study's objectives. The programme has been reviewed by a few scholars, among whom are Taiwo (1972); Afolayan (1978, 1982, and 1986)

and Agboola (1986, 1987). According to Afolayan (1978), the NCE programme owes its establishment to the Ashby report of 1960 which expressed concern about the plight of Grade Two teachers for whom there was no provision for further education in the system. The commissioners condemned "a system which leaves the Grade two teacher with little opportunity for further formal study" (Ashby Report, 1960: 16). In response to this observation, the report recommended the establishment of a Grade I teachers' course to upgrade the professional and academic skills of grade two teachers, but instead of a grade I course the NCE programme was established. The NCE programme was, therefore, established for three main reasons: (i) to upgrade the professional skills of primary school teachers; (ii) to fill the teacher vacancies in post-primary institutions and (iii) to strengthen the staffing situation in the primary schools.

The entry requirements into the NCE programme are the Grade two teachers certificate and the West African School Certificate. For commercial and Technical subjects, the RSA, City and Guilds and Federal Government Craft certificate are considered. The duration of study in the regular NCE course is three years while in the NCE by correspondence NCEcc) it is five contact sessions of ten weeks each spread over five years. The curriculum of the NCE programme comprises Education and General English as core subjects, a minor and two teaching major subjects as well as teaching practice which lasts for twelve weeks. The teaching practice is conducted twice, first in the second year for six weeks and next in the third year for another six weeks. Students are expected to spend twelve hours a week on teaching practice. Education as a core subject includes history, philosophy, sociology, psychology and principles of education and it is designed to provide necessary theoretical background knowledge on which to base practice. In addition to Education, all students are expected to study General English which is a 'Use of English' course with a lower status than education but which is designed to improve students' communication skills in English language. Furthermore, each student is expected to study two major teaching subjects which they are expected to

teach after graduation. The contents and methods of teaching each subject are taught in the same department.

A majority of the A.T.Cs prepare their students for teaching at the Junior Secondary School (J.S.S.) level; while eighteen out of fifty-two to be specific, include Primary Education Studies (P.E.S.) geared towards primary school teaching in their curriculum (Agboola 1987: 23). Below is the schedule of subjects and time allocation of the regular NCE programme in ATC Zaria and Kano.

	Hours per week Lecture/Tutorial for 3 Terms
First Year	
Foundations of Education	8
Educational Psychology	8
Curriculum and Instruction	8
Teaching Subjects (Science/Arts)	10
General English	6
Second Year	
Foundations of Education	8
Educational Psychology	8
Curriculum and Instruction	8
Teaching Subjects (Science/Arts)	10
General English	6

Third Year

Foundations of Education	8
Educational Psychology	8
Curriculum and Instruction	8
Teaching Subjects:	
Science	12
Arts	10
General English	6

The curriculum and structure of the NCE by correspondence is slightly different from that of the regular NCE course. In the NCE by correspondence, lectures are given during the contact sessions while Teaching Practice takes place during the correspondence term, which is the nine months between the contact sessions. Since its major objective is to improve the professional expertise of practising primary school teachers, an additional subject: Primary Education Studies (P.E.S.) is a compulsory major subject for all students. The major sub-components of the P.E.S. include: Foundations of Pre-Primary and Primary Education, Primary School Administration and Primary Language Arts. One of the objectives of the language sub-component of the P.E.S., according to the 1987 Handbook, is to familiarise students with the concept

of Bilingualism and the implications of this for the teacher (Tseja and Turton, 1987). However, an examination of topics included in this sub-component indicates that the focus is on ESL Methods. Nothing is mentioned about teaching content either in the mother tongue or bilingually.

The foregoing review reveals that the NCE programme is more specifically geared toward preparing teachers for the J.S.S. level which is in keeping with one of its objectives, but the other objective of preparing teachers for leadership positions in the primary school is only being partially met by the few institutions offering P.E.S. Moreover, the P.E.S. is not fully meeting the needs of its beneficiaries,so there is a need to redefine the goals of the NCE programme to reflect present day realities. The present researcher is aware of a recent attempt by the Institute of Education, Ahmadu Bello University, Zaria, in March, 1988 to review the NCE curriculum and efforts made to include primary methods, but no attempt was made to include Bilingual Education Studies (B.E.S.), a very crucial component that would prepare the NCE primary school teacher to teach effectively in the primary school. In order to take care of this observed discrepancy, this study includes an NCE

teacher preparation model and a B.E.S. syllabus, both of which are designed to equip the NCE product to function effectively as a bilingual primary school teacher. Both the model and the syllabus are based on the findings of this study.

6.1.2. The Training Model

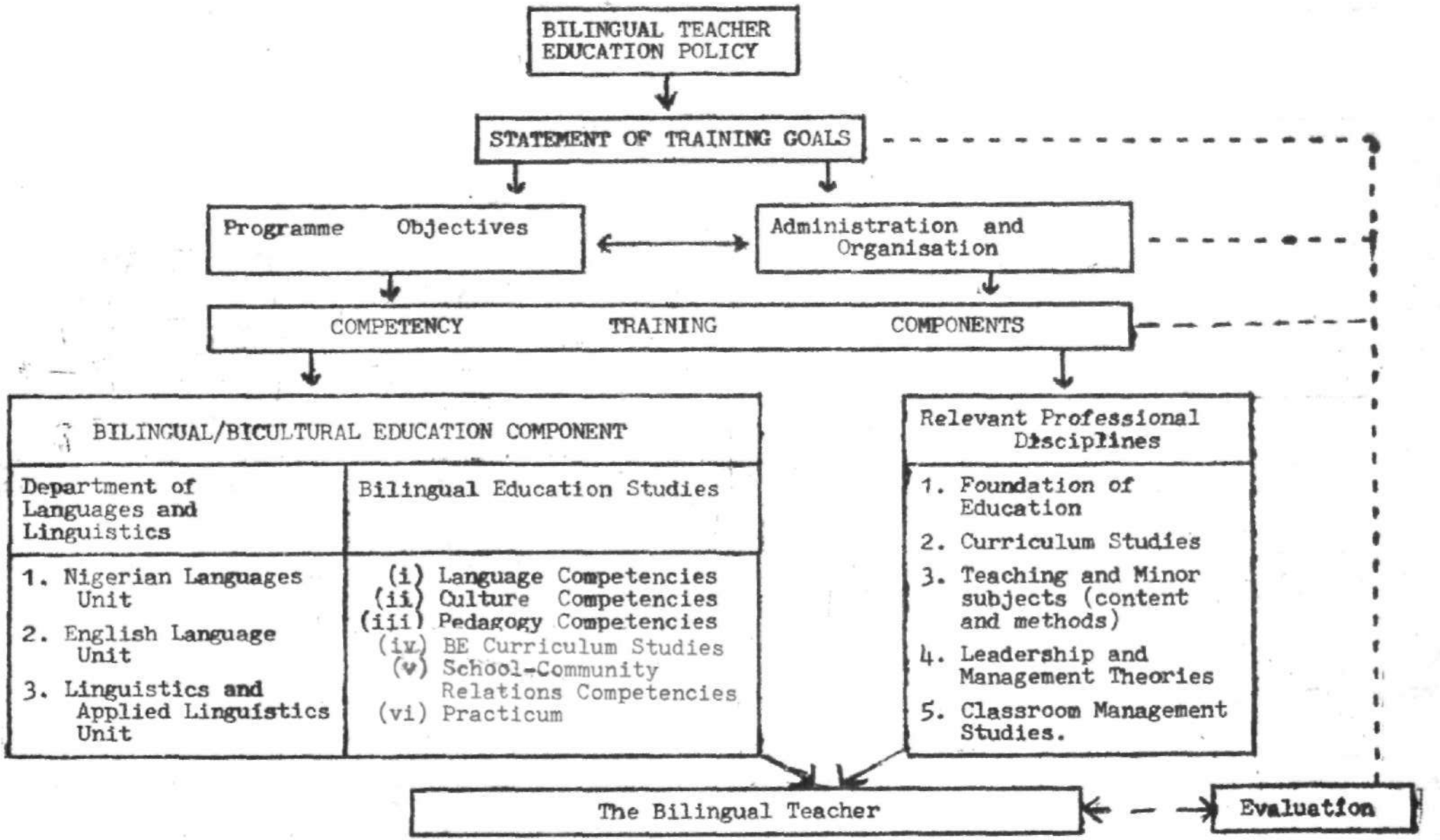
The training model is based essentially on the insights derived from both the literature review and this study's research findings. It is an attempt to provide a framework for the implementation of a bilingual training programme. The model emphasizes the interdisciplinary nature of the training of bilingual teachers by showing the relationship between the various elements of Language, Linguistics, applied Linguistics and Education.

6.1.3 Purpose of the Model

In proposing this model, the researcher has the following purposes in mind:

1. It should serve as a blue-print for implementing the bilingual education policy stated in the National Policy on Education (1981), as it is believed that one of the preliminary steps in implementing the policy successfully is preparing competent bilingual teachers (Adeyanju, 1983, 1986;

6.1.2 AN NCE (PRIMARY) BILINGUAL TEACHER PREPARATION MODEL



Aminu, 1986). Therefore, the model provides a structure for the development of both pre-service and in-service bilingual teacher preparation programme, so that both primary school teachers and teacher trainers themselves could benefit from a programme developed from it.

2. It should help curriculum specialists in perceiving the essential variables necessary for implementing a bilingual teacher preparation policy, when one is formulated. Hence, the model shows the various steps that should be taken in translating such a policy from statement into reality. It is hoped that by presenting the relationship between the various elements in the model, curriculum planners would be able to visualize the problems involved in developing a bilingual teacher preparation programme.

3. To direct attention of researchers to this aspect of teacher training as a means of improving the quality of teaching performance. For example, research efforts could be directed towards competency evaluation with a view to developing a scheme for training teachers towards the ideal; identifying language needs of bilingual teacher trainees; evaluation of the comprehensiveness of the B.E.S. components; determining the relationship between related professional disciplines and the Bilingual/Bicultural Education component; and evaluation of the bilingual teacher produced from the programme.

In sum, the purpose of the model is to draw the attention of the relevant agencies and individuals to different aspects of the programme, hoping that they would pool their efforts together to improve primary school education in general through incorporating bilingual teacher preparation components into existing teacher preparation programmes.

6.1.4 Characteristics of the Model

The model is intended as a general conceptual framework for primary bilingual teacher preparation. It includes the various elements that should inform the implementation of a training programme. Hence,

it could be described as comprehensive, though by no means exhaustive. It is based on the principle of interaction, in which case major relationships of the various components are clearly indicated by the direction of the arrows (Fig. 6.1.2). The principle of interaction implies that it is necessary to take into account a number of elements and their interaction in the implementation of the programme. The model also assumes that the knowledge underlying bilingual teacher preparation is multidisciplinary, hence the need to involve relevant professional disciplines to provide necessary theoretical and practical knowledge.

Implicit in the development of the model is the underlying premise that the ideal bilingual teacher should acquire certain personal qualities which include intelligence, adequate level of education and emotional maturity (Strevens, 1977). It is hoped that exposure to the right kind of education and training will equip the trainee with these qualities. Additionally, the trainee would be expected to acquire relevant competencies which enable him to maximize learning and improve his professional effectiveness.

6.2.1 The Bilingual Education Studies Syllabus

The B.E.S. syllabus, which is based primarily on the competencies identified in this study, lies within a larger training matrix, as shown in the model (Fig. 6.1.2). It is basically a Methodology course in which students are taught the rudiments of bilingual teaching and classroom management techniques. In addition to the B.E.S course, students would be expected to take other relevant courses in other departments as shown in Fig. 6.1.2. It has five major components: language, culture, pedagogy, curriculum studies and school-community relations. A sixth component: practicum which is aimed at providing practical experience in bilingual teaching is included as part of the course. Students would be expected to write a comprehensive exposition on the objectives, structure, organization and administration of bilingual education programmes. The major objectives of the course are:

1. to prepare the NCE student to teach content bilingually in the primary school;
2. to prepare the student to teach monolingually in either the MT or English in the appropriate class of the primary school;
3. to equip students to deal with problems of medium transition in the primary school;
4. to prepare students to adapt and develop relevant instructional materials for meeting bilingual children's learning needs;
5. to expose students to bilingual classroom management techniques;

6. to sensitize students to cross-cultural issues observed in the classroom and how to deal with them including the problems of learning in the Mother Tongue ;
7. to provide students with the opportunity to practise a variety of techniques;
8. to provide students with sufficient theory to understand the implications of choices that they make ;
9. to provide students with an understanding of the resources available to them e.g. local resource persons, libraries, professional organizations and professional literature; and
10. to prepare students to interact successfully with community resource persons with a view to promoting BE objectives.

An attempt was made to spell out instructional procedure and student performance but these are by no means exhaustive. Provision is also made for continuous evaluation of teaching outcomes with a view to providing necessary input for programme improvement. It is pertinent to point out, at this juncture, that since the syllabus is primarily intended for teachers who should begin by appreciating the complexity of bilingual education, the theoretical implications of the techniques presented would have to be clearly explained. Furthermore, trainees should be trained to generate

technenes (Stevick 1972) for improving teaching performance. Stevick (1972) defines technemes as "small variations in a technique which result in improving the appropriateness of the technique for learners, either by challenging the faster pupils or by helping the slower pupil." In conclusion, the researcher is aware that bilingual teacher education is far too complex for a single syllabus to provide ultimate solutions to all problems, so, it is hoped that the needs of trainees and the experiences of other trainers would dictate modifications before adoption for use.

6.2.2 AN NCE(PRIMARY) BILINGUAL EDUCATION STUDIES SYLLABUS

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
Bilingual Education	**Definition and Philosophy of Bilingual Education (BE)**	(a) Meaning of BE (b) General survey of BE philosophy	At the end of the course, students should be able to: (i) Define BE from the point of view of language use in education, cognitive, psychological, and cultural developments of children.	1. Discussion 2. Lecture 3. Assignment	Relevant instructional materials	To follow periodically during the course.
Bilingual Education	**Language and Education**	Survey of language use in education focusing on: (a) Brief historical overview. (b) BE policies in various countries. (c) Role of instructional media in education (d) Problems of instructional media in education.	At the end of the course, students should be able to: (i) identify the relationship between language and education. (ii) Discuss relevant BE policies (iii) Identify the problems of instructional media in educational attainment.	1. Lecture. 2. Classroom Observation.	Ditto	Ditto

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Materials	Evaluation of Outcomes
Bilingual Education	Types of BE programmes.	1. Discuss various types of BE programmes relating their practices to laid down goals and objectives. Focus on Transitional and Maintenance programmes. 2. Identify the types prevailing in Nigeria. 3. Discuss advantages and disadvantages of each type.	At the end of the lecture(s) students should: 1. Demonstrate knowledge of different types of BE programmes. 2. Identify strengths and weakness of transitional programmes and the problems pupils are faced with during the transition period.	1. Discussion 2. Lecture 3. Group work to allow for a thorough search of relevant literature on the topic.	Relevant textbooks.	Ditto
Psycho-linguistics	Language Description	1. Definition of language 2. Characteristics of children's language.	At the end of the lectures, students should be able to: 1. Define language in terms of its communicative functions. 2. Discuss methods of documenting children's language and the content and form of children's language.	1. Discussion. 2. Lecture. 3. Assignment.	Relevant instructional materials.	Ditto

Subject	Topic	Content	Performance/ Behavioral Objectives	Procedure	Materials	Evaluation of Outcomers
			3. Methods of identifying children's language disorders and how these affect learning			
Psycho-linguistics	Overview of language learning	1. General survey of language acquisition theories. 2. Individual variation in language learning performance, focusing on: (i) language aptitude (ii) motivation (iii) age in language learning. 3. Language interference Implications of i, ii and iii above in a BE programme.	Students should: 1. Identify the differences in L1 and L2 acquisition. 2. Show an understanding of L2 learning and how these affect primary school education.	1. Questioning and Discussion 2. Lecture 3. Field work: brief observations of how children learn L1 and L2 working in groups.	Relevant textbooks	To follow

Subject	Topic	Content	Performance/Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
Psycho-linguistics	Early language learning	1. Goals of early language learning. 2. The role of language in primary education.	Students should: 1. Identify: (a) the goals of early language learning; and (b) the functions of language in primary education.	1. Discussion. 2. Lecture. Assignment	Relevant instruct-ional materials	To follow at the end of the lecture.
Psycho-linguistics	Bilin-gualism: Its nature and acquisi-tion	1. Definition of bilingualism: individual versus group bilingualism. 2. First language acquisition. 3. Second language learning. 4. Simultaneous acquisition of two languages in childhood. 5. Successive acquisition of two languages in childhood.	Students should: 1. Define bilingualism as a psycholinguistic problem. 2. Discuss how children acquire the first language. 3. Identify situations in which the second language is learnt. 4. Distinguish between simultaneous and successive acquisition of two languages and the process of acquiring the second language.	1. Lecture. 2. Direct observation of young children learning two languages.	Relevant textbooks	To follow

Subject	Topic	Content	Performance/Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
Psycho-linguistics	Effects of Bilingualism	1. Bilingualism and how it affects the acquisition of language skills. 2. Bilingualism and the emotional development of the child. 3. Bilingualism and educational attainment. 4. Bilingualism and cognitive development.	Students should: 1. Discuss the development of bilingual children's language skills taking cognizance of interlanguage 2. Discuss the effect of bilingualism vis-a-vis socio-economic factors in the emotional adjustment of the bilingual child. 3. Identify the trend of educational attainment of the bilingual child. 4. Discuss the advantages and disadvantages of bilingualism on the cognitive functioning of the bilingual child.	1. Discussion. 2. Lecture. 3. Direct observation of young children.	Relevant instructional materials.	To follow
Socio-linguistics	Language functions in the classroom.	1. Language function as an instructional medium (oral and written). 2. For interaction with teachers and peers.	Students should be able to: 1. Discuss various uses of language in the classroom. 2. Demonstrate how the teacher can help pupils to overcome language problems in classroom instruction.	1. Lecture. 2. Micro-teaching to teach specific skills such as identifying learner's listening problems.	1. Relevant text-books. 2. A mini classroom or a practice laboratory.	To follow

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
		3. Problems of ineffective communication. 4. Factors that contribute to communication gaps.				
Socio-linguistics	Language variation	A survey of language use in society focusing on: i) language domains, e.g. home, school, community etc. ii) Code-switching and its implications for classroom language use. iii) Language change according to geographical locations. iv) Communicative competence as it affects the teacher and pupils.	Students should: 1. Demonstrate a working knowledge of Sociolinguistics and its implications for BE. 2. Identify different varieties of a given Nigerian language and rationale for deciding on a variety for formal education.	1. Lecture 2. Micro-teaching to teach specific skills such as identifying learner's listening problems.	1. Relevant textbooks 2. A mini classroom or a practice laboratory	To follow

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Material	Evaluation of outcomes
Socio-linguistics	The role of the Mother Tongue in primary education	1. Bridging the gap between school and home through the use of the Mother Tongue. 2. The teacher's role in facilitating learning in the MT. 3. Attitudinal and other problems in learning in the MT.	Students should be able to: 1. Discuss the role of the MT in education. 2. Identify the problems of MT medium of instruction.	1. Discussion 2. Lecture 3. Actual classroom observation of pupils learning in the MT.	Relevant instructional materials	To follow
Socio-linguistics	The role of English in primary education.	1. Reasons for learning in a second language. 2. Problems of teaching and learning in a second language. 3. Coping with problems identified in 2 above.	Students should be able to 1. Identify the problems of learning in a second language and how to cope with these problems.	1. Discussion 2. Lecture 3. Actual classroom observation of pupils learning in English.	Relevant instructional materials.	To follow.

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
Socio-linguistics	Code-switching in the classroom	Reasons for teaching and learning in two languages simultaneously. 2. Problems of code-switching in primary education. 3. Coping with the social problems of classroom code-switching.	Students should be able to: 1. Identify the reasons for switching codes at the primary level. 2. Discuss the problems associated with classroom code-switching and how to deal with them.	1. Discussion 2. Lecture 3. Actual classroom observation	Relevant instructional materials.	To follow
Culture	Definition and types of culture	1. Definition of culture. 2. Different types of cultures. 3. Identifying cultural similarities and differences	Students should: 1. Write a résumé on different types of cultures existing in Nigeria. 2. Observe certain cultural practices in the immediate environment and discuss their observations in groups.	1. Lecture 2. Discussion 3. Assignment	1. Relevant instructional materials. 2. Locally collected materials exemplifying certain cultural practices. 3. Films and slides on culture.	To follow.

Culture	Topic	Content	Performance/Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
Culture	Identification of cultural problems and their effects on learning	1. Theories of cultural differences versus deficiencies. 2. Description of culturally-pluralistic environments. 3. Problems of culture shock resulting in school adjustment problems e.g. learners being withdrawn and manifesting non-verbal communicative signals.	Students should: 1. Identify different types of cultures found in Nigeria. 2. Discuss how to deal with children from different cultural backgrounds. 3. Identify culture shock signals often manifested in class.	1. Discussion. 2. Lecture. 3. Field work: a survey of cultural behaviours of people in the immediate environment and later of those in other environments.	1. Locally collected materials. 2. Relevant textbooks.	To follow
Culture	Child-rearing practices and their implications for school learning.	1. Child-rearing practices in Nigeria highlighting differences. 2. How these affect school learning, stressing the teacher's role.	Students should: 1. Discuss child-rearing practices i) in their own environments. ii) in other communities. iii) Demonstrate a knowledge of the teacher's role in relating these to school learning.	1. Lecture. 2. Micro-teaching to demonstrate specific skills e.g. the imparting of knowledge to young children through story telling.	Relevant textbooks and locally collected materials.	To follow

Subject	Topic	Content	Performance/Bebavioural Objectives	Procedure	Materials	Evaluation of outcomes
Culture	Identifying culturally relevant materials.	1. Factors to consider in selecting instructional materials. 2. Samples of culturally-relevant materials versus samples of foreign materials. 3. Adaptation of existing materials to meet pupils' needs.	Students should: 1. Evaluate some identified materials currently used in schools pointing out their strengths and weaknesses.	1. Discussion. 2. Lecture. 3. Assignment.	1. Pupils texts. 2. Relevant textbooks.	To follow
Culture	Effects of cultural and socio-economic factors on language learning.	1. Effects of cultural and socio-economic factors on language use. 2. The effects of parental support in language achievement. 3. The teacher's role in helping children overcome cultural and socio-economic problems.	Students should: 1. Identify how to deal with cultural and socio-economic problems as they affect children's learning. 2. Discuss methods of getting parents involved in their children's education e.g. organizing open day during which parents come to see their children's work and discuss with the teacher.	1. Discussion. 2. Lecture. 3. Field work: Visits to some homes followed by classroom discussion.	1. Relevant textbooks. 2. Locally-collected materials.	

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
Culture	Helping children interact with children from other cultures.	1. Knowledge of individual differences. 2. Knowledge of basic human needs e.g. love, acceptance, belongingness, self-actualization etc. and how these can be developed in a BE classroom. 3. The teacher as a model for pupils to emulate in interacting in a culturally-pluralistic classroom.	Students should: 1. Demonstrate certain skills e.g. acceptance of children's views; providing opportunities for pupils to demonstrate individual differences in a mini-teaching class or a micro-teaching lesson.	1. Discussion. 2. Lecture. 3. Demonstration.	Relevant textbooks	To follow

Subject	Topic	Content	Performance/Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
Pedagogy	Language teaching methods	1. First language methods. 2. Second language methods. 3. Acquisition of the 4 language skills in both L1 and L2. 4. Implications of language use for effective language learning e.g. the role of children's literature, drama and role playing.	Students should: 1. Demonstrate language teaching skills in actual teaching situations, first on campus and later in the primary school. 2. Identify the kinds of literature that children should be exposed to in order to develop their language skills.	1. Discussion. 2. Lecture. 3. Demonstrations. 4. Observations of primary schools both private and LEA schools.	1. Relevant textbooks. 2. Local resource materials.	To follow
Pedagogy	Developing activities to deal with language problems.	1. Identifying learners' language problems. 2. Identification of activities to deal with language problems, e.g. dialogues, short stories, oral/aural drills; short written texts focusing on certain language signals.	Students should: 1. Identify possible language problems common among primary school children and list activities for dealing with each problem. 2. Observe young children and identify first and second language errors.	1. Discussion. 2. Lecture. 3. Assignment.	Relevant textbooks.	To follow

Subject	Topic	Content	Performance/Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
Pedagogy	Teaching subject content bilingually	1. How to teach social studies bilingually in primary class three. 2. Criteria for deciding the aspect of the lesson: "Different Occupations in Nigeria" to be taught in either the relevant NL or English.	Students should: 1. Draw a teaching plan specifying what aspect of the lesson would be taught in a given language e.g. (a) description of occupations such as lumbering, mining, blacksmithing in the NL. (b) the names of tribes and towns where they are found in English.	1. Lecture. 2. Discussion. 3. Practical demonstration.	1. Relevant textbooks including primary pupils' and teachers' texts.	To follow
Pedagogy	Translating materials from English to relevant Nigerian language(s)	1. Translation techniques bearing in mind that direct translation is sometimes not feasible. 2. Identifying the role of loan words and locally-coined terminologies, paying attention to learning load and transfer effects.	Students should: 1. Translate some materials from English to the MT. 2. Find out Nigerian equivalents for some English words and terminologies. 3. Discuss the effects of poorly translated materials.	1. Lecture. 2. Practical application.	Pupils texts and other relevant materials.	To follow

Subject	Topic	Content	Performance/Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
		3. Application of 1 & 2 in primary school subjects e.g. science subjects and Mathematics.				
Pedagogy	Methods for attaining BE objectives	1. Identification of BE objectives. 2. Teaching children in the L1. 3. Teaching children in mixed language, i.e. L1 and L2. 4. Teaching exclusively in the L2. 5. Identifying problems of medium transition.	Students should: 1. Demonstrate the skill of teaching in L1, bilingually and L2. 2. Identify the problems of medium transition.	1. Lecture. 2. Discussion. 3. Microteaching to demonstrate the skills discussed under content.	1. Relevant textbooks. 2. Locally prepared materials.	To follow
Pedagogy	Assessing learners' language competence	1. Goals of language assessment in a BE programme. 2. Methods of assessing language needs in L1 and L2.focusing on the four language skills in each of the two languages.	Students should: 1. Demonstrate knowledge of how to test pupils oracy skills in L1 and L2. 2. Demonstrate knowledge of how to test pupils literacy.	1. Lecture. 2. Discussion. 3. Practical Demonstration	Relevant textbooks and language testing mechanical devices e.g. tape recorder.	To follow

Subject	Topic	Content	Performance/Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
		3. Description of Language Assessment Battery currently being used in other parts of the world and how it can be adapted to meet local needs.	skills in L1 and L2.			
Pedagogy	Evaluating learners' progress using various kinds of tests.	1 Developing test items to evaluate both content and language. 2. Identification of existing tests and neo-piagetian tests and how these can be adapted to meet local needs in a BE programme.	Students should: 1. Develop locally relevant tests based on their knowledge of standardized tests. 2. Utilize these tests with real learners to determine validity and reliability.	1. Lecture. 2. Discussion. 3. Practical work.	Relevant textbooks	To follow
Pedagogy	Continuous assessment in a BE programme	1. Existing policy regarding continuous assessment and its implications in a BE programme. 2. Need to test content knowledge in the	Students should: 1. Identify the problems of conducting continuous assessment in a BE programme. 2. Discuss the problems and	1. Lecture. 2. Discussion. 3. Field work to find out how continuous assessment is currently being	National Policy on Education and other relevant materials.	To follow

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
		specific language in which it was taught including conducting bilingual tests. 3. Danger of assessing learners in English only, for example the problem of the national common entrance examination.	implications of conducting a 'final' examination at the end of the primary school career.	conducted in the primary school.		
Pedagogy	Determining educational readiness of pupils to learn in a given language.	1. Construction and evaluation of diagnostic, achievement and proficiency tests in BE. 2. Criteria for determining readiness to learn in a second language: a mixed language or in the MT only.	Students should: 1. Practise constructing different kinds of tests in a mixed language, in the MT and in English.	1. Lecture 2. Illustration of the different kinds of tests.	Relevant textbooks	To follow

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
Pedagogy	**Training in self-evaluation** in a BE teaching context.	1. Techniques of self-evaluation. 2. Identifying specific skills that help teachers to improve their teaching performance. 3. Pupils' role in evaluating teacher performance.	Students should: 1. Develop a self-evaluation proforma and practise using it in a microteaching lesson (i) with peer group and (ii) with real learners.	1. Lecture 2. Discussion 3. Practical demonstration	Relevant textbooks	To follow
BE Curriculum studies	Designing a BE curriculum	1. Foundations of BE curriculum design. 2. Various components of a BE curriculum e.g. (i) goals and objectives (ii) selection of learning experiences and content. (iii) teaching procedures (iv) Evaluation of outcomes.	Students should: 1. Critique a BE curriculum. 2. Discuss the interrelationships of the various components.	1. Lecture 2. Discussion 3. Practical demonstration.	Relevant instructional materials	To follow

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
BE Curriculum Studies	Implementing a BE curriculum	1. Assessing the curriculum in terms of learners' needs. 2. Strategies in BE curriculum implementation. 3. Evaluating outcomes. 4. Innovation based on learning outcomes.	Students should: 1. Discuss ways of implementing the curriculum. 2. Identify methods of evaluating outcomes. 3. Suggest possible innovations. 4. Discuss danger of too frequent curriculum revision.	1. Lecture. 2. Discussion in groups.	Relevant textbooks	To follow
School-Community Relations	The Role of the Community in the Implementation of a BE programme.	1. Identification of areas of co-operation between the community and the bilingual primary school. 2. Strategies for getting the community involved in a BE programme.	Students should be able to: 1. Identify areas in which the community could co-operate with the school. 2. Discuss strategies for getting the community involved in school activities.	1. Discussion 2. Lecture 3. Group work mapping out areas of co-operation	Relevant instructional materials.	To follow

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
School-Community Relations	Exploiting community resources to promote learning	1. Identifying community resources relevant to school learning. 2. The Role of Parents Teachers Association (PTA) in identifying BE resources. 3. The role of local artisans and community elders in promoting learning of local crafts and skills in a BE programme.	Students should: 1. Identify local resource persons and places that could be visited or contacted for tapping local resources. 2. How to use the PTA effectively for achieving BE objectives.	1. Lecture. 2. Discussion. 3. Field work: visits to people and places of interest.	1. Relevant textbooks 2. Locally collected materials.	To follow
School-Community Relations	Giving talks on 'the State of the Art' of BE.	Giving talks to: 1. Educators. 2. Parents and community members on the 'state of the Art' of BE. Special attention should be paid to goals, objectives and and procedures of BE.	Students should: 1. Practise giving talks to community members using a Nigerian language or English or a mixture of both.	1. Lecture. 2. Demonstration.	Identified source books.	To follow

Subject	Topic	Content	Performance/ Behavioural Objectives	Procedure	Materials	Evaluation of outcomes
Practicum	1. Practical Experience 2. A BE project.	1. Mini and microteaching. 2. Observation of classroom teaching. 3. Observation of children. 4. Field work.	Students should: 1. Observe **actual lessons**; 2. Observe bilingual children in and outside of school; 3. Engage in mini and micro teaching practice in preparation for full teaching experience.	1. Lecture. 2. Discussion. 3. Group or individual projects.	Relevant instructional materials.	To follow.

6.3.1 Course Implementation Plan

In the course implementation plan, an attempt is made to distribute the topics according to sessions taking cognizance of the fact that certain areas must be covered before students proceed on teaching practice. On close examination of the plan, it would be observed that certain subjects such as Sociolinguistic theory and Psycholinguistic theory spread over three sessions; this is because the researcher is of the opinion that such crucial subjects need thorough study, and, so, should be given adequate attention throughout the course. It is hoped that, like other relevant components of the programme, the B.E.S. programme will spread over the whole period of three years for the regular NCE course and five years for the correspondence course. Furthermore, no attempt is made to allot number of lecture hours or credit hours to each subject/topic because such a decision depends on a number of extraneous factors such as the status accorded the B.E.S. programme; the number of courses compulsory during the whole programme period and the staffing situation of each institution; all of which are beyond the scope of this study. It is believed that a flexible plan, such as the one suggested here, is more easily adaptable in a new programme like the one proposed in this study.

6.3.2 A Suggested Course Implementation Plan

Year I

Philosophy of BE

Language and Education

Types of BE programmes

Psycholinguistic Theory I

1. Language description
2. Overview of language learning
3. Early language learning

Sociolinguistic Theory I

1. Language functions in the classroom
2. Language variation

Cultural Studies I

1. Definition and types of culture
2. Identification of cultural problems and their effects on learning
3. Child-rearing practices and their implications for school learning.

Pedagogy I

Language teaching methods.

Developing activities to deal with language problems.

Teaching subject content bilingually.

Translating materials from English to relevant Nigerian languages.

Methods for attaining BE objectives.

Curriculum Studies I:

1. Designing a BE curriculum.

School-Community Relations I:

The role of the community in the implementation of a BE programme.

Year II

Psycholinguistic Theory II

1. Bilingualism: its nature and acquisition
2. Effects of Bilingualism on the child's overall development.

Sociolinguistic Theory II

The role of the MT in primary education

The role of English in primary education

Using L1 and L2 simultaneously in the classroom

Cultural Studies II:

1. Identifying culturally-relevant materials.
2. Effects of cultural and socio-economic factors on language learning.
3. Helping children to interact with children from other cultures.

Pedagogy II

1. Assessing learners' language competence
2. Evaluating learners' progress using various kinds of tests.

3. Continuous assessment in a BE programme.
4. Determining educational readiness of pupils to learn in a given language.
5. Training in self-evaluation in a BE teaching context.

Curriculum Studies II:

Implementing a BE curriculum.

School-Community Relations II:

1. Exploiting community resources to promote learning.
2. Giving talks on the state of the Art of BE.

Teaching Practice.

Year III

Advanced Psycholinguistic Theory

1. Problems of teaching/learning bilingually based on students' actual teaching experience.

Advanced Cultural Studies:

Cultural problems observed during teaching practice and suggested solutions.

Development of culturally-relevant materials.

Pedagogy:

Problems of teaching L1 and L2.

Problems of continuous assessment in a BE programme as observed in actual teaching situations.

Curriculum Studies:

Evaluation of a BE curriculum.

School-Community Relations:

Practicum.

Final Practical Teaching.

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Appendix A

Institute of Education,
Ahmadu Bello University,
Zaria.

14th April, 1987.

Dear Teacher/Student/Tutor/Lecturer/Supervisor,

As you are aware, much has been said recently about using the child's Mother Tongue or the Nigerian language of the wider community to teach in the primary school and English at a later stage. This practice is referred to as bilingual education (i.e. learning in two or more languages). The aim of such a practice is to help the primary school child to learn effectively in a language in which he is fluent. In doing this, we believe that the primary school teacher should be properly trained to teach content or subject matter in any of the two languages as the need arises. Such a teacher is a bilingual education teacher.

As our contribution to this innovative practice, we are conducting a survey aimed at identifying the abilities/competencies that such a primary school teacher needs to acquire in order to do his/her job effectively. We therefore, request you to complete this questionnaire as truthfully as you possibly can. The information thus gathered will certainly help us to plan a bilingual teacher training programme. It will most definitely not in any way be used against any individuals. As you can see from the items in the questionnaire, you are not at all required to give any information about your private life. However, if you still prefer complete and strict confidentiality, you need not write your name on the questionnaire. This will be relevant only if you need a summary of the findings of this study.

Thank you very much for giving so much of your time.

Yours faithfully,

Imasuen

Mrs. T. Imasuen.

Enc: Questionnaire.

BILINGUAL TEACHER COMPETENCIES FOR PRIMARY SCHOOL TEACHERS IN NIGERIA: OPINION SURVEY

Instructions

Below is a list of bilingual teacher competencies or skills that we think a Nigerian primary school bilingual teacher should acquire in the course of his/her training. A bilingual teacher is one capable of teaching in two languages i.e. English and a Nigerian language. For each item listed below please circle the answer which best shows your feeling about the necessity for the knowledge, ability and experience required by bilingual teachers in terms of:

3 = Essential Competency (i.e. most necessary for a teacher using two languages to teach).

2 = Desirable but not essential for a teacher using two languages to teach.

1 = Neither desirable nor essential for a teacher using two languages to teach.

The Effective Bilingual Teacher should Demonstrate:	Essential Competency	Desirable but not Essential	Not Desirable nor Essential
A. LANGUAGE COMPETENCIES			
1. Knowledge of learning theories relevant to teaching in two languages.	3	2	1
2. Ability to speak English and the pupils' native language or the Nigerian language being used in education fluently.	3	2	1
3. Ability to read English and the relevant Nigerian language fluently.	3	2	1
4. Ability to write English and the relevant Nigerian language fluently.	3	2	1
5. Ability to distinguish between standard and local varieties of both English (e.g. British, American and Nigerian English) on the one hand, and the varieties of the Nigerian language (e.g. Kano versus Sokoto Hausa dialects).	3	2	1

The Effective Bilingual Teacher should Demonstrate:	Essential Competency	Desirable but not Essential	Not Desirable nor Essential
6. Knowledge of the sound system, grammar, vocabulary of English and the relevant Nigerian language as much as possible.	3	2	1
7. Ability to assist pupils in learning the four language skills of listening, speaking, reading and writing in English and the relevant Nigerian language.	3	2	1
8. Ability to apply teaching techniques appropriate to bilingual education pupils (i.e. pupils learning school work in two languages.	3	2	1
9. Knowledge of the historical development of the English language and knowledge of the historical development of the Nigerian language used in education.	3	2	1
10. Knowledge of Sociolinguistics (i.e the study of the use of language in society, including language change and language in Education).	3	2	1

The Effective Bilingual Teacher should Demonstrate:	Essential Competency	Desirable but not Essential	Not Desirable nor Essential
11. Knowledge of the functions of language in the classroom, i.e. for expressing knowledge learnt by pupils.	3	2	1
12. Knowledge of how children learn their native languages and any other language.	3	2	1
13. Knowledge of the difficulties children are faced with when learning through another language.	3	2	1
14. Ability to develop activities to deal with language problems.	3	2	1
B. CULTURE COMPETENCIES			
15. Ability to help children interact successfully with children from many other cultures.	3	2	1
16. Ability to help pupils overcome cultural problems in learning through English and a Nigerian language sometimes not their own.	3	2	1

The Effective Bilingual Teacher should Demonstrate:	Essential Competency	Desirable but not Essential	Not Desirable nor Essential
17. Knowledge of child-rearing practices in order to understand learners' behaviours in the classroom.	3	2	1
18. Ability to identify the cultural similarities and differences among the various ethnic groups in Nigeria.	3	2	1
19. Knowledge of the effects of cultural and socio-economic factors on the pupils' general development.	3	2	1
20. Ability to identify culturally-relevant materials.	3	2	1
C. PEDAGOGY COMPETENCIES			
21. Ability to evaluate existing materials and adapt them to meet pupils' specific needs.	3	2	1
22. Ability to translate materials from English to the Nigerian language used in education.	3	2	1
23. Ability to teach subject matter in both English and the relevant Nigerian languages.	3	2	1

The Effective Bilingual Teacher should Demonstrate:	Essential Competency	Desirable but not Essential	Not Desirable nor Essential
24. Knowledge of methods for attaining bilingual education objectives, e.g. (i) providing meaningful education in two languages. (ii) preparing children to switch to English completely as medium of instruction at a later stage in primary education if need be.	3	2	1
25. Ability to determine the educational readiness of the pupils to learn in a given language which is not his/her mother tongue.	3	2	1
26. Ability to utilize continuous assessment as part of the overall educational evaluation of the child.	3	2	1
27. Ability to assess learners' strengths and weaknesses in their first and second language.	3	2	1

The Effective Bilingual Teacher should Demonstrate:	Essential Competency	Desirable but not Essential	Not Desirable nor Essential
28. Ability to evaluate learners' progress, using various kinds of tests.	3	2	1
29. Ability to assess the effectiveness of his/her own teaching techniques	3	2	1
D. SCHOOL-COMMUNITY RELATIONS			
30. Ability to utilize local community human resources such as parents, various occupational groups to stimulate effective learning and the community practical involvement in pupils' education.	3	2	1
31. Ability to explain the objectives, goals and procedures of bilingual education to parents and other community members.	3	2	1
32. Ability to share with other teachers and professionals the methods and techniques that have been used successfully in his/her schools.	3	2	1

The Effective Bilingual Teacher should Demonstrate:	Essential Competency	Desirable but not Essential	Not Desirable nor Essential
33. Ability to explain current issues and policy in bilingual education.	3	2	1

Additional Comments:

PERSONAL INFORMATION

1. What is your official status?

   Please tick whichever is the most applicable to you.

a) A primary school teacher	
b) An NCE student	
c) A Grade Two College tutor	
d) An ATC lecturer	
e) A primary school supervisor	
f) Any other; please specify below	

2. What is your highest academic qualification?

a) Grade Two Teachers' Certificate	
b) N.C.E.	
c) B.Ed.	
d) M.Ed.	
e) Ph.D.	
f) Any other, please specify.	

3. What is your teaching experience?

a) 0-4 years	
b) 5-10 years	
c) 11-15 years	
d) 16-20 years	
e) 21-25 years	
f) 26-30 years	
g) Above 31 years	

4. Which of the following age groups do you belong to?

a) 16-20 years	
b) 21-30 years	
c) 31-40 years	
d) 41-50 years	
e) above 51 years	

5.1 How many languages do you speak? _____

5.2 Please list them in order of proficiency

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

5.3 Which of them can you read?

_____
_____
_____
_____

5.4 Which of them can you write?

_____
_____
_____
_____

6.1. Are you a language specialist?

Yes	
No	

7.1 Have you had training as a primary school teacher at any stage of your education?

Yes	
No	

8.1. If you are a student, what is the name of your institution?

Advanced Teachers' College, Zaria	
Advanced Teachers' College, Kano	
NCE by Correspondence	

9.1. Sex:

Male	
Female	

Please send completed questionnaire to:

Mrs T.T. Imasuen,
Languages and Publications Division,
Institute of Education,
Ahmadu Bello University,
Zaria.

Appendix B

Interview Schedule With Subjects for the Pilot Study

1. How did you find the questions on the questionnaire?
   (a) Straightforward _____
   (b) Difficult _____
   (c) Strange _____
2. Which of the items on the questionnaire do you think should be changed, reworded or deleted?
   (a) Changed _____
   (b) Reworded _____
   (c) Deleted _____
3. Why?
4. What problem did you encounter in completing the questionnaire?

   _____

   _____

   _____
5. About how long did it take you to complete the questionnaire?

   _____

6. Do you think that the questionnaire addresses the issue of bilingual teacher competencies comprehensively?

Yes _____ No _____

(b) Give reasons for your answer.

_____

_____

_____

7. What modification or improvement would you recommend in the questionnaire?

_____

_____

_____

_____

_____

_____

_____