

**IMPACT ASSESSMENT OF MILLENIUM DEVELOPMENT GOALS  
TRAINING WORKSHOPS FOR PRIMARY SCHOOL ENGLISH  
LANGUAGE TEACHERS IN BAUCHI METROPOLIS**

**BY**

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**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION  
FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY, ZARIA**

**SEPTEMBER, 2015**

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**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION  
FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY,  
ZARIA**

**SEPTEMBER, 2015**

## DECLARATION

I declare that the thesis entitled “Impact Assessment of Millennium Development Goals Training Workshops for Primary School English Language Teachers in Bauchi Metropolis” has been carried out by me ‘Dahiru Musa Abdullahi (MED/EDUC/4559/2010-2011)’ under the supervision of Dr. Ramlatu Jibir-Daura and Dr. Sadiq Muhammad. The information derived from the literatures has been duly acknowledged in the text and in a list of references provided. No part of this work has been presented for another degree or diploma in any institution

.....  
Dahiru Musa Abdullahi

.....  
Date

## CERTIFICATION

This thesis entitled “Impact Assessment of Millennium Development Goals Training Workshops for Primary School English Language Teachers in Bauchi Metropolis” by Dahiru Musa Abdullahi meets the regulation governing the award of a Masters Degree of Education in Teaching English as a Second Language (Med TESL) of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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Signature

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Date

## **DEDICATION**

This study is joyfully dedicated to all my students whose desire to learn English provided me the inspiration and encouragement to further my education and created in me a sense of self confidence as a teacher.

## **ACKNOWLEDGEMENT**

All thanks to Almighty Allah for giving me the opportunity to attain another crucial phase in my educational career successfully.

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I also express my thanks to those who provided resources and experiences for the success of this study particularly my senior colleagues, Dr. Babangida Yerima, Hajiya Salamatu Lassan, Hajiya Alawiyya Musa Aliyu and Hajiya Mairo Musa Galadima. I appreciate Bauchi State Government through Abubakar Tatari Ali Polytechnic for using TETFUND to assist in my education.

I salute the courage, countless guiding motivation and moral support of my family, friends, associates, colleagues and well wishers.

May Almighty Allah make the knowledge to be useful to humanity in general.

## ABSTRACT

*The study investigated the impact assessment of MDGs teacher training workshops for English Language teachers in Bauchi State. The essence is to identify the various ways the MDGs workshops have impacted on the teaching of English Language by teachers. Based on this objective, five research questions and four hypotheses were raised for the study. The study adopted the qualitative survey research design. Relevant literatures were equally reviewed on the study. The study purposively sampled 40 English Language teachers and used them for the study. The study collected data using an observational checklist designed by the researcher and scrutinized by language expert. Analysis of data was by the application of means, frequency tables and t-test. Results obtained showed that the MDGs teacher training workshops impacted positively on the teaching of English Language. Specifically, the areas of concern were on listening, speaking, reading, writing and integrative skills. Based on the findings, the study concludes that there is a significant effect of MDGs training workshops on the teaching of English Language in Bauchi State. The study recommended among other things that more teachers should be selected to participate in the MDGs training workshops and that more facilitators need to be involved to reduce large class sizes.*

## TABLE OF CONTENTS

Title Page	-	-	-	-	-	-	-	-	-	i
Declaration	-	-	-	-	-	-	-	-	-	ii
Certification	-	-	-	-	-	-	-	-	-	iii
Dedication	-	-	-	-	-	-	-	-	-	iv
Acknowledgement	-	-	-	-	-	-	-	-	-	v
Abstract	-	-	-	-	-	-	-	-	-	vi
Table of Contents	-	-	-	-	-	-	-	-	-	vii
List of Tables	-	-	-	-	-	-	-	-	-	x
List of Appendices	-	-	-	-	-	-	-	-	-	xi
Abbreviation	-	-	-	-	-	-	-	-	-	xii
Operational Definition of Terms	-	-	-	-	-	-	-	-	-	xiii

### Chapter One:

1.1	Background of the Study	-	-	-	-	-	-	-	-	1
1.2	Statement of Problem	-	-	-	-	-	-	-	-	3
1.3	Purpose of the Study	-	-	-	-	-	-	-	-	4
1.4	Research Questions	-	-	-	-	-	-	-	-	4
1.5	Hypotheses	-	-	-	-	-	-	-	-	5
1.6	Significance of the Study	-	-	-	-	-	-	-	-	5
1.7	Basic Assumptions	-	-	-	-	-	-	-	-	6
1.8	Scope and Delimitation of the Study	-	-	-	-	-	-	-	-	7

## **Chapter Two: Review of Related Literature**

2.1	Introduction	-	-	-	-	-	-	8
2.2	Concept and Nature of Impact Assessment	-	-	-	-	-	-	8
2.3	History and Development of National Teachers Institute (NTI)	-	-	-	-	-	-	10
2.4	History and Development of Millennium Development Goals (MDGs)	-	-	-	-	-	-	12
2.5	Problems of Teaching English Language in our Basic Schools	-	-	-	-	-	-	15
2.6	English Language as a Tool for Learning	-	-	-	-	-	-	17
2.7	Teaching English as Integrative	-	-	-	-	-	-	18
2.8	MDG Teacher Training in English Language	-	-	-	-	-	-	19
2.8.1	MDG Teacher Training on Listening Skills	-	-	-	-	-	-	20
2.8.2	MDG Teacher Training on Speaking Skills	-	-	-	-	-	-	21
2.8.3	MDG Teacher Training on Reading Skills	-	-	-	-	-	-	23
2.8.4	MDG Teacher Training on Writing Skills	-	-	-	-	-	-	25
2.8.5	MDG Teacher Training on Integrative Skills	-	-	-	-	-	-	27
2.9	Review of Empirical Studies on NTI/MDG Teacher Training Workshop	-	-	-	-	-	-	30
2.10	Theoretical Framework of the Study	-	-	-	-	-	-	32
2.11	Implications of Literature Review on the Present Study	-	-	-	-	-	-	34
2.12	Summary of Review	-	-	-	-	-	-	34

## **Chapter Three: Methods and Procedures**

3.1	Introduction	-	-	-	-	-	-	45
3.2	Research Design	-	-	-	-	-	-	45

3.3	Population of Study	-	-	-	-	-	-	-	46
3.4	Sample and Sampling Techniques	-	-	-	-	-	-	-	46
3.5	Research Instrument	-	-	-	-	-	-	-	49
3.5.1	Description of Instrument	-	-	-	-	-	-	-	49
3.5.2	Procedure for Instrument Development	-	-	-	-	-	-	-	49
3.6	Pilot Study	-	-	-	-	-	-	-	50
3.7	Validation and Reliability of Instrument	-	-	-	-	-	-	-	50
3.8	Procedure for Data Collection	-	-	-	-	-	-	-	50
3.9	Method of Data Analysis	-	-	-	-	-	-	-	51

#### **Chapter Four: Result and Discussion**

4.1	Introduction	-	-	-	-	-	-	-	52
4.2	Presentation of Descriptive Statistics	-	-	-	-	-	-	-	55
4.3	Test of Hypothesis	-	-	-	-	-	-	-	70
4.4	Summary of Findings	-	-	-	-	-	-	-	74
4.5	Discussion	-	-	-	-	-	-	-	75

#### **Chapter Five: Summary, Conclusion and Recommendations**

5.1	Introduction	-	-	-	-	-	-	-	77
5.2	Summary of the Study-	-	-	-	-	-	-	-	77
5.3	Conclusions	-	-	-	-	-	-	-	78
5.4	Recommendations	-	-	-	-	-	-	-	80
5.5	Suggestions for Further Studies	-	-	-	-	-	-	-	81

References	-	-	-	-	-	-	-	-	82
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Appendixes	-	-	-	-	-	-	-	-	90-105
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## LIST OF TABLES

Table 3.1: Distribution of Teachers Based on Teaching Qualifications	- 46
Table 3.2: Number of Teachers Drawn from the Schools	- - - 47
Table 3.3: Distribution of Teachers by Years of Teaching Experience	- 48
Table 4.1: Summary of the Highest Performance of Teachers	- - 52
Table 4.1.1: Summary of Teachers' Performance that is very good	- - 53
Table 4.1.2: Summary of Teachers' Performance that is good	- - 54
Table 4.1.3: Summary of Teachers' Performance that is poor	- - 55
Table 4.2: Performance of Teachers on Teaching Spoken English	- - 58
Table 4.3: Performance of Teachers in Teaching Written English	- - 62
Table 4.4: Performances of Teachers in Teaching of Reading Comprehension	66
Table 4.5: Performances of Teachers in Teaching Listening Comprehension	69
Table 4.6: Performance of Teachers on the Teaching of Integrative Skills	- 70
Table 4.7: T-Test Analysis of Teachers Performance in Teaching Spoken English	71
Table 4.8: T-Test Analysis of Teachers Performance in Teaching Written English	71
Table 4.9: T-Test Analysis of Teachers Performance in Teaching Grammar	72
Table 4.10: T-Test Analysis of Teachers Performance in Teaching Reading Comprehension	- - - - - 72
Table 11: Two Sample t-test on the Impact of MDG Workshops on the Teaching of English	- - - - - 73

## LIST OF APPENDICES

<b>Appendix A:</b> Personal Details on Classroom Observational Checklist	-	90
<b>Appendix B:</b> Classroom Observational Checklist (CLOC)	- - -	91
<b>Appendix C:</b> Samples Lesson Notes	- - - - -	94
<b>Appendix D:</b> Introductory Letters to Education Secretary Bauchi L.E.A.	-	104
<b>Appendix E:</b> Introductory Letter to Director School Services Bauchi L.E.A.		105

## **ABBREVIATIONS**

DRG:	Debt Relief Grant
EFA:	Education for All
FGN:	Federal Government of Nigeria
FME:	Federal Ministry of Education
LEA:	Local Education Authority
MDG:	Millennium Development Goals
MOE:	Ministry of Education
MT:	Mother Tongue
NTI:	National Teachers Institute
SL:	Second Language
SUBEB:	State Universal Basic Education
UBE:	Universal Basic Education
UN:	United Nations

## OPERATIONAL DEFINITION OF TERMS

**Assessment:** This is the act of collecting data on the improvement in the teaching of English language teachers between those that participated in the MDGs workshops and those who did not participate.

**Impact:** The term refers to the changes in the pedagogical skills and service delivery of English language teachers who participated in the MDGs workshops.

**Millennium Development Goals:** Are eight international development goals that were established fully the millennium summit of the United Nations.

**Non-Participants:** English language teachers who have not participated in the MDGs training workshops.

**Participant Teachers:** English Language Teachers that participated in the MDGs training workshops.

**Teachers:** Any male or female who has NCE and is teaching English Language in primary schools in Bauchi State.

**Workshops:** Refresher Course, Training and re-training of teachers for the purpose of updating their knowledge.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

The Millennium Development Goals (MDGs) are eight international development goals that were established following the millennium summit of the United Nations in 2000; which was consequently adopted as the United Nations' Millennium Declaration (United Nations, 2003). In the summit, 189 United Nations member states and at least 23 International Organizations declared commitment to help achieve the following Millennium Development Goals (MDGs) by the year 2015 which is to:

1. eradicate extreme poverty and hunger,
2. achieve universal primary education,
3. promote gender equality and empower women,
4. reduce child mortality,
5. improve maternal health,
6. combat HIV/AIDS, malaria and other diseases,
7. ensure environmental sustainability, and
8. develop a global partnership for development.

Precisely, to achieve the objective for which they were employed, it become pertinent that effective teaching can be enhanced by the MDGs through (NTI) training and retraining workshops for teachers in Nigeria. Sharehu (2009) stated that the Federal Government of Nigeria (FGN) as part of its commitment to improve the quality of teaching and learning at the primary school level, implemented a nationwide capacity building programme for primary school teachers under the MDG project. This is because the MDGs goal of Education For All (EFA) would be

meaningless if the children cannot have access to quality education. Consequently, to enhance quality education and to achieve equal access to education, retraining of teachers become paramount.

The major inspiration for undertaking the research is to examine ineffective teaching of English Language in our schools, especially in Bauchi metropolis, a situation which has led to the high rate of failure in English Language as well as the inability of the pupils to utilize the language competently. Moreover, the teaching of English language as the official language of Nigeria and equally the medium of instruction in schools is critical to the advancement of the learners. This is because the learners are expected to communicate either orally or by writing via the English language. Again, being a second language, speakers need to be well-groomed in the language. This can only be done if the teachers are adequately trained and retrained.

The teaching of English language in Nigerian schools has suffered due to poor pedagogical skills of the teachers (Oyetunde, 2009). Furthermore, in Nigeria today, evidences abound about the great decline in performance of school children (and their teachers) in the basic areas like numeracy, literacy and life skills. A number of factors are responsible which include decaying infrastructure, poor teaching and learning environment, low quality of teachers and poor pedagogical skills (Kolawole, 1998). The teacher is a key factor in teaching and learning, hence his role cannot be undermined. As a curriculum implementer and guide to the learners (especially in a second language like English language) it is necessary for the teachers to master their subject on how to teach so as to ensure that learning takes place. For these to be in place, the English language teacher must be up-to-date in instructional strategies and other research-based innovations in the teaching and learning of English language. This was the rationale for the introduction of MDGs retraining workshop for teachers

of English language. The workshops have been on since 2006; having operated for nine years (2006-2014); it has come of age to assess its impact on teachers of English language. It is against this backdrop that this present study is carried out to examine the extent to which the MDGs training workshops have helped in improving or otherwise, the teaching and learning of English language in Bauchi State.

## **1.2 Statement of Problem**

The Millennium Development Goals workshop for the retraining of teachers was a project aimed at upgrading the knowledge and professional competences of practicing teachers. The aim of retraining of the teachers was based on the fact that the standard of education was falling and teachers needed to be constantly updated professionally for more effective teaching. Moreover, in Nigerian schools, English language is the approved medium of instruction from upper level of primary education to tertiary level and is equally a core-subject in our basic and secondary schools education. Interestingly, the performance of learners in English language is very consequential to their future education. However, at present, the performance of learners in English language is generally poor and this may be attributed to poor quality of English language teaching and teachers (Oyetunde, 2009). In a bid to salvage the poor state of English language in schools, the MDG workshops for teachers were organized yearly. The essence of the MDGs workshops for teachers of English language was to upgrade and update practicing English language teachers in knowledge, skills and competences for effective service. However, there has being great doubts as to whether the aims and objectives of this laudable programme has been achieved. This study, therefore, seeks to assess the impact of MDGs training workshops on teaching and learning of English Language in Bauchi State, Nigeria,

with the intention of finding if there was any gap between the objectives of the programme and its implementation.

### **I.3 Purpose of the Study**

The main purpose of the study is to determine the impact of MDGs training workshops on the teaching of English language in Bauchi State. Specifically, the study was designed to:

- i. determine the impact of MDGs workshops on the teaching of spoken English,
- ii. determine the impact of MDGs workshops on the teaching of written English,
- iii. determine the impact of MDGs workshops on the teaching of reading comprehension,
- iv. determine the impact of MDGs workshops on the teaching of grammar (integrative skills), and
- v. determine the impact of MDGs workshops on the teaching of listening comprehension.

### **1.3 Research Questions**

The following research questions were formulated for the study and were answered in the course of the study:-

1. What is the impact of MDGs workshops on the teaching of spoken English?
2. How have the MDGs workshops impacted on the teaching of written English?
3. What is the impact of MDGs workshops on the teaching of reading comprehension?
4. How have the MDGs workshops helped English language teachers in the teaching of listening comprehension?
5. What is the impact of MDGs workshops on the teaching of grammar?

#### **1.4 Hypotheses**

The under listed null hypotheses were formulated to guide the study and was tested at 0.05 level of significance. These are:

1. There is no significant difference between MDG trained teachers and those, not similarly trained in teaching of basic spoken English in Bauchi metropolis.
2. There is no significant difference between MDG trained teachers and those, not similarly trained in teaching of basic written English in Bauchi metropolis.
3. There is no significant difference between MDG trained teachers and those, not similarly trained in teaching of basic reading comprehension in Bauchi metropolis.
4. There is no significant difference between MDG trained teachers and those, not similarly trained in teaching of basic grammar in Bauchi metropolis.
5. There is no significant difference between MDG trained teachers and those, not similarly trained in teaching of basic listening comprehension in Bauchi metropolis.

#### **1.5 Significance of the Study**

The study will be of immense benefit to stakeholders like the language teachers, pupils, researchers, government officials, management of the National Teachers' Institute and the general public. English language teachers will be adequately informed through this study, about the importance of the MDG workshops. The awareness will encourage the teachers to be participatory during the workshops not just for the financial benefits but for the professional gains attached to it. The skills learnt in the workshops will help the teachers to be more efficient and

effective in their classroom pedagogy. This is because they are exposed to modern methods of teaching and skills to handle the nearly globalized technological world of learning which students and pupils are now experiencing.

The learners (pupils and students) will gain from the study by way of the improvement that their teachers will also gain through or will also benefit from the study. The improvement in teacher's pedagogical skills will lead to an improvement in learner's performance in English language. The government, through the Ministry of Education, will utilize the suggestions and recommendations that will manifest from the study to devise means of improving the teaching and learning of English language in schools.

This study is invaluable to the government as it will help them in collaboration with the Federal Ministry of Education, to work on policies that would be of benefit to teachers so as to enhance primary competencies in teaching English language. The study will serve as a spring board for other related researches, which fellow researchers could embark on, to see to the advancement and achievement of the goals of teaching English language in schools.

## **1.6 Basic Assumptions**

This study has the following basic assumptions:

1. most English language teachers are neither qualified nor competent in teaching English language, so the workshop could have a positive effect on their performances in lesson delivery.
2. the training and retraining of English language teachers is necessary for efficient service delivery and will expose them to different patterns of lesson delivery.

3. the respondents will be able to utilize, adequately, the skills acquired during the workshops in their lesson delivery.

### **1.7 Scope and Delimitation of the Study**

The research study focused on the impact assessment of the MDGs training workshop for English language teachers in Bauchi state. The study will concern itself with the identification of the impact of MDGs workshops on English language teachers, in the teaching of English language in the following areas:-

- i. the teaching of spoken English,
- ii. the teaching of written English,
- iii. the teaching of reading comprehension,
- iv. the teaching of listening comprehension, and
- v. the teaching of grammar.

The study was restricted to primary school teachers who have participated in the MDGs training workshop in Bauchi State. The study used only teachers of English language that participated in the MDGs workshops in Bauchi State, due to limited resources and time constraints, the schools chosen were restricted to Bauchi metropolis because they comprised different teachers/pupils from different parts of the State. The respondents also gave results that were true of the situation of the impact of the workshops in the State; thus, the study is limited to finding out the impact of MDGs/Workshops on teachers of English.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The chapter presents a scholarly review of reports on related areas to the study. However, the review is presented under the following subheadings: concept of impact assessment, history and development of NTI, history and development of MDGs; problem of teaching English language in schools, MDGs retaining for teachers of English language, review of empirical studies on NTI/MDGs retraining workshops, theoretical framework and summary of review.

#### **2.2 Concept and Nature of Impact Assessment**

Impact assessment has been variously defined by several authors. Robin (2005) defines impact assessment as a process aimed at structuring and supporting the development of policies. Also Glen (2005) saw it as a term used to describe methods and processes when comprehensively describing advantages and disadvantages (pros and cons) from different actions or projects. Similarly, International Association for Impact Assessment (IAIA) (2011) saw impact assessment as a process of identifying the future or present consequences or effects of a current or proposed action (which could be a programme, policy, project or a product).

From the foregoing, Impact Assessment (IA henceforth) could be defined as a systematic practice where assumptions, methods and results are presented in such a way that they can be tested. IA identifies and assesses the problems at stake and the objectives pursued. It also identifies the main options for achieving the objectives and analyses of their likely impacts (effects) in the teaching learning process.

In conducting impact assessment, the advantages and disadvantages of each option is outlined and possible synergies and trade-offs examined (IAIA, 2011). In the view of Saddler (1996), as many elements as possible are to be included in an impact assessment, also those that are not quantified in monetary terms. However, Ridgway (2008) asserted that IA can be conducted in different fields or disciplines like Education, Environmental, Health and Psychology among others. No matter the discipline, the ultimate aim of IA is to determine or evaluate the effects of the program, projects or products on the target audience. The main aim of IA remains the same but the specific objectives of IA may vary depending on the discipline.

Marquis (2011) contended that IA is a fairly mature and formal activity in most organizations. Continuing, Marquis asserted that if IA is used effectively, it can proactively manage risks. Effectively and easily implemented, IA is not a panacea and does not totally replace existing procedures but tries to improve existing process. The overall goal of IA is to identify whether projects, products or policies have effectively achieved their planned goals. Results from IA will explain the overall effect (impact) on the target audience or group. Impact assessment remains crucial for increasing our understanding of what types of interventions perform well in various contexts in order to improve effectiveness (Wassenich & Whiteside, 2004). In assessing the impact of a programme or a product, the following questions need to be answered:-

- Who are to be reached, that is, what is the target audience?
- What needs to be changed?
- To what extent is the change needed?
- How many people are to be reached?

In conducting impact assessment, the inputs which include money, materials, time and personnel invested or needed to undertake the policy or project were

weighed vis-à-vis the outputs which were the goods and services produced through such activities. Impact or effects of a programme or project is determined in terms of the effects of the programme or project on the target audience. In the context of impact assessment; effects referred to the changes in human behaviour, practice and system. System changes can include institutional competency (like improved pedagogical skills in education system), policy change like new or revised policies or change of enforcement (Caldwell, 2002).

Similarly, Caldwell (2002) asserted that there were three fundamental components that can substantially improve any effort to assess programme impacts.

They are:-

- a. inclusion of comparison groups,
- b. collection of baseline data, and
- c. incorporation of mixed qualitative and quantitative methods in collection and analysis of data.

### **2.3 History and Development of National Teachers Institute (NTI)**

The NTI Kaduna was established in 1976 by the Federal Government to aid teachers meet the requirement of the then Universal Primary Education (UPE) (Okwo, Udo and Inyang, 2009). The NTI remains a key institute in the production of professional and functional, intermediate and lower level teaching workforce required for the nation's educational system. It was the first institute formally established in Nigeria to offer courses via open Distance Learning Methods. According to Salim (2001), the Act No.7 April 1978 establishing the institute is charged with the responsibility of providing course of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabus using distance education techniques.

The National Teachers' Institute is a training as well as an examination body which currently runs three programmes in training, retraining and upgrading of unqualified and under qualified primary school teachers. In the words of Salim (2001) these programmes are the:-

- i. Teacher's Grade Two Certificate by Distance Learning (TC by DLS) leading to the award of Teachers' Grade Two Certificate,
- ii. Nigeria Certificate in Education by Distance Learning System , leading to the award of Nigeria Certificate in Education (NCE), and
- iii. Pivotal Teacher Training Programme (PTTP) designed to produce teachers in the short term to meet the teacher-demand of the Universal Basic Education (UBE) Programme.

In addition to the aforementioned programmes, the institute equally runs a postgraduate Diploma in Education programme via distance learning method. This programme is aimed at training, retraining and upgrading of unqualified secondary school teachers who are graduates or Higher National Diploma (HND) holders of other disciplines other than education.

The training programme is to meet the demand for secondary school teachers in the nation's educational system to cater for the increasing students' population. To achieve this laudable objective, study centers across the country were established which were saddled with the responsibility of giving pedagogical training to individuals who found themselves in the classroom without teaching qualification.

In the light of the above, it is clear that the NTI functions as a capacity building institute for teachers at the lower level of our educational system as amply demonstrated by the range of ongoing retraining programmes. Iliya, (2005) indicated that the NTI was the only single mode institute (Distance Education Institute) in

Nigeria, established to provide in-service education for teachers of different categories using Distance Learning System (DLS). According to Iliya, a single mode institute is an institution that is solely devoted to teaching at a distance.

#### **2.4 History and Development of Millennium Development Goals (MDGS)**

In September 2000, 189 countries gathered at the United Nations in New York to conceive and sign the millennium declaration, a consensus agreement built around eight development targets to be met worldwide by 2015 (Sweet Land & Mohammed, 2011). The MDGs are a set of eight (8) time-bound, measurable targets that are meant to address extreme poverty in the world. The MDGs aim to, by 2015, substantially mitigate the effects of absolute poverty, in its various manifestations, including income poverty and hunger, poor access to education, gender inequality, child and maternal mortality, diseases like HIV/AIDS, tuberculosis and malaria, lack of adequate shelter, promoting environmental sustainability, and a global arena for development (Feese, 2006). Furthermore, the commitment of the international community was also factored in the agreement aimed at supporting the development efforts of poor countries through increased aid, debt relief and fair trade.

The MDGs emphasize among others to drastically address issues of gender equality in education and improvement in access to education and health. However, despite the millennium declaration in the year 2000, observation shows that girl-child education in Nigeria is still receiving cold attention from government and some societies.

However, it is glaring that girls education is seen as the best investment in a country's development. Educated girls develop essential life skills, including; self-confidence, the ability to participate effectively in the society and protect themselves from HIV/AIDS and sexual exploitation. Girls' education also helps in reducing

children and maternal mortality rates, contributes to national wealth and controls disease and health status. Children of educated women are more likely to go to school and, consequently, this has experiential positive effects on education. (Idumange, 2011).

It is worth mentioning that all the eight (8) MDGs objectives are interrelated and education is a cross-cutting issue without which the goals would not be attained (Mohammed, 2007). It is in response to the above assertion that the then President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo directed that all gains from the Debt Relief grant from the Paris Club should be invested in MDGs related projects. The NTI was then mandated to implement a capacity-building programme for primary school teachers under the MDGs project for 2006. Hence, a total of 145,000 primary school teachers were trained nationwide with each state including FCT (Abuja) nominating between 2,5000 and 4,000 teachers for the training (Mohammed, 2007). The major objective of this training was to keep primary school teachers abreast with the innovative techniques required for their optimum conditions for effective classroom transactions.

The training focused on the innovative techniques of teaching the four core subjects of English Language, Mathematics Science and Social Studies including school-based Assessment and improvisation of instructional materials within a period of six days. In the words of Nwifo (2009), the MDGs have become a central focus of Nigeria's development strategy.

### **Human Capital, Infrastructure and Human Rights**

The MDG emphasized three areas: human capital, infrastructure and human rights (social, economic and political), with the intent of increasing living standards. Human capital objectives include nutrition, healthcare (including child mortality,

HIV/AIDS, tuberculosis and malaria, and reproductive health) and education. Infrastructure objectives include access to safe drinking water, energy and modern information/communication technology; increased farm outputs using sustainable practices; transportation; and environment. Human rights objectives include empowering women, reducing violence, increasing political voice, ensuring equal access to public services and increasing security of property rights. The goals were intended to increase an individual's human capabilities and "advance the means to a productive life". The MDGs emphasize that each nation's policies should be tailored to that country's needs.

### **Partnership**

MDGs emphasize the role of developed countries in aiding developing countries, as outlined in Goal Eight, which sets objectives and targets for developed countries to achieve a "global partnership for development" by supporting fair trade, debt relief, increasing aid, access to affordable essential medicines and encouraging technology transfer. Thus developing nations ostensibly became partners with developed nations in the struggle to reduce world poverty.

### **Goal 2: Achieve Universal Primary Education**

- Target 2A: By 2015, all children, boys and girls alike, can complete a full course of primary schooling by achieving the following:
  - Enrolment in primary education.
  - Completion of primary education.

## **2.5 Problems of Teaching English Language in our Basic Schools**

As important as the English Language is in enhancing effective learning in schools, a lot of factors have posed as obstacles to fulfilling this unique role. Some of these factors are discussed hereunder:-

### **(a) Cultural and Traditional Beliefs/Fears**

Many individuals have the erroneous notion that encouraging children to speak and learn English Language is a sign of culture-denial or language prostitution. Ikedinamba (2006) noted that some primary school children who studied in Northern Nigeria were of the view that they preferred to be taught in their mother tongue (L1) than in any other second language (L2) as a means of preserving their language. With this fear in place, one can easily see that English Language may not serve its unifying purpose in such situations.

### **(b) Poor Quality Teaching of English Language**

It is a well-known fact that English Language is a second language in Nigeria. It is an adopted foreign language to be used as a medium of instruction. Tosam (2000) asserted that English Language is a subject and hence must be taught by well-trained teachers in English either in a College of Education, Institute of Education or Faculty of Education. This training is very necessary if the teachers must possess the pedagogical skills or quality teaching. Mgbekem (2000) stated that possession of pedagogical skills by teachers is an essential pre-requisite for teaching-learning purpose. Again such pedagogical skills are necessary as they enable teachers to be effective in teaching when they are eventually employed. However, the graduation and recruitment of half-baked teachers in English Language has hindered effective teaching and learning of the language (English Language) in most schools.

**(c) Poor Learning Environment**

Learning takes place in schools. However, it is important that the learning environment be made conducive for learning. A cursory look at some of the learning environment of some schools showed a high rate of dilapidation. Furthermore, Oyetunde (2009) stated that the government seemed to have neglected public schools as the total learning environment of most public schools in disarray. This view by Oyetunde was earlier supported by Ede (2000) who lamented the sorry state of our public schools when he stated that:

*“...the school environments are not conducive for learning, as there are no toilet facilities, no good drinking water, no health clinics and in some cases faeces are scattered all over the premises requiring health and environmental education...; hence the quality of teaching in such schools is below standard.”*

With this persistent poor learning environment, the teaching and learning of English language in such schools will be hampered. This situation gave room for segregations of students to communicate to form groups in their native or mother tongue and in the language of the immediate community.

**(d) Low Literacy Level**

Proficiency in English Language has numerous advantages; however, these advantages are only known to educated or literate citizens. A great majority of individuals in Nigeria are illiterates, hence they are not conversant with the benefits and prospects of English language. As Umoru (2005) noted, the advantages of the legacy of English Language from our colonial masters was only for the educated few who used it, and trained in it and manipulated its advantages for their advancement.

From this assertion, it is clear that an illiterate who cannot appropriate the advantages of English language cannot see the need to encourage its use.

**(e) Poor Reading Culture**

Reading is defined as the interpretation of words, symbols or printed materials (Umolu, 1985). It is the extraction of meaning from a text to unravel the intentions of the author. It has been established that most textbooks, journals, publications, etc are written in English. As such, it takes a good reader to extract information from these materials. However, most Nigerians do not have a good reading culture (Oyetunde, 1990). With the prevailing poor reading culture, many citizens do not see the need to put much interest in the study of English language. This poor reading culture, argued Maren (2008), might be a contributory factor to the high rate of failure of students in English language in both internal and external examinations. These conditions do not promote the teaching and learning of English language in the various schools.

**2.6 English Language as a Tool for Learning**

English language is important in Nigeria because it is the language that builds bridges across the barriers created by the existence of many languages. This colonial legacy (the English Language) is the language of communication, sciences and education. As a result of this enviable status of the language, there is the need for every Nigerian to be grounded in the four basic skills which are: listening, speaking, reading and writing. English language has continued to be used even more intensively as a medium of instruction for pupils in primary, secondary and tertiary institutions. As a result of this importance, it is necessary to teach it well. However, this has not been so especially in our primary schools. Effective communication depends on one's ability to express oneself in speech clearly, accurately and fluently. Although, our

thoughts can be expressed through writing but thoughts are better expressed through speech whereby the audiences can accurately and effectively understand. This is because in some cases, it might be difficult for a reader to guess and interpret exactly what the writer has in mind. A good spoken form of any language is a virtue in communication. On this note, Abbot (1981) remarked that just as the proof of the pudding is in the eating, so the proof of language learning lies in the learner's ability to perform and communicate in the foreign language that is learnt.

The level of actual performance of an English language learner especially in speech communication tells much about the ability to use English in various circumstances such as in seminars, meetings, lectures, debates, symposia, tutorials and conferences, the type of pronunciation, stress placement.

In addition, in order to avoid deviation from accepted standard form of English, in both teaching and learning, Tiffen (1979) stated that the fact that English is needed for communication at both National and international levels has important implications for teaching it. If the speaker is to understand and be understood, he must keep within the generally accepted norms of English from the point of view of pronunciation and grammatical variations. Therefore, learners' performance in integrative practice is essential.

## **2.7 Teaching English as Integrative Skills**

According to Nunan (1991), a child acquires a language interactively, that is, through practice in form of dialogues, monologues, discussions, games, role plays, language exchanges, pair work, etc. By doing so, the learner would be able to speak fluently in the target language. The communicative language competence helps the learner to pronounce phonemes correctly, use appropriate stress and intonation

patterns and speak in connected speech and different genres and situations (Nunan, 1991).

Furthermore, to enable learners of the second language to improve their oral English proficiency, Cazden (2001) believed that activities like role plays, dialogues, discussions, and other integrative communicative activities can raise issues such as how to speak effectively in different roles and settings. Nunan (1991) further said that communicative language competence teaching was based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, according to him, their natural strategies for language acquisition would be used and this would allow them to learn to use the language. For example, practicing question forms by asking learners to find out personal information about their colleagues, role plays, interviews, etc. This is communicative approach to language learning in the classroom and such activities could be used to enhance the learners' speaking ability.

English Language as integrative skills is therefore relevant to the study in that it enables the learner to use the language interactively in the target language and provide opportunities for them to focus, not only on language but also on the learning process itself.

## **2.8 MDGs Teacher Training in English Language**

One of the goals of the Millennium Development Goals (MDGs) is to achieve universal primary education. It is popularly referred to as education MDG. To achieve this education MDG is the central goal of National Teachers Institute (NTI). Interestingly, in Nigeria, teachers are regarded as nation builders, and the implementers of curriculums. The teachers are expected to be conversant with the body of knowledge before they can teach learners. It is equally important to state that

the medium of instruction in all Nigerian schools is the English language. As a second language popularly referred to as L2 a lot of problems trail its effective teaching as has been reiterated in previous sections.

Based on the observed lapses in the teaching of English language, one of the major focuses of MDG teacher training in English language is to help teachers to be competent and effective in communication. This is necessary because every research on teacher effectiveness in enhancing learning achievement has always emphasized the teacher's communicative competence sometimes referred to as verbal skills (Sharehu, 2013). In teaching and learning; the teacher needs to get the body of knowledge across to learners. Therefore, the MDG teacher training for teachers of English language is based on the premise that the mastery of English language skills must be a priority for all teachers since the English language is the principal medium of instruction in schools. The MDG teacher training for English language teachers are comprised of the following five sub-headings namely:-

- Listening skills.
- Speaking skills.
- Reading skills.
- Writing skills.
- Integrative skills.

Each of the skills is discussed hereunder:-

### **2.8.1 MDG Teacher Training on Listening Skills**

Listening skills are the foundation of language acquisition in native language development; children spend close to eighteen months listening before they utter their first words. The importance of effective teaching of listening skills is seen in the fact that it is a stepping stone to speaking skills and other language learning skills (Awa,

2005). Equally, research has also shown that good listening comprehension skills are related to good reading comprehension skills (NTI, 2012).

Participants of the MDG training workshops were taught by facilitators on the simple tips which they could adopt in teaching listening skill. Some of the strategies as identified by Gimson (1994) include re-telling of a story; the blind mouse strategy, directed action strategy, completion game strategy and marking stress and rhyme. Each of these strategies is duly simplified using relevant examples and adequate teaching aids to enable the participants understand how to transmit the knowledge to their students in their various schools after the training workshops.

To ensure that participants really understand how to teach listening skills, the facilitators usually taught them through drill exercises on each of the identified strategies which were provided at the end of the lesson or module. In the same vein, assignments were given at the end of each unit and participants were expected to do at home or in groups and to submit to the facilitator or present as seminar during the next class.

### **2.8.2 MDG Teacher Training on Speaking Skills**

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts (Chaney, 1998). Speaking is a crucial part of second language learning and teaching. Despite its importance, Kayi (2003) observed that for many years, teaching speaking to learners has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should be to improve student's communicative skills. This is because, it is only in that way that students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative

circumstance. In order to speak in the best way possible, some speaking activities were provided during the training workshops.

In the views of Nunan (2003), teaching speaking is to teach learners to:-

- produce the English sounds and sound patterns,
- use word and sentences stress, intonation patterns and the rhythm of the second language,
- select appropriate words and sentences according to the proper social setting, audience situation and subject matter,
- organize their thoughts in a meaningful and logical sequence,
- use language as a means of expressing values and judgment, and
- to use the language quickly and confidently with few unnatural pauses, which is referred to as fluency, participants are meant to understand each other.

In teaching speaking, the best way students learn to speak in the second language is by interacting. For effective teaching of speaking skills, teachers are trained to create a classroom environment where students have real life communication, authentic activities and meaningful tasks that promote oral language (Harmer, 1984). This can easily occur when students collaborate in groups to achieve a goal or to complete a task. Speaking is the productive skill in the oral mode. Compared to other skills, it is more complicated than it seems at first and involves more than just punching words.

During the MDGs teacher training workshops, participants (English Language Teachers) were exposed to the different techniques/activities that promoted speaking. Some of the activities as identified by Abboit (1981) include discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing and finding

the difference. In addition, suggestions for teaching speaking skills have been provided for teachers of English. Some of them as identified by Brown and Yule (1983) include:-

1. providing maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge,
- 2 involving each student in every speaking activity, for this aim, practicing different ways of student participation,
- 3 reducing teacher speaking time in class while increasing student speaking time. The teacher steps back and observes students,
- 4 asking eliciting questions when commenting on a student's response, and
- 5 providing written feedback like "your presentation was really great. It was a good job. We really appreciate your efforts in preparing the materials and efficient use of your voice..."

According to Abdul Rasheed and Isaa (1991), the speaking skill is better taught in the appropriate social contexts. In other words, the teaching methods must be pragmatic. This is necessary because since the students are learning in a second language situation, we cannot down play the debilitating or inhibitive role of the mother tongue in the articulation of English sounds. It is based on this mother tongue interference that Bamgbose (1971) advised that a substantial proportion of lessons on oral English be devoted to the correct pronunciation of English sounds, words and sentences. Each of these is practiced by participants during the training workshops.

### **2.8.3 MDG Teacher Training on Reading Skills**

Reading is the act of obtaining meaning from a text or passage by interpreting symbols. Reading is the receptive skill on the written mode. It is an important way of

gaining information in language learning and it is a basic skill for language learning (Azikiwe, 2008). Reading skills can develop independent of listening and speaking skills, but often develops along with them especially in societies with a highly-developed literary tradition. It can help build vocabulary that helps listening comprehension at the later stages.

Due to the fact that there are a lot of reading exercises in examinations today, participants at the MDG training workshops are trained to ask learners to read correctly and with a certain speed. Participants are made to understand some bad reading habits of learners like counting words (reading word by word); letter finger pointing, or with head movement. They are taught to practice the correct reading habit which is reading phrase by phrase, so that they can effectively teach same to their students when they go back to their various schools. English language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in English, instead they seem to think reading means starting at the beginning and going word by word (Brain, 2004). Based on this observation, during the training workshops, participants are drilled on how to help students move past this idea and use top-down strategies as they do in their native language.

Reading as one of the receptive skills in language learning requires that a background for reading would have been provided through the acquisition of reading readiness (Arua, 2003). Thus, participants were taught how to develop reading readiness in learners. Some of the primary skills for reading readiness are motor development, listening and speaking skills; which participants are trained in before the reading skill. In addition, Andzayi (2004) stated that other reading skills which teachers must develop in learners prior to reading were visual discrimination of

symbols, cognitive thinking and ability to attend and concentrate in activities. Participants were drilled during MDGs training workshops on these critical issues so that they become aware in order to make adequate preparation to teach reading. In addition, participants of the MDGs training workshops were exposed to modern methods of teaching reading which enabled them to benefit maximally when they go back to their schools to teach reading.

#### **2.8.4 MDG Teacher Training on Writing Skills**

Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the language skills (Bamgbose, 2001). This is because writing involves not just a graphic representation of speech thoughts in a structured way. Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It equally helps to consolidate learners' grasp of vocabulary and structure, and complements other language skills (Bowen, 2005).

Andzayi (2004) noted that writing competence especially in a second or foreign language tended to be one of the most difficult skills to acquire; as such learners need to be motivated to write well. Based on this premises, during the MDG training workshop; participants were personally engaged in series of writing activities in order to make the learning experience of lasting value. They were encouraged to participate in the exercises while at the same time refining and expanding their writing skills. Participants were given the reason (topic) to write.

To be competent in teaching writing, participants were drilled on a set of skills to develop in learners. The participants were advised to be clear on what skills they wanted learners to develop. In choosing the skills learners need to develop, participants were taught to ask the following questions:-

- What level are the students?
- What is their average age?
- Why are they writing?
- Do they need writing skills for specific reasons?
- What are they expected to produce?

Sequel to the skills above, the next task is for the participants to decide on which means they are to facilitate learning of the target. This is done by choosing relevant activities or writing exercises (tasks) that will help elicit the intended skill from the learners. The writing tasks could be business letter, essay, stories, letters, descriptions, etc. Each of these tasks is given to participants to practice and present to the facilitator; who assesses them and makes correction. Furthermore, it has been observed that most teachers are deficient in teaching writing skills (Oyetunde, 2009); hence to remedy the situation, participants at the MDGs training workshops were exposed to different techniques or approaches for teaching writing which according to Silva and Brice (2004) are:-

1. **Graphics:** participants were trained on how to help learners shape the letters of the alphabets; this is done by assisting learners in the art of making straight lines, curves, circles, squares, etc. Adequate practice were given to participants to enable them master it and to be able to deliver some effectively to their learners after the workshop.
2. **Spelling:** This entails associating letters with certain sounds or words. The participants were trained in the art of correct spelling via the use of common names, e.g. Baba, Ade, Abiola. Equally, drills were used to facilitate spelling in learners. However, the spelling drill is progressive and systematic. That is, it is taken from two letter words, to three; to four and so on.

3. **Completions:** This involves the omission of one or two letters from a word and requiring learners to complete them by fixing appropriate letters in spaces. Participants are drilled in completion during the training workshops using certain familiar words to test their spelling ability. Corrections or immediate feedbacks are given to participants for them to monitor their progress. Some of the drills include words like:-

B \_\_\_ y                    =     Boy  
B \_\_\_ \_\_\_ k                =     Book  
Cha \_\_\_ \_\_\_                =     Chair  
Ba \_\_\_ \_\_\_                 =     Ball, etc

4. **Composition:** Composition involves learners constructing their own responses using their own words about a topic. Learners are expected to express their thought through writing. However, it can take different forms. During the training workshops, participants are given topics or subjects to write on; it could be a story, an event, an essay or an occasion or about a personality. In each of these writing tasks; the learner is expected to express his opinions, feelings or thoughts in writing, using words which are expected to be correct. Facilitators usually mark and correct errors in participants' write-ups as a means of giving them immediate feedbacks.

### **2.8.5 MDG Teacher Training on Integrative Skills**

Skill integration serves as a conceptual framework through which to understand the contributory role of the language skills (Ameen, 2009). It is very important for every English Language programme to provide numerous and extensive opportunities for natural communication that integrates the main and the subsidiary skills in principled ways.

During the MDGs teacher training workshops, participants were exposed to integrated skill instruction. In this technique, participants are exposed to authentic language and were involved in activities that were interesting and meaningful. According to NTI (2011); integrating the main languages skills and the subsidiary skills has many advantages which include:-

- i. learners rapidly gain a true picture of the richness and complexity of English language for communication,
- ii. English language becomes not just an object of academic interest but a real means of interaction among people,
- iii. teachers are given the power and the opportunity to track students' progress in many skills at the same time,
- iv. skill integration allows mutually supportive growth in all the main skills and the subsidiary skills,
- v. in an integrated-skill format, language instruction promotes the learning of real content, rather than the dissection of language forms,
- vi. the learning of authentic contents through language is highly motivating to students of all ages and background, and
- vii. skill integration seeks to make the components of development (language, cognition and social awareness) together so that second language learning is an integral part of social and cognitive development in school settings.

To ensure that participants actually understood the integrative skills, they were taught the two forms of integrated skill instruction. They are content-based language instruction and task-based instruction. The content-based instruction emphasizes learning content through language. In this method, students are meant to practice all the language skills in highly integrated, communicative fashion while learning

subjects like science, mathematics, and social studies. According to Nunan (1989), content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but after the beginning level, the content can become increasingly academic and complex.

In the task-based instruction, students participate in communicative tasks in English. In using the method, teachers define the tasks. Tasks are activities that can stand alone as fundamental units and require comprehending, producing manipulating or interacting in authentic language while attention is principally paid to meaning rather than form (Scarcella & Oxford, 1992). To enhance participants' understanding of the task-based instruction, they are given basic pair work and group work which help to increase students' interaction and collaboration. Sometimes, participants are made to work together to write and edit a passage or newspaper, develop a television commercial, enact scenes from a play or take part in other joint tasks (Mohan, 1986). According to (Oxford, 1990); task-based instruction is relevant to all levels of language proficiency but the nature of the task varies from one level to the other.

Finally, during the MDG teacher training workshops, participants were drilled on the steps to be followed in integrating the language skills. The steps are:-

- a. teachers should learn more about the various ways to integrate language skills in the classroom,
- b. teachers should reflect on their current approach and evaluate the extent to which the skills are integrated,
- c. teachers should choose instructional materials textbooks, and technologies that promote the integration of listening, reading, speaking and writing as well as the associated skills of syntax, vocabulary, etc, and

- d. teachers should teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

Peregoy (2001) observed that with careful reflection and planning, any teacher can integrate the language skill and strengthen the tapestry of language teaching and learning; hence participants were equally given assignments during the workshop to plan an integrative lesson and present to facilitators.

## **2.9 Review of Empirical Studies on NTI/MDG Teacher Training Workshop**

This subsection is devoted to reviewing some empirical studies conducted by other scholars who are related to the present study. Bulus (2010) studied the perception of facilitators and participants on NTI/MDG teacher training workshop in Mathematics. The study was aimed at ascertaining the opinions of facilitators and participants about the MDG training workshop. The study used a survey design. The study sampled 3 mathematics facilitators and 108 participants (who are mathematic teachers in their various schools) from one of the MDG training workshop centers in Bauchi State. The sample was selected based on convenience (that is those who were willing and ready to participate in the study). The study used a questionnaire for both facilitators and participants to elicit information from them. Direct delivery method was used to elicit the information from the respondents. Two research questions and a hypothesis were raised for the study. Data obtained were analysed using the mean and the chi-square for the research questions and the hypothesis. Results obtained showed that facilitators and participants have similar perceptions about the MDG teacher training workshop in mathematics. The facilitators and participants perceived the training workshop to be worthwhile and necessary in improving the competence of mathematics teachers after the training. Some of the perceived constraints to effective MDG teacher training include poor training environment; lack of zeal on the part of

participants and inadequate remuneration for facilitators. The study recommended that the Federal Government should continue to introduce capacity building projects that will help upgrade Mathematics teachers' professional competence as nation builders. The study therefore concludes that both facilitators and participants see the MDG teacher training workshop in mathematics as a worthwhile venture.

Similarly, Madumere (2011) appraised the NTI/MDG teacher training workshop for English language in Jos, Plateau State. The study was a descriptive survey; which aimed at appraising the role of NTI/MDG workshops in improving the teaching proficiency of English language teachers. Respondents to the interview were drawn from the 2011 MDG training workshop in Township School Center, Jos. The Township School Center is one of three centers of the MDG workshop in Plateau State. The study sampled 50 participants and 4 facilitators randomly and used for the study. Data were collected using a performance checklist which was designed by the researcher and were responded to by the selected sample. They responded to the checklist by a tick at the appropriate columns of the checklist.

Simple percentage was used to analyse the data. Results showed that 80% of the selected samples were optimistic about the improvements in the pedagogical skills of teachers after the MDG training workshop. Again, 88% were affirmative that the NTI/MDG training workshop should be a continuous exercise even after 2015. The study based on the findings concluded that the NTI/MDG teacher training workshop is a welcome development in Nigeria.

Moreover, Bienose (2011) worked on the impact of MDG training workshop on the pedagogical skills of Social Studies teachers. The study aimed at identifying how participation in the 2011 August MDG training workshop has improved the pedagogical skills of selected participants in Social Studies. The study sampled 20

MDG participants who were Social Studies teachers in their various schools in Benin City. Observation checklist consisted of six criteria which were used by the researcher to check their pedagogical skills as a means of obtaining data for the study. The criteria are set induction technique, lesson delivery, use of adequate instructional materials at the right time, connectedness to the different segments of the lesson and evaluation of lesson. Each of the 20 participants was observed by the researcher and was rated (scored) based on the six criteria. The scores were converted to percentages. Results obtained showed that 17 (85%) out of the 20 teachers rated high in the checklist while only 3(15%) out of 20 were found to be on the average performance. In essence, the majority, (85%) of the participants of the MDG teacher training workshop were found to display improved pedagogical skills in social studies after exposure to MDG teacher training workshop. The study therefore recommended that other practicing teachers who have not been participating in the MDG teacher training workshops should be given an opportunity to participate. The study concluded that the MDGs teacher training workshop was effective in improving the pedagogical skills of social studies teacher.

Looking at the three (3) empirical studies reviewed; it can be seen that they are very well related to the present study because each of them is on the NTI/MDG teacher training workshops as they affected the subject specialization of the teachers who participated in them.

## **2.10 Theoretical Framework**

This study is grounded on the Discrepancy Model Evaluation Theory of Provus (1979). The theory believes that assessment involves three basic factors:-

- a. agreeing upon programme standards,

- b. determining whether a discrepancy exists between some aspects of the programme and the standards set for the programme, and
- c. using the discrepancy information to identify the weaknesses of the programme.

According to the theory, the main purpose of impact assessment of any programme is to determine whether to improve, maintain or terminate a programme. In the context of the discrepancy model evaluation theory, five stages are involved in the impact assessment. The stages are:-

- i. design stage-where the nature of the programme is documented,
- ii. installation stage-aims at determining whether a programme that is installed is congruent with the installation plan;
- iii. process stage-here the interest is to check whether the programme objectives are being achieved,
- iv. produced stage: the aim is to determine whether the programme has achieved its terminal objectives, and
- v. programme comparison: at this stage, the interest is to check the benefits from the programme vis-à-vis the cost (cost-benefit analysis of the completed programme).

The discrepancy model evaluation theory adopted for the study is relevant because the present study is set to assess the cost-benefit (impact) of the NTI/MDG workshops with respect to the teaching and learning of English Language. It is imperative to state here that the NTI/MDG teachers training workshops is a capacity-building programme initiated by the Federal Government of Nigeria whose sole aim is to improve the efficiency and effectiveness of practicing teachers in Nigeria. Having organized the MDG capacity workshops for nine years, it is necessary to assess the

aims of the MDG workshops and decide whether the objectives have been achieved vis-à-vis the mission and vision statements set at the design stage of the programme (impact). Again, a lot of resources have been vested into the programme (MDG workshop); it is necessary to assess the extent to which these resources have been used judiciously to achieve the desired objective (impact) in the participants.

### **2.11 Implications of Literature Review on the Present Study**

The reviewed literatures have given great insight into what has been done by different scholars regarding the topic under study. The literature has given the researcher enough insight to delineate the study and fine-tune the study. Moreover, having seen what has been done, the researcher has been able to clearly understand the gaps in literature which the present study intends to fill. Now the gap which the present study intends to fill is to assess the impact which the MDG teacher training workshops have made on the teaching of English Language in Bauchi Metropolis.

### **2.12 Summary of Review**

The chapter has extensively presented a review of some related work to the study. The concept of impact assessment was reviewed. Impact assessment was seen as a systematic practice where assumptions, methods and results are presented in such a way that they can be tested or assessed. The ultimate aim of impact assessment is to determine or evaluate the effect (impact) of a programme, procedure or a process on the target audience (recipients).

The historical development of National Teachers' Institute (NTI) was reviewed. NTI was established by the Federal Government of Nigeria and was saddled with the responsibility of upgrading serving teachers' knowing among others. The Millennium Development Goals (MDGs) workshops were initiated as one of the

moves to help achieve the education MDG. Since its inception in 2006, NTI has been at the forefront by organizing capacity building programmes which are intended to enhance participants (teachers) to be more effective and efficient in their service delivery.

In addition, some of the challenges of teaching English Language in schools were reviewed. They include poor pedagogical skills of English language teachers, poor reading culture and lack of instructional materials among others. The MDG teacher training workshops in English language were equally reviewed. The five aspects reviewed include listening skills, speaking skill, reading skill, writing skills and the integrative skills.

Furthermore, some empirical studies related to the study were reviewed. They include the work of Bulus (2010) who studied the perception of facilitators and participants on the NTI/MDG teacher training workshops in mathematics; Madumere (2011) who appraised the NTI/MDG teacher training workshop in English Language and Bienose (2011) who worked on the impact of MDG training workshop on the pedagogical skills of social studies teachers. Finally, the theoretical framework for the present study was based on the discrepancy model evaluation theory of Provus (1979). The study is based on this theory because the theory emphasizes determining the extent to which the objectives of a programme have been achieved and whether the implementation is in accordance with slated blue print at the design stage. The outcome is used to judge the impact of the programme.

### **Teaching Speaking: Activities to Promote Speaking in a Second Language**

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p.13). Speaking is a crucial part of second language learning and teaching. Despite its

importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

### **What Is “Teaching Speaking”?**

What is meant by “teaching speaking” is to teach ESL learners to:

- produce the English speech sounds and sound patterns,
- use word and sentence stress, intonation patterns and the rhythm of the second language,
- select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,
- organize their thoughts in a meaningful and logical sequence,
- use language as a means of expressing values and judgments, and
- use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).

### **How to Teach Speaking**

It is no news that some linguistic and ESL teachers argue that students learn to speak in the second language by “interacting”. This is generally called Communicative language teaching and collaborative learning. Communicative

language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

### **Activities to Promote Speaking**

**Discussions:** After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read Vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups. The group members can either be assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should

always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

**Role Play:** the other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that “you are David, you go to the doctor and tell him what happened last night, and ...” (Harmer, 1984).

**Simulations:** Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

**Information Gap:** In this activity, students are supposed to be working in pairs. One student will have the information that the other partner does not have and the interlocutors will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

**Brainstorming:** this is when learners are given a topic on a context to deliberate on and then come up with intelligent ideas within a limited time. The good characteristic

of brainstorming is that the students are not criticized for their ideas, as such, students contribute freely to discussions.

**Storytelling:** Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

**Story Completion:** This is a very enjoyable, whole-class, free-speaking activity, for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

**Reporting:** Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

**Playing Cards:** this is the technique of using game to enrich students learning power. In this game, students could be grouped into four, for instance, and labeled according to the shapes of a deck. For example

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:** and unforgettable memory

- **Clubs:** best teacher

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes – no questions, because by saying yes or no, students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

**Picture Narrating:** This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. e.g,

**Picture Describing:** Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

**Find the Difference:** For this activity, students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

### **Suggestions for Teaching Speaking Skills**

Here are some suggestions for English Language teachers while teaching oral language:-

- provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge,

- try to involve each student in every speaking activity; for this aim, practice different ways of student participation,
- reduce teacher speaking time in class while increasing student speaking time; Step back and observe students,
- indicate positive signs when commenting on a student's response.
- ask eliciting questions such as “what do you mean? How did you reach that conclusion?” in order to prompt students to speak more,
- provide written feedback like “Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice...”,
- do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract the student from his or her speech.
- involve speaking activities not only in class but also out of class; contact parents and other people who can help,
- circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- provide the vocabulary beforehand that students need in speaking activities, and
- diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practise the spoken language.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than

leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

### **Review of Four Language Skills with the MDG Workshop Strategies**

1. *Listening Comprehension is the Receptive Skill in the Oral Mode. When we Speak of Listening, What we really mean is Listening and Understanding what we hear.* In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. Here, we will briefly describe some of what is involved in learning to understand what we hear in a second language. Listening, one of the means of language communication, is used most widely in people's daily lives. In addition, teaching the learners a lot of listening activities is a good way of enlarging their vocabulary. On the other hand, it also helps the learners improve their listening comprehension. For instance, people know that the largest difference between mother language learning and foreign language learning is the environment. For a foreign language, we can meet it only in formal place and classes. Training and practicing the oral reading is not a day's work. Practice is important. Only through the practice can the learners improve their listening comprehension.
2. *Speaking is the Productive Skill in the Oral Mode. It, like the other skills, is more Complicated than it seems at first and involves more than just Pronouncing Words:* Interactive speaking situations include face-to-face

conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expression on their faces and body language whether or not he or she is being understood. A few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast. Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Two-way means the relationship of the community between the teacher and the students at school. This relationship is connected with the communicative activities between two people. It can create a fresh environment for speaking language. Two-way communication can lengthen the dialogue limitlessly. This is its advantage.

3. ***Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly:*** Reading is an important way of gaining information in language learning and it is a basic skill for a language learner. There are a lot of reading exercises in examinations today. But all these readings must be done in limited time. So learners are asked to read them correctly and with speed. For instance, some read word by word; some read with their fingers pointing to the words or with head moving. These are all bad habits. They

should read phrase by phrase; do not blink eyes so often and shake head but just move the eyeball. That is enough. If they want to get more word information, there must be a proper distance between their eyes and the reading material.

4. ***Writing is the Productive Skill in the Written Mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way:*** Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. Sentence is the base of an article. That is, sentences build up materials to be read. So he should begin his writing with sentences. For example, translation, sentence pattern exchanging, and text shortening and rewriting. It helps to understand the text and writing compositions. It can foster the learner's ability to summarize and to use the language freely.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology employed in the study. Specifically, the chapter dealt with the research design, population of the study, sample and sampling techniques research instruments, validation of research instruments, procedure for data collection, method of data analysis and pilot study.

#### **3.2 Research Design**

The study adopted a qualitative survey design (Bungs & Groove, 2003). It is a systematic subjective approach used to describe life experiences and situations in order to give meaning to variables. This design is used when a comparison is to be made between two groups of persons who have been exposed to different treatments. Based on this approach, the respondents were divided into two groups; participant and non-participants. The group exposed to the treatment is called the experimental group and those not exposed are called control group. In this study, the experimental group consists of the English language teachers who participated in the MDG workshops, while the control group comprised those who have not participated in the MDG workshops. This design is appropriate for the study because the study intends to make comparison (in terms of the teaching of English language) between those teachers who participated in the MDG teacher training workshops and those who have not participated. As commonly used by educators in the field of teacher education, it is a technique for evaluating student and teacher classroom performances (Tikstine, 1998).

### **3.3 Population of Study**

According to the report from the Bauchi State Universal Education Board (2014), there are 3197 primary school teachers in Bauchi Local Education Authority. About 1065 of these teachers are actively engaged in classrooms in about 34 public primary schools within Bauchi metropolis.

### **3.4 Sample and Sampling Techniques**

This study used two sampling techniques-purposive and random sampling. 40 primary school teachers were randomly selected from four primary schools in Bauchi metropolis. These are:

1. Kobi Primary School
2. Baba Sidi Primary School
3. UnguwarBorno Primary School
4. KofarNasarawa Primary School

Out of the 40 teachers, 20 of them who have participated in the MDGs workshops were purposely selected and the other 20, those who did not attend any of the MDGs workshops. 10 teachers were selected from each school; five for those that attended the MDGs workshops and the other, those that did not. This is presented below in Table 3.1.

**Table 3.1: Number of Teachers Drawn from the Schools**

<b>School</b>	<b>Teachers that attended MDGs workshops</b>	<b>Teachers that did not attend MDGs workshops</b>
<b>Kobi Primary School</b>	5	5
<b>Baba Sidi Primary School</b>	5	5
<b>Ungwar Borno Primary School</b>	5	5
<b>Kofar Nassarawa Primary School</b>	5	5
<b>Total</b>	<b>20</b>	<b>20</b>

Table 3.1 clearly shows the number of teachers in each of the schools that participated in the MDGs workshops and those who did not.

The purposive sampling technique was used to select the sample (40). The purposive sampling is used when members of the sample are selected based on possession of certain traits, characteristics or privileged information which are deemed vital to the study. This sampling technique is ideal for the study because the teachers were selected based on the condition of having or not having participated in the MDGs teacher training workshops. The reason for such selection is to get a basis for comparison to determine the impact of the MDGs workshops on teachers by comparing the teaching efficiency of those teachers who participated in the workshops with those who did not participate.

Below is Table 3.2 showing the academic qualifications of teachers that formed the sampled population.

**Table 3.2: Distribution of Teachers Based on Teaching Qualifications**

<b>Qualification</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
NCE	20	50
B.Sc/B.Ed/B.A.	12	30
Auxiliary Teachers	08	20
<b>Total</b>	<b>40</b>	<b>100</b>

From Table 3.2, it is obvious that 20 teachers (50%) are NCE holders, 12 have Bachelor degrees and 08(20%) are auxiliary teachers.. This follows the teachers are qualified to teach at the primary school level.

Table 3.3 below shows the number of years the teachers spent teaching

**Table 3.3: Distribution of Teachers by Years of Teaching Experience**

<b>Teaching Experience</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
0-5 years	3	7.5
6-10 years	7	17.5
11-15 years	10	25.0
16-20 years	12	30.0
Above 20 years	8	20.0
<b>Total</b>	<b>40</b>	<b>100%</b>

Table 3.3 shows that majority of the teachers have experience on the job going by their expressed years of experience. Among the selected teachers eight (8) or 20% have above 20 years of experience on the job while 12 (30%) have 16-20 years' experience; 10 or 25% have between 11-15 years of experience while 7 or 17½% have teaching experience. In summary, a greater percentage; 75% (30 teachers) have above 10 years' experience.

### **3.5 Research Instrument**

The study used Classroom Observational Checklist (CLOC) designed by the researcher and thoroughly scrutinized by language experts as the principal instrument for data collection.

#### **3.5.1 Description of Instrument**

The study used Classroom Observational Checklist (CLOC) a five point-scale instrument. It consists of two sections, A and B. Section A is on biodata. Section B is divided into five parts, I-V; each part centered on a specific aspect of the MDG teacher training in English language. Part I is on listening skills; part II is on reading, part III on speaking, part IV on writing while part V is on integrative skills.

The scales are excellent (E), very good (VG), good (G), fair (F) and poor (P). The scale values are E = 4; VG = 3; G = 2; F = 1 and P = 0. Each observed teacher is rated on each of the five areas of interest in English language. The scores of each teacher on each of the subsections are totaled to get the final score for each teacher. Total obtainable score is 100%

#### **3.5.2 Procedure for Instrument Development**

The literature review helped the researcher to delineate the study and to design the instrument that can assist the researcher in his finding. Above all, the purpose of the study guided the development of the checklist. Also, the researcher held some discussion with the research supervisor to gain more insight about the areas of impact of the MDG workshop to be assessed.

### **3.6 Pilot Study**

The pilot study was conducted using 4 teachers selected from LEA Practicing School Yelwa, Bauchi in Bauchi metropolis. Two (2) of the teachers have participated in MDG workshops while 2 have not. The researcher observed the four (4) pilot-test sample teachers and rated each of them using the checklist. The scores of the 2 teachers who have participated in the MDG workshops were correlated with those of those who have not participated in the MDG workshops using the Pearson correlation analysis techniques. The reliability obtained was 0.73. This reliability value (0.73) is an indication that the proposed checklist is good and can be used for the main study.

### **3.7 Validation and Reliability of Instrument**

The content validity of the instrument was established by language experts' judgment. The checklist was given to three senior lecturers in English Department at ABU Zaria to scrutinize and ascertain the adequacy of the items included in the checklist. Their suggestions and corrections were used to amend the checklist. The reliability was established by using 4 teachers (2 who have participated while 2 have not participated) to pilot-test the checklist. The results obtained from the pilot-test were correlated using the Pearson's correlation method and the procedure yielded a reliability value of 0.73. This indicates that the checklist is good and reliable.

### **3.8 Procedure for Data Collection**

To enable the researcher have access to the selected schools and the teachers, an introductory letter from the Department of Art and Social Science Education ABU Zaria was presented to the Head Teachers of the 4 selected schools (see Appendix B). This enabled the researcher to gain the permission to conduct the study in the selected schools.

In conducting the observation, the researcher co-opted the assistance of the head teachers to give convenient dates for the researcher to observe the teachers. Also, the head teachers helped to indicate the teachers who have participated and those who have not participated in the MDG teacher training workshops. The researcher observed the selected teachers and rated their performances on each of the five skills of interest using the checklist. Each observed teacher was scored based on his performance as rated by the checklist. The procedure was repeated for all the 40 selected teachers and their scores recorded on their performances.

### **3.9 Method of Data Analysis**

The descriptive statistics of frequency table, and simple percentages were used to analyze data on section A of the checklist which was on personal data. The mean was used to answer the five research questions. The hypothesis was tested using the t-test at 0.05 (5%) level of significance to decide whether to retain or reject the null hypothesis (H<sub>0</sub>) postulated for the research work.

## CHAPTER FOUR

### RESULT AND DISCUSSION

#### 4.1 Introduction

The chapter deals with the presentation and analysis of the data collected from respondents in order to determine whether teachers that participate in MDGs workshops are better in teaching spoken English, writing, grammar, reading comprehension and listening comprehension than those who did not attend any of the MDGs workshops. Below are Tables 4.1, 4.1.1, 4.1.2 and 4.1.3 presenting the general performances of teachers.

**Table 4.1: Summary of the Highest Performance of Teachers**

Observed Skills	Spoken English	Written English	Grammar	Reading Comprehension	Listening Comprehension
Ability to discuss techniques of speaking skills. <b>Participant</b>	16	13	13	15	13
<b>Non participant</b>	10	03	04	05	04
Ability to engage pupils in brainstorming activities <b>participant</b>	18	16	15	16	15
<b>Non participant</b>	08	03	03	07	03
Ability to give learners tasks that demand them reporting <b>Participant</b>	17	15	12	01	12
<b>Non participant</b>	09	04	05	05	05

Table 4.1 presents the summary of teachers that performed excellently while teaching.

**Table 4.1.1: Summary of Teachers' Performance that is very good**

<b>Observed Skills</b>	<b>Spoken English</b>	<b>Written English</b>	<b>Grammar</b>	<b>Reading Comprehension</b>	<b>Listening Comprehension</b>
Ability to discuss techniques of speaking skills. <b>Participant</b>	02	05	03	05	05
<b>Non participant</b>	04	04	05	04	03
Ability to engage pupils in brainstorming activities <b>participant</b>	02	02	03	03	03
<b>Non participant</b>	05	05	04	06	04
Ability to give learners tasks that demand them reporting <b>Participant</b>	17	06	04	00	04
<b>Non participant</b>	09	03	06	00	06

Table 4.1.1 shows the summary of teachers' performances that is graded as "very good".

**Table 4.1.2: Summary of Teachers' Performance that is good**

<b>Observed Skills</b>	<b>Spoken English</b>	<b>Written English</b>	<b>Grammar</b>	<b>Reading Comprehension</b>	<b>Listening Comprehension</b>
Ability to discuss techniques of speaking skills. <b>Participant</b>	00	02	02	00	02
<b>Non participant</b>	06	05	07	09	07
Ability to engage pupils in brainstorming activities <b>participant</b>	00	02	02	00	02
<b>Non participant</b>	02	04	08	03	08
Ability to give learners tasks that demand them reporting <b>Participant</b>	01	00	05	01	05
<b>Non participant</b>	05	05	05	05	05

Table 4.1.2 presents the summary of performances of teachers rated “good”.

**Table 4.1.3: Summary of Teachers' Performance that is poor**

<b>Observed Skills</b>	<b>Spoken English</b>	<b>Written English</b>	<b>Grammar</b>	<b>Reading Comprehension</b>	<b>Listening Comprehension</b>
Ability to discuss techniques of speaking skills. <b>Participant</b>	00	00	00	00	00
<b>Non participant</b>	02	08	06	02	06
Ability to engage pupils in brainstorming activities <b>participant</b>	00	00	00	00	00
<b>Non participant</b>	05	08	05	04	05
Ability to give learners tasks that demand them reporting <b>Participant</b>	00	00	01	00	01
<b>Non participant</b>	03	10	04	05	04

Table 4.1.3 displays the summary of performances of teachers that are rated “poor”.

## **4.2 Presentation of Descriptive Statistics**

### **Research Question One:**

What is the Impact of MDG Workshops on the Teaching of Spoken English by Teachers?

The data needed to answer this research question was provided by the research instrument (checklist) which dealt with speaking skills. Table 4.2 below presents the performances of teachers when they taught spoken English.

**Table 4.2: Performance of Teachers on Teaching Spoken English**

S/N	Observed Skills	Excellent		V.Good		Good		Poor	
		Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
1.	Able to discuss techniques of speaking skills:								
	a. Participants.	16	80%	4	20%	0	0%	0	0%
	b. Non-participants.	10	50%	2	10%	6	30%	2	10%
2.	Able to engage students in brain storming activities:								
	a. Participants.	18	90%	2	10%	0	0%	0	0%
	b. Non-participants.	8	40%	5	25%	2	10%	5	5%
3.	Able to give learners tasks that demand reporting to test their speaking skills:								
	a. Participants.	17	85%	2	10%	1	5%	0	0%
	b. Non-participants.	9	45%	3	15%	5	25%	3	15%

Result in table 4.2 shows that teachers who participated in the MDG workshops performed better in the observed skills than those teachers who did not participate (non-participants). This result simply shows that the experiences and skills the participant teachers gained in the MDGs workshops have helped them to be better teachers. To buttress the result in Table 4, below is a sample of the translation of the two category of teachers' ability to teach spoken English.

#### **Sample A: Participant Teacher**

*...Hello children, today's topic is speaking skills. Before we go on, it is important for you to know what speaking means. Speaking is the act of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is important because it only means a learner can express himself and learn how to follow in a communication. Now to be able to speak well; you need to know the following:*

1. *The English sound system and patterns.*
2. *Use words and sentence stress*

From the above excerpt, Participating teachers distinguished themselves particularly in drilling the pupils so as to identify the differences between mother tongue (MT) and the target language. This is simply because the MT is tonal while the English language is stress timed. In addition, the ability of the participant leaders also emphasized their drill on English sounds that are absent in the phonemic inventory of pupils mother tongue such as voiceless bilabial plosive / P / as in “people”, dental sounds / □/ and / θ / as in “father” and “both” respectively. Diphthong or double vowels were also considered to be critical in attaining good pronunciation as most local languages do not have diphthongs compared to English.

Similarly, stress and intonation patterns were part of the areas which received the attention of participant teachers during the observation of class session. Many of the participant teachers stressed that most of the local languages are tonal whereas English is a stress timed. This dichotomy gave rise to the emergence of drills on stress and intonation with the view to better oral English.

### **Sample B: Non- Participant Teacher**

*...Good morning children, how are you today? We are going to study speaking skills today. How many of you can speak? Speak let me hear. When you want to speak; you try and speak correct English with the correct tenses. You must not open your mouth too wide; but try and open it a bit. When you are speaking, others are listening to you to know what you are saying, so you need to speak well...*

From the translation, it is clear that teachers who participated in the MDGs workshop demonstrated better teaching strategies in the teaching of speaking skills than those who did not participate. This excerpt goes to prove that the MDGs teacher

trading workshop was helpful in exposing teachers to the rudiments of teaching speaking skills. Based on these, it can be concluded that the MDGs teacher training workshop impacted positively and greatly on the teaching of spoken English by the English language teacher.

Non-participants on the other hand were unable to train and exhibit similar pattern and method as their counterpart (participant teachers) in teaching speaking skills. The dichotomy between the two groups is conspicuous considering the systematic approach being used by the participants.

The non-participants were not able to focus on the distinction between English and local language particularly those English sounds that are not available in the local languages but rather a rigorous and unending drill of English sounds. In addition, the researcher also observed lack of adequate attention given by the non-participant in explaining the difference between stress and tones which is crucial in identifying spoken language, especially English that is stress timed as opposed local languages which are tonal in nature.

### **Research Question Two:**

How has the MDG Workshop Impacted on the Teaching of Written English?

Table 4.3 shows the level of performance of teachers on the Teaching of Written English.

**Table 4.3: Performance of Teachers in Teaching Written English**

S/N	Observed Skills	Excellent %		V.Good %		Good %		Poor %	
		Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
1.	Able to utilize graphics like curves, straight-lines to aid writing:								
	a. Participants.	13	65%	5	25%	2	10%	0	0%
	b. Non-participants.	3	15%	4	20%	5	25%	8	40%
2.	Able to use spelling drills to enhance writing by learners:								
	a. Participants.	16	80%	2	10%	2	10%	-	-%
	b. Non-participants.	3	15%	5	25%	4	20%	8	40%
3.	Able to use sentence completion to aid writing process:								
	a. Participants.	14	70%	6	30%	-	-%	-	-%
	b. Non-participants.	9	15%	3	15%	5	25%	10	50%
4.	Able to engage learners in composition writing to aid writing skills:								
	a. Participants.	15	75%	5	25%	-	-%	-	-%
	b. Non-participants.	4	20%	4	20%	5	25%	7	35%

Evidence in Table 4.3 reveals that the exposure to MDG workshops helped the teachers who participated to perform better in drills, and use of relevant techniques to teach writing skills than the teachers who did not participate. Furthermore, some of the selected samples of writing activities from participant and non participant teachers are presented below to show evidence of the impact MDG training workshops on the writing skills of teachers. Below are inscriptions showing how teachers manipulated skills in teaching writing.

**Sample A: Participant Teacher**

**a. Copy the following:**

C            C            C            C            C            C

L            L            L            L            L            L

H            H            H            H            H            H

⤴            ⤴            ⤴            ⤴            ⤴            ⤴

**b. Copy these words:**

the            the            the            the            the            the

joy            joy            joy            joy            joy            joy

cat            cat            cat            cat            cat            cat

bag            bag            bag            bag            bag            bag

**c. Complete these sentences:**

Look at \_\_\_\_\_ 

This is a \_\_\_\_\_ 

I have \_\_\_\_\_ 

**d. Fill in the gaps:**

My name is \_\_\_\_\_

I am \_\_\_\_\_ years old.

I live in \_\_\_\_\_

My school is \_\_\_\_\_

I am in primary \_\_\_\_\_

Writing as a productive or literacy skill is not learnt naturally like some language skills, it is usually learned in an academically oriented environment and requires lots of strategies to pave the way for proficiency (Brown, 2007). It is quite

evident that the participants were using a lot of strategies in order to adequately teach writing skills. These include fill in the blank space/frames in which sentences were written on the blackboard with gaps where pupils were required to fill in or supply the missing items. Another strategy used by the participant is the use of substitution table which requires pupils to change some lexical or grammatical structure in the sentence. In addition, the use of field trips and rearranging of story were also used by the participant such strategies are contributing in no small measure in ensuring that pupils understand the rudiment of writing skills for the beginners.

**Sample B: Non-Participant Teacher**

- a. Write 5 sentences about yourself.
- b. Form words with these letters:
  - i. b                  ii. g                  iii. h                  iv. e
- c. Make sentences with these words:
  - i. Teacher \_\_\_\_\_
  - ii. Market \_\_\_\_\_
  - iii. School \_\_\_\_\_
- d. Write out 5 words beginning with letter q:
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
  - iv. \_\_\_\_\_
  - v. \_\_\_\_\_

Looking at the two samples presented it could be seen that the participating teachers used the techniques in order, from simple to complex. In writing, learners are taken through series of drills starting from the simplest to the hardest to aid

understanding. However, in the non-participant sample, the teacher started with outright composition writing without first establishing whether the learners can spell simple words before asking them to construct sentences. It was necessary that learners be taken through the writing process in sequential order to enhance easy writing by learners. Based on these findings, it could be concluded that teachers who participated in the MDGs, training workshop were better disposed in teaching writing skills to learners than those who did not participate in the MDGs workshop.

The non-participating teacher's approach lacks some basic strategies and techniques that are helpful in achieving good writing skill at the lower level. Pupils were not properly guided. This is because the teachers were asking them to construct sentences and write them down without necessary stimulus that would assist them bring out the best in them. Similarly, sometimes teachers provide only some letters of the alphabet as clues or some vocabulary in order to develop pupils' ability.

The methodology being adopted by the non-participant may not yield a positive result. This is because it is too difficult for pupils to understand and it is time consuming. At the same time, it may be confusing in view of the non-provision of appropriate context which the pupils would learn basic vocabulary and grammatical structures.

### **Research Question Three:**

To what extent is the Impact of MDG Workshops on the Teaching of Reading Comprehension?

The researcher practically observed the selected teachers in their various schools as they teach reading and their performances were rated using the check-list. Results are depicted in Table 4.4 below.

**Table 4.4: Performances of Teachers in Teaching of Reading Comprehension**

S/N	Observed Skills	Excellent %		V.Good %		Good %		Poor %	
		Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
1.	Able to use retelling of stories:								
	a. Participants.	15	75%	5	25%	-	-%	-	-%
	b. Non-participants.	5	25%	4	20%	9	45%	2	10%
2.	Able to use completion game strategy:								
	a. Participants.	16	80%	3	15%	-	-%	-	-%
	b. Non-participants.	7	35%	6	30%	3	15%	4	40%
3.	Able to use rhyme to teach listening skills:								
	a. Participants.	-	-%	-	-%	1	5%	-	-%
	b. Non-participants.	-	-%	-	-%	5	25%	5	25%

Results in Table 4.4 reveal that teachers who participated in the MDG workshop performed better (in terms of developing reading readiness in learners, utilizing various techniques of teaching reading comprehension and engaging learners in meaningful reading tasks) than their counterparts who did not participate in the workshop.

Some of the sampled reading activities used by the teachers (both participants and non-participants) are presented to buttress the results obtained from the checklist.

### Sample A: Participant Teacher

a. Activities used to develop reading readiness

i. l \_\_\_ f

ii. h o \_\_\_ s \_\_\_

iii. b \_\_\_ y

iv. c \_\_\_ p

v. M \_\_\_ k \_\_\_


b. Activities/techniques to teaching reading

Look at the pictures of objects and write their names.

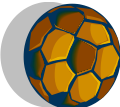
i.  = \_\_\_\_\_

ii.  = \_\_\_\_\_


iii.  = \_\_\_\_\_


iv.  = \_\_\_\_\_

c. Activities to engage in meaning reading activities complete these sentences:

i. This \_\_\_\_\_ 

ii. I saw \_\_\_\_\_ 

iii. Give me \_\_\_\_\_ 

iv. I have \_\_\_\_\_ 

There are a lot of activities used by the participant teachers in order to develop reading skill. These include fill in the blank space in which list of words were given with missing letters, and pupils were asked to provide the missing letters and read. For instance, l \_ \_ \_ f, b \_ \_ y, m \_ \_ k \_ \_ . This approach would allow the pupils to initiate and develop reading ability. However, pictures of some physical object such as ball, key bag among others were also provided for pupils to read.

In addition, some sentences were also provided with missing items for pupils to compete and read. Therefore, the researcher observed logical learning process ranging from letters, words and grammatical structures. They provide systematic and developmental learning process from simple to complex structures.

### **Sample B: Non-Participant Teacher**

a. Activities used to develop reading readiness

Pronounce these words:

- i. Leaf
- ii. Basket
- iii. Cupboard
- iv. Mango
- v. Sister

b. Activities/techniques of teaching reading

Read after me:

- i. Obi is playing
- ii. She is dancing.
- iii. The children are singing.
- iv. I am going to school.
- v. My teacher is teaching.

- c. Activities to engage learners in meaningful drills.

Read the passage after me and answer the questions that follow:-

*...One day, Obi left home to school. He walked 10km and hurt his legs. He could no longer walk; he shouted for help. The neighbours came to his aid and took him back to his house. The next day, Obi came to school and the teacher punished him (Abstracted from Journey to school).*

A critical look at the samples presented, one can see that the participant teacher was articulate in taking the learners through reading process step by step. The non-participant teacher seems to encourage rote learning. Reading readiness is developed in learners gradually using series of activities that are interesting and appealing to the learners. It could be deduced that the experiences gathered by the participant teachers in the MDG workshop must have helped them to be conversant with developing reading readiness in learners better than their counterparts who did not participate in the MDG workshop.

Non-participant in their approach paid attention to something similar to oral drills rather than reading proficiency per say. Pupils were given list of words to pronounce instead of giving them some clues that would assist them to identify the correct spellings of the words and read accordingly.

Another activity observed by the researcher is emphasis on reading aloud which encourages teacher centred reading process as against learners activity based learning. The teacher reads and the pupils repeat after him as opposed to providing them with pictures that would guide them in constructing the sentences. This approach will only assist them in learning to say out loud some specific number of sentences instead of constructing sentences based on their initiation.

#### Research Question Four:

To what extent have the MDG Workshops helped Teachers in the Teaching of Listening Comprehension?

Table 4.5 presents the summary of the performances of teachers.

**Table 4.5: Performances of Teachers in Teaching Listening Comprehension**

S/N	Observed Skills	Excellent %		V.Good %		Good %		Poor %	
		Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
1.	Able to make learners work in pairs:								
	a. Participants.	13	65%	5	25%	2	10%	-	-%
	b. Non-participants.	4	20%	3	15%	7	35%	6	30%
2.	Able to use relevant task-based instruction techniques:								
	a. Participants.	15	75%	3	15%	2	10%	-	-%
	b. Non-participants.	3	15%	4	20%	8	40%	5	25%
3.	Able to use group work or projects to create room for students' interaction:								
	a. Participants.	12	60%	4	20%	5	25%	1	10%
	b. Non-participants.	5	25%	6	30%	5	25%	4	20%

Table 4.5 shows a great difference in performances between participant and non-participant teachers in terms of teaching listening skills. The teachers that have participated in MDG workshops were better in terms of utilizing appropriate techniques in teaching listening skills than those who did not participate in the MDG workshops.

Some selected samples of activities conducted by the teachers are equally presented to further prove the impact of MDG teacher training workshop on the teaching of listening skills.

### **Sample A: Participant Teachers**

#### **Complete the Story**

One day Obi left home \_\_\_\_\_. He walked \_\_\_\_\_ km and \_\_\_\_\_ his legs. When he could no longer walk, he \_\_\_\_\_ for \_\_\_\_\_. The \_\_\_\_\_ came to his \_\_\_\_\_

After listening to the passage, pupils were given the passage with missing elements to identify and complete them appropriately. This would allow the teacher to adequately assess pupils listening ability and at the same time develop pupils listening ability. In as much as pupils will provide the missing items, it is an indication that they listened to what was read.

### **Sample B: Non-Participant Teacher**

Read the passage and answer these questions:-

*...One day, Obi left home to school. He walked 10km and hurt his legs. He could no longer walk; he shouted for help. The neighbours came to his aid and took him back to his house. The next day, Obi came to school and the teacher punished him (Abstract from Journey to School).*

1. Where did Obi leave home for?
2. How far did he walk before the injury?
3. Who helped him?
4. Why did his teacher punish him?

The two samples presented showed a great disparity in the application of the techniques of teaching listening comprehension. The participant teacher's sample showed good use of completion game strategy in teaching listening comprehension. The non-participant teacher's sample was more of reading comprehension since the learners are expected to construct their own answers. It is very possible for the learners to have forgotten the story read to them by the teacher. However, with the use of completion strategy (sample A), the learners may, of a necessity, gain some clues that will help them remember what has been read to them by the teachers.

Non-participant teachers focused more on reading story and asking the pupils to answer the questions below. There were no strategies designed to facilitate their initiative. Since the answers are inside the passage, there is likelihood for pupils to pay attention on reading the story to find the answer rather than listening and identifying the missing items.

**Research Question Five:**

To what extent is the Impact of MDG Workshops on the Teaching of Grammar (Integrative Skills)?

Table 4.6 presents the summary of the results of the observation.

**Table 4.6: Performance of Teachers on the Teaching of Integrative Skills**

S/N	Observed Skills	Excellent %		V.Good %		Good %		Poor %	
		Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
1.	Able to make learners work in pairs:								
	a. Participants.	13	65%	5	25%	2	10%	-	-%
	b. Non-participants.	4	20%	3	15%	7	35%	6	30%
2.	Able to use relevant task-based instruction techniques:								
	a. Participants.	15	75%	3	15%	2	10%	-	-%
	b. Non-participants.	3	15%	4	20%	8	40%	5	25%
3.	Able to use group work or projects to create room for students' interaction:								
	a. Participants.	12	60%	4	20%	5	25%	1	10%
	b. Non-participants.	5	25%	6	30%	5	25%	4	20%

Evidence in table 4.6 revealed that participation in MDG workshops helps teachers to be able to teach integrative skills better than the teachers who did not participate in the MDG workshops. This is exemplified in the fact that teachers who participated in the MDG workshops performed better (in terms of display of skills in integrative skills) than those who did not participate in the MDG workshops.

### 4.3 Test of Hypothesis

Null hypotheses were raised to authenticate the impact of MDG workshops on the teaching of aspects of English Language in a bid to provide statistical validation to the solution proffered for the research questions.

#### Hypothesis One:

There is no significant difference between MDG trained teachers and those not similarly trained in teaching of spoken English in Bauchi State.

**Table 4.7: T-Test Analysis of Teachers Performance in Teaching Spoken English**

Groups	N	X	SD	St.Error	t-Cal.	DF	X	t.critical
Participants	20	3.563	1.1361	0.0418				
					3.348	18	0.05	2.021
Non-Participants	20	2.632	0.669	0.0214				
<b>Total</b>	<b>40</b>							

Decision: Rejected

t.Cal>t.critical

It is evident from Table 4.7 that teachers that participated in MDG workshops showed expertise in teaching spoken English than those that did not participate in MDG workshops. This is so as the t-calculated (3.348) is greater than t-critical (2.021). This also implies that the null hypothesis that suggested that it does not matter whether teachers attended the MDG workshops or not before they can teach spoken English is rejected.

#### **Hypothesis Two:**

There is no significant difference between MDG trained teachers and those not similarly trained in teaching of written English in Bauchi State.

**Table 4.8: T-Test Analysis of Teachers Performance in Teaching Written English**

Groups	N	X	SD	St.Error	t-Cal.	DF	X	t.critical
Participants	20	3.563	1.1361	0.0418				
					3.348	18	0.05	2.021
Non-Participants	20	2.632	0.669	0.0214				
<b>Total</b>	<b>40</b>							

Decision: Rejected

t.Cal>t.critical

Table 4.8 shows that t-cal (3.348) is greater than t-critical (2.021). This follows that teachers that participated in MDG workshops are better teachers than those who did not attend MDG workshops in teaching written English.

**Hypothesis Three:**

There is no significant difference between MDG trained teachers and those not similarly trained in teaching of grammar in Bauchi State

**Table 4.9: T-Test Analysis of Teachers Performance in Teaching Grammar**

Groups	N	X	SD	St.Error	t-Cal.	DF	X	t.critical
Participants	20	3.863	1.234	0.0638				
					3.638	18	0.05	2.021
Non-Participants	20	1.921	0.879	0.0311				
<b>Total</b>	<b>40</b>							

Decision: Rejected

Critical Value at 38DF = 2.021

t.Cal>t.critical

i.e. 3.638 > 2.021

From Table 4.9above, it is lucid that t-cal is greater than t-critical. As such the null hypothesis is rejected. This means that teachers that participated in MDG workshops have better skills in teaching grammar than those that did not attend MDG programmes.

**Hypothesis Four:**

There is no significant difference between MDG trained teachers and those not similarly trained in teachingreading comprehension of in Bauchi State

**Table 4.10: T-Test Analysis of Teachers Performance in Teaching Reading Comprehension**

Groups	N	X	SD	St.Error	t-Cal.	DF	X	t.critical
Participants	20	3.563	1.1361	0.0418				
					3.348	18	0.05	2.021
Non-Participants	20	2.632	0.669	0.0214				
<b>Total</b>	<b>40</b>							

Decision: Rejected

$t\text{-Cal} > t\text{-critical}$

It is clear, from Table 4.10, that the result shows that teachers that participated in the MDG workshops show good command of teaching reading comprehension. This is so because t-calculated is greater than t-critical; (3.348 and 2.021) respectively. The same result was got when teachers taught listening comprehension

**Hypothesis Four:**

There is no significant difference between MDG trained teachers and those not similarly trained in teaching English Language in Bauchi State

To test this hypothesis, the performances mean scores of the participant and non-participant teachers on the observational checklist were compared using the t-test. The essence was to determine whether a significant difference existed between the mean performance of the English Language Teachers who have participated in the MDG workshop and those who did not participant. The result is as presented in Table 4.11 below.

**Table 4.11: Two Sample t-test on the Impact of MDG Workshops on the Teaching of English Language**

<b>Groups</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>St. Error</b>	<b>t-cal</b>	<b>Df</b>	<b><math>\alpha</math></b>	<b>t-crit.</b>
Participants	20	3.863	1.2341	0.0638				
					3.638	18	0.05	2.101
Non-Participant	20	1.921	0.879	0.0311				
<b>Total</b>	<b>40</b>							

As indicated in Table 4.11, the observed t-value (3.638) is greater than the critical value of 2.101 at the 5% level of significance; this means that there is a significant difference in the mean performances of participant and non-participant teachers in the observation checklist. This result simply indicates that there is a significant impact of MDG training workshops on the teaching of English Language by primary school teachers in Bauchi State. This leads to the rejection of the hypothesis. The study therefore concludes that there is a significant impact of MDG training workshops on the teaching of English Language in primary schools in Bauchi metropolis.

#### **4.4 Summary of Findings**

1. The first finding of this study reveals that teachers that participated in the workshops gained mastery of teaching different patterns of spoken English and skills in guiding learning to be pupils centred drill approach.
2. Regarding the teaching of written English, results obtained showed that teachers who participated in the MDGs were found to be better than those who did not participate particularly in giving class work and guiding pupils on how to overcome mistakes. This encourages pupils' participation in lessons.
3. The study found out that the MDGs teacher training workshops impacted positively on English language teachers in their teaching of reading

comprehension as they used variety of strategies like silent reading, reading aloud, intensive reading and so on to enhance pupils' ability to read at a given context.

4. On the issue of integrative skills, the MDG workshops helped teachers to teach better by displaying variety of methods to aid pupils with different abilities understand grammar better.

#### **4.5 Discussion**

In this study, five areas of impact of the MDG workshops on teachers of English language were considered, they are, listening skills, reading skills, speaking skill, writing skill and the integrative skill. The performances of the teachers who participated in the workshop and those who did not participate in the workshop were observed and rated on the observational checklist.

From the results of data analysis, it was observed that teachers who participated in the MDG workshop were found to perform better in the teaching of listening skills than those who did not participate in the MG workshop. The reason may be traced to the series of drills and techniques which the participants were taken through by facilitators during the workshop. As Sharehu (2009) observes, that the MDG workshops are designed to help participants acquire skills, traits and comprehension in their relevant subject disciplines which will enable them teach more effectively when they return back to the classroom.

Similarly, it was equally observed from the analysis of the performances; MDG workshops were found to be better in consonance. Kolawale (1998) asserted that capacity building projects or programmes are necessary to acquaint teachers with the relevant training and exposures that are needful to teach learners especially in sensitive subjects like English language. In the same vein, the finding corroborates

Anua's (2005) view who asserted that if English language teachers must teach speaking skills very well, adequate training and retraining are necessary and hence must be upheld.

Another crucial finding from the study is that the MDG teacher training workshops were found to help teachers very well in their teaching of reading skills. Reading entails extracting meaning from a text by interpreting symbols. The MDG workshops helped teachers to be conversant with the different techniques which are used to effectively teach reading skills to learners. Oyetunde (2009) noted that MDG teacher training workshops are indispensable in building teachers as many Nigeria school children are basically non-readers.

In writing skill teaching competence, teachers were found to improve due to the MDG training workshops. Finally, the study discovered that teachers who participated in the MDG workshops were better in the teaching of grammar (integrative skill) than those who did not participate. Based on these findings it was concluded that the MDG teacher training workshops impacted positively on the teaching of English language in Bauchi State.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this concluding chapter, the general summary of the study, the summary of the major findings, conclusion and recommendations from the study were presented.

#### **5.2 Summary of the Study**

The study was on the impact assessment of millennium development goals training workshops for English language teachers in Bauchi metropolis. The aim of the study was to assess the impact of MDG training workshops on the teaching of English language in Bauchi State. Five areas of English language were of interest to the study, they are: listening skills, speaking skills, reading skill, writing skills and integrative skills. Based on the five variables, the study raised five research questions and one null hypothesis. The study covered Bauchi State. The study purposively sampled 40 English language teachers, out of 20 have participated in the MDG workshops and 20 have not participated. The major instrument used for data collection was an observational checklist designed by the researcher which has five points which was vetted and certified by three experts (including the research supervisors). Data collected were analyzed using the descriptive statistics like frequency tables, mean and t-test.

In line with the guidelines provided by the Post Graduate School, Ahmadu Bello University (ABU), Zaria, the study consisted of five chapters. Chapter one was made up of the background of the study, the problem statements, purpose of study, research questions, and hypotheses. Other aspects of the chapter were significance of the study, basic assumptions and delimitation of the study.

Chapter two was literature review: relevant literatures to the study were reviewed under the following subheadings concept and nature of impact assessment, history and development of NTI, history and development of MDG, and problems of teaching English Language in schools. Other aspects of review include, MDG teacher training in English language; review of empirical studies theoretical framework of the study, implications of the review to present study and summary of literature review.

Chapter three dealt with the methodology used for the study. It includes the research design, population, sample and sampling technique and the instrument for data collection. The conclusion of the chapter is made up of the validation of the instrument, procedure for data collection, method of data analysis and the result of pilot study.

Chapter four presents the statistical analysis of the data which comprised of the analysis of the respondents' demographic characteristics, analysis of the research questions and the testing of the hypothesis which were formulated for the study. Chapter five was the concluding chapter which has the summary of the entire study.

### **5.3 Conclusions**

Sequel to the results of data analysis, the following conclusions were arrived at. The teachers that participated in the MDG workshops were found to be better in the five areas of English Language which were of interest to the study. Specially, the following were arrived at:

1. the MDG teachers' training workshop impacted positively on the English language teachers as they were found to teach listening skills better than those who did not participate in the workshop.

2. teachers who participated in the MDG workshop were found to be better in the teaching of speaking skills in terms of using good strategies to guide learners to learn speaking skills than those who did not.
3. the MDG training workshops helped teachers in the areas of developing good and effective reading readiness in the learners and in selecting appropriate reading material and activities that helped learners to read better.
4. a great difference in teaching performance in the aspect of teaching listening skill was observed between teacher who participated in MDG workshop and those who did not in terms of teaching writing skills. The participant teachers were better in developing in learners good listening skills that helped them to answer questions correctly during the practical classrooms session.
5. the MDG workshops were very effective in improving teachers' competence in the teaching of integrative skills (grammar).
6. in general MDG teacher training workshop impacted positively on the teaching of integrative skills by teachers. A significance difference was observed between the performance of teachers in teaching the selected aspects of English language than those who did not participate in the MDG workshop.

#### **Implication of the Finding for Pupils:**

The study revealed that mastery of different techniques and methodology by the teachers can significantly improve the performance of their learners. The exposure to different pattern will also enhance their improvement in reducing errors in all aspects of English language.

### **Implication of the Finding for Teachers of English Language:**

The adoption of the different strategies in teaching English will assist tremendously in improving the teachers' ability to impart the appropriate skills to their learners effectively in all components of English language.

#### **5.4 Recommendations**

Based on the findings from the study, the following are recommended:-

- i. There is need to enlist,if possible,all practicing teachers to partake in the MDG workshops for effective service delivery.
- ii. There is also need for improvement in teachers' skills in teaching listening skills. Most of the observed teachers were struggling to enhance good listening habit in learners.
- iii. It is important to create more centres for MDG training workshop to enable more teachers participate and gain the experiences in teaching English language.
- iv. The government should, through the Federal Ministry of Education, provide relevant beginning reading textual materials to enhance the teaching of reading skills and listening skills for learners, particularly at the basic education levels.
- v. There is need to expand the period at least bi-annual instead of once in a year as this will create room for more teachers to participate in this exercise.
- vi. There is need for State Universal Basic Education to complement the effort of the Federal Government by organizing frequent capacity building workshops for teachers and should be learner-centred approach.
- vii. There is need for organizing induction courses for newly recruited primary schools teachers since most of them are not trained teachers.This will assist in preparing them to face their tasks with good and relevant techniques,

particularly to stimulate pupils, flexibility in lesson plan, and use of instructional materials.

### **5.5 Suggestions for Further Studies**

Impact assessment of any programme is helpful in identifying the strengths and weaknesses of such programme and to determine the level of achievement of the objectives of such programmes. Other areas of research which needs to be looked into include modus operandi of the MDG workshops, challenges to effective MDG training workshop; facilitators' quality and integrity and mode of selection of participants among others. There is also need to conduct a study on the validity and reliability of the MDG workshops training materials.

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## APPENDIX A

### PERSONAL DETAILS ON CLASSROOM OBSERVATIONAL CHECKLIST

(CLOC)

#### SECTION A: PERSONAL DATA

1. Name of Teacher (Option): \_\_\_\_\_
2. Highest Qualification: \_\_\_\_\_
3. Name of School Taught: \_\_\_\_\_
4. Sex:            Male ( )            Female ( )
5. Participated in the MDG:            Yes ( )            No ( )
6. Not Participated in the MDG:            Yes ( )            No ( )

#### SECTION B: PROFICIENCY IN TEACHING LANGUAGE SKILLS

- Key:**
- |    |   |               |
|----|---|---------------|
| E  | = | Excellent (4) |
| VG | = | Very Good (3) |
| G  | = | Good (2)      |
| F  | = | Fair (1)      |
| P  | = | Poor (0)      |

## APPENDIX B

### CLASSROOM OBSERVATIONAL CHECKLIST

#### PART I: LISTENING SKILLS

S/No	Interpretation of Activities	E	VG	G	F	P
1.	Uses retelling of stories to test ability of students to listen well.					
2.	Uses of blind mouse strategy to test students' listening skills.					
3.	Uses relevant examples to demonstrate the directed action strategy for teaching listening skills.					
4.	Really emphasizes the strategy of listening skills using completion game as a strategy.					
5.	Was able to use rhyme to teach listening skills.					

#### PART II: SPEAKING SKILLS

S/No	Teacher was able to	E	VG	G	F	P
6.	Use discussion technique to teach speaking skills.					
7.	Utilize the strategy of role playing.					
8.	Engage students in brainstorming activities.					
9.	Use picture narrating and describing to enhance speaking skills.					
10.	Give learners assignment that demands reporting to test their speaking skills.					

### PART III: READING SKILLS

S/No	Statement	E	VG	G	F	P
11.	Teacher was able to develop reading readiness of learners.					
12.	Able to ascertain some primary.					
13.	Able to utilize various technique modern approaches to teaching.					
14.	Teacher was able to utilize modern approaches to teaching reading.					
15.	Teacher was able to engage learners in meaningful reading tasks during the lesson.					

### PART IV: WRITING SKILLS

S/No	Statement	E	VG	G	F	P
16.	Teacher engages learners in series of writing activity to arouse interest.					
17.	Teacher uses graphics – curves, straight lines to aid writing skills.					
18.	Teacher was able to use spelling drills to enhance writing by learners.					
19.	The teacher uses sentence completion to aid writing process.					
20.	Students were engaged in composition writing to aid their writing skills.					

**PART V: GRAMMAR/INTEGRATIVESKILLS**

<b>S/No</b>	<b>Statement</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>F</b>	<b>P</b>
21.	Teacher makes learners to work in pairs.					
22.	Teacher uses relevant task-based instruction technique in teaching.					
23.	Teacher selects appropriate content to enhance integrative skills.					
24.	Teacher engages learners in constant tasks to achieve proficiency.					
25.	Teacher uses group work or project to create room for students' interaction.					





















**APPENDIX D:**

**Introductory Letter to Education Secretary, Bauchi L.E.A.**



**AHMADU BELLO UNIVERSITY, ZARIA**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION**

Our Ref: DASSE/S.1

Date: 31/01/2015

THE EDUCATION  
SECRETARY  
BAUCHI L.E.A.

Dear Sir,

**STUDENTS' FILED RESEARCH**

The Department of Arts and Social Science Education, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

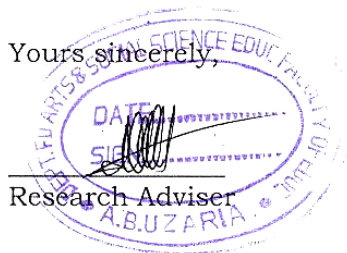
**TOPIC OF RESEARCH:**

Impact Assessment of Millennium  
Development Goals Training Workshops  
For English Language Teachers  
In Bauchi Metropolis

Thank you for your continuing cooperation.

Yours sincerely,

  
Research Adviser



**APPENDIX E:**

**Introductory Letter to Director School Services, Bauchi L.E.A.**



**AHMADU BELLO UNIVERSITY, ZARIA**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION**

Our Ref: DASSE/S.1

Date: 21/11/2017

THE DIRECTOR  
SCHOOL SERVICES  
BAUCHI L.E.A.

Dear Sir,

**STUDENTS' FILED RESEARCH**

The Department of Arts and Social Science Education, Ahmadu Be University, Zaria requires each student working for a Degree to complete research Thesis/Project. Our students entering the final year of their study will be collecting data during the year.

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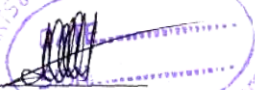
Please give assistance as much as possible.

**TOPIC OF RESEARCH:**

Impact Assessment of Md  
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Thank you for your continuing cooperation.

Yours sincerely,

  
Research Adviser

