THE WRITTEN ENGLISH OF UNDERGRADUATES ACROSS THREE ENGLISH LANGUAGE-BASED PROGRAMMES: IMPLICATIONS FOR CURRICULUM RENEWAL

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BEING A RESEARCH DISSERTATION, SUBMITTED TO THE POST-GRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (Ph.D) IN TEACHING OF ENGLISH AS A SECOND LANGUAGE (TESL)

Feb. 2005

Declaration

I hereby declare that this research work was prepared by me, and that it has never appeared in any other research work presented for the Award of higher degree. All quotations and sources of information are acknowledged by means of references.

_____

Mansur Saleh Kiyawa
Feb. 2005

Certification

This dissertation entitled "The written English of Undergraduates Across Three English language-based Programmes: Implications for Curriculum Renewal", by Mansur Saleh Kiyawa meets the regulations governing the award of Doctor of Philosophy (Ph.D.) in Teaching of English as a Second Language (TESL) in the Department of Education, Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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Dedication

This research work is dedicated to my parents and members of my family.

Acknowledgement

I would like to express my gratitude to the Almighty God for giving me the health and opportunity to conduct this study. I am most grateful to my supervisors in the persons of Professor Isaac Adetunji Olaofe and Dr. Sadiq Mohammad for their inspiring and mature supervision. Special thanks to Professor Olaofe for giving me access to his treasure of books and journals during the conduct of this research work.

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Abstract

This research work was aimed at studying and comparing the performance of Bachelor of Arts (B.A.), Bachelor of Arts (Education) (B.A.Ed), and Bachelor of Education (B.Ed.) English language students in written English and, to that effect, identifying implications for curriculum renewal. Five universities were involved as sample for the study. Stratified Sampling based on the generation to which the universities belonged was used for the selection. Four hundred and fifty (450) students and seventy five (75) lecturers from the three programmes were, through random sampling, selected as samples. Students' Written Test and Questionnaire, and Teachers' Questionnaire served as the research instruments. Data collected from the written test were treated using Analysis of Variance (ANOVA) and t-test statistical techniques in order to test differences between the students' performance in written English. The Bacom Scale was also used in measuring the performance in question. The findings showed that there was no significant difference between the over-all performance of B.A., B.A.Ed. and B.Ed. English language students in written English. The findings also showed no significant difference between the students' errors of style, discourse organization, and 'other errors' but showed a significant difference between their errors of vocabulary (in favour of B.A. students), grammar and mechanics of writing (in favour of B.A.Ed. students), expressions and text format (in favour of B.Ed. students). The curriculum of each of the three programmes was found to be inadequate in language structure, adequate in education/pedagogy and linguistics, and highly adequate in literature. Common errors found among students across the programmes were those of stylistic variation, discourse organization, grammar, and punctuation.

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Definition of Terms

- **B.A. English**: Bachelor of Arts degree in English offered in English language-based departments in Nigerian Universities (100% language course content)
- **B.A. Ed. English**: Bachelor of Arts (Education) degree comprising education and English courses (40:60 ratio of Education and English course content) and jointly offered by education-based and English language-based departments in Faculties of Education and Arts respectively.
- **B. Ed. English/ Language Arts**: a Bachelor of Education degree with specialization in (English) language teaching. The course is offered by education-based departments in universities and colleges of education (50: 50 ratio of Education and English course content)
- **BACOM** (Basic Scale + Complementary Scale): refers to a measuring scale for performance in written English developed for the purpose of the study.

  Comprehensive University: a university that offers a wide variety of arts and science subjects. This differs from specialized university which offers single subject area like agriculture or technology.

  Discourse organization: coherence and cohesion in sentences and paragraphs in written prose
- **English Students**: undergraduates of English language
- **Expressions**: effective use of figurative language and idiomatic expressions for effective communication

Format in essay/letter comprises the following:

(a) Essays:
designation of receiver (for magazine/newspaper articles)
topic
introduction
conclusion
signature (for articles)
address of writer(for articles)

(b) Letters:
address of writer
date of writing
designation of receive (for official letters)
salutation
closing
signature
designation of writer (for official letters)

- Grammar: refers to rules of language use at the sentence level
- **JAMB** Joint Admission and Matriculation Board (the organ charged with the responsibility to co-ordinate admission to Nigerian universities and tertiary schools
- **Mechanics of Writing**: this comprises capitalization, paragraphing, punctuation, spelling, abbreviation and referencing (Gaskell,2000)
  - **Modern Language** a language with wide geographical coverage and rich cultural association across the world or a given region
- **NCE**: National Certificate in Education (offered by colleges of education in Nigeria)
- **NCTE**: National Congress of Teachers of English (in Nigeria)
  NERDC: Nigerian Educational Research and Development Council
- **NTI**: National Teachers Institute (an organization charged with the handling of Teacher Education Programme for primary school teachers
  NUC: National Universities Commission (the supervising organ for Nigerian Universities)
- **NESA**: Nigerian English Studies Association (an association for teachers of English and related subjects at higher institutions)
- **Other Errors**: include any other errors not mentioned, or a combination of two or more of the errors mentioned
- **Paragraph**: a distinct section of a written material in prose form comprising one or more than one lines. It corresponds to the expression of one coherent idea or change of emphasis on the same idea (Edwards, 1988)
- **Sentence**:a group of words that forms a statement, command, question or exclamation and, usually, contains a subject, verb and object. It begins with a capital letter and ends with a full-stop, question or exclamation mark (Rechards,1985)
- **Specialized University**: a university that offers single subject area like agriculture or technology.

- **SSCE**: Senior School Certificate Examination (an examination taken at the end of Senior Secondary School training in Nigeria)
- **Stylistic Variation**: variations in lexical items, phrases and sentence structures to suit the context and purpose of communication
- **The students** (refers to B.A., B.A.Ed. and B.Ed. English students)

- **UPE**: Universal Primary Education (an educational policy/programme
- **Vocabulary**: this refers to the single and compound words and idioms found in a
- language (Richards, Platt, & Weber, 1985).
- **WAEC**: West African Examinations Council (an examination body mainly for post primary education/ schools).
- **Writing Effectively**: production of coherent and cohesive sentences, paragraphs and texts using a variety of suitable lexical and syntactic structures, and mechanical accuracy aimed at effective communication.

Abbreviation

- ABU: Ahmadu Bello University (Zaria)
- ANOVA: Analysis of Variance
- BUK: Bayero University Kano
- CLG: corresponding letter grade
- CGPA: Cumulative Grade-Point Average
- DG: descriptive grade
- EFL: English as a foreign language
- ELT: English language teaching
- ELU: English language undergraduate
- ENL: English as a native language
- ESL: English as a second language
- FCE: federal college of education
- FO: format
- FME: Federal Ministry of Education (Nigeria)
- FOS: Federal Office of Statistics (Nigeria)
- GR: Grammar
- HEQ: highest educational qualification
- LG: letter grade
- MT: Mother Tongue
- MW: mechanics of writing
- NG: numerical grade
- NPE: National Policy on Education (in Nigeria)
- OE: Other Errors
- Ph.D: Doctor of Philosophy
- P S: problem solving
- RD&D: Research Development and Diffusion
- SI: Social Interaction
- SPSS: Special Package for Social Sciences (a computer programme)

TE: Teaching Experience

- TT: Total
- UEQ: University Entry Qualification
- VO: Vocabulary
- WE: Written English

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This research work aimed at comparing the performance of B.A., B.A. Ed. and B.Ed English language students in written English, and identifying implications for curriculum renewal. Grammar, stylistic variation, discourse organization, mechanics of writing, vocabulary, expression, format and related errors constituted the variables used for the study. This was done in recognition of the crucial roles that these variables play in the ability to write effectively. One needs to imagine the futility of attempts to communicate effectively in writing with poor or lack of knowledge of these aspects of written English.

Interest for the study developed out of the following circumstances:

(a) the researcher's exposure to university students' performance in written English manifested in their written assignments, tests and semester examinations as well as research projects;

(b) the researcher's exposure to research reports and related academic works which describe the performance in question as poor (Adesanoye, 1976 and 1995; Bruns, 1992; Honey, 1995; Sledd, 1985; and Olaofe,1998);

(c) the long-standing controversy over superiority among the three programmes in terms of effectiveness in equipping students with a good command of the written (and spoken) English for effective communication (Adejare, 1984; Adeyanju, 1974, and Olaofe, 1998)

(d) the researcher's interest to investigate and obtain proof cogent enough to address the controversy mentioned above (Oderinde, 1990). and Olaofe, 1998).

Written English was chosen for the study in view of its far-reaching relevance to academic activities in formal school system. Other reasons include the dominant role that this

form of English plays in the process of information dissemination, conduct of official communication within and among nations and the extensive research interests it generates in linguistics and literary studies across the world (Alderson & Scott, 1992; Bell & Burnaby, 1984; Beretta, 1992; Norris, 1990; and Rosen, 1988).

The B.A., B.A. Ed. and B.Ed. English language students were chosen in consideration of the important role they play in the teaching and learning of English at various levels of education in the country. They constitute a good number of students who learn English at undergraduate level (JAMB,1998) and teach the language at post-primary and tertiary schools in the country (Adeyanju, 1986).

The choice of B.A., B.A. Ed. and B.Ed. English language programmes was informed by their widespread adoption by Nigerian Universities and colleges of education (Adamu, 1994; NUC, 1990; & 1992).

B.A. English language programme is offered in Faculties of Arts of the Nigerian Universities. The programme is designed to produce specialists in English language and/or literature (BUK, 1986; JAMB, 1988). B. A. Ed. English language programme on the other hand was designed to produce professional and graduate teachers of English language and literature at the post-primary school level. This programme is jointly offered by Faculties of Arts and Faculties of Education in the universities (BUK, 1986; JAMB, 1998). On its part, B.Ed. English/Language Arts programme was offered either by Faculties of Education or Colleges of Education affiliated to them. The programme is designed to produce professional teachers for primary and post-primary schools (Abe, 1984; Olaofe, 1998; and Williams, 1990).

The curricular content of the three programmes was also investigated with a view to ascertaining the programmes' adequacy or otherwise in the various courses they offer. This was aimed at identifying implications for curriculum renewal for the programmes and, in turn, addressing most of the students' problems in written English.

1.2 Relevance of the English Language in Nigerian and Global Contexts

The beginning of the relevance of English language in the Nigerian context was marked shortly after the arrival of the English colonists to the Nigerian scene. With their arrival, came the establishment of formal western schools, administrative machinery and business institutions which provided the initial and subsequent basis for the relevance of this language in the country.

This relevance has now reached a far-reaching dimension in Nigeria such that English is the official language, the medium of instruction and a core-subject at the primary and post-primary school levels as well as an area of specialization in higher institutions of learning. It is the language of the dominant print and electronic media, and the medium of communication in the law courts, parliaments and the executive arm of government (sections 51 and 91, and 53 and 95 of the Nigeria's 1979 and 1989 constitutions respectively, and Bamgbose, 1995). In the present dispensation, English is the unrivalled medium for wider communication in Nigeria; a master-key to knowledge in all disciplines, white-collar and professional jobs, social prestige and, to a considerable degree, socio-economic prosperity.

Undoubtedly, the emergence of these cases of practical and important relevance of English to life generally in the Nigerian environment implies, for now, the indispensability of the language in the country. One wonders, for example, how these instrumental functions of English can be adequately exploited if the language is not effectively taught and used especially at the undergraduate level. This is more so in view of the expectation that undergraduates of the language may find themselves holding important positions as teachers, members of parliament, executives in public or private organizations, or journalists in the media.

At the global level, the English language is reported to be used by not less than seven hundred million (700,000,000) people, half of whom are non-native speakers of the language (Quirk, 1985:1). It is, perhaps, due to this enormous geographical spread of the language as a

first, second or foreign language that English is described as “the language on which the sun does not set”, and “whose users never sleep" (Quirk, 1985).

This vast speakership and geographical coverage enjoyed by the English language indicates the need for research studies into the content of undergraduate English language programmes to explore ways in which their students can be more adequately equipped with the ability to communicate effectively in different communicative contexts. Without this ability, they may not fit in well in the global context or into the public and private organisations at the national and international levels.

Also, McCrum, Cran, & McNeil (1986) celebrate English as the language used in three out of every four world's mails, telexes and cables. These authors claim that more than half (50% +) of the world's technical and scientific periodicals are published in English, and that the same language is the medium of 80% of the information stored in the world's computers. These revelations show that this study is grappling with a language that serves as an international medium of communication for social, economic, political and educational purposes. That English language undergraduates are expected to find themselves in positions that demand the writing of mails, telexes, cables; as well as technical and scientific materials in order to meet such purposes, indicates the relevance of the study.

Another report on the global relevance of the English language indicates that over one billion and four hundred million (1,400,000,000) people live in countries where the language has official status (Graddol, 1996), and that one-fifth (1/5) of the world's population speak English to some level of competence. It is further indicated that English is the dominant language in the Internet, international sporting competitions, diplomacy, advertising, popular music, air-traffic and navigational control. It is also the medium of 60% of the world's radio broadcasts (Auletta, 1993; British Council, 1995; Kachru, 1983; Pennycook, 1994; and Strang, 1970). The

undergraduate students are expected to benefit from and contribute to these important world affairs.

With this position of English affecting the life of such a staggering number of people across the world, one needs to imagine how smooth and effective the process of Nigeria's internal and external diplomacy will be if diplomats and other top government officials, some of whom are expected to be graduates of English, have been well groomed to communicate effectively in written (and spoken) English. Similarly, with the unrivalled relevance of the language to information dissemination and modern transportation technology, there are sufficient implications to the effect that Nigeria stands to face a number of setbacks in her quest for active participation in the affairs of the 21st century world of science and technology. Also commenting on the international relevance of the English language, Phillipson (1992, p.6) discloses that:

> English has a dominant position in science and computers; in research, books, periodicals and software; in shipping and aviation; in diplomacy and international organizations; in mass media entertainment; in news agencies and journalism; in youth culture and sports; in educational systems as the most widely learnt [and used] foreign language.

The far-reaching relevance of this language as cited in the foregoing paragraphs might have prompted Brumfit (1983) to describe it as the 20th century international language par excellence, and Phillipson (1992) as a de facto international language. At this point, the study defines a framework for performance in written English with a view to establishing a basis for data collection.

1.3 Performance in Written English: A Theoretical Framework

Performance in language is seen from different perspectives and explained in diverse theoretical orientations. In generative transformational grammar, performance is perceived as "a person's actual use of language" (Richards et al., 1985:211). These authors explain that performance is underlined by competence in the production of sentences, paragraphs and texts for communicative purposes (Chomsky,1957). Influenced by structural linguistics,

theories of performance see knowledge of language as consisting of mastery of the features of the language as a system (Mcnamara, 1997). The features include the grammatical system, vocabulary, punctuation, pronunciation, style, and discourse organization in the target language (Lyons, 1981; Mohammed, 1995; Quirk & Greenboum, 1973). Hymes (1972), Halliday (1978), and Yule (1996) point out that performance in language requires more than knowledge of grammar, as there are culture specific rules of use which relate the language use to features of the communicative context.

The theoretical framework adopted by the present study was a synthesis of the following:
(a). Systemic Linguistics (an approach to linguistics developed by Fawcett & Halliday, 1985) which sees language from a social perspective, and is underlined by a functional approach to language learning and use (Nunan, 1987).
(b). Generative Transformational Theory in which performance in language is perceived as "a person's actual use of language" for various communicative purposes (Chomsky, 1957, 1965; and Jolly, 1984).

1.4 Background and Statement of the Problem

This section of the research work is divided into (a) 'Background to the Problem', and (b) 'Statement of the Problem'.

(a) Background to the Problem

As the Nigeria's system of education recognizes the English language to be a core-subject, medium of instruction at nearly all levels of education and an area of specialization at undergraduate level, one may expect the written English of the language undergraduates to be good. Unfortunately, the contrary is widely reported to be the case, (Adejare, 1995; Adesanoye, 1995; Jowitt, 1994; Odejide, 1986; and Olaofe, 1989;).

It is a matter of great concern to all those with a stake in the education industry in the country to imagine undergraduates of English who have had exposure to the language learning

for about fourteen years being generally unable to communicate effectively in writing. Thus, if those who are expected to be a good model of users of English and specialists in the teaching and learning of the language cannot write effectively in the language, who should be expected to do so? In highlighting the poor performance in question, Jubril (1984) and Jones & Alexander (1989) cite areas in which the undergraduates perform poorly. These include greeting and introducing people, asking questions, making comparison, requests, apology and complaint. Although these aspects of language use are mainly to do with maintenance of inter-personal relationship, their relevance and frequency of use in both oral and written forms cannot be over-emphasized. In the labour market and academic contexts too, these undergraduates are reported to have problems with meeting the existing communicative needs (Bolinger, 1980). This author also reports that applicants are turned away from jobs for inability to write intelligible letters. In the light of this development, Bolinger (1975, 1980) cautions that unless effective curricular and pedagogical measures are taken, the next generation of students may not be able to spell their names.

Similarly, Heaton (1988), Sledd (1985) and Unoh (1982), identify some writing problems affecting students of English in general. They include erratic and illogical organization of ideas, inability to write in accordance with a particular audience, context and purpose of communication, poor sentence and paragraph construction, incorrect vocabulary, and misuse of mechanics of writing. Others are inability to write to argue, describe, explain and narrate to achieve the intended communicative effect. Adejare (1984) further laments the situation and claims that the writing of good grade articles, reports, letters and related materials is beyond the ability of the average English language undergraduate (Bosely, 1991; Dummett, 1993; Greenboum, 1991; Hoffman, 1991; and Wilson, 1987).

Working from the error analysis point of view, Ofuokwu (1982), Opata (1984), Weir (1988),) and Upward (1999) found the written English of the language undergraduates to be

characterized by ambiguous sentences and paragraphs, and wrong spelling. Based on this information, it is clear that English language undergraduates are generally deficient in all features of written English. Content of the foregoing reports indicates that the undergraduates in question generally have problem with stylistic variation, discourse organization, grammar and mechanics of writing in their written work. Furthermore, practical experience has shown that the take-home assignments, classroom tests and semester examination scripts of these undergraduates are characterized by these problems.

Some research reports and related materials also reveal that curricular content of undergraduate English language programmes are dominated by literature courses, at the expense of other courses in the programmes (Adejare,1984 and 1995; BUK, 1999; Dienye,1995; Jowitt, Isa, Kamal, Khan, Hassan, & Wali, 1995).

A study of curricular content of B.A. English language programme indicates that Literature account for 43.7% of the content, Language Structure 21.9% and Linguistics 34.4% (Jowitt et al, 1995). Similarly, content of the B.A.Ed. English curriculum was found to be distributed as follows: Literature 46.6%, Language Structure 20%, Linguistics 6.7% and Education/Pedagogy 26.6% (BUK,1999). This distribution pattern is described as problematic and charged for being unnecessarily favourable and unfavourable to some courses respectively (Adejare 1984 & 1995). This author laments the marginalized presence of Language Structure course the knowledge of which is inevitable for the ability to write and speak effectively (Ahulu, 1999; Honey,1995; Long,1990; and Nwaegbe,1981).

Although the B.A., B.A.Ed. and B.Ed. English Language programmes were started at different times and for slightly varying purposes, they have certain objectives in common. These include the training of students to write and speak effectively in English. These objectives bring about common expectation on the students' command of the English language. However, for obvious reasons, there are claims and counter claims for superiority of effectiveness among the

programmes. One point of interest is that these claims are, as far as is known, based on assumptions rather than scientific investigation.

(b) Statement of the Problem

In the light of the foregoing reports and claims, this study set to investigate the:

1. problems of B.A., B.A.Ed. and B.Ed. English language students in written English;
2. relative performance of B.A., B.A.Ed. and B.Ed. English language students in written English; and
3. problems of B.A., B.A.Ed. and B.Ed. English language curricula content.

1.5 Research Questions

This study was designed to find answers to the following questions:

1. Is there a significant difference between the over-all performance of B.A., B.A.Ed. and B.Ed. English language student in written English?
2. Is there a significant difference between written English errors by B.A., B.A.Ed. and B.Ed. English language students?
3. Is there a significant difference between the over-all performance of the following sets of students in written English:
   (a) B.A. and B.A. Ed. English language students,
   (b) B.A. and B.Ed. English language students, and
   (c) B.A. Ed. and B.Ed. English language students?
4. Is there a significant difference between written English errors by students in the following sets of programmes?;
   (a) B.A. and B.A.Ed. English language ;
   (b) B.A. and B.Ed. English language ; and
   (c) B.A.Ed. and B.Ed. English language.

5. Is the curriculum content of the B.A., B.A.Ed. and B.Ed. English programmes adequate in the areas of Language Structure, Linguistics and Literature?

1.6 Research Hypotheses

This study was set to prove the accuracy or otherwise of the following hypothetical statements:

1. There is no significant difference between the overall performance of B.A., B.A.Ed. and B.Ed. English language students in written English.
2. There is no significant difference between the overall performances of the following sets of students in written English;
   (a) B.A. and B.A. Ed. English language students;
   (b) B.A. and B.Ed. English language students; and
   (c) B.A. Ed. and B.Ed. English language students;
3. There is no significant difference between written English errors by B.A., B.A.Ed. and B.Ed. English language students;
4. There is no significant difference between written English errors by students in the following sets of programmes:
   (a) B.A. and B.A.Ed. English language;
   (b) B.A. and B.Ed. English language; and
   (c) B.A.Ed. and B.Ed. English language.

1.7 Basic Assumptions of the Study

This study was based on the assumption that:

(1) undergraduates of English perform well in written English;

(2) students in the B.A., B.A.Ed. and B.Ed. English language programmes have the same level of performance in written English;

(3) course content of the B.A, .B.A. Ed, and B. Ed English language programmes are adequate.

1.8 Purpose of the Study

The purpose of this study was to study and compare:

1. over-all performance of B.A., B.A.Ed. and B.Ed. English language students in written English;
2. over-all performance of the following sets of students in written English:
   (a) B.A. and B.A.Ed. English language students;
   (b) B.A. and B.Ed. English language students; and
   (c) B.A.Ed. and B.Ed. English language students;
3. errors in the written English of B.A., B.A.Ed. and B.Ed. English students;
4. errors by the following sets of students in written English:
   (a) B.A. and B.A.Ed. English language students;
   (b) B.A. and B.Ed. English language students; and
   (c) B.A.Ed. and B.Ed. English language students; and
5. Identify courses in which the B.A., B.A.Ed. and B.Ed. English language curricula are adequate or otherwise;
6. Identify implications for curriculum renewal for the three programmes.

1.9 Significance of the Study

The findings in this study are expected to be of significance to the following stakeholders in education:

(1) Departments of Education and English in their role as those that design or modify the curricula of courses they teach. Guided by the findings of the study, they can make effective curriculum development or modification.

(2) The National Universities Commission (NUC) who are empowered to approve the curriculum of any undergraduate programme before it is officially recognized (Adamu, 1994). Thus, the findings of this study are expected to serve as additional and empirically-based evidence that the commission can use in the course of approving English language curricula for effective English language education in universities;

(3) The Nigerian Educational Research and Development Council (NERDC), which is assigned to conduct, source and document educational research findings (Fafunwa, 1974). Hence, the study is expected to facilitate the NERDC's discharge of duty.

(4) English language teachers and students in universities who are the principal stakeholders in the teaching and learning of English in the universities. By means of the present study findings, the stakeholders could learn more about the aspects of written English in which the language undergraduates have problems.

(5) Specialists in English language as well as textbooks writers on the language who play very influential roles in the teaching and learning of the language in schools. This study is expected to make it easier for the specialists to identify and address, for example, areas of common problems to English language undergraduates.

Although there have been numerous and varied research studies on student's performance in written English (for example, Aboderin, 1986; Igbani, 1986; Jones & Alexander, 1985; Kiyawa, 1992; Mustapha, 1988; Olaofe, 1989; and Omojuwa, 1979), the present study bears some significant points of departure from the previous ones in that it:

(1) provides instruments for the measurement of students' performance in written English. This marks a meaningful contribution to the development of techniques for assessing language learning.

(2) compares the performance of B.A., B.A. Ed., and B. Ed. English students in written English. This is expected to provide an important basis for resolving the long-standing controversy over superiority of effectiveness among the three programmes (Oderinde, 1990; Olaofe, 1997).

(3) identifies implications for curriculum renewal for each of the programmes. This exercise is expected to improve the quality of the curricula and address the students' problems in written English.

1.10 Delimitation of the Study

The scope of this study was limited to the:

(1) performance of B.A., B.A. Ed., and B. Ed. English language students in written English. The students' performance in oral English was not part of the study;

(2) problems of B.A., B.A. Ed., and B. Ed. English language students in written English. Problems of students in other English language-based undergraduate programmes were not considered for the study; and

(3) adequacy or otherwise of B.A., B.A.Ed. and B.Ed. English language curricula in the courses contained. Other aspects of the curricula were not included for the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focused on research studies and related works on the written English of students in the B.A., B.A. Ed. and B.Ed. English programmes. Special attention was paid to the research designs and procedures followed, findings made, conclusions reached and implications identified. The purpose of this was to see how the present study related to the previous ones, and how it can best be designed to achieve its purpose. The chapter reviewed curricular objectives and content of the programmes in question with a view to seeing how they related to the learning needs of the students in terms of written English.

Literature on systems of measuring performance in written English and on models of curriculum renewal was also reviewed in order to identify different methods for measuring the performance in question and conducting curriculum renewal.

2.2 Performance in Written English: An Introduction

Performance in language is as complex a phenomenon as the methods used in measuring it. Performance in written language, for example English, is defined from different linguistic perspectives and explained in diverse theoretical orientations. In generative transformational grammar, performance is defined as "a person's actual use of language", and in second and foreign language learning, on the other hand, it is considered as a learner's competence in using the language (Adeniran,1986; Richards, Platt & Webber, 1985:211). In the former, performance refers to language use by native or native-like speakers of the language who, for that reason, deserve to serve as a model. In the latter, the reference is to the learner's knowledge of rules (usage) in the language use. As this paper operates in ESL (English as a Second Language) context and, therefore, concerned with the latter, it emphasizes that the rules in question are not limited to those of grammar which terminate at the sentence level (Richards, Platt, & Weber,

1985). Rather, they include rules of stylistic variation, discourse organization, idiomatic expression, pragmatics, sociolinguistics and related aspects of language for communicative purposes (Bartsch, 1987).

Douglas (2000) and Richards et al. (1985) explain these aspects of language and how they contribute to the ability to communicate effectively, thus:

- *Vocabulary:* this refers to the single words, compound words and idioms found in a language (Richards et al, 1985). It is obvious that the ability to write (and speak) fluently and effectively depends largely on one's knowledge of and ability to manipulate these components of vocabulary. For example, it will be vague to replace the word 'kick' with the word 'hit' in the English idiom 'to kick the bucket'. Similarly, it will be wrong and funny to talk of one's 'houseman' in place of 'houseboy' simply because the latter is an adult or elderly person.
- *Grammar:* this describes the way in which linguistic units such as words and phrases are combined to produce sentences in a language (Richards et al, 1985; Douglas, 2000). Inability to combine these units of language correctly in written (or spoken) communication will, inevitably, hinder effective communication. Thus, the ability to produce grammatically correct and meaningful sentences depends, considerably, on one's ability in grammar. For example, one can imagine the futility of attempt to write a good essay by a person whose writing is marked by use of wrong tenses, prepositions, punctuation marks, adjectives and articles.
- *Stylistic Variation:* This refers to variation in vocabulary, expressions and sentence structure to suit the topic, context and purpose of communication, and the audience in mind. Stylistic variation in written (or oral) text ensures concise and vivid communication. Verbosity, monotonous expressions and sentence structure, and the use

of unsuitable words in a written or spoken text on the other hand, kill the spirit of effective communication.

- *Discourse organization:* This represents an efficient organization of a text such that the central or main idea in the text or paragraph is clearly defined and developed with concrete and relevant detail. This organizational skill guarantees coherence and cohesion in writing. The former refers to the relationships that link the meanings of utterances in a discourse or of the sentences in a text (Richards et al, 1985; Bartsch, 1987). These links may be based on the speakers' shared knowledge. For example,

  Speaker A: Are you contesting the councillorship election?

  Speaker B: It is unfortunate, I have not attended secondary school.

  In the dialogue, there is no grammatical or lexical link between speaker A's question and speaker B's reply (cohesion) but the exchange has coherence because both speakers know that electoral laws in Nigeria stipulate the minimum of secondary school education for people wishing to contest councillorship election. Generally, a discourse has coherence if it is a chain of sentences that develop a main idea.

  Cohesion, on the other hand, refers to the grammatical and/or lexical relationships between the different elements of a text (Richards et al, 1985). These elements include the sentences or parts of a sentence in the text. For example,

  Speaker A: Are your students ready for the test?

  Speaker B: Yes, they are:

  In this conversation, the word 'are' used by speaker B. is in reference to its counterpart in speaker A's utterance, and the word 'they' in speaker B's utterance is in relation to the word 'students' in speaker A's utterance. Therefore, for effective communication to be realized, cohesion must be

observed in both written and spoken texts.

- Pragmatics: This refers to the study of how:

(a) the interpretation and use of utterances depend on knowledge of the real world;

(b) speakers use and understand speech acts; and

(c) the structure of sentences is influenced by the relationship between the speaker and the hearer.

Pragmatics is sometimes contrasted with semantics which deals with meaning without reference to the users and communicative functions of sentences. To understand an utterance therefore implies recognizing the semantic content as well as the illocutionary potential of the utterance (Leech, 1983; Bartsch, 1987). Knowledge and use of the former may not guarantee the desired communicative effect. Utterances can be pragmatically correct or incorrect, depending on their appropriateness to:

(a) the social parameters which determine the way in which somebody can perform certain speech acts in interaction with other persons. For example, for Mr. A to give orders to Mr. B, the former must have authority over the latter, or else the order will have no effect.

(b) the illocutionary goal with respect to the prevailing situation. For example, for Mr. C to request Mr. D to wash a car, the car must be available. From the foregoing explanation, it is clear that knowledge of norms in pragmatics goes a long way in boosting one's ability to communicate effectively.

(c) the perlocutionary goal, for example, someone in authority giving orders to another who reacts badly to orders or disobeys them. In this situation, the goal – complying with the order, is not achievable.

- sociolinguistics: this refers to the study of language in relation to social factors such as social class, profession, educational level and type of education, age, sex, ethnic and

geographical background (Richards et al., 1985). Each of these factors has, somehow, a different effect on the use and interpretation of language for communicative purposes. For example variations exist here and there in the use of English in the legal, medical and engineering professions. Similarly, dialectal variations in American and British English are observed to be marked by some differences in vocabulary, syntax, spelling, semantics and pronunciation. Furthermore, differences in cultural and linguistic backgrounds serve as the source of variations in vocabulary, meaning, style, pronunciation and intonation in the English of native and non-native speakers of the language, especially Africans and Asians (Angogo & Hancook, 1980; Awonusi, 1987; Kachru, 1983). It is perhaps clear that ignorance or non-observance of these linguistic variations in forms and meanings in the course of writing can constitute a hindrance to effective communication.

To this study, which operates in ESL context, good written English is generally the English that is:

(1) described in dictionaries and grammar textbooks;

(2) used in literary works of high international intelligibility;

(3) taught and examined in formal schools; and

(4) written in high esteem political and socio-cultural centres such as the UNO, OAU or their organs (Adetuyiba & Osundahunsi; Brumfit & Johnson, 1979; Canale & Swain, 1980; Halliday, 1970; Hymes, 1972; Richards et al, 1985; and Widdowson, 1978).

Table 1.1 shows the adopted model for performance in written English and written English.

Table 1.1 Measuring Scale for Performance in Written English in ESL Contexts

Model for measuring performance in written English	**Written English model**
This model is constituted by the following variables: 1. grammar, 2. discourse organization, 3. stylistic variation, 4. mechanics of writing, 5. vocabulary, 6. expressions, 7. format, and 8. other errors.	This model reflects the form of written English that is: 1. described in dictionaries and grammar books, 2. used in literary works of high status or international intelligibility, and 3. taught and examined in formal schools in ESL context.

This performance model is similar to the performance pattern in Adesanoye's (1973) 'Third variety' and Banjo's (1979) 'Variety IV' typology of English language use in Nigeria. Both varieties exhibit few cases of MT transfer or deviation from standard English (Adejare, 1995; Bamgbose, 1992 and 1995; Grieve, 1966; Jowitt, 1991; Kujore, 1985; Salami, 1968; and Walsh, 1967).

2.3 Curricula Objectives of B.A., B.A.(Ed.) and B.Ed. English Language Programmes and Students' Written English

Seen from the functional point of view, the objectives of B.A., B.A.. Ed. and B.Ed. English language programmes may be expected to centre on equipping their students with the ability to communicate effectively particularly in writing. For example, students in these programmes will be expected to write the following materials, among others, effectively:

(1) Reports, academic papers, newspaper articles, advertisements, essays, biographical information, speech and instruction (Jolly, 1984);

(2) Letters of acceptance, refusal, complaint, apology, congratulations, commiserations, requests, inquiries, letters of application , invitations, arrangement explanation as well as minutes, briefs and communiqué (Jolly, 1984).

(3) Description of places, buildings, objects, people, events, processes, landscapes, habits and conditions (Adejare, 1984; and Jolly, 1984).

However, research reports and the language specialists reveal that the language undergraduates are generally deficient in the ability to write these and related materials effectively (Adesanoye, 1976 and 1980; Adeyanju, T.K. 1987; Afolayan, 1979; Jowitt, 1994; Ofuokwu, 1982; Olaofe, 1989; Unoh, 1982; and Smith, 1981). Although the ability to write these materials is relevant across the students' practical language learning needs, it is clear that the objectives make no reference to areas related to writing for social interactional purposes such as greetings, introducing people, asking for or granting permission, introducing or ending a conversation, turn taking in conversation, leave taking and giving of direction or instructions. These situations provide the impetus for the present study to examine the curricular objectives of the programmes under study with a view to determining their relevance to the practical language learning needs of students.

2.3.1 Curriculum Objectives of B.A. English Language Programme

By design, B.A. English is a specialization and non-teacher-education programme. Its history in Nigeria can be traced to the 1940s at the then University College, Ibadan (Fafunwa, 1974), and is offered in faculties of arts of Nigerian Universities. Although the programme is not designed to train teachers of English, a considerable number of its products find themselves as classroom teachers of the language (Adeyanju, 1986). This situation may give room for speculation whether the problem of English language teaching/learning at post-primary school level is, substantially, due to this mismatch of training and post-training professionalism. Aboderin (1984), Oluikpe & Nwaegbe (1979), and Opata (1984) present objectives of the programme as follows:

(1) equipping the students with the tools for effective communication such that in the students' writing (and speech) they use the appropriate lexical items and

expressions, construct grammatically correct and meaningful sentences and organize their thought logically into sentences and paragraphs to achieve various purposes of communication;

(2) preparing the students with the awareness of the relevance of English in the society and developing in them an insight into the devices of language use in different contexts of communication;

(3) developing in the students the four language skills and the ability to respond effectively to different forms of literary works; and

(4) equipping the students with the ability to manipulate presentational skills (spelling, capitalization, punctuation, paragraphing, referencing and bibliographical listing as Hubbard & Sweetman (1993), or the 'occidentals' as Gaskell (2000) calls them.

Based on these objectives, it is obvious that products of the B.A. English programme will be expected to have the ability to:

(1) use the appropriate words and expressions to construct grammatically correct and meaningful sentences;

(2) logical organization of thought in sentences and paragraphs;

(3) manipulate mechanical skills for effective written communication; and

(4) manipulate the language skills and sub-skills in their spoken and written English. Obviously, these objectives are relevant to the learning and use of English for various purposes of communication. However, it should be pointed out that the students need training in some other aspects of written (and spoken) English to make them meet some practical needs and challenges in their future careers as teachers or examiners of the language, news-casters in electronic media houses and so on.

2.3.2 Curriculum Objectives of B.A.(Ed.) English Language Programme

B.A. Ed. English programme is designed to produce professional teachers of English at post-primary school levels. It offers broad-based training in education, English language structure literature in order to ensure an all-round professionalization of its products (BUK, 1999; JAMB, 1999). This drive for professionalism is in tune with Freeman (1991) who identifies the qualifications of a well-trained language teacher as knowledge of grammar, pronunciation, vocabulary and modern pedagogy of the language.

According to Abe (1984), BUK (1999) and Taiwo (1986)), the programme is designed for students to:

(1) be equipped with intensive and extensive knowledge in at least two academic subjects, and the ability to teach the subjects at senior secondary school level;

(2) have positive attitude towards the teaching profession;

(3) possess a firm foundation for further academic and professional advancement;

(4) have good knowledge in the theory and practice of education;

(5) Improve their knowledge of the English language, and their ability to use it effectively in a wide range of communicative contexts;

(6) acquire the ability for creative use of language for communication;

(7) acquire the ability to understand and discuss critically any piece of literary work;

(8) have knowledge of the grammatical and phonological structure of English;

(9) acquire good knowledge of everyday English;

(10) have a sound knowledge of the methods and techniques of English language teaching;

(11) possess a basic knowledge of linguistics; and

(12) develop a high competence in all language skills, a good grasp of modern literature and knowledge of the contributions of linguistic sciences to language teaching.

It is understandable from the foregoing sets of objectives that the B.A.Ed. programme was set to make the students:

(1) develop a positive attitude towards the teaching profession and prepare them for postgraduate studies;

(2) sufficiently knowledgeable in at least English and education.

(3) capable of using English effectively in a wide range of communicative situations;

(4) able to produce and understand creative and literary works; and

(5) understand how linguistic sciences (for example, psycholinguistics, sociolinguistics, linguistic contrastive analysis) contribute to the language teaching.

Although the objectives cover a wide range of areas of language learning and use, they make no reference to mechanics of writing, despite their indispensability particularly in prose writing. This situation marks a very serious curricular shortcoming that needs to be addressed. Furthermore, the objectives are, as far as written English is concerned, not function-oriented as they have limited application for writing for practical communicative purposes (Nwaegbe 1986; Ogunseye, 1986; and Oluikpe 1979). Similarly, the objectives make no reference to the mastery of discourse organisation despite the important role it plays in constructing coherent and cohesive paragraphs and conversations. .

2.3.3 Curriculum Objectives of B.Ed. English/Language Arts Programme

Designed as a teacher-education programme, B.A.Ed. English/ Language Arts was introduced in the 1970s apparently to meet the exigencies of English teaching needs across primary, junior and senior secondary schools, whose number and enrolment sprang up in preparation for the UPE intakes and products respectively (Oderinde, 1990; Olaofe, 1998).

Students admitted to this programme are invariably holders of the National Certificate in Education (NCE).

The programme is, according to Abe (1984) and Taiwo (1986), designed to make students:

(1) possess a high competence in the language skills and good grasp of modern literature;

(2) broaden their academic horizon for them to be able to cope with the academic and professional demands for teaching in the primary and secondary schools;

(3) capable of teaching English as a second language (ESL) and training their own students at the Teachers Colleges (TCs) to do so;

(4) be exposed to the different styles of written English;

(5) master the fundamentals of the English sound system and its articulation in continuous speech;

(6) capable of remedying language learners' deficiencies;

(7) have the knowledge of how language works in communication;

(8) be conversant with the role and process of language testing;

(9) acquire the knowledge of the structure of Nigerian languages - phonological, syntactic, morphological, lexical and discourse levels;

(10) understand the characteristics of the four main families into which African languages are divided, and the relationships among them;

(11) ability in the teaching of mother tongue;

(12) possess knowledge of the nature of bilingualism;

(13) have an insight into language test construction, scoring and evaluation;

(14) know the methods and techniques of teaching literature and grammar; and

(15) acquire the ability to translate written materials from a vernacular language to English and vice versa.

Going by its objectives, it is clear that the objectives of B.Ed. English language programme represent a far-reaching plan to boost the students' general ability in written English.

2.3.4 Curricular Objectives of B.A., B.A. (Ed.) and B.Ed. English Language Programmes: A Comparative Analysis

In order to identify the relative strength and weaknesses of the three programmes, their objectives are compared in Table 2.1. This exercise is expected to guide in improving the quality of the objectives.

Table 2.1 Comparative Analysis of B.A., B.A. Ed. and B.Ed. English Language Curricular Objectives

Content Area	B.A. English	B.A. Ed. English	B. Ed. English
Education/ Pedagogy		▪ methods and techniques of English language teaching ▪ good knowledge of principles and practice of education ▪ knowledge of the contributions of linguistic sciences to language teaching	▪ skills in remedial language teaching ▪ Techniques in MT teaching ▪ Ability to cope with the academic and professional demands for teaching in primary and secondary schools ▪ Knowledge of the roles and process of language testing ▪ Ability to construct language tests and score written and spoken English

Table 2.1 continued

Content Area	B.A. English	B.A. Ed. English	B. Ed. English
Language Structure	▪ ability to use words and expressions suitable to the	▪ knowledge of English sound system ▪ mastery of everyday	▪ knowledge of English sound system ▪ knowledge of different styles of written English

	context of communication ▪ ability to construct grammatically correct and meaningful sentences ▪ ability to produce written materials with coherence and cohesion ▪ ability in the mechanics of writing ▪ competence in the language skills	English ▪ knowledge of English grammatical and phonological structure of English ▪ knowledge of contributions of linguistics sciences to language teaching ▪ Competence in written and spoken English ▪ ability to use English effectively in a wide range of communicative contexts	▪ knowledge of the structure of Nigerian languages ▪ competence in the language skills
Linguistics	▪ an insight into the varieties of English	▪ basic knowledge of linguistics	▪ ability to translate materials from MT into English and vice versa ▪ ability to describe and classify English speech sounds ▪ knowledge of the nature of bilingualism
Literature	▪ ability in literary criticism	▪ good grasp of modern literature ▪ ability to understand and discuss critically any piece of literary work	▪ understanding of the characteristics of the four main families into which African languages are divided
Miscellaneous Areas	▪ knowledge of the uses of English in the society	▪ ability in creative use of English ▪ having positive attitude to the teaching profession	

Table 2.1 showed that despite their common function as teacher- education programmes, B.A. and B.Ed. curricula vary significantly in their areas of emphasis. For example, while B.A.Ed. programme emphasizes style, grammar, English sound system, language skills,

literature and literary criticism, communicative language teaching, language teaching methods and ability to use language creatively, its B.Ed. counterparts dwells more on remedial English and MT teaching methods, construction /process /scoring of language tests, study of Nigerian languages, translation and bilingualism. On its part, B.A. programme was preoccupied more with discourse organization, mechanical skills, literary criticism, style, and grammar.

2.4 Curricular Content of B.A., B.A.(Ed.) and B.Ed. English Language Programmes and Students' Written English

As the curriculum is the heart of any formal education programme, it follows that effectiveness of a programme will inevitably depend, to a great extent, on the quality of its curriculum. A deficient curriculum gives room for ineffectual education or the production of half-baked or wrongly oriented students (Adamson & Morris, 1997; Byram, 1997; Cortazzi & Jin, 1996; Dada, 1987; FME, 1991; Pratt, 1980; Taba, 1962; and Turton, 1992). One of the ways for the curricula of B.A., B.A.Ed. and B.Ed. programmes to avoid this bad luck is to address the practical communicative needs of the students, putting into consideration their psychological, cultural and linguistic backgrounds (Dienye, 1995; Guy & Small, 1993 and Saville-Troike, 1976). Curricular content of undergraduate language programmes should be designed to address the linguistic needs of students for practical communicative purposes at home, school and business or professional places. For example, the content should be made to address the needs for writing to describe, argue, explain, report, felicitate, commiserate, apologize and inquire using suitable forms of language.

To facilitate this, Osisanya-Olumuyiwa (1984) describes as 'meaningful' any programme of English studies that allows for the study of literature and literary criticism courses on the one hand, and language studies on the other hand. Osisanya-Olumuyiwa's taste is widely relevant and appreciable (Adejare, 1984; Ikara, 1984; and Zuchoul, 1984), for spreading emphasis on literature, language structure and any other area that can come under 'language studies'.

In a similar development, Adejare (1984) observes that the academic study of English at degree level in Nigeria is in a state of utter confusion. External manifestations of this confusion, according to Adejare (1984) include the:

(1) combining of three disciplines (language, linguistics and literature) under English studies;

(2) chaotic weighting of components of these disciplines in the programmes' curricula;

(3) different names given to the departments through which the degrees are obtained. For example:

   (a) Department of English (Universities of Ibadan, Jos, Lagos Nsukka and Sokoto);

   (b) Department of English and Literary Studies (Universities of Abuja and Calabar);

   (c) Department of English language (Obafemi Awolowo University);

   (d) Department of English and Literature (University of Ilorin);

   (e) Department of English Studies (University of Port Harcourt);

   (f) Department of English and Drama (Ahmadu Bello University);

   (g) Department of English and European Languages (Bayero University Kano).

   (Adejare, 1984; Commonwealth Universities, 2000; JAMB, 2001).

Although Adejare (1984) sees grouping of the three disciplines as chaotic, over-ambitious and unlikely to lead to effective language learning (Brown, 1991; and Bulley, 1999), some linguists/educationists hold the view that teacher training programmes should offer integrative courses so as to give students an intensive but broad-based knowledge in their areas of study, (Olaofe, 1990). A fair might call for the trimming of the content of the programmes such that only language and very essential components of linguistics and literature can be included. This view may solve the problem of sloppy weighting among the three disciplines such that each component takes its due share. As for the different names given to the departments, one could ask, thus, "what is there in a name?" What is important is for the departments to try to meet the students' English language learning needs for practical purposes.

In relation to language structure and literature in the curriculum, Adejare (1984) identifies three kinds of relationship between the two and recommends one of them for adoption by curriculum planners. They are siamese, identical and ordinary twins relationships respectively. Siamese twins relationship, according to Adejare (1984), exists in instances in which literature course is adequately catered for while the language course is barely a distinguished appendage. In this relationship, if separation were required the language component is killed while that of literature is left without any threat to its independent survival. Degrees obtained in programme in which this kind of relationship exists among the language and literature components are simply nominal degrees in English language. Identical twins relationship, on the other hand, exists where each of literature and language has a discernable independent existence. But even here, the literature course is heavier than the language course. A programme that is based on this kind of literature and language relationship would be expected to lead to the award of literature degrees with a strong dose of language. The ordinary twins relationship between the two courses in question, though rare, represents a fair balance between the courses in the first two years of study. In the third year, each student is given the option of specializing in either language or literature. Afolayan (1979) and Mohmed (1976) also recommend this arrangement for adoption by undergraduate English language programmes. Although the objectives of a programme should determine the kind of language/literature relationship to exist in its learning content, the present study sees the ordinary twins relationship as the best option once the degree to be obtained is English language degree.

A study of the B.A., B.A. Ed and B.Ed. English curricula content shows that generally, the content falls into three to five areas. These are literature, linguistics, language structure, pedagogy and education courses. Courses in each of the areas are believed to play a role in moulding the students into their respective professional shapes. The curricular content of the

programmes under study are reviewed accordingly in order to identify their componential structure and implications for the language learning in ESL contexts.

2.4.1 Curricular Content of B.A. English Language Programme

Designed to produce specialists in English language, the B.A. English programme has been studied from various perspectives including its curricular structure (Adejare, 1984). In the study, Adejare (1984) found that literature course dominated by accounting for a whopping 65% of the contents, leaving language structure course with only 32% (less than half of the literature course share), and 2.9% to linguistics course while education/pedagogy get no share. In another study of the B.A. English curricular offerings, Jowitt et al., (1995) found that literature course takes a lion share of 43.7%, while language structure course takes 21.9% (again less than half of the literature course share). Linguistics course accounts for 34.4% of the content.

This differential distribution of content in favour of literature courses gives the impression that the content is for B.A. Literature rather than B.A. English Curriculum. It also gives the impression that the curriculum planners did not recognize the crucial role that knowledge of language structure play in the students' ability to write effectively. Knowledge of grammar, mechanics of writing, discourse organization, style and vocabulary generally underlines the ability to write effectively (Rivers, 1981; Coulthard, 1985; Leech, 1983; Levinson, 1983; Maybin & Mercer, 1996; Palmer, 1981; Peters, 1999c; and Salvia & Usseldyke, 1988).

Although the presence of literature and linguistics in B.A. English language curriculum is usual irrespective of context of operation, presence of the aspects of written English mentioned is not only usual but constitutes a substantial part of the B.A. English curriculum in contexts of English as a native language (ENL) (Bloom, 1994; Canterbury Christ Church University College, 2000; Guy & Small, 1993; Morgan, 1990; Machester Metropolitan University, 2000; University of Sheffield, 2000; University of Westminster, 2000). This situation and the fact that grammatical, syntactic, stylistic and lexical structure of English is significantly different from the

first/native languages of users of English as a second language, the need arises for special attention to the aspects of written English in question in the curricula of the programmes under study (Cyffer & Hutchinson, 1979; Fromkin & Rodman, 1983; Galadanci, 1984; Gregory & Carroll, 1978; Lado, 1957; Labov, 1972; Mclntosh, 1984; Pride & Homes, 1972; and Trudgil, 1980).

2.4.2 Curricular Content of B.A.(Ed.) English Language Programme

Designed to last three or four years, depending on the point of entry, the B.A. Ed English programme is fed with students with or with no background in educational studies. A considerable number of students in this programme are NCE holders.

A study of the B.A.Ed. English curricular content shows that literature course accounts for 46.6%, linguistics 6.7%, language structure 20% and education/pedagogy 26.6%. This content structure underlines integrative curriculum in which literature takes a lion share. It also represents a siamese twins relationship between literature and language structure components in the programmes curriculum (Adejare, 1984). Although a study of literature is, invariably, a study of language (Bright & Mcgregor, 1979; and Ikara, 1984), a situation in which literature alone accounts for 46.6% (leaving three other courses, with 53.3% of the content raises a serious question on the rationale for the formula used in distributing the content.

2.4.3 Curricular Content of B.Ed. English Language Programme

Planned to be carried out in two or three years, the B.Ed. English/Language Arts programme enjoys patronage solely by holders of the National Certificate in Education (NCE). Although these graduates go for the B.Ed. programme with a strong background in education and pedagogy courses, they meet their new programme heavily coated with methodology courses.

In a study of the B.Ed. English/Language Arts curricular structure, Abe (1984) found the curricular content to be apportioned as follows: education/pedagogy 63%, linguistics 15.7%, language structure 10.6% and literature 10.6%. This distribution clearly indicates an

ignominious neglect for literature and language structure courses and generous favour for methodology course. This shows that the curriculum places on the students' ability to teach (English) and less on their ability in the language itself. Another content of the B.Ed. curriculum (ABU 1997), was found to be distributed in the following pattern: Language structure 11.29%, linguistics 24.19%, education/pedagogy 37.09%, and literature 27.41%. From this distribution pattern, it is clear that courses got the least consideration while education/ pedagogy courses the highest. For this reason, language structure components need to be renewed in the curriculum.

When the distribution in Abe (1984) and ABU (1997) is compared, the one in ABU (1997) signifies a radical shift in approach to English language education. In Abe (1984), education and pedagogy courses account for about half of the curriculum components while language structure had a negligible 13.33% representation. The dominating presence of education/pedagogy course and minimal presence of language structure make it doubtful for the programme to be seen as English-based. Although the programme is integrative in content, the sharply sloppy distribution pattern in favour of methodology simply qualified it as education/pedagogy specialization degree. In ABU (1997) however, a fairer distribution formula is adopted such that provision is made for both integration of knowledge and specialization in English language. This kind of integration-cum-specialization is favoured in the educational arena in Nigeria and elsewhere (Adamu, 1994; Cardiff University, 2000; De Montfort University, 2000; London Guildhall University, 2000; NUC, 1992; University of Southampton, 2000). At this point, the content structure in the curricula of the three programmes is analyzed for comparative purposes.

2.4.4. Curricula Content of B.A., B.A.(Ed.) and B. Ed. English Language Programme: A Comparative Analysis

The following is a comparative analysis of content of Education/Pedagogy, Language Structure, Linguistics and Literature courses in the three programmes under study. It is aimed at

identifying areas of relative adequacy or otherwise, and the implications of this to the students' ability to write effectively for varying communicative purposes.

Table 2.2 Distribution of B.A., B.A. Ed. and B. Ed English Curricula content

Author	Programme	Literature	Language Structure	Linguistics	Education/ Pedagogy
Abe (1984)	B.Ed. English	20%	13.%	20%	47%
Adejare (1984)	B.A. English	65%	32%	3%	0
Jowitt et al. (1995)	B.A. English	44%	22%	34%	0
ABU (1997)	B.Ed. English	27%	11%	24%	37%
BUK (1998)	B.A.Ed. English	47%	20%	7%	27%

This table shows that on the average, literature course dominates the curriculum content of the programmes. It accounts for 42% of the content leaving language structure with the average of 25%, linguistics 18% and education/pedagogy 39%. This confirmed the continued domination by literature courses in the curriculum of English language-based undergraduate programmes in Nigerian universities. It also confirmed the marginalization of language structure course contents in the programmes' curricula. The situation is prone to questions that call for investigation. One wonders whether the study of literature facilitates the ability to write effectively than the study of language structure does. One also wonders whether students in the B.Ed. English programme (ABU, 1997), in which the language structure course is emphasized, perform better in written English than students in the B.A. and B.A. Ed English programmes in which literature is emphasized (Bright & McGregor, 1970, and Ikara, 1984).

In a related development, different views have been expressed on the purpose and effectiveness of the three programmes being studied. For example, some authors see the B. Ed. English as functionally the best programme whose broad-based curriculum provides for the inter-disciplinary training that English language teachers' need (Adamu, 1994; and Olaofe, 1998). They see it as a programme that equips students with the ability to use and teach English language effectively. Other authors consider the programme to be no longer relevant in the

Nigerian context because it has outlived the purpose for which it was introduced (Uche, 1980; Oderinde, 1991). They see the B.Ed. English/Language Arts as a crash programme designed to produce English language teachers to meet the demands of the 1970s and 1980s UPE Teacher Training Programme.

The question of the kind of knowledge to provide for in the curricula of programmes of English has always been shrouded in controversy. People with varying practical experience and professional backgrounds differ in what they see as components that are essential in the English language curricula (Guy & Small, 1993). In the United States, for example, undergraduate English language programmes operate broad-based or integrative curricula. The aim of this is to equip the teacher trainees with a diversified frame of knowledge and skills expected of a resource person. However, Daw (2000) gives a word of caution on over-expanding the contents of the curricula in question in the name of diversification of knowledge. They express fears that if this diversification is not controlled, English as a school subject will collapse under its own weight, and will cease to have an identity of its own (Combs, 1985; Connel, 1999).

As the pioneer education-based English language programme in Nigerian universities (Fafunwa, 1974), the B. A. Ed. English language programme is described as effective in function and broad-based in curriculum (Oderinde, 1991). However, the widely reported poor written English performance of English language undergraduates, including students in this programme (Jubril, 1991; and Olaofe, 1989), put the credibility of the programme at stake (Opata, 1984). The present study sees this development as a challenge to its mission.

The B. A. English is, in its part, the pioneer non-education-based programme in Nigerian universities (Fafunwa, 1974). It was designed to produce specialists in the language although some of its products find their ways into the English language teaching profession. Some authors see the effectiveness of the programme as no better than that of the B.A.(Ed.) or B.Ed. ones

despite its single-edged curriculum and the double-edged curricula of the latter programmes (Adejare, 1984).

In conclusion, it should be pointed out that the observation on the heavy presence of literature in the B.A. and B.A. Ed. English curricula should not be misconstrued as an attempt to portray literature as having no positive role in equipping students with the ability to write effectively. The observation simply questions the rationale for the dominance rather than mere presence of literature in the curricula in question. This study acknowledges claims by Bright & Mcgregor (1970) and Ikara (1984) that the study of literature in English language courses is an important adjunct to the process of acquiring competence in written English. It also acknowledges claims by Ahulu (1999), Nwaegbe (1986), and Oluikpe (1979), that the study of language structure is, if well handled, the most effective way in which the skill of effective writing can be taught. Finally, the present study expects the three programmes under study to go beyond the production of:

(1) half-baked professional English language teachers (Onugha, 1998; Osisanya-Olumuyiwa,1992; and Ubahakwe, 1979);

(2) poorly trained English language specialists occupying positions that require competence in written English (Adesanoye, 1973; Jowitt, 1994; Ullman, 1982; and Widdowson, 1985;);

(3) English language teachers with more training in English language teaching skills and less training in written (and spoken) English skills (Abe, 1984); and

(4) graduates in various disciplines who lack mastery of written (and spoken) English with which to carry out their academic, business and social responsibilities prevalent in the Nigerian and global contexts (Nwoko, 1990; and Olutola, 1981).

2.5 Previous Studies on the Written English of B.A., B.A. Ed. and B.Ed. English Language students

Writing to communicate effectively in English has been identified as a skill in which students all over the world have one problem or another (Bryson, 1990; Etim and Umoh, 1986;

Honey, 1995; and Sledd, 1985). This claim, shows that geographical, cultural and linguistic backgrounds are no barriers to the problem although each of the backgrounds may determine how one learns/uses the language (Ardener, 1971). The problems of Nigeri's English language undergraduates in written English as reported by Abe (1984), Edwards (1988), Ikonne (1986) and Jubril (1984) vindicates the assertion. Numerous research reports and related works describe the written English of the language undergraduates as poor, unsatisfactoy and discouraging (Adetugbo,1979; Akere, 1995; Bobda, 1998; Mohammed, 1989; and Sledd, 1985).

2.5.1 Previous Studies on the Written English of B.A. English Language Students

Although the minimum of a credit in English language at SSCE or equivalent examinations is part of the requirement for admission to B.A. English programme (JAMB, 2000), and products of the programme are reported to have various problems with written English (Akere, 1995; Balogun, 1979; Banjo, 1981; Mustapha, 1988; and Ubahakwe, 1974).

Ofuokwu (1982) investigated grammatical errors in the written English of undergraduates of both English and other disciplines. University pre-degree students (group A) and final year undergraduates across the faculties of the same university(group B) in the same session were used for the study. The purpose was to find out areas of similarities and differences in the written English performance of students in the two groups. A written test on lexis and structure as well as the writing of descriptive and narrative essays was administered under examination conditions. A total of 320 essays (160 from each group) were randomly selected from an earlier sample of 681. The following error patterns were found in the study: errors in concord, sentence construction, word class, spelling, derivation, tense, vocabulary, determiners and singular invariable nouns.

An analysis of these errors indicates that they are in the areas of grammar, mechanical skills and vocabulary. Thus no errors were found in lexical and textual style, and discourse both of which are a mark of effective

writing. While the source of data collection in this study is reliable, the findings are inadequate as they are silent on the degree to which the different error types found were committed. Furthermore, the study suggested no curricular or pedagogical measure to remedy the situation. This is contrary to the findings in Etim and Umoh (1986) and Mustapha (1988) in which such degrees have been indicated.

Mustapha (1988) studied curricular content of the programme and the students' performance in written English with a view to finding how the two correlate. 147 students and

eight lecturers were selected for the study using stratified sampling technique. The findings show that students made more errors in punctuation, diction, tense, vocabulary, preposition and ambiguity than in modifiers, derivation, subordination and pluralization. In their responses to the questionnaire, 25% of the lecturers rated students' performance in written English as high, 62.5% of them rated it as average, while 12.5% of them rated it as low. As regards the adequacy of the curriculum, it was found that while 25% of the lecturers described it as adequate, only 12.5% of the students made the same description. One may need to know what accounts for the wide variation of response obtained.

Although Mustpha's (1988) idea of:

(1) using essay writing test to elicit data for the study;

(2) choosing lively topics for the essay test;

(3) finding out how the programme's curricular content and students' performance in written English correlate;

(4) identifying aspects of written English in which the students have the biggest and least problem respectively; and

(5) applying the percentile rank statistical technique to give the rates of responses obtained in the teachers' and students' questionnaires are

appropriate and adoptable. The present study considers as naive Mustapha's (1988) claim that his study was adversely affected by scarcity of instrument for measuring performance in written English. The researcher further attributed this scarcity to the scarcity of studies on the performance in question and, what he calls 'lack of nationally and generally acceptable standard' against which to measure the performance. Rather than hanging on scarcity of measuring instruments for performance in written English, the researcher should have developed a measuring instrument for the purpose of his study. On the issue of a nationally or generally acceptable standard of measurement, the study should have explained why there should be one,

in spite of the diverse varieties of English at both national and regional levels and for different writing contexts (Berns, 1995; Crystal, 1995 and 1999; Halliday and Hasan, 1989; Jubril, 1986; Modiano, 1999; Pennycook, 1994; Scmied, 1992; Todd, 1999; and Wang, 1999).

From educational point of view, Mustapha (1988) serves only a limited purpose as it just stops at investigating the performance of students in written English and the correlation of curricular adequacy of the English language programme. The study does not identify causes of the problems nor suggest remedial measures through which the performance in question can be improved.

In another study, Adesanoye (1973) examined performance in literary English in the Nigerian context and identified varieties of performance according to the rate and type of deviations found in the texts. Ten texts (novel and drama) and three magazines were used as the sources of data for the study.

The data collected were analysed as in Durojaiye (1970) and Tomori (1967), and the research subjects' performance categorized as follows:

(1) Zero Variety: In this, performance in English is nil;

(2) First Variety: In this, English language usage is characterized by deviations in syntax, lexis and a lot of translation of lexical items and phrases from mother tongue (MT) to English.

(3) Second Variety: this is characterized by fairly faultless English, few occurrences of first language (LI) prompted structures, little or no problems with English orthography and some cases of confused usage in lexis; and

(4) Third Variety: this is characterized by very few lexical and syntactic deviations from Standard English, clear sentence structures and adequate vocabulary.

Adesanoye (1973) further lists the types of error identified as follows: misspelling, wrong word order, mother tongue prompted structures, wrong or confused modals, strange collocation of verbs and nouns (phrasal verbs) or verbs and prepositions (prepositional verbs). Others are

wrong correlative and comparative structures, omission or wrong use of infinitive forms, dangling participles, wrong concord, omission or wrong use of articles and prepositions, faulty idiomatic expressions, pattern failure and unintelligible structures.

From the error types listed in the study, it appears that lexical and textual style posed no problem to the research subjects because no such errors are presented. It should be noted that errors in written English, irrespective of their type, essentially have the same negative effects - they bring about a hindrance or blockage to communication (Coulthard, 1985; Hymes, 1974).

Although Adesanoye (1973) identified different error types, he failed to indicate the rate of each, as done by Etim & Umoh (1986), and Mustapha (1988).

In a similar development, Ubahakwe's (1974) study of writing in formal and informal situations drew data from letters and essays written by undergraduates. Most of the letters and essays were about three and fifteen foolscap pages long respectively. When examined, none of the letters and essays contained less than three or more than ten deviations. The deviations were divided into six categories as follows: (a). Bookish English I: This represents the usage that exhibits the rigidity of grammar books;

(b). Bookish English II: This is characterized by formal expressions in informal situations;

(c). Bookish English III: It is the reverse of Bookish English II;

(d). Bookish English IV: This is described as 'the grandiose style', characterized by the use of high sounding words, phrases and sentences; and

(e). Bookish English V, which is characterized by cliché.

Ubahakwe's (1974) choice of writing in relation to formal and informal contexts is a step in the right direction due to the relevance of such writing in our day-to-day life. However, the design and procedure in the study is, to the present study, inadequate. Furthermore, from educational point of view, the study is deficient for failure to recommend curricular or pedagogical measure to remedy the situation.

In another study, Ofuokwu (1996) examined the spectrum of Nigerian English seen from syntactic perspectives. Written test, oral interview and participatory observation were the methods for data collection. The phonological lexical and syntactic features of students' performance in English were identified and compared against the standard British English equivalents. The various usages identified were assigned the appropriate points on a continuum containing 'standard (or high) down to non-standard (or low)' usage on the basis of standard British English. Findings show more diversity of usage in oral than in written English. Level of education and career of the research subjects were found to have an effect on their performance in written English.

The use of standard British English as a yardstick for measuring performance in English as a second language is, to the present study, inappropriate, at least in the context of spoken English. However, in the context of written English it is tolerable bearing in mind the fact that written English virtually has no national, ethnic or regional variant (Gaskell, 2000; Hughes & Trudgill, 1979; Todd, 1984; Trudgill, 1975 and 1980; Wells, 1982;

In a related study, Etim & Umoh, (1986) examined 140 students' performance in the writing of expository, descriptive and narrative essays. The purpose was to find out the common errors in the students' written exercises, the patterns and seriousness of these errors and the appropriate measures to take to improve the performance. No errors were found that were not discussed by Adesanoye (1973). When the rates of the different errors were compared, errors in spelling were the highest. They were followed closely by those in tense and vocabulary in that order. Punctuation and lexical redundancy had the least occurence. Furthermore, the results showed that students had the least problem with the writing of expository essay, and the greatest problem with writing descriptive essay.

The present study appreciates Etim & Umoh's (1986) use of essay writing test as research instrument, classification of errors in the essay and suggestion of measures to remedy

the situation. However, the present study sees Etim & Umoh's (1986) scope of study as lacking in some practical aspects of written English. These include letter writing for personal and official purposes as well as argumentative essay.

It should be noted that as the B.A. English undergraduates may find themselves as news reporters, editors, English language teachers, law enforcement or security agents, Etim & Umoh's (1986) study is desirable.

2.5.2 Previous Studies on the Written English of B.A.(Ed.) English Language Students

Opata (1984) investigated the performance of B.A. Ed. English undergraduates in written English with a view to identifying error patterns. The data were drawn from three sources: the students' take-home assignments, classroom tests and terminal examination scripts. Errors were not found to be radically different from the ones observed in earlier studies (Mustapha, 1988; and Ofuokwu, 1982). Those found to be radically different include literal translation of expressions in the Mother Tongue, ambiguity, neologism, sentence fragmentation, high-sounding words and sentences and use of colloquial expressions in formal contexts.

The present study appreciates and adopts Opata's (1984) idea of using written test as a means of data collection and identifying the pattern of errors that these students commit. However, this study observes that Opata (1984) should have gone further than simply identifying the errors in the essay and analysing them into categories. Another deficiency of this study is the inadequacy of its design and procedures, a vital element of research plans. For example, the research sample and time for the production of the essay are not clearly specified. Similarly, the use of take-home assignments as a source of data in the study might be unreliable as students were likely to have been assisted in one way or another at home. Another outstanding deficiency of Opata (1984) from educational point of view is the indifference shown for the improvement of the performance under study. The evidence for this is the failure to suggest curricular or any other measure to make the students better writers of English in different communicative contexts.

In another development, Adeyanju (cited in Olaofe 1989) studied essays written by undergraduates, including those of English language, with a view to finding out and analysing areas of problems. When examined, these essays were found to contain many errors similar to those observed by Opata (1984), except that errors of passive verb forms, articles, pattern failure, nonsensical sentences and inappropriate vocabulary.

While the study has brought to light some aspects of written English in which the students have problems, it has also arose some curiosity on the students' ability in written English in relation to discourse organization, style, and MT prompted expressions. One may also be curious on the implications of the research findings to the curricular contents of the B.A. English programme. In any case, it is the answers to these and related questions that the present study wanted to explore. In relation to the research methodology, Adeyanju's (1986) classification of errors and use of essay writing to elicit data are considered appropriate and adoptable by the present study.

Similarly, the written English of the B.A. Ed. students was studied by Sledd (1985) in order to identify areas in which the students had most problems. In the course of this, questionnaires were distributed to 1,365 respondents. The study findings showed that both speakers of English as a second language (ESL) and as a native language (ENL) had common problems. These problems were bad grammar, poor organization, unsupported assertions as well as bad diction and punctuation. Furthermore, when asked to assess how the undergraduates wrote in English, 4% of the respondents said that they wrote well/very well, 33.4% said they wrote adequately, while 63.8% said that they wrote poorly/very poorly.

Although Sledd's (1985) classification and rating of errors are in order, the reliability of the method used is questionable because, as human beings, the respondents could not have been generally expected to assess their own writing ability accurately or sincerely. Perhaps it would have been better for Sledd (1985) to have used this method in conjunction with essay writing test

to validate the claims in the questionnaire. Also it would have been more reliable for the study to involve teachers and parents to do the assessment. Another weakness of Sledd (1985) is the identification of error types without indicating the rate of each error type. Also, the responses to questionnaire that "undergraduates wrote well, adequately or poorly" are vague, as yardstick for assessment.

In a related study, Weir (1988) investigated problems faced by students in their written English for academic purposes. 940 students were asked to indicate whether they had problems with twelve aspects of written English. These aspects are grammatical accuracy, effective treatment of subject matter, clarity of expressions, arrangement and development of thought, spelling, punctuation, legibility and tidiness. Others are use of varieties of vocabulary, appropriate grammatical structure and appropriate vocabulary. Responses to the questionnaires are in form of sentences or phrases such as: 'most of the students had problems with this', 'very few of the students had problems here', 'this posed problems to about half of the students', and 'less than half of the students had problems with this'. While the areas of investigation constitute integral aspects of good written English, the method of investigation is ineffective - findings are vague and unreliable. For example, consider the reliability of findings that "very few" or "less than half" or "most of the students" had problems in this or that aspect of written English.

Instead of the method used, the study should have tried alternatives like percentile technique as Mustapha (1988) did, to indicate the percentage of students with or without the respective problems mentioned. In addition to this, Heaton's (1988) measurement scale could have been used to determine whether a student had or had no problems in the aspects of written English involved, and identify the degree of the problems (Gay, 1992; and Osuala, 1987). Weir (1988) should have provided for essay writing test to validate the students' claim as to their areas of problems or ability, as done by Adeyanju (1985), Mustapha (1988), Opata (1984), and Ubahakwe (1974).

2.5.3 Previous Studies on the Written English of B.Ed. English Language Students

In another study, Alabi, (1984) used research projects and take-home assignments to elicit data on B.Ed. English students written English. The author also elicited data form lecturers in the programme. The study findings showed that the students' performance in written English was poor. Areas of problems identified included poor vocabulary, ambiguity, vagueness, poor/lack of introduction. She linked the poor performance to the poor background of the students in the learning of English. Alabi's (1984) interview with the lecturers and study of the students' assignments and project books marked a practical step in eliciting data for research study. However, it should be noted that both the interview and study of the written materials may not be adequately reliable as students could be assisted in writing the materials or some of the responses given may be fake. Similarly, Alabi (1984) presents no clear picture of the study findings for not giving the rate of errors committed and suggesting measures to improve the situation. Failure to do these can be seen as a sign of research weakness especially from educational point of view.

John (2000) examined the curriculum of B.Ed. English language programme and the written English of its students. Questionnaire and interview were used for students and lecturers in the programme. The research findings show that 51% of the lecturers and 61% of the students described the curriculum as adequate in language courses, . Similarly, 46% of the lecturers and 63% of the students described the students' performance in written English as good. The involvement of students and lecturers in the study – two principal stakeholders in the programme is appropriate and marks the good aspect of the study despite the disadvantages of the instruments (Gay, 1993).

In a related development, Jawi (1993) studied students' competence in grammar and grammatical contents in the B.Ed. Language Arts programme in order to identify implications for curricular renewal. A total of ninety (90) students and fifteen (15) lecturers were involved in

the study. A set of questionnaire was administered on the lecturers while the students were given an objective test on different aspects of grammar. The research findings show that generally, the students had significant problem with grammar. The research subjects made more errors in tenses, preposition and adverbs than in spelling, punctuation and pluralization. The former represent 47% and the latter 36% of all the errors committed. The remaining types of errors account for 16% of all the errors found. Only few errors were made in pronouns use of pidgin in standard English, wrong idiomatic expression, wrong use of articles and adjectives.

This study can be commended for using what was close to written test as well as classifying and rating in percentage the quantity of errors committed. Taking these measures makes the study more meaningful for analytic and comparative purposes. On responses in the teachers' questionnaire, the research findings indicate that seven of the fifteen subjects described the grammatical contents in the curriculum as adequate while the remaining eight said it was inadequate. This result holds a question mark on the adequacy of the curricular contents studied.

2.5.4 Written English of B.A., B.A. (Ed.) and B.Ed. English Language Students: A Comparative Analysis

This literature review reveals that students across the three programmes have problems with writing to communicate effectively. In the light of this, it will be appropriate to analyse the errors and error types peculiar to students in each of the programmes. This may facilitate the identification of appropriate curricular measures to recommend for each of the programmes.

Table:2.3 Errors in the Written English of B.A., B.A.(Ed.) and B. Ed. English Language Students: A Comparative Analysis

B.A. English Students	B.A.(Ed.) English Students	B.Ed. English Students
▪ wrong comparative forms ▪ use of future tense for habitual tense ▪ wrong inflecting and concord ▪ omission/wrong use of articles ▪ wrong use of prepositions ▪ errors in tense and noun phrases ▪ pattern failure ▪ nonsensical sentences ▪ omission/wrong use of punctuation marks ▪ lexical redundancy ▪ wrong register ▪ use of stilted language ▪ use of formal expressions in informal situation and vice versa. ▪ use of high sounding words/sentences ▪ use of cliché ▪ errors in derivation ▪ inadequate vocabulary ▪ mother tongue prompted expressions/ structures ▪ wrong word order ▪ wrong/confused modal verbs ▪ wrong correlative and comparative structures ▪ omission/wrong use of infinitive verbs	▪ literal translation of expressions in the mother tongue ▪ ambiguous sentences ▪ errors of agreement ▪ neologism ▪ sentence fragmentation ▪ use of high sounding words/sentences ▪ use of dangling modifiers ▪ use of double contrastive ▪ faulty comparism ▪ use of wrong tenses ▪ misspelling ▪ use of colloquial expressions in formal writing ▪ wrong pluralization ▪ wrong register ▪ ineffective treatment of subject matter ▪ poor expressions ▪ wrong punctuation ▪ lack of lexical variety ▪ unsupported assertions in a text	▪ wrong tenses ▪ wrong prepositions ▪ misspelling ▪ inappropriate use of punctuation marks ▪ wrong pluralisation ▪ wrong pronouns ▪ wrong adverbs ▪ wrong adectives ▪ use of pidgin in standard english ▪ wrong expressions ▪ wrong use of articles ▪ poor vocabulary ▪ ambiguity ▪ vagueness ▪ poor/lack of introduction

▪ dangling participles ▪ omission/wrong use of articles ▪ faulty idiomatic expressions ▪ pattern failure ▪ unintelligible structures

The table shows that certain errors are common committed across the three programmes. These include the use of wrong tenses, ambiguous sentences, faulty idioms, mother tongue-prompted expressions, misspelling, non-use or misuse of articles and punctuation marks. Others are the use of colloquial expressions in formal contexts, wrong prepositions, poor vocabulary as well as the use of wrong comparative forms, plurals, register and concord. These are errors of grammar, style, expression, vocabulary and mechanics of writing. The situation marks a case for curriculum renewal in recognition of the crucial role that mastery of these aspects of written English play in the ability to write effectively (Honeybone, 1999; Gaskell, 2000).

2.5.5 Previous Studies on Written English of B.A., B.A.(Ed.) and B.Ed. English Language Students: A Comparative Analysis of Methodology

It should be pointed out that the present study has, in the course of reviewing the foregoing research studies, found some of the methods/procedure adopted to be criticisable and usable respectively. The following table illustrates these points.

Table 2.4 : Research Studies and Methodology Used.

Research Study	Methodology Criticizable	Methodology Usable
Adesanoye (1973)	• lack of rates of error types committed, • failure to suggest curricular measures to improve the situation	• use of written materials to serve as research instruments, • identification of errors committed.
Ubahakwe (1974)	• failure to determine the rates of error types committed, • failure to suggest curricular measures to remedy the situation,	• use of letter and essay writing tests as research instruments • identification and classification of errors committed,

Table 2.4 Continued

Ofuokwu (1982)	• non-use of letter, reports and articles writing test,	• use of essay test as research instrument, • conduct of essay test under examination

	• non-suggestion of curricular measures to remedy the situation,	conditions • identification and classification of error types committed • comparing the performance of pre-degree and final year undergraduates in written English,
Opata (1984)	• non-use of letter, report and articles writing test, • non-suggestion of curricular measure to improve the situation	• use of essay test as research instrument, • identification of error types committed,
Sledd (1985)	• failure to use written test of any kind, • failure to suggest curricular measures to improve the situation,	• identification and classification of error types committed, • use of percentile rank to assess the wrights of responses
Etim & Umoh (1986)	• non-use of letter, articles and reports writing test,	• use of essay test as research instrument, • identification and classification of error types committed, • suggestion of curricular and pedagogical measures to improve the situation.
Mustapha (1988)	• failure to use letter, reports and articles writing test, • non-suggestion of curricular measures to remedy the situation,	• use of essay test as research instrument, • identification and classification of error types committed • use of percentile rank to determine/compare the rates of error types committed, • investigation to determine the adequacy of the programme's curriculum,
Weir (1988)	• failure to use written test of any kind, • silence on the degree or error types committed, • non-suggestion of curricular measures to improve the situation	• Identification and classification of error types committed,
Adeyanju cited in Olaofe (1989)	• silence on the degree of error types occurrence, • non-use of letter, reports and articles writing test, • non-suggestion of curricular measures to remedy the situation,	• use of essay test as research instrument, • identification and classification of error types committed.
Ofuokwu (1996)	• use of standard British English as performance measuring instrument, • failure to suggest curricular measures, to improve the situation,	• use of essay test as research instrument, • identification and classification of errors committed, • use of usage continuum to assess performance.

In this table, the first column from left contains titles of the studies reviewed, the second one shows what are considered as weaknesses of the studies while the third one contains methods/procedure found usable by the present study.

From the literature discussed so far, it can be concluded that:

(1) Most research studies on students' performance in written English are, exercises on error analysis. They are hardly found, for example, set to identify relationship between the performance of students and the curricular structure of the programmes they study. Investigating the quality of teaching staff (Adeyanju, 1986) and reading materials in use (James, 1980) or learning background of the students mapped out for the study are also issues that are rarely visited.

(2) Comparative studies on the written English performance of students across English language programmes are scarce. Hence, the relevance of the present study and its types in order to; for example, identify the relative positions of these programmes in terms of their students' performance in written English.

(3) Written English performance of students in all English language-based programmes is generally poor and characterized by common problems. These problems are basically in the areas of grammar, discourse organization, mechanics of writing, vocabulary and style;

(4) Justifiably, this brings about doubt on the effectiveness of these programmes and calls for the renewal of their curricula to improve the situation.

2.6 Measuring of Performance in Written English: An Overview

Measurement of educational achievement is, according to Farrant (1980:146), "the process by which the quality of an individual's work or performance is judged." In assessing performance in written language, there are two widely known and used methods. They are the "General Impression" (holistic rating), and "Detailed Scheme" (analytic rating) methods (Anne & Night, 1995; WAEC, 1998; Mcnamara, 2000). In the former, the marker reads through a

script, forms a general idea about the quality of the work and, on that basis, awards the marks deserved. In the latter, the marker writes out a list of the major points for which marks are earned or lost. The scripts are then read and scored accordingly. Due to the possibility for the marker's natural biases and interests to influence the award of marks, the General Impression method can be described as lacking in validity and systemization. The Detailed Scheme method, on the other hand, stands to be valid and systematic. The adoption of the latter method by some public examination bodies and research studies in Nigeria, for example Mustapha (1988); NTI (1991), and WAEC (1998), is a clear evidence of this position.

In the conduct of their respective O-level examinations, JAMB, NTI and WAEC use different marks allocation formulae in their marking exercise. For example, while the WAEC and NTI examine their candidates' ability in reading comprehension, essay and summary writing, JAMB examines ability in reading comprehension, lexis and structure, and usage and idioms. The following table displays this information vividly:

Table 2.5: JAMB, NTI and WAEC Examinations: Written Language Components and Marks Allocation Structure

	Essay Writing	Comprehension	Summary	Lexis & Structure	Usage & Idioms	Letter Writing	Total Marks Scorable
NTI (1991)	50	40	20	-	-	50	160
JAMB (1998)	-	45	-	70	30	-	145
WAEC 1998)	50	40	30	-	-	-	120

Sources: (JAMB, 1998; NTI, 1991; and WAEC, 1998,).

This table shows that there are differences in the examination structure adopted by these examination bodies. The differences are in the total and sub-total marks scorable, and aspects of written English in which candidates are examined.

Marking regulations in the WAEC SSCE English language examination provide for the deduction of half a mark for each error found, subject to the maximum of ten marks (or 20 errors) in each of the three sections of the examination (WAEC, 1998). Hence no deduction of marks is allowed for errors beyond the 20 stipulated. Furthermore, the essay section of the examination is marked using the following marks allocation structure:

Content - 10 marks
organization - 10 marks
Expressions - 20 marks, and
Mechanical accuracy - 10 marks (WAEC, 1998).

While this study sees the rationale for allocating ten marks for each of the aspects of written examination shown above, it sees as inconsistent and wrong the provision for reducing half a mark for each of the first twenty errors in a text. One wonders why, for example, should candidates A, B and C commit 20, 30 and 40 errors respectively and yet get the same penalty (loss of ten marks). Perhaps it will be more considerate if the range of error commission penalizable is increased to 30 or 40, or candidates are penalized in proportion to the number of errors they made. This ensures fairness and thoroughness in the marking system.

It should be pointed out that the problem of measuring performance in written English goes beyond that of subjective and inconsistent marking procedure. The system of labelling the various levels of performance is also problematic as, according to Baker (1989), and Mcnamara (2000), it is characterized by undue flexibility, arbitrariness and confusion. Several systems exist, and each system uses a continuum of performance levels in numerical letter or descriptive form. Normally, these continuums have between 3 and 9 labels (Blair, Jones, & Simpson, 1975; WAEC, 1989). For example, the WAEC-adopted continuum for labelling performance in the SSCE (English language) examination contains three different labels for distinction (A1, A2 and A3); three for credit labels (Credit 4, 5 and 6); two pass labels (passes 7 and 8) and one for the dreaded F9 label which symbolizes unsatisfactory performance or failure. This study considers the continuum of labels in this system as duplicatory and wide. Perhaps a more meaningful and convenient system could be based on six-point continuum such that there are only two distinction grades (A1 and A2), two grades at credit level (credit 3 and 4), one grade at pass level (pass 5) and an F6 grade.

Another performance labelling system uses a three-point continuum of performance levels (S for superior, A for average and I for improvement needed grades), (Blair, Jones, & Simpson, 1975;Carrol, 1980, 1985; Moller, 1981; Murphy, 1985; Murphy & Torrence,1988). While the WAEC system is described as wide and duplicatory, this system is narrow and over-loaded. Since superior or average performance may have different shades of quality, lumping it under one label implies not revealing sufficient information about the performance. In the light of this, the need arises for expanding the continuum of labels in order to accommodate more grade labels for administrative convenience. A good suggestion for this is to do the expansion as follows: VS - very superior, S - supervisor, HA - high average, LA - low average, P - poor and U - Unsatisfactory (Adamu, 1994; Mcnamara, 2000)

In related development, Oller (1979) developed an essay rating scale in which the following procedure is used:

(1) reading an essay and determining the writer's intended meaning,

(2) restating any portion of the essay that is clearly in error such that it conforms to standard usage and expresses the intended meaning,

(3) counting the number of error-free words in the essay,

(4) subtracting the number of errors from the number of error-free words;

(5) dividing the result in step four by the number of words in the rewritten text.

The answer obtain is the score of the essay.

This model serves essay scoring and remedial teaching purposes in a grandiose style. However, the question of determining the writer's intended meaning and restating parts of the essay to conform to standard usage reduces the process to mere guesswork and inference exercise. This, in turn, marks a kind of uncertainty on the validity and effectiveness of the model. It may also produce other forms of errors.

Working from the perspective of communicative language teaching, Olaofe (1992) develops another model for measuring performance in a second or foreign language. Aspects of written language that facilitate or hinder effective communication in writing constitute the elements of the model. These elements include vocabulary, grammar, discourse organization, text format, spelling and theme development.

At this juncture, it is important to point out that Olaofe's (1992) model is built on the premise that the ability to write effectively is determined by the following linguistic and communicative phenomena.

(1) communicative ability: under this comes comprehensibility of text, sentence patterns in the text, comprehensibility with or without strain, total incomprehensibility, meaning effectiveness and appropriateness of use.

(2) text structure: this is to do with logical division of text into paragraphs and headings, appropriate introduction, varied syntactic patterns, effective topic supporting sentences and appropriate use of cohesive devices,

(3) relevancy to context: this applies to the raising of different kinds of ideas, quality and relevancy of the ideas to the context concerned,

(4) organization of thought: this embraces sequential order of thought (coherence), logicality of thought and completeness of thought,

(5) manipulation of illocutionary forces: this touches on proper presentation of illocutionary forces, appropriateness and effectiveness of the illocutionary forces to the social context involved,

(6) manipulation of lexical items: this is to do with adequacy and appropriateness of lexical items and expressions, appropriate synonyms and homonyms, correct spelling and word division or combination,

(7) mastery of grammatical rules: this involves the correct or appropriate use of syntactic patterns, accuracy of tenses/plurality/articles/passive forms,

(8) appropriateness of mechanics of writing: this applies to appropriateness of punctuation marks and morphological forms.

It should be noted that Olaofe's (1992) model is significantly in tune with the present study's theoretical model for performance in written English. The model represents an articulate and far-reaching instrument for assessing performance in written English. The frequent use of the terms 'appropriate' and 'appropriateness' in constructing the elements of the model is the main source of its validity and strength.

Adeyanju (1978) also designs a model for grading written composition. He classifies composition into superior (A – B), Average (C) and unacceptable (D – F) grades. The grade of a composition is determined by the writer's ability in content organization, discourse organization,

grammar, mechanics of writing and diction (register/style). This model has virtually common elements with that of Olaofe (1992). Adeyanju explains that superior grade composition contains precise, economic and appropriate use of diction while average grade composition contains weaker features of superior grade composition. The use of diction in the unacceptable grade composition, on the other hand, is described as inappropriate and vague.

Although this study acknowledges the validity of this model, it sees the adoption of letter-grades A – B, C and D – F to account for superior, average and unacceptable composition writing respectively as irregular and illogical. Also, the jumbling up of letter-grades D, E and F to account for 'unacceptable' composition writing does little or no justice especially to the student with the D or even E grade. It is a common knowledge that the F grade is, in formal examination system, a failure grade (Adamu, 1994; WAEC, 1995).

For clarity and comparative purposes, components of these models are presented in the following table:

Table 2.6: A Comparative Analysis of Models for Measuring Performance in Written English

Author	Aspects of Written English Examined	Grading System Adopted	Grading procedure Adopted	Methodology usable in the present study
Adeyanju (1978)	▪ content organization, ▪ grammar ▪ discourse organization, ▪ mechanics of writing, and ▪ diction (register),	award of descriptive and letter grades	describing models for various grades of performance in composition writing	▪ examining students ability in content organization, grammar, discourse organization, mechanics of writing and diction through essay and letter writing ▪ award of descriptive and letter grades

Table 2.6 Continued

Oller (1979)	▪ indexes of general English language learning through essay writing	award of numerical grades	counting of errors and errors-free words in the essay to determine the marks earned	▪ scoring students essays on the basis of the number of errors made and words used in the essay ▪ Award of numerical grade
NTI (1991)	▪ vocabulary, ▪ grammar and ▪ idioms through essay, letter and summary writing	award of numerical and descriptive grades	counting of errors to determine the grades earned	▪ examining students ability in vocabulary, grammar and idioms through essay and letter writing ▪ Award of numerical and descriptive grades
Olaofe (1992)	▪ vocabulary, ▪ grammar ▪ discourse organization, ▪ spelling and punctuation, and ▪ development of theme for various communicative purposes	award of descriptive grades	description of indexes for different levels of communicative ability with which to grade the work	▪ examining students' ability in vocabulary, grammar, discourse organization, mechanics of writing and theme development through essay and letter writing ▪ award of descriptive grades
JAMB (1998)	▪ lexis and structure, ▪ usage and idioms, and ▪ reading comprehension	award of numerical and letter grades	counting of errors to determine the grades of candidates' English language learning	▪ examining students' ability in vocabulary, grammar, idioms through essay and letter writing. ▪ award of numerical and letter grades
WAEC (1998)	▪ Content organization, ▪ expression, ▪ discourse organization, and ▪ mechanics of writing, through essay writing, summary writing and reading comprehension	award of numerical and letter grades	counting of errors in the essay and deducting half a mark for each error committed subject to the maximum of ten marks	▪ examining students ability in expressions, discourse organization and mechanics of writing through essay and letter writing ▪ award of numerical and letter grades

From this analysis, it is clear that knowledge of vocabulary, grammar, discourse organization, idiomatic expressions, mechanics of writing and theme development is widely used as a yardstick for grading performance in written English. This validates the claims that these

aspects of written English are crucial to the ability to write effectively (Fairman, 1999; Fitzgibbon, 1996; Gaskell, 2000; and Norris, 1983;). The analysis also validates the plan of the present study to examine students' ability in these aspects of written English. Similarly, it shows that the use of numerical, letter and/or descriptive labels for different levels of performance in written English is a widespread practice.

2.7 Error Analysis in Written English

Richards et al (1985:11) define error as "the use of a linguistic item in a way which a native or fluent speaker of the language regards as showing faulty or incomplete learning". On this definition, it should be pointed out that fluency in speech or writing does not underline accuracy or effective communication. Error analysis is, on the other hand, the study and analysis of errors made by First Language or Second Language learners (Ho, 2005; James, 1998; and Richards et al., 1985;). It is usually carried out in order to:

(a). Obtain information on common difficulties in language learning,

(b). Find out the pattern of language learning (Corder, 1967; Ho, 2005; Richards et al. 1985; Tono, 2005). Although the two purposes of error analysis listed above are crucial to language teaching and learning, the former is considered to be more relevant to the present study.

In second language learning, errors may be inter-lingual or intra-lingual in nature. The former are errors that are caused by the effects of the learner's native/ first language, or language transfer, while the latter are the result of faulty or partial learning of the target language. These errors may be caused by the influence of an item of a target language on another item. For example, a learner may produce "He buyed some sugar", instead of "He bought some sugar", due to the knowledge of the use of regular verbs in simple past tense. Both types of errors hamper effective written communication (Yule, 1996; Tragidgo, 1987).

Error analysis in linguistics has been approached using a variety of patterns and methods. For example, Ho (2005) designs a 3-step method for use in classroom as follows:

(a). Identification of errors – errors identified are underlined or highlighted in the phrase, sentence or paragraph they appear,

(b). Classification of errors – in this step, the errors are classified, for example, article, preposition, spelling, punctuation, and so on.

(c). Explanation and exemplification of errors -- that is stating the grammar rule that has been violated, and giving the correct form to show contrast with the deviated form.

The present study shares the practice in items (a) and (b). Item (c) on the other hand, makes Ho's (2005) method to be relevant to classroom situation in which explanation and demonstration of language rules are needed.

McArthur (2001) identifies three kinds of errors that occur in writing as follows:

(1) errors of form, (for example, errors of orthography, punctuation, grammar and style).

(2) errors of fact, (for example, errors of dates, names, details and sequence) and

(3) errors of form and fact, (for example, misspelling of names and translating into writing something misheard or unheard of in speech. It is important to note that the errors identified, especially in item one, constitute the main problems of learners of English as a second or foreign language (Ikara, 1984; Kachru, 1983; and WAEC, 1985), and reflect the areas of interest to the conduct of the present study.

Norris (1983), on the other hand, claims that poor written English is marked by errors, lapses and mistakes. This author defines the three terms as follows:

(1) errors: consistent deviation that, sometime, amounts to fossilization.

(2) lapses: deviations from standard usage due to fatigue, lack of concentration as well as shortness of memory,

(3) mistakes: inconsistent deviations from standard usage. These definitions go in line with those of Richards et al (1985) who classify errors as lexical (use of wrong vocabulary), syntactic (construction of ungrammatical sentences), interpretative

(misunderstanding of a speaker's intention or meaning), pragmatic (production of the wrong communicative effect) and phonological (inappropriate pronunciation). Although this classification of errors applies to both written and spoken aspects of language, it is inadequate for not applying to other important aspects of written language whose roles in the ability to write effectively cannot be over-emphasized (Halliday & Hassan, 1989; Hymes, 1972; Ilson, 1982 and Kujore, 1985). These include style and discourse organization.

Similarly, Jowitt (1991) identifies the following types of errors:

(1) Idiosyncratic errors – these are errors that are peculiar to an individual and characterize his/her idiosyncratic dialect,

(2) Common errors – these errors occur in the written and spoken English of large number of language learners. These errors rarely impede communication because they have been fossilized.

(3) Vulgar errors – these are errors whose commission show ignorance of fairly elementary rules of language, such as syntactic, morphological or spelling rules, and

(4) Institutionalised errors – although very common, these errors are not identified as errors except by native or highly educated non-native speakers of the language.

It can be observed that while errors in item 1 have few or no implications for English language teaching and curriculum planning, errors in items 2, 3 and 4 have a significant number of such implications. These include the need for identifying sources of the errors as well as the curricular and pedagogical measures needed to address the situation as it relates to the commission of the errors in question. This study sees the relevance of the four categories of errors listed, especially the last three.

The following is a synthesis of error types recorded in Adesanoye (1976, 1995),

Adetugbo, (1979), Adeyanju (1978), Afolayan (1984); Ho, (2005); Norris, (1983); and Olaofe (1992). This synthesis provided the components of the error types used for the purpose of the present study. The error types used are grammar, stylistic variation, discourse organization, mechanics of writing, expression, vocabulary, text format and 'other errors'.

(i) wrong pluralization:

a. Many lifes (lives) were lost in the accident.

b. More shelfs (shelves) have been provided for the library

(ii) literal translation of expressions in the mother tongue:

a. Our friendship is still sweeting us (We still enjoy our friendship)

b. She is married to a "big man" (an influential person) in this country.

(iii) use of simple verbs instead of phrasal verbs:

a. The committee met to draw (draw up) a new constitution.

b. When I grow (grow up), I wish to be a doctor.

(iv) faulty concord:

a. A list of the names of all successful candidates are (is) available in the registry.

b. The last of the four questions centre (centres) on his integrity.

(v) faulty comparison:

a. He drives more faster (He drives faster) than professional drivers.

b. It is not true that America is the most richest (the richest) country in the world.

(vi) pattern failure:

a. They consider the question of density of population of the area to be chosen must be of some importance. (They consider the question of population density in the area chosen to be important)

b. The question for me now to be decided is the application for employment (the question on which I need to decide now is to do with application for employment).

(vii) lexical redundancy:

a. The students promised to return back (return) the books they took mistakenly

b. It is clear that the politicians cannot be able (cannot or are not able) to bring lasting peace in the country.

(viii) shift of tense:

a. When we saw the car coming towards us, we begin (began) to pick our bags and boxes.

b. When I come home in the night, I told her (I will tell her) the whole story.

(ix) ambiguous sentences:

a. Bola told Bello that he had passed the examination (it is not clear whether it was Bola or Bello that passed the examination)

b. I found him a good houseboy. (this may mean (i) the speaker found his houseboy to be good or (ii) the speaker found a good houseboy for the indirect object "him".)

(x) faulty conditional sentences:

a. If I leave early, I shall (would) arrive before twelve midday.

b. If the principal had known about your case, he will solve (would have solved) it.

(xi) faulty reported speech:

(direct speech: “John is ready” he said)

a. He said that John is (was) ready.

(direct speech: She said, “the chairman married last year.)

b. She said that the chairman married last year (had married in the previous year).

(xii) strange collocations:

a. Nigeria is witnessing a general moral declination (decline)

b. The slave trade caused dead-luck (was a bad luck) to Africa.

(xiii) bibliographical problems:

a. inadequate referencing

b. inaccurate referencing

(xiv) essayistic (writing) problems:

a. difficulty with descriptive, argumentative and expository composition writing

b. difficulty with summary writing

(xv) writing disabilities:

a. incomprehensible writing

b. illegible writing

(xvi) lexical fragmentation and amalgamation

a. can not (cannot), in to (into)

b. infact (in fact), inspite of (in spite of).

(xvii) sentence and paragraph fragmentation:

a. The opinion of the people is thought through many ways. One of which is public opinion.

b. Examination malpractice is one of the problems facing our system of education in this country. It is something that you can find in every university or even

secondary school level. Those who do it know how to do it no matter the security measure taken in the examination hall.

Those who are supposed to stop it cannot stop it for different reasons which include negligence of duty …….

(xviii) maze structure (unintelligible construction):

a. The Nigerian ingenuity to circumvent laws with the active support, encouragement, participation and advice of expatriates in our midst who abused our generosity and our great capacity to trample on national interest for a 'pot of porridge' of personal interest, the implementation of the 1972 indigenisation decree was less than a successful as the authors intended.

b. All these changes are evident of change and also to make it more entertaining and attractive in the outlook.

(xix) limited vocabulary:

a. inability to express certain ideas using the appropriate words

b. lack of lexical variety in sentences

c. paraphrasing for lack of appropriate vocabulary

(xx) misspellng and inconsistent forms of spelling:

b. arguement (for argument)

c. maintainance (for maintenance)

d. indiscriminate use of spelling varieties, for example colour/colour and centre/center

(xxi) omission and faulty use of punctuation marks:

b. Having observed the situation the committee is in a position to advise government appropriately.

c. The question is whether or not the officer is up to the task?

(xxii) using colloquial expressions in formal writing and vice versa:

b. "please sit down."/"Be seated please."

c. "We hope the president will solve the problem."/"It is our wish that Mr. President will look into the problem."

(xxiii) high-sounding words:

b. When I saw that the man was approaching, I became taciturn, flabbergasted, static and, indeed morose.

(xxiv) dangling modifiers:

a. As a developing country, the mass communication unit should be well maintained to meet the needs of he masses.

b. Given the serious nature of the offence, the twins were born in good health.

(xxv) faulty idioms:

b. The man hit (kicked) the bucket.

(xxvi) poor discourse organization:

a. poor coherence and cohesion in the text

b. inappropriate format

2.8 Curriculum Renewal: Definition and Process

Curriculum renewal is defined as "attempts to effect change in the various interrelated parts that go to make up the curriculum (Clark, 1987). In practical terms, curriculum renewal can be seen as an exercise that centres on adjusting a given curricular structure to respond more to the values, aspirations and needs of the society in which the curriculum operates (Goodman & Graddol, 1998; Oroge, 1998; Rodgers, 1983; White, 1988; Wilkins, 1976).

Curriculum renewal is, according Huberman (cited in White, 1988), handled in the following models of change process:

(1) Research development and diffusion (RD and D). In this model, the change agents discover and develop the innovation, prepare and disseminate it to mass audience for implementation. This innovation may be on any of the four curricular elements (objectives, content, teaching methods and evaluation), (Oliver, 1972). It is the change agents (for example, teachers, textbooks authors, researchers and administrators) that normally do the discovery, development, preparation and dissemination of the innovation to schools and related organizations for implementation;

(2) Problem solving (PS). In this change process, the needs of the society are translated into problem forms for which the mass audience are requested to suggest solution. For example, the society may be in need of well-trained teachers and specialists in English to take charge of positions in which mastery of English is necessary. This need is then translated into problem forms. For example, in the absence of well trained English language teachers and specialists in Nigeria, the following problems may emerge:

(a) general deterioration of education quality in the society;

(b) ineffective and inefficient news broadcast and publication in the media houses;

(c) publication of poor quality textbooks, journals, research reports and other academic-oriented materials;

(d) incompetence in the discharge of duty in public and private offices the handling of which requires good mastery of the English language;

(e) Confusion in official correspondence across local, state and federal governments and their departments and ministries. The mass audience is, at this state, requested to suggest solutions to these problems. The curricular change agents then initiate the change based on the suggestions by the mass audience;

(3) Social interaction (SI). In this process, the mass audience is made aware of the existing problems and the need for taking the right measures to tackle them. For example, the problem

of poor performance in written English linked to English language undergraduates can be discussed (by the change agents and the mass audience) with a view to finding ways to solve them.

If handled effectively, these models of curriculum change can serve as a sure instrument through which irrelevant and/or inadequate curricula can be reshaped and re-oriented in tune with the needs and aspirations of the society concerned. However, if objectivity and effectiveness are not ensured in the stages of "discovering and implementing the innovation" (in the R.D. and D. model); suggesting solutions (in the P.S. model) and "educating the mass audience (in the "S.I. models), the three models will simply be models of creating more problems rather than solving them.

To facilitate the success of curriculum renewal, Chin and Ben (1976) proffer the idea of change strategies. These involve educating and motivating the audience, and the use of political or economic power to ensure readiness to accept and implement the change (Dienye, 1995).

Since it is one thing to develop new ideas to facilitate the achievement of a particular goal, and quite another thing for people to accept and implement such ideas, the change strategies developed by Chin and Benne (1976), Nwoko, (1992) sound relevant and valid. This study considers the Research Development and diffusion model to be the most effective of the three models. Problem-solving and Social Instruction change strategies seem to be essentially the same in procedure.

2.9 Conclusion

This conclusion contains an overview of the major issues discussed and the corresponding knowledge gained by the study. It is presented in the following table:

Table 2.7: Literature Review: Issues Discussed and Knowledge Gained

Issue Discussed	Knowledge Gained
Performance of English language undergraduates in Written English	(a) Performance of English language undergraduates in Written English is generally poor and characterized by errors in grammar, style, mechanics of writing, discourse organization and expression; (b) the poor performance cuts across students in the B.A., B.A. Ed. And B. Ed. English programmes. (c) the efficacy or the curricula of the programmes under study is questionable.
Aims and objectives of undergraduate English language programmes	the review reveals that the programmes are designed to equip the students with: (a) normative knowledge of the English language; (b) ability to use English effectively in a wide range of communicative contexts and purposes; (c) knowledge of how linguistic sciences contribute to English language teaching; (d) ability to produce and consume effectively creative/literary writing; (e) the three programmes have virtually common aims and objectives.
Curricula of English language programmes	(a) this structure is generally lop-sided in favour of literature course and disfavour of the language structure course; (b) the reported poor performance of students in written English is assumed to be due to the marginalization of the language structure course. (c) the contents comprise language structure, linguistics, literature and education/pedagogy courses;
History, and purpose for which the B.A., B.A. Ed. And B. Ed. English programmes were introduced.	(a) the B.A. and B.A. Ed. English programmes were introduced in the 1950s/60s to produce English language teachers and specialists. (b) the B. Ed. English programme was introduced in the 1970s mainly to produce teachers of English for the UPE Teacher Education Programme. (c) the B.A. Ed. And B. Ed. English language programmes are more broad-based in curricula contents than the B.A. English programme. (d) the programme that is most effective in teaching communicative competence is unknown.

Table 2.7 Continued

Method for measuring performance in written English	(a) method for measuring performance in written English is described as lacking in logic, validity and precision; (b) there are two widely used essay scoring methods: "the general impression" and "the detailed scheme" methods; (c) assessment of performance in written English is necessarily subjective. (d) rating scales for performance in written English typically have 3 - 9 levels; (e) essay markers are mostly concerned with the accuracy and correctness of surface-level features of writing; (f) error identification is the most widely used method of investigating language learning in ESL contexts. (g) essay writing, comprehension, summary, letter writing, usage and idioms, are generally the components through which the WAEC, NTI and JAMB assess English language examination scripts.
Curriculum renewal	(a) curriculum renewal exercise centres on effecting changes in the curriculum with a view to making it more relevant or achieving better results. (b) the renewal exercise is widely carried out using the following models of change process; Research Development and Diffusion, problem solving and social interaction; (c) implementation of curriculum renewal is facilitated using the following change strategies: political or economic power, motivating or educating the people concerned.

From this table, it is clear that while the programmes were built on articulate and broad-based objectives on the one hand, the students' performance in written English is widely reported to be poor on the other hand. This situation marks a wide gap between the two variables and calls for investigation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design and procedure used in carrying out the study. Specifically, population, sample, sampling technique, instruments, data collection procedures and statistical techniques used in the conduct of the study are discussed.

3.2 Research Population

The population for this study comprised all:

(1) English language undergraduates in Nigerian universities whose number was 7,377 (Federal Office of Statistics, 1998);

(2) lecturers in departments dealing with the three programmes under study, the number of whom was 428, (Federal Office of Statistics, 1998)

(3) the 26 comprehensive universities in Nigeria (JAMB, 1998). These universities comprised federal and states universities. They also comprised comprehensive and specialized universities. The categories and number of these universities are shown in the following table:

Table 3.1: Categories and Number of Universities in Nigeria

Federal Universities		**States Universities**	
Comprehensive	Specialized	Comprehensive	Specialized
16	8	10	4

(Source: JAMB, 1998)

This study focused on the twenty six (26) comprehensive universities for the achievement of its purpose.

3.3 Research Sample and Sampling Techniques

The following number of universities, teachers and students served as research samples for this study:

(1) five (5) of the 26 comprehensive universities mentioned above. They were selected using stratified sampling technique based on the generation to which the universities belonged. This technique was used in order to ensure fairness to the three strata of the universities and reduce sampling errors to the minimum. This sample represented approximately 20% of the universities' population concerned. Nigerian universities were considered as belonging to three generations (NUC, 1992): universities that were established in the 1960s belong to the first generation, those established in the 1970s were in the second generation, while third generation universities were those established in the 1980s or later. The following table illustrates this classification:

Table 3.2: Research Population and Sample Based on the Generation of the Universities

Generation	Population	Sample	Percentage
1st	5	1	20
2nd	10	2	20
3rd	11	2	18

The following universities served as the sample for the study:

(a) University of Nigeria, Nsukka (UNN), (1st generation)

(b) Bayero University, Kano (2nd generation)

(c) University of Maiduguri (2nd generation)

(d) University of Abuja (3rd generation)

(e) Lagos State University (LASU), (3rd generation)

(2) Five (5) teachers each from the B.A., B.A. Ed. and B.Ed. English language programmes in the five universities were selected using Random Sampling technique. The total number of this sample amounted to 75 and represented 18% of the 428 lecturers in the three programmes. In view of the common nature of the problem under study, focus and key instrument for the study, this sample was considered

adequate (Nworgu,1991;). The following table illustrates this section:

Table 3.3: Distribution of Teachers' Sample

University	B.A. English	B.A. Ed. English	B. Ed. English
Abuja	5	5	5
Bayero	5	5	5
LASU	5	5	5
Maiduguri	5	5	5
UNN	5	5	5
Total	25	25	25

The following tables show some characteristics of the sample teachers:

Table 3.4: The Teachers' Highest Educational Qualifications

N for each group = 25

	M.A. English	Ph.D. English	M.Ed. Lang.Arts/ TESL	Ph.D. Lang.Arts / TESL	Others
B.A.	13 (52%)	7 (28%)	2 (8%)	1 (4%)	2 (8%)
B.A.(Ed)	10 (40%)	6 (24%)	5 (20%)	2 (8%)	2 (8%)
B.Ed.	7 (28%)	4 (16%)	8 (32%)	5 (20%)	1 (4%)

(Source: Teachers' Questionnaire for this study)

Table 3.3 shows that 40% of lecturers in the three programmes are holders of Masters Degree (English), and 23% holders of PhD (English). Also, while holders of PhD and Masters Degree (Language Arts or TESL) account for 12% and 20% of the lecturers respectively, 7% are holders of qualifications other than the four mentioned.

Table 3.5: The Teachers' Teaching Experience

N for each group =25

Programme	1 – 10 Years	11 – 20 Years	Over 20 Years
B.A.	12 (48%)	8 (32%)	5 (20%)
B.A.Ed.	11 (44%)	10 (40%)	4 (16%)
B.Ed.	11 (44%)	8 (32%)	6 (24%)

(Source: Teachers' Questionnaire for this study)

This table indicates that lecturers with 1 – 10 years of teaching experience account for 47% of lecturers in the programmes. It also shows that while 33% of the lecturers have 11 – 20 years, 20% have over 20 years in the teaching service.

(3) 30 final year students from each of the B.A., B.A. Ed. and B.Ed. English language programmes in each of the five universities in question were selected using Random Sampling technique. Final year students were used for the study in consideration of the fact that they had reached the peak of training in the programmes and, as such, can be expected to be a good model of users of English as a second language.

The table below illustrates the distribution pattern of this sample:

Table 3.6: Distribution of Students' Sample

University	**B.A. English**	**B.A. Ed. English**	B. Ed. English
Abuja	30	30	30
Bayero	30	30	30
LASU	30	30	30
Maiduguri	30	30	30
UNN	30	30	30
Total	150	150	150

Table 3.4 shows a total of one hundred and fifty students from each of the three programmes. The grand total amounts to four hundred and fifty students from the programmes (Krejcie & Morgan, 1970; Gay, 1992).

The following tables show some characteristics of the students' sample:

Table 3.7: The Students by Age

N for each group = 150

Programme	**20 – 30 Years**	**31 – 40 Years**	**Over 40 Years**
B.A.	134 (89%)	14 (9%)	2 (1%)
B.A.(Ed.)	101 (67%)	40 (27%)	9 (6%)
B.Ed.	51 (34%)	73 (49%)	26 (17%)

(Source: Students' Questionnaire for this study)

Table 3.6 shows that 89% of students in the B.A. programme were aged 20 – 30 years while those of 31 – 40 years accounted for 9%. Only 1% of the students were over 40 years old before joining the university. The Table also shows that while 27% of students in the B.A.Ed. programme were aged 31 to 40 years, up to 49% of their B.Ed. counterparts were in that age range.

Table 3.8: The Students by Gender N for each group = 150

Programme	Male	Female
B.A.	69 (46%)	81 (54%)
B.A.(Ed.)	58 (39%)	92 (61%)
B.Ed.	54 (36%)	96 (64%)

(Source: Students' Questionnaire for this study)

This table shows that 46%, 39%, and 36% of students in the B.A., B.A.Ed. and B.Ed. programmes were males. On the other hand, 54%, 61%, and 64% of students in the three programmes were females.

Table 3.9: The Students' University Entry Qualifications

	SSC + NCE	SSC+ Dip.	SSC Only	TC II + NCE	TC II+ Dip.	TC II Only	Others
B.A.	6 (4%)	17 (11%)	120 (80%)	0	4 (3%)	0	3 (2%)
B.A.(Ed.)	64 (43%)	12 (8%)	32 (21%)	25 (17%)	8 (5%)	5 3%	2 (1%)
B.Ed.	116 (77%)	0	0	34 (23%)	0	0	0

(Source: Students' Questionnaire for this study)

Table 3.8 indicates that while 80% of students in the B.A. programme had only SSCE qualification, no student in the programme had TC II qualification. On the other hand, while 77% of students in the B.Ed. programme had SSCE and NCE qualifications, no student in the programme had SSCE qualification. In the B.A.(Ed.) programme, 43% of the students were holders of SSCE and NCE, while 21% were holders of SSCE qualification only.

3.4 Research Instruments

Research instruments used in this study were:

(1) researcher-prepared written test;

(2) students' questionnaire; and

(3) teachers' questionnaire.

3.4.1: Researcher-Prepared Written Test (Appendix AC)

In a bid to obtain first-hand and research-specific data, an essay and letter writing tests were designed for the research subjects. The aim of this was to provide answers to research questions and hypotheses 1, 2 and 3 in sections 1.6 and 1.7 of the study. Topics for the writing test were chosen for their liveliness and appeal to the students' academic and socio-political life. The test was divided into two sections: Section A (Letter Writing), and Section B (Essay Writing).

3.4.2 Students' Questionnaire

This questionnaire was designed to elicit data on students' performance in written English and the relevance/adequacy of the B.A., B.A. Ed. and B.Ed. English curricula. Data obtained here were used to provide answers to questions 1, 2 and 3, and hypotheses 1, 2 and 3 in sections 1.7 and 1.8 of this study.

3.4.3 Teachers' Questionnaire

Generally, this questionnaire had a common purpose with the students' questionnaire mentioned in section 3.5.2 above.

3.5 Research Procedures

The following procedures were followed in conducting this study:

(1) Construction of Researcher-Prepared Written Test: This test was aimed at investigating the students' performance in written English, as it related to grammar, stylistic variation, discourse organization, mechanics of writing, expression, vocabulary, format, and other errors. The test was divided into sections A (letter writing) and B (essay writing). Each section contained three questions out of which only one was answered. The answer to questions in sections A and B was required to be presented in not less than 250 and 600 words respectively. As the quality of a written work is not determinable by the number of words used, the word limits set above were considered to be reasonable. Time allowed for writing the letter and essay was 40 and 50 minutes respectively.

(2) Construction of Teachers' and Students' Questionnaires: a set of structured questionnaires based on the Likert Scale was constructed for teachers and students respectively. These questionnaires were designed to elicit data on areas of students' strength and weakness in written English, as well as areas of adequacy or otherwise of the B.A., B.A. Ed. and B.Ed. English curricula.

(3) Construction of the Bacom Scale (developed for measuring performance in written English): The Bacom Scale comprises two sub-scales. These are the basic scale (Ba-scale) and the Complementary scale (Com-scale) from which the term Bacom Scale emerged. The Ba-scale comprises the following components (see Table 3.13):

(i) Serial number of scripts marked;

(ii) Actual or estimated number of words used in each script, or set of scripts, defending on the task at hand;

(iii) Types and number of errors in each script or set of scripts;

(iv) Total number of assorted errors in each script;

(v) Total number of errors according to type; and

(vi) Percentage of errors by type in relation to the total number of

errors in the script or set of scripts.

The complementary scale (Com-scale), on the other hand, provides instruments for conducting the following operations in order to identify the numerical, letter and descriptive grades earned in the test (see Table 3.14):

(a) Search for performance grade (SPG),

(b) Identification of numerical grade (ING),

(c) Identification of letter grade (ILG), and

(d) Identification of descriptive grade (IDG).

(4) Validating and testing of the Researcher-prepared Written Test, Teachers and Students' Questionnaires: This exercise was conducted in order to ensure that the research instruments in question were relevant and effective for the purpose of the study.

(5) Administration of the Researcher-Prepared Written Test: This test was administered under examination conditions and the supervision of the researcher and/or research assistants from the departments whose students were tested. The testees were asked not to write their names in the answer scripts. After the test, the scripts were code-numbered to reflect the name of the university and the degree programme concerned. For example, BUK/B.A. English.

(6) Administration of the Students' and Teachers' Questionnaires: The Students' Questionnaire was administered immediately after the administration of the Written Test. The two were administered in the same venue under the same condition. The Teachers' Questionnaire, on the other hand, was administered after that of the students was administered.

(7) Analysing questionnaire responses: Data in the questionnaires were analysed and treated using Percentile Ranks in order to determine, among others, areas of curricular adequacy or otherwise for each of the three programmes.

(8) Marking the test: The Detailed Marking Scheme which lists major points for which marks are earned or lost, was used. Three lecturers, including the researcher, did the marking in order to provide basis for identifying intra-rater and inter-rater reliability coefficients for the test, and applying ANOVA and t-tests to test the difference between the:

(a) written English performance of students in the B.A., B.A.Ed. and B.Ed. English programmes;

(b) written English performance of students in the following paired programmes:

- B.A. and B.A.Ed. English;
- B.A. and B.Ed. English; and
- B.A.Ed. and B.Ed. English.

(c) written English errors by students in the three programmes;

(d) written English errors by students in the following paired programmes:

- B.A. and B.A.Ed. English;
- B.A. and B.Ed. English; and
- B.A.Ed. and B.Ed. English.

(9). Marking Scheme (Refer to Appendix AD):

The essays and letters were marked based on the level at which they were free from errors of grammar, stylistic variation, discourse organization, mechanics of writing, vocabulary, expressions, text format and other errors (Norris,1983; Olaofe,1992 and Gaskell,2000). The highest marks scorable for the essay and letter in each script were 100.

One and a half (1.5) marks were deducted for every error found in each script, (WAEC, 1998). In addition to the fact that marking is essentially used to indicate performance relative to a student's classmates (Blair et al., 1975; Farrant, 1980; and Oller, 1979), this formula for deducting marks per error was considered appropriate bearing in mind the level and area of learning, as well as the expectation of the students under study. Unlike secondary school students for whom one mark is deducted per error (WAEC, 1998), English language undergraduates are expected, after graduation, to assume crucial responsibilities such as teaching of English at secondary or tertiary schools, management of units or departments in the public or private sector for which good ability in written English crucial. This situation makes it desirable to mount a tougher huddle in the process of assessing the performance of students at the undergraduate level of English language learning.

The marking procedure included identifying, underlining, code-labelling and counting the errors according to their types (Mustapha,1988; and WAEC,1998). The following code-labels were used:

Table 3.10: Types and Code-labels for Errors in the Written Test

Errors	Code-Labels
grammar	gr
stylistic Variation	sv
discourse organization	do
mechanics of writing	mw
expression	ex
vocabulary	vo
format	fo
other errors	oe

Although error types in Table 3.12 were considered as separate entities, it was acknowledged that the domains of some of them overlapped (WAEC, 1998).

Furthermore, as error identification is central in the conduct of this study, it is considered desirable to present a classification of errors in tune with the framework of the present study. This classification framework is a synthesis of frameworks propounded by Adesanoye (1995), Etherton (1977), Norris (1983), Olaofe (1989), and WAEC (1985).

- spelling error - misspelling or inconsistent use of spelling varieties as found in British and American English;
- punctuation error – non-use or misuse of punctuation marks such as full stop, comma, colon, semicolon, question mark and exclamation mark;
- error in capitalization -- non-use or irregular use of capital letters in a text;
- error in vocabulary -- The use of incorrect words, omission of words and duplication of ideas in a sentence in a way that effective communication is hindered;
- paragraphing error – absence or irregular construction of paragraphs in a text;
- error in discourse organization – wrong format in a written text, illogical development of thought or lack of coherence and cohesion among sentences or paragraphs in a text;
- grammatical error - deviation from rules of syntax and morphology, for example, use of wrong article, preposition, tense, adverb, word class, derivation, plural or singular noun, strange collocation, fragmentation or amalgamation of words, and reported speech.
- error in idiom – using a wrong form or meaning of idiomatic expression in a written text;
- error in expression – dull, confused and lengthy sentence construction, absence or ineffective use of figurative language in one's writing or speech;
- stylistic error - This is marked by lexical redundancy, monotonous sentence structure, the use of unsuitable words and expressions for the existing context or purpose of communication;

- format error – irregular structuring of a written text or omitting an item or items that constitute the structure of the text; and
- other errors – a combination of two or more of the errors listed above or any other type of error not mentioned here.

(7) Marking the scripts using the Bacom Scale (developed for the purpose of the study): The essays and letters were marked by:

(a) identifying, underlining, and code-labelling errors (as contained in Table 3.13) in the script;

(b) grouping and counting the errors in the script (s), as the case may be;

(c) calculating the total number of errors in the script(s), whichever applies;

(d) calculating the percentages of errors, by type, in relation to the total number of errors in the script(s);

(e) counting the number of words used in the script by:

(i) counting or estimating the number of words used per line;

(ii) multiplying this number by the number of lines on the page;

(iii) multiplying the product by the number of pages in the script (WAEC,1998); and

(f) recording and processing the data using the Bacom Scale.

3.6 Mechanism of the Bacom Scale

The Bacom Scale comprises two sub-scales. These are the basic scale (Ba-scale) and the Complementary scale (Com-scale) from which the term Bacom Scale emerged.

The Ba-scale comprises the following components:

(i) serial number of the scripts marked;

(ii) actual or estimated number of words used in the script(s) used;

(iii) types and number of errors in the script(s);

(iv) total number of all the errors in the script(s);

(v) total number of errors according to type; and

(vi) percentages of errors, according to type, in relation to the total number of errors in the script(s), for example:

Table 3.11: Componential Structure of the Ba-scale

	Total Number of Words (TNW)	**Types and Number of Errors (TNE)**								**Total Number of Errors (TNE)**
S/N		**Gr**	**sv**	**do**	**mw**	**vo**	**ex**	**fo**	**oe**	
1	660	7	2	1	18	4	2	1	1	36
2	620	13	6	2	8	7	3	2	2	43
3	674	7	2	1	13	1	3	1	0	28
4	680	7	2	1	0	0	0	0	1	12
5	652	9	1	1	10	2	4	3	1	30
6	720	11	5	3	20	3	5	2	3	52
7	617	7	7	4	27	2	7	4	4	62
Total	4623	61	25	13	97	19	24	13	12	263
Percentage		23	10	5	37	7	9	5	5	

Key: see Table 3.12

The complementary scale (Com-scale), on the other hand, provides instruments for conducting the following operations in order to identify the numerical, letter and descriptive grades earned in the test:

(a) search for performance grade (SPG),

(b) Identification of numerical grade (ING),

(c) Identification of letter grade (ILG), and

(d) Identification of descriptive grade (IDG), thus:

Table 3.12: Componential Structure of the Com-scale

Search for Performance Grade (SPG)	Identification of Numerical Grade (ING)	Identification of Letter Grade(ILG)	Identification of Descriptive Grade (IDG)
This involves:	70 - 100	A	excellent
(a) dividing the total number of words used in the script(s) by the total number of errors found (rounding up fractions);	60 - 69	B	very good
	50 - 59	C	good
	45 - 49	D	fair
(b) multiplying the answer by 2 (a nature-blessed number); and	40 - 44	E	poor
	below 40	F	unsatisfactory
(c) locating the numerical, letter and descriptive grades with which the answer (in 'b' above) corresponds			

Measurement of performance in written English using the Bacom scale is therefore conducted in the following procedure:

(a) finding out the exact/approximate number of words used in the script(s);

(b) finding out the total number of errors in the script(s);

(c) dividing the number of words by the total number of errors in the script(s), (rounding up fractions);

(d) Multiplying the answer by 2; and

(e) Identifying the numerical, letter and descriptive grades with which the product (in item 'd' above) corresponds.

In the light of this development, the Bacom scale can be said to:

(a) serve as a newly developed instrument for measuring performance

in written English;

(b) reflect both the number of words used and errors made in a written text, a situation that ensures fairness to both short and lengthy texts writers;

(c) measure and present performance in written English in numerical, letter and descriptive grades; and

(d) use a grading system that corresponds with the six-point system of grading students' academic performance in Nigerian universities. Thus:

Table 3.13: Six-point System of Grading Academic Performance in Nigerian Universities

Score	Grade	Grade Point	CGPA	Degree Class
70 - 100	A	5	4.50 – 5.00	First Class
60 - 69	B	4	3.50 – 4.49	Second Class Upper
50 - 59	C	3	2.40 – 3.49	Second Class Lower
45 - 49	D	2	1.50 – 2.39	Third Class
40 - 44	E	1	1.00 – 1.49	Pass
Below 40	F	0	0.00 – 0.99	Fail

(Source: Adamu,1994)

This implies that the Bacom scale is not a strange instrument in the academic or educational measurement arena.

3.7 Statistical Techniques

Statistical techniques used in this study were Analysis of Variance (ANOVA), t-test and Percentile Ranks. ANOVA was used to test the difference between the performance of B.A., B.A. Ed., and B. Ed. English language students in written English, while the t-test was used to test the difference between the written English performance of students in the following paired programmes:

(a) B.A. and B.A. Ed. English;

(b) B. A. and B.Ed. English; and

(c) B.A.Ed. and B. Ed. English.

Percentile Ranks, on the other hand, was used to process data in the students' and teachers' questionnaires.

3.8 Pilot Study

A pilot study was conducted in which twelve final year students and six lecturers in the B.A., B.A.Ed. and B.Ed. programmes were used. Reliability and validity of the written test and questionnaire were tested before administration. The students' written test was administered twice (test and retest) on the same set of students. Data in the questionnaire were treated using the Percentile Rank technique (see appendices H and I). Data in the written test, on the other hand, were treated using the Analysis of Variance (ANOVA) technique. The Pearson Product–moment correlation coefficient statistical technique was applied on the (test and retest) marks in order to establish the reliability coefficient which was found to be 0.63 (appendix K). The content validity of these instruments on the other hand was certified by experts in English and Test and Measurement.

3.9 Findings from the Pilot Study

After treating the students' test scores, the F value found was 4.26 (at 5% level of significance), which showed that there was no significant difference between the written English performance of students in the B.A., B.A.Ed. and B.Ed. English language programmes. The Bacom Scale-based findings showed the performance of these sets of students in written English to be as follows: B. A. English : 46% = D = Fair, B. A. Ed. English :55% = C = Good and B. Ed. English :48% = D = Fair, (Appendix AA).

3.10 Intra-rater and inter-rater Reliability Coefficient (main study)

The intra-rater and inter-rater reliability coefficient found were 0.91 and 0.80 respectively.

3.11 Summary

The population in this study comprised the 26 comprehensive Nigerian universities, 7377 students and 428 lecturers in the B.A., B.A.Ed. and B.Ed. English language programmes. Out of these, 450 students and 75 lecturers were selected, through Random Sampling, as research sample. Five sample universities were selected through Stratified Sampling technique. Written test for students and questionnaire for both lecturers and students were the instruments used for data collection. The statistical techniques used in for the study were ANOVA, t-test and Percentile Ranks. The research instruments were administered by the researcher and research assistants. Data collected for the study was also treated using the Bacom Scale (for measuring performance in written English).

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This study was designed to compare the performance of B.A., B.A.(Ed.) and B.Ed. English students in written English. Data collected for the study were treated according to the sequence of the research questions and hypotheses. The chapter contains the research findings, discussion of the findings and test of the research hypotheses.

4.2 Over-all Performance of B.A., B.A.(Ed.) and B.Ed. English Language Students in Written English

The following table presents the total and percentages of scores earned by students in each of the three programmes:

Table 4.1: Scores for B.A., B.A.(Ed.) and B.Ed. English Language Students

Group	Sum of Scores	Percentage
B.A.	7519	33
B.A.(Ed.)	7452	33
B.Ed.	7595	34
Total	22566	100

This Table shows that although the percentages of scores by students in each of the three programmes were not the same (33, 33 and 33 for B.A., B.A.(Ed.) and B.Ed. students respectively), not big differences existed among them. This implies that students across the three programmes had similar level of performance in written English. It also implies that training in the NCE programme which produced virtually all B.Ed. English students and a good number of their B.A.(Ed.) couterparts (see Table 3.8), had little or no positive impact on the students' performance in written English at subsequent training programmes.

4.2.1 Degree Classes Obtained by B.A., B.A.(Ed.) and B.Ed. English Language Students

The following table displays the students' performance in terms of degree classes they obtained in the test:

Table 4.2: Degree Classes for B.A., B.A.(Ed.) and B.Ed. English Language Students

Marks	Class of Degree	B.A.	B.A.(Ed.)	B.Ed.
70+	First Class	0	0	0
60 -69	Second Class Upper	6 (4%)	5 (3%)	5 (3%)
50 -59	Second Class Lower	62 (41%)	63 (42%)	67 (45%)
45 -49	Third Class	46 (31%)	52 (35%)	58 (39%)
40 -45	Pass	31 (21%)	27 (18%)	15 (10%)
Below 40	Fail	5 (3%)	3 (2%)	5 (3%)

Table 4.2 shows that while no student in any of the three programmes got 'First Class' degree, only 3%, 2% and 3% of students in the B.A., B.A.(Ed.) and B.Ed. English programme respectively failed the examination. Similarly, 41%, 42%, and 45% of students in these programmes (in that order) got 'Second Class Lower' (2/2) degree. These results are closely in tune with the total and percentages of scores obtained by these sets of students in the written test (see Table 4.0). The results also show that more than 50% of students across the programmes could not get up to 'Second Class Lower' degree. This marks a serious problem with the performance of the three groups of students in written English.

4.2.2 Test of Significance Between the Over-all Performance of B.A., B.A.(Ed.) and B.Ed. English Language Students in Written English

The following table shows the results for this test:

Table 4.3 ANOVA (Descriptive Statistics) for Over-all Performance of B.A., B.A.Ed. and B.Ed. English Language Students in Written English

Group	N	Mean	Standard Deviation	Minimum	Maximum
B.A.	150	50.12	5.43	39.00	62.00
B.A.(Ed.)	150	49.68	5.11	38.00	64.00
B.Ed	150	50.63	5.39	37.00	63.00
Total	450	50.14	5.31	37.00	64.00

Table 4.3 shows that the mean scores for students in the three programmes were 50.12, 49.68 and 50.63 for B.A., B.A.(Ed.) and B.Ed. students respectively. This shows that the mean scores were clustered in the range of 49.68 to 50.63 which is, invariably, a very close range. This indicated similarity in the level of ability to write effectively among students in the three programmes.

Table 4.4: ANOVA for Over-all Performance of B.A.,B.A.(Ed.) and B.Ed. English Language Students in Written English

Variation	Ss	df	ms	F	p
Between Groups	68.25	2	34.13	1.21	.30
Within Groups	12634.06	447	28.26		
Total	12702.32	449			

Table 4.4 shows 1.20 to be the F value found. As this was less than the value of F in the F-table (3.04), the study accepted the null hypothesis (No. 1). Thus, there was no significant difference between the over-all performance of B.A., B.A.(Ed.) and B.Ed. English language students in written English. These findings marked the settling of the long-standing controversy over superiority among the three programmes in terms of effectiveness or, in practical terms, their students' ability to communicate effectively in written English. The following is a graphic representation of mean scores for students in the three programmes:

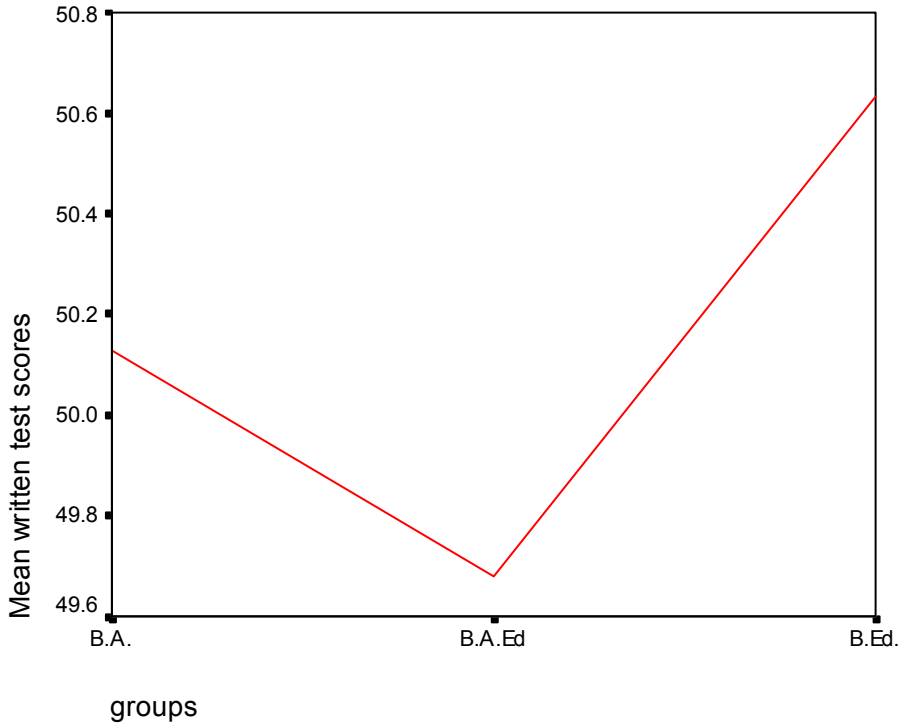


Figure 4.1: Mean Scores for B.A., B.A.(Ed.) and B.Ed. English Language Students

Figure 4.1 shows that while B.A. students had approximately 50.12 mean scores, B.A.Ed. and B.Ed. students had 49.68 and 50.63 respectively. In order to reinforce the evidence supplied in statistical form, samples of essays and letters written by students in the three programmes are presented in the following section. The samples are for low, average and high performance in written English.

(1). "Soldier(gr) played vital (gr) role to safe (mw)us from our enemies and at the same(oe) maintain peace for the normal cooperation(sv) within(sv) ourselves. On the other hand,(do) Nigeria as one of the(sv) largest country(gr) in African(gr) continent needs to be ruled(sv), (oe) soldier (gr)if not only(sv) we are not sincere to ourselves. Because of this insincerity resulted(sv) several crisis(gr) that occur(gr) in all part (gr)of our country(sv)."

(B.A. Student: Low Performance)

Text 1 clearly indicates problem of discourse organization due to lack of coherence (absence of semantic relationship between the first and the second sentences) and cohesion (use

of different tenses in the words 'played' and 'maintain') These phenomena normally hinder comprehension or effective communication. The text contains other errors that easily derail effective communication. These include those of grammar in forms of pluralization (soldier) at the beginning of the first sentence, spelling (safe) between the words 'to' and 'us', omission of an article (an 'a') before the word 'vital', omission of lexical items ('time' and 'by') after the words 'same' and 'ruled' respectively, confused expression (for the normal cooperation) before the phrase 'within ourselves', concord ('one of the largest country', 'crisis that occur' and 'in all part of our country'), lexical disorder (Because of this insincerity resulted several crisis) and pluralization (several crisis). Others are stylistic (within ourselves) and mechanical errors.

(2). "Examination is a source(sv) for the teacher to evaluate his students if the(oe) have a mastery of all that have(sv) be(gr) taught. Therefore(do), exam(sv) malpractice could only occur if the teacher have(gr) not done justice to the course which he or she is given to handle(sv). And at (gr) the part of the students (mw) it could be that he(gr) did not read and be(sv) prepared for the course or examination(sv)."

B.A.(Ed.) Student: Low Performance)

This text is also marked by errors of vocabulary, style, grammar, discourse organization, mechanics of writing and 'other errors' as indicated in the text. Example of these errors include the problem of coherence (lack of relationship between the ideas expressed in the first and the second paragraphs), cohesion (represented by lack of referential relationship between the words 'students' and 'he'). Others are those of style (the use of the words 'source' and 'evaluate'), thus, "Examination is a source for the teacher to evaluate his students", the shortening of the word 'examination' to 'exam.' in a formal writing; 'other errors' (writing the word 'the' in place of 'they'), singular/plural ('a mastery') tense ('all that have be taught'), concord (the teacher have not); preposition (at the part of the students); and syntactic disorder (it could be that he did not read and be prepared for the course).

(3). "With the advent of colonial administration, the british(mw) regime who(sv) colonized us has rooted(sv) the problems which is(gr) still is (sv)the major Problem(mw) of the nation. This is so because(oe) in the first instance when the two protectorates (mw)the Southern and Northern (mw)was (gr) amalgamated in 1914, We(mw) have only become one(sv) in (gr)Name(mw) but in reality we are different(sv)…."

B.Ed. Student: Low Performance

This text shares the problems of the first two texts. They include capitalization (british), style (the use of the words 'who' and 'rooted') in the clause "the british regime who colonized us has rooted the problems", poor sentence structure ("the problems which is still is the major problems"), poor punctuation (lack of a coma between the words 'protectorate' and 'the' in the phrase "when the two protectorates the Southern and Northern…", and the use of semi-colon after the figures 1914, in the clause "the Southern and Northern was amalgamated in 1914; we have only become one in Name"), concord (the use of the word 'was', thus, "when the two protectorates the Southern and Northern was amalgamated in 1914'…); irregular capitalization (capitalization of p, in the first sentence and w and n in the second sentence).

(4). "Before independence, that is during the colonial era, (sv) the Britons came to the Nigerian soil and colonized us (sv). When they were about to leave, they planted a big problem whose solution we are yet to find. Apart from the exploration and exploitation of our human and material resources, they bastardized our culture and identity(do)."

(B.A. Student: Average Performance)

Except for the stylistic errors and the unnecessary repetition underlined, this text contains simple and comprehensible written English.

(5) I bought 'The Punch' newspaper last week and read therein (sv) that you have been elected to hold a chieftaincy position in our town. This is why I have chosen this period to congratulate

you and give you some words of advice on how to hold your position as well as hoping to visit you soon(do).

(B.A.(Ed.) Student: Average Performance)

The use of a legal term in communication for social purposes as used in this paragraph is an error of style, while the use of the underlined expression marks a problem of discourse organization. This paragraph represents a fair performance in written English.

(6). "I am of the opinion that students who are caught for examination malpractice should be punished accordingly, and when I say accordingly I mean they should be punished according to the intensity of their offences(sv). Those who are caught with materials which are not relevant to the paper they are sitting(gr), should be suspended for some period of time, and those who are caught(sv) with relevant materials should be dismissed from the school."

(B.Ed. Student: Average Performance)

Except for the repetition underlined, this text contains a fairly well expressed message.

(7). "Examination malpractice in schools is a reflection of atrocious acts in the wider society. Those who are caught in the act always give a series of excuses in order to depend (mw) their adventure. It is annoying to note that the problem persists despite the punitive measures taken on the culprits. One wonders whether examination malpractice can be checked out of formal school system".

(B.A. Student: High Performance)

This text contains coherent and cohesive written communication. It marks the achievement of effective written communication.

(8). "A statement (in obituaries) that I find amusing is "may your gentle soul rest in perfect peace." I find it difficult to believe that every human being is a gentle fellow at death. Another funny expression is that which says "the vacuum you left behind can never be filled." It is mostly difficult to prove the relevance of this statement as within months you see widows filling the

vacuum left by their loved ones so fast that you wonder whether it was them who actually sponsored the obituary."

(B.A.(Ed.) Student: High Performance)

(9). "Over the years, JAMB, WAEC and NECO, for example, have suffered from the menace of examination malpractice. Their examination questions are leaked by (sv) the assistance of their staff. In addition to this, quite a good number of those who participate in the examination are impostors who are hired to write the examination on behalf of real candidates. It is unfortunate that this kind of situation also happens in the campuses of our universities."

B.Ed. Student: High Performance)

This text is marked by clear and simple written English. It is clearly free from errors of discourse organization, grammar, style, vocabulary, mechanics of writing and expression which the present study was concerned with.

A comparison of the nine sample texts showed that there was no clear difference between the students' performance in writing the texts. For example, each of the texts representing low performance is flanked by between 13 and 18 errors in not less than four of the following kinds of errors: discourse organization, grammar, stylistic variation, mechanics of writing and vocabulary. On the other hand, each of those that denote average performance contains only between two and three errors in not more than three areas: discourse organization, grammar and style. Texts representing high performance are virtually error-free.

4.3 Over-all Performance of B.A. and B.A.(Ed.); B.A. and B.Ed.; and B.A.Ed. and B.Ed. English Language Students in Written English

This section shows the over-all performance of students in the following paired programmes:

4.3.1 Over-all Performance of B.A. and B.A.(Ed.) English Language Students in Written English

The total and percentages of scores for students in the B.A. and B.A.(Ed.) programmes are presented in the following table:

Table 4.5: Scores for B.A. and B.A.(Ed.) English Language Students in Written English

Group	Sum of Scores	Percentage
B.A.	7519	50.2
B.A.(Ed.)	7452	49.8
Total	14971	100.0

Analysis of scores in Table 4.5 shows that while students in the B.A. English programme got 50.22% of the total scores earned in the test, their counterparts in the B.A.(Ed.) programme got 49.77% the scores. This indicated a little difference in the performance of the two sets of students in written English. It also put a question mark on the effectiveness of the NCE programme whose products constituted a considerable number of students in the B.A.(Ed.) programme.

4.3.2 Test of Significance Between the Over-all Performance of B.A. and B.A.(Ed.) English Language Students in Written English

Data for this test are presented in the following table:

Table 4.6: t-test for Over-all Performance of B.A. and B.A.(Ed.) English Language Students in Written English

Group	N	Mean	Standard Deviation	t	df	P
B.A.	150	50.12	5.43	0.73	298	0.464
B.A.(Ed.)	150	49.68	5.11			

Table 4.6 shows that the mean scores obtained by B.A. and B.A.(Ed.) students were 50.12 and 49.68 respectively. This gave the former an upper hand on written English performance over the latter. The table also presents 0.73 as the t-value found in the test. As this value is smaller

than the value of t in the t-table (1.98), (two tailed and at 0.05 level of significance), the study accepted the null hypothesis (No.2) and upheld that there was no significant difference between the over-all performance of B.A. and B.A.(Ed.) English language students in written English. Below are sample of texts written by students in the two programmes in order to support the findings:

(**a**). "Soldier(gr) played (gr)vital role to safe (mw)us from our enemies and at the same(oe) maintain peace for the normal cooperation(sv) within(sv) ourselves. On the other hand,(do) Nigeria as one of the(sv) largest country(gr) in African(gr) continent needs to be ruled (sv), (oe) soldier (gr)if not only(sv) we are not sincere to ourselves. Because of this insincerity resulted(sv) several crisis(gr) that occur(gr) in all part (gr)of our country(sv)."

(B.A. Student)

(b). "Examination is a source(sv) for the teacher to evaluate(sv) his students if the(oe) have a mastery of all that have(sv) be(gr) taught. Therefore(do), exam(sv) malpractice could only occur if the teacher have(gr) not done justice to the course which he or she is given to handle(sv). And at (gr) the part of the students (mw) it could be that he(gr) did not read and be(vo) prepared for the course or examination(sv)."

(B.A.(Ed.) Student)

It is evident from the two texts that the students have common and serious problems with grammar, style, mechanics of writing, discourse organization and vocabulary. The following are sample of performance in written English supplied to buttress the findings.

4.3.3 Over-all Performance of B.A. and B.Ed. English Students in Written English

Scores for B.A. and B.Ed. English students are presented in the following table:

Table 4.7: Scores for B.A. and B.Ed. English Language Students

Group	Sum of Scores	Percentage
B.A.	7519	50
B.Ed.	7595	50
Total	15114	100

In Table 4.7, the data show that while B.A. English students got 49.74% of the total scores earned, their B.Ed. counterparts got 50.25% of the scores. This indicated a slight difference between the performance of students in the two programmes. It also highlighted, possibly, a positive impact of training in the NCE programme whose products constituted virtually all students in the B.Ed. programme.

4.3.4 Test of Significance Between the Over-all Performance of B.A. and B.Ed. English Language Students in Written English

The table below presents the results obtained in this test.

Table 4.8: t- test for Over-all Performance of B.A. and B.Ed. English Language Students in Written English

Group	N	Mean	Standard Deviation	t	df	P
B.A.	150	50.12	5.43	0.81	298	0.418
B.Ed.	150	50.63	5.39			

Table 4.8 shows that the mean score for B.A. students was 50.12 while that of B.Ed. ones was 50.63. Although these results indicated that the former performed better than the latter, the difference was negligible. The table also shows the t-value found to be 0.81. As this was smaller than the t-value in the t-table, the null hypothesis (also No. 2) was accepted by the study. This meant there was no significant difference between the over-all performance of B.A. and B.Ed. English language students in written English. Two sample texts written by students in the two programmes are presented below in order to reinforce the findings:

(a). "Before independence, that is during the colonial era, (sv) the Britons came to the Nigerian soil and colonized us (sv). When they were about to leave(sv), they planted a big problem whose solution we are yet to find. Apart from the exploration and exploitation of our human and material resources, they bastardized our culture and identity(sv)."

(B.A. Student)

(b). "I am of the opinion that students who are caught for examination malpractice should be punished accordingly, and when I say accordingly I mean they should be punished according to the intensity of their offences(sv). Those who are caught with materials which are not relevant to the paper they are sitting(gr), should be suspended for some period of time and those who are caught(sv) with relevant materials should be dismissed from the school."

(B.Ed. Student)

The two sample texts above portray a common level of written English performance by students in the B.A. and B.Ed. English programmes. The few errors made are limited to stylistic variation grammar and discourse organization.

4.3.5 Over-all Performance of B.A.(Ed.) and B.Ed. English Students in Written English

Scores for written English for B..Ed. and B.Ed. English students are contained in the following table:

Table 4.9: Scores for B.A.(Ed.) and B.Ed. English Language Students

Group	Sum of Scores	Percentage
B.A.(Ed.)	7452	50
B.Ed.	7595	50
Total	15047	100

Table 4.9 shows that 49.52% and 50.47% scores were earned by B.A.(Ed.) and B.Ed. English language students respectively. The results showed that although the two programmes had a common and basic objective of producing professionally trained teachers of English, and students in each of them grappled with two areas of study (Education/pedagogy and English/related courses), their over-all performance in written English was to the advantage of the latter.

4.3.6 Test of Significance Between the Over-all Performance of B.A.(Ed.) and B.Ed. English Language Students in Written English

Test results for students in the two programmes are presented in the following table:

Table 4.10: t- test for Over-all Performance of B.A.(Ed.) and B.Ed. English Language Students in Written English

Group	N	Mean	Standard Deviation	t	df	P
B.A.Ed.	150	49.68	5.11	1.57	298	0.117
B.Ed.	150	50.63	5.39			

Table 4.10 shows that students in the B.A.Ed. and B.Ed. programmes got a mean score of 49.68 and 50.63 respectively. It also presents 1.57 as the t-value found in the test. As this value is smaller than the value of t in the t-table, the study accepted the null hypothesis (No. 2). This proved that there was no significant difference between the over-all performance of B.A.(Ed.) and B.Ed. English language students in written English. To buttress these findings, two sample texts written by students in the two programmes are presented below:

(a). "A statement (in obituaries) that I find amusing is "may your gentle soul rest in perfect peace." I find it difficult to believe that every human being is a gentle fellow at death. Another funny expression is that which says "the vacuum you left behind can never be filled." It is mostly difficult to prove the relevance of this statement as within months you see widows filling the vacuum left by their loved ones so fast that you wonder whether it was them who actually sponsored the obituary."

(B.A.(Ed.) Student)

(b). "Over the years, JAMB, WAEC and NECO, for example, have suffered from the menace of examination malpractice. Their examination questions are leaked by (sv) the assistance of their staff. In addition to this, quite a good number of those who participate in the examination are impostors who are hired to write the examination on behalf of real candidates. It is unfortunate that this kind of situation also happens in the campuses of our universities."

B.Ed. Student)

The sample texts above represent a good attempt for effective written communication by undergraduate students of English language.

4.4 Written English Errors by B.A. English Language Students

The following table displays types and total number of errors made by the respondents in their written English.

Table 4.11: Written English Errors by B.A. English Language Students

Item	Sum of Errors	Percentage
Grammar	1151	23
Stylistic Variation	996	20
Discourse Organization	518	10
Mechanics of Writing	849	17
Expression	213	4
Vocabulary	362	7
Format	286	6
Others Errors	590	12
Total	**4965**	**100**

Table 4.11 shows that most errors by B.A. English students were in grammar and style. The two areas accounted for 23.18% and 20.08% of all the errors found, in that order. Errors in mechanics of writing and discourse organization were 17.09% and 10.43% respectively. These data implied that grammar, style, mechanics of writing, and discourse organization constituted the major areas of problems to the students' ability to communicate effectively. The following are sample of errors by this set of students:

(errors are underlined and their categories indicated in brackets)

- The school authorities should … on more better (gr) punishment.
- Students who are involved in the (gr) examination malpractice do not obtain the (gr) effective education …
- We need to compare the two regime (gr) since we gained our independent (gr).
- Leaders in Nigeria(sv) were said to be….
- (in a letter of application) I must humbly beg (sv) and respectfully apply (sv) for the vacancy(sv) of….

- Dismissing a student makes him rejected and dejected and that student can go to any extent (sv).
- The culprits blame their friends for their offence (do)
- If students are dismissed, this will lead them (do) into all forms of ….
- Other people say the politicians too they are corrupt (do)
- After the military (mw) came the civilian regime….
- Leaders…. were said to be trustful (mw).
- Soldiers played…. to safe (mw) us from….
- Since the military come into power… they put in nothing to come and see (ex).
- It is better to … rather than picking the scape goat of the students (ex) in the name of….
- Uneasy lies on the head that wears the crown (ex).
- But today, the leaders we have do not hold their promises (vo).
- As your friend, I must be very factual (vo) with you.
- You find the teachers … engaging in public gossips (vo).
- My names are ….. (oe).
- I came out of the university (oe) with a B.A.Ed. degree.
- The chief was killed on the day he climbed (oe) the throne.
- absence of date in a letter (fo).
- Starting with the name of the 'state ' before that of the 'local government' in writing a residential address in a letter(fo).
- Lack of salutation in an official letter (fo).

4.4.1 Written English Errors by B.A.(Ed.) English Language Students

Table 4.10 shows types and number of errors by B.A.(Ed.) English language students.

Table 4.12: Written English Errors by B.A.(Ed.) English Language Students

Item	Sum of Errors	Percentage
Grammar	1030	21
Stylistic Variation	1073	21
Discourse Organization	475	9
Mechanics of Writing	794	16
Expression	270	5
Vocabulary	475	9
Format	245	5
Others Errors	660	13
Total	**5022**	**100**

Data in Table 4.12 show that of all the errors by this set of students, 20.50% and 21.36% were in grammar and style respectively. Also, 15.81%, 9.45% and 5.37% of these errors were in mechanics of writing, discourse organization and expression respectively. 'Other errors' accounted for 13.14% of the total errors. This showed that these were areas of greatest problems to students in the B.A.Ed. English programme. The following are sample of errors found in the students' test scripts:

(errors are underlined and their categories indicated in brackets)

- I would have expatiate (gr) on this issue.
- They are accused of been (gr) biased.
- Both party (gr) has (gr)contributed immensely to the problem we are facing.
- I am married with two kids (sv).
- Exam (sv) malpractice is….
- I promise to be obedient… and to devote a quality time (sv) to my job.
- But when I became to know what life is all about I changed.(do)
- To make this occasion more important and has grim realization to Our people of this state as well as those from others (do).
- When I settled down, I get water to the bathroom so that I can bath (do).
- I have thought (mw) in different secondary schools in Nigeria.
- Once in power, they don't want to live (mw) the office.
- Dismissing students resulted to army robbery (mw).
- …because an idle mind is the devil's tool (ex).
- A word is enough for a wise (ex).
- Don't worry, the Lord will see through (ex).
- Factually, (vo) I specifically apply for the post because…
- Nigeria produces (vo) large number of people who speak English.
- Only people with a lot of money enjoy military administration (vo).
- The so call (oe) leaders in Nigeria are…..
- The sound… makes everybody to eye on me (oe).
- All soldiers are interested in… is to dominate government seats (oe) and make money.
- Writing 'Yours Sincerely' in an application letter (fo).

- Not writing 'Thanks' or 'Thank you…' or related expression as a last paragraph in an official letter (fo).
- Not leaving even one line between the heading of a letter and its content (fo).

4.4.2 Written English Errors by B.Ed. English Language Students

The following table contains types and number of errors by B.Ed. English language students:

Table 4.13: Written English Errors by B.Ed. English Language Students

Item	Sum of Errors	Percentage
Grammar	1044	21
Stylistic Variation	1021	21
Discourse Organization	496	10
Mechanics of Writing	963	20
Expression	197	4
Vocabulary	402	8
Format	187	4
Others Errors	604	12
Total	**4914**	**100**

Data in this table show that 21.24% and 20.77% of errors by the students were in grammar and style, while 19.59% and 10.09% were in mechanics of writing and discourse organization respectively. This information indicated a common trend in the written English performance of students across the programmes under study.

(errors are underlined and their categories indicated in brackets)

- ... students caught in examinational (gr) malpractice should be warned.
- Further more, (gr) I attended FCE …
- It is more better (gr) to hear from you.
- Since during their regime the country has been in a standstill (do).
- I obtained my first school leaving results in 1989 (do).
- When my wife gives birth because she is about to I will visit you (do).
- Starting the first paragraph of a business letter with "my name is…". (sv)
- The Federal Government and her (sv) agencies should be ….
- I am single not yet married (sv).
- I red (mw) this news in the Guardian Newspaper.

- Such is the … of almighty Go (wm).
- Politicians of the first (mw) republic (mw) were characterized by
- Some people belief (mw) that…
- Many criminals are at a large (ex).
- Many criminals are at a large (ex).
- They are sorry for what they have done and are ready to turn new leaf (ex).
- Conclusively, (vo) students caught in… malpractice should be warned.
- Teachers leave their students to be blank (vo) in their area of study.
- Some teachers have to borrow money and put reward for the owner of the money (vo).
- You have to follow peace (oe) with all men.
- Nigeria was known for the raw materials which God has it with (oe).
- I am unmarrired because of my unemployed situation (oe).
- Writing the writer's name on top of the writer's address in a business letter (fo).
- Writing the writer's address in a letter in capital letters (fo).
- Not writing the address of an addressee in an official letter (fo).

4.4.3 Written English Errors by B.A., B.A.(Ed.) and B.Ed. English Language Students

The following table displays comparative data on errors in written English by B.A., B.A.(Ed.) and B.Ed. English students:

Table 4.14: Written English Errors by B.A., B.A.(Ed.) and B.Ed. English Language Students

Item	Sum of Errors			Percentage		
	B.A.	B.A.(Ed.)	B.Ed.	B.A.	B.A.(Ed.)	B.Ed.
Grammar	1151	1030	1044	23	21	21
Stylistic Variation	996	1073	1021	20	21	21
Discourse Organization	518	475	496	10	9	10
Mechanics of Writing	849	794	963	17	16	20
Expression	213	270	197	4	5	4
Vocabulary	362	475	402	7	9	8
Format	286	245	187	6	5	4
Others Errors	590	660	604	12	13	12
Total	**4965**	**5022**	**4914**	**100**	**100**	**100**

Data in table 4.14 show that while none of the three groups of students had less than 20.50% in grammar errors, none of them had less than 20.08% of stylistic errors. Similarly, none

of the three groups got less than 9.45% and 4.00% errors in discourse organization and expression respectively. On the other hand, none of the three sets got more than 9.45% and 5.76% in vocabulary and format respectively. This situation implied similarities between areas of most and least problems in written English facing students across the three programmes.

4.4.4 Test of Significance Between Written English Errors by B.A., B.A.(Ed.) and B.Ed. English Language Students

Results for this test are shown in the following table:

Table 4.15: ANOVA for Written English Errors by B.A., B.A.(Ed.) and B.Ed. English Language Students

Area	Group	N	Mean	Standard Deviation	Minimum	Maximum	F
Grammar	B.A.	150	7.67	1.68	4.00	14.00	9.29
	B.A.(Ed.)	150	6.86	1.76	2.00	11.00	
	B.Ed.	150	6.96	1.89	3.00	13.00	
	Total	450	7.16	1.81	2.00	14.00	
Stylistic Variation	B.A.	150	6.80	1.47	2.00	10.00	2.69
	B.A.(Ed.)	150	7.16	1.31	3.00	10.00	
	B.Ed.	150	7.14	1.63	2.00	10.00	
	Total	450	7.03	1.48	2.00	10.00	
Discourse Organization	B.A.	150	3.30	1.24	0.00	6.00	2.87
	B.A.(Ed.)	150	3.16	1.19	0.00	5.00	
	B.Ed.	150	2.97	1.18	0.00	6.00	
	Total	450	3.14	1.21	0.00	6.00	
Mechanics of Writing	B.A.	150	5.66	1.93	2.00	12.00	9.26
	B.A.(Ed.)	150	5.47	2.03	1.00	12.00	
	B.Ed.	150	6.42	2.07	2.00	12.00	
	Total	450	5.85	2.05	1.00	12.00	
Expression	B.A.	150	1.31	1.19	0.00	5.00	19.72
	B.A.(Ed.)	150	1.80	1.26	0.00	4.00	
	B.Ed.	150	0.94	1.09	0.00	4.00	
	Total	450	1.35	1.23	0.00	5.00	
Vocabulary	B.A.	150	2.41	1.29	0.00	7.00	13.50
	B.A.(Ed.)	150	3.19	1.33	0.00	7.00	
	B.Ed.	150	2.68	1.32	0.00	6.00	
	Total	450	2.76	1.35	0.00	7.00	
Format	B.A.	150	1.90	0.94	0.00	4.00	25.37
	B.A.(Ed.)	150	1.58	0.84	0.00	3.00	
	B.Ed.	150	1.17	0.88	0.00	3.00	
	Total	450	1.55	0.94	0.00	4.00	
Other Errors	B.A.	150	4.02	1.65	1.00	8.00	2.92
	B.A.(Ed.)	150	4.40	1.14	2.00	7.00	
	B.Ed.	150	4.35	1.53	2.00	7.00	
	Total	450	4.26	1.46	1.00	7.00	

Table 4.15 shows that, comparatively, B.A. students got the lowest mean errors in stylistic variation, vocabulary and 'other errors', while grammar, discourse organization and text format were areas in which they had the highest mean errors. It also show that B.A.(Ed.) students had their lowest mean errors in grammar and mechanics of writing, and highest of those errors in stylistic variation, expression, vocabulary and 'other errors'. Similarly, the data show that discourse organization, expression and text format were areas in which B.E.d. students recorded their lowest mean errors, and had the highest mean errors in mechanics of writing. This showed that students in the three programmes had varying areas of weakness and strength in written English.

Data in the table also show that the F-value found in respect of stylistic variation (2.69), discourse organization (2.87) and 'other errors' (2.92) was less than the value of F in the F-table (3.04). For this reason, the study retianed the null hypothesis (No. 3), and upheld that there was no significant difference between the B.A., B.A.Ed. and B.Ed. students' errors in the three aspects of written English. However, the value of F found in respect of grammar, mechanics of writing, expression, vocabulary and text format was greater than the value of F in the F-table. Based on this, the study rejected the null hypothesis (also No. 3) and confirmed that in the five areas in question, there was a significant difference between errors by students in B.A., B.A.(Ed) and B.Ed. English language programmes. The significant difference found in respect of grammar and mechanics of writing was in favour of B.A.Ed. students, in respect of expression and text format in favour of B.Ed. students, and in respect of vocabulary in favour of B.A. students. The following are graphic representations of the mean errors obtained for each of the variables tested:

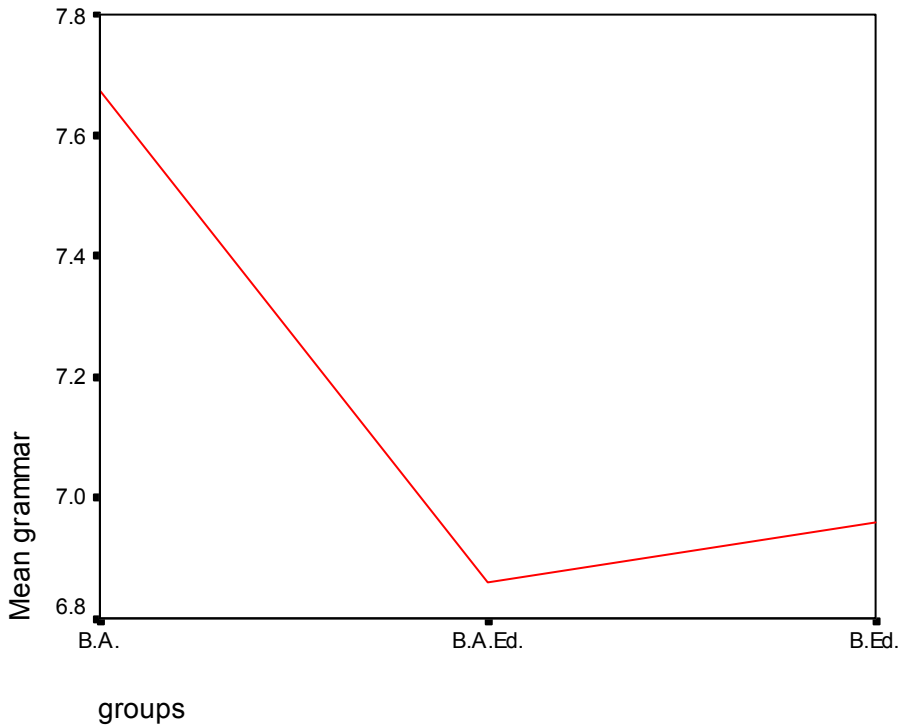


Figure 4.2: Mean of Grammar Errors by B.A., B.A.(Ed.) and B.Ed. English Language Students

Figure 4.2 shows that the B.A., B.A.(Ed.) and B.Ed. students had 7.67, 6.86 and 6.96 grammar mean errors respectively. This indicates that B.A.(Ed.) students had the least mean errors, thus performed best, followed by B.Ed. and B.A. students in that order.

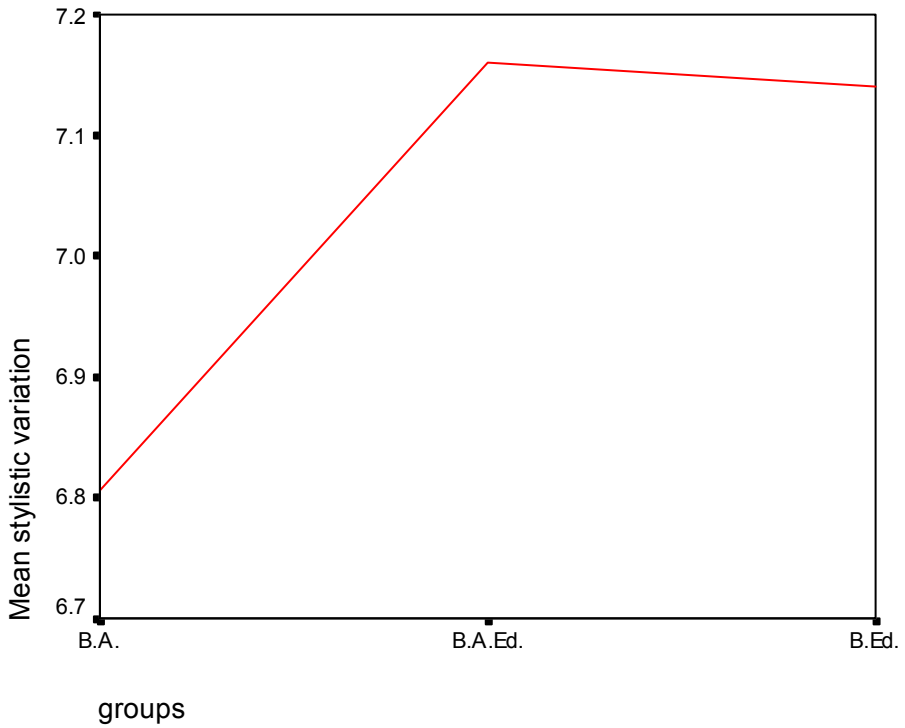


Figure 4.3: Mean of Errors in Stylistic Variation by B.A., B.A.(Ed.) and B.Ed. English Language Students

This Figure shows the mean errors of B.A., B.A.(Ed.) and B.Ed. students in stylistic variation to be 6.80, 7.16 and 7.14 respectively. This shows that students in B.A.(Ed.) programme made the highest number of errors, and were followed by their B.Ed. and B.A. counterparts in that order. Thus, in this case, students in the B.A. and B.A.(Ed.) programmes performed best and worst in the same sequence.

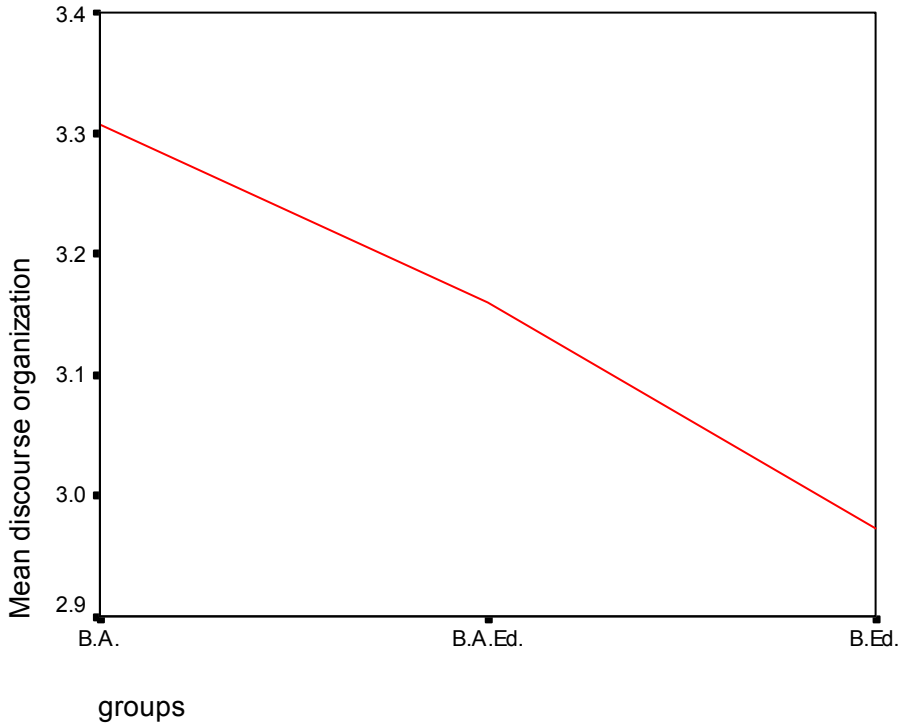


Figure 4.4: Mean of Errors in Discourse Organization by B.A., B.A.(Ed.) and B.Ed. English Language Students

In discourse organization, students in the B.A. programme had mean errors of 3.30, while those in the B.A.(Ed.) and B.Ed. programmes made mean errors of 3.16 and 2.97 respectively. This made the B.E.d. students to have a slight edge over their B.A. and B.A.(Ed.) counterparts.

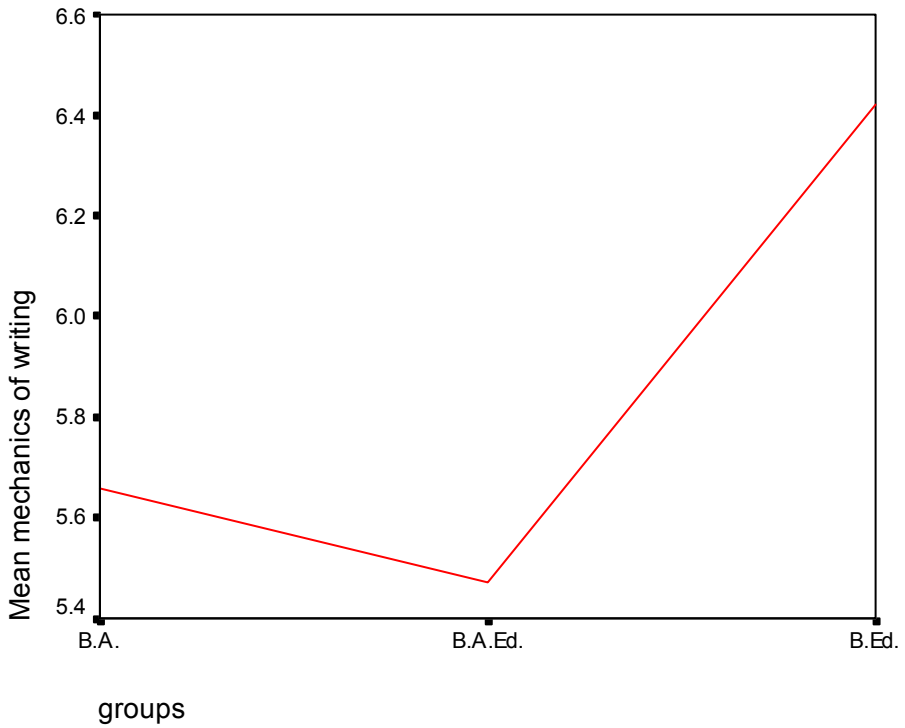


Figure 4.5: Mean of Errors in Mechanics of Writing by B.A., B.A.(Ed.) and B.Ed. English Language Students

Figure 4.5 presents the mean errors of B.A., B.A.(Ed.) and B.Ed. English language students in mechanics of writing as 5.66, 5.47 and 6.42 respectively. The result shows that, in this respect, B.A.(Ed.) students made the best performance while those in the B.Ed. programme the worst.

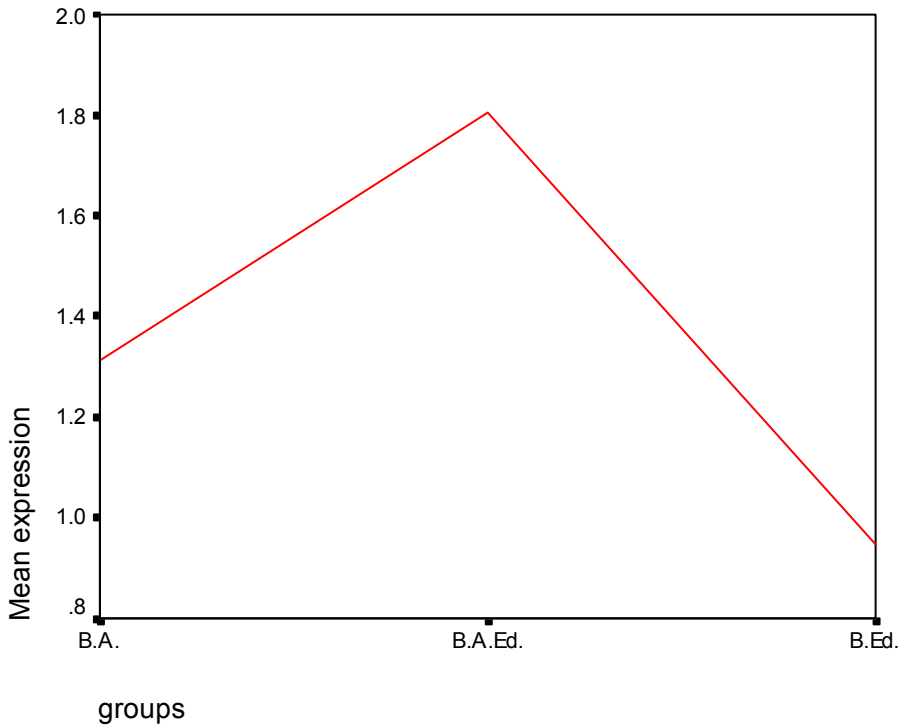


Figure 4.6: Mean of Errors in Expressions by B.A., B.A.(Ed.) and B.Ed. English Language Students

As shown in Figure 4.6, B.A. students had mean errors of 1.31, while those in B.A.(Ed.) and B.Ed. groups had 1.80 and 0.94 respectively. This shows that, in expressions, B.Ed. and B.A.(Ed.) students had the best and worst test results respectively.

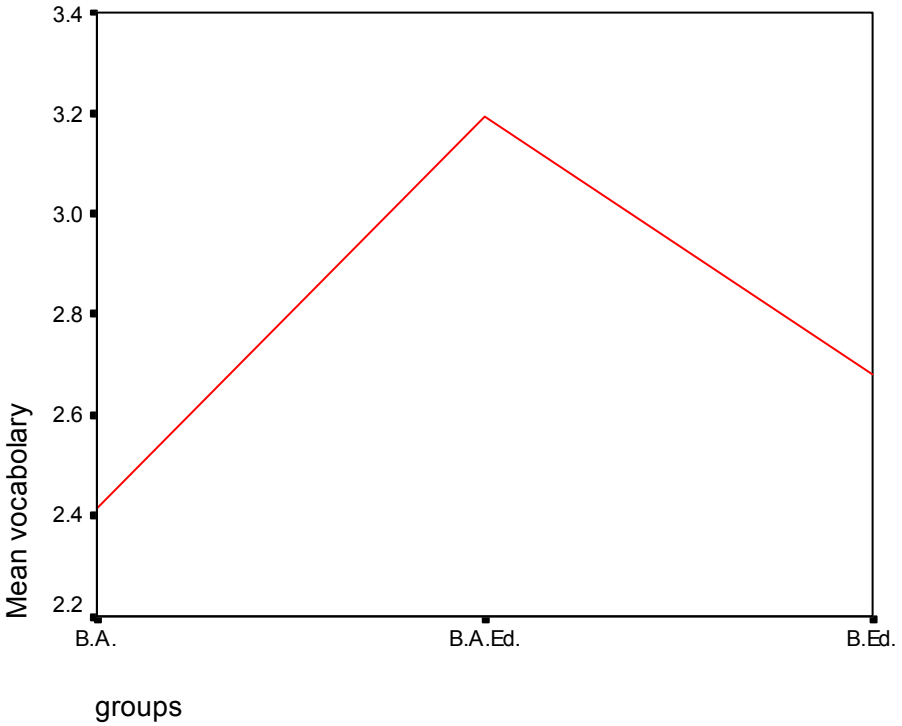


Figure 4.7: Mean of Vocabulary Errors by B.A., B.A.(Ed.) and B.Ed. English Language Students

In vocabulary, Figure 4.7 reports that 2.41, 3.19 and 2.68 mean errors were made by B.A., B.A.(Ed.) and B.Ed. students in that order. This implied that students in the B.A. programme performed best while their B.A.(Ed.) counterparts performed worst in the vocabulary test.

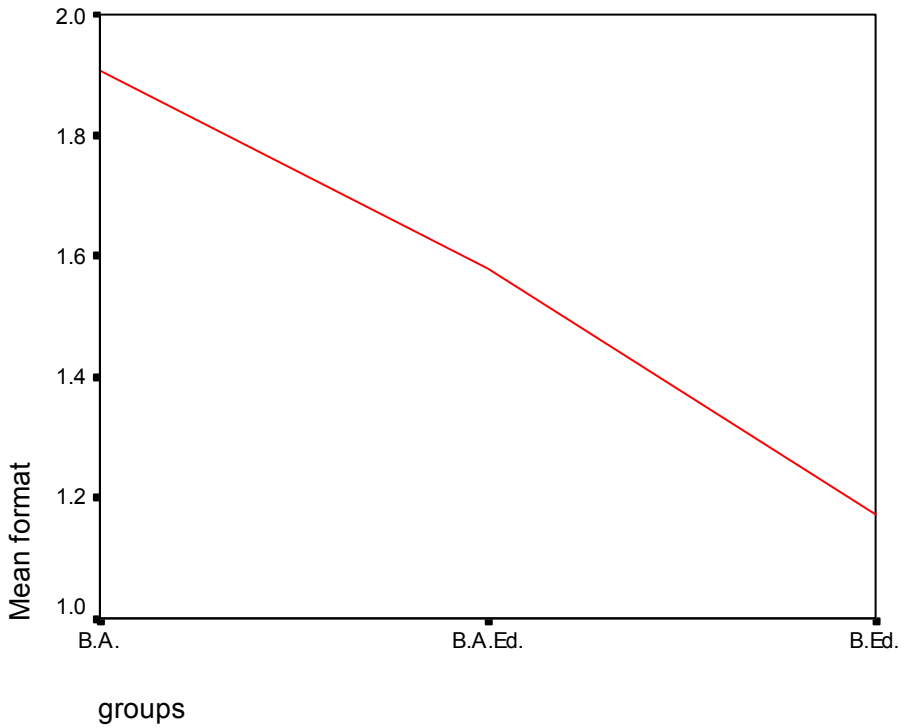


Figure 4.8: Mean of Format Errors by B.A., B.A.(Ed.) and B.Ed. English Language Students

In designing format for letters and essays, Figure 4.8 shows B.A. students to have made 1.90 mean errors, while their B.A.(Ed.) and B.Ed. colleagues had the mean errors of 1.58 and 1.17 respectively. This shows the B.Ed. students to have performed better than the B.A.(Ed.) and B.A. students in that sequence.

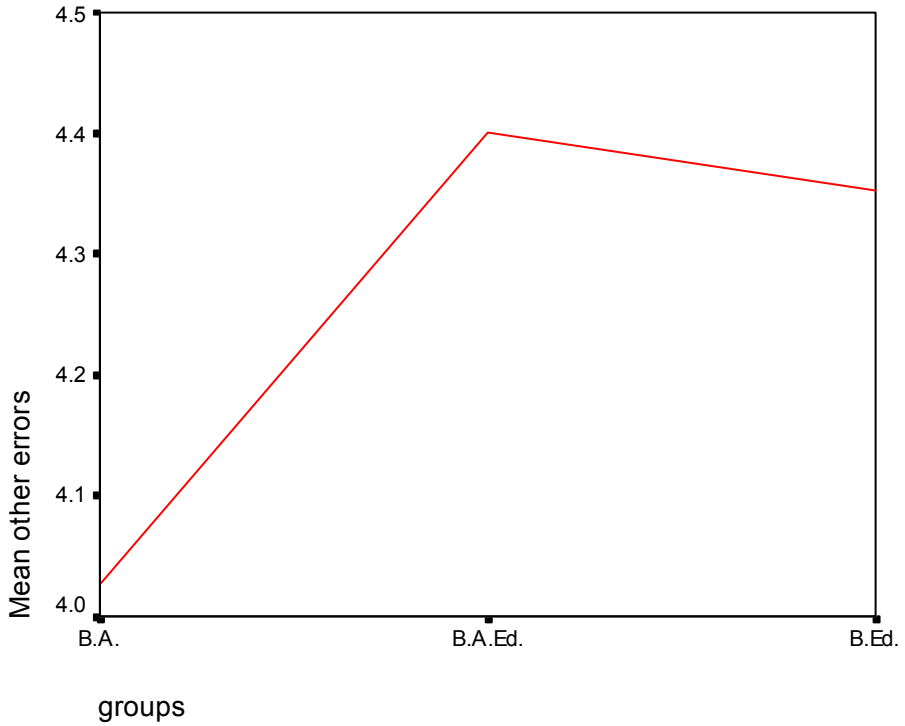


Figure 4.9: Mean of Other Errors by B.A., B.A.(Ed.) and B.Ed. English Language Students

In Figure 4.9, B.A., B.A.(Ed.) and B.Ed. students are shown to have made 4.02, 4.40 and 4.35 mean errors in 'other erors'. This result indicates the best and worst performance to have been made by B.A. and B.A.(Ed.) students respectively.

4.5 Written English Errors by B.A. and B.A.(Ed.); B.A. and B.Ed.; and B.A.(Ed.) and B.Ed. English Language Students

This section shows written English errors by students in the paired programmes mentioned above.

4.5.1 Written English Errors by B.A. and B.A.(Ed.) English Language Students

The following table presents data on written English errors by B.A. and B.A.(Ed.) English Language students:

Table 4.16: Written English Errors by B.A. and B.A.(Ed.) English Language Students

Item	Sum of Errors		Percentage	
	B.A.	B.A.(Ed.)	B.A.	B.A.(Ed.)
Grammar	1151	1030	23	21
Stylistic Variation	996	1073	20	21
Discourse Organization	518	475	10	10
Mechanics of Writing	849	794	17	16
Vocabulary	213	270	4	5
Expression	362	475	7	9
Format	286	245	6	5
Others Errors	590	660	12	13
Total	**4965**	**5022**	**100**	**100**

Table 4.16 shows that students in the B.A. and B.A.(Ed.) programmes made 23.18% and 20.50% of the grammatical errors made in the test. Percentages of errors in stylistic variation, discourse organization, and mechanics of writing by B.A. students were 20.08, 10.43, and 17.09 respectively. B.A.(Ed.) students' percentages of errors in the same variables were 21.36, 9.45, and 15.81 in that sequence. In spite of the differences in the objectives or function of the two programmes, these results indicate that their students share areas of strength and weaknesses in written English.

4.5.2 Test of Significance Between Written English Errors by B.A. and B.A.(Ed.) English Language Students

Table 4.15 presents t-test results on written English errors by students in the B.A. and B.A.(Ed.) programmes.

Table 4.17: t- test for Written English Errors by B.A. and B.A.(Ed.) English Language Students

Area	Group	N	Mean	Standard Deviation	t	df	p
Grammar	B.A.	150	7.67	1.68	4.08	298	0.000
	B.A.(Ed.)	150	6.86	1.76			
Stylistic Variation	B.A.	150	6.80	1.47	2.19	298	0.029
	B.A.(Ed.)	150	7.16	1.31			
Discourse Organization	B.A.	150	3.30	1.24	1.04	298	0.299
	B.A.(Ed.)	150	3.16	1.19			
Mechanics of Writing	B.A.	150	5.66	1.93	0.81	298	0.416
	B.A.(Ed.)	150	5.47	2.03			
Expression	B.A.	150	1.31	1.19	3.46	298	0.001
	B.A.(Ed.)	150	1.80	1.26			
Vocabulary	B.A.	150	2.41	1.29	5.12	298	0.000
	B.A.(Ed.)	150	3.19	1.33			
Format	B.A.	150	1.90	0.94	3.15	298	0.002
	B.A.(Ed.)	150	1.58	0.84			
Other Errors	B.A.	150	4.02	1.65	2.27	298	.023
	B.A.(Ed.)	150	4.40	1.14			

Table 4.17 shows that the t-value found in the test of discourse organization and mechanics of writing was less than the value of t in the t-table. In the light of this, the study accepted the null hypothesis (No. 4). Thus, there was no significant difference between the B.A. and B.A.(Ed.) students' errors in the two aspects of written English. On the other hand, in the test of grammar, stylistic variation, expression, vocabulary, format and 'other errors', the t value was found to be greater than the value of t in the t-table. Based on this, the study rejected the null hypothesis and upheld that there was a significant difference between B.A. and B.A.(Ed.) English language students' errors in the six aspects of written English.

The two groups had more problems in grammar and stylistic variation, and less in expression and text format. In the remaining variables, their performance was commonly fair. The findings indicated a common trend in the written English of students in the two programmes.

4.5.3 Errors in Written English by B.A. and B.Ed. English Language Students

The table below displays written English errors of students in the B.A. and B.Ed. English language programmes:

Table 4.18: Written English Errors of B.A. and B.Ed. English Language Students

Item	Sum of Errors		Percentage	
	B.A.	B.Ed.	B.A.	B.Ed.
Grammar	1151	1044	23	21
Stylistic Variation	996	1021	20	21
Discourse Organization	518	496	10	10
Mechanics of Writing	849	963	17	20
Vocabulary	213	197	4	4
Expression	362	402	7	8
Format	286	187	6	4
Others Errors	590	604	12	12
Grand Total	**4965**	**4914**	**100**	**100**

Data in Table 4.18 show that while students in the B.A. programme made 23.18% and 20.08% of errors in grammar and stylistic variation, B.Ed. students had 21.24% and 20.77% of errors in the two areas respectively. In mechanics of writing and vocabulary, the former had 17.09% and 7.29% of the errors, while the latter made 19.59% and 8.18% of errors in the two areas. These results showed that the B.A. and B.Ed. students had common areas of strength and weaknesses in written English.

4.5.4 Test of Significance Between Written English Errors by B.A. and B.Ed. English Language Students

The following table shows t-test results for written English errors by students in the B.A. and B.Ed. English language programmes:

Table 4.19: t-test for Written English Errors by B.A. and B.Ed. English Language Students

Area	Group	N	Mean	Standard Deviation	t	df	p
Grammar	B.A.	150	7.67	1.68	3.44	298	.001
	B.Ed.	150	6.96	1.89			
Stylistic Variation	B.A.	150	6.80	1.47	1.85	298	.065
	B.Ed.	150	7.14	1.63			
Discourse Organization	B.A.	150	3.30	1.24	2.37	298	.018
	B.Ed.	150	2.97	1.18			
Mechanics of Writing	B.A.	150	5.66	1.93	3.27	298	.001
	B.Ed.	150	6.42	2.07			
Expression	B.A.	150	1.31	1.19	2.76	298	.008
	B.Ed.	150	0.94	1.09			
Vocabulary	B.A.	150	2.41	1.29	1.76	298	.097
	B.Ed.	150	2.68	1.32			
Format	B.A.	150	1.90	0.94	6.93	298	.000
	B.Ed.	150	1.17	0.88			
Other Errors	B.A.	150	4.02	1.65	1.77	298	.077
	B.Ed.	150	4.35	1.53			

Table 4.19 shows that in relation to stylistic variation, vocabulary and 'other errors', the t-value found was less than the value of t in the t-table. For this reason, the study accepted hypothesis (No.4), accordingly, and upheld that, in relation to the three areas concerned, there was no significant difference between written English errors by B.A. and B.Ed. English language students. On the other hand, the t value in respect of grammar, discourse organization, mechanics of writing, expression and text format was found to be greater than the value of t in the t-table. On the basis of this, the study rejected hypothesis (also No. 4). Thus, in terms of these five aspects of written English, there was a significant difference between errors by B.A. and B.Ed. English language students. These findings showed that students in the two programmes had common areas of major and minor problems in written English.

4.5.5 Errors in Written English by B.A.(Ed.) and B.Ed. English Language Students

B.A.(Ed.) and B.Ed. students' errors in written English are presented

In the following table:

Table 4.20: Written English Errors by B.A.(Ed.) and B.Ed. English Language Students

Item	Sum of Errors		Percentage	
	B.A.(Ed.)	B.Ed.	B.A.(Ed.)	B.Ed.
Grammar	1030	1044	21	21
Stylistic Variation	1073	1021	21	21
Discourse Organization	475	496	9	10
Mechanics of Writing	794	963	16	20
Vocabulary	270	197	5	4
Expression	475	402	9	8
Format	245	187	5	4
Others Errors	660	604	13	12
Grand Total	**5022**	**4914**	**100**	**100**

Table 4.20 shows that while B.A.(Ed.) and B.Ed. students made 21.36% and 20.77% of errors in stylistic variation, they had 5.37% and 4% in expression respectively**.** While the former made more errors in stylistic variation, expression, vocabulary and text format, the latter had more errors in grammar, discourse organization and mechanics of writing. The findings showed that although the two programmes were set up, primarily, to produce teachers of English, the trend of their performance in different aspects of written English was slightly diverse.

4.5.6 Test of Significance Between Written English Errors by B.A.(Ed.) and B.Ed. English Language Students

The table below presents t-test results for written English errors by B.A.Ed. and B.Ed. students of English:

Table 4.21: t-test for Written English Errors by B.A.(Ed.) and B.Ed. English Language Students

Area	Group	N	Mean	Standard Deviation	t	df	P
Grammar	B.A.(Ed.)	150	6.86	1.76	0.47	298	.636
	B.Ed.	150	6.96	1.89			
Stylistic Variation	B.A.(Ed.)	150	7.16	1.31	0.11	298	.907
	B.Ed.	150	7.14	1.63			
Discourse Organization	B.A.(Ed.)	150	3.16	1.19	0.36	298	.174
	B.Ed.	150	2.97	1.18			
Mechanics of Writing	B.A.(Ed.)	150	5.47	2.03	3.98	298	.000
	B.Ed.	150	6.42	2.07			
Expression	B.A.(Ed.)	150	1.80	1.26	6.28	298	.000
	B.Ed.	150	0.94	1.09			
Vocabulary	B.A.(Ed.)	150	3.19	1.33	3.33	298	.001
	B.Ed.	150	2.68	1.32			
Format	B.A.(Ed.)	150	1.58	0.84	4.06	298	.000
	B.Ed.	150	1.17	0.88			
Other Errors	B.A.(Ed.)	150	4.40	1.14	0.29	298	.765
	B.Ed.	150	4.35	1.53			

Data in Table 4.21 show that, in grammar, stylistic variation, discourse organization and 'other errors' tests, the t value was found to be less than the value of t in the t-table. Due to this event, hypothesis (No. 4) was accepted by the study. It was therefore confirmed that there was no significant difference between errors, in these aspects of written English, by B.A. and B.Ed. English language students. But in mechanics of writing, expression, vocabulary and text format tests, the t value found was greater than the t value in the t-table. On the basis of this, the study rejected the null hypothesis (No. 4) and upheld that there was a significant difference between B.A.Ed. and B.Ed. students' errors in the four aspects of written English mentioned.

4.6 Adequacy of B.A. English Curriculum in Education/pedagogy, Language structure, Linguistics, and Literature

Table 4.20 presents lecturers' and students' questionnaire responses on curricular adequacy or otherwise of the B.A. English programme.

Table 4.22: Lecturers' and Students' Responses on the Adequacy of B.A. English Curriculum in the Courses Listed

Lecturers: N = 75, Students: N = 450

Courses	Adequate		Fairly Adequate		Inadequate	
	Lect.	Stu.	Lect.	Stu.	Lect.	Stu.
Language Structure	16 (21%)	111 (25%)	17 (23%)	109 (24%)	42 (56%)	230 (51%)
Linguistics	38 (51%)	220 (49%)	19 (25%)	136 (30%)	18 (24%)	94 (21%)
Literature	46 (61%)	249 (55%)	15 (20%)	121 (27%)	14 (19%)	80 (18%)

Key: Lect. – Lecturers
Stu. – Students

Table 4.22 showed that while 21.33% of lecturers and 24.66% of students who responded to the questionnaires said the programmes' curriculum was adequate in language structure, 56% and 51.11% of the lecturers and students said it was inadequate. Similarly, 22.66% and 24.22% of the same groups of respondents said the curriculum was fairly adequate in the area in question. This indicated that the curriculum was inadequate in language structure. The table also shows that 50.666% and 48.88% of the two groups of respondents said the curriculum was adequate in Linguistics, while 24% and 20.88% of these respondents claimed that the curriculum was inadequate in that course. Thus, the B.A. English curriculum was adequate in Linguistics. In responses to the questionnaire, 18.66% and 17.77% of lecturers and students in this programme said the curriculum was inadequate in literature, while 61.33% and 55.33% of the respondents indicated that the curriculum was inadequate in the course. From these responses, it was clear that the B.A. English curriculum was highly adequate in literature courses.

4.6.1 Adequacy of B.A.(Ed) English Curriculum in Education/pedagogy, Language structure, Linguistics, and Literature

The following table presents responses by lecturers and students in the B.A.(Ed.) English programmes on the adequacy, or otherwise, of the Education/pedagogy; Language Structure; Linguistics and Literature in the curriculum.

Table 4.23: Lecturers' and Students' Responses on the Adequacy of B.A.(Ed.) English Curriculum in the Courses Listed

Lecturers: N = 75, Students: N = 450

Courses	Adequate		Fairly Adequate		Inadequate	
	Lect.	Stu.	Lect.	Stu.	Lect.	Stu.
Education/ Pedagogy	35 (47%)	261 (58%)	21 (28%)	114 (25%)	19 (25%)	75 (17%)
Language Structure	10 (13%)	150 (33%)	25 (33%)	101 (22%)	40 (53%)	199 (44%)
Linguistics	20 (27%)	168 (37%)	30 (40%)	197 (44%)	25 (33%)	85 (19%)
Literature	44 (59%)	238 (53%)	17 (23%)	135 (30%)	14 (19%)	77 (17%)

Key: Lect. – Lecturers
Stu. – Students

According to Table 4.23, 46.66% and 58% of lecturers and students in the B.A.Ed. programme indicated that the curriculum was adequate in Education/pedagogy courses, while 25.33% and 16.66% of these respondents said the curriculum was inadequate. 28% and 25.32% of the two groups of respondents said the curriculum was fairly adequate in the courses in question. Similarly, while 13.33% and 33.33% of the respondents said the curriculum was adequate in language structure courses, 53.33% and 44.22% of the two sets of respondents indicated that it was inadequate. These results presented a clear case of inadequacy of the curriculum in these courses. On Linguistics, while 26.66% and 37.33% of the lecturers and students said the curriculum was adequate, 40% and 43.77% of them said it was fairly adequate. Also, 33.33% and 18.88% of the respondents said the curriculum was inadequate in the course. These findings showed that the B.A.Ed. curriculum was fairly adequate in linguistics. In a related development, this curriculum was found to be highly adequate in literature as 58.66% and 52.88% of lecturers and students in the programme responded to that effect. On the other hand, 18.66% and 17.11% of the two groups said the curriculum was inadequate in the course.

4.6.2 Adequacy of B.Ed English Curriculum in Education/pedagogy, Language structure, Linguistics, and Literature

Table 4.22 contains questionnaire responses by lecturers and students in the B.Ed. English programmes on the adequacy, or otherwise, of the curriculum of the programme in the courses mentioned.

Table 4.24 Lecturers' and Students' Responses on the Adequacy of B.Ed. English Curriculum in the Courses Listed

Lecturers: N = 75, Students: N = 450

Courses	Adequate		Fairly Adequate		Inadequate	
	Lect.	Stu.	Lect.	Stu.	Lect.	Stu.
Education/ Pedagogy	40 (53%)	282 (63%)	10 (3%)	98 (22%)	25 (33%)	70 (16%)
Language Structure	10 (13%)	101 (22%)	21 (28%)	120 (27%)	44 (59%)	229 (51%)
Linguistics	33 (44%)	186 (41%)	27 (36%)	179 (40%)	15 (20%)	85 (19%)
Literature	40 (53%)	281 (62%)	26 (35%)	120 (27%)	9 (12%)	49 (11%)

Key: Lect. – Lecturers
Stu. – Students

Data in Table 4.24 showed that while 53.33% and 62.66% of lecturers and students in the B.Ed. programme said its curriculum was adequate in Education/pedagogy, 33.33% and 15.55% of the respondents said it was not. This implied that the curriculum was highly adequate in the courses. Similarly, 13.33% and 22.44% of these respondents said the curriculum was adequate in language Structure, while 58.66% and 50.88% pointed out that it was inadequate. Thus, the responses implied that the B.E.d. curriculum was inadequate in language structure courses. Linguistics was said to be very adequately provided for in the B.Ed. English curriculum as 44% and 41.33% of lecturers and students in the programme agreed to that effect, while 20% and 18.88% of the respondents said otherwise. In the case of literature, while 53.33% and 62.44% of lecturers and students in the programme said the curriculum was adequate in Literature, 26.66% and 10.88% of these respondents said otherwise. This implied that Literature courses had high presence in the curriculum.

4.7 Over-all Findings

The following findings were made in the study:

(a) Over-all performance in Written English

The study findings showed that there was no significant difference between the over-all performance of students in the following programmes:

(i). B.A., B.A.(Ed.) and B.Ed. English;

(ii). B.A. and B.A.(Ed.) English;

(iii). B.A. and B.Ed. English; and

(iv). B.A.(Ed.) and B.Ed. English.

(b) Written English Errors

On errors in written English, the findings showed that there was no significant difference between:

(i) B.A., B.A.(Ed.) and B.Ed. students' errors of stylistic variation, discourse organization, and other errors, but there was a significant difference between their errors of grammar, mechanics of writing, expression, vocabulary and text format;

(ii) B.A. and B.A.(Ed.) students' errors of discourse organization and mechanics of writing. However, there was a significant difference between the students' errors of grammar, stylistic variation, expression, vocabulary, text format and other errors;

(iii) B.A. and B.Ed. students' errors of stylistic variation, vocabulary and other errors, but a significant difference was found between the students' errors of grammar, discourse organization, mechanics of writing, expression and text

format on the other hand; and

(iv) B.A.(Ed.) and B.Ed. students' errors of grammar, stylistic variation, discourse organization and other errors, while there was a significant difference between the students' errors of mechanics of writing, expression, vocabulary and text format.

(c) Adequacy of B.A., B.A.(Ed.) and B.Ed. English Language Curricula

The findings showed that:

(i) B.A. English language curriculum was inadequate in language structure, adequate in linguistics and highly adequate in literature;

(ii) B.A.(Ed.) English curriculum was highly adequate in education/pedagogy, inadequate in language structure, fairly adequate in linguistics, and highly adequate in literature;

(iii) B.Ed. English curriculum was highly adequate in education/pedagogy, inadequate in language structure, adequate in linguistics and highly adequate in literature.

4.8 Discussion

In this section, findings on each of the following areas are highlighted and discussed.

4.8.1 Over-all Performance of B.A., B.A.(Ed.) and B.Ed. English Language Students in Written English

It was found that no significant difference existed between the performance of B.A., B.A.(Ed.) and B.Ed. English students in written English. A number of factors might have led to these findings. For instance, most of the students' problems observed by the present study are carry-over problems brought to the university level (Mohmed, 1976). As the students had common problems in the learning of English at secondary school level, it should not be a surprise to find no significant difference between their performance in written English at the

university level. This is more so because the programmes under study made no curricular provision to address the carry-over problems. Scarcity of relevant reading materials such as textbooks, novels, magazines and newspapers in libraries in Nigerian universities can also be seen as a contributing factor to the widespread and common nature of the problem. These reading materials are said to play vital role in improving the language ability of their readers (Dulay, Burt & Krashen, 1983; Susan & Schachter, 1989).

While the present study was set to compare the written English of students in three English language-based programmes, previous studies such as Adesanoye (1973) and (19995), Alabi (1984), Dada (1987), Daw, (2000), Etim & Umoh (1986), Mustapha (1988), Ofuokwu (1982), Opata (1984), and Sledd (1985) were not comparative by design. For example, while Adesanoye (1995) studied performance in literary English in the Nigerian context, Alabi examined B.Ed. English students' performance in written English. The former identified and classified errors found into lexical deviation, faulty preposition, maze structure, faulty concord, deviant orthography, pattern failure, faulty idioms, and misplaced modifier among others. Alabi (1984), on the other hand, found the students, performance in written English to be poor. Areas of problems include poor vocabulary and expressions, ambiguous or vague sentences, and grammar. On his part, Mustapha (1988) studied the curriculum content and students' performance in written English in a single programme in order to see how the two correlated. Questionnaire responses of the lecturers involved showed that 25% of the lecturers rated their students' performance in written English as good, while 13% rated it as poor. Also, 25% of the lecturers described the curriculum as adequate in language-learning courses. Thus previous studies were set to study students' performance and/ or curricular content in single programmes and generally centred on error analysis only. Important issues in the present study findings include the simultaneous study of students' performance in three programmes, curriculum renewal for the three programmes under study, and the settling of the long-standing controversy

over the relative effectiveness of the three programme in terms of their students' ability to write effectively for various communicative purposes and contexts. Another landmark in the present study is the development of the Bacom scale for measuring performance in written English.

4.8.2 Over-all Performance of B.A. and B.A.(Ed.) English Language Students in Written English

Findings showed that there was no significant difference between the written English performance of students in the B.A. and B.A.Ed. programmes. This may not give any surprise because, in the present dispensation, most B.A.Ed. English students are, like their B.A. counterparts, direct products of secondary schools. The lack of significant difference in question can also be linked to the similarity in the componential structure of the curricula of the two programmes in which courses on Language Structure are de-emphasized perhaps in order to lay emphasis on Literature courses (Adejare, 1984; B.U.K.,1998; and Jowitt et al, 1995). These findings can be explained by the theoretical assertion that curriculum content is the key determinant of what is learnt and how it is learnt in a school setting (Farrant, 1980). While the present study centred on the relative performance of B.A. and B.A.Ed. students (non-teacher-education and teacher-education trainees), previous studies on the same area focused on either of the programmes in isolation. Such studies included Ofuokwu (1996) in which students' performance in written and oral English was studied and rated on the basis of British standard English as a model. The study findings show more diversity in oral than in written English. Other studies were Ubahakwe (1974) who studied B.A English students' written English in formal and informal contexts, and Ofuokwu (1982) who investigated grammatical errors in the written English of students across the faculties of a university. The former identified and categorized the students' written English into Bookish English 1, 2, 3, 4, and 5 respectively. Each category has identifiable quality or characteristics. Findings in the latter identified errors of spelling, concord, tense and vocabulary as the students' major areas of problem.

4.8.3 Over-all Performance of B.A. and B.Ed. English Language Students in Written English

No significant difference was found between the written English performance of B.A. and B.Ed. students in written English. These findings can be considered as surprising considering the fact that the two sets of students had varying learning backgrounds. For instance, virtually all B.Ed. students were NCE holders while B.A. students were not (Table 3.3). Similarly, while the latter operated a curriculum that centred on English/related courses only, the former operated a dual-course curriculum on Education/pedagogy and English/related courses. While previous studies including Opata (1984), Etim & Umoh (1986) and Weir (1988), used single programmes for their investigation, the present study combined two programmes whose students had varying educational backgrounds. Opata (1984) and Etim & Umoh (1986) studied students' written English with a view to finding out the students' error patterns. The pattern found comprise literal translation of expressions in the MT, sentence fragmentation, colloquial expressions in formal contexts, ambiguous sentences, wrong spelling, tense and vocabulary. On his part, Weir (1988) investigated areas of written English in which students are deficient most. Areas found include discourse organization, grammar, spelling, punctuation, vocabulary and clarity of expressions.

4.8.4 Over-all Performance of B.A.(Ed.) and B.Ed. English Language Students in Written English

The findings of the study indicated that there was no significant difference between the over-all performance of B.A.(Ed.) and B.Ed. English language students in written English. These findings are expected due to the significantly common curricular and training backgrounds of students in the two programmes. For example, the two are teacher-producing programmes whose curricula cover Education/pedagogy and English/related areas. Also, their students, or at least some of them in the case of B.A.(Ed.) programme, went through the NCE programme. The present study tried to go a step ahead of the previous ones which include Adeyanju (1974), John (2000) and Sledd (1985) by making its scope wider (involving two sister-programmes) and for not limiting itself to error analysis. Adeyanju (1974) studied the written English of

undergraduates in order to identify areas of common problems, while John (200) studied the curriculum content of B.Ed. English language programme and the students' performance in written English in order to identify the level of correlation. Findings in Adeyanju (1974) show pattern failure, poor vocabulary, and wrong use of article and passive verb form to constitute common problems to the students.

4.8.5 Written English Errors by B.A., B.A.(Ed.) and B.Ed. English Language Students

There was no significant difference between stylistic variation, 'other errors' and discourse organization errors by students in the B.A., B.A.(Ed.) and B.Ed. English programmes. Because these aspects of written English are dismally provided in the curricula of the three programmes and students across the three programmes had generally the same background and motivation for the learning of English, these findings could be expected. On the other hand, a significant difference was found between the students' errors of grammar, mechanics of writing, expression, vocabulary and text format. As the difference was in favour of B.Ed. students, it could be attributed to their long exposure in practical use of English for the school and other purposes, an exposure which their B.A and a good number of B.A.(Ed.) counterparts lacked (Alabi, 1984).

Furthermore, it was found that while B.A. students had more problems with grammar, discourse organization and text format, their B.A.(Ed.) counterparts had more problems with stylistic variation, expression, vocabulary and other errors. Mechanics of writing was found to give more problems to students in the B.Ed. programme. While the present study investigated error types and frequency in the written English of students in three programmes with a view to finding a basis for curriculum renewal, previous studies reviewed (Adesanoye, 1973; Jawi, 1993; and Ubahakwe, 1974) limited their investigation to single programmes and error-making per se. The studies, unlike the present one, gave no thought to ways to improve the situation.

4.8.6 Written English Errors by B.A. and B.A.(Ed.) English Language Students

No significant difference was found between discourse organization and mechanics of writing errors by B.A. and B.A.(Ed.) English students. These findings can be expected as students in the former and a good number of students in the latter have common educational qualifications (see Table 3.8). On the other hand, the findings showed a significant difference between the students' errors of grammar, stylistic variation, expression, vocabulary, text format and other errors. The difference was in favour of B.A.(Ed.) students who performed better than their B.A. counterparts in grammar, discourse organization, mechanics of writing and text format. This difference may be linked to the additional training of a good number of the former during their NCE programme (Table 3.8). While previous studies limited their work to single programmes and error analysis, the present one went a step ahead by comparing the type and frequency of errors by students across two programmes and conducting curricula renewal.

4.8.7 Written English Errors by B.A. and B.Ed. English Students

Findings on this section showed no significant difference between the errors of B.A. and B.Ed. students in stylistic variation, vocabulary and other errors. The low presence of courses on these areas in the curriculum of both programmes might be responsible for the findings. However, a significant difference was found between the students, errors of grammar, discourse organization, mechanics of writing, expression and other errors. The difference was in favour of B.Ed. students perhaps owing to the formers' experience in learning and teaching the language during and after the NCE programme respectively. This assertion will be relevant in view of the existing research reports and theoretical explanation that exposure to contexts of practical use of language is not only a key condition for language learning, it also enhances language learning (Blair, Jones & Simpson, 1975; Widdowson, 1983; Berns,1990). Unlike previous studies which investigated and classified written English errors of students in single programmes (Ubahakwe, 1974), the present study did the same on the written English problems of students in B.A. and

B.A.Ed. programmes. The author investigated performance in written English and classified errors found into Bookish English 1, 2, 3, 4, and 5 respectively.

4.8.8 Written English Errors by B.A.(Ed.) and B.Ed. English Language Students

The findings showed no significant difference between B.A.(Ed.) and B.Ed. students' errors of grammar, stylistic variation, discourse organization and other errors. These findings could be attributed to the similarity of curriculum structure in the two programmes on the one hand and the common training backgrounds of the students on the other hand. Students in the B.A.(Ed.) programme and a considerable number of their counterparts in the B.Ed. programme are products of the NCE programme (see Table 3.8). However, the findings showed a significant difference between the students' errors of mechanics of writing, expression, vocabulary and text format. The difference was in favour of B.A.(Ed.) students who performed better than their B.Ed. counterparts in grammar, stylistic variation, mechanics of writing, text format and other errors for unforeseen reasons. Like Alabi (1984), the present study identified areas in which students in B.Ed. English language programme have major problems.

4.8.9 Adequacy of B.A. English Curriculum in Language Structure, Linguistics and Literature

B.A. English curriculum was found to be inadequate in Language Structure, adequate in Linguistics and highly adequate in Literature. Given the high rate of grammatical errors in the written English of students across the three programmes, it will not be surprising to find the B.A. English curriculum inadequate in language structure. These findings agreed with those of Mustapha (1988) in which lecturers of the programme described the programme as inadequate in language structure. Most previous studies reviewed neither investigated nor discussed the curriculum of the programme of their study (Adesanoye,1995; Ofuokwu,1996; Ubahakwe, 1974). The present study observed that in addition to curricular adequacy in language-learning courses of a programme, the curriculum should be function-oriented before the programme succeeds in equipping its products with the ability to write effectively. The major problem of

B.A., B.A.(Ed.) and B.Ed. English language programmes is, apparently and arguably, the theory-oriented, rather than function-oriented curricula they operate. There is a need for the curricular elements to emphasize writing for practical purposes in everyday life in Nigeria and elsewhere.

4.8.10 Adequacy of B.A.(Ed) English Curriculum in Education/ pedagogy, Language structure, Linguistics and Literature

The study findings showed that B.A.(Ed.) English curriculum was inadequate in Language Structure, adequate in Education/pedagogy and Linguistics, and very adequate in Literature. While the curricular inadequacy in Language structure could be seen as the cause of the high rate of the students' errors in grammar, style, discourse organization and mechanics of writing, one may wonder whether the good adequacy of Literature can also be related to the errors mentioned. Previous studies made no issue out of curricular components of programmes they studied, rather, they concentrated on identifying frequency and types of errors by the research subjects. Adesanoye (1995) and Ubahakwe (1974) are good example of such studies.

4.8.11 Adequacy of B.Ed English Curriculum in Education/ Pedagogy, Language structure, Linguistics and Literature

It was found that the B.Ed. English curriculum was very adequate in Literature, adequate in Education/pedagogy and Linguistics, and inadequate in Language structure. As effective language teaching requires knowledge of both 'how to teach' and 'what to teach', the need arises for Language Structure to be made adequate in the B,Ed, English curriculum. Unlike the present study, none of the previous studies reviewed investigated the curricular structure of the programmes under study (Ofuokwu,1982 and Weir,1988)

4.9 Justifications for the Findings

This study was set to investigate:

(a). whether there was a significant difference between the over-all performance of B.A., B.A.Ed. and B.Ed. English language students in written English,

(b). Whether there was a significant difference between written English errors of students in the

B.A., B.A.Ed. and B.Ed. English language programmes, and

(c). Whether the curricula of the B.A., B.A.Ed. and B.Ed. English language programmes were adequate.

The study findings showed that:

(a). There was no significant difference between the over-all performance of students in the B.A., B.A.Ed., and B.Ed. English language programmes,

(b). There was no significant difference between written English errors of students in the B.A., B.A.Ed., and B.Ed. English language programmes, and

(c). Curricula of the B.A., B.A.Ed., and B.Ed. English language programmes were inadequate in language structure courses, fairly adequate in linguistics, and highly adequate in literature.

Prior to the emergence of the research findings, the researcher had no clear expectation as to the group that would perform best in written English, or have the least number of written English errors in their scripts. This feeling developed for obvious reasons:

1. The difference in curriculum content on the one hand, and the length of training between students in the three programmes. For example, while the B.A. English students had a curriculum with 100% English language-based content, the B.Ed. and, to a large extent, B.A.Ed. students had undergone a three-year English language-based NCE programme. This shows that while the former had no post-secondary school training in English, the latter had curricula with only 50% and 60% content in English and related courses in that order. Bearing these situations in mind, the research findings are simply justified.
2. The reports of previous research studies and related academic works which describe the performance in question across students in the three programmes as poor (Abe, 1984; Jubril, 1984; Akere, 1995; Bobda, 1998; Adejare, 1995; and Unoh, 1982). Commenting on the situation, Adejare (1995) observes that the writing of good grade articles, reports, letters and related materials was beyond the ability of the average English language

undergraduate. Jubril (1984) also observes that undergraduates of English find it difficult to give direction, describe scenes, persons and structures, introduce persons, and make inquiries.

3. The common and unfavourable condition for the learning of English across the three programmes under study in Nigerian universities, as observed through the present study.

From the foregoing explanation, it is clear that the present research findings on the relative performance of B.A, B.A.Ed,. and B.Ed. English language students in written English have well-grounded and reasonable justifications. The findings have brought to an end the claims and counter claims (Oderinde, 1991; Olaofe, 1998; and Mahadi Report, cited in Olaofe, 1998) on the relative effectiveness of the B.A, B.A.Ed,. and B.Ed. English language programmes in equipping their students with a good command of written (and oral) English. The present research study had established that there was no significant difference between:

(a). Over-all performance of B.A, B.A.Ed,. and B.Ed English language students in written English, and

(b). Written English errors of stylistic variation and discourse organization of B.A, B.A.Ed,. and B.Ed English language students.

However, a significant difference was found between their errors of grammar, mechanics of writing, expression, vocabulary and text format in favour of B.Ed. students. The cause of this difference may be linked to the B.Ed. students' relatively long exposure in practical use of English for the school and their personal purposes.

Similarly, prior to the emergence of the research findings on the adequacy of the B.A., B.A.Ed., and B.Ed. English language curricula, the researcher had a feeling that literature was more represented than other subject areas in the curriculum of each of the three programmes. This feeling was informed by:

1. The researcher's exposure to the content of the three curricula in which literature had

more presence than other subject areas, (Refer to Tables 5.1, 5.2, and 5.3).

2. The responses by two important, if not the most important, stakeholders in the teaching and learning of English at undergraduate level. These responses indicated that literature was highly adequate, linguistics was fairly adequate, and language structure was inadequate in each of the three curricula (Tables 4.22, 4.23, and 4.24).

4.10 Summary

This chapter contains data and data analysis on the performance of B.A., B.A.(Ed.) and B.Ed. English language students in written English. It also contains data on the curricular adequacy of the B.A., B.A.Ed. and B.Ed. English language programmes in Education/Pedagogy, Language Structure, Linguistics and Literature. Data presentation and analysis is according to the sequence of the research questions and hypotheses. Analysis of Variance (ANOVA), t-test and Percentile Ranks were the statistical techniques used for the study.

Findings showed that there was no significant difference between the over-all performance of the following groups of students in written English:

(a). B.A., B.A.(Ed.) and B.Ed. English language students;

(b). B.A. and B.A.(Ed.) English language students;

(c). B.A. and B.Ed. English language students; and

(d). B.A.(Ed.) and B.Ed. English language students.

Graphs, figures and actual written English of the students were used to buttress the findings which showed instances of significant difference (in the case of some error types) and no significant difference (in other error types) between written English errors by the sets of students named above. Similarly, the findings showed that the curricula of the programmes under study were inadequate in courses on language structure, adequate in courses on linguistics and highly adequate in courses on literature.

CHAPTER FIVE

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter briefly restates the design and findings of the study. It also highlights implications of the study for the three programes under study and for curriculum renewal. Contributions of the study to knowledge and justification for curriculum renewal are contained in the chapter.

5.2 Summary

This study aimed at comparing the performance of B.A., B.A.Ed. and B.Ed. English language students in written English. To achieve this, it attempted to find answers to the following questions and hypotheses:

(a) Research Questions

1. Is there a significant difference between the over-all performance of B.A., B.A.Ed. and B.Ed. English language students in written English?
2. Is there a significant difference between the over-all performance of the following sets of students in written English:
   (a) B.A. and B.A. Ed. English language students,
   (b) B.A. and B.Ed. English language students, and
   (c) B.A. Ed. and B.Ed. English language students?
3. Is there a significant difference between written English errors by B.A., B.A.Ed. and B.Ed. English students?
4. Is there a significant difference between written English errors by:
   (a) B.A. and B.A.Ed. English language students;
   (b) B.A. and B.Ed. English language students; and

(c) B.A.Ed. and B.Ed. English language students?

5. Is the curriculum content of the B.A., B.A.Ed. and B.Ed. English programmes adequate in the areas of education / pedagogy, language structure, linguistics and literature?

These questions were investigated using five corresponding null hypotheses.

The research sample comprised five (5) universities, 450 students and 75 lecturers from the three programmes. The lecturers and students were selected through Simple Random Sampling, while the universities were selected using Stratified Sampling technique. Structured questionnaire for both students and lecturers and a researcher-prepared written test for the students constituted the research instruments for the study. The two instruments were validated by experienced linguists/educators in the university system. After this, a pilot study was conducted in which 0.63 reliability coefficient was found for the test. Also, 0.91 and 0.80 (intra-rater and inter-rater) reliability coefficients were found for the test in the main study.

Data collected for the study were treated using Analysis of Variance (ANOVA), t-test and Percentile Ranks statistical techniques. The first method was used in order to test the difference between the over-all written English performance of students in the three programmes, while the second was applied to test the difference between the performance of students in the B.A. and B.A.Ed; B.A. and B.Ed. as well as B.A.Ed. and B.Ed. programmes respectively. Percentile Rank, on the other hand, was used in treating data in the students' and teachers' questionnaires. The findings showed that there was no significant difference between the:

(a). over-all performance of B.A., B.A.Ed. and B.Ed. English language students in written English;

(b) over-all performance of students in the B.A. and B.A.Ed.; B.A. and B.Ed. as well as B.A.Ed. and B.Ed. English programmes in written English;

On errors in written English, the findings showed that there was no significant difference between:

(a) B.A., B.A.Ed. and B.Ed. students' errors of stylistic variation, discourse organization, and other errors, but there was a significant difference between their errors of grammar, mechanics of writing, expression, vocabulary and text format;

(b) B.A. and B.A.Ed. students' errors of discourse organization and mechanics of writing. However, there was a significant difference between the students' errors of grammar, stylistic variation, expression, vocabulary, text format and other errors;

(c) B.A. and B.Ed. students' errors of stylistic variation, vocabulary and other errors, but a significant difference was found between the students' errors of grammar, discourse organization, mechanics of writing, expression and text format on the other hand; and

(d) B.A.Ed. and B.Ed. students' errors of grammar, stylistic variation, discourse organization and other errors, while there was a significant difference between the students' errors of mechanics of writing, expression, vocabulary and text format.

On the adequacy of the B.A., B.A.Ed. and B.Ed. English language curricula in education/pedagogy, language structure, linguistics and literature, the following findings were made:

(a). B.A. English language curriculum was inadequate in language structure, fairly adequate in linguistics and highly adequate in literature;

(b). B.A.Ed. English curriculum was adequate in education/pedagogy, inadequate in language structure, fairly adequate in linguistics, and highly adequate in

literature;

(c). B.Ed. English curriculum was highly adequate in education/pedagogy, inadequate in language structure, adequate in linguistics and highly adequate in literature.

5.3 Implications

Findings in the present study have a number of implications that include the following:

5.3.1 Implications of the Study for B.A. English Programme

Findings in this study implied the need for improving the curriculum particularly in the areas of grammar, stylistic variation, discourse organization and text format on the one hand, and pruning its literature components on the other hand. Generally, the study found the programme's curriculum to concentrate on theory-oriented rather than function- oriented language learning experiences. Real life communicative needs of the students are lightly addressed.

5.3.2 Implications of the Study for B.A.(Ed.) English Programme

In respect of B.A.(Ed.) programme, the findings implied the need for renewing the curriculum with particular emphasis on style, expressions, vocabulary for academic and literary purposes and grammar. This programme was generally found to have common orientation with its B.A. counterparts in terms of emphasis on theory-oriented learning experiences.

5.3.3 Implications of the Study for B.Ed. English Language Programme

The findings indicated that students in the B.Ed. programme share the problems common to their B.A. and B.A.Ed. counterparts. Style, grammar, mechanics of writing and discourse organization were found to be the major writing problems of students in the programme. Similarly, the findings implied as insignificant, the impact of NCE programme on the students' performance in subsequent training programmes.

5.3.4 Implications of the Study for Curriculum Renewal for the B.A., B.A.(Ed.) and B.Ed. English Language Programmes

Written test results for the study showed that the written English of students in each of the programmes was remarkably characterized by errors of style, grammar, and discourse organization. This situation clearly implied that curriculum renewal across the programmes needs to centre on these areas of students' problems. Furthermore, the study findings showed that the curriculum content of each of the programmes was dominated by literature courses, while courses on language structure were marginalized. Thus, the findings implied the need for the formula of content distribution to be revisited with a view to giving due share to the various courses that constitute content of the three curricula. The study also indicated the need for curriculum renewal for language learning programme to be function-oriented in tune with the practical communicative needs of the learners.

5.4 Contributions of the Study to Knowledge

Contributions of the present study to knowledge include:

(a). the proposed curriculum renewal for the B.A., B.A.(Ed.), and B.Ed. English language programmes;

(b). Development of the Bacom Scale, an instrument for measuring performance in written English; and

(c). Investigating the relative effectiveness of the three programmes in equipping their students with the ability to communicate effectively in written English. This settles the controversy over the relative effectiveness mentioned as contained in Mahadi (as cited in Olaofe, 1998) and Oderinde (1990).

(d). Bringing to light the fact that there was no significant difference between the performance of students in the B.A., B.A.Ed. and B.Ed. English language programmes, despite the differences in the programmes' curricula content and the students' training backgrounds in English language learning. For example, while whole content of B.A.

English curriculum covers courses on English language learning only, almost all students in the two other programmes have had a three-year English language-based NCE programme.

(e). finding out that errors of grammar, discourse organization, style and mechanics of writing were common to students across the three programmes. This indicates that students in these programmes still make the errors that students in both primary and secondary schools do

5.5 Justification for Curriculum Renewal

Although curriculum renewal in any course of study is a regular exercise in ministries of education and related organizations, the present curricula renewal was unique in that:

(a). It was based on implications of the study findings;

(b). It focused on function-oriented curricula through which students can be trained to write effectively for different communicative purposes and contexts; and

(c). It simultaneously focused on three English language-based undergraduate programmes on which the society has similar expectations.

Justification for proposing the present curriculum renewal was based on the following factors:

(a). Curricula of the three programmes were found to be generally theory-oriented rather than function-oriented. This situation was considered to be generally responsible for the students' inability to write effectively for practical communicative purposes.

(b). The study findings which showed stylistic variation, discourse organization and grammar as the major areas of the students' problems in written English. It is a fact that these areas are indispensable for the ability to write effectively for various purposes and contexts of

communication.

5.6 Conclusion

From this chapter, one can conclude that the present study has achieved its purpose because the performance of B.A., B.A.(Ed.) and B.Ed. English language students has been systematically compared, and implications for curriculum renewal identified. Similarly, the message is clear that as long as the curricula of the programmes remain theory-oriented, their products will run the risk of inability to write effectively for various communicative purposes and contexts.

5.7 Recommendations

In view of the implications of findings in the present study, the following recommendations were made in order to improve the written English performance of students in the B.A., B.A.Ed. and B.Ed. English programmes:

5.7.1 Recommendations for Practical Measures

1. In order to ensure the training of English language and Literature teachers with a professional touch, 50 – 70% of lecturers in B.A.Ed and B.Ed. English programmes should be products of the programmes;
2. For English language-based departments in universities to be functionally more effective, about 70% of their curricula content for the language learning should be on courses that directly centre on written (and oral) English for practical communicative purposes, while the remaining 30% should be on other subject areas required for integration.
3. Componential structure of curricula for undergraduate English language programmes should not emphasize theory-based courses at the expense of courses with practical relevance to language learning and use.
4. Curricula of undergraduate English language-based programmes should give considerable emphasis on courses that centre on stylistic variation, discourse

organization, grammar and mechanics of writing.

5. Undergraduates of English should be encouraged to be regular listeners of English language-medium television and radio programmes, and readers of newspapers, magazines and related materials written in the language.

5.7.2 Suggestions for Further Studies

As no single body of knowledge ever tells the whole story (David Crystal, in Mustapha, 1988), it follows that no single study ever finds answers to all problems in any given area of study. In view of this, the present study recommends for the following research studies:

1. A comparative study on the performance of B.A., B.A.Ed. and B.Ed. English students in oral English,
2. A study on the effect of English language-based NCE programme on the performance of English language-based undergraduates in written English,
3. A comparative study on the effectiveness of teaching by professionally trained teachers, and by non-professionally trained ones.

The following tables contain content of the existing and renewed B.A., B.A.Ed. and B.Ed. English curricula:

Table 5.1 Content of Existing and Renewed B.A. English Language Curriculum

Content of Existing B.A. English Curriculum	**Content and sub-content of Renewed B.A. English Crriculum**
Level 100 Writing Skills Reading Skills Introduction to Prose Introduction to Poetry Introduction to Drama	**Level 100** **Language Structure** a. Phrasal and Prepositional verbs b. conditional Sentences c. Modal Verbs d. Spelling e. Figures of Speech f. Idiomatic Expressions g. Vocabulary Associated with Literary Works **Texts Production** a. Inquiries and Requests b. Instructions and Explanation c. Congratulation and Commiseration d. Telegram and Summary Writing **Introduction to Prose** a. Types of Novels b. Themes c. Plots d. Settings e. Characterization f. Socio-cultural Values of the Novel to the society **Introduction to Poetry** a. Types of Poems b. Rime c. Rhythm d. Figurative Language e. Socio-cultural Values of the Poem to the Society **Introduction to Drama** a. Types of Plays b. Themes c. Plots d. Settings e. Characterization f. Socio-cultural Values of the Play to the Society **Reading Skills**
Level 200 Advanced Reading Skills	**Level 200** **Language Structure** a. Stylistic Variation

Advanced Writing Skills African Literature (Novel) European Literature I (Poetry) Oral Literature	b. Discourse Organization c. Clichés d. Direct and Indirect Speech **Texts Production** a. Argumentative Essays b. Descriptive Essays c. Expository Essays d. Advertisements **Phonology** a. Stress b. Intonation **African Literature (Prose)** **Oral Literature**
Level 300 Language for Academic Purposes Literature Through Language Media English African Literature II (Drama) European Literature II (Novel) Development of Nigerian Literature Development of Modern English Syntax I Phonology I Syntax II Grammar of Contemporary English Nigerian English Linguistic Research Methods	Level 300 **Written English for Official Purposes** a. Minutes and Communiqués b. Memoranda and Requests c. Submissions d. Invitations **English for Academic Purposes** a. Listening Skill b. Speaking Skill c. Reading Skill d. Writing Skill **Phonology** a. Articulatory Phonetics **Nigerian English** **Syntax** **Linguistic Research Methods** **African Literature** (Drama and Poetry)
Level 400 Stylistics Sociolinguistics African Literature III (Poetry) European Literature II (Drama) Contemporary Critical Methods Dialectal Variation in English Semantics Phonology II Psycholinguistics **Source:** BUK (1995)	**Level 400** **English for Literary Purposes** a. Seminar Papers b. Articles c. Editorials d. Summary and Translation **Text Linguistics** **Semantics** **Psycholinguistics** **Sociolinguistics** **Contemporary Critical Methods** **European Literature**

Table 5.2 Content of Existing and Renewed B.A.Ed. English Language Curriculum

Content of Existing B.A.Ed. English Curriculum	**Content of Renewed B.A.Ed. English Curriculum**
Level 100 Writing Skills Reading Skills Introduction to Prose Introduction to Poetry Introduction to Drama Practical Criticism Educational Psychology Sociology of Education History of Education Philosophy of Education Curriculum Studies	**Level 100** **Language Structure** a. Phrasal and Prepositional verbs b. conditional Sentences c. Modal Verbs d. Spelling e. Figures of Speech f. Idiomatic Expressions g. Vocabulary Associated with Literary Works **Texts Production** a. Inquiries and Requests b. Instructions and Explanation c. Congratulation and Commiseration d. Telegram and Summary Writing **Introduction to Prose** a. Types of Novels b. Themes c. Plots d. Settings e. Characterization f. Socio-cultural Values of the Novel to the society **Introduction to Poetry** a. Types of Poems b. Rime c. Rhythm d. Figurative Language e. Socio-cultural Values of the Poem to the Society **Introduction to Drama** a. Types of Plays b. Themes c. Plots d. Settings e. Characterization f. Socio-cultural Values of the Play to the Society **Reading Skills** **Educational Psychology** **Sociology of Education** **History of Education** **Philosophy of Education** **Curriculum Studies**

Level 200 Advanced Reading Skills Advance Writing Skills African Literature (Novel) European Literature (Poetry) Oral Literature Teaching the Sound System Objectives of Literature Programme Techniques of Teaching Literature Children Literature Evaluation in the Literature Programme New Approaches in Language Teaching Psycholinguistics Development in Language Teaching Micro-teaching. Educational Psychology II Curriculum Studies II Research Methods Educational Statistics Media and Methods	**Level 200** **Language Structure** a. Stylistic Variation b. Discourse Organization c. Clichés d. Direct and Indirect Speech **Texts Production** a. Argumentative Essays b. Descriptive Essays c. Expository Essays d. Advertisements **Phonology** a. Stress b. Intonation **African Literature (Prose)** **Oral Literature** **Methods of Literature Teaching** **Language Testing** **New Approaches in Language Teaching** **Educational Psychology II** **Curriculum Studies II** **Research Methods** **Educational Statistics** **Media and Methods**
Level 300 Language for Academic Purposes Literature through Language Media English African Literature II (Drama) European Literature II (Novel) Development of Modern English Syntax I Phonology I Grammar of Contemporary English Nigerian English Linguistics Research Methods Educational Technology	**Level 300** **Written English for Official Purposes** a. Minutes and Communiqués b. Memoranda and Requests c. Submissions d. Invitations **English for Academic Purposes** a. Listening Skill b. Speaking Skill c. Reading Skill d. Writing Skill **Phonology** a. Articulatory Phonetics **Semantics** **Syntax** **Linguistic Research Methods** **African Literature (Drama and Prose)** **Grammar Teaching Methods** **Media English**

Test and Measurement Introduction to Educational Administration and Planning Introduction to Guidance and Counselling Subject Methods	**Educational Technology** **Test and Measurement** **Introduction to Educational Administration and Planning** **Introduction to Guidance and Counselling** **Subject Teaching Methods**
Level 400 Stylistics Sociolinguistics Teaching of English as a Second Language African Literate III (Poetry) European Literature III (Drama) Contemporary Critical Methods Dialectical Variations in English Semantics Phonology II Psycholinguistics Teaching Practice Research Project Advanced Research Methods **Source:** B.U.K. (1998)	**Level 400** **English for Literary Purposes** a. Seminar Papers b. Articles c. Editorials d. Summary and Translation **Text Linguistics** **Semantics** **Psycholinguistics** **Sociolinguistics** **Contemporary Critical Methods** **European Literature** **Approaches and Methods of Language Teaching** **Contemporary Critical Methods** **Evaluation of Language Learning Programmes** **Teaching Practice** **Research Project** **Advanced Research Methods**

Table 5.3: Content of Existing and Renewed B.Ed. English Language Curriculum

Content of Existing B.Ed. English Curriculum	**Content of Renewed B.Ed. English Curriculum**
Level 100 Environmental Health Education Introduction to Psychology Language Functions and Teaching Nigerian Language and Culture Phonology II Grammar II Introduction To Literature Linguistics for Language Arts Oratory	**Level 100** **Language Structure** a. Phrasal and Prepositional verbs b. conditional Sentences c. Modal Verbs d. Spelling e. Figures of Speech f. Idiomatic Expressions g. Vocabulary Associated with Literary Works **Texts Production** a. Inquiries and Requests b. Instructions and Explanation c. Congratulation and Commiseration d. Telegram and Summary Writing **Introduction to Prose** a. Types of Novels b. Themes c. Plots d. Settings e. Characterization f. Socio-cultural Values of the Novel to the society **Introduction to Poetry** a. Types of Poems b. Rime c. Rhythm d. Figurative Language e. Socio-cultural Values of the Poem to the Society **Introduction to Drama** a. Types of Plays b. Themes c. Plots d. Settings e. Characterization f. Socio-cultural Values of the Play to the Society **Reading Skills** **Media and Methods** **Oratory** **History of Education**

Level 200 Sociology of Education Psychology of Learning Curriculum and Instruction Moral Philosophy Instructional Technology Aural-oral Skills in Education Reading and Writing for Language Arts Contemporary English Usage African Prose Introduction to Poetry Analysis Introduction to Theatre Educational Psychology Philosophy of Education Mother Tongue Methods Bilingual and Multilingual Education Morphology I Contemporary English Usage English Novel to 1900 Theory of African Performance	**Level 200** **Language Structure** a. Stylistic Variation b. Discourse Organization c. Clichés d. Direct and Indirect Speech **Texts Production** a. Argumentative Essays b. Descriptive Essays c. Expository Essays d. Advertisements **Phonology** a. Stress b. Intonation **African Literature (Prose)** **Oral Literature** Methods of Literature Teaching Language Testing Approaches and Methods of Language Teaching Educational Psychology Curriculum Studies Mother Tongue Methods Philosophy of Education
Level 300 Educational Statistics Guidance and Counselling Curriculum and Instruction Subject Methods I Applied Linguistics for Language Arts I English for Specific Purposes Advanced Composition The Nigerian Novel African American Phonetics and Phonology Research in Language Arts Subject Method II Applied Linguistics for Language Arts II Creative Writing for Language Arts Semantics I Phonology II West African Poetry Critical Theory English Poetry to 1900	**Level 300** **Written English for Official Purposes** a. Minutes and Communiqués b. Memoranda and Requests c. Submissions d. Invitations **English for Academic Purposes** a. Listening Skill b. Speaking Skill c. Reading Skill d. Writing Skill **Phonology** a. Articulatory Phonetics **Symantics** **Syntax** **Linguistic Research Methods** **African Literature** **Grammar Teaching Methods** **Media English** **Educational Technology**

	Tests and Measurement **Introduction to Educational Planning and Admin.** **Introduction to Guidance and Counselling** **Subject Teaching Method**
Level 400 Research Project Practical Teaching Advanced grammar and Writing for Lang. Arts Discourse Analysis Nigerian Poetry Modern Fiction Shakespeare and his contemporaries Literary Stylistics Measurement and Evaluation Language Testing Pragmatics for Language Arts Rhetoric for Language Arts Semantics II Language and National Development The Short Story African Drama Source **:** ABU (1997)	**Level 400** **English for Literary Purposes** a. Seminar Papers b. Articles c. Editorials d. Summary and Translation **Text Linguistics** **Semantics** **Psycholinguistics** **Sociolinguistics** **Contemporary Critical Methods** **European Literature** (Poetry**)** Evaluation of Language Learning Programmes Research Project Teaching Practice

The following tables contain renewed B.A., B.A.Ed. and B.Ed. English language curricula developed out of the renewed content of the programmes: