A SURVEY OF THE ENGLISH COMMUNICATIVE NEEDS OF NCE/CC STUDENTS WITH SUGGESTIONS FOR PROGRAMME IMPROVEMENT

BY

THERESA OHI ODUMUH (Mrs)

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ZARIA. NIGERIA

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DECLARATION

I hereby declare that this thesis has been written by me and it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks and the sources of information are specifically acknowledged by means of references.

Mrs. Theresa O. Odumuh

CERTIFICATION

This thesis entitled "A SURVEY OF THE ENGLISH COMMUNICATIVE NEEDS OF NCE/CC STUDENTS ZARIA, WITH SUGGESTIONS FOR PROGRAMME IMPROVEMENT" submitted by Mrs Theresa Ohi Odumuh meets the regulations governing the award of the degree of Masters (TESL) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Dr. U.M. Okonkwo
CHAIRMAN, SUPERVISORY COMMITTEE — 8-4-88 Date

Dr. Mrs D.J. Ogunrombi
MEMBER, SUPERVISORY COMMITTEE — 13/4/88 Date

Dr. S.H. Stephen
MEMBER, SUPERVISORY COMMITTEE — 11/4/88 Date

Dr. A.A. Sambo
Head of Department — 25/4/88 Date

Prof. D.I. Saror
Dean Post Graduate School — 19-10-88 Date

DEDICATION

To my late daughter,

Onyowo Agnes Odumuh.

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Mrs. Theresa Ohi Odumuh

ABSIRACT

The aim of this study was to survey the communication needs of students enrolled for the Nigeria Certificate in Education - by - Correspondence (NCE/CC) programme in the Institute of Education, Ahmadu Bello University, Zaria, During the researcher's interaction with the students and in grading their assignments, it was observed that they were dissatisfied with the content of the General English course. In addition, their communicative ability was inadequate. This prompted the study.

The study was designed to find out what the students considered as their communicative needs in Listening, Speaking, Reading and Writing skills. Three questionnaires were administered to years I and IV students and their lecturers to collect information in this respect. On the whole, eighty-eight year I students, sixty-six year IV Students and fourteen lecturers participated in the study.

The results were analysed using frequencies and percentages. The results revealed that the four language skills were rated high to moderate need for a teacher that uses English for instruction. The majority of year I students and the lecturers perceived most of the skills as high needs of the students at the point of entry. Skills highly emphasised by these two groups are as follows:

Listening skills including ability to:

- Take down meaningful notes.
- Contrast English phonemes.
- Recognise meanings of words, phrases and sentences .Caused by stress and intonation

Speaking skills including ability to:

- Pronounce consonants.
- Stress words and sentences appropriately,

Reading skills including ability to:

- Find specific information quickly from material read.
- Understand, interprete, summarize material of various topics.

Writing Skill including ability to:

- Plan and write Essays, of various types using appropriate format.

Unlike the year I students and the lecturers, the year IV students perceived most of the skills as moderate needs. However, they indicated high need in the area of writing, particularly ability to:

- Write various types of Essays.
- Develop paragraphs in chronological form.
- Use punctuation marks correctly.

In the light of the findings, it was recommended that needs of each set of new entrants should be sought using a needs assessment procedure. The teachers should also monitor the students needs as they progress through the programme to know what needs are satisfied and what remains to be done. In respect of year IV students who perceived most of the skills as moderate needs it was recommended that they still need help particularly in writing.

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DEFINITION OF TERMS:

The following are key terms which are defined as used in the literature on needs assessment or as uniquely used for the purpose of the study.

1. Communicative Needs:

This refers to the language skills needed by learners to function in various known or expected language situations indicated by the learners through an analysis of their needs.

2. Contact Session (CS):

This refers to the period of face-to-face teaching when all the NCE/CC students come over to Zaria ATC and Kano ATC. This teaching strategy supplements the correspondence teaching.

3. Correspondence Period (CP):

This refers to the period when all NCE/CC students receive learning materials through the post and do their follow-up assignments.

4. Curriculum Development:

Refers to the various decisions, actions, plans made about things that learners must learn, including the various ways of achieving this, and the assessment of the extent of acheivement.

5. Distance Learning/Correspondence:

This refers to learning outside the conventional institutions with minimal reliance on face-to-face teaching (Neil, 1981, p.8).

6. Evaluation:

This is a process of determining to what extent the goals and objectives of educational enterprise are being realized or met.

7. NCE/CC:

This refers to a programme designed to train grade II teachers who are receiving further training by correspondence to obtain the National Certificate in Education.

8. Need:

Refers to "the gaps between current outcomes and achievements, and desired outcomes and achievements for learners" (Heinkel, as quoted in Okonkwo, 1984).

9. Needs Assessment:

It is viewed as "a tool which reveals the gap between current results and desired results, places these gaps in priority order, and selects those gaps of the highest priority for action, through the implementation of a new or existing curriculum or management process" (English and Kaufman, as quoted in Okonkwo, 1984).

10. Threshold:

Describes a communicative syllabus specifically designed for speakers of other languages in Europe, its sole aim being to provide learners with the relevant communicative experience to interact meaningfully with others.

CHAPTER 1

INTRODUCTION

1.1 PREAMBLE

Since the 1960s, Correspondence Education has become a world-wide phenomenon. Since its origin, in the early eighteenth century in the USA, according to Kaye and Rumble (1981) and Neil (1981), it has spread rapidly in Western Europe, the Eastern World, and in Australia - in the last decade. In recent times too, it has become popular among the developing countries. This new thrust is to make practical education available to the working classes. This present study examines one of such programmes: the Nigeria Certificate in Education Programme - by - Correspondence (NCE/CC). The study surveys the communication needs of NCE/CC students.

Nigeria, like other African countries, has always been concerned about the training and, in particular, the quality of her teachers. Fafunwa (1970), one of the renowned educationists in Nigeria, once remarked that "of all the educational problems that beset the African countries today, none is as persistent and as agonising as the one relating to the training of the competent teacher." The Nigerian government realising the problem of teacher education maintains, in the National Policy on Education (1981) section 9, p.41) that "no matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies." In-service education of teachers will continue to fill these gaps. The issue of unqualified

teachers in the primary school was particularly disturbing in the seventies. Both the federal and state governments tried to tackle it in various ways. The situation in the northern part of Nigeria was especially desperate. This was because the few qualified grade II teachers voluntarily left the service to pursue further education, mainly for upgrading. The Institute of Education in Ahmadu Bello University, Zaria, took up the challenge by providing an alternative and unconventional teacher - training programme for the northern part of Nigeria in 1976. This then was the beginning of the first formal distance education programme in teacher-training in northern Nigeria. The general aim was to help grade two teachers acquire higher Education (NCE) while on the job. The following are the specific objectives of the NCE/CC programme as stated by Agboola and Giwa (1983):

(1) To make academic and professional training available to a large number of primary school teachers;

(2) To bring together teachers and high level educators from time to time in an academic atmosphere;

(3) To improve the skills in teaching of our primary school teachers and consequently increase their capacity for good teaching;

(4) To raise the confidence level in our primary school teachers;

(5) To equip our primary school teachers for any further training in primary education;

(6) To equip the primary school teachers with primary school management skills for the achievement of the National objectives of primary education; and

(7) To improve the quality of primary education in order to

provide a sound foundation for the subsequent stages of our children's education.

The NCE/CC has made considerable progress in achieving these initial objectives. For example, while the programme began with an initial enrollment figure of 93 students in 1976, by 1985, it had produced about 1,500 NCE graduates. Today, it has on its roll more than 2,000 student-teachers. The programme has become very popular, especially because it offers, in terms of cost, a cheaper method of mass education for teachers compared to similar regular programmes of learning. The programme is offered on two campuses: Advanced Teachers' College, (ATC) Zaria and Kano. These two are under the Institute of Education, Ahmadu Bello University, Zaria.

Brief Description of the NCE/CC Programme:

Since the inception of the NCE/CC in 1976, it has relied on two basic approaches in carrying out its correspondence courses. These are:

(a) Contact Sessions: The NCE/CC course lasts for five contact sessions. A contact session is held during the long vacation period, July to September. During this period, the students receive actual classroom instruction at the two campuses, A.T.C., Zaria and A.T.C. Kano.

(b) Correspondence Period: The correspondence period forms the greater part of the course and lasts for nine months for each year. During this period, the NCE/CC students are back in their work places. Relevant correspondence materials are sent to the students using their home addresses. Notable among these materials is the Study Guide.

The study guide is a correspondence material which students use for their home study. Each study guide comprises of carefully written lessons broken into units with assignments at the end. The students carry out the assignments and send them to the NCE/CC Division for grading. Feed back is then sent to the students after correction.

The Curriculum:

The content of the NCE/CC curriculum is similar in structure to that of the regular NCE course in the sense that it is a continuation of the Grade II Teachers' curriculum. The subjects that form the NCE/CC curriculum comprise major and minor subjects (see Figure 1). The subject of focus of the present study is the General English course which is a minor subject.

Figure 1: List of subjects in the NCE/CC Curricullum.

	Major Subjects	Minor Subjects
1.	Christian Religious Knowledge	General English
2.	English	School Health
3.	Geography	
4.	History	
5.	Islamic Religious Knowledge	
6.	Mathematics	Creative Art
7.	Physical and Health	
8.	Science Education	
9.	Hausa	
10.	Education (Offered by all students)	
	Sections: (a) History/Philosophy of Education	
	(b) Psychology, and	
	(c) Principles and Practice of Education.	
11.	Primary Education Studies (PES offered by all students).	

1.2 STATEMENT OF THE PROBLEM

Despite the popularity of, and the increase in, student enrolment in the NCE/CC programme, the success or otherwise of the specific components of the programme has not been ascertained objectively. The only recorded study on this programme to date is a general formative evaluation research by Agboola (1985). He focused his attention on the assessment and effectiveness of the teaching strategies (i.e. the correspondence course materials and the contact sessions). His study is limited in scope and cannot be said to be exhausive since it addresses only one aspect of the programme (i.e. teaching methods). The study therefore opened the way for the present study, whose focus is on the content and implementation strategies of one component of NCE/CC programme - General English.

The inspiration to carry out this study also came from the researcher's interaction with the students as a lecturer. She has also had several opportunities of grading the students' General English assignments. It was observed that the NCE/CC students showed eagerness to learn. Many of them, however, expressed dissatisfaction over the relevance of the General English content. Some claimed that although the course did provide some improvement in their knowledge of grammar, it did not improve their communication skills. Evidence from the students' assignments showed that they performed better in grammar than in assignments which tried to test their communicative abilities. These observations served as a strong basis for this study.

1.3 NEED FOR THE STUDY

This study on needs assessment can be justified in many ways. It is common in our news media, at conferences and academic debates, to hear people express concern about the relevance or irrelevance of the content of our learning. They observe that the syllabuses of many programmes are hardly related to the needs of the students, with the result that school training fails to achieve the desired objectives. Mable, (1976:25) for instance, has noted that,

> ... the current thrust towards individualization of instruction and the general humanistic trend in education coming to the surface now and again since Dewey and the 1930's require knowledge of what the student perceives as necessary, not just the knowledge assumed by the educational administration.

The above quotation is not only relevant to American society but to Nigeria as well, and in particular the programme being investigated. The recepients of the programme are adults with varying experiences and educational backgrounds. It is noted moreover that the programme being investigated is relatively unique, since instruction is received through correspondence.

The General English syllabus was initially planned and designed by the English experts in the programme. Although the NCE/CC programme has been in existence since 1976, nobody has actually assessed the content of the General English from the students' point of view. It had been assumed all along that the beneficiaries are satisfied with what the course offered them. From personal observation, interaction with the students and comments made by these students, the present General English syllabus does not seem

to be preparing the students for communication (i.e. it is inadequate). These informal observation and comments have motivated the researcher to empirically investigate and ascertain what the true situation is.

The researcher was of the view that a needs assessment study which offers the students opportunity to express their communication needs in the four language skills: listening, speaking, reading and writing would reveal what is actually relevant to them.

This study, therefore, surveys the English communication needs of the NCE/CC students in order to identify what they consider as relevant as opposed to what the present General English syllabus offers them. The findings, the researcher hopes, have implications for the General English curriculum improvement.

As Trim and Richterich (1980:43) noted: "One of the characteristics of the adult learner is his desire to learn rapidly something he can use immediately." Our knowledge of the appropriate communication needs and their current and future demands will guide the course planners in modifying the content of the existing General English language syllabus. Furthermore, modern approach to the teaching of English emphasizes the importance of providing a course content that meets the needs of the students. Trim and Richterich (op. cit., 32) emphasized this point when they said, "The language needs of adult learning a modern language are the requirements which arise from the use of that language in the multitude of situations which may arise in the social lives of individuals and groups."

The need to allow students articulate or participate in

identifying their learning content has been expressed strongly by Neil (1981, p.49) who noted that "there is also a more or less generally accepted view that the imposition, through education, of value system on students should be avoided and that learners, actual and potentials, should be involved in the process of determining priorities for courses and general system design."

This study is necessary and in particular in the area of content because no attempt has been made to examine specifically the General English syllabus of the NCE/CC programme since the course began. Like most existing programmes in our educational institutions, the curriculum content was provided by the teachers and administrators. Opinions of the students were not sought to know what they expressed as their needs. The data obtained from this study will become a reliable evidence for programme modifications.

1.4 PURPOSE OF THE STUDY

The purpose of this study is two-fold:

(a) To identify the communicative needs of the students of the Nigeria Certificate in Education-by-Correspondence in
   (1) listening skills,
   (2) speaking skills,
   (3) reading skills, and
   (4) writing skills.

(b) To find out whether the present General English syllabus is adequately meeting the needs specified by the students.

Specifically, the study seeks answers to the following

questions.

(a) What are the communicative needs of NCE/CC students as perceived by these students (year one and four)?

(b) What are the teachers' perceived communicative needs of the students?

(c) What are the priority areas as perceived by both students and lectures?

(d) Are there differences in such needs as perceived by

(i) students and lecturers?

(ii) between year one and year four students?

(e) How adequately is the present syllabus meeting the needs of the students?

1.5 SIGNIFICANCE OF THE STUDY

Since reserach into needs assessment of teacher is novel in Nigeria, it is reasoned or anticipated that this study will not only provide data for further research but will provide programme planners and course designers with some criteria to be used in modifying existing programmes as well as in establishing new ones. The findings of this study will, hopefully, reveal language needs as perceived by the students particinating in the NCE/CC programme.

The findings of the study would be useful to the course coordinators, course planners and organisers in providing a new direction to the selection of the English syllabus. The question of relevance in relation to the needs of the learner will become the guiding principle. The programme planners will appreciate the difficulties of the students in

accepting learning content that does not meet their needs. For the students too, the study would be useful in offering them the opportunity of expressing their needs and in the participation of the selection of their learning materials. The findings will reveal to teachers and curriculum developers students' communicative needs. The study is also significant in the sense that the results will highlight the strong and weak points of the programme. The findings should bring about some improvements in the programme and in other such programmes in general.

1.6 BASIC ASSUMPTIONS:

1. The learners at this level are adults and should be able to express their communicative needs.

2. The survey of the learners' needs through the perception of both the students and their lecturers will provide some information regarding the learner's communicative needs currently and in future.

3. The information obtained from such a survey would be useful in making suggestions for the improvement of the course surveyed.

1.7 LIMITATIONS OF THE STUDY

Although General English is a compulsory subject and therefore offered by all the NCE/CC students, the present study is limited because it did not include the year four Hausa and Christian Religious Knowledge students in the sample. The students were not present when the questionnaire was administered and due to the constraints of time, the researcher did not repeat the visit.

Another limitation of this study is that it did not go beyond the analysis and interpretation of the collected data to design a communicative syllabus based on the needs perceived by the respondents, although this would have been the ideal thing to do.

Sole reliance on the questionnaire is limiting in the sense that it does not fully ensure the accuracy and authenticity of the responses of the subjects. For instance, the respondents may not have thoughtfully and carefully responded to the questionnaire due to the constraints of time. The views therefore, expressed by them may not be a completely true reflection of the needs perceived.

Another source of limitation of this study was the rather scanty work in the area of needs assessment in Nigeria. As a result, this study has relied on the few studies on needs assessment available and obtained the greater part of the literature from outside Nigeria.

The above limitations were carefully considered in the discussion and interpretation of the findings.

CHAPTER 2

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

PREAMBLE

Review of Related Literature

This chapter is divided into two sections: the first deals with the review of the literature; and the second is concerned with the theoretical framework.

The first section is further sub-divided into five as follows: Review of (i) literature regarding the importance of evaluation in Educational planning generally; (ii) the theory of Needs Analysis as the basis for the development of curriculum imput; (iii) Methods of Identifying Curriculum needs; (iv) Models of Needs Assessment; and (v) Needs Assessment studies inside and outside Nigeria.

The second section of the chapter deals with the theoretical framework. Specifically, it includes views and opinions on communicative competence, current models of communicative competence and the relevant and appropriate model for this particular study.

2.1.1 Evaluation in Educational Planning

Evaluation in Education is a process of determining to what extent the objectives of educational enterprise are being realized. Curriculum evaluation is therefore an integral part of curriculum development. Molokwu (1986) contends that curriculum evaluation is necessary, "to determine whether a programme is doing what it is designed to do, whether the teachers are effective, whether the students are learning what they 'should' be learning and

whether the programme should be replaced, continued or modified."

Bellack and Kliebard (1977) remark that: "the greatest service evaluation can perform is to identify aspects of the course where revision is desirable." Evaluation, Bellack and Kliebard (op. cit.) emphasize "is a fundamental part of curriculum development, not an appendage. Its job is to collect facts the course developer can and will use to do a better job, and facts from which a deeper understanding of the educational process will emerge." Curriculum development and curriculum evaluation must be a continuous process. There is the need to look into educational programmes; examine the content, teaching methods, procedures and techniques and the quality of learning materials and facilities. Hills (1976) enumerates the features of effective evaluation as the following.

1. Evaluation is an on-going process and must not stop at the end of a course.
2. Evaluation is a co-operative process involving teachers, pupils, planners or administrators.
3. Evaluation must be made in terms of the purposes of the programme. It should encompass aspects of educational goals.
4. It must make use of a variety of devices and procedures (instruments/techniques).
5. Evaluative data are organized, interpreted and put to use.

There are various types of evaluation and each depends on the purpose which is to be served. These include the following:

Placement Evaluation: is concerned with pupils' entry behaviour. It focuses on such questions as:

(i) Does the pupil possess the knowledge and skills needed to begin the planned programme?

(ii) To what extent has the pupil already mastered the objective of the planned instruction? and

(iii) To what extent have the pupils' interests, work habits, and personality characteristics influenced the choice of the mode of instruction?

The goal of placement evaluation is to determine the place in the instructional sequence and the mode of instruction that are most likely to provide optimum achievement for each pupil.

Formative Evaluation: is used to monitor learning progress during instruction. Its purpose is to provide continuous feedback to both pupil and teacher concerning learning successes and failures. This is useful for the improvement of the curriculum to meet the needs of the pupils.

Diagnostic Evaluation: is concerned with the pupils' recurring learning difficulties. The aim of diagnostic evaluation is to determine the causes of learning problems and to formulate a plan for remedial action.

Summative Evaluation: is designed to determine the extent to which the instructional objectives have been achieved. It provides information for judging the appropriateness of the course objectives and effectiveness of instruction.

Tyler (1981) asserts that: "Evaluation should be viewed

as a routine practice carried out to help educators, keep curriculum programmes operating at their maximum effectiveness and efficiency, not as a technique only brought in during crisis situations." He adds that "Evaluation in education should be an instrument for improving educational programmes, not for determining whose guilt or innocence prevails. Evaluation should be a normal part of the continuum of setting goals, assessing needs, evaluating the process and the outcomes, and recycling."

The views, opinions and features of evaluation enumerated in the literature above provide valuable guideline for this study. The views although differently expressed, present a concensus in the value of evaluation in education. It is an essential aspect of the curriculum and should be seen to be a continuous process. As seen in the literature, there are various types and purposes of evaluation. Our study aims to find out the extent to which the learning content of the present NCE General English Syllabus is relevant to the expressed needs of the students. A needs assessment approach is used.

2.1.2. Needs Analysis as a basis for the Development of Curriculum imput

Psychologists have long been concerned about the question of human needs. The pioneering work of Sigmund Freud on the importance of subconscious motivation drew the attention of scholars. Other contributors to the question of human needs available in the literature include: Featherstone (1950), Abraham Maslow (1954), Daniel Prescott (1938), Robert Havighurst (1953), and Erik Erikson (1963).

These studies have influenced the development of curriculum. Important concepts such as motivation, interest, and drives of learners have been explained by these earlier studies in the area of human needs.

Although Needs Assessment is a relatively new area of study in Nigeria and a recent development in the field of Education, it seems to support recent theorizing in the field of Education. Brush (1976:30) drawing our attention to the usefulness of this new research methodology, states that: "Because of the need therefore to provide hard data in planning educational programmes, needs assessments must be developed as a fundamental part of an overall process of educational goal-setting, programme developing, programme implementing, and evaluation." English and Kaufman (1986), both prolific writers on Needs Assessment, also recognise the potentials of this research procedure and have identified the following as possible contributions of Needs assessment studies:

1. the provision of raw data about the unknown. Such data becomes an empirical evidence for planners to take definite decision.
2. the provision of a continuous evaluation results which can enable planners to determine shifts in the priorities of learners and the society.
3. The aims or outcomes of Education can be made specific through Needs Assessment studies.
4. The recipients and supporters of schools are involved in determining their own goals and effectiveness.

5. A Needs Assessment sees productivity (i.e. the ability to solve problems in the most effective and efficient manner available) and humanization as compatible and dual outcomes of improved schools. It seeks to suggest improved diagnosis towards identifiable ends for improved practice.

They also contend that Needs Assessment:

> requires thinking about desired learner growth needed to survive in a rapidly changing society and the setting down of a list of outcomes or skills, knowledge and attitudes that students should acquire in order to cope with such a rapidly changing society.

From the "gaps the writers argue, come useful clues for tracing down problems with the tools and processes of implementation.

Unruh and Unruh (1984), writing about the aim of Needs Assessment comment that it seeks "to locate the places where something is wanting". Depending on the purpose "needs assessment may either precede or follow the determination of goals. Needs are also useful to know when revising, modifying, and expanding the curriculum".

Needs Assessment is a fundamental process in curriculum planning. It is a realistic procedure in identifying learners' needs in order of priority.

As Brush (1976) puts it, "Education for both youngsters and adults has too long put into the hands of a few professional educators the decisions about content and method of instruction." Needs Assessment emphasizes the

importance of the learners themselves in taking decisions about what they want to learn.

Recent supporting evidence of Needs Assessment as advanced by Unruh and Unruh (op cit) demonstrates the increasing demand for educational accountability, resulting from the meagre economic allocation to schools. It is important to look into programmes and assess the success from the point of veiw of the learners. Since they are the beneficiaries, their needs must be reflected in the course content.

Therefore, a Needs Assessment takes into consideration the need to continually re-order the priorities of the learners as expressed by themselves. The result is a continuing cycle of curriculum renewal which makes for improvement, modifications and shifts in emphasis according to the expressed needs of the learners.

2.1.3. Methods of Identifying Curriculum Needs

The literature reveals that various methods have been employed in collecting Needs Assessment data. These methods vary from structured interveiws, observations, formal testing to surveys. Our study has used the survey method. English and Kaufman (1975:21) emphasize that: "A school system which allows itself to define needs solely from standarized tests has signed away its prerogatives and options for programme development and (its) responsibility." They further argue that assessment of needs should go beyond the achievement of student in basic skills to identify gaps between present conditions and desirable outcomes for students as they enter society and assume adult

responsibilities.

Unruh and Unruh (1984, p. 182) suggest the Delphi Method as another useful method of Needs Assessment. This is a method which provides "reliable subjective data for use in studies where hard data are unavailable or too costly".

A Delphi Method, say; according to them, can:

> structure a group communication process so that a group of individuals as a whole can deal with a complex problem. Feedback from individual contributions of information and knowledge is provided, and there is some assessment of a group judgement, some opportunity for individuals to revise their views, and a degree of anonymity for individual opinions on needs.

Unruh and Unruh (op cit) summarise the usefulness of this method in planning for curriculum development. This includes "gather data not accurately known or available; distinguishing between real and perceived needs: exposing personal values and social goals; evaluating possible budget allocations; developing cause and effect relationships; and putting together a model, a system, a set of goals, or a five-year plan. The Delphi Method of Needs Assessment is appropriate for use if one or more of the following conditions exists:

1. When the problem can benefit from subjective judgements on a collective basis.
2. When individuals contributing to the examination of the problem represent diverse backgrounds with respect to experience or expertise.
3. When more individuals are needed to offer advice than can effectively interact in a face-to-face exchange.
4. When time and cost make frequent group meetings

unworkable.

5. When disagreements among individuals are severe.

6. When the heterogeneity of the participants must be preserved to assure valid results.

Medley (1979) identifies two methods for Needs Assessment. Needs Assessment he states, can be by both 'holistic' and 'atomistic' measures/through the use of standardized tests.

The former, he claims is subjective as it requires personal judgement, while the latter is machine scored.

The various methods of Needs Assessment reflect the aim of the studies. For our present study, the survey method has been considered most appropriate.

2.1.4. Models of Needs Assessment

Kaufman (1977) has suggested six different models of needs Assessment. In addition, he suggests some possible applications of each:

Alpha: This model is regarded as the most basic and fundamental of the six proposed needs - assessment models. It is a model recommended when the school attempts to find out whether its previous goals, curriculum, and procedures should be changed. The participants are mainly "concerned with what should be, with choices, rather than examining deficits in the status quo".

Beta: A beta model is implemented to determine the gap in current learner performance as compared with desired performance. Standardized tests and/or some standard criteria of performance may be used.

Gamma: This model seeks to place in order the existing

goals and objectives. The purpose is to obtain a ranking of goals. Based on the obtained list of sorted priorities, alternative programmes or materials can be emphasized in the school system.

Delta: This fourth model is a "discrepancy - determination procedure". Its aim is to implement selected alternatives. Management by objectives and instructional management plans are examples of this model.

Epsilon: This model is often said to be similar to summative evaluation. It is used to determine discrepancies between results and objectives for the end of term or project or of programme.

Zeta: This is a gap analysis that provides constant and continual renewal. It requires the collection and use of data at any point in time in the conception, analysis, design, implementation, or evaluation. The aim is to make decisions about changing, keeping, or stopping the various parts of the programme.

The study adopts a model similar to Beta and Zeta models. The former is relevant because this study seeks to identify NCE/CC students' communicative needs in General English in relation to what the syllabus provides them. It tries to find the gap in the content as compared with the desired needs of the students. The latter model is also adopted because the aim of this study is to use the data collected for programme modification and improvement. This gap analysis is seen to be necessary and should be done continually.

2.1.5.1. Needs Assessment Studies inside Nigeria

One of the recent works in needs assessment in Nigeria that the researcher is aware of was conducted in 1983 by Adeyanju. He identified and classified the language needs of students in the lower and upper classes of post-primary schools in Zaria through a multi-dimensional approach that combines classroom interaction analysis criteria with survey methods. His findings were significant, as they reveal the need for improvement in the curriculum, in the selection and preparation of text books, and in teaching methods.

Olaofe (1984), using the survey method, carried out a needs assessment studies to define the reading needs of science and technology students and to propose a strategy for meeting these needs. It was found that reading ranked first as the greatest area of the students' need. His study also revealed the need for modification of the English curriculum.

Okonkwo (1984) conducted a survey of academic and professional needs of TESL Teacher Training at Ahmadu Bello University, Zaria. The study identified the academic and professional training needs of the teacher traineees involved in the B.Ed. TESL two-year degree programme to see the extent to which the identified needs are addressed by the programme. The study showed that the year I trainees expressed higher need in areas of knowledge, skills and teaching practice experiences than the year II trainees.

The above study shows that there is need for thorough analysis of the curricula of the NCE programmes that prepared prospective candidates of the B.Ed. TESL programme. The study recommended "that teacher education programmes in

Nigeria be more responsive to the needs of their clientele through constant research."

Although the above study was not specifically for NCE level, its findings draw our attention to the need to review the curriculum of NCE programmes which prepare the B.Ed students, paying attention to the needs of the learners.

Apart from these studies, as Olaofe (1984) puts it,

> curricular in different subjects areas, including English, textbooks and course materials are still based on speculations of what the government, examining bodies or college authorities feel learners' communicative needs are rather than what the learners themselves and the teachers in contact with them daily, feel their needs really are.

Perez has also expressed similar views about the weaknesses of foreign language instruction. He maintains that:

> too many teachers tend to pursue their own objectives rather than to consider the needs and abilities of students whom they treat as if they were to become carbon copies of themselves" (quoted in Medley, 1979).

Since there is a shift from a subject matter centred to a learner-centered curriculum, the various studies reviewed above stress the need to account adequately for the learner using needs assessment study.

2.1.5.2. Needs Assessment Studies Outside Nigeria

Brush (1976) designed a needs assessment study to provide guidelines for an in-service Elementary Teachers Education programme in southeastern Massachussets, U.S.A. He solicited the views of administrators, teachers, parents, and students - to find out what they perceive to be the elementary teachers' needs for in-service education. Using the questionnaire as the main instrument, he categorized the

items into four:

Category (a) deals with general kinds of instruction for students;

Category (b) deals with general ways of helping students with their work;

Category (c) identifies specific techniques for handling students; and with their work.

Category (d) addressed the special needs of particular students.

Many of the items in category (d) were identified as needs of a great many elementary teachers. Reading difficulties topped the list.

Shrestha (1977) designed an institutional needs assessment instrument to determine discrepancies in programme components, procedures and institutional policies of the Diploma in Education, in Nepal. These were identified within the framework of an institutional needs assessment. The result reveals a greater number of discrepancies in the curriculum and in the relationship components of the Diploma programme than in the institutional policies components. The perceived discrepancies of the respondents in the curriculum component showed that knowledge of the subject matter was not adequately treated and that there was need for improvement in this area. Specifically, the study recommends improvement in the content and skills covered, as well as in the depth of the treatment of courses. Generally, the study showed that there is a need to reorganize the structure and content of teacher education programme in Nepal to

strengthen the professional competencies of the teacher trainees.

Fogt (1981) designed a needs assessment system for pre-service Teacher Education at Brigham Young University, U.S.A. He interviewed students to identify their needs as prospective teachers. The results of this study show that the following goals were rated high and should be included in any preservice teacher education programme: employing discipline and management skills in the classroom, establishing a climate conducive for learning, motivating students to learn, establishing a rapport with students, and building self-concept in students.

Most of the needs assessment studies reviewed in the literature have relied on the questionnaire and interviews as instruments for data collection. They have also addressed the problem of teacher education at various levels, but none was conducted for the NCE level. There is also no evidence of such study for the students of distance education. Hence the present study.

2.2.0. THEORETICAL FRAMEWORK

2.2.1. Existing theories: An Overview

2.2.1.1. Communicative Competence

Most current thinking on the syllabus springs directly from a rejection of grammatical syllabuses, situational syllabuses, to what are referred to as notional, functional, or communicative syllabuses.

A grammatical syllabus emphasizes the teaching of the rules of language use. Mackey 1965, Halliday, MnIntosh and

Streven, 1964 have written a lot on it. Widdowson (1968) argues that the grammatical syllabus ignores the communicative use of language. Roulet (1972) also maintains that in the light of Chomsky's ideas of the "infinite creativity of language use" the grammatical syllabus is inadequate.

A situational syllabus takes into consideration the situations in which language is used. Hence it is situationally ordered on the basis of the various situations in which the learner uses language. Contributors to this approach on syllabus design are Wilkins (1972), Widdowson (1968), Cook (1971) and Corder (1960).

Wilkins (1976 quoted in Shaw, 1977) summarizes the weaknesses of these past approaches to syllabus design.

To him:

> Structural syllabuses give too little prominence to what the learner wishes to do and convey through language; situational syllabuses fail to exploit the fact that most of the things people say are common to a wide range of situations, and also that a purely situational apporoach gives rise to too wide a range of linguistic items to be suitable in the earlier stages of language learning.

To establish the appropriate framework for this study, we will look at the literature in the area of communicative competence. Chomasky's theory of 'competence' and 'performance' is significant. Communicative competence to Chomsky, refers to a person's intuitive knowledge of his language; the system of rules which he internalizes so that he is able to produce and understand an infinite number of sentences, and to recognise grammatical mistakes and ambiguites. Chomsky distinguishes this internalized knowledge of the system of syntactic and phonological rules

from the actual language used by an individual which is not a reflection of the individual's communicative competence (cf Rivers 1983:14).

Hymes describes communicative competence as "What a speaker needs to know to communicate effectively in culturally significant settings". He is also of the opinion that a child learning a language acquires along with a system of grammar "a system of its use, regarding persons, places, purposes, other modes of communication patterns of the sequential use of language in conversation, address, standard routiness" (quoted in Rivers 1983:14).

Critics of Chomsky's explanation of communicative competence point out that he omitted by far the most important linguisitic ability: to produce or understand utterances which are not so much grammatical but, more important, appropriate to the context in which they are made' (see for example Munby 1978:9). As Hymes, (1971) puts it, `there are rules of use without which the rules of grammar would be useless' (p. 9).

Habermas (1970) contributes to this debate. He explains communicative competence to mean "the mastery of an ideal speech situation". He further points out the importance of having in addition to his linguistic competence - basic qualifications of speech and of symbolic interaction (role-behaviour) at his disposal.

Halliday reflects Chomsky's distinction between 'competence' and 'performance' on the grounds that such explanation has little use in sociological context. He explains communicative competence to mean "the sets of options in meaning that are available to the speaker-hearer"

(quoted in Munby 1978:13).

Using a socio-semantic approach to language and the speaker's use of language, Halliday sees communicative competence as: what the speaker can do, can mean, can say - as a network of systems.

In Widdowson's view, communicative competence includes knowing how to recognize and how to use sentences to perform what he calls rhetorical acts e.g. defining, classifying, promising, warning, etc., (quoted in Munby, 1978:17).

Finnocchiaro and Brumfit (1983:218) see communicative competence as "the ability to use the language system appropriately in any circumstances".

The various views or opinions above differ only in emphasis: They share some things in common. For instance they agree that communicative competence is seen as linguisitic, psycholinguisitic, and socio-linguistic. Munby (1978:21) summarises their view when he states that: "Chomsky's notion of competence and performance do not or cannot handle the sociocultural dimension that is essential to any study concerned with the communicative aspects of language."

He proposes three possible theoretical frameworks appropriate to the specification of a person's communicative competence in a second language. These are:

1. Sociocultural orientation which he further subdivides into three:

(a) Competence and the community: This framework emphasizes differential competence in a heterogeneous speech community. In designing an appropriate framework,

consideration must be given to the nature of communication needs and the establishing of target level that are relevant to them.

(b) Contextual appropriacy: Hymes defines contextual appropriacy as '.....rules of use without which the rules of grammar would be useless'. In specifying communicative competence, we must include both grammatical as well as contextual competence.

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

The second model which Munby suggests is what he refers to as 'Sociosemantic basis of linguistic knowledge'. He divides this into two:

(a) Language as semantic options deriving from the structure. This framework which is based on Halliday's idea draws our attention to what he referred to as 'meaning potential; the sets of options in meaning that are available to the speaker-hearer. It opts for a sociosemantic approach to language or course design.

(b) Another sub-division of the sociosemantic framework is a communicative approach. This framework stresses the importance of selecting from the notional categories which a learner needs to handle. These are the things he uses language for. We should include in our selection, sets of linguistic forms, those that are appropriate to his level and requirements.

The third broad framework is the Discourse level of operation. Communicative competence here includes the

ability to use linguistic forms to perform communicative acts and to understand the communicative functions of sentences and their relationship to other sentences. These things happen at the level of discourse. Performing a communicative act requires the knowledge of the rhetorical rules of use that govern the patterning of such acts, the interpretation strategies of the use (Widdowson, 1975).

Munby enumerates the following as implications for this model:

1. Selection of communicative units, rather than grammatical elements in the specification of a syllabus, takes place at the level of discourse.
2. Rhetorical rules and contextual meaning should be taught as appropriate to the required acts and functions.
3. If our concern is with communicative competence, we must redefine the dimensions of sylllabus specification to take account of the communicative value of discourse level units.

Yalden (1983) has pointed out that there is no single model of syllabus design which is universally agreed upon. Most recent approaches seem to range from a modification of existing structural syllabuses to a completely learner - centred approach. Wilkins (1976) for instance differentiates between an 'analytic' and a 'synthetic' approach to syllabus design.

The former presents grammar through natural chunks of language. It requires that learners analyse the elements of the grammatical system out of the total.

The latter assumes that learners should learn small

units one by one and gradually create a language system by paying attention to each item in the system.

Yalden is of the view that Munby's proposed communicative model is appropriate only for language course which have highly defined purposes, and that the less structured approach will serve better in the case of courses with a wider scope. This means that, the more accurately one can predict what the learners' communicative needs will be, the more clearly the content of a syllabus can be delineated.

He has also suggested the following six possible communicative syllabuses.

Communicative syllabus Type I: Structural-Functional.

In using this model, it is assumed that learners are familiar with linguistic form before work on language functions is introduced. Rather than integrate communicative teaching with linguistic form, this model recommends adding language functions to an already existing syllabus - linguistic form.

Communicative syllabus Type 2: Structures and functions

This approach which is largely based on the idea of Brumfit, suggests the use of form (grammar and pronunciation) as the organising principle in syllabus design since we can generalize about it. Johnson (1977a) shares a similar view.

Communicative syllabus Type 3: Variable focus

The model suggests a progression in the syllabus from elementary to advanced rather than in a given unit.

Structural exercises and activities would be emphasized in the first level, and later emphasis would change to communicative function and finally to situation or subject matter. Supporters of this model are Shaw (1979) and Allen (1980).

Communicative syllabus Type 4: Functional

This model recommends that objectives determine the functions needed, and the functions determine the selection and sequencing of grammatical materials. In other words, the unit of organisation is function in this kind of syllabus.

Communicative syllabus Type 5: Fully Notional

The threshold level, Wastage and the other council of Europe documents are examples of this model. Wilkins and Van Ek, two prominent contributors to the work of the council of Europe, provided a model for generating a fully notional syllabus. The syllabus was designed for learners whose proficiency in the second language has to be specified for very particular and essentially narrow purposes.

Communicative syllabus Type 6: Fully communicative

This is a learner-generated syllabus and sees communication as the primary objective. Advocates of this approach to syllabus design stress that focus on communicative skills would inevitably develop most areas of linguistic competence. However, focus on linguisitic skills only, may risk failing to deal with large part of communicative competence. It is a model recommended for adult learners who can take decisions about their content and about learning strategies.

2.2.2. A MODEL FRAMEWORK

The present study employs the communicative approach to syllabus design. It is similar to Munby's learner-centred approach which suggests the specification of communicative needs prior to selection of speech functions. The model is however, different from Munby's in the sense that it is for programme modification and not for initial design of the General English syllabus. It is also likened to Yalden's fully communicative syllabus, for it provides adult learners with the opportunity to take decisions about their General English learning content as expressed in a needs analysis survey. It is however, slightly different from Yalden's fully communicative syllabus, for it seeks to provide the learners with experiences which will help them to acquire the grammatical knowledge as well as use the language in actual communication.

Akere contends (1985), a view shared by Van Ek (1975), it is not enough to teach functional or grammatical competence, for many students have been known to leave school without being proficient in language. Their language is text-bookish and they fail to use language in real-life situations, e.g. to make requests and inquries, to transact business or even to write applications for jobs (Ubahakwe, 1974: Adesanoye, 1974). Geoffrey Leech and Jan Svartvik contend that "Communication" for students at this level of study "may be more meaningful if the grammatical structures learnt are related to meaning, uses and various situations which demand for their use".

Brumfit and Johnson (1979) remark that the

communicative approach is: "a reaction against the view of language as a set of structures; it is a reaction towards a view of language as communication, a view in which meaning and the uses to which language is put play a central part."

Widdowson (1978:67) has this to say about the past objectives of language teaching and the assumptions:

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

Tomori (1981) has identified the need to teach communication as arising from "the inappropriateness of language" use "in semantic-social interaction" which he regards as one of the common problems of a foreign learner and user of a language. Littlewood (1981:99) contends that the most efficient communicator in a foreign language is not always the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them (e.g. from the situation or from the proceeding conversation) and selecting items which will communicate his message efficiently. He further aruges that:

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

The foregoing views, though framed differently, seem to present strong basis for the communicative approach, adapted in this study.

CHAPTER 3

3.0. RESEARCH PROCEDURE

This chapter presents the procedure of the study under the following headings:-

3.1 The Sample

3.2 Instrumentation

3.3 Treatment of the data

3.1 The Sample

The sample for the study comprised two sets of respondents: viz students (year one and four), and lecturers.

Students

The year one students who were just beginning the General English course and the year four students who had just completed the course were used for the study.

The reason was that the researcher felt that the elicitation of the opinions of the students who were about to take the General English course and those of the students who had completed the course would provide a better means of obtaining data on the students' communicative needs.

Lecturers

The study specifically used lecturers of the General English Course. The lecturers were used because it was felt that their assessment of the needs of students should complement the students' own assessment of what their communication needs were. Both views it was reasoned, might

provide for a better syllabus and course design.

3.2 Instrumentation

The instrument used for the data collection is a written questionnaire.

3.2.1 Development of the questionnaire

The present NCE/CC General English syllabus formed the basis for the construction of the questionnaire. The syllabus was used because it is specific, and familiar to the researcher and would provide a basis to enable her ascertain if the students' oral reactions (during the researcher's informal interactions with them) would be similar to the students' responses in the actual data collected. The questionnaire was also derived from a comprehensive review of the four language skills as found in the ESL literature particularly Rivers (1981). There were three sets of questionnaires

1. One for year one students,
2. One for year four students, and
3. One for lecturers of General English

The year one students' questionnaire contained 40 items (see Appendix A). It sought the background information on the respondents' age, educational qualification, sex, occupation, (both current and future). The second part of the questionnaire sought for students' opinion regarding their needs in the four language skills: listening, speaking, reading, and writing at the point they were coming into the programme.

The year four students' questionnaire (see Appendix B) also sought the background information on the respondents,

viz (age, educational qualification at the time of entry into the programme, sex, occupation, (both current and future). Five free-response items sought additional information and opinion about the usefulness of the General English course to the students in learning other subjects in teaching generally and in improving their use of English. The second part of the questionnaire asked for the opinion of the students regarding their needs in listening, speaking, reading, and writing skills, extent of coverage of these skills, the amount of exercises used and the usefulness of these exercises. On the whole, the year one and year four students' questionnaires were similar. The discrepancy in the number of items (40 for year one, and 47 for year four) is because the first year questionnaire does not contain the five free response questions (items 8-12).

The lecturers' questionnaire (see Appendix C) sought both background information on educational qualification and teaching experience as well as their opinions on the needs of NCE/CC students in the four language skills, listening, speaking, reading and writing. The lecturers were also asked to indicate extent of coverage of the skills, the amount of exercises used, the usefulness of these exercises.

In summary, the three sets of questionnaire sought the opinions of the respondents regarding:

1. Relevance of the listed skills to a teacher who uses English as a medium of instruction;
2. Students' needs at the point of entry into the NCE/CC programme; (applicable to year one only)
3. Students' needs on completion of the course

(applicable to year four only);

4. Extent of coverage of the skills during the course.
5. Amount of the exercises used in teaching the skills. Applicable only to the year four who had completed the General English course and the lecturers of the course.
6. Usefulness of the exercises.

All the questionnaire items were scored on a three point scale of High, Medium, Low.

3.2.2. Administration of the Questionnaire

Copies of the questionnaire were administered at Advanced Teachers' College ABU, Zaria and ABU, Kano. The year one students were spread in the two campuses. For instance, the year one science major and Islamic Religious knowledge groups were based at ATC/ABU, Zaria. All other year one students were based at ATC/ABU, Kano. The year four students were all based at the ATC/ABU, Zaria.

The researcher personally administered the questionnaires to the respondents in Zaria Campus at the beginning of 1985/86 contact session. Unlike the ATC/ABU, Kano, the respondents could not be brought together at the same place and time for the administration of the questionnaires. This was dictated by exigencies of time and practical convenience (i.e. there was constraint caused by the students' time-table). The questionnaires were administered to year four students in both the classroom and informal situations and at different times depending on the respondents' convenience.

The researcher personally administered the questionnaires to the year one science and Islamic Religious knowledge groups based at the Zaria ATC Campus. The questionnaire for their counterparts at the ATC/ABU, Kano were administered during the General English course period, which brought all the year one groups together.

The lecturers' questionnaire was administered at both campuses by the researcher under informal situations. Most of the Kano ATC and ATC/ABU Lecturers took the questionnaires away and returned them the following day.

On the whole, 168 subjects vis: 88 year one students, 66 year four and 14 lecturers participated in this study. The questionnaire was administered to the students and lecturers at the beginning of the 1985/86 contact session. Out of 130 questionnaires administered to year one, 122 were returned. Out of these 122 questionnaires returned, only 88 were used for this study (67.7%). This is because the remaining 34 were not properly completed. Out of the 100 questionnaires administered to year four students, 66 were returned (66%). Out of the 20 questionnaires administered to the General English lecturers, 14 were returned (70%).

3.3 Treatment of the Data

The data for the study are presented using frequencies and percentages. The responses of the subjects to the background information were first tabulated followed by the responses of the subjects to the items on the language skills.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

In this Chapter, the results of the data collected from the students and lecturers by means of the questionnaires are reported. The information obtained from the three sets of questionnaires were analysed and presented in the following manner: first, the biodata of each group of respondents and secondly, the communicative needs identified by each group in the four language skill areas of listening, speaking, reading and writing.

4.1 BIODATA OF THE RESPONDENTS.

Table 4.1 presents the data on the distribution of year I and IV students by Educational Qualification, Age, Sex, and Occupation (present and future).

As revealed in the table, most of the year I students (72.7%) and most of the year IV students (63.6%) had the Grade II teachers' Certificate prior to their admission into the NCE/cc programme. This is not surprising because the programme was initially designed to enable Grade II teachers qualify for the NCE certificate while on their jobs. The table also reveals that on the whole, the year I students are younger than the year IV students. For instance, most of the year I students (52.2%) fell within the age range of 24-29 years while majority of the year IV students (43.9%) fell within the age range of 30-35 years and while a few of the year I students (2.3%) fell within the age range of 17 and below, none of the year IV students fell within this age range. These results are a reflection of the change in the

admission policy. At the beginning of the programme in 1976,

Table 4.1. Frequency distribution of years one and four students by Educational Qualification, Age, Sex and Occupation (present and future)

Educational Qualification	Year I N	Year I %	Year IV N	Year IV %
Grade II Only	64	72.7	42	63.6
WASC only	–	–	–	–
WASC and Grade II	15	17.0	14	21.2
Others	9	10.3	10	15.2
	88	100.0	66	100.0
Age				
17 and below	2	2.3	–	–
18 - 23	14	15.9	1	1.5
24 - 29	46	52.2	17	25.8
30 - 35	16	18.2	29	43.9
36 - 41	10	11.4	14	21.2
42 - 47	–	–	3	4.6
48 - 53	–	–	2	3.0
	88	100.0	66	100.0
Sex				
Male	49	55.7	34	51.6
Female	39	44.3	32	48.5
	88	100.0	66	100.0
Current Occupation				
Teaching	88	100.0	66	100.0
Future Occupation				
Teaching	78	88.6	59	89.4
Farming	6	6.8	–	–
Politics	2	2.3	–	–
Journalism	2	2.3	–	–
Administration	–	–	4	6.1
Military	–	–	3	4.5
	88	100.0	66	100.0

Table 4.1 (Continued)

Course of Study	Year I		Year IV	
English main	-	-	17	25.8
Geography	-	-	13	19.7
History	-	-	13	19.7
Science Education	-	-	4	6.1
Christian Religious knowledge	-	-	-	-
Hausa	-	-	-	-
Islamic Religious knowledge	-	-	6	9.1
Physical and Health Education	-	-	5	7.1
Mathematics	-	-	8	12.1
Approximately	-	-	66	99.6

priority was given Grade II teachers with long years of teaching experience. Later on, the admission policy changed and teachers with as little as two years of teaching experience were admitted into the programme.

As shown in the table, there were slightly more males than females between both groups. The data show that all the students are currently teachers. This is not surprising because the programme is designed specifically for practising teachers. The data on the students' future occupation also revealed that most of the year I students (88.6%) and year IV students (89.4%) indicated their intention to remain in the teaching profession.

The data on the course of study show that only eight out of the ten subjects listed in figure I (P4) are presented. Since General English is a compulsory subject, it is expected that all the ten subjects would be represented in the data. The possible explanation was that the students who offered two subjects (Christian Religious knowledge and

Hausa) were not present when copies of the questionnaire were distributed.

Table 4.2 reported the results of year four students' responses to the following open-ended questions:-

a. the usefulness of the General English course to the students in learning other subjects in the NCE/CC programme.

b. list of subjects which the course has helped students to learn.

c. Extent of help of General English course in learning the listed subjects; and

d. the contribution of the course in improving their use of English in teaching.

Table 4.2. Frequency distribution of the year IV students' Responses to the open-ended items

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Item 8: Is General English helpful in learning other subjects?

	N	%
Yes	56	84.8
No	10	15.2
	66	100

Item 9: List of subjects which General English has helped students to learn.

English language
Physical and Health Education
Primary Educational Studies
General Science
Geography
Philosophy
Foundation of Education
Psychology

Table 4.2 (Continued)

Item 10: Extent of help of General English course in learning the listed subjects.

	N	%
Extremely helpful	37	56.1
Moderately helpful	20	30.3
Very little help	8	12.1
No help at all	1	1.5
	66	100.0

Item 11: Has General English Course helped students to improve their use of English in teaching?

	N	%
Yes	57	86.4
No	9	13.6
	66	100.0

Item 12: Extent of Improvement	N	%
Improvement was great	31	46.9
Improvement was moderate	25	37.9
Improvement was a little	6	9.1
No improvement at all	4	6.1

It is observed from the table that a large number of the students (84.8%) said General English was helpful. In the opinion of the students, General English had helped them to learn eight out of the ten subjects earlier listed in figure I (P4). Over half of the students (56.1%) felt that General English course was extremely helpful to them in learning the listed subjects.

A majority of the subjects (86.4%) indicated that General English had helped to improve their use of English in teaching. Amafah (1982) obtained a similar result. The data also reveal that almost half of the subjects (46.9%) felt that General English had greatly improved their use of English in teaching. The data on the lecturers'

educational qualification and teaching experience are presented in Table 4.3.

Table 4.3. Frequency distribution of lecturers by Educational Qualification and teaching experience

Educational Qualification

	N	%
B.A Ed. English	4	28.6
B.A Ed. and M.Ed. (TESL)	2	14.3
B.A. English	3	21.4
B.A. (Hons) and M.A. (Lit)	2	14.3
B.A. Ed. English and M.Ed Educ. Planning	2	14.3
B.Sc (Hon) and M.Sc (Hon)	1	7.1
Total	14	100.0

Teaching Experience

	N	%
Years		
1-5	4	28.6
6-10	5	35.7
11-15	3	21.4
16-20	2	14.3

As shown in this table, a total of seven hold the first degree while the remaining seven hold both the first and second degrees. It is also observed that except for one lecturer who held a B.Sc (Hons) the rest of the subjects

held a B.A. (Hons) or a B.A. Ed in English. Thus the majority of these subjects are qualified to teach the General English course. The data also show that (35.7%) had teaching experience of 6-10 years and (21.4%) had 11-15 years teaching experience.

4.2 Communicative Needs Identified

The questionnaires (see Appendices A, B, and C) were designed to survey the communicative needs of the NCE/cc students in the four language skills, listening, speaking, reading and writing. There were three broad response categories in the questionnaires.

The first category sought the views of the respondents on the needs of a teacher who uses English as a medium of instruction in these skills.

The second category examines the current communicative needs of year I students at the point of entry into the programme and the present needs of year IV students in the four language skills.

The third category requested the year IV students who had completed the General English course and the lecturers to judge the course in terms of extent of coverage of the various skills, the amount of exercises used and the usefulness of these exercises.

4.2.1. ANALYSIS OF YEAR I STUDENTS' RESPONSES

Tables 4.4, 4.5, 4.6 and 4.7 present the responses of year I students to the items on listening, speaking, reading and writing skills.

Listening Skills

In table 4.4, the result shows that a little over 40% of the year I students rate the following five skills as high need areas for the teacher who uses English for instruction:

Ability to contrast English Phonemes (item 6).

Ability to recognise meanings of words, phrases and sentences caused by stress and intonation patterns of English (item 7).

Ability to recognise the consonant sound of English (item 9).

Ability to listen to lectures, news and passages of various types (item 10);

and Ability to distinguish between relevant and irrelevant details (item 13).

On their needs at the time of entry into the NCE/cc programme, it is observed that 50% of the subjects expressed high need in seven skills while over 40% expressed high need to the remaining two listening skills. On the whole, the results reveal that the number of year I students who expressed high need for themselves is more than the number who expressed high need in these skills for any teacher who uses English to teach.

Table 4:4. Responses of Year I Students to items on listening skills (N = 88)

Description of Items	Relevance of these skills to a teacher who uses English to teach his subject.								Your need in these skills presently							
	High		Medium		Low		No response		High		Medium		Low		No response	
Listening Skills	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
6. Ability to contrast English phonemes (e.g. distinguishing meanings caused by differnces in sound).	42	47.7	35	39.8	10	11.4	1	1.1	47	53.4	37	42	4	4.5	-	
7. Ability to recognise meanings words, phrases and sentence caused by stress and intonation patterns of English	40	45.5	36	40.9	11	12.5	1	1.1	46	52.3	33	37.5	5	5.7	4	4.5
8. Ability to recognise the vowel sounds of English	33	37.5	29	33.0	20	22.7	6	6.8	41	46.6	31	35.2	9	10.2	3	3.4
9. Ability to recognise the consonant sound of English	36	40.9	36	40.9	10	11.4	6	6.8	46	52.3	27	30.7	10	11.4	5	5.7
10. Ability to listen to lectures, news and passages of various types	38	43.2	34	38.6	10	11.4	6	6.8	41	46.6	29	33.0	7	8.0	11	12.5
11. Ability to take down meaningful notes after listening to lectures, news or passages.	33	37.5	38	43.2	14	15.9	3	3.4	52	59.1	20	22.7	12	13.6	4	4.5
12 Ability to distinguish between main points and details after listening to a passage.	35	39.8	33	37.5	16	18.2	4	4.5	45	51.1	33	37.5	6	6.8	4	4.5
13 Ability to distinguish between relevant and irrelevant details.	41	46.6	27	30.7	14	15.9	6	6.8	46	52.3	25	28.4	10	11.4	7	7.9
14 Ability to draw inferences from what you listened to.	27	30.7	49	55.7	7	8.0	5	5.7	46	52.3	29	33.0	6	6.8	7	7.9

Speaking Skills

As can be seen in table 4.5, only (item 15) "ability to pronounce the vowel sounds of English correctly" and item 16, "ability to pronounce the consonant sounds of English correctly" were rated by a little over 40% of the subjects as high need of a teacher who uses English to teach. The rest of the items were rated moderately by most of the respondents.

In responding to their speaking needs at the time of entry, the following five skills were rated high by over 40% of the respondents:

Ability to pronounce the vowel sounds of English correctly (item 15).

Ability to pronounce the consonant sounds of English correctly (item 16).

Ability to use words and sentences with appropriate stress to get the intended effect (item 17).

Ability to use the intonation patterns of English to give intended meaning (item 18).

Ability to use appropriate register (item 19).

Table 4.5: Responses of Year I Students to items on Speaking skills (N = 88)

Description of Items	Relevance of these skills to a teacher who uses English to teach his subject.								Your need in these skills presently							
	High		Medium		Low		No response		High		Medium		Low		No response	
Speaking Skills	N	&	N	%	N	%	N	%	N	%	N	%	N	%	N	%
15. Ability to pronounce the vowel sounds of English correctly.	36	40.9	41	46.6	7	8.0	4	4.5	38	43.2	36	40.9	7	8.0	7	7.9
16. Ability to pronounce the consonant sounds of English correctly.	37	42.0	32	36.4	8	9.1	11	12.5	42	47.7	29	33.0	7	8.0	10	11.4
17. Ability to use words and sentence with appropriate stress to get the intended effect (e.g. for emphasis)	33	37.5	42	47.7	9	10.2	4	4.5	43	48.9	31	35.2	10	11.4	4	4.5
18. Ability to use the intonation patterns of English to give intended meaning (e.g. question, command, statement, etc.)	34	38.6	41	46.6	11	12.5	2	2.3	52	59.1	28	31.8	7	8.0	1	1.1
19. Ability to use appropriate register (e.g. Broadcasting, Advertisement, different disciplines).	27	30.7	31	35.2	22	25.0	8	9.1	39	44.3	30	34.1	10	11.4	9	10.2
20. Ability to carry out conversation in formal and informal situations.	33	37.5	38	43.2	5	5.7	12	13.6	33	37.5	35	39.8	6	6.8	14	15.9
21. Ability to give simple instructions (e.g. giving directions, giving instructions on how to make something).	35	39.8	37	42.0	7	8.0	9	10.2	33	37.5	35	39.8	12	13.6	8	9.1

In summary, these results show that just like in the area of listening, more of these students tended to express need for themselves more than they did for a teacher who uses English to teach. The results also reveal that these students' perception of need in the area of listening seems to be greater than their expressed need in the area of speaking. This is shown by the larger pcercentage of them expressing high need in these skills and the larger number of listening skills they expressed need in.

Reading Skills

Table 4.6 shows that five of the eleven skills were rated high need areas for any teacher who uses English to teach by over 40% of the respondents.

These were:

Ability to read and understand material of various topics (item 22).

Ability to deduce the main idea of each paragraph read (item 26).

Ability to distinguish between what is relevant and irrelevant in the passage (item 27).

Ability to critically interpret the materials read (item 28).

Ability to find specific information quickly from the material read (item 30).

As for their needs at the point of entry to the NCE/cc programme, the results show that ten of the reading skills were rated high need areas by over 40% of the subjects. Receiving the highest rating among the skills is (item 30) "ability to find specific information quickly from materials

Table 4.6: Responses of Year I Students to items on Reading skills (N = 88)

Description of Items	Relevance of these skills to a teacher who uses English to teach his subject.								Your need in these skills presently.							
Reading Skills	High		Medium		Low		No response		High		Medium		Low		No response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
22. Ability to read and understand material of various topics.	37	42.0	38	43.2	7	8.0	6	6.8	42	47.7	34	38.6	9	10	3	3.4
23. Ability to use the library in getting reading materials of various categories such as books, references, periodical, etc.	31	35.0	38	43.2	15	17.0	4	4.5	40	45.5	31	35.2	14	15.9	3	3.4
24. Ability to read without such reading problems as execessive eye fixation, word for word reading etc.	29	33.0	40	45.5	15	17.0	4	4.5	39	44.3	31	35.2	12	13.6	6	6.8
25. Ability to deduce the meanings of words and sentence structures using contexual clues.	35	39.8	31	35.2	16	18.2	6	6.8	37	42.0	31	35.2	9	10.2	1112.5	
26. Ability to deduce the main idea of each paragraph read.	37	42.0	39	43.3	8	9.1	4	4.5	38	43.2	37	42.0	5	5.7	8	9.1
27. Ability to distinguish between what is relevant and irrelevant in the passage read.	36	40.9	33	37.5	12	13.6	7	7.9	36	40.9	36	40.9	8	9.1	8	9.1
28. Ability to critically interpret the materials read	36	40.9	36	40.9	12	13.6	4	4.5	42	47.7	32	36.4	9	10.2	5	5.7
29. Ability to make inferences from materials read.	31	35.5	38	43.2	13	14.8	6	6.8	38	43.2	37	42.0	9	10.2	4	4.5
30. Ability to find specific information quickly from the material read.	38	43.2	32	36.4	14	15.9	4	4.5	45	51.1	31	35.5	5	5.7	7	7.9
31 Ability to read for overall impression.	28	31.8	36	40.9	11	12.5	13	14.7	32	36.4	33	37.5	12	13.6	11	12.5
32. Ability to summarise (e.g. a textbook, a passage etc	27	30.7	30	34.1	19	26.6	12	13.6	41	46.6	29	33.0	9	10.0	9	10.2

read". The results like the preceeding ones show a tendency of the Year I students to emphasize need in these skills more for themselves than for teachers who use English to teach.

Writing Skills

In Table 4.7, it is observed that four out of the eight writing skills were rated high need areas for a teacher who uses English for instruction by over 40% of the respondents. These are:

Ability to use punctuation marks correctly when writing (item 33).

Ability to write the various types of essays such as Narration, Exposition, Description and Argumentative (item 38).

Ability to write informal and formal letters using appropirate content and format (item 39).

Ability to write reports and minutes of a meeting (item 40).

The results of the responses to the category on the needs of the students at the point of entry show that seven of the skills were rated high need areas by over 40% of the subjects. Receiving the highest ratings are (item 37) "ability to plan and write essays focusing on the introduction, the body and the conclusion (56.8%) and (item 38) "ability to write the various types of essays such as Narration, Exposition, Description and Argumentative (52.3%) and (item 33) "ability to use punctuation marks correctly when writing" (50%).

Table 4.7: Responses of Year I Students to items on Writing skills (N = 88)

Description of items	Relevance of these skills to a teacher who uses English to teach is subject								Your need in these skills presently							
	High		Medium		Low		No response		High		Medium		Low		No response	
Writing Skills	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
33. Ability to use punctuation marks correctly when writing.	38	43.2	28	31.8	13	14.8	11	12.5	44	50.0	25	28.4	11	12.5	8	9.1
34. Ability to organise and present in writing ideas/ facts in logical order.	33	37.5	30	34.0	15	17.0	10	11.4	43	48.9	29	33.0	9	10.2	7	7.9
35. Ability to develop paragraphs using comparison and contrast techniques.	25	28.4	31	35.5	22	25.0	10	11.4	38	43.2	33	37.5	8	9.1	9	10.2
36. Ability to develop paragraphs in chronological form, and using illustrations and analysis.	34	38.6	25	28.4	24	27.3	5	5.7	34	38.6	36	40.9	11	12.5	7	7.9
37. Ability to plan and write Essays focussing on the introduction, the body and the conclusion.	34	38.6	34	38.6	14	15.9	6	6.8	50	56.8	32	36.4	3	3.4	3	3.4
38. Ability to write the various types of Essays such as Narration, Exposition, Description and Argumentative.	36	40.9	29	33.0	16	18.2	7	7.9	46	52.3	31	35.2	9	10.2	2	2.3
39. Ability to write informal and formal letters using appropriate content and format.	42	47.7	32	36.4	8	9.1	6	6.8	42	47.7	33	37.5	11	12.5	2	2.3
40. Ability to write reports and minutes of a meeting	40	45.5	27	30.7	15	17.0	6	6.8	39	44.3	32	36.4	11	12.5	6	6.8

4.2.2 Analysis of Year IV Students' Responses

Listening Skills

In responding to the category "relevance of the skills to a teacher who uses English to teach his subject" table 4.8 shows that five out of the nine skills were rated high need areas by over 40% of the respondents. These were:

Ability to recognise the vowel sound of English (item 15).

Ability to recognise the consonant sound of English (item 16).

Ability to listen to lectures, news and passages of various types (item 17).

Ability to take down meaningful notes after listening to lectures, news or passages (item 18).

Ability to distinguish between main points and details after listening to a passage (item 19).

It is observed that (item 17) "ability to listen to lectures, news or passages of various types" has the highest score of 56%, followed by (item 18) "ability to take down meaningful notes after listening to lectures, news or passages" with 50.3% score and (item 19) "ability to distinguish between main points and details. One will notice from these results some similarity with the results obtained from the year I students. The two groups seem to indicate similar items as high need areas for a teacher who uses English to teach.

In specifying their needs in these skills presently, the table shows that all the items were rated moderate need areas by most of the students. For instance, over 50% expressed moderate

Table 4.8: Responses of Year IV Students to items on listening skills (N = 66)

Description of Item	Relevance of these skills to a teacher who uses English to teach his subject				Your need in these skills presently			
Listening skills	High N %	Moderate N %	Low N %	No Response N %	High N %	Moderate N %	Low N %	No response N %
.3 Ability to contrast English phonemes (i.e. distinguishing meanings caused by differences in sound).	22 33.3	37 56.1	5 7.6	2 3.0	25 37.9	35 53.0	1 1.5	5 7.6
.4 Ability to recognise meanings of words, phrases and sentences caused by stress and intonation patterns of English.	23 34.8	33 50.0	3 4.5	7 10.6	22 33.3	38 57.6	1 1.5	5 7.6
.5 Ability to recognise the sound of English	33 50.0	28 42.4	4 6.1	1 1.5	23 34.8	36 54.5	2 3.0	5 7.6
.6 Ability to recognise the consonant sound of English.	30 45.5	28 42.4	3 4.5	5 7.6	25 37.9	29 43.9	5 7.6	7 10.6
.7 Ability to listen to lectures, news, and passages of various types.	37 56.1	25 37.9	1 1.5	3 4.5	20 30.3	38 57.8	1 1.5	7 10.6
.8 Ability to take down meaningful notes after listening to lectures, news or passages.	33 50.3	27 40.9	5 7.6	1 1.5	26 39.3	27 40.9	3 4.5	10 15.2
.9 Ability to distinguish between main points and detailed after listening to a passage.	30 45,5	32 48.5	4 6.1	- -	22 33.3	38 57.6	5 7.6	1 1.5
10 Ability to distinguish between relevant and irrelevant details.	25 37.9	34 51.5	5 7.6	2 3.0	21 31.8	32 48.5	7 10.6	6 9.1
21 Ability to draw inferences from what you listened to.	21 31.8	35 53.0	4 6.1	6 9.1	20 30.3	35 53.0	3 4.5	8 12.1

Table 4.8 (Continued).

	Description of Item	Extent of coverage of these skills in the General English course.							
	Listening skills	Extensively covered		Moderately covered		Not covered at all		No Response	
		N	%	N	%	N	%	N	%
13	Ability to contrast English phonemes (i.e. distinguishing meanings caused by differences in sound).	15	22.7	43	65.2	4	6.1	4	6.1
14	Ability to recognise meanings of words, phrases and sentences caused by stress and intonation patterns of English.	14	21.2	43	65.2	4	6.1	5	7.6
15	Ability to recognise the vowel sound of English.	13	19.7	42	63.6	6	9.1	5	7.6
16	Ability to recognise the consonant sound of English.	10	15.2	42	63.6	5	7.6	9	13.6
17	Ability to listen to lectures, news, and passages of various types.	16	24.2	38	57.6	5	7.6	7	10.6
18	Ability to take down meaningful notes after listening to lectures, news or passages.	17	25.8	40	60.6	4	6.1	5	7.6
19	Ability to distinguish between main points and detailed after listening to a passage.	16	24.2	42	63.2	3	4.5	5	7.6
20	Ability to distinguish between relevant and irrelevant details.	20	30.3	31	47.0	4	6.1	11	16.6
21	Ability to draw inferences from what you listened to.	18	27.3	35	53.0	4	6.1	9	13.6

Table 4.8 (Continued).

	Description of Item	Exercises used in Teaching/Learning these skills				Exercises used in Teaching/ learning these skills			
	Listening Skills	Were plentiful N %	Were few N %	None N %	No response N %	Very useful N %	Fairly useful N %	Not useful N %	No response N %
13	Ability to contrast English phonemes (i.e. distinguishing meanings caused by differences in sound).	28 42.4	29 43.9	5 7.6	4 6.1	40 60.6	21 31.8	2 3.0	3 4.5
14	Ability to recognise meanings of words, phrases and sentences caused by stress and intonation patterns of English.	32 48.5	24 36.4	6 9.1	4 6.1	36 54.5	25 37.9	2 3.0	3 4.5
15	Ability to recognise the vowel sound of English.	21 31.8	33 50.0	5 7.6	7 10.6	31 47.0	25 37.9	2 3.0	8 12.1
16	Ability to recognise the consonant sound of English.	26 39.3	22 33.3	8 12.1	10 15.2	33 50.0	20 30.3	3 4.5	10 15.2
17	Ability to listen to lectures, news, and passages of various types.	24 36.4	31 47.0	5 7.6	6 9.1	30 45.5	27 40.9	2 3.0	7 10.6
18	Ability to take down meaningful notes after listening to lectures, news or passages.	23 34.8	34 51.5	7 10.6	2 3.0	32 48.5	26 39.3	3 4.5	5 7.6
19	Ability to distinguish between main points and details after listening to a passage.	21 31.8	34 51.5	5 7.6	6 9.1	27 40.9	31 47.0	3 4.5	5 7.6
20	Ability to distinguish between relevant and irrelevant details.	26 39.3	26 39.3	6 9.1	8 12.1	32 48.5	22 33.3	4 6.1	8 12.1
21	Ability to draw inferences from what you listened to.	15 22.7	33 50.0	7 10.6	11 16.6	23 34.8	30 45.5	4 6.1	9 13.6

need in six items while over 40% of them expressed moderate need in three of the items. These results point to some difference between the year I and year IV students in their perception of need. Whereas most of the year I students expressed high need in most of the listening skills, the contrary is the case with the year IV students. One could attribute this difference in need possibly to high enthusiasm on the part of the year I group who were yet to take the General English course. Fresh in the programme and naturally eager to acquire new learnings, these students tended to express greater need, than their year IV counterparts who, having completed the course and probably improved themselves in these skills during the course, did not feel high need in these skills.

In responding to the category "extent of coverage of these skills" the table reveals that all the nine skills were rated moderately covered by most of the subjects.

With regard to the category "exercises used in teaching/learning these skills", only (items 13 and 14) "ability to contrast English phonemes (i.e. distinguishing meanings caused by differences in sounds) and "ability to recognise meanings of words, phrases and sentences caused by stress and intonation patterns of English" were perceived to have been covered using plentiful exercises, by over 40% of the respondents. Six other skills namely items (13, 15, 17, 18, 19 and 21) were rated to have been covered using few exercises by most of the subjects.

In responding to the category "usefulness of the exercises used in teaching/learning these skills", the table shows that except items 19 and 21 "ability to distinguish

between main points and details after listening to a passage" and "ability to draw inferences from what you listened to", the rest of the items, were considered by over 41% of the subjects as having been taught using very useful exercises.

Speaking skills

On table 4.9 under the category "relevance of the skills to a teacher who uses English to teach" only item 27 "ability to carry out conversation in formal and informal situations" and item 28 ability to give simple instructions (e.g. giving directions) were rated by over 41% of the subjects as high need areas amongst the skills. To the category "your need in these skills presently", it is observed from the table that all the skills were rated as moderate need areas by most of the subjects (over 40%). These results are similar to those obtained above in the area of listening. As noted there, the year IV students' moderate perception of need could be an indication that these students' needs in these skills had been to some extent satisfied in their part I when they took the General English course.

In responding to the category "extent of coverage of these skills, the table shows that all the skill items particularly items 24 to 28 were indicated as moderately covered by the majority of the subjects. These results are similar to those obtained by this group of students in the area of listening.

On the amount of exercises used to learn these skills, most of the subjects indicated particularly for items 24-28

Table 4.9 Responses of Year IV Students to items on Speaking skills (N = 66)

	Description of Item	Relevance is those skills to a teacher who ouses English to teach his subjet.						Your need in these skills Presently						Extent of coverage of these skills in the general English course.							
	SPEAKING SKILLS	High		Moderate		Low	No Response	High		Moderate		Low	No Response	Extensively covered		Moderately Covered		Note Covered		No Response	
		N	%	N	%	N	% N	%	N	% N		% N	%	N	%	N	%	N	%	N	%
22	Ability to pronounce the Vowel sounds of English correctly.	27	40.9	32	32 48	5	7.6 2 3.0	27	40.9	29	43.9	9 13.6	1 1.5	24	36.4	28	42.4	11	16.7	2	4.5
23	Ability to pronounce the consonant sounds of English correctly.	22	33.3	30	45.5	4	6.1 10 15.2	22	33.3	29	43.9	8 12.1	7 10.6	23	34.8	31	47.0	9	13.6	3	4.5
24	Ability to use words and sentences with appropriate stress get the intended effect (e.g. for emphasis)	22	33.3	32	48.5	8	12.1 4 6.1	24	26.4	32	48.5	3 4 .5	7 10.6	18	37.3	38	57.6	6	9.1	4	6.1
25	Ability to use the intonation patterns of English to give intended meaning (e.g. question, commend, Statement, etc.).	25	37.9	32	48.5	8	12.1 1 1.5	27	40.9	31	47.0	7 10.6	1 1.5	20	30.3	39	59.1	7	00.6	-	-
26	Ability to use appropriate register (e.g. Broadcasting, Advertisement, different disciplines).	21	31.8	32	48.5	12	18.2 1 1.5	22	33.3	36	54.5	8 12.1	—	18	27.3	40	60.6	8	12.1	-	-
27	Ability to carry out conversation in formal and informal situations	33	50.0	25	37.9	3	4.5 5 7.6	23	34.8	35	53.0	4 6 .1	4 6.1	25	37.9	32	48.5	8	2.1	1	1.5
28	Ability to give simple instructions (e.g. giving directions, giving instructions on how to make something).	30	45.5	33	50 0	3	4.5 - -	21	31.8	37	56.1	6 9.7	2 3.0	16	24.2	42	63.2	8	12.1	-	-

Table 4.9: Continued.

	Description of Item	Exercises used in Teaching/ Learning these skills.						Exercises used in Teaching/ Learning these skills							
	SPEAKING SKILLS	Were Plentiful		Were Few		None		No Response		Very useful		Fairly Useful		Nt Useful		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
22	Ability to pronounce the Vowel sounds of English Correctly	16	24.2	31	47.0	7	10.6	12	18.2	24	36.4	27	40.9	8	12.2	7	10.6
23	Ability to pronounce the consonant sounds of English Correctly	23	34.8	30	45.5	6	9.1	7	10.6	26	39.3	25	37.9	5	7.6	10	15.2
24	Ability to use words and sentences with appropriate stress get the intended effect (e.g. for emphasis)	17	25.8	33	50.0	6	9.1	10	15.2	25	37.9	32	48.4	3	4.5	9	9.1
25	Ability to use the intonation patterns of English to g give intended meaning (e.g. question, commend, statement, etc.,)	20	30.3	33	50.0	9	13.6	4	6.1	30	45.5	29	439	6	9.1	1	1.5
26	Ability to use appropriate register (e. g. Broadcasting, Advertisement, different disciplines).	19	28.8	38	57.6	7	10.6	2	3.0	25	37.9	34	51.5	7	10.6	-	-
27	Ability to carry out conversation in formal and informal situations	23	34.8	34	51.5	3	455	6	9.1	28	42.4	27	40.9	6	9.1	5	7.6
28	Ability to give simple instructions (e.g. giving directions, giving instructions on how to make something).	21	31.8	34	51.5	7	10.6	4	6.1	29	43.9	28	42.4	5	7.6	4	6.1

that few exercises were used. On the usefulness of these exercises, the students' opinions were somewhat divided between "very useful and "fairly useful". A fairly large number (36.4% - 45.5%) said "very useful" and another fairly large number (37.9% - 51.5%) also said "fairly useful." This division could be either due to forgetfulness or uncertainty on the part of the students. This is understandable considering that nine months had elapsed since the students did the General English course. On the whole, the year IV students perceived moderate need for themselves in all the speaking skills, indicated moderate coverage of these skills, and that few exercises were used in teaching these skills.

Reading Skills

Table 4.10 shows that the year IV students were more inclined to indicate moderate than high need for any teacher who uses English to teach in many of the skills. For instance, items 29, 31, 34 and 36 were perceived as areas of moderate need by over 50% of the subjects while only one skill, item 30 was considered by over 50% of the subject as high need area.

For the second category "your need in these skills presently" the table shows that apart from item 37 "ability to find specific information quickly from the material read" which got a score of 48.5% as a high need area, the rest of the skills were considered moderate need areas by most of the subjects. Items 29, 32, and 36 in particular received moderate ratings by over 50% of the subjects. These results once more point to a difference between the year IV and year I in need perception.

Table 4.10: Responses of Year IV Students to the items on Reading skills (N = 66)

	Description of Item	Relevance of these skills to a teacher who uses English to teach his subject								Your need in these skills presently								Extent of coverage of these skills in the General English Course							
	READING SKILLS	High		Moderage		Low		No Response		High		Moderage		Low		No Response		Extensively covered		Moderately covered		Not covered		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
29	Ability to read and and understand materials of various topics.	27	40.9	33	50.0	1	1.5	5	7.6	20	30.3	34	51.5	6	9.1	6	9.1	16	24.2	40	60.6	7	10.6	3	4.2
30	Ability to use the library in getting reading materials of various categoriess as books, references etc.	36 36	54.5 54.5	26	39.4	4	6.1	-	-	31	47.0	31	47.0	4	6.1	-	-	25	37.9	34	51.5	3	4.5	4	6.1
31	Ability to read without such reading problems execessive eye fixation, wordreading etc	25	37.9	36	54.5	4	6.1	1	1.5	25	37.9	31	47.0	9	13.6	1	1.5	18	27.3	33	50.0	9	13.6	6	9.1
32	Ability to deduce the meanings of words and sentence structures using contexual clues	25	37.9	32	48.5	4	10.6	2	3.0	24	36.4	35	53.0	6	9.1	1	1.5	20	30.3	36	54.5	7	10.6	3	4.5
33	Ability to deduce the main idea of each paragraph read.	31	47.0	28	42,4	4	6.1	3	4.5	26	39.4	30	45.5	3	4.5	7	10.6	23	34.8	31	47.0	5	7.6	7	10.6
34	Ability to distinguish between what is relevant and irrelevant in the passage read.	27	40.9	34	51.5	3	4.5	2	3.0	29	43.9	33	50.0	2	3.0	2	3.0	18	27.3	40	60.6	5	7.6	3	4.5
35	Ability to critically interpret the materials read.	26	39.4	29	43.9	4	6.1	7	10.6	25	37.9	30	45.5	4	6.1	7	10.6	19	28.8	30	45.5	7	10.6	10	15.2
36	Ability to make inferences from materials read.	27	40.9	36	54.5	2	4.5	-	-	28	42.4	37	56.1	1	1.5	-	-	21	31.8	39	59.1	5	7.6	1	1.5
37	Ability to find specific information quickly from the material read.	31	47.0	27	40.9	6	9.1	2	3.0	32	48.5	30	45.5	4	6.1	-	-	25	37.9	31	47.0	7	10.6	3	4.5
38	Ability to read for overall impression	29	43.9	28	42.4	5	7.6	4	6.1	20	30.3	30	45.5	7	10.6	9	13.6	18	27.3	31	47.0	7	10.6	10	15.2
39	Ability to summarize (e.g. a text book, a passage etc).	29	43.9	29	43.9	5	7.6	3	4.5	28	42.4	31	47.0	4	6.1	3	4.5	19	28.8	33	50.0	9	13.6	5	7.6

Table 4.10 (Continued)

	Description of Item	Exercises used in Teaching Learning these skills								Exercises used in Teaching/Learning these skills							
	READING SKILLS	Were Plentiful N	%	Were Few N	%	None N	%	None Response N	%	Very useful N	%	Fairly Useful N	%	Not Useful N	%	No Response N	%
29	Ability to read and understand materials of various topics.	20	30.3	33	50.0	7	70.6	6	9.1	25	37.9	31	47.0	6	6.1	6	9.1
30	Ability to use the library in getting reading materials of various categories such as books, references, periodical etc.	27q	40.9	34	51.5	5	7.6	-	-	27	40.9	20	43.9	8	12.1	2	3.0
31	Ability to read without such reading problems as execessive eye fixation word for word reading etc	20	30.3	32	48.5	13	19.7	1	1.5	22	33.3	30	45.5	8	13.6	5	7.6
32	Ability to deduce the meanings ofwords and sentence strucusing contexual	16	24.2	39	59.1	9	13.6	2	3.0	26	39.4	34	48.5	5	7.6	3	4.5
33	Ability to deduce the main idea of each paragraph read.	19	28.8	37	56.1	4	6.1	6	9.1	26	39.4	28	42.4	3	4.5	9	13.6
34	Ability to distinguish between what is relevant and irrelevant in the passage read	14	21.2	43	65.2	5	7.6	4	6.1	30	45.5	29	43.9	5	7.6	2	3.0
35	Ability to critically interpret the materials read.	22	33.3	30	45.5	8	12.1	6	9.1	23	34.8	29	43.9	7	10.6	7	10.6
36	Ability to make inferences from material read.	19	28.8	37	56.1	5	7.6	5	7.6	26	39.4	32	48.5	4	6.1	4	6.7
37	Ability to find specific information quickly from the material read.	24	36.4	32	48.5	9	13.6	1	1.5	26	39.4	35	53.0	2	3.0	3	4.5
38	Ability to read for overall impression.	16	24.2	31	47.0	5	7.6	4	21.2	16	24.2	35	53.0	6	91	9	13.6
39	Ability to summarize (e.g. a text book a passage etc).	16	28.8	37	56.1	5	7.6	5	7.6	21	31.8	34	51.5	8	12.1	3	4.5

As for the extent of coverage of these skills, the table reveals that all the skills particularly items 29, 30, 31, 32, 34 and 36 were perceived to be moderately covered by most of the respondents (50% and above). The table further shows that few exercises were considered by the majority of the subjects as having been used in teaching several of these skills. The table also shows that generally the items were considered by the majority of the subjects as having been taught using "fairly useful' exercises. Summarising, the results show that the year IV students perceived moderate needs in most of the reading skills, indicated moderate coverage of these skills and that the exercises used were few and fairly useful.

Writing skills

Table 4.11 reveals that all the eight writing skills were rated by most of the subjects as high need areas for a teacher who uses English to teach". Receiving the highest ratings were items 46 "ability to write informal letters using appropriate content and formal" (65.2%) and item 44 "ability to plan and write essays focusing on the introduction, the body and the conclusion" (60.6%). Others that received high ratings of over 50% were items 40, 45 and 47 "ability to use punctuation marks correctly when writing" and "ability to write the various types of essays such as Narration, Exposition, Description and Argumentative" and "ability to write reports and minutes of a meeting" respectively.

As for their need in "these skills presently", most of the subjects expressed high need in some of the writing skills

Table . 4.11 **Responses of Year IV Students to the items on Writing skills (N = 66)**

	Description of Item	Relevance of these skills to a teacher who uses English to teach his subject.								Your need in these skills presently								Extent of coverage of these skills in the General English course.							
	WRITING SKILLS	High		Moderate		Low		No Response		High		Moderate		Low		No Response		Extensively		Moderately		Not Covered		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
40	Ability to use punctuation marks correctly when writing.	35	53.0	28	42.4	3	4.5	-	-	31	47.0	32	48.5	3	4.5	-	-	25	37.3	34	61.5	7	10.6	-	-
41	Ability to organise & present in writing ideas/facts in logical order.	32	48.5	31	47.0	3	4.5	-	-	29	43.9	32	48.5	2	3.0	3	4.5	15	25.8	39	59.1	3	4.5	7	10.6
42	Ability to develop paragraphs using comparison & contrast techniques	30	45.5	33	50.0	1	1.5	2	3.0	24	36.4	36	54.5	3	4.5	3	4.5	20	30.8	38	53.0	5	7.6	6	9.1
43	Ability to develop paragraphs in chronological form & using illustrations & analysis	32	48.5	28	42.4	5	7.6	1	4.5	34	51.5	27	40.9	5	7.6	-	-	20	30.3	39	59.1	5	7.6	2	3.0
44	Ability to plan and write Essays focusing on the introduction the body and the conclusion.	40	60.6	24	36.4	1	1.5	1	1.5	29	43.9	30	45.5	5	7.6	2	3.0	22	33.3	37	56.1	3	4.5	4	6.1
45	Ability to write the various types of Essays such as Narration, Exposition, Description & Argumentative	35	53.0	31	47.0	-	-	-	-	35	53.0	29	43.9	2	3.0	-	-	20	30.3	39	59.1	4	6.1	3	4.5
46	Ability to write informal letters using appropriate content and format.	43	65.2	20	30.3	3	4.5	-	-	31	47.0	28	42.4	3	4.5	4	6.1	27	40.9	29	43.9	8	12.1	2	3.0
47	Ability to write reports & minutes of meeting	34	51.5	29	43.9	3	4.5	-	-	27	40.9	31	47.0	5	7.6	3	4.5	21	31.8	33	50.0	8	12.1	5	7.6

Table 4.11: (Continued)

	Description of Item	Exercises used in Teaching/ Learning these skills				Exercises used in Teaching/Learning skills.			
		Were Plentiful N %	Were Few N %	None N %	No Response N %	Very Useful N %	Fairly Useful N %	Not Useful N %	No response N %
40	Ability to use punctuation marks correctly when writing	20 30.3	35 53.0	10 5.2	1 1.5	24 36.4	31 47.0	8 12.1	3 4.5
41	Ability to organise & Present in writing ideas/fact in logical order.	20 30.3	34 51.5	5 7.6	7 10. 6	24 36.4	34 51.5	8 45	5 7.6
42	Ability to develop paragraphs using comparison contrast techniques.	18 27.3	35 53.1	3 4.5	6 9.1	26 37.9	32 48.5	3 4.5	6 9.1
43	Ability to develop paragraphs using in chronological form & using illustrations & analysis	15 22.7	43 65.2	6 9.1	2 3.0	29 43.9	31 47.0	6. 9.1	- -
44	Ability to plan and write Essays focusing on the introduction, the body and the conclusion.	23 34.8	34 51.5	4 6.1	5 7.6	37 56.1	22 33.3	4 6.1	3 4.5
45	Ability to write the various types of Essays such as Narration, Exposition, Description & Argumentative.	20 30.3	38 57.6	7 10.6	1 1.5	33 50.0	28 42.4	3 4.5	2 3.0
46	Ability to write in formal letters using appropriate content and format.	23 34.8	34 51.5	5 7.6	4 6.1	38 57.6	21 31.8	4 6.1	3 4.5
47	Ability to write reports & minutes of a meeting.	21 31.8	37 56.1	5 7.6	3 4.5	38 42.4	29 43.9	8 12.1	1 1.5

particularly for items 45, 43, 40 and 46 while most of them expressed moderate need in some of these skills particularly, items 42, 40, 41 and 47. These results show a deviation in the percetption trend by these subjects in the areas of listening and speaking. Until now their tendency has been a moderate perception of need for themselves. One could interprete these results to mean that these subjects despite their having completed the General English course and despite their moderate perception of need in the areas of listening and speaking, considered themselves wanting in some areas of writing. This is not surprising since writing more than listening and speaking skills is a primary medium through which students demonstrate their understanding for instance in assignments, tests and examinations in all subject areas.

The table further shows that seven of the skills were rated moderately covered by over 50% of the subjects. All the skills were also rated to have been taught using few exercises by the majority of the subjects. On the usefulness of these exercises, items 44, 45 and 46 were indicated as having been taught through very useful exercises and item 41 through fairly useful exercises by over 50% of the subjects. The rest of the items were regarded by over 40% of the subjects as having been taught through fairly useful exercises.

On the whole, the year IV students perceived high needs in some writing skills and moderate needs in others. Additionally, most of these subjects indicated moderate coverage of most of the skills and that all the skills were

taught using few exercises. Finally, some items were considered by most as having been taught through very useful exercises while some were through fairly useful exercises.

4.2.3 ANALYSIS OF LECTURERS' RESPONSES

Listening Skills

Table 4.12 shows that a large number of the lecturers (64.3% - 85.7%) rated all the listening skills as high need areas to a teacher who uses English for instruction.

On the coverage of these skills, over 60% of the lecturers indicated that seven of the nine listening skills were moderately covered. the table also shows that most of the lecturers (50% - 85.7%) felt that few exercises were used in teaching all these skills.

It is also observed from the table that apart from items 7 and 8, "ability to listen to lectures, news, and passages of various types" and "ability to take down meaningful notes after listening to lectures, news or passages" which were considered by 57% and 50% of the subjects as having been taught through very useful exercises the rest of the skills were considered by most of the subjects (57.1% - 71.4%) as having been taught through fairly useful exercise.

Speaking skills

Table 4.13 reveals that a large number of the lecturers (64.3% to 92.9%) rated all the speaking skills as high need areas of a teacher who uses English to teach. Item 17, "ability to carry out conversation in formal and informal situations" has the highest score of 92.9% followed by item 15" ability to use the

Table 4.12: Responses of Lecturers to the items on listening skills (N = 14)

	Description of Item	Relevance of these skills to a teacher who uses English to teach his subject.								Extent of coverage of these skills in the General English course.							
	Listening Skills	High		Mode-rate		Low		No response		Exten-sively covered		Mode-rately covered		Not covered at all		No response	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3	Ability to contrast English phonemes (i.e. distinguishing meanings caused by differences in sound).	11	78.6	3	21.4	-	-	-	-	1	7.1	11	78.6	2	14.3	-	-
4	Ability to recognis meanings of words, phrases and sentences caused by stress and intonation patterns of English.	9	64.3	4	28.6	1	7.1	-	-	1	7.1	10	71.4	3	21.4	-	-
5	Ability to recognise the vowel sound of Englist.	11	78.6	2	14.3	1	7.1	-	-	-	-	9	64.3	4	28.6	1	7.1
6	Ability to recognise the consonant sound of English.	11	78.6	3	21.4	-	-	-	-	1	7.1	7	50	5	35.7	1	7.1
7	Ability to listen to lectures, news, and passages of various types.	12	85.7	1	7.1	1	7.1	-	-	4	18.6	8	57.1	2	14/3	-	-
8	Ability to take down meaningful notes after listening to lectures, news or passages.	11	78.6	2	14.3	1	7.1	-	-	2	14.3	10	71.4	2	14.3	-	-
9	Ability to distinguish between main points & details after listening to a passage.	12	85.7	1	7.1	1	7.1	-	-	2	14.3	11	78.6	-	-	1	7.1
10	Ability to distinguish between relevant and irrelevant details.	10	71.4	3	21.4	-	-	1	7.1	2	14.3	10	71.4	2	14.3	-	-
11	Ability to draw inferences from what you listened to.	11	78.6	2	14.3	1	7.1	-	-	2	14.3	9	64.3	2	14.3	1	7.1

Table 4.12 (Continued)

	Description of Item	Exercises used in teaching/learning these skills								Exercises used in Teaching/ learning these skills							
	Listening skills	Were Plenti-ful		Were few		None		No response		Very useful		Fairly useful		Not useful		No response	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3	Ability to contrast English phonemes (i.e. distinguishing meanings caused by differences in sounds).	-	-	10	71.4	4	28.6	-	-	4	28.6	8	57.1	-	-	2	14.3
4	Ability to recognis meanings of words, phrases and sentences caused by stress and intonation patterns of English.	1	7.1	10	71.4	3	21.4	-	-	6	42.8	6	42.8	-	-	2	14.3
5	Ability to recognise the vowel sound of English.	-	-	9	64.3	4	28.6	1	7.1	2	14.3	8	57.1	1	7.1	3	21.4
6	Ability to recognise the consonant sound of English.	1	7.1	8	57.1	5	35.7	-	-	3	21.4	9	64.3	1	7.1	1	7.1
7	Ability to listen to lectures, news, and passages of various types.	5	35.7	7	50	2	14.3	-	-	8	57.1	5	35.1	-	-	1	7.1
8	Ability to take down meaningful notes after listening to lectures, news or passages.	1	7.1	12	85.7	1	7.1	-	-	7	50	6	42.8	1	7.1	-	-
9	Ability to distinguish between main points and details after listening to a passage.	4	28.6	7	50	2	14.3	1	7.1	3	21.4	10	71.4	1	7.1	-	-
10	Ability to distinguish between relevant and irrelevant details.	4	28.6	9	64.3	-	-	1	7.1	4	28.6	10	71.4	-	-	-	-
11	Ability to draw inferences from what you listened to.	3	21.4	8	57.1	1	7.1	2	14.3	3	21.4	9	64.3	-	-	2	14.3

intonation patterns of English to give intended meaning (85.7%). These results are similar to those obtained from this group of subjects in the area of listening skills.

In responding to the category "extent of coverage of these skills", the table shows that some of the skills (items 12, 13, 17, and 18) were considered moderately covered by over 50% of the lecturers, while some (items 12, 15, and 16) were considered not covered at all by a fairly good number of the subjects. On the amount of the exercises used only two skills (items 14 and 15) were considered by 42.8% of the lecturers as having been taught using few exercises. The rest of the skills were considered by a smaller numbers of the subjects across the four columns: plentiful, few, none and no response.

These results point to some difference in the general trend of opinions of these lecturers up to this point. This might have stemed from either their having forgotton or their being uncertain or both of these concerning the amounts of exercises used in teaching these skills. One could also attribute this change in the trend of opinion of these subjects to mean that speaking skills are not emphasized in the General English course. Indeed, Alabi (1987) lamented that the present NCE General English Syllabus pays little attention to the teaching of the spoken aspect of the language in a paper presented at NCE English Conference organised by the Institute of Education, Ahmadu Bello University in September 28th - 30th, 1987.

The probability of the above explanations over the lecturers' responses concerning the amount of exercises used

in teaching speaking skills could possibly explain why some of them rated some speaking skills as moderately covered while others rated some as not covered at all.

On "the usefulness of the exercises used in teaching/learning these skills" it is observed from the table that all the skills were rated by most of the lecturers as being taught through "fairly useful exercises".

Reading Skills

Table 4.14 reveals that all the eleven items under the reading skills were rated high need areas for a teacher who uses English to teach by a majority of the lecturers (71.4% - 85.7%).

In responding to the second category, extent of coverage, only item 24, "ability to distinguish between what is relevant and irrelevant points in the passage read" was rated by half of the subjects to have been extensively covered. The remaining items particularly items 19, 20, 21, 22, 26 and 27 were considered moderately covered by the majority of the subjects.

On the amount of exercises used in teaching these skills, the table shows that the lecturers' responses were spread across the response columns of plentiful, few and none. These results are comparable to those obtained from this group under speaking skills. However, the majority of them indicated that the exercises were few particularly for items 21, 22, 23 and 26.

On the "usefulness of the exercises", the table shows that apart from item 19, "ability to read and understand materials of various topic," which was considered by 57.1%

of the lecturers as having been taught using very useful exercises, the rest of the skills were perceived by 50% - 78% of the subjects as being fairly useful.

Writing Skills

In table 4.15, it is observed that 64.3% - 85.7% of the lecturers rated all the writing skills as high need areas for a teacher who uses English for instruction. The highest rating score is on item 30 "ability to organise and present in writing ideas/facts in logical order and on item 33, "ability to develop paragraphs in chronological form, using illustrations and analysis" which have both 85.7% responses.

For the category "extent of coverage", six of the eight skills were perceived to be moderately covered by over 50% of the lecturers. On the the amount of exercises used in teaching these skills, it is observed that the lecturers' responses spread across the three response columns of plentiful, few and none. Once again these results are comparable to the responses of this group in the sections on speaking and reading. However, more of the lecturers indicated that these skills were taught through few exercises.

On the usefulness of these exercises, items 30, 35 and 37 were indicated by over 60% of the subjects and items 32, 33, 34 and 36 were indicated by 50% - 57% of the subjects as being fairly useful.

Table 4.13. Responses of the Lecturers to the items on Speaking skills (N = 14)

	Description of Item	Relevance of these skills to a teacher who uses English to teach his subject.								Extent of coverage of these skills in the General English Course.							
	Speaking Skills	High		Mode-rate		Low		No response		Exten-sively covered		Moder-ately covered		Not covered at all		No response	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12	Ability to pronounce the vowel sounds of English correctly.	10	71.4	3	21.4	1	7.1	-	-	-	-	7	50	7	50	-	-
13	Ability to pronounce the consonant sounds of English correctly.	9	64.3	4	28.6	1	7.1	-	-	-	-	8	57.1	4	28.6	2	14.3
14	Ability to use words and sentences with appropriate stress to get the intended effect (e.g. for emphasis)	10	71.4	3	21.4	1	7.1	-	-	1	7.1	6	42.8	4	28.6	3	21.4
15	Ability to use the intonation patterns of English to give intended meaning (e.g. question, commend, statement, etc).	12	85.7	2	14.3	-	-	-	-	1	7.1	5	35.7	6	42.8	2	14.3
16	Ability to use appropriate register (e.g. Broadcasting, Advertisement, different disciplines).	10	71.4	3	21.4	1	7.1	-	-	2	14.3	5	35.7	6	42.8	1	7.1
17	Ability to carry out conversation in formal and informal situations.	13	92.9	1	7.1	-	-	-		3	21.4	7	50	4	28.6	-	-
18	Ability to give simple instructions (e.g. giving directions, giving instructions on how to make something)	9	64.3	4	28.6	1	7.1	-	-	3	21.4	7	50	2	14.3	2	14.3

Table 4.13 (Continued)

	Description of Item	Exercises used in teaching/learning these skills				Exercises used in teaching/ learning these skills			
	Speaking Skills	Were plenti-ful N %	Were few N %	None N %	No response N %	Very useful N %	Fairly useful N %	Not useful at all N %	No response N %
12	Ability to pronounce the vowel sounds of English correctly.	1 7.1	4 28.6	5 35.7	4 28.6	2 14.3	9 64.3	1 7.1	2 14.3
13	Ability to pronounce the consonant sounds of English correctly.	1 7.1	6 42.8	4 28.6	3 21.4	2 14.3	8 57.1	1 7.1	3 21.4
14	Ability to use words and sentences with appropriate stress to get the intended effect (e.g. for emphasis).	1 7.1	6 42.8	4 28.6	2 21.4	3 21.4	8 57.1	1 7.1	2 14.3
15	Ability to use the intonation patterns of English to give intended meaning (e.g. question, commend, statement, etc).	2 14.3	4 28.6	5 35.7	3 21.4	3 21.4	7 50	2 14.3	2 14.3
16	Ability to use appropriate register (e.g. Broadcasting, Advertisement, different disciplines).	3 21.4	4 28.6	4 28.6	3 21.4	2 14.3	8 57.1	1 7.1	3 21.4
17	Ability to carry out conversation in formal and informal situations.	4 28.6	4 28.6	3 21.4	3 21.4	4 28.6	6 42.8	1 7.1	3 21.4
18	Ability to give simple instructions (e.g. giving directions, giving instructions on how to make something).	3 21.4	5 35.7	2 14.3	4 28.6	3 21.4	7 50	1 7.1	3 21.4

Table 4.14: Responses of Lecturers to the items on Reading skills (N = 14)

	Description of Item	Relevance of these skills to a teacher who uses English to teach his subject.				Extent of coverage of these skills in the General English course.			
	Reading Skills	High	Moderate	Low	No response	Extensively covered	Moderately covered	Not covered at all	No response
		N %	N %	N %	N %	N %	N %	N %	N %
19	Ability to read and understand materials of various topics.	12 85.7	2 14.3	- -	- -	7 50	8 57.1	- -	1 7.1
20	Ability to use the library in getting reading materials of various categories such as books, references, periodicals, etc.	12 85.7	2 14.3	- -	- -	4 28.6	8 57.1	2 14.3	- -
21	Ability to read without such reading problems as execessive eye fixation, word for word reading etc.	10 71.4	3 21.4	- -	1 7.1	1 7.1	8 57.1	4 28.6	1 7.1
22	Ability to deduce the meanings of words and sentence structures using contexual clues.	10 71.4	2 14.3	1 7.1	1 7.1	2 14.3	9 64.3	1 7.1	2 14.3
23	Ability to dedue the main idea of each paragraph read.	10 71.4	3 21.4	- -	1 7.1	5 35.7	5 35.7	2 14.3	2 14.3
24	Ability to distinguish between what is relevant and irrelevant points in the passage read.	11 78.6	1 7.1	1 7.1	1 7.1	6 42.8	5 35.7	1 7.1	2 14.3
25	Ability to critically interpret the materials read.	11 78.6	2 14.3	- -	1 7.1	3 21.4	5 35.7	5 35.7	1 7.1
26	Ability to make inferences from materials read	10 71.4	3 21.4	- -	1 7.1	3 21.4	8 57.1	1 7.1	2 14.3
27	Ability to find specific information quickly from the material read.	10 71.4	3 21.4	- -	1 7.1	5 35.7	7 50	- -	2 14.3

Table 4.14 (Continued)

	Description of Item	Relevance of these skills to a teacher who uses English to teach his subject.				Extent of coverage of these skills in the General English course.			
	Reading Skills	High	Mode-rate	Low	No response	Exten-sively covered	Mode-rately covered	Not covered at all	No response
		N %	N %	N %	N %	N %	N %	N %	N %
28	Ability to read for overall impression	11 78.6	2 14.3	- -	1 7.1	4 28.6	7 50	1 7.1	2 14.3
29	Ability to summarize (e.g. a text book, a passage etc).	11 78.6	1 7.1	1 7.1	1 7.1	4 28.6	6 42.8	2 14.3	2 14.3

Table 4.14 (Continued)

	Description of Item	Exercises used in teaching/learning these skills				Exercises used in teaching/learning these skills			
	Reading Skills	Were plenti-ful N %	Were few N %	None N %	No response N %	Very useful N %	Fairly useful N %	Not useful at all N %	No response N %
19	Ability to read and understand materials of various topics.	5 35.7	5 35.7	1 7.1	3 21.4	8 57.1	4 28.6	1 7.1	1 7.1
20	Ability to use the library in getting reading materials of various categories such as books, references, periodicals, etc.	3 21.4	3 21.4	4 28.6	4 28.6	3 21.4	7 50	1 7.1	3 21.4
21	Ability to read without such reading problems as execessive eye fixation, word for word reading etc.	1 7.1	6 42.8	4 28.6	3 21.4	1 7.1	11 78.6	- -	2 14.3
22	Ability to deduce the meanings of words and sentence structures using contexual clues.	2 14.3	7 50	3 21.4	2 14.3	1 7.1	11 78.6	- -	2 14.3
23	Ability to deduce the main idea of each paragraph read.	3 21.4	6 42.8	2 14.3	3 21.4	3 21.4	9 64.3	1 7.1	1 7.1
24	Ability to distinguish between what is relevant and irrelevant points in the passage read.	5 35.7	4 28.6	2 14.3	3 21.4	5 35.7	8 57.1	- -	1 7.1
25	Ability to critically interpret the materials read.	3 21.4	5 35.7	3 21.4	3 21.4	3 21.4	7 50	1 7.1	3 21.4
26	Ability to make inferences from materials read	2 14.3	6 42.8	3 21.4	3 21.4	2 14.3	9 64.3	1 7.1	2 14.3
27	Ability to find epecific information quickly from the material read.	5 35.7	5 35.7	2 14.3	2 14.3	6 42.8	7 50	- -	1 7.1
28	Ability to read for overall impression	4 28.6	5 35.7	2 14.3	3 21.4	5 35.7	7 50	1 7.1	1 7.1
29	Ability to summarize (e.g. a text book, a passage etc.)	4 28.6	4 28.6	3 21.4	3 21.4	5 35.7	7 50	1 7.1	1 7.1

Table 4.15: Responses of Lecturers to the items on Writing skills (N = 14)

	Description of Item	Relevance of these skills to a teacher who uses English to teach his subject.								Extent of coverage of these skills in the General English Course.							
		High		Moderate		Low		No response		Extensively covered		Moderately covered		Not covered at all		No response	
	Writing Skills	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
30	Ability to use punctuation marks correctly when writing.	10	71.4	3	21.4	-	-	1	7.1	3	21.4	9	64.3	-	-	2	14.3
31	Ability to organise and present in writing ideas/facts in logical order.	12	85.7	1	7.1	-	-	1	7.1	4	28.6	7	50	1	7.1	2	14.3
32	Ability to develop paragraphs using comparison and contrast techniques.	11	78.6	2	14.3	-	-	1	7.1	3	21.4	9	64.3	-	-	2	14.3
33	Ability to develop paragraphs in chronological form, and using illustrations and analysis.	12	85.7	-	-	1	7.1	1	7.1	4	28.6	7	50	1	7.1	2	14.3
34	Ability to plan and write Essays focusing on the introduction, the body and the conclusion.	11	78.6	2	14.3	-	-	1	7.1	6	42.8	6	42.8	-	-	2	14.3
35	Ability to write the various types of Essays such as Narration, Exposition, Description and Argumentatives.	9	64.3	4	28.6	-	-	1	7.1	4	28.6	8	57.1	-	-	2	14.3
36	Ability to write informal and formal letters using appropriate content and format.	11	78.6	2	14.3	-	-	1	7.1	5	35.7	7	50	-	-	2	14.3
37	Ability to write reports and minutes of a meeting.	10	71.4	3	21.4	-	-	1	7.1	2	14.3	6	42.8	4	28.6	2	14.3

Table 4.15 (Continued)

	Description of Item	Exercises used in teaching/learning these skills				Exercises used in teaching/ learning these skills			
	Writing skills	Were plentiful N %	Were few N %	None N %	No response N %	Very useful N %	Fairly useful N %	Not useful N %	No response N %
30	Ability to use punctuation marks correctly when writing.	3 21.4	6 42.8	2 14.3	3 21.4	3 21.4	10 71.4	- -	1 7.1
31	Ability to organise and present in writing ideas/facts in logical order.	5 35.7	3 21.4	3 21.4	3 21.4	6 42.8	6 12.8	1 7.1	1 7.1
32	Ability to develop paragraphs using comparison and contrast techniques.	4 28.6	5 35.7	2 14.3	3 21.4	5 35.7	8 57.1	- -	1 7.1
33	Ability to develop paragraphs in chronological form, and using illustrations and analysis.	4 28.6	4 28.6	4 28.6	2 14.3	4 28.6	7 50	1 7.1	2 14.3
34	Ability to plan and write Essays focusing on the introduction, the body and the conclusion.	4 28.6	4 28.6	2 14.3	2 14.3	6 42.8	7 50	- -	1 7.1
35	Ability to write the various types of Essays such as Narration, Exposition, Description and Argumentatives.	4 28.6	4 28.6	3 21.4	1 7.1	3 21.4	10 71.4	- -	1 7.1
36	Ability to write informal and formal letters using appropriate content and format.	4 28.6	4 28.6	2 14.3	4 28.6	5 35.7	8 57.1	- -	1 7.1
37	Ability to write reports and minutes of a meeting.	2 14.3	6 42.8	3 21.4	3 21.4	1 7.1	9 64.3	1 7.1	3 21.4

4.2.4 Summary

This chapter presented and analysed the data collected. The results revealed that most of the year I and the year IV students who participated in this study had only Grade II teachers' Certificate before entering the NCE/CC programme. The results also showed that all of the subjects in these two groups are currently teaching and hoped to continue teaching. The biodata on the lecturers show that with the exception of one, the rest hold a degree in English Language.

The responses of the year IV students to the open-ended questions revealed that a large number of these students who had completed the General English course said that the course extremely helped them in learning other subjects as well as improved their use of English in teaching their subjects.

The responses of the three groups of subjects to the items on the four language skills revealed that on the whole, the lecturers more than the two groups of students perceived high needs in all the skills for any teacher who uses English to teach. While the year I students indicated high need for themselves and generally moderate need for any teacher who uses English to teach in most of the skills, the year IV students tended to indicate moderate need for themselves in most of these skills and high need for any teacher who uses English to teach.

On the coverage of these skills in the NCE/CC programme, the majority of the lecturers and the year IV students felt that the skills were moderately covered.

On the amount of exercises used in teaching these skills, the general response from the year IV students and the lectureres indicated that a few exercises were used in teaching most of these skills. However, the year IV students seemed to be more specific and precise in this regard than the lecturers whose responses spread across the three response columns of "plentiful", "few" and "none". One could conclude from these results that the students who took the course seemed to have remembered the amount of exercises done more than their lecturers.

On the usefulness of these exercises, a fairly good number of the year IV students indicated that very useful exercises were used in teaching many of the listening skills. Most of these subjects noted that the exercises used in teaching reading and writing skills particularly the former were fairly useful. They were however divided in their opinion over the usefulness of the exercises used in teaching speaking skills. A fairly large number of them said the exercises were both "very useful" and "fairly useful".

The lecturers unlike the year IV students generally indicated that most of the exercises were "fairly useful".

CHAPTER 5

Summary of Findings, Conclusions and Recommendations

This study set out to survey the communicative needs of the students in the NCE/CC programme as perceived by the students and the lecturers of the General English Course. The purpose of the survey was to examine the General English Syllabus of NCE/CC in order to identify the communicative needs of the students in:

Listening skills,

Speaking skills,

Reading skills, and

Writing skills

From the data generated from the perceived needs, the investigator would make suggestions for programme improvement. One of the basic assumptions of this study was that the learners are adults and should be able to articulate their communicative needs. To justify the existence of the programme, such needs, must be provided for. Established since 1976 by the Institute of Education, Ahmadu Bello University, Zaria, there had been no attempt to assess the content of the General English Course of the NCE/CC programme, from the students' point of view. The curriculum has been planned all along entirely by the course coordinators and the teachers involved in the programme. Another important assumption of this study was that involving the learners in decisions concerning their learning content and implementation makes for successful planning. Evidence from the literature seems to support the idea that involving the learners in planning a programme

helps to generate meaningful data that could guide Planners and decision makers in determining their areas of urgent needs. Hence the subjects of this study were the students (Year I and Year IV) and lecturers who are directly involved in the programme.

Three questionnaires were the only instruments used for data collection. A review of the English as a second language (ESL) literature was the major source used for constructing the instrument. The instrument sought from the subjects information regarding: their background, general opinions of the Year IV students about the General English Course already completed by them and finally the communicative needs of the students in the four language skills, listening, Speaking, Reading, and Writing. This chapter interprets the data analyzed in the preceding chapter and indicates the implications of the findings for the NCE/CC programme. The priority areas identified from the data determined the basis for the recommendations for programme improvement.

5.1 Findings

The data on the background information of the subjects reveal that most of the Year I and Year IV students had the Grade II teachers' Certificate prior to their admission into the NCE/CC programme. This result is not surprising because as indicated in the first chapter of this study, one of the objectives for establishing the NCE/CC programme was "to make academic and professional training available to a large number of Grade II teachers" while on their jobs. The age distribution of the two groups of students shows that most

of the Year I students fell within the age range of 24-29 years, while the majority of the Year IV students fell within the age range of 30-35 years. These results could be attributed to the change in the admission policy. At the beginning of the NCE/CC programme, priority was given to Grade II teachers with long years of teaching experience for admission over those who graduated later. This admission policy has now changed as younger teachers with as little as two years of teaching experience are admitted into the programme. This change in admission is manifested in the data on age.

The data reveal that there were slightly more males than females between both groups. The data on the occupation of the students show that all the students are currently teachers. Most of the Year I and Year IV students also indicated their intention to remain in the teaching profession. The result of this data is also not surprising because the programme is designed specifically for practising teachers. Although General English is a compulsory subject offered by all the students, the data on the course of study show that only eight out of the ten subjects listed in chapter one are represented. The possible explanation was that the students who offered the two excluded subjects (Christian Religious knowledge and Hausa) were not present when copies of the questionnaire were distributed.

The data on the open-ended questions reveal that most of the students felt General English was helpful. In their opinion also, General English had helped them to learn most of the subjects. Most of them said General English had

helped to improve their use of English in teaching.

The resutls of the data on the lecturers' educational qualification show that except for one lecturer who holds a B.Sc (Hons) the rest of the subjects hold a B.A. (Hons) or a B.A.Ed in English. This result depicts that the majority of the lecturers are qualified to teach the General English Course. As for the lecturers' teaching experience, slightly less than 40% had teaching experience of 6-10 years and over 20% had 11-15 years teaching experience.

Perceptions on the Four Language Skills: Year I

There were three broad response categories in the questionnaire on the four language skills. The first category sought the views of the students and lecturers on the needs of a teacher who uses English as a medium of instruction in these skills.

The second category examines the current communicative needs of Year I students at the point of entry into the programme and the present needs of Year IV students who had completed the programme.

The third category requested the Year IV students who had completed the General English Course and the lecturers to judge the course in terms of extent of coverage of the various skills, the amount of exercises used and the usefulness of these exercises used in teaching.

The analysis of the data reveals that several skill items were rated high need areas by the subjects for the teacher who uses English for instruction. The following listening skills were perceived as high need areas for the teacher who uses English for instruction:-

Ability to constrast English Phonemes (items 6)
Ability to recognise meanings of words, phrases and sentences caused by stress and intonation patterns of English (item 7).
Ability to listen to lecturers, news and passages of various types (item 10) and;
Ability to distinguish between relevant and irrelevant details (item 13).

On their needs at the point of entry into the NCE/CC programme, the data reveal that the Year I students who expressed high need for themselves are greater than the number that expressed high need in the listening skills for any teacher who uses English to teach.

As for the speaking skills, only two skill items were perceived as high need of a teacher who uses English for instruction. These were item 15 "ability to pronounce the vowel sounds of English correctly" and item 16 "ability to pronounce the consonant sounds of English correctly". The rest were rated as moderate needs by most of the subjects.

In indicating their needs at the point of entry into the programme, the Year I students perceived the following as high need areas:-
Ability to pronounce the vowel sounds of English correctly (item 15).
Ability to use words and sentences with appropriate stress to get intended effect (item 17).
Ability to use the intonation patterns of English to give intended meaning (item 18) and;
Ability to use appropirate registers of English (item 19).

The Year I students perceived five reading skill items

c. high need areas for a teacher who uses English to teach. These were:

Ability to read and understand materials of various topics (item 22).

Ability to deduce main idea of each paragraph read (item 26).

Ability to distinquish between what is relevant and irrelevant in the passage (item 27).

Ability to critically interpret the materials read (item 28).

Ability to find specific information quickly from the materials read (item 30).

As for their needs at the point of entry, the results show that ten of the reading skills were perceived as high need areas. Since the greater part of the NCE/CC course tuition is given through the printed words, the students' high perception is an indication that they need help to enable them cope with the demand of the course. Receiving the highest ratings was item 30 "ability to find specific information quickly from materials read". This item is considered so important because it seems to be one of the skills that the students of this programme must master and use in order to cope with the tedious work of the short contact period (i.e. when students receive face to face instruction).

In perceiving the writing needs of a teacher who uses English for instruction, the following skill items were considered as high need area:-

Ability to use punctuation marks correctly when writing

(item 33).

Ability to write the various types of essays such as Narration, Expository, Description and Argumentative (item 38).

Ability to write informal and formal letters using appropriate content and format (item 39), and;

Ability to write reports and minutes of a meeting (item 40).

In indicating their needs at the point of entry, the data reveal that all the writing skills were perceived as high need areas. From the results, it is observed that the Year I students rated the items under the four language skills listening, speaking, reading and writing from high to moderate needs of a teacher who uses English to teach and as high needs at the point of entry. However, such needs expressed for themselves were more than those expressed for any teacher who uses English for instruction. The students therefore need help in these skills. The data also reveal that the Year I students' perception of need in the area of listening seems to be greater than their expressed need in the area of speaking.

Year IV

The data on the perception of Year IV students on the four language skills also show that several skill items were considered high need areas by the subjects for a teacher who uses English for instruction. The following listening skills were rated high need areas for a teacher who uses English to teach:

Ability to recognise the vowel sounds of English (item 15),

Ability to recognise the consonant sound of English (item 16),

Ability to listen to lectures, news and passages of various types (item 17),

Ability to take down meaningful notes after listening to lecturers, news or passages (item 18), and;

Ability to distinguish between main points and details after listening to a passage (item 19).

The perception of the Year I and Year IV as observed from the results show some similarities. The two groups seem to indicate similar items as high need areas for a teacher who uses English for instruction.

In specifying their needs in these skills presently, the data reveal that all the items were rated moderate need areas by most of the subjects. These results show some difference between the Year I and Year IV in their perception of need. As observed from the results of Year I data, most of them expressed high need in most of the listening skills while the contrary is the case with the Year four students. One could interpret this difference in need to mean an indication of the Year I students' weakness in these skills. Hence, they expressed their enthusiasm to satisfy these needs from the General English Course. As for the Year IV students, this could mean that some of these needs have been met during the course.

The data on the "extent of coverage" of the listening skills reveal that all the nine skill items were rated moderately covered by most of the subjects.

The results of the data on the category "exercises used in teaching these skills" show that item 13 "ability to contrast English phonemes" and item 14 "ability to recognise

meanings of words, phrases and sentences caused by stress and intonation patterns of English" were perceived to have been covered using "plentiful exercises. Six other skill items (13, 15, 17, 18, 19 and 21) were rated to have been covered using few exercises by most of the subjects.

As for the category "usefulness of the exercises used in teaching/learning these skills, over 41% of the subjects considered the items as having been taught using very useful exercises.

The results of the data on the speaking skills reveal that only two skill items (27 and 28) "ability to carry out conversation in formal and informal situations" and "ability to give simple instructions" were rated as high need areas for a teacher who uses English to teach.

In indicating their need in these skills presently, the Year IV students expressed moderate need areas in all the skills. These results are similar to those obtained in the area of listening. The same explanation could be advanced here (i.e. that the students' needs in these skills might have been to some extent satisfied during the course).

The students also perceived that all the speaking skill items were moderately covered. These results are similar to those obtained in the area of listening. On the amount of expercises used in teaching/learning these skills, the results show that most of the subjects felt that few exercises were used. The data on the usefulness of these exercises show that the Year IV students' opinions were divided between "very useful" and "fairly useful". This division in opinion could be attributed to forgetfulness on the part of the students since they completed the General

English Course nine months before this present study was carried out. According to Kimble and Garmezy (1968) "forgetting may result from the decay of memory traces" (quoted in Okonkwo, 1984).

In perceiving the reading skill items, the results reveal that the students indicated moderate than high need for any teacher who uses English to teach. In indicating their needs presently, all the reading skills were rated moderate needs excepting item 37 "ability to find specific information quickly from the material read" which was considered a high need area. As for the extent of coverage, the results show that all the skills were perceived to be moderately covered. Few exercises were considered by the majority of the subjects to have been used in teaching these skills. As for the usefulness of the exercises, the data reveal that "fairly useful" exercises were used.

The Year IV students rated all the writing skills as high need areas for a teacher who uses English to teach. As for their needs presently, the results reveal that most of the subjects expressed high need in some of the writing skills, particularly moderate need in some of the skills as observed in items (42, 40, 41 and 47). These results show a deviation in the perception trend. Up to this point the Year IV Students tended to indicate moderate need for themselves as observed in the results of listening and speaking skills. One could interpret the writing skill results to mean that the subjects despite their having completed the General English Course considered themselves wanting in some areas of writing. These results are not

surprising because writing more than listening and speaking skills is a primary medium through which these students carry out their assignments especially during the long correspondence period, take tests and examination in all the subjects.

In the area of coverage, the data show that most of the skills were moderately covered. All the skills were perceived to have been taught using few exercises by the majority of the subjects. The data on the usefulness of the exercises used in teaching indicate that items (44, 45 and 46) were considered to have been taught through "very useful" exercises and the rest of the items were taught through fairly useful exercises.

Lecturers

In perceiving the need of any teacher who uses English for instruction, the lecturers rated all the listening skills as high need areas.

On the extent of coverage, the majority felt that the items were moderately covered. As for the amount of exercises used in teaching, the results reveal that few exercises were used. Apart from items 7 and 8 "ability to listen to lectures, news, nd passages of various types" and "ability to take down meaningful notes after lectures, news or passages" which were considered as having been taught through very useful exercises, the rest of the listening skills were considered taught through fairly useful exercises.

In perceiving the speaking skill items, the results reveal that all the skills were considered as high need areas of a teacher who uses English to teach. As for the

category "extent of coverage of these skills", the lecturers expressed a divided opinion as they indicated that some of the items (12, 13, 17 and 18) were moderately covered while items (12, 15 and 16) were considered not covered at all by a fairly large number of the subjects. These results indicate some difference in the general trend and merits our interpretation. The responses of the lecturers might have been affected by the difficulty in recalling as a result of forgetfulness or that they were uncertain. Another possible interpretation of the lecturers' results could mean that.....speaking skills are not emphasized in the General English Course. Evidence from literature seems to support this later interpretation as noted by Alabi (1987).

If the former is the case, then it is more appropriate to ask for information regarding the programme objectives from those who have gone through the programme almost after completion. As for the amount of exercises used in teaching and their usefulness, the results show that few exercises were used and that the exercises were fairly useful.

The lecturers perceived all the reading skills as high need areas for a teacher who uses English for instruction. The data on the category "extent of coverage" reveals that most of the skills were considered moderately covered. On the amount of exercises used in teaching these skills, the majority of them indicated that the exercises used were few. As for the "usefulness of the exercises", most of the lecturers perceived that "fairly useful exercises" were used.

The result of the lecturers' perception of the writing

skills reveal that all the skill items were considered high need areas for a teacher who uses English for instruction. As for the category "extent of coverage" the subjects felt the skills were moderately covered. On the amount of exercises used in teaching, their responses spread across the three response columns of plentiful, few and none. On the usefulness of these exercises, the lecturers' opinion were divided between "very useful exercises" and "fairly useful".

In summary, the subjects seem to agree generally in rating most of the skills as high need areas for a teacher who uses English for instruction. Year I students indicated high need for themselves in most of the skills and generally moderate need for any teacher who uses English to teach. The year IV students who have already passed through the General English course perceived moderate need in most of the skill items for themselves and high need for any teacher who uses English to teach. This difference in perception was explained as resulting from the effect of the course already covered. Some of their needs might have been satisfied during the course.

Findings from the perception of year IV and lecturers in the area of "coverage", "amount of exercises used in teaching" and the "usefulness" of the exercises showed some similarities. Both groups agreed that the skills were moderately covered and that exercises used in teaching were few. However, while the lecturers perceived most of the skills to have been taught through "fairly useful exercises", a fairly good number of the Year IV students perceived most of the skill items to have been taught

through "very useful exercises". These differences in perception have been explained as arising from the difficulty of probably recalling accurately what was done as a result of forgetfulness by both groups.

These findings have far-reaching pedagogical and social implications for both learners, teacher, course planners, teacher educators and governement (policy makers). The high need areas perceived by the subjects must form the priority areas to be focused upon when reviewing the General English Syllabus. The findings also draw our attention to continually involve the learners of any programme in the process of identifying training needs. A needs assessment study of this nature does not only provide the hard data about the needs of the students but provides opportunity for the learners to think about what they learn, and to question irrelevant content by suggesting a more useful one.

5.2 CONCLUSION

On the basis of the above findings, the following conclusions are drawn with respect to perceptions of the subjects and the priority areas of need in General English course.

1. The subjects seem to emphasise most of the items under the four language skills as high needs of a teacher who uses English for instruction.
2. The year I students expressed generally high needs for themselves in all the language skills. This seems to suggest that they need help.
3. The Year IV students who have completed the course

indicated moderate needs in most of the skills. However, their perceptions of some of the skills under writing showed that there were areas of high need.

4. From the perceptions of the Year IV students and lecturers, it seemed that there are problems in the area of coverage, exercises used in teaching and the usefulness of such exercises. Both groups seem to agree that some of the skills are not covered in depth, and that exercises used in teaching were not plentiful and not very useful.

5.3 Recommendations for Programme Improvement.

The generally high need perceived by the year I students for themselves in the four language skilss and the moderate need expressed by this same group for any teacher who uses English for instruction seems to indicate their admittance of weaknesses in these skills. These students therefore need help. The teachers of the General English course should be sensitive to the needs of each set of new students admitted into the programme. This they can do through a needs assessment procedure using questionnaires, observations and discussions as soon as the students enter into the programme. The teachers can use the information collected to make decisions on areas to emphasise in the course.

The teachers should also constantly find out and monitor the needs expressed by the students as they progress through the course from year I to year III. In this way, they are aware of what needs are satisfied and what remains to be done.

Since the year IV students expressed moderate needs in listening, speaking, and reading skills, this can be interpreted to mean that some of these needs have been satisfied. This is a possible indication that the programme is achieving its objectives in these areas. However, the high need indicated by this group in the area of writing seems to suggest that these students need help in this area. The teachers and policy-makers should therefore pay more attention to the development of writing skills in reviewing the syllabus.

The moderate perception of year IV students and lecturers in the area of coverage seems to suggest that more attention should be given to the General English syllabus in the area of coverage. The amount of exercises used in teching should also be increased and their usefulness in teaching the skills must be carefully examined.

5.4 Recommendations for further Research

From some of the findings and limitations pointed out earlier in this study, it is apparent that there is need for further studies in the area investigated.

1. The perceptions of the year one students need in this study was generally high. It is necessary to repeat this study with the same group as they progress through the course from year one to year three (after completion of the General English course) to see the pattern that may emerge.
2. It is necessary to repeat this study using year one, two and the three (final year students) to find out the differences in the needs perceived by each group.

This for example may show how the subjects needs as perceived in year one are met gradually as they progressed through the course from one to three.

3. The present study has concentrated only on the NCE/CC, Zaria/Kano campuses. It is necessary to carry out similar surveys in other NTCs to determine any similarities and/or differences in the perceptions of the NCE/CC. The results of such studies may produce more balanced data for programme improvement.

4. Finally, a similar study to the present one could be done using in addition to the written questionnaire, oral interview, observations or other methods which were not used in this study.

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APPENDIX A

QUESTIONNAIRE FOR YEAR I

1. Your qualification before entry into the programme (circle one)
   Grade II only, WASC only, WASC and Grade II, Others (specify)
2. Age _____
3. Sex _____
4. Current Occupation _____
5. Future Occupation _____

The following are a list of listening, speaking, reading, and writing skills. Put a tick in only one column of each question category to indicate your opinion:

	Relevance of these skills to a teacher who uses English to teach his subject			Your need in these skills presently		
	High	Moderate	Low	High	Moderate	Low
6. Ability to contrast English phonemes (i.e. distinguishing meanings caused by differences in sound)						
7. Ability to recognise meanings of words, phrases and sentences caused by stress and intonation patterns of English.						
8. Ability to recognise the vowel sound of English.						
9. Ability to recognise the consonant sound of English						

Appendix A (Contd.)

	Relevance of these skills to a teacher who uses English to teach his subject			Your need in these skills presently		
	High	Moderate	Low	High	Moderate	Low
10. Ability to listen to lectures, news, and passages of various types						
11. Ability to take down meaningful notes after listening to lectures, news or passages.						
12. Ability to distinguish between main points and details after listening to a passage.						
13. Ability to distinguish between relevant and irrelevant details.						
14. Ability to draw inferences from what you listened to.						
15. Ability to pronounce the vowel sounds of English correctly.						
16. Ability to pronounce the consonant sounds of English correctly.						
17. Ability to use words and sentences with appropriate stress to the intended effect (e.g. for emphasis)						
18. Ability to use the intonation patterns of English to give intended meaning (.e.g. question, commend, statement, etc).						

Appendix A (Contd.)

	Relevance of these skills to a teacher who uses English to teach his subject			Your need in these skills presently		
	High	Moderate	Low	High	Moderate	Low
19. Ability to use appropriate register (e.g. Broadcasting, Advertisement, different disciplines).						
20. Ability to carry out conversation in formal and informal situations.						
21. Ability to give simple instructions (e.g. giving directions, giving instructions on how to make something).						
22. Ability to read and understand materials of various topics.						
23. Ability to use the library in getting reading materials of various categories such as books, references, periodical, etc.						
24. Ability to read without such reading problems as excessive eye fixation, word for word reading, etc.						
25. Ability to deduce the meanings of words and sentence structures using contexual clues.						
26. Ability to deduce the main idea of each paragraph read						
27. Ability to distinguish between what is relevant and irrelevant in the passage						
28. Ability to critically interpret the materials read.						

Appendix A (Contd)

	Relevance of these skills to a teacher who uses English to teach his subject			Your need in these skills presently		
	High	Moderate	Low	High	Moderate	Low
29. Ability to critically interpret the materials read						
30. Ability to find specific information quickly from the material read.						
31. Ability to read for overall impression						
32. Ability to summarize (e.g. a text book, a passage, etc)						
Writing skills						
33. Ability to use punctuation marks correctly when writing						
34. Ability to organise and present in writing ideas/facts in logical order						
35. Ability to develop paragraphs using comparison and contrast techniques						
36. Ability to develop paragrahs in chronological from, and using illustrations and analysis						
37. Ability to plan and write Essays focussing on the introduction, the body and the conclusion.						
38. Ability to write the various types of Essays such as Narration, Exposition, Description and Argumentative						

Appendix A (Contd).

	Relevance of these skills to a teacher who uses English to reach his subject			Your need in these skills presently		
	High	Moderate	Low	High	Moderate	Low
39. Ability to write informal and formal letters using appropriate content and format.						
40. Ability to write reports and minutes of a meeting						

APPENDIX B

QUESTIONAIRE FOR PART 4

1. Your qualification before entry into the programme (circle one)

   Grade II only

   WASC only

   WASC and Grade II

   Others (specify)

2. Age_____

3. Sex_____

4. Current Occupation_____

5. Future Occupation_____

6. Your year of study (circle one)

   Year I

   Year II

   Year III

   Year IV

7. Indicate your course of study (major) (circle only one)

   English main

   Geography

   History

   Science Education

   C.R.K.

   I.R.K.

   P.E.

GENERAL QUESTIONS

8. Has the General English course helped you to learn other subjects in the NCE by Correspondence Programme?

9. If yes to question (8), list the subjects.

Appendix B (Contd.)

10. To what extent? Extremely helpful

Moderately helpful

Very little help

No help at all

11. Has the General English course helped you to improve your use of English in teaching your subject?

12. If yes, to question (11) to what extent?

Improvement was great

Improvement was moderate

Improvement was a little

No improvement at all

Appendix B (Contd.)

The following are a list of listening, speaking, reading, and writing skills. Put a tick in only one column of each question category to indicate your opinion:-

	Relevance of these skills to a teacher who uses English to teach his subject			Your need in these skills presently			Extent of coverage of these skills in the General English course			Exercise used in teaching these skills			Exercises used in teaching/ learning these skills		
	High	Moderate	Low	High	Moderate	Low	Extensively covered	Moderately covered	Not covered at all	Were plentiful	Were few	None	Very useful	Fairly useful	Not useful
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
13. Ability to contrast English phonemes (i.e. distinguishing meanings caused by differences in sound)															
14. Ability to recognise meanings of words, phrases and sentences caused by stress and intonation patterns of English.															
15. Ability to recognise the vowel sound of English.															
16. Ability to recognise the consonant sound of English.															
17. Ability to listen to lectures, news, and passages of various types															

Appendix B (Contd)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
18. Ability to take down meaningful notes after listening to lectures, news or passages.															
19. Ability to distinguish between main points and details after listening to a passage.															
20. Ability to distinguish between relevant and irrelevant details.															
21. Ability to draw inferences from what you listened to.															
22. Ability to pronounce the vowel sounds of English correctly.															
Speaking Skills															
23. Ability to pronounce the consonant sounds of English correctly															
24, Ability to use words and senterces with appropriate stress to get the intended effect (e.g. for emphasis)															

Appendix B (Contd.)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
25. Ability to use the intonation patterns of English to give intended meaning (e.g. question, commened, statement, etc)															
26. Ability to use appropriate register (e.g. Broadcasting, Advertisement, different disciplines).															
27. Ability to carry out conversation in formal and informal situations.															
28. Ability to give simple introductions (e.g. giving directions, giving instructions on how to make something)															
29. Reading Skills Ability to read and understand materials of various topics.															
30. Ability to use the library in getting reading materials of various categories such as books, references, periodicals, etc.															

Appendix B (Contd.)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
31. Ability to read without such reading problems as excessive eye fixation, word for word reading, etc.															
32. Ability to deduce the meanings of words and sentence structures using contextual clues.															
33. Ability to deduce the main idea of each paragraph read.															
34. Ability to distinguish between what is relevant and irrelevant in the passage read.															
35. Ability to critically interpret the materials read.															
36. Ability to make inferences from materials read.															
37. Ability to find specific information quickly from the material read.															
38. Ability to read for overall impression.															
39. Ability to summarize (e.g. a text book, a passage etc.)															

Appendix B (Contd.)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Writing Skills															
40. Ability to use punctuation marks correctly when writing															
41. Ability to organise and present in writing ideas/ facts in logical order.															
42. Ability to develop paragraphs using comparison and contrast techniques.															
43. Ability to develop paragraphs in chronological form, and using illustrations and analysis.															
44. Ability to plan and write Eassays focusing on the introduction, the body and the conclusion.															
45. Ability to write the various types of Eassays such as Naration, Exposition, Description and Argumentative.															
46. Ability to write informal and formal letters using appropriate content and format.															
47. Ability to write reports and minutes of a meeting.															

APPENDIX C

LECTURERS' QUESTIONNAIRE

1. State your qualification _____

2. Your teaching Experience _____

The following are a list of listening, speaking, reading, and writing skills. Put a tick in Only one column of each question category to indicate your opinion:-

	Relevance of these skills to a teacher who uses English to teach his subject.			Extent of coverage of these skills in the General English course.			Exercises used in teaching/ learning these			Exercise used in teaching learning these skills		
	High (1)	Moderate (2)	Low (3)	Extensively covered (4)	Moderately covered (5)	Not covered at all (6)	Were plentiful (7)	Were few (8)	None (9)	Very useful (10)	Fairly useful (11)	Not useful at all (12)
3. Ability to contrast English phonemes (i.e. distinguishing meanings caused by differences in sound).												
4. Ability to recognise meanings of words, phrases and sentences caused by stress and intonation patterns of English.												
5. Ability to recognise the vowel sound of English.												
6. Ability to recognise the consonant sound of English.												
7. Ability to listen to lectures, news, and passages of various types.												
8. Ability to take down meaningful notes after listening to lectures, news or passages.												

Appendix C (Contd.)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
9. Ability to distinguish between main points and details after listening to a passage.												
10. Ability to distinguish between relevant and irrelevant details.												
11. Ability to draw inferences from what you listened to.												
12. Speaking Skills Ability to pronounce the vowel sounds of English correctly.												
13. Ability to pronounce the consonant sounds of English correctly.												
14. Ability to use words and sentences with appropriate stress to get the intended effect (e.g. for emphasis)												
15. Ability to use the intonation patterns of English to give intended meaning (e.g. question, command, statement, etc).												
16. Ability to use appropriate register (e.g. Broadcasting, Advertisement, different disciplines).												
17. Ability to give simple instructions (e.g. giving directions, giving instructions on how to make something).												
18. Ability to carry out conversation in formal and informal situations.												

Appendix C (Contd.)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
19. Reading Skills Ability to read and understand materials of various topics.												
20. Ability to use the library in getting reading materials of various categories such as books, references, periodicall, etc.												
21. Ability to read without such reading problems as execessive eye fixation, word for word reading etc.												
22. Ability to deduce the meanings of words and sentence structures using contexual clues.												
23. Ability to deduce the main idea of each paragraph read.												
24. Ability to distinguish between what is relevant and irrelevant in the passage read.												
25. Ability to critically interpret the materials read.												
26. Ability to make inferences from materials read.												
27. Ability to find specific information quickly from the material read.												
28. Ability to read for overall impression.												

Appendix C (Contd.)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
29. Ability to summarize (e.g. a text book, a passage etc.)												
Writing Skills												
30. Ability to use punctuation marks correctly when writing.												
31. Ability to organise and present in writing ideas/facts in logical order.												
32. Ability to develop paragraphs using comparison and contrast techniques.												
33. Ability to develop paragraphs in chronological form, and using illustrations and analysis.												
34. Ability to plan and write Essays focusing on the introduction, the body and the conclusion.												
35. Ability to write the various types of Essays such as Narration, Exposition, Description and Argumentative.												
36. Ability to write informal and formal letters using appropriate content and format.												
37. Ability to write reports and minutes of a meeting.												