LANGUAGE NEEDS OF POLYTECHNIC SECRETARIAL STUDENTS IN KADUNA STATE

BY

NDUKWE, JANE IFY *(MRS)*.

DEPARTMENT OF EDUCATION

AHHADU **BELLO UNIVERSITY, ZARIA**

1994.

DECLARATION

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

NDUKWE, Jane Ify(Mrs)

CERTIFICATION

This thesis titled "The Language Needs of Polytechnic Secretarial Students in Kaduna State" by NDUKWE, Jane Ify meets the regulations governing the award of the degree of Master of Education of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

Dr(Mrs) Theresa I. Imoagwe
Chairman, Supervisory Committee — 30-3-95 Date

Dr. S. H. Stephen
Member, Supervisory Committee — 22-3-95 Date

Dr. A. I. Olaofe
Member, Supervisory Committee — 10th March, 1995 Date

Dr. [illegible]
Head of [illegible] — 10/4/95 Date

Dr. D. Mohammed
Dean, Postgraduate School — 13/11/98 Date

DEDICATION

This work is dedicated to my husband

MR. C. I. NDUKWE, and to my children.

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May I use this opportunity to express my total indebtedness and gratitude to my supervisor, Dr(Mrs) T. Imasuen and the co-supervisor Dr (Mrs) S.Stephen for without their accessibility, keen interest and supervision and thorough understanding and guidance, this work could not have been completed. I [illegible] to expres my sincere appreciation and immense thanks to Dr(Mrs) N. Molokwu, Dr. U. M. Okonkwo and Dr(Mrs) C.E. Onyewotu for their support, guidance and readiness to help always during my study.

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NDUKWE, Jane Ify (Mrs).

ABSTRACT

The aim of this study was to survey the communication needs of students of Secretarial Administration programme in the polytechnics in Kaduna State and to design a syllabus that caters for the identified needs.

During the researcher's interaction with the students in the classroom, it was observed that their communication ability was inadequate; this prompted the study.

The study was designed to find out what the students and their lecturers considered as their communicative needs in speaking, reading, writing, peculiar and practical skills. Three questionnaires were administered to the students and the lecturers to collect information in this respect. On the whole, thirty lecturers and seventy four students participated in the study.

The results were analyzed using frequencies and percentages. The results revealed that the five language skills were rated high to moderate need areas for a Secretary that uses English in the discharge of his/her duties. Also, most of the items in the five language skills were either moderately covered or not covered at all.

The students and their lecturers agreed that exercises used in teaching these items were 'few' and the 'few' used were considered very useful by both groups of respondents. In the light of the findings, it was recommended that both the teachers and their students need orientation courses as well as workshops that would expose them to the language needs of the secretarial profession.

For the items that were inadequately covered, it was recommended that the activities used in teaching these skills should be improved, both quantitively and qualitatively. Besides, the syllabus designed covered the language skills of speaking, reading, writing, peculiar and practical communication needs of secretarial administration programme; this syllabus is enclosed in Appendix II.

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ABBREVIATIONS AND DEFINITION OF TERMS

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

E.A.P. English for Academic Purposes. This refers to a situation where English is required for study. Examples include:

E.S.S. English for Social Sciences

EBE. English for Business Education

E.S.T. English for Science and Technology

E.F.L. English for Foreign Learners - It refers to teaching English as a subject for purposes similar to those for which French is taught in Nigeria.

E.L.T. This means English Language Teaching.

E.O.P. English for Occupational Purposes: This refers to a situation where English is required for work or training e.g.

E.V.P. English for Vocational Purpose.

E.S.P. English for Specific Purposes: English is defined here according to the learners' reasons for learningthe English Language.Language items used must be related to the general nature of the learners' specialization.

E.S.L. English As a Second Language. This refers to teaching English in situations where it serves as the language of wider communication and the medium of instruction in at least part of the educational system.

Needs. They are gaps or measured discrepancy between a current state of affairs and a desired future state.

N.B.T.E. National Board for Technical Education

V.E.S.L. Vocational English As a Second Language.

W.A.S.C. West African School Certificate.

Chapter 1

INTRODUCTION

English for Specific Purposes (ESP) in the context of Technical Education is seen as an approach not as a product. It consists of a particular type of teaching materials; and it is an approach to language learning, which is based on learner needs (Hutchinson and Waters, 1981). In other words, ESP is an approach to language teaching in which all decisions concerning content and method are based on the learner's reason for learning. This is because there is much more to communication in this context than just the surface features that we read and hear. There is need to distinguish, as Chomsky did with regard to grammar, between competence and performance; that is, between what people actually do with the language and the range of knowledge and abilities which enables them to do it (Hutchinson and Waters, 1981). This study therefore aims to identify and properly define the English language needs of secretarial studies and to design an adequate syllabus to meet these needs.

1.1 Background Of The Study

The polytechnic is part of Technical Education. The statement concerning it in the National Policy on Education states that it is that arm of tertiary

education level which leads to the acquisition of practical and applied skills as well as basic scientific knowledge.

The Policy (1981) further lists, the aims of Technical Education as:

(i) To provide trained manpower in applied Science, Technology and Commerce particularly at sub-professional grades;

(ii) To provide the technical knowledge and Vocational skills necessary for Agricultural, Industrial, Commercial and Economic Development;

(iii) To produce people who can apply scientific knowledge to the improvement and solution of environments for the use and convenience of man;

(iv) To give an introduction to professional studies in Engineering and other Technologies;

(v) To give training and impart the necessary skills leading to the production of craftmen, technicians and other skilled personnel who will be enterprising and self-reliant; and

(vi) To enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

It should, however, be noted that Technical Education is subdivided into the prevocational and vocational schools at post-primary level, the Technical Colleges, Polytechnic and Colleges of Technical Education at post Secondary level.

In Nigeria, the 6-3-3-4 Educational System Chart has Polytechnics as one of the four top level division of higher education. The other three are Colleges of Education, Universities and Professional Institutions. It is relevant to mention that Kaduna State Polytechnic was established by Edict No.3 of 1989; which in section 6 states among other things that "The Polytecynic shall provide for the studies, training and objective development of techniques in Applied Science, Engineering, Commerce of the Polytechnic, as well as other spheres of learning".

From the above discussion, it is quite obvious that the role of the Polytechnic Institutions is not just to see students go through classes of instruction and to award certificates for bread-winning, but it is also for the development of the mind, body, soul and spirit for the complete and total well-being of individuals and

groups of people in the society and to equip the graduates with the competence to excel in their chosen profession.

Most students that are admitted into the Polytechnics are from the Secondary Schools with four relevant credits at the Old General Certificate of Education (Ordinary Level) or the new Senior Secondary School Examination. In addition, and just about a year ago, they are also to pass the Polytechnic Entrance Examination of Joint Admission and Matriculation Board (JAMB). But ironically, many candidates at either GCE or SSCE Examination fail to get credits in the relevant subjects, especially in English Language and Mathematics (cited in Williams, 1981). This reveals that there is a crisis in English Language teaching.

This explains why the Polytechnics have made provisions for approved Pre-National Diploma programmes to rectify these deficiencies via the pre-National Diploma courses.

From the aforementioned evidence, it is not an over-statement to say that, a majority of people pursuing various courses of study and profession in our polytechnics lack sufficient grounding in English usage, to enable them to perform efficiently in their chosen profession. They were often under severe language handicap and their success is usually handicapped by their limited command of English. This is confirmed by Tiffin (1966), which showed that the majority of pupils who attended post primary schools did not have sufficient grounding in English to enable them to pursue higher education satisfactorily; and this is the case with our students in the Polytechnics today.

Other functional uses of English Language in our schools include: (a) it is the language used in the library, (b) it is used for writing reports, and experiments, to mention just a few. In fact, as far as the Nigerian environment is concerned, as in many other parts of the world, English is the language of education and officialdom. There is a great need to strive to improve upon students' language competence so that they can learn the content areas more effectively.

The discussion above shows the importance of the role of English in learning pursuits. Besides, English Language is an important component of other examination bodies, e.g. WASC, National Board for Technical Education (NBTE) Examination. This implies that English is very relevant to the development of an individual as well as the social, political, economic growth of English speaking nations. Likewise, the four major language skills of listening, speaking, reading and writing constitute an essential part of this process as these skills are inescapably bound with literacy.

Indeed, there has been in recent years, a vast number of studies and commentaries on various aspects of language all based on the notion that there are important differences between, say, the English of commerce and that of Engineering, for example. This has led to the development of English courses for specific groups of learners. The idea was simple. If language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course. Barber (1962) presented an

article on 'The nature of Scientific English, published in Swales (1985). Again, Ewer and Latore (1969), gave a description of written scientific English. Locally, authors who had written on English for specific purposes include Aboderin (1980), who carried out a need analysis of the writing skills in the Nigerian Schools Certificate English Language programme. Olaofe, (1984) also examined the reading needs of Science and Technology students and proposed a strategy for meeting these needs. Nevertheless, there has hardly been any systematic discussion, that the researcher is aware of, of English Language needs and abilities of Secretarial Studies at the Polytechnics. Besides, the researcher's interaction with the students, and the experience got in the classroom,have shown that these students still lack basic knowledge in the English language even though they have gone through both primary and secondary education before entering the Polytechnic. This situation is an evidence that the Secretarial Administration Departments in the nation's Polytechnics are saddled with a lot of problems which might be solved by taking a step in the right direction, through an assessment of the profession's language needs using EOP (English for Occupational Purpose). The suggestion above is considered important, because, there is hardly any English

language programme organized specifically for students of Secretarial Studies in the Polytechnic, despite the special language needs of their chosen profession. What is provided by the N.B.T.E. for the Polytechnics is a global course (Sometimes called Use of English or English Language and Communication or Communication Skills) under the Department of General Studies, for all categories of students, science or arts or business oriented.

The distinction between Use of English and EOP lies in the fact that the former pays attention to general language usage, i.e. discussing various situations where language is used or what people do with language. ESP is concerned with specific language use; that is why the approach is communicative and this helps to define course objectives. Our concern is with language learning, because, it cannot be assumed that describing and exemplifying what people do with language will enable one learn it. Rather, an ESP/EOP approach is based on an understanding of the processes of language learning, hence the learner centered approach (Hutchinson and Waters 1987) which establishes proceaures for relating language analysis more closely to the learner's reasons for learning, given that the purpose of an ESP/EOP course

is to enable learners to function adequately in a target situation. More importantly still, any English Language programme that fails to consider the needs of the students is not learner-centered and may not lead to communicative competence. This will affect the role of the Secretary in any organization as the Secretary's basic tool for the discharge of his/her duties is communication. This warrants that the need of the profession must be analysed so that areas of study would be relevant to areas of need, and thus, solve the communication needs of the profession.

In other words, as Munby (1978) puts it, an intimate knowledge of the students, the purpose of the course, the type and level of communicative performance and the students' needs all put into consideration in the design of the syllabus, would help achieve the desired result. Therefore, it is the awareness of a target situation, a definable need to communicate in English, that distinguishes the ESP learner from the learner of general English.

It is on this basis that this researcher intends to identify the language needs of Polytechnic Secretarial Students, in Kaduna State, with a view to properly defining the English Language needs of this category of students.

1.2 The Purpose Of The Study

The purpose of this study is to identify and properly define the English Language needs of Secretarial Students. The following general observations motivated this study:

1. The English syllabuses, textbooks and teaching methods in use in our Polytechnics to-day, are not based on any concrete needs analysis and so, it is difficult to determine the actual needs of this group of students, the special goals to achieve and the extent to which the needs are met;
2. Besides, the researcher believes that heavy reliance on the college authorities or the examining bodies to diagnose the learners' communicative needs and to prescribe the content of the syllabus has proved inadequate.

Summarily, the purpose of this study is:

(a) to identify the communicative needs of the students of Secretarial Administration in the Polytechnics.

(b) to design an adequate syllabus to meet these needs.

1.3 The Statement Of The Problem/ Research Problem

The absence of any systematic enquiry in the past to establish the English Language needs of Secretaries is not an indication of the fact that both the trainees and their trainers are not aware of the specific English needs for Secretarial Administration. Investigation by the researcher has shown that the training received by this group of students in our polytechnics is tagged English language and Communication or simply Communication Skills as mentioned earlier. The syllabus is a general purpose one; since no specific consideration is given to the profession's language needs. In fact, a study of the content of the syllabuses for all the department (arts social sciences or sciences) show remarkable similarity. In otherwords, there is only one syllabus used in teaching all the students, irrespective of the department.

and this syllabus was designed by the National Board for Technical Education (NBTE), it's photocopy appears as Appendix II. Considering the role of a Secretary in an organisation and the fact that language is the tool for the discharge of duties, the Specific English Language needs for Secretarial Administration becomes a matter of serious consideration. Should we continue giving this set of students a general purpose type of instruction? Or, should their specific language needs be investigated and suggestions made to cater for the actual needs?

In summary, the problem in this study is to:

(i) identify the communicative needs of secretarial students in the Polytechnics in Kaduna State,

(ii) develop a syllabus that caters for these needs.

1.3(b) Research Questions

When the issue of English Language for professional pursuit comes up, English for specific purposes' programme cannot be avoided. To justify the problem of needs analysis under study, specific answers must be found to the following research questions:

(i) What are the communicative needs of the students as perceived by the students themselves?

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

(iii) What are the priority areas as perceived by both students and lecturers?

(iv) Are there differences in such needs as perceived by (a) Students, (b) Lecturers

(v) Is there any need to modify the existing syllabus?

1.4 Basic Assumptions

The basic assumptions are:

(i) Needs analysis is important if learning is to be functional, students - centered and effective;

(ii) Needs analysis enables a precise specification of the performance of a given language programme and it is only when we have comprehensive information regarding the learner's purpose of learning that we can plan a relevant programme to meet his needs;

(iii) Identification and constant review of needs contribute a lot to the all-round development of the student;

(iv) The learners at this level are adults and should be able to express their communicative needs;

(v) A survey of the learner's needs from the perspective of both the students and their teachers provides some information about the learner's current and future communicative needs.

1.5 Significance Of The Study

This study on needs assessment can be justified in many ways:

(i) In an environment where English is needed, the Secretary is considered the 'Life-wire' of the organization, if he lacks a good command of English, then he cannot function effectively. Therefore, if our tertiary institutions, especially our polytechnics, must produce top-flight Secretaries, there is a need to reconsider the language needs of students training for this profession, and to gear their syllabus toward English for occupational purposes.

(ii) Needs assessment is also considered very important given that the purpose of an ESP/EOP course is to enable learners to function adequately in a target situation; that is, the situation in which the learners will use the language they learn.

(iii) Needs analysis is necessary for the fact that ESP design process would proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation which would form the basis for the development of an ESP/EOP syllabus.

(iv) This move is considered significant because lack of attention to this crucial issue has reduced effeciency and hence the performance as well as competence of the secretaries in the discharge of their duties. Interaction with some secretaries in organisations have shown that they are not better than copy-typists. In fact, most of them cannot even copy correctly. If this situation is not checked and arrested, the performance of this group of people might go on deteriorating.

Even though the Department of Secretarial Administration in our Polytechnics usually insists on a credit in English Language as a basic entry requirement into the department, there is still need for EOP courses which would address the specific occupational needs of secretaries. This motivated the researcher to

investigate the specific needs of professionals on training in the secretarial profession.

(v) The researcher is of the opinion also that a needs assessment study which offers the students an opportunity to express their communicative needs in the five language skills of speaking, reading, writing, peculiar and practical needs would reveal what is actually relevant to them. This study, therefore, surveys the English Communication needs of the secretarial students in order to identify what they consider as relevant as opposed to what the syllabus in use offers them. The findings, as expected, would have implications for the English language the secretaries study; especially as it has been assumed all along that the beneficiaries are satisfied with what is offered them. But from personal observation, interaction with students and the experience got as a lecturer of this group of students, the English language syllabus seems inadequate. These informal observations and comments have motivated the researcher to empirically investigate and ascertain what the situation is.

1.6 Scope And Limitation

This study focuses on English Language needs of students of Secretarial Administration. The study is limited to the Polytechnics in Kaduna State. The two Polytechnics are chosen for study for the following reasons:

All the Polytechnics use the same syllabus produced by the National Board for Technical Education (NBTE), which gives a uniform programme; and the individual academic needs of the students of one Polytechnic could be taken to be the same for all other polytechnics. The use of these two polytechnics, though within Kaduna State, is expected to highlight the systematic occurrence of the above claim, especially as students of polytechnics in the nation should have the same basic entry qualifications and could be drawn from any part of the federation. While the students in the Department of Secretarial Administration in the two Polytechnics constitute the population for the research work, Confidential Secretaries II and III at the Ordinary National Diploma level have been chosen as the sample for the research.

This investigation is limited to the verbal communication needs of secretaries, their reading communication needs, the writing needs, the peculiar needs and their needs for the practical aspects of the profession.

1.7 Theoretical Framework An Overview

1.7.1 Communicative Competence

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

A grammatical syllabus for example, emphasizes the teaching of the rules of language use. Mackey (1965), Halliday, Mnchintosh and Strevens (1964) have written a lot on it. Widdowson (1966) contends that the grammatical syllabus ignores the communicative use of language. Rallet (1972) mentions that in the light of Chomsky's ideas of the "infinite creativity of language use" the grammarical syllabus is inadequate.

On the other hand, a situational syllabus takes into consideration the situations in which language is used. Hence it is situationally ordered on the basis of the various situations in which the learner uses

language. Contributors to this notion include Wilkins (1972), Widdowson (1968), Cook (1971) and Corder (1960). Wilkins (1976), quoted in Shaw (1977) summarizes the weaknesses of these past approaches to syllabus design. To him:

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

To establish the appropriate framework for this study, a look at the literature in the area of communicative competence is considered relevant. Chomsky's theory of "competence" and "performance" is equally important here. According to Chomsky (1957), communicative competence refers to a person's intuitive knowledge of his language: the system of the rules which he internalizes so that he is able to produce and understand an infinite number of sentences, and to recognize grammatical mistakes and ambiguities. Chomsky distinguishes this internalized knowledge of the system of syntactic and phonological rules from the actual language used by an individual, which is not

a reflection of the individual's communicative competence (Rivers 1983:14). Hymes (1971) defines communicative competence as "what a speaker needs to know to communicate effectively in culturally significant settings". He is also of the opinion that a child learning a language acquires along with it "a system of grammar, a system of its use, regarding persons, places, purposes", and other models of communicative patterns of the sequential use of language in conversation, address, standard routines.

Critics of Chomsky's explanation of communicative competence point out that he omitted by far the most important linguistic ability to produce or understand utterances which are not so much grammatical but, more importantly, appropriate to the context in which they are made. As Hymes (1971) puts it, there are rules of use without which the rules of grammar would be useless. Habernas (1970) contributes to this debate by explaining communicative competence to mean "the mastery of an ideal speech situation". He further points out the importance of having in addition to this linguistic competence basic qualifications of speech and of symbolic interaction at his disposal.

Halliday (1964) criticizes Chomsky's distinction between competence and performance on the grounds that such explanation has little use in sociological

contexts. He explains communicative competence to mean the sets of options in meaning that are available to the speaker-hearer (quoted in Munby 1978: 13). Using a socio-semantic approach to language and the speakers use of language, Halliday sees communicative competence as what the speaker can do, can mean, can say - as a network of system.

Widdowson's (1968) view on communicative competence includes knowing how to recognize and how to use sentencesto perform what he calls rhetorical acts, e.g. defining, classifying, promising, warning, etc., (quoted in Munby, 1973:17). Finnochiaro and Brumfit (1983:218) see communicative competence as the ability to use the language system appropriately in any circumstances. The various views or opinions above differ only in emphasis. They share something in common. For instance, they agree that communicative competence is seen as linguistic, psycholinguistic and socio-linguistic. Munby (1978:21) summarizes that view when he states that: "Chomsky's notion of competence and performance do not or cannot handle the socio-cultural dimension that is essential to any study concerned with the communicative aspects of language."

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

(i) Socio-cultural orientation

(ii) The socio-semantic basis of linguistic knowledge

(iii) The discourse level of operation.

1. Socio-cultural Orientation. This is subdivided into three:

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

   (b) Contextual Appropriacy. Hymes (1971) defines contextual-appropriacy as..... rules of use without which the rules of grammar would be useless. In specifying communicative competence, this includes both grammatical and contextual competence.

   (c) The third framework is a learner - centered approach. It advocates for the specification

of communicative requirements or needs prior to the selection of speech functions or communicative acts to be taught.

2. The Socio-semantic basis of linguistic knowledge. He divides this into two:

   (a) Language as semantic option serving from the structure. The framework which is based on Halliday's ideas draws our attention to what he referred to as meaning potential, the set of options in meaning that are available to the speaker-hearer. It opts for a socio-semantic approach to language or course design.

   (b) Another subdivision of the socio-semantic framework is a communicative approach. This framework stresses the importance of selecting from the notional categories which a learner needs to handle. These are the things he uses language for. To be included in the selection, are, the sets of linguistic forms, those that are appropriate to his level and requirements.

3. The Discourse Level of Operation. Communicative competence here includes the ability to use linguistic forms to perform communicative acts and to understand the communicative functions of sentences and their relationship to other sentences. These

things are noted to happen at the level of discourse. Performing a communicative act accordingly in this case requires the knowledge of the rhetorical rules of use that govern the patterning of such acts, the interpretation strategies of the use (Widdowson, 1975).

Munby enumerates the following as implications for this model:

(i) selection of communicative units, rather than grammatical elements in the specification of a syllabus, takes place at the level of discourse.

(ii) rhetorical rules and contextual meaning should be taught as appropriate to the required acts and functions.

(iii) if our concern is with communicative competence, we must redefine the dimension of syllabus specification to take account of the communicative value of discourse level units.

A Model Framework. The present study employs the communicative approach and it is similar to a simplified form of Munby's learner-centered approach. The model suggests the specification of communicative needs prior to selection of speech functions. It is also likened to Yalden's (1983) fully communicative syllabus, for it provides adult learners with the opportunity to take decisions about the general English Language content as expressed in a needs analysis survey.

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

Brumfit and Johnson (1979) remark that the communicative approach is a reaction against the view of language as a set of structures. It is a reaction towards a view of language as communication, a view in which meaning and uses to which language is put play a central part.

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

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

Tomori (1981) has identified the need to teach communication as arising from the inappropriateness of language use in semantic - social interaction which he regards as one of the common problems of a foreign learner and user of a language. Littlewood (1981:99) contends that the most efficient communicator in a foreign language is not always the person who is most skilled at processing the complete situation involving

himself and his learner, taking account of what knowledge is already shared between them (e.g. from the situation or from the processing conversation) and selecting items which will communicate his message efficiently. He further argues that: "a communicative approach encourages us to go beyond structures and take account of other aspects of communication. It can therefore help us to match the content more closely with the actual communicative uses that the learners will have to make of the foreign language".

The views expressed above, though differently presented, provide a strong basis for the communicative approach; hence, the researcher agrees with Munby's (1975:25) observations that "the current thrust toward individualization of instruction and the general trend in education coming to the surface now and again since Darwin and the 1930s, require knowledge of what the students perceive as necessary, not just the knowledge assumed by the educational administration."

The above quotation is as relevant in Nigeria as in American society and in particular to the programme being investigated. This is because the beneficiaries of the programme are adults with varying experiences and educational backgrounds; and involving them in decision making as regards their learning content, would obviously

increase their motivation to learn.

The English Language and Communication syllabus in use presently was planned and designed by the English Language experts with the National Board for Technical Education (NBTE), who equally supervised its inception and accreditation of the section in the institutions. Although, the department exists in most polytechnics throughout the federation, nobody has actually assessed the content of the English Language and Communication syllabus from the student's point of view. Wall (1981:49) noted that 'there is a more or less generally accepted view that the imposition through education of value system on students should be avoided and that they should be in the process of determining priorities for houses and general system design". Along with this author, the researcher advocates the need to allow students to articulate or participate in identifying learning content. Therefore, this research is very necessary because no attempt has been made to examine specifically the English Language and Communication needs of the Secretarial Administration programme since the course began. The data obtained from this study will become a reliable evidence for programme modification and communication curriculum improvement. Grim and Richterik quoted in Munby (1978) noted that one or the

characteristics of the adult learner is his desire to learn rapidly something he can use immediately. This implies that our knowledge of the appropriate communication needs and their current and future demands will serve as a guide to the course planners in modifying the content of the existing English Language Syllabus. Moreover a modern approach to the teaching of English emphasizes the importance of providing a course content that meets the needs of the students. This is exactly what Trim and Richterik (op cit) meant when they said that the language needs of adults learning a modern language are as a result of requirements which arises from the use of that language in the multitude of situations which may arise in the school lives of the individuals and groups.

Chapter 2

REVIEW OF LITERATURE

2.1 Introduction

Language teaching in the schools all over the federation has been striving to achieve the desirable goal of general communicative competence. This is why most of our tertiary institutions called the English course taught to all the students, the students' course of study not withstanding, General English/The use of English/Communication Skills. In other words, these institutions teach general English or the Use of English or Communication Skills. The past 25 years has seen the birth of a new trend in language teaching, i.e. teaching English for Specific Purposes (ESP). The same notion, though with a slight difference has been called by some authors as English for Academic Purposes (EAP), English for Occupational Purpose (EOP), or (EST), i.e. English for Science and Technology, to mention just a few example.

This chapter examines available literature related to this study. Specifically, this chpater is divided into:

(i) English for Specific Purposes (ESP)

(a) Brief Historical Overview

(b) Goals

(ii) Various Aspects

(iii) Needs Analysis

(a) What is needs assessment?

(b) Preferences for particular forms of needs assessment

(c) Types of needs

(d) Goals of needs assessment

(e) Methodology for needs analysis

(1) Inductive (category-dependent) method

(2) Deductive (category-independent) method

(iv) Needs Assessment studies outside Nigeria

(v) Needs Assessment studies inside Nigeria

(vi) Models of Needs Assessment.

2.2 An Overview Of English for Specific Purposes(ESP)

2.2.1 Genesis

In recent years, English for Specific Purposes has become a major developmental focus in the area of communicative syllabus design and material production. The development of ESP dates back to 1976 and even to

Babylonian times (Strevens, 1977). But a period of about 15 years is usually recognized as the time during which ESP became the busiest single concern of modern English Language Teaching(ELT) activity, giving us 1957 as an arbitrary but roughly satisfactory starting point(Coffey, 1982, Robinson, 1980).

As with most developments in human activities ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. These trends have operated in a variety of ways around the world, but three main reasons common to the emergence of all ESP have been identified:

(a) The demands of a Brave New World

(b) A revolution in Linguistics

(c) Focus on the learner.

(a) <u>The Demand of a Brave New World</u>. The end of the second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces, technology

constraints created a need, for cost-effective courses with clearly defined goals.

The general effect of this development was to exert pressure on the language teaching profession to deliver the required goods. Where English had previously decided its own destiny, it became subject to the wishes, needs and demands of people other than language teachers.

(b) A Revolution in Linguistics. At the same time, as the demand was growing for English courses tailored to specific needs, institutional new ideas began to emerge in the study of language. Traditionally, the aim of linguistics had been to describe the rules of English usage, that is - the grammar. However, the new studies shifted attention away from defining the formal features of languages to discovering the ways in which language is actually used in real communication (Widdowson, 1978.) From this development, it was found out that the language we speak and write varies considerably, and in a number of different ways, from one context to another. Therefore, in English Language Teaching, this gave rise to the view that there are important differences

between, say, the English of Commerce and that of Engineering. These ideas married up naturally with the development of English courses for specific groups of learners. The idea postulated was simple, viz, if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basics of the learner's course. Hence, Hutchinson and Waters (1987) represent this principle guiding ESP in the slogan: Tell me what you need English for and I will tell you the English you need.

(c) Focus on the Learner. New development in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to learning (e.g. Rodgers, 1969). Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which relevance to the learners needs and interests were paramount and the standard way of advancing this was to take

texts from the learner's specialist area. The assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster.

In ESP, material development should be centered on the learners' needs. The methodology and the material to be used must take the learner into consideration. Beside, the learner should participate in taking decision about what concerns him/her.

The growth of ESP, then was brought about by a combination of the three important factors discussed above; the expansion of demand for English to suit particular needs, developments in the field of linguistics and educational psychology. All these factors point towards the needs for increased specialization in language learning.

In other words, ESP as an approach, simply advocates that a course for someone who needs English in order to do his job must take account of, among other things, the environment and social relationships obtaining between him and his interlocutors, unlike the General English where the emphasis is on grammar or the formal rules of usage.

2.2.2 English for Specific Purposes: Its Development

From its early beginning in the 1960s, ESP has undergone three main phases of development. It is now in a fourth phase with a fifth starting to emerge, according to Hutchinson and Waters (1987). Each of the five phases will be discussed below:

1. Register Analysis (Special Language). This stage took place mainly in the 1960s and early 1970s and was associated in particular with the work of Peter Strevens (Halliday, Mnchintosh and Streven 1964), Jack Ewer (Ewer and Latorre 1969) and John Swales (1971). The main motive behind register analysis was the pedagogic one of making the ESP course more relevant to learners' needs. Ewer and Hughes - Davis (1971) having compared the language of the texts their science students had to read with the language of some widely used school textbooks, found that the school textbooks neglected some of the language forms commonly found in science texts (e.g. compound nouns, passives, conditionals, anomalous finites or modals). They therefore concluded that

the ESP course should give precedence to these terms.

2. Beyond the Sentence: Rhetorical or Discourse Analysis. Where, in the first stage of its development, ESP had focused on language at the sentence level, the second phase of development shifted attention to the level above the sentence as ESP became closely involved with the emerging field of discourse or rhetorical analysis. The leading lights in this movement were Henry Widdowson in Britain and the Washington School of Larry Selinker, Louis Trimble, John Lackstrom and Mary Todd. The basic hypothesis of this stage is succinctly expressed by Allen and Widdowson (1974).

> "We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts.".

While register analysis had focused on sentence grammar, attention now shifts to understanding

how sentences were combined in discourse to produce meaning. An example of works adopting this approach is 'A Discourse Approach by Louise Tremble (1965). This work aims at identifying the organisational patterns in text and to specify the linguistic means by which these patterns are signalled and these patterns would then form the syllabus of the ESP course.

3. Target Situation Analysis. This stage did not really add anything new to the range of knowledge about the ESP. What it aimed to do was to take the existing knowledge and set it on a more scientific basis, by establishing procedures for relating language analysis more closely to the learner's reasons for learning. Given that the purpose of an ESP course is to enable learners to function adequately in a target situation, that is, the situation in which the learners will use the language they are learning, then the ESP design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that

situation. The identified features will form the syllabus of the ESP course. It is this process that is usually known as needs analysis. The target situation analysis marked a certain coming of age for ESP and what previously had been done very much in a piecemeal way, was systematically done and learner need was apparently placed at the centre of the course design process.

4. Skills and Strategies. The first two stages of the development of ESP witnessed their analysis based on the surface forms of the language(that is,sentence level,as in register analysis or above, as in discourse analysis). The target situation analysis approach did not really change this as mentioned earlier, because in its analysis of learner need, it still looked mainly at the surface linguistic features of the target situation. The fourth stage of ESP has been an attempt to look below the surface and to consider not the language, itself, but the thinking processes that underlie language use.

Dominant figures in this movement include Francoise Grallet (1981),Christine Nuttall (1982) Charles Alderson and Sandy Lirguhant (1954).

These authors made significant contribution to work on reading skills.

5. A Learning-Centred Approach. In outlining the origins of ESP, three forces were identified, which might be characterised as new ideas about language and new ideas about learning. It should have become clear that in its subsequent development, scant attention has been paid to the last of these forces - learning. All of the stages outlined so far have been fundamentally flawed in that they are all based on descriptions of surface or of underlying processes, as in the skills and strategies approach, the concern in each case is with describing what people do with language. The concern of ESP is language learning; for a timely valid approach to ESP must be based on an understanding of the processes of language learning. This then brings us to the fifth stage of ESP development - the learning - centred approach.

English for Specific Purposes- Goals. Initially ESP began as a material - production exercise, typically, with ad hoc materials to meet the highly

localized needs of one group of students following one particular course of study for whomthe orthodox materials had proved inadequate or to meet the manpower needs of a local enterprise. With time, as a result of subsequent professional processes i.e. evaluation, publication, criticism and research , English for Specific Purposeshas progressively added more of the relevant variables and extended the process within a timeframe to produce what may now be thought of as the typical ESP operation of today, (Coffey 1982). This operation is aimed at preselecting course content. According to Strevens (1977), ESP courses are those where the syllabus and materials are determined on all essentials by the prior analysis of the communication needs of the learner, rather than by the non learner centred criteria, such as the teachers or institutions pre-determined preference for general English or for treating English as part of general education.

It equally aimed to produce a syllabus which gave high priority to the language forms students would meet in their science studies and in turn would give low priority to forms they would not meet. At the fourth stage of its development, ESP has seen

attempts to look below the surface level of language usage and considers not the language itself, but the thinking processes that underlie language use.

It also aims at helping the learner analyse how meaning is produced in and retrieved from written or spoken discourse. ESP takes cognisance of the learners and treat them as thinking beings, who can be asked to observe and verbalise the interpretive processes they employin language use. This is because the concern of ESP is not with language use, as mentioned earlier, although this will help to define course objectives. The concern is with language learning, for a timely valid approach to ESP must be based on an understanding of the goals of learning. ESP is equally to take the existing knowledge and set it on a more scientific basis by establishing procedures for relating language analysis more closely to learners' reason for learning. This is because, the purpose of an ESP course is to enable learners to function adequately in a target situation, that is, the situation in which the learners will use the language they are learning. Hence, the ESP course design processes first identifies the target situation and then carries out a rigorous analysis of the linguistic features of that situation. The

identified features will form the basis of the ESP syllabus.

On the whole, ESP is intended, above all, to be of clear and particular usefulness to the students, his actual needs having been the subject of careful analysis.

English for Specific Purposes: Various Aspects. The branches of English for Specific Purposes (ESP) show the level at which individual ESP courses occur. ESP may correctly be divided into two main types differentiated according to whether the learner requires English for the following: (a) Study (EA) (b) Work (EOP).

1. Academic Study. The branch of ESP for academic study is called Englishfor Academic Purposes (EAP), Barber (1962) based his work on this area of study. Again, the 1960s and the 1970s witnessed more research into the nature of particular varieties of English, that is, scientific English or Technical English; prominent authors within these periods include Ewer and Latore (1967), Selinker and Tremb... (1967), Swales (1971). Works of this time were based on English for Science and Technology (EST), under

the principles of English for Academic Purposes. The aim of these write ups was to produce a syllabus which gave high priority to the language forms which students would meet in their science studies.

2. Occupational Purposes. Some research work appeared in other fields, like the analysis of Doctor-patients communication, by Candlin Bruton and Leather (1976). English is required here for work or training. This area is called English for Occupational Purposes or English for Vocational Purposes or Vocational English As a Second Language (VOSL), (EVP) (VESL).

We should note that this is not a clear cut distinction because people can work and study simultaneously. It is also likely, that, as in many cases, the language learned for immediate use in a study will be used later when the student takes up, or returns to a job as in the case with the subjects in this research.

At the next perspective, it is possible to distinguish ESP courses by the general nature of the learner's specialization. Hutchinson and Waters (1987) depict three large categories viz:

(a) English for Science and Technology (EST)
(b) English for Business Education (EBE)
(c) English for the Social Sciences(ESS).

The word 'specific' rather than the much more usual 'special' in the term ESP is preferred to erase the notion that a purpose is special and therefore implying not ordinary; the characteristic that is intended by the phrase 'special purpose' is that it is not general Mumby (1978). On the whole, ESP is just one branch of EFL/ESL (English for Foreign Learners/English as a Second Language) which are themselves the main branches of English Language Teaching in General (ELT) ELT, according to forms. In turn, it is one variety of the many possible kinds of language teaching and language teaching in turn is nourished by communication and learning.

According to Hutchinson and Waters(op cit), ESP is an approach not a product. It is an

approach to language learning which is based on learner need. They further say that the foundation of all ESP is the simple question, why does this learner need to learn a foreign language? From this question will flow a whole host of further questions; some of which will relate to the learners, some to the given learning content and some to the nature of the language the learners will need to operate. But this whole analysis still derives from an initial identified need on the part of the learner to learn a language.

The problem under investigation involves an overlap of EAP and EOP as the idea is vocationally purposive. From the explanation given, EAP may be either 'common core or subject specific. But where it is EOP, there is a large variety of possible sub-divisions of which secretarial administration is one. This implies, in [illegible], that allowance must be made in the categories for special situation or setting, special communicative needs or functions, special subject matter and skills or [illegible] to which language is needed (Robinson 1980).

2.2.3 Needs Assessment As A Basis For The Development Of Curriculum

A discussion of this topic will be categorised into the following sub-headings:

(i) Needs Analysis

(ii) What is needs assessment?

(iii) Preferences for particular forms of needs assessment

(iv) Goals of needs assessment

(a) Inductive method

(b) Deductive method

What is Needs Assessment? In the human services vocabulary, needs assessment has many difrerent usages and appearances. It appears in legislation (e.g. the 1973 Amendments to the Older American Acts), manuals (e.g. Centre for Social Research and Development, Analysis and Synthesis of Needs Assessment in the Field of Human Services), and journal article (e.g. Shapek, Raymond (1974), Problem and Deficiencies in the Needs Assessment Process, Public Administration Review). But it seems the term has never been clearly defined.

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

such as food, clothing and shelter are not discussed here. In the context of human services, "needs", may mean different things to different people. In the current need assessment literature, the word "needs"is usually left undefined. In some cases, "needs" are explained as preferences of the citizens of a community (Varenais, 1977). For example, the Human Services Institute defines "needs" as any identifiable condition which limits a person as an individual or family member in meeting his or her full potential. Also, there sometimes exists an implied notion of need. Many sources refer to general social goals which are perceived by interest groups or elected officials. However, the definitions of need, according to Johnson (1989), is the basis of any needs assessment . An operational definition would usually be influenced by each assessment as its elements will change according to the value of the assessor, or an influential constituent of an educational systems.

Operationally, Johnson (1989) states that it is a gap or measured discrepancy between a current state of affairs and a desired future state. The problem with defining needs lies in the specification of who needs what as defined by whom (Coffey and Hutchinson 1974). Richterich (1983) had a clear understanding

of clients or prospective learners, that the syllabus will inevitably represent a collection of authoritative informed opinions about what should be taught (Berwick 1984).

It can be deduced from the above discussion that it is difficult to find a usable definition of needs in the context of second language learning. Richterich (1983:2) notes the same view when he states that the concept of language needs has never been clearly defined and remains at best ambiguous. Johnson (1989:64) notes that it is useful to borrow some insight from the field of adult education, in which needs are conventionally defined as being something like the gap between what is and what should be. He adds that someone has to decide what should be; in other words, needs statements are open to contextual interpretation and contain value judgement. They do not have for themselves an objective reality. In the words of Lawson (1979:37), quoted in Johnson (1989:65).

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

However, Lawson observes that one cannot be sure in all cases that the educator's diagnosis and prescription are accurate. The diagnosis made will be based on the practical experience of the system of those who diagnose the need and therefore, what is finally established as a "need is a matter for agreement and judgement not discovery."

The view held above goes to support the researchers resort to soliciting the view of the learners and the experts in the field of Secretarial Administration, plus the English teachers professional competence to arrive at the desired needs of this group of people.

Preference for Particular Forms of Needs Assessment. Stufflebean et.al (1985), noted a variety of needs assessment types in educational practice, including what has already been described as analysis based on the discrepancy between what people know and what they ought to know (discrepancy analysis). Exponents of this form of needs assessment in various areas of applied educational research include Kaufman (1972) in Public Education Curriculum Planning, Knowles (1970) in adult education programme planning

and examination, and Munby (1978) in applied linguistic syllabus design.

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

Although this form of assessment seems most familiar to language professionals who have thought of measurement in terms of tests or who are accustomed to thinking of lists of structures or functions from which needs can be selected, other needs assessment types have emerged in other areas of social science research. Stufflebeans et.al.(1985:7) opine a democratic approach which emphasizes examination of a reference groups' views. In the approach, when a majority of the reference group wish a change in some form of educational practice and make their wishes known, a need is thereby expressed.

A democratic approach is going to have great public relations value in the situations involving educational constituencies (beyond the prospective learner, of course), although democratic consensus on a large scale would not ordinarily be a useful way of specifying objectives and content for the language syllabus. In practice, the democratic centered aspect of needs assessment in language syllabus design generally entails consultations or interviews with prospective learners (Richterich and Chencerel 1990) in order to accommodate individual goals. An additional view of needs assessment involves reliance on informed judgement or expert opinions i.e. expert centered approach to needs analysis - the Delphi study (Linstone and Turnoff, 1975). This analytic view of needs assessment is reasonably familiar to Applied Linguists who comprise the 'experts' most often involved in goal - setting, sentiments about democratic procedures not with standing. Because the knowledge base of language courses is likely to emphasise language over content, the technical expertise of linguistics will be the predicament source of syllabus specification. This method helps to systematise consensus building among experts.

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

Types of Needs Johnson (1989:55) identified two types of needs. These are the 'felt' needs and the 'perceived' needs. According to this author, this is a useful distinction since it enables readers to locate the source of need and strike a philosophically satisfying balance between learner - centered and teacher (viz authority) centered inputs to the planning process. Felt needs are those which learners have. Felt needs in this revealed state are sometimes dependent on the preferences of the people doing the assessment; may be devalued by viewing them as 'wants or desires' (Johnson 1989). With these types of needs, in other words a prescriptive approach is applied to

'Perceived' needs on the other hand represent the other side of the coin - independent of certified experts about the educational gaps in other people's experience. Freire (1970) is one of the propagators of interpretive strategy and this method depends for its success on experts' sensitive understanding of what they think people really need. Again, perceived needs have been discussed as normative needs (Bradshaw 1974), (Griffith 1978), (Kenetis 1977) and even as real needs (Chambers 1980) or objective needs (Richterich 1980). This literature is considered relevant as the research is aimed at determining the real needs of the subjects.

Goals of Needs Assessment. The question of human needs has been the concern of psychologists. Other contributions to the question of human needs available in the literature include Featherstone (1950), Robert Haighurst (1953), Abraham Maslow (1954), Panel Prescott (1963) and Erik Erickson (1963); these studies are said to have influenced the development of curriculum. Important concepts such as motivation, interest and drives of learners have been explained by these earlier studies on human needs.

Strevens (1977) process of restriction also addressed the importance of needs assessment or analysis before the design of course. This author wrote: "Before a course can be designed, in any of its parameters, the process of restriction must take place: The selection of items and features from the corpus of the language that are relevant to the designer's intention and the student's needs".

In ESP work, such as this one under study, the objective of the restrictive process is clearly defined by the purpose for which language is needed. Bush (1976:50) drawing our attention to the usefulness of this new research methodology, states that because of the need therefore to provide hard data in planning educational programmes, needs assessments must be developed as a fundamental part of an overall programme implementation and evaluation.

English and Kaufman (1976), also recognize the potentials of this research procedure and have identified the following as possible contributions to Needs Assessment studies. The

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

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

- outcomes of education to be made specific through Needs Assessment Studies.

- reciprocity and approaches to enable learners to be involved in determining their own goals and effectiveness.

- needs assessment should see productivity (i.e. the ability to solve problems in the most effective and efficient manner available), and humanization as compatible and dual outcomes of improved schools and should seek to suggest improved diagnosis towards identifiable ends for improved practice.

These authors also contend that Needs Assessment requires thinking about desired learner growth needed to survive in a rapidly changing society and the

setting down of a list of outcomes or skills, knowledge and attitudes that students should acquire in order to cope with such a rapidly changing society. From the 'gaps', come useful clues for tracing down problems with the tools and processes of implementation.

Unruh and Unruh (1984), writing about the aims of Needs Assessment, note that it seeks to locate the places where something is wanting. It then follows that, depending on the determination of goals, needs are also useful to know when revising, modifying and expanding the curriculum. It can be seen from the exposition above that Needs Assessment is a fundamental process in curriculum planning; that, it is a realistic procedure in identifying learners' needs in order of priority.

Bush (1976) notes that education for both youngsters and adults has too long been put into the hands of a few professional educators, on the decisions about content and method of instruction. Needs Assessment emphasizes the importance of the learners themselves in taking decisions about what they want to learn.

Supporting evidence of Needs Assessment as postulated by Unruh and Unruh (op cit) demonstrates the increasing demand for educational accountability, resulting from the meagre economic allocation to schools. They observe that it is important to look into programmes and assess the success from the point of view of the learners. Moreover, since the learners are the beneficiaries, their views must be reflected in the course content.

The researcher, on the whole, agrees with these authors that a Needs Assessment takes into consideration the need of continually re-ordering the priorities of the learners as expressed by themselves. The result will make a continuing cycle of curriculum renewal, which makes for improvement, modifications and shifts in emphasis according to the expressed needs of the learners as aimed at in this study.

Methodology for Needs Assessment. The researcher's discussion of this topic will be limited to the most innovative of needs assessments study and some of which are likely to be of greatest utility to this research work. Thus the inductive and the deductive methods. More complete discussions of needs assessment methodologies for further reading would be found in

Richterich and Chancerel (1980), Stufflebeam et.al (1985) and Witkin (1977).

Inductive (Category - Independent) Methods. One of the earliest systematic approaches to assessing language needs at the individual level is Stevick's "socio-topical matrix (Stevick 1971), Buckingham and Poch 1976). The matrix is drawn so that the kinds of people the learners most urgently need interact with are arranged against the things a learner is most likely to want to talk about. An optional linguistic dimension either in form of language or function can be used to broaden the scope of the grid with the intersecting cells producing the content basis of an entire course. Hence, individuals with similar socio-topical profiles can be easily grouped.

Another inductive approach to language needs assessment is Freire's 'dialogue' (Freire 1970) in which important themes in the lives of prospective learners are gradually clarified through graphic and verbal exercises. The method combines in depth observation of people in various locations and life situations along with classification of salient themes which keep appearing during extensive discussions with

and observations of members of a defined community.

The broad range of what might now be called 'target situation analysis' (Chambers 1980, Jupp and Hodlin 1975) also fits into the tradition of inductively organised applied research. Although it is clear that the political and social values which underlie Freierian 'dialogue' do not govern the more technically - oriented analysis of communications in work situations. The emphasis of target situation analysis is on the nature and effect of target language communications in particular situations. Experts analysis of communication established standards against which current performance can be gauged. 'Needs' in the context are more appropriately discussed as 'objective' for learners who will eventually have to demonstrate competence on the situations.

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

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

A method which resembles target situation analysis but which traditionally employs groups in artificial range - [illegible] as the 'critical incident technique' (Flanagan 1951),(Cohen and Manion 1976). In language needs analysis, critical incidents might be breakdowns or difficulties in communication which learners experience when attempting to solve a motivating problem, competent verbal solutions serve as points of contrast with problematic ones and serve as standards for analysis of the communicative record. This technique requires some faith in the representativeness of the situation under scrutiny and plenty of time to conduct

a sensitive analysis, but it does suggest some interesting extensions of needs assessment into such areas as simulation and role-play which only ordinarily are viewed as approaches to instruction (Berwick 1984a, 1984b).

Finally, another inductive method worth mentioning is the Delphi study, originally developed at the Rand Corporation in the 1960s to assist future research-planning ([illegible] , Linstone and Turoff (1975 , Weatherman and Swenson 1974 ; Holmes 1977). Use of the technique entails asking experts in a field to rank items which constitute important or desirable future conditions. This ranking continues for several rounds and is influenced by informing the individual involved about the degree of support each item has received to date. Individuals are asked to reconsider their previous choices in the light of an emerging consensus on particular items. The technique can be described as inductive when the initial list of items is developed by the raters during the first round although variations on the Delphi study also allow for presenting the raters with a list and then asking them to respond. The

last is rather a deductive approach to the process.

Deductive (Category - Dependent) Method. Deductive approaches to language needs assessment are the natural complement to the kinds of inductive approaches outlined above. They are also the more typical way into needs analysis constituting an extension of the texts - and measurement tradition of educational research into applied linguistics. A collection of deductive methodologies ranges from simple questionnaires to highly complex socio-linguistic typologies and surveys and these are most frequently used in language needs assessment. To illustrate, Richterick (1983) and Richterick and Chancerel (1980) are two fundamental documents in the Council of Europe's attempt to outline a framework for language needs assessment. Richterick (op cit) and Richterick and Chancerel (op cit) offer to the planner a comprehensive list of topics under which data may be collected by a variety of methods of interest and used in local planning situations.

Trim (1980) has noted the extraordinary number of possible combinations of information gathering categories and sub-categories in Richterick's early model (Richterick 1980) basic demographic features, agents roles, times, places, environments, functions or purposes of communication, references to effective

status, attitudes, means of communication etc. This latter guide for practitioners of needs assessment organises data collection. Also, actual data collection methods of potential use are listed to include surveys and questionnaires to language tests and attitude tests scales.

Munby's (1978) communicative needs processor is perhaps, the most highly developed model mechanism for the interpretation of specific language learning needs. However, this research work combines both the inductive and deductive method of needs assessments. The method is inductive because of the target situation analysis as well as the expert judgement sought. On the other hand, it is deductive because questionnaires were used to gather information from the respondents.

2.2.4 Needs Assessment Studies Outside Nigeria

Many studies have been carried out on needs assessment outside Nigeria. Bush (1976) designed a needs assessment study to provide guidelines for

an in-service Elementary Teacher's Education Programme in South-Eastern Massachussets, U.S.A. He sought the views of administrators, teachers, parents and students to find how what they perceive education. Using the questionnaire as the main instrument, he categorised the items into four:

Category (a) deals with general kinds of instructions for students, Category (b) deals with general ways of helping students with their work. Category (c) identifies specific techniques for handling students; and with their work. Category (d) addresses the special needs of particular students. Many of the items in category (d) were identified as needs of a great many elementary teachers, with reading difficulties topping the list.

Shrestha (1977) designed an institutional needs assessment instrument to determine discrepancies in programme components, procedures and institutional policies of the Diploma in Education in Nepal. These were identified within the framework of an institutional needs assessment. The result reveals a greater number of discrepancies in the curriculum and in the

relationship components of the Diploma programme than in the institutional policies components. The perceived discrepancies of the respondent in the curriculum component showed that knowledge of the subject matter was not in the content and skills covered, as well as in the depth of the treatment of the courses. Generally, the study showed that there is a need to reorganise the structure and content of teacher education programme in Nepal to strenghten the professional competence of the teacher trainees.

The 1960s and early 1970s witnessed works on register analysis under the concept of special language. The basic principle operating this model is that the English of say, Electrical Engineering constituted a specific register differentfrom that of, say biology or of General English. The aim of the analysis was to identify the grammatical and lexical features of these registers and to make ESP course more relevant to learner's needs. It was aimed at producing a syllabus which gave high priority to the language forms students would meet in their science studies and in turn would give low priority to forms they would not meet.

Also, Ewer and Hughes - Davies (1971) compared the language of the texts their science students had read with the language of some widely used school textbooks. They actually found that the school textbooks neglected some of the language forms commonly found in science texts. Henry Widdowson in Britain and the Washington School of Selinker, Tremble, Lackstrom and Mary Todd-Tremble in the United States focused their study on the discourse or rhetorical level. The concern of the research was to identify the organisational patterns in texts and to specify the linguistic means by which these patterns are signalled. These patterns they hoped would form the syllabus of the ESP course.

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

Most of the needs assessment studies reviewed in the literature have relied on the questionnaires

and interviews as instruments for data collection. They have also addressed the problem of teacher education, registers for particular field of life, the surface or the underlying level of usage among others, but none was conducted for the Secretarial Administration, hence the present study.

2.2.5 Needs Assessment Studies Inside Nigeria

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

Olaofe (1984), using the survey method carried out a needs assessment study to define the reading needs of science and technology students and to propose a strategy for meeting these needs. He found that reading ranked first as the greatest area

of the students need. His study was on reading skill while he suggested a modification of the English curriculum.

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

Odumuh (1986) conducted a survey too of the English Communicative Needs of NCE/CC students with suggestions for programme improvement. In the study, most of the language skills were found to be high need areas and she recommended that the teachers of General English Course should be sensitive to the needs of each set of new students admitted into the NCE/CC programme. The teacher should also constantly find

out and monitor the needs expressed by the students as they progressed through their course from year I to year V. However, this author has failed to suggest how these noble objectives will be achieved. The above discussion shows that there is a need for a thorough analysis of the curriculum of the Secretarial programmes. There is also the need to be responsive to the needs of Secretarial Administration Education programme in Nigeria, through constant research. Besides, Olaofe (1984) reinterates the need for the kind of study when he wrote: "Curriculum in different subject areas, including English, textbooks and course materials are still based on speculations of what the government examining bodies or college authorities feel learners' communicative needs are, rather than what the learners themselves and the teachers in contact with them feel their needs really are".

Perez (1979) has expressed similar views about the weaknesses of foreign language instruction. He noted that many teachers tend to pursue their own objectives rather than to consider the needs and abilities of students whom they treat as if they were to become

their carbon copies (cited in Medley 1979). With this shift from subject matter-centred, to make curriculum relevant by identifying learners' needs as a basis for syllabus design; to learner-centred curriculum, the various studies reviewed, stress the need to account adequately for the-learner, using needs assessment study.

The Language Needs Of Secretaries

Introduction

The Secretary is involved in communication. She spends her entire day greeting people, either in person or on the telephone, or passing messages, giving instructions and writing correspondence which is at once dispatched to its business destination. This correspondence includes orders, quotations, acceptances, contractual terms and conditions, invitations, etcetera. Each of these items will in turn invoke a response from the addressee, who will perhaps order materials, proceed to manufacture, insure cargoes, book for accommodation or engage in some other expensive activity which forms part of the intricate network of business life or mass media. This section reviews literature on the nature of communication needs of secretaries.

The Nature of Communication in Secretarial Administration. Many scholars have commented on the nature of communication in modern offices. Thirling (1958) for example, sums up the thrust on the nature of communication in modern office in these words:

> that two parties are brought either directly, i.e. spoken communication or indirectly, i.e written communication into contact with each other, so that the views, needs of the first party are made clear to the second party or vice versa. The listener then reads in such a way as to satisfy the needs or take account of the view expressed (p.7).

In a related issue, Godfrey (1977) states that the term communication is very widely used in business today, particularly in the field of industrial relations, where a failure to communicate properly is usually blamed for confrontations between managements and the managed.

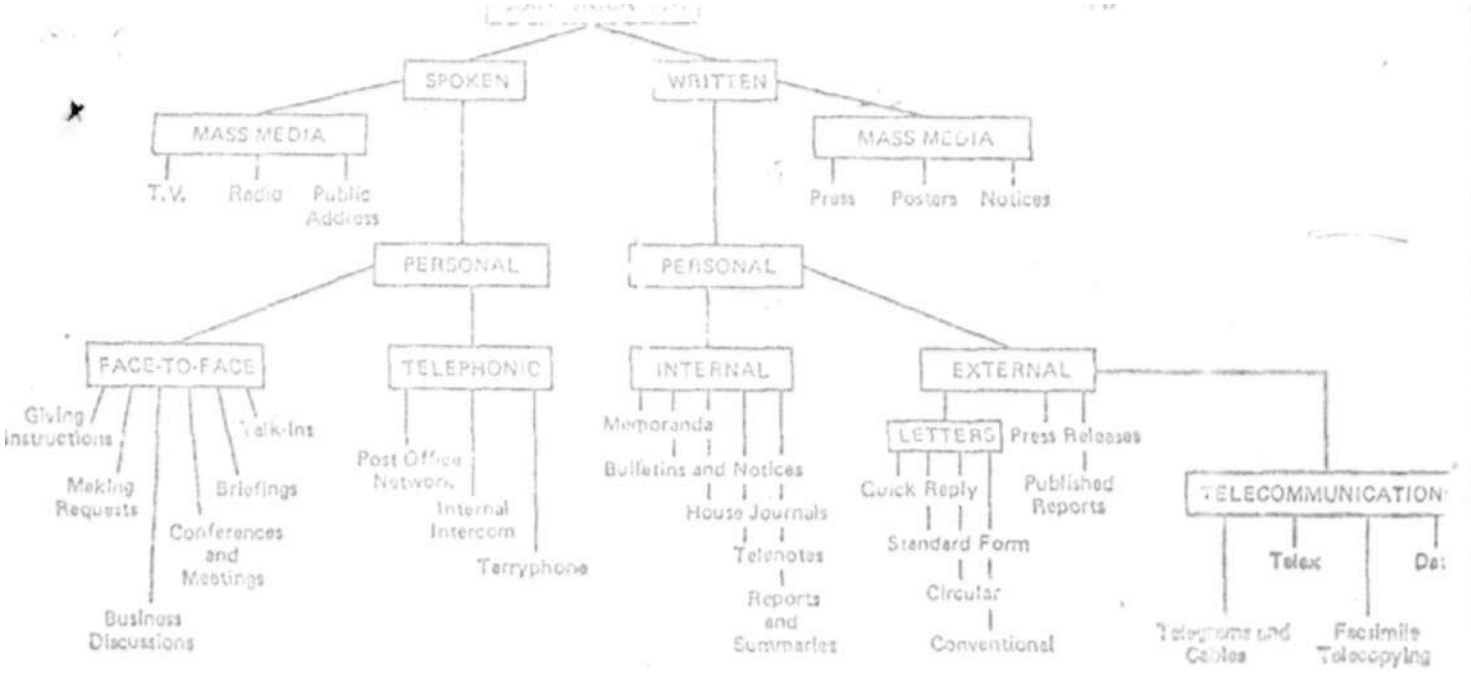
Babatunde et.al. (1966) writes that secretarial communication depends upon the use of language. The English language, he contends is particularly rich, that, it has a great many words and if these words are well used, they can describe almost any situation, and convey very subtle meanings. This means then that

the secretary would try as much as possible to extend her vocabulary. For example, in writing letters and memos, vocabulary which will be understood by the addressee must be used. This means inturn that the secretary should have a good knowledge of the dictionary and the use of dictionaries to help extend her vocabulary.

In another development, Harrison (1981) writes that the secretary should choose her words appropriately and build them up into well-constructed sentences using an acceptable style. Good style here, should involve using simple words in well-structured sentences; so that both the writer's meaning and personality are conveyed to the reader. These imply that the secretary has some language needs if she is to function well in the organization.

Discussing communication in modern offices, [illegible]eld (1977) [illegible] pattern of communication

on page 75.



The pattern of business communication today.

Whitefield, (1977) divides the pattern of communication needs in modern offices into two types:-

a. Spoken communication needs

b. Written communication needs

These will be discussed below

(a) Spoken Communication Needs. According to Whitefield, spoken communication, sometimes called verbal or oral communication, may be face-to-face communication or it may be conducted over the telephone. In both types of oral communication, as distinct from written communication, language is informal and words are less carefully chosen than in letters and reports. This, he considered permissible because the actual words can be reinforced with ovice inflections, facial expressions and gestures. In many business situations, a verbal exchange of views is essential because one can talk much more quickly than one can write. Spoken communication, this author states, can be in the form of the following:

(i) Giving instructions

(ii) Receiving instructions

(iii) Making request

(iv) Having discussions and debates

This means that the secretary should have the following skills which require the use of language.

(i) Collect ideas before speaking and assemble detailed facts, statistical data and an orderly account of any incidents or events to be covered in the talk.

(ii) The secretary should be able, in the statement, to distinguish between facts opinions.

(iii) She should be careful to give a rounded view of the situation.

(iv) In the actual presentation, the secretary should be able to state the proposition clearly in few words, argue the case logically to justify the proposition, concede any weaknesses graciously, anticipate objections and prepare counter arguments to support the proposal.

Whitefield (1977) is of the view that if this sort of careful preparation is made, the aim of a good cation would have been achieved.

(b) Written Communication Needs. According to Whitefield (1977), written communication takes many forms. The business letter is the most commonly recognised form of written communication and countless business conversations end with one party saying to the other, well, if you will just put that in writing in a brief letter to me, we

can proceed without any difficulties". Whitefield adds further that pressures of business have led to the devising of numerous short-cuts to the problems of written communication, such as

(i) Quick reply forms

(ii) Standard form letters

(iii) Circulars, among others.

Instantaneous written communication is considered possible through such devices as the tele-note; near instantaneous transmission, as with facimile copying which sends air way bills and similar documents anywhere in four minutes and these ex[illegible] businessmen to keep ahead of other technologies. Examples of these written communications are the following:

(i) Conventional business letters

(ii) Quick reply letters

(iii) Standard form letters

(iv) Circulars

(v) Memoranda

(vi) Bulletins and notices

(vii) House journals

(viii) Reports.

(ix) Summaries

(x) Telenotes

(xi) Press releases and telecommunication.

All these form closely related methods of communication and secretaries must master the essential features of these forms. The secretary should have the general language skills for writing letters. He or she should be able to capsulize and use the accepted style or format or summarize or make draft as the situation demands. Besides, some written communication would demand the use of factual language, specificity, brief, direct or verifiability in the use of language. All these styles should be mastered by the secretary and these must be reflected in the secretaries' language need.

(c) Peculiar Communication Needs. Other peculiar duties of the secretary, some routine in nature, would usually involve the 'jargon' (registers) of the particular profession the secretary works with. The secretary, in whatever setting she finds herself is expected to perform using the 'jargon' of the profession in question. This means that the secretary has to be versatile, and have a wide command of vocabulary. By

implication, the teaching or learning of this group of students has to be diversified in preparation for the world of work.

The Practical Aspects of the Profession. In the phase of the use of electrical and electronic gadgets in the modern offices, this section examines the practical language needs of secretaries.

The modern gadgets used in offices have made it all the more compulsory for the secretaries to have a command of English. The growth from manual type-writers to computer word processors, in addition to others, which have their language of operation, calls for the need for the gadgets to be understood. The computer, a silent companion, electric type-writers, all have memories which must be invoked to interact with them. However, if the languaage weapon is not there, the secretary will always find herself garbaging in and out. The ability to use these gadgets effectively, requires complete control of the English language if we must produce top-flight secretaries. It should be mentioned that the peculiar and practical communication needs of the secretaries are derived from secretarial duties.

To sum up, the secretary is obviously involved in communication as shown in figure 1. Therefore, the speaking, writing, peculiar and practical communication

needs discussed above, have been used as the basis on which the language items on the questionnaire for the study are drawn. Also, the reading needs are considered implicit in the other skills and therefore, are included in the study. These items are reflected on the questionnaire and a sample copy appeared as Appendix 4.

Chapter 3

RESEARCH PROCEDURE

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

3.1 The Population

3.2 The Sample

3.3 Research Instrument

3.4 Treatment Of The Data.

3.1 The Population

The population consists of Secretarial Administration students in Kaduna State Polytechnic and Kaduna Polytechnic. There are one hundred and ten (110) students in all as at the period of this research.

3.2 The Sample

The sample comprised two sets of respondents viz 74(67.3%) OND students and 30(62.5%) lecturers in the above mentioned institutions. It should be mentioned that the total number of students was (90) ninty; and the lecturers were 48.

3.2.1 Students

To ensure the homogeneity of the sampling units involved in this study, the entire sample was divided into a number of strata with area of specialisation as the stratification factor. The sample was limited to Confidential Secretaries II at the OND level only because, this set of students entered the secretarial programme with a minimum of credit qualification in English Language, having passed through the West African School Certificate. All those whose qualification after study would be below the OND are left out because the programme is remedial in nature. In other words, excluded are the certificate students who would qualify as copy typists. Again, Confidential Secretaries I are purposely left out in the study, because the attainment of this post is usually through promotion.

3.2.2. Lecturers

The study specifically uses Lecturers of English Language and Communication in both Kaduna State Polytechnic and Kaduna Polytechnic, as well as lecturers in the Department of Secretarial Administration in the above mentioned institutions.

Every respondent in this category is expected to have years of teaching experience preferably in English Language and Communication or relevant course in Secretarial Administration. The Lecturers were used because it was felt that their assessment of the needs of students should complement the students' assessment of what their communication needs are. Both views, it was reasoned, might provide for a better Needs Analysis.

3.3 Research Instrument

To provide answers to the questions raised, this study would rely on the responses of teachers and students to two sets of questionnaires. The questionnaires were also derived from a comprehensive review of literature of secretarial duties and Whitefield (1977) pattern of communication in modern offices. To reiterate, there are two sets of questions: (a) One for the students, (b) One for the lecturers, the content in the language skills are the same.

The students' questionnaire contain 79 items. It seeks the background information on the respondents' age, educational qualifications, sex, occupation (both current and future). The second part of the questionnaire seeks students' opinion regarding their needs in five language need areas of the profession (i.e. spoken need, reading need, writing need, other peculiar needs and the practical aspect of the profession). The items included in the writing, peculiar and practical language skills are specific to the secretarial profession, while items in the speaking and reading needs include remedial topics to take care of their deficiency.

Time free-response items seek additional information and opinion about the usefulness of the English course to the students in learning other subjects in Secretarial Administration Department generally; and in improving their use of English.

Also, this part of the questionnaire asks for the opinion of the student regarding their needs in oral communication need, reading needs, writing needs, peculiar duties, and the practical aspect. Also, the questionnaire seeks students opinion on the extent of coverage of the language skills, the amount of exercises

used in learning the skills and the usefulness of the exercises.

The lecturers' questionnaire seeks both background information, educational qualification and teaching experience as well as their opinion on the needs of the students in the skills, oral communication needs, reading, writing, peculiar duties and the practical aspect of the profession. The lecturers are asked also to indicate extent of coverage of the skills, the amount of exercises used, the usefulness of the exercises.

In summary, the two sets of questionnaires sought the opinions of the respondents regarding:

(i) Relevance of the listed skills to a Secretary who uses English to discharge his or her duties;

(ii) Students' needs at the point of entry into the programme and for the completion of the course;

(iii) Extent of coverage of the Skills during the course;

(iv) Amount of exercise used in teaching the skills;

(v) The usefulness of the exercises

All the questionnaire items were scored on a four point scale of high, medium, low and not relevant. It is hoped that these four points scale will expose the nature of the problem under study.

3.3.1 Administration Of The Questionnaire

Copies of the students' and lecturers' questionnaires were administered at Kaduna State Polytechnic, Zaria and Kaduna Polytechnic all in the Department of Secretarial Administration. The researcher personally administered the students' questionnaire to the respondents in the two campuses in their classrooms. Lecturers' questionnaire was administered at both campuses by the researcher under informal situation. Lecturers took the questionnaries away and returned them on completion.

On the whole, 74(67.3%) of the students and 30(62.5%) lecturers participated in this study. The questionnaires were administered to both respondents at about the end of the course.

3.4 Treatment Of The Data

The data for the study is presented using frequencies and percentages for the:

(i) Spoken Communication needs

(ii) Reading Communication needs

(iii) Peculiar Communication needs

(iv) Writing Communication needs

(v) Practical Communication needs

Also, the data cover the areas of:

1. Relevance of the skills to a secretary who uses English in the discharge of his/her duties.

2. The secretaries needs in these skills.

3. Extent of coverage of these skills in the use of English course.

4. Exercise used in teaching these skills.

5. The usefulness of the exercises used in teaching the skills.

The researcher considers the purpose of this research straight forward and so used only percentage for data analysis. Added to the above, a syllabus on communication skills for secretarial programme is designed at the end of the study. A copy appeared as Appendix 2.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the results of the data collected from the students and lecturers by means of the questionnaires are reported. The information obtained from the questionnaires are presented and the results are analysed in the following manner:

(a) The biodata of each group of respondents

(b) The communicative needs indentified by each group in the five language skill areas of spoken communication needs, reading communication needs, writing communication needs, peculiar needs of the secretarial profession and their practical needs. A copy of the questionnaire appeared as Appendix 5.

4.1 Biodata Of The Respondents

Table 4.1 (4.1.1 - 4.1.6) presents the data on the distribution of O.N.D. I and II Secretarial Administration students of the Polytechnics in Kaduna State by Educational Qualifications, Age, Sex and future occupation.

Table 4.1: Biodata of the Students

Table 4.1.1: Students' Responses to Their Educational Qualification.

	Freq	%
Grade II only	08	10.8
WASC	54	73
WASC & Grade II	12	16.2
Total	74	100

Table 4.1.2 Students' Responses to Their Age Distribution.

17 and below	-	-
18 - 23	32	43.2
24 - 29	37	50
30 - 35	03	04.1
36 and above	02	02.7
Total	74	100

Table 4.1.3 Students' Responses to Their Sex Distribution.

Male	35	47.3
Female	39	52.7
Total	74	100

Table 4.1.4: Students' Responses to Their future Occupation.

Secretary	74	100

As revealed in the Table 4.1.1, 54(73%) O.N.D. students had the WASC certificate only, prior to their admission for the Secretarial Administration programme, 8(10.8%) had Grade II Certificate only, while 12(16.2%) had both WASC and Grade II Certificate prior to their admission.

This result is not surprising because this programme was designed for WASC holders with a minimum of 5 (five) credits including a credit in English Language or a Grade II holder with a minimum of a merit in English.

Table 4.1.2 also reveals that on the whole this group of students are adults; 32(43.2%) of the total sample of the respondents fell within the age range of 18 - 23 years, while half of the students, 37(50%) fell within the age range of 24 - 29 years. 3(4.1%) of the students were within the age range of 30 - 35 years and very few, that is, 2(2.7%) were within the age range of 36 and above. None of the students was below 17 years.

The table 4.1.3 shows that there are more females than males in the groups. The data shows that all the students, 74(100%), indicated their intention to be secretaries at the end of their course.

The data on table 4.1.6 shows that 74(100%) of the subjects listed all the courses that are studied in the Secretarial Administration Department. Below, are the results of the students responses to the following open-ended statements:

		Freq	%
Table 4.1.5:	Students' Responses to the questions on the usefulness of the communication skill course to the students in learning other subjects in their programme		
	Yes	74	100
	No	-	-
Table 4.1.6:	Students' Responses to the list of subjects which communication skill course has helped them to learn.		
	All	74	100
Table 4.1.7:	Students' Responses to the extent of help of the communication skill course in learning the listed subjects.		
	Extremely helpful	64	84.5
	Moderately helpful	56	15.5
	Very little help	-	-
Table 4.1.8:	Students' Responses to the contribution of the course in improving the students' use of English.		
	Improvement was great	69	79.7
	Improvement was moderately	15	70.3
	Improvement was little	-	-

All the students 74(100%) said English or Communication Skills was helpful. The students observed that English had helped them to learn all the courses they study in the Secretarial Administration programme. Over half of the students, 64(84.5%) felt that the English course was extremely helpful to them in learning the listed subjects.

The results show that students (ted that the course has helped them extremely in improving their English usage in the secretarial profession. Also, a majority of the subjects, 69(79.7%) indicated that the Communication Skills' course has greatly improved their performance in their course of study, while 15(20.3%) ted that the improvement was moderate.

The data on the lecturers' educational qualification and teaching experience are presented on table 4.2.

Table: 4.2.1 Lecturers' Responses to their Educational Qualification.	Freq	%
B.Ed	12	40
	8	26.7
MA or M.Ed (TESL)	3	10
Others (B.S.A.,Ph.D.)	7	23.3
Total	30	100

Table 4.2.2: Lecturers' Responses to their Teaching Experience.		
1 - 2 years	8	26.7
3 - ears	6	20
5 - 6 years	10	33.3
7 and above	6	20
Total	30	100

As shown in the Table above, a total of 20(66.7%) hold the first degree while 2(10%) hold both the first and second degrees. 8(26.7%), mainly from the Secretarial Department hold N. S. A.

It is observed that Youth Corps members teaching English constitute (6.6%) of the teaching staff and 2(6.6%) had a Ph.D qualification. The rest of the subjects hold either a B.A.(Education), B.A.Ed degree or a B.Ed in Language Arts respectively. Thus, the majority of these subjects by qualification, are qualified to teach the 'Communication Skills' courses. The data also show that the staff who responded to the questionnaire and had teaching experience of 1 to 2 years were 8(26.7%), while 6(20%) had 3 to 4 years of teaching experience; 10(33.3%) had 5 to 6 years of teaching experience and 6(20%) had 7 and above years of teaching experience.

Communicative Needs Identified. The questionnaires (see Appendix 4) were designed to survey the communicative needs of the students and lecturers in spoken communicative needs, writing communication needs, peculiar communication needs and practical communication needs.

4.2 Analysis Of Student Responses On Communicative Needs Identified

Tables 4.3, 4.4, 4.5, 4.6 and 4.7 present the responses of the students to the items on speaking, reading, writing, peculiar needs and practical language needs of secretarial students.

Table 4.3: Students Responses to the Items on Spoken Communication Needs.

Table 4.3.1: Students' Responses to the Relevance of these skills to a secretary who uses English to discharge his/her duties.

Description of Items	High Freq	High %	Moderate Freq	Moderate %	Low Freq	Low %	Not Relevant
1. Ability to pronounce the vowel and consonant sounds correctly.	44	59.5	22	29.7	8	10.8	-
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasis.	32	43.2	32	43.2	10	13.5	-
3. Ability to carry on conversation in formal and informal situations.	38	51.4	21	28.4	11	14.9	4 5.4
4. Ability to give simple instructions (e.g directions, giving explanation)	40	54.1	23	31.1	8	10.8	4 4.1
5. Ability to express personal or emotional feelings.	44	59.5	19	25.7	7	9.5	4 5.4
6. Ability to persuade or to convince an audience	25	33.8	33	44.6	12	16.2	4 5.4
7. Ability to Participate in discussions and debates on any issue	31	41.9	25	33.8	13	17.6	5 6.8
8. Ability to understand materials on various topics	33	43.2	32	43.2	8	10.8	2 2.7
9. Ability to make reference to materials read	34	46.0	27	36.5	11	14.9	22.7
10. Ability to find specific facts or information from materials read.	38	51.4	26	35.1	6	8.1	45.4
11. Ability to summarise	34	46.0	25	33.8	11	14.9	45.9

Table 4.3.2: Students' Responses to the item on their needs in these skills.

	High Freq	%	Moderate Freq	%	Low Freq	%	Not Relevant Freq	%
1. Ability to pronounce the vowel and consonant sounds correctly.	50	67.6	22	29.7	2	29.7		-
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasis.	34	46.0	30	40.5	10	13.5		-
3. Ability to carry on a conversation in formal and informal situation.	32	43.2	30	40.5	10	13.6	2	2.7
4. Ability to give simple instructions (e.g.directions, giving explanation)	32	43.2	30	40.5	10	13.5	2	2.7
5. Ability to express personal or emotional feelings.	43	58.1	26	35.1	3	4.1	2	2.7
6. Ability to persuade or to convince an audience.	28	37.8	30	40.5	8	10.8	8	10.8
7. Ability to participate in discussions and debates on any issue.	30	40.5	24	32.4	2	16.2	8	10.8
8. Ability to understand materials on various topics	38	51.4	32	43.2	3	4.1	1	1.4
9. Ability to make reference to materials read.	42	56.8	14	18.9	18	24.3		-
10. Ability to find specific facts on information from materials read.	32	43.2	28	37.8	12	16.2	2	2.7
11. Ability to summarise	32	43.2	28	37.8	12	16.2	2	2.7

Table 4.3.3: Students' Responses to the Extent of Coverage of these skills in the use of English course or Language and Communication Skills.

Spoken Communication Needs	Extensively		Moderately		Not Covered		Not Relevant	
	Freq	%	Freq	%	Fr	%	Fr	%
1. Ability to pronounce the vowel and consonant sounds correctly.	21	28.4	41	55.4	9	12.2	3	4.1
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasis	25	33.8	35	42.3	12	16.2	2	2.7
3. Ability to carry on a conversation in formal and informal situation.	33	44.6	30	40.5	9	12.2	2	2.7
4. Ability to give simple instructions, e.g. directions giving explanation)	40	54.1	25	33.8	8	10.3	1	1.4
5. Ability to express personal or emotional feelings	33	44.6	28	37.8	12	16.2	1	1.6
6. Ability to persuade to convince an audience	30	40.5	34	46	5	6.8	5	6.8
7. Ability to participate in discussions and debates on any issue	24	32.4	30	40.5	14	18.9	6	8.1
8. Ability to understand materials on various topics	30	40.5	36	48.7	6	8.1	2	2.7
9. Ability to make references to materials read.	36	48.7	28	37.8	10	13.5	-	-
10. Ability to find specific facts or information from materials read.	38	51.4	22	29.7	12	16.2	2	2.7
11. Ability to summarise	36	56.7	24	32.4	12	16.2	4	5.4

Table 4.3.5: Students' Responses to the Usefulness of the Exercises used in teaching/learning these skills.

Description of Terms	Very Useful		Fairly Useful		Not Useful		NoResp	
	F	%	F	%	F	%	F	%
Spoken Communication Needs								
1. Ability to pronounce the vowel and consonant sounds correctly.	45	60.8	12	16.2	15	20 3	2	2.7
2. Ability to use words and sentences with appropriate stress to get intended effect or emphasis.	41	55.4	30	40.5	1	1.4	2	2.7
3. Ability to carry on a conversation in formal and informal situations.	48	64.9	20	27	3	4.1	3	4.1
4. Ability to give simple instructions(e.g directions giving explanations	50	67.6	22	29.7	1	1.6	1	1.6
5. Ability to express personal or emotional feelings.	46	62.2	18	24.3	4	5.4	6	5.31
6. Ability to persuade or to convince an audience.	30	40.5	32	43.2	8	10.8	4	5.4
7. Ability to carry on discussions and debates on any issue.	35	48.7	32	43.2	4	5.4	2	2.7
8. Ability to understand materials on various topics	46	62.2	24	32.4	3	4.1	1	1.6
9. Ability to make references to materials read.	51	68.9	20	27	2	2.7	1	1.6
10. Ability to find specific facts or information from materials read.	46	62.2	20	27	5	6.8	3	4.1
11. Ability to summarise	52	70.3	16	21.6	4	5.4	2	2.7

Students Responses to the Items on Spoken Communication Needs. Table 4.3.1 shows that item 1 (ability to pronounce the vowel and consonant sounds correctly with 44(59.5%), item 3 (the ability to carry out a conversation in formal and informal situations) with 38(51.4%), item 4 (ability to give simple instructions e.g. direction, giving explanation) with 40(54.1%), item 5 (ability to express personal or emotional feelings) having 44(59.5%) and item 10 (ability to find specific information from materials read) were considered by 38(51.4%) of the respondents as high relevant areas to a secretary who uses English in the discharge of his or her duties.

The other items, ie, item 2 (the ability to use words and sentences with appropriate stress to get the intended effect or emphasis) item 7 (ability to carry on discussions and debates on any issue), item 8 (ability to understand materials of various types), item 9 (ability to make references to materials read), had less than 37 (50%) of the respondents rating it as high relevant areas to a secretary.

Table 4.3 also reveals that only 4(36.4%) of the items under spoken communication needs were rated as high need areas by the students to a secretary who uses

English in the discharge of his or her duties. Item 1, (ability to pronounce the vowel and consonant sounds correctly) has the highest percentage score of 50 (67.6%). This is followed by item 5, (ability to express personal or emotional feelings with 43(58.1%). Item 9 had 42(56.8%) while item 8, (ability to understand materials on various topics) had 38(51.4%). Again, items 2, 3, 4, 6 7, 10 and 11 were considered by less than 37(50%) of the respondents as high need areas. These results point to some difference in the general trend of opinions of these students.

The difference in opinion might have stemmed from either their lack of orientation on their specific language needs as prospective secretaries or their being uncertain of what should be. This is why the researcher considers complementing the students views with those of their lecturers to arrive at a more reasonable assessment. Items 2 - 4, 6 and 8 were considered by about 32(41.9%) of the respondents as moderate need areas. The maximum within these items had 32(43.5%), while the minimum had 30(40.5%) of the respondents indicate them as moderate need areas.

The table also shows that all the ratings under low need areas did not exceed 18(24.3%). One could interpret these results to mean that these subjects

Table 4.4: Students' Responses to the Items on Reading Communication Needs

Table 4.4.1: Students' Responses to the Relevance of these skills to a Secretary who uses English in the discharge of his/her duties.

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
12. Ability to get the meaning of words and expressions in the passage.	50	67.6	20	27	4	54	-	-
13. Ability to critically evaluate and interprete materials read.	30	40	40	54.1	4	5.4	-	-
14. Ability to find out the main ideas of a passage.	42	56.8	25	33.8	7	9.8	-	-
15. Ability to read fast	41	55.4	28	37.8	2	2.7	3	4.1
16. Ability to distinguish relevance from irrelevance	37	50	32	43.2	5	6.8	-	-
17. Ability to understand the sentence structure in the passage.	40	54.1	30	40.5	2	2.7	2	2.7
18. Ability to concentrate through the reading exercise.	34	46	38	51.4	2	2.7	-	-
19. Ability to answer questions correctly from the material read.	38	51.4	32	43.2	1	1.4	3	4.1
20. Ability to read between the lines of the passage read.	41	55.4	20	27	5	6.8	8	10.8
21. Ability to finish reading before the specified time.	50	67.6	20	27	4	5.4	-	-

Table 4.4.2: Students' Responses to their Needs in these Skills

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Fre	%
12. Ability to get the meaning of words and expressions in the passage.	34	46	30	40.5	6	8.1	4	5.4
13. Ability to critically evaluate and interprete materials read.	42	56.8	32	43.2	-	-	-	-
14. Ability to find out the main ideas of a passage.	38	51.4	32	43.2	2	2.7	2	2.7
15. Ability to read fast.	34	46	37	50	3	4.1	-	-
16. Ability to distinguish relevance from irrelevance.	41	55.4	30	40.5	1	1.4	2	2.7
17. Ability to understand the sentence structure in the passage.	37	50	30	40.5	7	9.5	-	-
18. Ability to concrentrate throughout the reading exercise.	36	48.7	32	43.2	4	5.4	2	2.7
19. Ability to answer questions correctly from the material read.	40	54.1	16	21.6	10	13.8	8	10.8
20. Ability to read between the lines of the passage read.	37	50	37	50	-	-	-	-
21. Ability to finish reading before the specified time.	50	67.6	20	27	-	-	-	-

Table 4.4.3: Students' Responses to the Extent of Coverage of these skills to a Secretary who uses English in the discharage of his/her duties.

Description of Items	Extensively Freq	%	Moderately Freq	%	Not Covered Freq	%	Not Relevant Freq	%
12. Ability to get the meaning of words and expressions in the passage.	20	27	50	67.6	4	5.4	-	-
13 Ability to critically evaluate and interprete materials read.	30	40.5	43	58.1	1	2.7	-	-
14. Ability to find out the main ideas of a passage	22	29.7	38	51.4	8	10.8	6	8.1
15. Ability to read fast .	19	25.7	34	46	20	27	1	1.4
16. Ability to distinguish relevance from irrelevance.	33	44.6	28	37.8	7	9.5	6	8.1
17. Ability to understand the sentence structure in the passage.	32	43.2	32	43.2	5	6.8	5	6.8
18. Ability to concentrate throughout the reading exercise.	23	31.1	32	43.2	12	16.2	7	9.5
19. Ability to answer questions correctly from the material read.	25	33.8	8	10.8	32	43.2	9	12.2
20. Ability to read between the lines of the passage read.	7	9.5	4	5.4	44	59.5	19	25.7
21. Ability to finish reading before the specified time.	32	43.2	30	40.5	12	16.2	-	-

Table 4.4.4: Students' Responses to the Exercises used in Teaching/Learning these skills

Description of Items	Were plentiful		Were few		None		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
12. Ability to get the meaning of words and expressions in the passage.	27	36.5	12	16.2	34	46	1	1.4
13. Ability to critically evaluate and interprete materials read.	20	27	6	8.1	43	58.1	5	6.8
14. Ability to find out the main ideas of a passage.	26	35.1	6	8.1	40	54.1	2	2.7
15. Ability to read fast.	30	40.5	4	5.4	38	51.4	2	2.7
16. Ability to distinguish relevance from irrelevance.	23	31.1	7	9.5	40	54.1	4	5.4
17. Ability to understand the sentence structure in the passage.	20	27	19	25.7	34	46	1	1.4
18. Ability to concentrate throughout the reading exercise.	25	33.8	8	10.8	37	50	4	5.4
19. Ability to answer questions correctly from the materials read.	32	43.2	30	40.5	8	10.8	4	5.4
20. Ability to read between the lines of the passage read.	11	14.8	34	46	25	33.8	4.	5.4
21. Ability to finish reading before the specified time.	24	32.4	38	51.4	7	9.5	5	6.8

Students' Responses to the Items on Reading Communication Needs. Table 4.4.1 shows that item 12 (ability to get the meaning of words and expression used in the passage), item 14(ability to find the main idea of a passage), item 15 (ability to read fast) item 16 (ability to distinguish relevance from irrelevance), item 17 (ability to understand the sentence structure in the passage), item 19 (ability to answer questions from the material read), and item 21 (ability to finish a reading task before a specified time) were considered by more than 34(50%) of the subjects as high relevant areas to a secretary who uses English in the discharge of his/her duties. Item 12 and 21 were rated by 50(67.6%) of the respondents respectively, to be the highest in this category. Item 14 followed with 42(55.8%) of the respondents. Item 20 was rated by 4(55.4%) of the subjects under the same category. On the other hand, about 37(50%) of the respondents considered items 13 and 18 as moderate need areas.

In responding to the second category, "Your Needs in these skills" (see table 4.4.2), 50(67.6%) of the respondents considered item 21 top on the list in the category of high need areas to a secretary who

uses English in the discharge of his/her duties. Item 13 came second with 42(56.8%) of the respondents considering it as a high need area. Item 16 also had 41(55.4%) of the respondents consider it under high need area. Same go for items 14, 17, 19 and 20 with about 37(50%) of the subjects.

The table further shows that items 15 and 20 were considered by 34(50%) of the respondents as moderate need areas. Less than half of the respondents considered the remaining items as either high need areas or moderate need areas.

On the Extent of coverage, table 4.4.3 shows that none of the items had up to 34(50%) of the respondents considering it as extensively covered. Item 16 with 33(44.6%) of the respondents is actually the item with the highest percentage considering it under this category. On the other hand, item 12, having 50(67.6%) of the respondents and item 14, with 38 (51.4%) of the respondents were rated as moderately covered. Item 20 (ability to read between the lines of the given passage) was considered as not covered by 44(59.5%) of the respondents. The students' opinion at this point agrees with that of their lecturers and this confirms the researcher's observation that

reading, being a core skill in the language teaching/ learning activity, was not given the serious attention it deserves in the syllabus. On the number of exercises used in teaching these skills (see table 4.4.4), a majority of the subjects considered the items as not taught; especially items 13, 14, 15, 16, and 18, with more than 50% of the respondents considering them as not taught. This view is different from the lecturers' who indicated in the majority that the items were taught with few exercises. From the result, one could deduce that both the students and their lecturers actually need help.

Table 4.5 : Students' Responses to the Items on Writing Communication Needs.

Table 4.5.1: Students' Responses to the Relevance of these Skills to a Secretary who uses English to discharge his/her duties.

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
22. Ability to use punctuation marks correctly when writing	32	43.2	30	40.5	10	13.5	2	2.7
23. Ability to organise and present in writing ideas / facts in logical order	40	54.1	18	24.3	12	16.2	4	5.4
24. Ability to write and express personal or emotional feeling e.g. to condole, to congratulate, or sympathize, with	37	50	20	27.0	10.	13.5	7	9.5
25. Ability to write the standard form of letter of communication.	41	55.4	23	31.1	6	8.1	4	5.4
26. Ability to make request in writing	50	67.6	16	21.6	6	8.1		2.7
27. Ability to write personal letters.	45	60.8	19	25.7	6	8.7	4	5.4
28. Ability to write letters of invitation	32	43.2	34	46.0	8	10.8	8	10.8
29. Ability to write letters to place order or arrange purchases.	28	37.8	29	39.2	5	6.8	12	16.2
30. Ability to write reports	31	41.9	26	35.1	11	14.9	6	8.1

Table 4.5.1(contd.)

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
31. Ability to take down dictation notes from lecture or discussions.	36	48.7	24	32.4	6	8.1	8	10.8
32. Ability to write down minutes of meetings.	33	44.6	30	40.5	9	12.2	2	2.7
33. Ability to write Memos.	23	31.1	34	46.0	12	16.2	5	6.8
34. Ability to write telegrams	28	37.8	30	40.5	9	12.2	7	9.5
35. Ability to write discussions or conversation.	24	32.4	31	41.9	15	20.3	4	5.4
36. Ability to write quick reply letters of communication.	25	33.8	36	48.7	10	13.5	3	4.1
37. Ability to write circulars	28	37.8	28	37.8	11	14.9	7	9.5
38. Ability to write Bulletins or notices.	26	35.1	36	48.7	8	10.3	4	5.4
39. Ability to write House Journals.	28	37.8	22	29.7	18	24.3	6.	8.1

Table 4.5.2: Students' Responses to their Needs in these skills.

	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
22. Ability to use punctuation marks correctly when writing	28	37.8	32	43.2	12	16.2	2	2.7
23. Ability to organise and present in writing ideas/ facts in logical order.	36	48.7	24	32.4	14	18.9	-	-
24. Ability to write and express personal or emotional feeling e.g. to condole, to congratulate or sympathize with.	26	35.1	32	43.2	16	21.6	-	-
25. Ability to write the standard form of letter of communication.	32	43.2	26	35.1	10	13.5	6	8.1
26. Ability to make request in writing.	32	43.2	34	46.0	5	6.8	3	4.1
27. Ability to write personal letter.	40	54.1	24	32.4	8	10.8	2	2.7
28. Ability to write letters of invitation.	36	48.7	25	33.8	11	14.9	2	[illegible]
29. Ability to write letters to place order or arrange purchases	28	37.8	38	51.4	8	10.0	-	-
30. Ability to write Reports	24	32.4	32	43.2	10	13.5	8	10.8

Table 4.5.2 (cont.)

Description of Items	Your Need in These Skills							
	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
31. Ability to take down dictation or notes from lectures or discussions.	37	50.4	28	37.8	3	4.1	5	6.8
32. Ability to write down minutes of meetings.	40	54.1	7	9.5	26	35.1	1	1.4
33. Ability to write Memos.	34	46.0	36	48.7	3	4.1	1	1.4
34. Ability to write telegram.	30	49.5	22		20	27.0	2	2.7
35. Ability to write discussion or conversation	34	46.0	32	43.2	8	10.8	-	-
36. Ability to write quick reply letters of communication .	26	35.1	40	54.1	6	8.1	2	2.7
37. Ability to write circulars	24	32.4	24	32.4	24	32.4	2	2.7
38. Ability to write Bulletins or notices	28	37.8	18	23.3	24	42.4	4	5.4
39. Ability to write House Journals.	22	29.7	16	21.6	24	32.4	12	16.2

Table 4.5.3: Students' Responses to the Extent of Coverage of the skills in the use of English Course or Language and Communication Skills.

Description of Items	Extensively Freq	%	Moderately Freq	%	Not Covered Freq	%	Not Relevant Freq	%
22. Ability to use punctuation marks correctly when writing	35	47.3	28	37.8	10	13.5	1	1.6
23. Ability to organise and present in writing ideas/facts in a logical order.	28	37.8	24	32.4	18	24.3	4	5.4
24. Ability to write and express personal or emotional feelings e.g. to condole; to congratulate or sympathize with	38	51.4	28	37.8	5	6.8	3	4.1
25. Ability to write the standard form of letter of communication	40	54.1	30	40.5	1	1.6	3	4.1
26. Ability to make requests in writing.	44	59.4	22	29.7	4	5.4	4	5.4
27. Ability to write personal letters.	50	67.6	18	24.3	5	6.8	1	1.4
28. Ability to write letters of invitation.	36	48.7	36	40.5	5	6.8	3	4.1
29. Ability to write letters to place order or arrange purchases.	28	37.8	36	48.7	4	5.4	6	8.1
30. Ability to write reports (Business or Professional)	24	32.4	40	54.1	7	9.5	3	4.1
31. Ability to take down dictation or take down notes from lectures or discussions.	40	54.1	28	37.8	3	4.1	3	4.1
32. Ability to write down minutes of meetings.	38	51.4	20	27	15	20.3	1	1.4
33. Ability to write Memos	24	32.4	40	54.1	8	10.8	2	2.7
34. Ability to write telegrams	24	32.4	30	40.5	14	18.9	6	8.4

Table 4.5.3 (Cont.)

Description Items	Extensively Freq	%	Moderately Freq	%	Not Covered Freq	%	No Response Freq	%
35. Ability to write dialogues or conversations.	36	48.7	22	29.7	16	21.6	-	-
36. Ability to write quick reply letters of communication .	36	48.7	28	37.8	7	9.5	3	4.1
37. Ability to write circulars	24	32.4	24	32.4	22	29.7	4	5.4
38. Ability to write Bulletins or notices.	30	40.5	21	28.4	23	31.3	-	-
39. Ability to write House Journals	26	35.1	18	24.3	24	32.4	6	8.1

Table 4.5.4: Students' Responses to the number of Exercises used in teaching these skills.

	Were Plentiful Freq	%	Were Few Freq	%	None Freq	%	Not Relevant Freq	%
22. Ability to use punctuation marks correctly when writing	30	40.5	26	35.1	18	24.3	-	-
23. Ability to organise and present in writing idea /facts in logical order.	26	35.1	28	37.8	14	18.9	6	8.1
24. Ability to write and express personal or emotional feelings e.g. to condole, to congratulate, or sympathize with	28	37.8	26	35.1	14	18.9	6	8.1
25. Ability to write the standard form of letters of communication	30	40.5	28	37.8	12	16.2	4	5.4
26. Ability to make requests in writing.	26	35.1	26	48.7	12	16.2	-	-
27. Ability to write personal letters	50	67.6	22	29.7	-	-	2	2.7
28. Ability to write letters of invitation.	28	36.8	40	54.1	5	6.8	1	1.4

Table 4.5.4(Cont.)

	Were Plentiful Freq	%	Were Few Freq	%	None Freq	%	Not Relevant Freq	%
29. Ability to write letters to place order or arrange purchases	24	32.4	40	54.1	6	8.4	4	5.4
30. Ability to write reports (Business or Professional)	24	32.4	45	60.8	2	2.7	3	4.1
31. Ability to take down dictations or take down notes from lectures or discussions	42	56.8	28	37.8	4	5.4	-	-
32. Ability to write down minutes of meetings.	26	35.1	32	43.2	15	20.3	1	1.4
33. Ability to write Memos	24	32.4	32	43.2	16	21.6	2	2.7
34. Ability to write telegrams	20	27	38	51.4	14	18.9	2	2.9
35. Ability to write dialogues or conversation	34	46	26	35.1	12	16.2	2	2.7
36. Ability to write quick reply letters of communications	32	43.2	24	32.4	13	17.6	5	6.8
37. Ability to write circulars	22	29.7	36	48.7	13	17.6	3	4.1
38. Ability to write Bulletins or notices.	14	18.9	28	37.8	24	32.4	8	10.8
39. Ability to write House Journals	22	29.7	16	31.6	26	35.1	10	33.5

Table 4.5.5: Students' Responses to the usefulness of the Exercise used in teaching/learning these skills.

Description of Items	Very Useful		Fairly Useful		Not Useful		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
22. Ability to use punctuation marks correctly when writing	52	70.3	18	24.3	2	2.7	2	2.7
23. Ability to organize and present in writing ideas/ facts in logical order.	44	59.5	20	27	6	8.1	4	5.4
24. Ability to write and express personal or emotional feelings e.g to congratulate, condole or sympathise with.	34	46	24	32.4	10	13.5	6	8.1
25. Ability to write the standard form of letters of communication.	48	64.9	16	21.6	6	8.1	4	5.4
26. Ability to write personal letters.	52	70.3	10	13.5	7	9.5	5	6.8
27. Ability to make requests in writing.	60	81.1	8	10.8	4	5.4	2	2.7
28. Ability to write letters of invitation	52	70.3	20	27	1	1.4	1	1.4
29. Ability to write letters to place order or arrange purchases.	40	54.1	22	29.7	7	9.5	5	6.8
30. Ability to write reports (Business or professional)	36	48.7	36	48.7	1	1.4	1	1.4
31. Ability to take down dictations or take down notes from lectures of discussions.	56	25.7	10	13.5	3	4.1	5	6.8
32. Ability to write down minutes of meetings	40	54.1	24	32.4	7	9.5	3	4.1
33. Ability to write Memos.	36	48.7	28	37.8	7	9.5	3	3.1

Table 4.5.5 (Cont.)

	Description of Items	Very Useful Freq	%	Fairly Usefll Freq	%	Not Useful Freq	%	Not Relevant Freq	%
34.	Ability to write telegrams	28	27.8	25	35.1	18	24.3	2	2.7
35.	Ability to write dialogues or conversations.	42	56.8	18	24.3	6	8.1	8	10.8
36.	Ability to write quick reply letters of communications	40	54.1	26	35.1	3	4.1	5	6.8
37.	Ability to write Circular	28	37.8	22	29.7	20	27	4	5.4
38.	Ability to write Bulletins or notices	28	37.8	16	21.6	12	16.2	18	24.3
39.	Ability to write House Journals	24	32.4	14	18.0	12	16.2	24	32.4

Students' Responses to the Items on Writing Communication Needs. Table 4.5.1 reveals that five out of the eighteen (18) items under the writing communication needs were rated as high relevant areas by a majority, 44(60%) of the students. They include item 23 (ability to organize and present in writing, ideas/facts in logical order), item 24 (ability to write and express personal or emotional feelings), Item 25 (ability to write the standard form of letter of communication), Item 26 (ability to write requests) and Item 27 (ability to write personal letters).

In responding to the second category, "Your needs in these skills", only item 27, (ability to write personal letters), Item 31, (ability to take down dictation or notes from lectures or discussions); item 32, (ability to write down minutes of meetings) on table 4.5.2, have been rated as high need areas with scores 40(54.1%), 38(51.4%) and 40(54.1%) respectively by about half of the subjects. The other items were considered as either moderate need areas or low need areas. In fact, item 29 (ability to write letters to place orders or arrange purchases) scores highest under the category moderate need areas with 38(51.5%).

On the extent of coverage, of all the eighteen (18) items in this section, (see table 4.5.3) six (6) items, namely: Item 24, (ability to write and express personal or emotional feelings); item 26, (ability to make request in writing), item 25, (ability to write the standard form of letter of communication), item 27, (ability to write personal letters), item 31, (ability to take down dictation or notes from lectures/ discussions) and item 32, (ability to write down minutes of meetings), have been rated as extensively covered. The remaining items, especially item 30, (ability to write reports) and item 31, were considered as moderately covered with the score of 40(54.1%) respectively.

On the number of exercise used in teaching these skills, table 4.5.4. shows that the students responses were concentrated on the response column: "were few". This trend affects mainly item 34, (ability to write telegrams), was rated by 40(54.1%) of the respondents, item 30, with 45(60.8%), item 28, (ability to write letters to place orders or arrange purchases). Also, items 28, 29 and 34 were rated as taught with few exercises respectively by 40(54.1%) of the respondents; same goes for item 30 with 45(60.8%) of the respondents. Only items 27 with 50(67.6%) and item 32 with 42(56.8%) were rated as taught with plentiful exercises by over

37(50%) of the respondents.

On the usefulness of the exercises, the table 4.5.5 shows that apart from item 24, 30, 33, 34, 37, 38, and 39 with less than 50% of the respondents considering them as taught with very useful exercises,every other item was highly considered by a majority of the respondents to have been taught with very useful exercises. Item 24 was ranked by 34(46%) of the respondents while item 30 had 36(48.7%) of the respondents, Item 33 had 34(46%) of the respondents. Item 34, 37 and 38 had 28(37.8%) respectively and item 39 had 28(37.8%).

The other items on the other hand scored a minimum of 40(54.1%). The students' responses point to the need to improve upon exercises used in teaching these language skills.

Table 4. 6 : Students Responces to the Items on Peculiar Communication Needs.

Table 4.6.1: Students' Responses to the Relevance of these skills to a Secretary who uses English to discharge his/her duties.

Peculiar Communication Needs	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
40 Ability to use registers of different discipline or profession.	25	39.2	31	41.9	6	8.1	8	10.8
41. Ability to use the library in getting materials of various categories.	35	47.3	26	35.1	10	13.5	3	4.1

Table 4.6.2: Students' Responses to their needs in these skills.

Peculiar Communication Needs	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
40. Ability to use registers of different discipline or profession.	22	29.7	22	29.7	20	27	10	13.5
41. Ability to use the library in getting materials of various categories.	26	35.1	24	32.4	20	27	4	5.4

Table 4.6.3: Students' Responses to the Extent of Coverage of these skills in the Use of English course or Language and Communication Skills.

Description of Items	Extensively Freq	%	Moderately Freq	%	Not Covered Freq	%	Not Relevant Freq	%
40. Ability to use registers of different disciplines or professions.	24	32.4	28	37.8	16	21.6	6	8.1
41 Ability to use the library in getting materials of various categories.	35	47.3	26	35.1	10	13.5	3	4.1

Table 4.6.4: Students' Responses to the Number of Exercises used in teaching these skills.

Description of Items	Were Plentiful. Freq	%	Were Few Freq	%	None Freq	%	Not Relevant Freq	%
40. Ability to use registers of different disciplines or professions.	26	35.1	24	32.4	24	32.4	-	-
41. Ability to use the library in getting materials of various categories.	30	40.5	22	29.7	18	24.3	4	5.4

Table 4.6.5: Students' Responses to the Exercise used in teaching/learning the Skills.

Description of Items	Very Useful Freq.	%	Fairly Useful Freq.	%	Not Useful Freq.	%	Not Relevant Freq.	%
40. Ability to use registers of different disciplines of professions	20	27	20	27	20	27	14	18.9
41. Ability to use the library in getting materials of various categories.	34	46	18	24.3	4	5.4	18	24.3

Students' Responses to the Items on Peculiar Communication Needs. Table 4.6.1 reveals that all the items under the peculiar communication needs were scored below the average score 32(50%) under the category 'Relevance of these skills to a Secretary's duties. In other words, less than half of the subjects considered the two items, item 40, (ability to use registers of different disciplines or professions), item 41 (ability to use the library in getting materials of various categories) as either high relevant or moderate relevant areas. Item 41, has the higher number of respondents with 35(47.3%), followed by item 40, with 24(32.4%). For the moderate category, item 40, has the higher score of 28(37.8%), followed by item 41 with 26(35.1%). Less than 20% of the remaining respondents considered the items as being either or low relevance or

In responding to the second category, "Your needs in these skills", item 41 has the higher number of respondents with 26(31.1%) for the high need area and 24(32.2%) under moderate need area. It could be seen from this result that the subjects do not understand the importance of the peculiar communication skills to their professional pursuit.

On the extent of coverage, item 40 was rated as not covered; while item 41,had 26(35.1%) of the subjects indicating it as an extensively covered area. Again, item 40, with 28(37.8%) of the respondent and item 41 with 26(35.1%) of the respondents were considered as moderately covered. 22(30%) of the respondents considered the items under this category as either not covered or left unanswered. The implication of this result depicts ignorance as stated earlier, both on the part of the teachers and the students.

On the number of exercises used in teaching these skills, 26(35.1%) of the subjects considered the number of exercises used as plentiful for item 40 (ability to use registers of different disciplines or professions while 30(40.5%) indicated the same for item 41 (ability to use the library in getting materials of various categories). The remaining, 45(60%) spread across the remaining colums: "were few" and "none". This

result could only be explained to imply that the students had probably forgotten the true situation.

On the usefulness of the exercises, table 4.6.5 shows that 34(46%) of the subjects considered the exercises used in teaching item 41 as very useful and 18(24.3) rated the exercises used for item 41 as fairly useful. For item 40, the table shows that the students' responses were spread across the response columns, "very useful", "fairly useful", and "not useful". However, 14(18.9%) and 18(24.3%) decided not to respond to items 40 and 41 respectively. This attitude shows that the area of peculiar communication skills has not been emphasized adequately and so, some students could not pretend over their ignorance. They simply left the section unanswered.

From the result in this area of study generally, one could deduce and interpret that it is a highly deficient area up to this point, on the ground that it appears these subjects lack understanding of the importance of this area of study in the language usage of a secretary. The researcher considers this problem very serious.

This situation suggests that both the teachers and their students need help and this explains why the peculiar area of study constitutes a highly deficient area.

Table 4.7: Students' Responses to the Items on Specific Communication Needs.

Table 4.7.1: Students' Responses to the Relevance of these study skills to a Secretary Who Uses English to Discharge his/her duties.

Description of Items	High		Moderate		a little		Not at all	
	Freq	%	Freq	%	Freq	%	Freq	%
Indicate your ability to understand the language and usage of the following electric and electronic gadgets.								
42. Tele - Note	23	31.1	32	43.2	12	16.2	7	9.5
43. Facsimile copying	29	39.2	24	32.4	18	24.3	3	4.1
44. Press Release	30	40.5	22	29.7	20	27	2	2.7
45. Telecommunication	32	43.2	26	35.1	14	18.9	2	2.7
46. Typewriter (Manual)	47	63.5	20	27	6	8.1	1	1.4
47. Electric Typewriter	42	56.8	12	16.1	10	13.5	10	13.5
48. Photocopying Machines	26	35.1	22	29.7	24	32.4	2	2.7
49. Telephones	40	54.1	26	35.1	8	10.8	-	-

Table 4.7.2: Students' Responses to their Needs in These Skills

	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
Indicate your ability to understand the language and usage of the following electric and electronic gadgets.								
42 Tele-note	24	32.4	26	35.1	10	13.5	4	5.4
43. Facsimile copying	32	43.2	24	32.4	12	16.2	6	5.4
44. Press Release	32	43.2	28	37.8	4	5.4	10	13.5
45. Telecommunication	34	16	32	43.2	4	5.4	4	5.4

Table 4.7.2 (cont.)

Description of Items	High Freq	%	Moderate Freq	%	Low Freq	%	Not Relevant Freq	%
46. Typewriter (Manual)	44	59.5	18	24.3	9	12.2	3	4.1
47. Electric Typewriter	44	59.5	10	13.5	12	16.2	8	10.8
48. Telephones	47	63.5	18	24.3	16	21.6	3	4.1
49. Photocopying Machines	37	50	22	29.7	8	10.8	7	9.5

Table 4.7.3: Students' Responses to the usefulness of Exercises Used in Teaching/Learning These Skills.

Description of Items	Extensively Freq	%	Moderately Freq	%	Not covered Freq	%	Not at all Freq	%
Indicate your ability to understand the language and usage of the following:- electric and electronic gadgets.	26	35.1	24	32.4	6.	21.6	8	10.8
42. Tele - Note								
43. Facsimile copying	22	29.7	24	32.4	8	10.8	20	27
44. Press Release	22	29.7	26	35.1	4	5.4	22	29.7
45. Telecommunication	18	24.3	32	43.2	18	24.3	6	8.1
46. Typewriter (Manual)	44	59.5	22	24.7	3	4.1	5	6.8
47. Electrical Typewriter	48	64.9	14	18.9	2	2.7	10	13.5
48. Telephones	39	51.4	24	32.4	8	10.8	4	5.4
49. Photocopying Machines	12	16.2	24	32.4	6	8.1	20	27.1

Table 4.7.4: Students' Responses to the Number of Exercises Used in the Teaching These Skills.

Description of Items	Were Plentiful Freq	%	Were Few Freq	%	None Freq	%	Not at all Freq	%
Indicate your ability to understand the language and usage of the following Electric and electronic gadgets	30	40.5	22	29.7	18	24.3	4	5.4
42 Tele note								
43. Facimile Copying	24	32.4	28	37.8	20	27	2	2.7
44. Press Release	24	32.4	22	29.7	22	29.7	6	8.1
45. Telecommunication	20	27	32	43.2	20	27	3	2.7
46. Typewriter (Manual)	47	63.5	25	33.8	1	1.3	1	1.3
47. Electric Typewriter	34	46	16	21.6	22	29.7	2	2.7
48. Telephones	25	32.4	30	40.5	12	16.2	8	10.8
49. Photocopying Machines	28	37.8	9	12.2	34	45.9	3	4.1

Table 4.7.5: Students' Responses to the usefulness of the Exercises used in Teaching/Learning These Skills.

Description of Items	Very Useful Freq	%	Fairly Useful Freq	%	Not Useful Freq	%	No Response Freq	%
Indicate your ability to understand the language and usage of the following electric and electronic gadgets.	26	35.1	22	29.8	8	10.8	18	24.3
42. Tele - Note								
43. Facsimile copying	24	32.4	20	27	12	16.2	18	24.3
44. Press Release	22	29.8	22	29.8	10	13.5	20	27
45. Telecommunication	28	37.8	38	51.4	7	9.5	1	1.4
46. Typewriter (Manual)	44	59.5	22	29.8	4	5.4	4	5.4
47. Electrical Typewriter	42	56.8	16	21.6	12	16.2	4	5.4
48. Telephones	28	37.8	22	29.8	9	12.2	15	20.3
49. Photocopying Machines	26	35.1	16	21.6	14	18.9	18	24.3

Students' Responses To The Items on Practical Communication Needs.

Table 4.7. shows that items 46 Typewriter (manual), and 47, Electric typewriter were considered by 47(63.5%) and 42(56.8%) of the subjects respectively as high relevant areas for a secretary. Item 44 (Press Releases) and item 45 (Telecommunication) were ranked by 30(40.5%) of the subjects as high relevant areas; while item 42 (Telenote), item 43 (Facsimile) and item 49 (Photo-copying machine) were ranked high by less than half of the respondents. In the category of moderate relevant areas, only item 42 scored 32(43.2%); the remaining items under the practical needs were rated below 27(36%) by a majority of the respondents. For the remaining two categories, the score range fell within 1(1.4%) to 24(32.4%).

In responding to the second category, Your needs in these skills, item 48(Telephones) has the highest score of 47(63.5%) under high need areas. Items 46 (Typewriter manual) and 47 (Electric typewriter) respectively were equally considered by 44(59.5%) of the subjects as high need areas. Item 48 was ranked by 37(50%) of the subjects under the same category.

Under "Your Needs" too, item 45 (Telecommunication) was rated under moderate category, with 32(37.2%). This is followed by item 44 with 28(37.8%); then, items 42 and 43 respectively had 24 (32.4%). This result suggests that the students need to be exposed to the communication need of their profession. The remaining items were ranked as either low need areas or were left unranked.

On the extent of coverage, item 47 was considered by 48(64.9%) of the respondents as extensively covered. Item 46 followed in rank with 44(59.9%) of the subjects while item 48 ranked third with 38(51.4%) of the respondents under this category. The remaining items, 43 to 45 and item 49 were either moderately covered or not covered at all.

On the number of exercises used in teaching these skills, table 4.7.4 reveals that item43 (typewriter, manual), was considered by 47(63.5%) of the subjects as taught with plentiful exercises. This was followed by item 47 (Electric Typewriter) with 34(46%). Item 42 ranked third under this category with 30(40.5%) of the respondents. The remaining items under the practical needs were either considered to have been taught with few exercises or were not taught since no exercises were used.

However, item 46 and 47 were ranked by 44(5 and 42(56.8%) of the subjects respectively as taught with very useful exercises. For item 35 (Telecommunication), 38(51.4%) of the subjects rated it as taught with fairly useful exercises.

From the results of this area of study, one could deduce that apart from the typewriter, manual or electric, and the telephone, the other items (items 42, 43, 44, 45 and 49) are highly deficient areas as could be seen from the data analysis. In other words, the students are not familar with the gadgets that could be found in modern offices. This calls [illegible] need to teach the operation and use of these gadgets to the students. There is also the need to understand the language of the gadgets, where the need arises.

4.3 Analysis Of Lecturers' Responses

Tables 4.8, 4.9, 4.10, 4.11, 4.12, present the responses of the lecturers to the items on Spoken, Reading, Writing, Peculiar and Practical needs of secretarial students.

Table 4.8. : Lecturers' Responses to the Item on Spoken Communication.

Table 4.8.1: Lecturers' Responses to the Relevance of these study Skills to a Secretary Who Uses English to Discharge his/her Duties.

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
1. Ability to pronounce the vowel and consonant sounds correctly.	24	80	5	16.7	-	-	1	3.3
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasis.	17	56.7	9	30	3	10	1	3.3
3. Ability to carry out a conversation in formal and informal situations.	18	60	9	30	3	10	-	-
4. Ability to give simple instructions (e.g directions, giving explanation).	15	50	11	36.7	4	13.3	-	-
5. Ability to express personal/ emotional feelings.	20	66.7	8	26.7	2	6.7	-	-
6. Ability to persuade or to convince an audience.	15	50	12	40	1	3.3	2	6.7
7. Ability to carry out discussions and debates on any issue.	19	63.3	5	16.7	4	15.3	2	6.7
8. Ability to understand materials on various topics.	16	53.3	10	33.3	3	10	1	3.3
9. Ability to make references to materials read.	17	56.7	7	23.3	5	16.7	1	3.3
10. Ability to find specific facts or information from materials read.	18	60	5	16.7	3	10	4	13.3
11. Ability to summarise	16	53.3	9	30	3	10	2	6.7

Table 4.8.2 Lecturers' Responses to their Students' Needs in These Skills.

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
1. Ability to pronounce the vowel and consonant sounds correctly	23	76.7	7	23.3	-	-	-	-
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasis.	21	70	3	10	5	16.7	1	3.3
3. Ability to carry on a conversation in formal and informal situations.	14	46.7	12	40	3	10	1	3.3
4. Ability to give simple instructions (e.g. directions, giving explanation).	11	36.7	9	30	6	20	4	13.3
5. Ability to express personal/ emotional feelings.	14	46.7	5	16.7	9	30	2	6.7
6. Ability to persuade or to convince an audience.	10	33.3	11	36.7	8	26.7	1	3.3
7. Ability to carry on discussions and debates on any issue.	11	36.7	11	36.7	8	26.7	-	-
8. Ability to understand materials of various topics.	11	36.7	10	33.3	7	23.3	2	6.7
9. Ability to make references to materials read.	15	50	5	16.7	7	23.3	3	10
10. Ability to find specific facts or information from materials read.	13	43.3	5	16.7	8	26.7	2	6.7
11. Ability to summarise.	12	40	10	33.3	7	23.3	1	3.3.

Table 4.8.3: Lecturers' Responses to their Students' Extent of Coverage of These Skills in the Use of English Course or Language and Communication Skills.

Description of Items	Extensively Freq	%	Moderately Freq	%	Not Covered Freq	%	Not Relevant Freq	%
1. Ability to pronounce the vowel and consonant sounds correctly.	11	36.7	14	46.7	4	13.3	1	3.3
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasis.	19	63.3	6	20	4	13.3	1	3.3
3. Ability to carry on a conversation in formal and informal situations.	6	20	16	53.3	6	20	2	6.7
4. Ability to give simple instructions (e.g. directions giving explanation).	4	13.3	19	63.3	4	13.3	2	6.7
5. Ability to express personal emotional feelings.	2	6.7	14	46.7	12	40	2	6.7
6. Ability to persuade or to convince an audience.	10	33.3	10	33.3	6	20	4	13.3
7. Ability to carry on discussions and debates on any issue.	5	16.7	13	43.3	8	26.7	4	13.3
8. Ability to understand materials on various topics.	9	30	10	33.3	9	30	2	6.7
9. Ability to make references to materials read.	10	33.3	8	26.7	7	23.3	5	16.7
10. Ability to find specific facts or information from materials read.	8	26.7	10	33.3	8	26.7	4	13.3
11. Ability to summarise.	10	33.3	13	43.3	3	10	4	13.3

Table 4.8.4: Lecturers' Responses to the Exercises Used in Teaching These Skills

Description of Items	Were Plentiful		Were Few		None		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
1. Ability to pronounce the vowel and consonant sounds correctly.	6	20	20	68.7	2	6.7	2	6.7
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasis.	5	16.7	18	60	6	20	1	3.3
3. Ability to carry on a conversation in formal and informal situations.	8	26.7	15	50	4	13.3	3	10
4. Ability to give simple instr instructions (e.g. directions giving explanation).	7	23.3	13	43.3	9	20	1	3.3
5. Ability to express personal emotional feelings.	7	23.3	16	53.3	5	16.7	2	6.7
6. Ability to persuade or to convince an audience.			19	63.3	1	3.3	1	3.3
7. Ability to carry on discussion and debates on any issue.	6	20	17	56.7	3	10	4	13.3
8. Ability to understand materials of various topics.	11	36.7	15	50	2	6.7	2	6.7
9. Ability to make references to materials read.	8	26.7	13	40	5	16.7	5	16.7
10. Ability to find specific facts or information from materials read.	10	33.3	11	36.7	5	16.7	4	13.3
11. Ability to summarise.	11	36.7	13	43.3	4	13.3	2	6.7

Table 4.8.5: Lecturers' Responses to the Usefulness of the Exercises in Teaching These Skills.

Description of Items	Very Useful Freq	%	Fairly Useful Freq	%	Not Useful Freq	%	Not Relevant Freq	%
1. Ability to pronounce the vowel and consonant sounds correctly.	13	43.3	13	43.3	2	6.7	2	6.7
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasis.	11	36.3	10	33.3	6	20	3	10
3. Ability to carry on a conversation in formal and informal situations.	16	53.3	11	36.7	3	10	-	-
4. Ability to give simple instructions (e.g. directions giving explanation).	15	50	12	40	2	6.7	1	3.3
5. Ability to express personal emotional feelings.	13	43.3	9	30	6	20	2	6.7
6. Ability to persuade or to convince an audience.	15	50	10	33.3	5	16.7	-	-
7. Ability to carry on discussions and debates on any issue.	10	33.3	16	53.3	4	13.3	-	-
8. Ability to understand materials of various topics.	10	33.3	14	46.7	4	13.3	2	6.7
9. Ability to make references to materials read.	9	30	18	26.7	3	10	-	-
10. Ability to find specific facts	10	33.3	14	46.7	5	16.7	1	3.3
11. Ability to summarise.	12	40	16	53.3	1	3.3	1	3.3

Lecturers' Responses to the Items on Spoken Communication Needs. Table 4.8.1 reveals that all the lecturers, 30(100%), considered all the items under the spoken communication needs as high relevant areas. Item 1 (ability to pronounce the vowel and consonant sounds correctly) had the highest, with 24(80%), followed by item 5 (ability to express personal, emotional feelings) with 20(66.7%), item 7 (ability to carry out discussions and debates on any issues) had 19(63.3%) respondents considering it as a high relevant area and items 3 and 10 had 18(60%) of the subjects respectively consider them under high relevant category. It is also observed that items 2, 4, 6, 8, 9 and 11 had just about half of the respondents ranking the as high relevant area too. Unlike the lecturers, the students considered very few of the items under spoken communication needs as high need areas. The result proves that the lecturers' are more competent in making decisions on the important areas that are relevant to the students' study; and that explains why their opinion is needed to complement that of the students in deciding the students' language needs.

Table 4.8.2 too shows that only 4(36.4%) of the items were rated as high need areas. Item 1 was ranked highest by 23(76.7%) of the subjects. This was

followed by item 2 by 21(70%); 15(50%) of the respondents considered items 2 and 3 as high need areas respectively. These results point to some difference in the general trend of opinions of these lecturers. This might have stemmed from either lack of orientation on the special needs of this category of students in the Polytechnics or their being uncertain of the language needs of the secretaries. The researcher considers these reasons reasonable since most of the newly recruited lecturers could not answer the questionnaires. Besides, the syllabus in use is of little help since it is a general purpose one as stated earlier on page 11.

For the moderate need area, only item 3 was considered by the respondents as a moderate need area with 12(40%). The rest of the items had a maximum of 11(36.7%) of the respondents; implying that they are not needed.

One could interpret these results to mean that the lecturers,in spite of teaching the students, are not fully competent in determining the spoken language needs of this group of students alone.

On the extent of coverage of those skills, the table 4.8.3 reveals that item 2 only, has been rated as extensively covered by 19(63.3%) of the subjects. Item 1, items 3 to 11 are considered to have been poorly covered with the highest score of 11(36.7%). The implication of this result, is that, the coverage of the majority of the topics under the spoken communicative needs has been neglected and this has to be remedied.

The table further shows that six of the items were rated as moderately covered. These included item 2, with the highest number of respondents, 19 (63.3%), ranking it as moderately covered. Item 1 had 14(46.7%); item 3 with 16(53.3%); items 5 and 7 respectively had 14(46.7%) and item 11 had 11(43.3%) of the respondents considering it as moderately covered. On the exercises, majority of the items were equally considered to have been taught using few exercises by a majority of the subjects too.

On the usefulness of these exercises, item 3, 4, and 6 were indicated as having been taught with very useful exercisesand items 7 (ability to carry out discussions and debates on any issue), item 11 (ability to summarise) were indicated to have been taught with fairly useful exercises by 5(16.7%) of the subjects. The rest of the items were either taught with fairly

useful exercises or not taught at all. On the whole, all the respondents indicated that only a few of the items under this category were either taught with fairly useful exercises or not taught at all.

Table 4. 9 : Lecturers' Responses to the Items on Reading Communication Needs.

Table:4.9.1: Lecturers' Responses to the Relevance of These Skills to a Secretary who uses English to carry out his or her duties.

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
12. Ability to get the meaning of words and expressions used in the passage.	20	66.7	10	33.3	-	-	-	-
13. Ability to critically evaluate and interprete materials read	8	26.7	16	53.3	1		3.35	16.7
14. Ability to find the main ideas of a passage.	17	56.7	9	30	-	-	-	-
15. Ability to read fast relatively to the material being read.	15	50	12	40	3	10	-	-
16. Ability to distinguish relevance from the irrelevance	20	66.7	10	33.3	-	-	-	-
17. Ability to understand the sentence structure in the passage.	23	76.7	5	16.7	2	6.7	-	-
18. Ability to concentrate throughout the reading exercises.	10	33.3	15	50	3	10	2	6.7
19. Ability to answer questions correctly from the materials read.	23	76.7	7	23.3	-	-	-	-
20. Ability to read between the lines of the passage read.	12	40	11	36.7	5	16.7	2	6.7
21. Ability to finish reading before the specific time.	15	50	13	43.3	2	6.7	-	-

Table 4.9.: Lecturers' Responses to their Students Needs in These Skills.

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
12. Ability to get the meaning of words and expressions used in the passage.	23	76.7	7	23.3	-	-	-	-
13. Ability to critically evaluate and interprete materials read	12	40	14	46.7	4	13.3	-	-
14. Ability to find the main ideas of a passage.	14	46.7	12	40	4	13.3	-	-
15. Ability to read fast relatively to the material being read.	12	40	15	50	2	6.7	1	3.3
16. Ability to distinguish relevance from the irrelevance	23	76.7	7	23.3	-	-	-	-
17. Ability to understand the sentence structure in the passage.	21	70	8	26.7	-	-	1	3.3
18. Ability to concentrate throughout the reading exercises.	9	30	16	53.3	1	3.3	4	13.3
19. Ability to answer questions correctly from the materials read.	20	66.7	8	26.7	1	3.3	1	3.3
20. Ability to read between the lines of the passage read.	11	36.7	13	43.3	6	20	-	-
21. Ability to finish reading before the specific time.	13	43.3	14	46.7	1	3.3	2	6.7

Table 4.9.2: Lecturers' Responses to the Extent of Coverage of the Skills to a Secretary who uses English to Discharge his/her Duties

Description of Items	Extensively Freq	%	Moderately Freq	%	Not Covered Freq	%	Not Relevant Freq	%
12. Ability to get the meaning of words and expressions in the passage	4	13.3	15	50	9	30	2	6.7
13. Ability to critically evaluate and interprete materials read.	2	6.7	12	40	16	53.3	-	-
14. Ability to find out the main ideas of a passage.	16	53.3	13	43.3	1	3.3	-	-
15. Ability to read fast relatively to the material being read.	10	30	15	50	2	6.7	3	10
16. Ability to distinguish relevance from irrelevance.	14	46.7	16	53.3	-	-	-	-
17. Ability to understand the sentence structure in the passage.	15	50	15	50	-	-	-	-
18. Ability to concentrate throughout the reading exercise	5	16.7	17	56.7	6	20	2	6.7
19. Ability to answer questions correctly from the material read.	11	36.7	14	46.7	5	16.7	-	-
20. Ability to read between the lines of the passage read.	12	40	14	46.7	2	6.7	2	6.7
21. Ability to finish reading before the specified time.	10	33.3	4	13.3	15	50	1	3.3

Table 4.9.1: Lecturers' Responses to the Number of Exercises Used in Teaching Three Skills.

Description of Items	Were Plentiful		Were Few		None		Not at all	
	Freq	%	Freq	%	Freq	%	Freq	%
12. Ability to get the meaning of words and expressions in the passage.	3	10	25	83.3	-	-	-	-
13. Ability to critically evaluate and interprete materials read.	3	10	19	63.3	6	20	2	6.7
14. Ability to find out the main ideas of a passage.	9	30	19	63.3	1	3.3	1	3.3
15. Ability to read fast relatively to the material being read.	14	46.7	14	46.7	2	6.7	-	-
16. Ability to distinguish relevance from irrelevance.	10	33.3	19	63.3	-	-	1	3.3
17. Ability to understand the sentence structure in the passage.	11	36.7	15	50	4	13.3	-	-
18. Ability to concentrate throughout the reading exercise.	5	16.7	16	53.3	9	30	-	-
19. Ability to answer questions correctly from the material read.	6	20	15	50	3	10	6	20
20. Ability to read between the lines of the passage read.	13	43.3	16	53.3	1	3.3	-	-
21. Ability to finish reading before the specified time.	7	23.3	9	30	14	40	2	6.7

Table 4.9.5: Lecturers' Responses to the Usefulness of the Exercises Used in Teaching/Learning These Skills.

Description of Items	Very Useful Freq.	%	Fairly Useful Freq.	%	Not Useful Freq.	%	Not Relevant Freq.	%
12. Ability to get the meaning of words and expressions in the passage.	15	50	10	33.3	5	16.7	-	-
13. Ability to critically evaluate and interprete materials read.	12	40	9	30	9	30	-	-
14. Ability to find out the main ideas of a passage.	6	20	12	40	9	30	3	10
15. Ability to read fast relatively to the material being read.	9	30	11	36.7	7	23.3	3	10
16. Ability to distinguish relevance from irrelevance	11	36.7	10	30	8	26.7	1	3.3
17. Ability to understand the sentence structure in the passage.	12	40	12	40	4	13.3	2	6.7
18. Ability to concentrate throughout the reading exercise	14	46.7	10	30	5	16.7	1	3.3
19. Ability to answer questions correctly from the materials read.	8	26.7	12	40	7	23.3	3	10
20. Ability to read between the lines of the passage read.	15	50	11	36.7	4	13.3	-	-
21. Ability to finish reading before the specified time.	5	16.7	12	40	9	30	4	13.3

Lecturers' Responses to the Items on Reading Communication Needs

Table 4.9.1 reveals that all the items but one, under the reading communication needs were considered by the lecturers as high relevant areas to a secretary. Item 17 (ability to understand the meaning conveyed in a text) and item 19 (ability to answer questions correctly from the passage read) were rated highest by 23(76.7%) of the respondents respectively. Item 13 (ability to critically evaluate and interpret materials read) was considered as a moderate relevant area to a secretary by 16(53.3%) of the respondents.

In response to the second category, Your needs in these skills, item 12 (ability to get the meaning of words and expression used in the passage), item 16 (ability to distinguish between relevant and irrelevant points, item 17 (ability to understand the sentence structure in the passage) and item 19 (ability to answer questions correctly from the passage) were considered by 23(76.7%), 23(76.7%), 21(70%), 20(66.7%) of the subjects respectively as high need areas. Fifty percent 15(50%) of the respondents ranked item 15 as moderate need area, and 16(53.3%) of the respondents ranked item 13 as moderate need area too.

Less than half of the respondents considered the remaining items as either high need areas or moderate need areas.

On the Extent of coverage, the table reveals that only item 14 (ability to find the main idea of a paragraph) with 16(53.3%) of the subjects, considered it as extensively covered. Item 17 (ability to understand the sentence structure in a passage) also had 15(50%) of the lecturers considering it as extensively covered. Items 15-18 ie,(ability to read fast relative to the material being read), (ability to understand the sentence structure in a passage),(ability to distinguish relevance from irrelevance)and(ability to concentrate throughout the reading exercise), on the other hand, were considered as moderately covered by 15(50%) of the respondents. The poor coverage revealed on the table may probably be attributed to lack of adequate reading materials. There was also the problem of large population of students in most of the classes which the lecturers regarded as unwieldy for effective management: these may have contributed to worsening the problem of limited teaching materials. The view explained above is derived from the fact that just 15(50%) of the lecturers identified the items under this section as either extensively or moderately covered.

On the number of exercises used in teaching these skills, more than half of the respondents considered the exercises used as inadequate. This goes to confirm the problem already mentioned. On the usefulness of the exercises used, table 4.9.5 shows that only item 12 (ability to get the meaning of words and expression used in the passage) and item 19 (ability to read between the lines of the passage) were considered as taught with very useful exercises by 15 (50%) of the subjects respectively. The conclusion that could be drawn from the data in the table is that the exercises used did not achieve the purpose for which they were used. One could deduce from this result that the teaching of reading skills had not been given the serious attention it deserves, in the syllabus in use and by the lecturers themselves.

Table 4. 10 : Lecturers' Responses to the Items on Writing Communication Needs.

Table 4.10.1: Lecturers' Responses to the Relevance of These Skills to a Secretary who Uses English to Discharge his/her Duties.

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
22. Ability to use punctuation marks correctly when writing.	15	50	12	40	3	10	1	3.3
23. Ability to organise and present in writing ideas/facts in logical order.	20	66.7	8	26.7	2	6.7	-	-
24. Ability to write and express personal or emotional feelings e.g. to congratulate, condole or sympathize with.	21	70	7	23.3	2	6.7	-	-
25. Ability to write the standard form of letter of communication.	23	76.7	3	10	4	13.3	-	-
26. Ability to make requests in writing.	21	70	6	20	3	10	-	-
27. Ability to write personal letters	17	56.6	9	30	3	10	1	3.3
28. Ability to write letters of invitation.	17	56.6	10	33.3	2	6.7	1	3.3
29. Ability to write letters to place order or arrange purchases.	18	60	9	30	3	10	-	-
30. Ability to write reports (Business or Professional)	17	56.7	10	33.3	2	6.7	1	3.3
31. Ability to take down dictations or take down notes from lectures or discussions.	18	60	9	26.7	3	10	1	3.3
32. Ability to write minutes of meetings.	15	50	12	40	3	10	-	-
33. Ability to write Memos	20	66.7	6	20	4	13.33	-	-
34. Ability to write telegrams	16	53	7	23.3	4	13.3	1	3.3

	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
35. Ability to write dialogues or conversations.	16	53.3	10	33.3	3	10	1	3.3
36. Ability to write quick reply letters of communication .	17	56.7	8	26.7	3	10	2	6.7
37. Ability to write Circulars	15	50	8	26.7	6	20	-	-
38. Ability to write Bulletins or notices	14	46.7	11	36.7	4	13.3	1	3.3
39. Ability to write House Joernals	15	50	14	46.7	1	3.3	-	-

Table 4.10.2: Lecturers' Responses to the Needs in These Skills

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
22. Ability to use punctuation marks correctly when writing.	12	40	9	30	7	23.3	2	6.7
23. Ability to organise and present in writing ideas /facts in logical order.	10	33.3	10	33.3	9	3.0	1	3.3
24. Ability to write and express personal or emotional feelings e.g. to congratulate, condole or sympathise with.	10	33.3	5	16.7	14	46.7	1	3.3
25. Ability to write the standard form of letter of communication	10	33.3	9	30	11	36.7	-	-
26. Ability to make requests in writing.	15	50	9	30	4	13.3	2	6.7

Table 4.10.2(Cont.)

Description of Items	High		Moderate		Low		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
27. Ability to write personal letters	16	53.3	8	26.7	5	16.7	1	13.3
28. Ability to write letters of invitation	14	46.7	9	30	5	16.7	2	6.7
29. Ability to write letters to place order or arrange purchases	15	50	10	33.3	4	13.3	1	3.3
30. Ability to write reports (Business or Professional)	15	50	9	30	4	13.3	2	2.7
31. Ability to take down dictations or take down notes from lectures or discussions.	11	36.7	13	43.3	5	16.7	1	3.3
32. Ability to write minutes of meetings.	14	46.7	9	30	6	20	1	3.3
33. Ability to write Memos	15	50	9	30	5	16.7	1	3.3
34. Ability to write telegram	13	43.3	10	33.3	4	13.3	3	10
35. Ability to write dialogues or conversations.	15	50	8	26.7	5	16.7	2	6.7
36. Ability to write quick reply letters of communication .	11	36.7	12	40	2	6.7	5	16.7
37. Ability to write Circulars	15	50	9	30	4	13.3	1	3.3
38. Ability to write Bulletins or notices	12	40	9	30	7	23.3	2	6.7
39. Ability to write House Journals.	8	26.6	12	40	7	23.3	3	10

Table 4.10.3: Lecturers' Responses to the Extent of Coverage of These Skills in the Use of English Course or Language and Communication Skills.

Description of Items	Extensively Freq	%	Moderate Freq	%	Not Covered Freq	%	Not Relevant Freq	%
22. Ability to use punctuation marks correctly when writing	9	30	9	26.7	6	20.	7	23.3
23. Ability to organise and present in writing ideas/facts in logical order.	6	20	10	33.3	10	33.3	4	13.3
24. Ability to Write and express personal or emotional feelings e.g. to contratulate condole or sympathise with	3	10	15	50	10	33.3	2	6.7
25. Ability to write the standard form of letter of communication	5	16.7	6	20	17	56.7	2	6.7
26. Ability to make requests in writing.	4	16.3	19	63.3	6	20	1	3.3
27. Ability to write personal letters invitations.	8	26.7	15	50	5	16.7	2	6.7
28. Ability to write letters of invitation	14	46.7	5	16.7	7	23.3	4	13.3
29. Ability to write letters to place order or arrange purchases.	10	33.3	16	53.3	3	10	1	3.3
30. Ability to write reports (Business or Professional)	7	23.3	15	50	6	20	2	6.7
31. Ability to take down dictation or take down notes from lectures or discussions.	6	20	17	56.7	4	13.3	3	10
32. Ability to write down minutes of meeting.	12	40	10	33.3	5	16.7	3	10
33. Ability to write memos	6	20	10	33.3	11	36.7	3	10
34 Ability to write telegrams	7	23.3	7	23.3	13	43.3	3	10

Table 4.10.3 (cont.)

	Extensively Freq	%	Moderate Freq	%	Not Covered Freq	%	Not Relevant Freq	%
35. Ability to write quick reply letters of communication.	8	26.7	11	36.7	7	23.3	4	13.3
36. Ability to write circulars	10	33.3	7	23.3	11	36.7	2	6.7
37. Ability to write Bulletins or notices.	3	10	6	20	18	60	3	10
38. Ability to write House Journals	4	13.3	6	20	16	53.3	4	13.3

Table 4.10.4: Lecturers Responses to the Number of the Exercises Used in Teaching These Skills.

Description of Items	Were Plentiful Freq	%	Were Few Freq	%	None Freq	%	Not Relevant Freq	%
22. Ability to use punctuation marks correctly when writing.	9	30	15	50	3	10	3	10
23. Ability to organise and present in writing ideas/facts in logical order.	8	26.7	15	50	5	16.7	2	6.7
24. Ability to Write and express personal or emotional feelings e.g. to congratulate, condole or sympathize with.	7	23.3	18	50	3	10	2	6.7
25. Ability to write the standard form of letter of communication	11	36.7	15	50	3	10	1	3.3
26. Ability to make requests in writing.	12	40	18	50	-	-	-	-
27. Ability to write personal letters invitations.	11	36.7	10	33.3	6	20	3	10
28. Ability to write letters of invitations	8	26.7	15	50	5	16.7	2	6.7
29. Ability to write letters to place orders or arrange purchases	4	13.3	17	56.2	6	20	3	10

Table 4.10.4 contd..

Writing Communication Needs	More Functional Freq	%	Some Use Freq	%	None Freq	%	Not Relevant Freq	%
30. Ability to write reports (Business or Professional)	4	13.3	17	56.76	6	20	3	10
31. Ability to take down dictations or take down notes from lectures or discussions.	9	30	12	40	6	20	3	10
32. Ability to write down minutes of meeting.	10	33.3	12	40	6	20	2	6.7
33. Ability to write memos	7	23.3	13	43.3	9	30	1	3.3
34. Ability to write telegrams	7	23.3	13	43.3	10	33.3	-	-
35. Ability to write dialogues or conversations.	9	30	12	40	9	30	-	-
36. Ability to write quick reply letters of communication .	7	23.3	12	40	11	36.7	-	-
37. Ability to write circulars	7	23.3	11	36.7	11	36.7	1	3.3
38. Ability to write Bulletins or notices	3	10	13	43.3	13	43.3	1	3.3
39. Ability to write House Journals	6	20	15	50	9	30	-	-

Table 4.10.5: Lecturers Responses to the Usefulness of the Exercises used in teaching/learning these skills.

Description of Items	Very Useful Freq	%	Fairly Useful Freq	%	Little Useful Freq	%	Not Relevant Freq	%
22. Ability to use punctuation marks correctly when writing.	13	43.3	11	36.7	4	13.3	4	6.7
23. Ability to organize and present in writing ideas/facts in logical order.	10	33.3	15	50	5	16.7	-	-

Table 4.10.5: contd..

	Very Useful Freq	%	Fairly Useful Freq	%	Not Useful Freq	%	Not relevant Freq	%
24. Ability to Write and Express personal or emotional feelings e.g. to congratulate condole or sympathize with.	13	43.3	13	43.3	1	3.3	3	10
25. Ability to Write the Standard form of letter of communication	13	43.3	13	43.3	3	0	1	3.3
26. Ability to make corrections in writing.	8	26.7	14	46.7	5	16.7	2	6.7
27. Ability to Write personal letter.	11	36.7	9	30	4	16.3	6	20
28. Ability to Write letters of invitations.	10	33.3	8	26.7	8	26.7	4	13.3
29. Ability to write letters to place order or arrange purchases	10	33.3	15	50	3	10	5	16.7
30. Ability to write reports (Business or professional)	8	26.7	12	40	6	30	4	13.3
31. Ability to take down dictations or take down notes from lectures or discussions.	8	26.7	17	56.16	5	16.7	-	-
32. Ability to write minutes of meeting.	8	26.7	15	50	4	13.3	3	10
33. Ability to write memos	4	16.3	15	50	8	26.7	3	10
34. Ability to write telegrams	28	37.8	26	35.1	18	24.3	2	2.7
35. Ability to write dialogues or conversations.	42	90.9	10	24.3	0	0.1	6	20.8
36. Ability to write quick reply letters of communication	40	54.1	26	35.1	3	4.1	5	6.8
37. Ability to write circulars.	28	37.8	22	29.7	20	27	4	5.4
38. Ability to write Bulletins or notices.	28	37.8	16	31.6	12	16.2	18	24.3
39. Ability to write House Journals	24	32.4	14	18.9	12	16.2	24	32.4

Lecturers' Responses to the Items on Writing Communication Needs. Table 4.10.1 reveals that twenty-seven (27) out of twenty-eight (28) items under the writing communication needs were rated as high relevant areas, by a majority of the lecturers: 28(95%).

On the second category "Your needs in these skills", only item 26 (ability to make requests in writing) item 27 (ability to write personal letters), item 29 (ability to write letters to place orders), item 30 (ability to write memos), item 33 (ability to write reports), item 35 (ability to write dialogues or, conversation) and item 37 (ability to write circulars) have been considered as high need areas. Also, 15(50%) of the respondents considered items 26, 19, 30, 33, 35 and 37 as high needsrespectively, while 16(53.3%) of the respondents placed item 27 in the same category. The remaining items were considered as either moderate need areas or low need areas.

On the extent of coverage, of all the eighteen items in this section,none was highly considered as extensively covered by all the lecturers. Iteams 24, 26, 27, 28, 30, 33, and item 37, were considered to to have been either moderately

covered or not covered by the subjects; item 26 ranks highest with 19(63.3%) of the respondents saying it had been moderately covered; followed by item 32 with 17(55.7%). Item 28 and 30 respectively, had 16(53.3%) of the subjects ranking them as moderately covered, and items 24, 17 and 31 respectively had (50%) of these subjects ranking them under the same category. Some other items, particularly item 38 (ability to write bulletins) and item 39 (ability to write House Journals) were ranked as not covered by about 18(60%) and 16(53.3%) of the subjects respectively.

On the number of exercises used in teaching these skills, the table 4.10.4 shows that the lecturers' responses concentrated under the response column 'were few'. This applies to items22, 23, 24, 25, 26, 29, 30 and 39; for each case , at least 15(50%) of the subjects indicated that the exercises used in teaching these skills were few.

On the usefulness of the exercises, table 4.10.5 shows that apart from items24 and 25 with 13(43.3%) of the subjects considering the exercises used as very useful, a majority of the subjects considered the

exercises used for teaching items 28, 29, 31, 32, and 33 as fairly useful since these were considered by not less than 15(50%) of the subjects. Since very few of these items were considered to have been taught with very useful exercises, the implication is that care should be taken in selecting materials for the teaching and learning of this area of study, by the lecturers.

Table 4.11: Lecturers' Responses to the Items on their Students Perilingo Communication Needs.

Table 4.11.1: Lecturers' Responses to the Relevance of These Study Skills to a Secretary Who Uses English to Discharge his/her Duties.

Description of Items	High Freq'	%	Moderate Freq'	%	low Freq'	%	Not Relevant Freq '	%
40. Ability to use registers of different disciplines or professions.	15	50	9	30	5	16.9	1	3.3
41. Ability to use the library in getting materials of various categories.	18	60	60	26.7	3	10	1	3.3

Table 4.11.2: Lecturers' Responses to their Students' Needs in These Skills.

	High Freq'	%	Moderate Freq'	%	low Freq'	%	Not Relevant Freq '	%
40. Ability to use Registers of different disciplines or professions.	11	36.7	8	26.7	9	30	2	6.7
41. Ability to use the library in getting materials of various categories.	13	43.3	9	30	8	26.7	-	-

Table 4.11.3: Lecturers' Responses to the Extent of Coverage of These Skills in the use of English Courses or Language and Communication Skills.

Description of Items	Extensively Freq'	%	Moderate Freq'	%	Not So Covered Freq'	%	Not Relevant Freq'	%
40. Ability to use registers of different disciplines or professions.	4	13.3	12	40	11	36.7	3	10
41. Ability to use the library in getting materials of various categories.	4	13.3	11	36.7	11	36.7	14	16.7

Table 4.11.4: Lecturers' Responses to the Number of the Exercises Used in Teaching These Skills.

Description of Items	Very Useful Freq'	%	Fairly Useful Freq'	%	Not Useful Freq'	%	Not Relevant Freq'	%
40. Ability to use registers of different disciplines or professions.	5	16.7	16	53.3	9	30	-	-
41. Ability to use the library in getting materials of various categories.	4	13.3	17	56.7	9	30	-	-

to the

Table 4.11.5: Lecturers' Responses (Usefulness of the Exercises Used in Teaching/Learning these Skills.

	Very Useful Freq'	%	Fairly Useful Freq'	%	Not Useful Freq'	%	Not Relevant Freq'	%
40. Ability to use registers of different disciplines or professions.	8	26.7	12	40	6	20	3	10
41. Ability to use the library in getting materials of various categories.	8	26.7	10	33.3	7	23.7	4	13.3

Lecturers' Responses to the Items on Peculiar Communication Needs. Table 4.11 reveals that all the items under peculiar communication needs were ranked as high relevant areas. Item 41 (ability to use the library in getting materials of various categories ranked higher with 18(60%) while item 40 (ability to use registers of different disciplines or professions) followed with 15(50%) of the respondents.

For the second category, "Your Needs in these skills"; less than half of the subjects considered items 40 and 41 as high need areas. While item 41 was ranked by 13(43.3%) of the subjects under this category, 11(36.7%) of the respondents identified item 40 as high need area too.

On the extent of coverage, item 40 was rated by 12(40%) of the subjects as a moderately covered area; item 41 had 11(36.7%) of the subjects rate it as moderately covered too.

From the results of this area of study, one could deduce and interpret that it is a highly deficient area. Just like the students, the lecturers in the majority, did not identify the peculiar skills areas that are needed highly in the secretarial profession. This stand may be a result of ignorance and therefore, exposition to workshops and seminars would be of help to remedy the situations.

On the number of exercises used in teaching registers of different disciplines or professions, none of the subjects considered those as plentiful. This is because, 16(53.3%) ranked the exercises used for item 40 and 17(56.7%) rated the exercises used for item 41 as few.

On the usefulness of the exercises, table 4.11.5 shows that the lecturers' responses were spread across the response columns, 'very useful', fairly useful' and 'not useful'; but the majority of the subjects however indicated that the exercises used were 'fairly useful' for all the items. This result tallies with

the students' responses. Hence, both the students and the lecturers' need help, this help should be given by improving the quantity and quality of the exercises used in teaching the area of registers.

Table 4.12: Lecturers' Responses to the Items on their Students' Practical Communication Needs.

Table 4.12.1: Lecturers' Responses to the Relevance to These Skills to a Secretary Who Uses English to Discharge his/her Duties.

Description of Items	High		Moderate		Low		'Not Relevance'	
	Freq'	%	Freq'	%	Freq'	%	Freq'	%
Indicate your ability to understand the language and usage of the following Electric and Electronic Gadgets.								
42. Telex - note	21	70	4	13.3	5	16.7	-	-
43. Facsimile copying	16	53.3	11	36.67	2	6.7	1	3.33
44. Press Release	20	66.0	6	20	3	10	1	3.33
45. Telecommunication	16	53.3	10	33.3	4	13.3	-	-
46. Typewriter (Manual)	22	73.3	6	20	1	3.3	1	3.33
47. Electric Typewriter	18	60	9	30	3	10	-	-
48. Telephones	24	80	3	10	3	10	-	-
49. Photocopying Machines	23	76.7	5	16.7	2	6.7	-	-

Table 4.12.2: Lecturers' Responses to their Students' Needs in Their Skills.

Description of Items	High		Moderate		Low		Not Relevance	
	Freq'	%	Freq'	%	Freq'	%	Freq'	%
Indicate your ability to understand the language and usage of the following : electric and electronic gadgets.	16	53.3	4	13.3	8	26.6	2	6.7
42. Tele - note								
43. Facsimile copying	20	67.7	7	23.7	3	10	1	3.3
44. Press Release	18	60	7	23.7	5	16.7	-	-
45. Telecommunication	16	53.3	6	20.3	4	13.3	4	13.3
46. Typewriter (Manual)	17	56.7	8	26.7	5	16.7	-	-
47. Electric Typewriter	16	53.3	7	23.3	5	16.7	2	6.7
48. Telephones	11	40	8	26.7	5	16.7	2	6.7
49. Photocopying Machines	20	66.3	4	13.3	7	23.3	-	-

Table 4.12.3: Lecturers' Responses to the Extent of Coverage of these skills in the Use of English Course or Language and Communication Skills.

Description of Items	Exclusively Freq	%	Moderately Freq	%	not Covered Freq	%	Not relevant Freq	%
Indicate your ability to understand the language and usage of the following: electric and electronic gadgets.	6	20	12	40	8	26.7	4	13.3
42. Tele - Note								
43. Facsimile Copying	8	26.7	12	40	7	23.3	3	10
44. Press Releases	6	20	16	53.3	5	16.7	3	10
45. Telecommunication	4	13.3	13	43.3	10		3	10
46. Typewriter (Manual)	6	20	15	50	5	20	3	[illegible]
47. Electric typewriter	9	30	16	53.3	5	16.7	-	-
48. Telephones	3	10	13	50	7	23.3	2	6.7
49. Photocopying Machines	6	20	10	33.3	12	40	2	6.7

Table 4.12.4: Lecturers' Responses to the Number of the Exercises Used in [illegible]

Description of Items	Very Much Freq	%	Much Freq	%	Not Covered Freq	%	Not Relevant Freq	%
Indicate your ability to understand the language usage of the following: electric and electronic gadgets.	8	26.7	11	36.7	7	23.7	4	13.3
42. Tele - note								
43. Facsimile Copying	11	36.7	9	30	6	20	4	13.3
44. Press releases	8	26.7	15	50	4	13.3	3	10
45. Telecommunication	9	30	10	33.3	7	23.3	4	13.3
46. Typewriter (Manual)	8	26.7	13	43.3	7	23.3	2	6.7
47. Electric typewriter	6	20	16	53.3	5	16.7	3	10
48. Telephones	6	20	17	56.16	5	16.7	2	[illegible]
49. Photocopying Machines	8	33.3	14	46.7	5	16.7	3	10.

Table 4.12.5: Teachers' Responses to the Usefulness of the Exercises Used in Teaching/Learning These Skills.

Description of Items	Very Useful Freq	%	Fairly Useful Freq	%	Not Useful Freq	%	Not Relevant Freq	%
Indicate your ability/to understand the language and usage of the following electric & electronic gadgets.	11	36.7	9	10	6	20	6	16.3
42. Tele-note								
43 Facsimile Copying	13	43.3	9	10	5	16.7	3	10
44 Press releases	10	33.3	10	33.3	3	10	7	13.3
45. Telecommunication	10	33.3	8	26.7	8	26.7	4	13.3
46. Typewriter (Manual)	9	30	14	46.7	3	10	4	13.3
47 Electric typewriter	6	20	14	46.7	6	20	3	10
48. Telephones.	8	26.3	10	33.3	5	16.7	7	23.3
49. Photocopying Machines.	9	30	6	20	5	16.7	10	33.3

Lecturers' Responses to the Items on Practical Communication Needs. Table 4.12 shows that all the lecturers, 30(100%) rated all the practical communication needs items to be highly relevant to a secretary. Item 48 (Telephone) had the highest number of respondents i.e. 24(80%) while item 36, Typewriter had 22(73.3%). The remaining five (5) of the items had the score range of 16(55.3%) to 19 (63.3%).

On the 'extent of coverage of these skills', the lecturers indicated that items 42, 45, 46, 47 and 49 were moderately covered.

On the number of exercises used in teaching these skills, the lecturers' responses show that for items 44, 47, 40, the exercises used were few. Item 49, had the highest score with 14(46.7%), item 41 scored 17(56.7%), followed by item 47, with 16(53.3%) under the category "were few". Item 44 had just 15(50%); while items 42, 45, 43, 46 and 48 spread across all the columns with a maximum of 14(46.7%).

On the usefulness of the exercises, table 4.12.5 shows that the lecturers' responses concentrated under the response column "fairly useful". The highest scores in this column were for items 46 and 47 which were considered as fairly useful by 14(46.7%) of the respondents.

On the coverage of these skills in the secretarial administration programme in our Polytechnics, the majority of the lecturers and the students felt that the skills were either moderately covered or not covered at all. On the number of exercises used in teaching these skills, the general response of both groups of subjects indicated that a few exercises were used in teaching most of these skills, especially, the spoken communication skills, the writing skills and the peculiar communication skills, apart from items (46, 47 and 48) in the practical communication skills, all others were not exhaustively taught using enough exercises, as this is very obvious from the responses which spread across the three response columns of "plentiful", "few" and "none".

On the usefulness of these exercises, a fairly good number of the subjects indicated that very useful exercises were used in teaching many of these skills. However, most of these subjects noted that the exercises used in teaching the spoken and writing communication skills in particular were fairly useful. On the other hand, they were however divided in their opinion over the usefulness of the exercises used in teaching peculiar communication skills and partially the practical communication skills. A fairly large

number of them said the exercises were both 'fairly useful' and 'not useful'. The lecturers, unlike the students, generally indicated that most of the exercises were 'fairly useful'.

4.4 Summary

This chapter presented and analysed the data collected. The results revealed that most of the students who participated in this study had either a Grade II or West African School Certificate or both, before entering the secretarial administration programme. The results also showed that all the subjects had either a credit or merit in English Language and are currently training for a secretarial job and hoped to remain as secretaries in the future. The biodata on the lecturers show that all had a degree certificate that qualified them to either teach English Language or Secretarial courses.

The responses of the students to the open-ended questions showed that most of the students indicated that the communication skills course helped them in their study, as well as improved their use of English. The responses of the respondents to the items on the four language skills revealed that on the whole, the

lecturers, more than the students, perceived high needs in all the skills while the students in the majority, indicated moderate need for themselves in most of the skills.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study set out to survey/surveyed the communicative needs of the students of secretarial administration as perceived by the students and the lecturers of the communication skills' courses and the lecturers of secretarial administration. The purpose of the survey was to examine the communication skills needs of secretarial administration students in:

(i) Spoken communication needs

(ii) Reading communication needs-

(iii) Writing communication needs

(iv) Peculiar communication needs

(v) Practical communication needs.

From the data generated from the perceived needs, the investigator has made suggestions for programme improvement. Since the learners are adults, it was assumed that they would be able to articulate their communication needs.

In addition to the above point, evidence from the literature seems to support the idea that involving learners in planning a programme helps to generate meaningful data that could guide planners and decision makers in determing their areas of urgent needs. Hence, the subjects of this study were the students and lecturers who are directly involved in the programme.

Three instruments were used for data collection. A questionnaire was for the students and another questionnaire was for the lecturers. The third instruments had the language items which the students and the lecturers responded to. The instruments sought from the subjects, information regarding their background, general opinion of the subjects about the English course and finally, their communicative needs in the five language skills of speaking, reading, writing, peculiar and practical needs of the secretarial profession. The data analysed in chapter4, indicated the implication of the findings for the secretarial programme. The priority areas identified from the data analysed would determine the basis for the recommendations for programme improvement.

5.2 Findings

The data on the background information of subjects reveals, that most of the students had WASC certificate with a minimum of five credits prior to their admission into the secretarial administration programme. This result is not surprising since the minimum entry requirement for this course is five (5) credits, including English Language.

The age distribution of the students shows that most of them are adults. The data reveals that there were slightly more females than males. The data on the occupation of the students shows that all the students were secretaries, and indicated their intention to remain as secretaries on completion of their course (study).

The data on the open-ended questions reveal that most of the students felt communication skills was helpful; specifically the English course which had helped them to learn all their school subjects.

The results of the data on the lecturers' educational qualification show that except for three (3) lecturers who hold Masters Degrees, two (2) with Ph.D and five (5) youth corps members, all others held a bachelors degree in English or a B.Ed Language Arts

degree. This implied that majority of the lecturers were qualified to teach the communication skills course. As for the lecturers' teaching experience, 16(53.3%) had teaching experience of six (6) years and above.

Perceptions on the Speaking, Reading, Writing, Peculiar and Practical Language Skills. There were two broad response categories in the questionnaire on the five language skills. The first category sought the views of the students and lecturers on the needs of a secretary who uses English as a medium of discharging his or her duties. The second category requested the students and the lecturers to judge the course in terms of extent of coverage of the various skills, the number of exercises used and the usefulness of these exercises in teaching and learning of speaking, reading, writing, peculiar and practical language skills. The analysis of the data revealed in summary that the subjects seemed to agree generally in rating most of the skills items as high or moderate need areas. While the students indicated moderate need for themselves in most of the skills items, the lecturers considered most of the items as high need areas. The difference in perception maybe explained to be the effect of the syllabus in use. This is because, the syllabus is a

general purpose one that did not prepare the students with language items that trains them for their specific language needs.

In other words, the difference in perception was as a result of ignorance and lack of orientation on the part of the respondents on the language needs of the secretarial profession.

Findings from the perception of the students and lecturers in the area of coverage, number of exercises used in teaching and the usefulness of the exercises, show some similarities. Both groups agreed that the skills were mostly moderately covered and that exercises used in teaching were few. However, while the lecturers perceived most of the skills to have been taught through fairly useful exercises, a fairly good number of the students perceived most of the skills items to have been taught with very useful exercises. This difference in perception again is explained as arising from the difficulty of probably recalling accurately what was done. The subjects may have forgotten the quality of the exercises that were used in teaching the skills.

5.3 Conclusion

The above findings have far reaching pedagogical and social implications for learners, the teacher, course planners and the government; that is, the

policy makers. The high need areas perceived by the subjects should form the priority areas when reviewing the communicative skills syllabus for this category of students. The findings encourage the need to continually involve the learners of any programme in the process of identifying training needs. A needs assessment study of this nature gives the hard data about the needs of the students and opportunity for the students to think about what they learn and make useful suggestions.

On the basis of the above findings, the following conclusions are drawn with respect to perceptions of the subjects and the priority areas of need in the communication skills course. Since the subjects emphasized most of the items under the language skills as either high or moderate need areas of a secretary who uses English in the discharge of his or her duties, this suggests that they need help. Besides, both groups perceived that some of the skills were not covered in depth. Also, that exercises used in teaching were not plentiful, although, they considered the little used as useful. Therefore, the extent of coverage and the usefulness of the exercises to be used in teaching need improvement so as to achieve the desired effect.

5.4 Recommendations For Programme Improvement

The generally high and moderate needs perceived by the subjects in the five language skills seem to indicate the subjects' desire to have those language skills emphasized. These students therefore need help from their teachers and the course planners. The government would find the following recommendations relevant in planning the secretarial students' programme. Besides, the teachers should emphasize specific needs of these students as suggested in the research findings.

5.4.1 Recommendations For The Teachers Of Secretarial Students

To achieve the aim of Education in the context secretarial programme, it is recommended that the teachers be given orientation in form of expert addresses on ESP programme, secretarial duties, workshops on communication skills content, as well as seminars. These would help the teacher in resource material selection and use of the appropriate ESP methodology. On the whole, the training received will give the sense of direction required. This will further help the lecturers teach the students effectively.

Besides, Language teachers should work closely with experts in the secretarial department to achieve a better understanding of the duty of the prospective secretaries. From the exposition suggested above, the language teacher can choose the language items that would be useful to the profession.

The teachers of communication skills in our polytechnics, therefore, should be sensitive to the needs of this category of students. They can achieve this through a needs assessment procedure using questionnaires, observations and discussions as soon as the students come in for the programme. The teachers can use the information collected to make decisions on areas to emphasize in the training of the students.

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

In addition, the areas inadequately covered as perceived by the subjects seem to suggest that more attention should be given to the communication skills syllabus. The number of exercises used in teaching

should be increased and their usefulness in teaching the skills must be carefully examined.

5.4.2 Recommendations For Syllabus Design

The researcher recommends a modification of the syllabus in use to cater for the needs of the different categories of students in the polytechnics. Departments that are related, could be grouped together and their specific needs should be catered for in the syllabus. This is considered very necessary for all polytechnics and especially for the newly established ones like Kaduna State Polytechnic.

5.4.3 Recommendations For The Policy Makers (Government)

The government should make money available for research work in this direction. Goverment should from time to time evaluate training programmes in order to ensure that they achieve the goals for which they were established.

5.4.4 Recommendations For Further Research

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

(i) It is necessary to repeat this study with the same group after having exposed both the lecturers and the students to workshops and seminars to give the required orientation expected of them. This could be another research topic; the aim, being to see the pattern that would emerge.

(ii) The opinion of the employers of these would be secretaries should be investigated in another study on needs analysis by the investigator to give valued opinion or judgement on the language needs of these secretaries.

(iii) The present study has concentrated only on the department of secretarial administration in the Polytechnics in Kaduna State. It is necessary to carry out similar surveys in other Polytechnics to determine any similarities and/or differences in the perceptions. The results of such studies may produce more balanced data for programme improvement.

(iv) Finally, oral interviews, observations or other methods of research, which were not used in the present study could be used in a similar study, in addition to the written questionnaire.

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APPENDIX 1 (a - e)

General Objectives

Introduction

Appendix 1, subsections a - e, present suggested topics in a syllabus design that are aimed to train for the language skills examined in the study, i.e., the Spoken Skills, the Reading Skills, the Writing Skills, Peculiar and Practical Skills. The researcher took the specific language needs of the secretarial programme into consideration when selecting the language items in the syllabus. This syllabus is aimed to cater for the specific language needs of this group of students which provide a typical ESP programme. It is expected that at the end of the course, students should be able to:

1. Identify the barrier to effective communication and how to avoid or minimize them.
2. Understand the language qualities of a secretary, her duties and business/personal communication attributes.
3. Understand the need to relate language and maintain social relationship with colleagues and the public.
4. Define the term Human Relations and Understand the importance of cordial relationship between the secretary and the executives as well as the public through the use of language.
5. Understand the required qualities of a good receptionist in relation to visitors.

6. Understand how to pre-read a text.
7. Answer logical and contextual questions on a given passage.
8. Make an outline of a passage retaining the major points.
9. Reduce a lengthy passage to brief lengths retaining the necessary points.
10. Should know how to write summaries
11. Understand how to write and reply simpl routine letters, invitations.
12. Draft letters from oral instructions and scanty notes or guildelines.
13. Understand the specific uses of common inter office communication like memos, office intercom, minuting, message delivering.
14. Explain the role of the business letter and other methods of external communication in the transaction of daily business activities, e.g. telegram, telephones tele cablegram, including their specific uses, composition and system of dispatch.
15. Understand formal and informal communication and their uses.
16. Know the various types of reports, format, content arrangement etc.
17. Understand the following as forms of communication: notices, conferences, meetings, interviews, conversations etc.
18. Understand the various ways of recording communication
19. Know various sources of information and how to extract information from each source.
20. Master registers relating to different fields of use.
21. Read and understand the the instructions accompanying electrical and electronic gadgets like Telenotes, Fascimile copying, Telecommunication, Tyewriter, Photocopying machines, Telephones ect, in our modern offices.

SKILL	TOPIC	TASK	PERFORMANCE OBJECTIVE	METHOD	MATERIAL	EVALUATION
Speaking	LANG. DEVELOPMENT (ORAL) (1) Define language (2) Functions of lang. (3) Uses of language (4) Problem faced by speakers. (5) Influence of MT on Pronounciation of word in English	– Students to read and summarize relevent materials on the topic – Find out interferrence (L1/L2) Problem from their language	– Students should be able to (i) Understand these topics (ii) Improve their proficiency in the use of English for general and specific purposes (iii) Explain the uses and the functions of language (iv) Note ang guide against the problems encountered by speakers at the level of phonology	– Lecture and discussion methods combined – Demoustration – Dramalization – Students could work individually or in groups	(1) Any relevant Textbook on language development (2) Prepared examples of interference problems from the three major language in Nigeria ie. Igbo, Hausa and Yoruba	Observe and grade student appropriately
Speaking	(i) phrases, clauses & sentences defined (2) Sentence types (3) identify them in passages and sentences. (4) use them in constructions	– Read about phrases clauses (main and subordinate clauses) – identify phrases and clauses in given passages – construct different types of sentences – group given sentence into their types.	At the end of this module, students should be able to:– (i) Understand the meaning of phrases clauses and sentences (ii) identify each of these in context or in isolation. (iii) differentiate a phrase from a clause and then differentiate phrases and clauses from sentences.	– Teacher to combine lecture method and discussion method in class	(1) Any grammar textbook relevant to the topic (2) Prepared examples of phrases, clauses and sentences.	Give passages to identify that they identify phrases clauses, sentences Students are to give examples on their own Teachers to observe and correct where necessary
Speaking	(1) Parts of speech (2) Synonyns, Antonyns ,homographs and homophones	– List and explain parts of speech – Write examples of synonyns, Antonyns Homographs and Homophones.	Students should be able to :– (i) List the parts of speech (ii) Use parts of speech in context. (iii) Identify them in sentences (iv) Define Synonyns and write words their Synonyns (v) Define Antonyns (vi) write words and their antonyns. (vii) Define Homographs (viii) Write Homographs (ix) Define Homophones (x) write Homophones	– Could combine lecture and discussion method – Prepared sentences to be presented for analysis – Students suggest sentences and then analyse the parts of speech	(1) Use of English by Parry Py (Mascouliam) (2) Revision English by Forest R. (Longman)	Exercises that test various parts of speech should be given Teacher to give feed back immediately
Speaking	(1) Essay defined (2) Types of Essay (3) Paragraph development	– Read about essay writing in English – develop a one paragraph essay on a topic of the reader choice	On completion of this module, students should:– (1) Understand what essay is (ii) Note the different types of essays ie. descriptive, narrative, expository argumentative etc (iii) identify and enumurate the functions of a paragraph in a discursion unit (iv) Develop words into sentences and then sentences into paragraph (v) write a paragraphed essay on a given topic	– Teacher explain the physical feature of different types of essays and how to develop paragraphs – Students suggest topics and develop them in groups or individually giving the topic sentence	(1) Prepared essay topics to be given orally. Anchio and ancho – visual aids suggested to and students s lead to talk about them through asking Reading questions	Teacher observes and grade students for essay composition the physical and local aspect

Speaking	Making Requests	– Listing to teacher's introduction – Reading relevant previous literature	At the end of this module, students should be able to :– (i) Make requests and telephone calls using appropriate language structures and intonationm	– Role – Play simulation – Teacher demonstrates conversational strategies – and drills the students on these – A visit to a telephone booth or use the telephone room – Use the Secretarial model room to dramatize.	(1) Text relating to social situations (2) – Appropriate cassettes on conversational strategies. 3) Invite a speaker to speak, phone and make request	Observe and grade for ability to use appropriate language and intonation patterns to perform a variety of social functions
Speaking	Reading (scientific on non scientific)	– Listing to a model – Making notes from what is said and later reporting	At the end of this modules, students should be able to:– (i) Present clear logical and coherent reports on a variety of general topics (ii) Use the correct reporting verbs (iii) Use the correct and consistent voice (iv) Use the discourse makers appropriately; ie, defining, sequencing, classifying, comparing, contesting, describing, introducing, exampling summarizing etc.	– Discussion, modelling group activity – Students to prepare reports individually or in groups and then deliver.	1) Samples of written reports 2) Role play person is 3) Students to suggest topics and discuss	Observe and grade students for clarity, precision, coherence and for appropriate use of language
Speaking	Explaining a process	– Interprete data correctly – Relate data to verial Communication	Students should be able to:– (i) explain in an orderly, accurate and concise, manner the process of doing something using the following; ie, Linking words, sentance varieties eg, simple, complex, compund etc. – use instructure to introduce a process – use of present tense.	– Discussion method – Group activity	Make inference from written or visual data using appropriate language structures.	Table, charts graphs students to explain or describe the processes of achieving a close activity
Speaking	Speech Making	– Listening to models – Reading and understanding speeches – Understand the forums of oral discourse and presentation.	At the end of this module, students should be able to:– (i) Define Speeches and conversation (ii) Understand how to speake and converse (iii) Discuss public speaking techiques (iv) Explain panel discussions and debates (v) Plan and conduct interviews (vii) Prepare oral meeting (vii) Present clear logical and coherent speech using appropriate tense form, correct introductory phrases and formal expression eg Ladies and Gentlemen it is my pleasure	– Teacher explains the physical aspect of speech making Teacher sets students to make speeches in groups and as individuals	(1) Prepare speeches (2) Audio and invirivisual aids (3) Suggest topics and head students to make speeches on current events happening aroud us	Observe and grade students for speech composition, physical and vocal aspect of delivery

READING SYLLABUS

it	Skill	Topic	Task	Performance Objective	Method	Material	Evaluation
1	Reading	Selecting books journal and articles for an assignment and deciding which and how to read	– Students decide the most suitable title for the assignment	(i) Students are expected to be able to weigh options, (ii) Select texts, rank them and (iii) Select themes and sub–themes relevant to the assignment given.	Guide questions.	(1) Samples of assignment. (2) Table of content, glossaries, inches, books extracts	Student should perform the task suggested or as specified teachers should observe that groups are working well.
2	Reading	Reading a whole textbook in a short time and making some sort of note.	– Exploration of nature of speed reading. – Practising speed reading.	Students should be able to: – (i) read fast. (ii) explore and investigate English texts (iii) review materials previously read.	– Group discussion – Time – reading with specific focus.	Actual Textbooks.	Teacher oscillates students comprehension using questions to evaluate performance of timed reading.
3	Reading	Reading an article, passage of textbook and making notes for an assignment.	– Reading a passage, article or textbook. – Making notes of the salient point. – giving answers to specific questions. – Making notes on a specific point in the piece read. – skim through the passage – critically evaluate the reading material. – Decode and transcode the content of the reading material. – Distinguish main points from sub–points and then details. – transfer given information from the text.	At the end of this module, students are expected to be able to: – (i) make notes on the passage, text read. (ii) give answers to specific questions on the page read. (iii) Integrate, contrast and evaluate main points of the passage. (iv) represent accurately texts read	– Preparation activities for the reading of the outtexts. – question on the topic to stimulate students interests as well as act as direction. – Individual work. – Group work – Questions and answers.	(1) Material related to specific disciplines eg agriculture, Medicine, Politics, economics, health, religion. (2) Entertainment materials etc.	students should be evaluated on their ability to answer comprehension question on the given passage, or the ability to take notes from the passage.
4	Reading	Reading a text and making a summary evaluating it.	(1) Reading to extract the main points and the sub–point. (2) reading to distinguish facts from opinions. (3) Outline and then summarizing points.	(i) Students should be able to summarize main points, outline and distinguish facts from opinions. (ii) They should be able to read between the lines.	1. Close method 2. Guided summary 3. Uncontrolled summary 4. Individual and group work on summary and evaluate the activities.	(1) Authentic textbooks. (2) Text choice should depend on task and skill to be focused on in a particular lesson.	Students should summarize main points, recognize sub–points and outline at the end of this module.

WRITING SYLLABUS

Skill	Topic	Task	Performance Objective	Method	Materials	Evaluation
iting	Taking note or dictation from a discussion	– Writing the topic or title of discussion. – Structuring notes by identifying and recording main ideas. – Summarizing supporting details and illustrations. – Using abbreviations to achieve economy.	At the end of this module, students will be able to :– (i) take meaningful note during lectures or discussion. (ii) Take down meaningful dictation. (iii) Structure their notes in outline form.	– Explain purpose and objective of note–taking and dictation. – Use lectures and recorded lectures or discussion to illustrate structure of of taking note. – Emply group as facilitation.	(1) Recorded lecture (video and audio) (2) live lecturers. (3) Outline formats. (4) OHP/Transparencies. (5) Wall charts/Paper.	Tests and Assignment.
Vriting	Making notes from Texts.	– Documenting sources of information as prelude to note–taking. – Using authors heading/sub–headings to determine structure of notes. – Using visual and verbal uses to high light main ideas. – Using topic sentence to record main ideas. – Summarizing supporting details/illustration.	Students will be able to :– (i) correctly document source of information as pre–lude the note making. (ii) use authors headings/subheadings to structure own notes. (iii) use visual/verbal ares to high main ideas. (iv) employ various appropriate devices to achieve economy in note taking.	– Use sample texts to illustrate structure of written texts.	(1) Photocopied texts. (2) Duplicated texts. (3) Prepared outline format. (4) Wall charts/paper.	Texts and Assignments.
Vriting	Writing Reports in Technical (a) Eye–Witness report. (b) Investigated report. (c) Special Report.	– Structuring the report. – Constructing title. – Writing the introduction. – Defining the problem. – Stating the term of reference. – Stating the purpose of the report. – Stating the method adopted. – Stating of the study. – Writing the body by developing terms of reference. – Writing conclusion. – Summarizing main points. – Stating implications & making suggestion for further studies.	(i) Students should write technical reports using appropriate format. (ii) Should present information in aspects of the report using appropriate language forms.	– Lecture thod. – discussion method	(1) Example of suitable reports. (2) Films of appropriate situations that can simulate students into writing reports.	Report writing exercises and assignments in and out of class and in examination should follow.

iting	Letter – Official letter – Application – Enquiries – Appologise – Internal – Memo – Telegram – Invitation	– Layout of - Addressles. – Opening and closing.	Students should be able to :– (i) Write letters. (ii) Write applications, enquires and internal memos, telegram, circulars and invitations.	Process - product approach.	(1) Process photocopied and duplicated samples of letters.	
iting	Meeting	– Draft notices of meetings – Prepare the agenda. – Plan the minute of a given topic.	should be able to :– (i) Discuss and write notices of meetings and their agenda. (ii) They should define and write minutes of meeting. (iii) Discuss minute meeting.	method. – Students suggest topics for discussion.	(2) Photocopied sample of minutes and notices, as well agenda.	ings, stating the agenda. – Plan the minutes of the above meeting follow–up assignment to be given.
iting	Enumerational Skill/Using	– Prioritize points in the most important consideration the next in order of significance – List but not least. – Use the following signal words:– first, second, third are, two, yet another etc. – Determine appropriate punctuation marks for separating, terms like clauses, phrases, words.	(i) Students should be able to prioritize their points. (ii) List the points systematically. (iii) Punctuate the accompanying structures.	Process – Product approach.	(1) Prepared sample of enumerational write – up.	

PECULIAR SYLLABUS

Skill	Topic	Task	Performance Objective	Method	Material	Evaluation
Peculiar	Using the library effectively	– Identifying the best time to use library. – Cultivating right library habit. – Using the library – Find out specific information given from the library. – Locate and retrieve classified documents from the library.	At the end of this module, students should be able to:– (i) Get acquainted with the various sections and services of the library. (ii) Become familiar with the systems of indexing and cataloguing books and other reading materials in the library effectively. (iv) Got to know steps to borrowing reading materials from the library.	– Write library staff or specialist lecturers, demonstrations and examination tours. – Could liase with library for tours and demonstration	(1) Short notes (2) Handouts (3) Sample library card index cards and catalogue books.	– Take students in groups to the library and assign them research tasks. – Grade for speech and accuracy.
Peculiar	Registers	– Read about vocabularies dealing with difference fields. – Make a catalogue of items and their meanings.	At the end of this module, students should be familiar with major fields of human activity and the vocabularies that relate to them for special study.	– Take students in groups and tours places of interest while explaining the fields to them.	(i) Samples of registers of building, Agriculture, fishing, Communication, Photography, Mineral exploitation, Industries, Printing, Publishing, Press and library, Sea, Road and Air transport, Sport entertainment, Religion, Science, Power production etc.	Give tests and assignments in the class and outside the class. Give feed back and grade the students.

PRACTICAL SYLLABUS

Unit	Skill	Topic	Task	Performance Objective	Method	Material	Evaluation
1	Practical	Office equipment ie, – Computer – Telenote – Facsimile copying – Telecommunication – Type writers ie, Electric Manual – Photocopying Machines – Telephones etc.	– Read about the modern equipment, (electronic and electrical) in the offices:– eg Telenotes, facsimile copying, Telecommunication, Type writers, Computers, Photocopying Machines, Telephones etc. – Study the operation of these gadgets.	At the end of this module, students should:– (1) Discribe the uses of each equipment. (2) Operate each equipment. (3) Understand the memories and (4) Interprete the language codes.	– Students to tours in groups of the institution administrative department or to some other places eg companies within the area where the school is situated to see and operate these equipment. – Invite experts in the fields to help oriented the students.	(1) Sample of materials on these each equipment. (2) Diagrams and charts to explain. (3) Relevant visual and anchio visual ands.	Observe and grade the students.

This section gives a photocopy of the English Language syllabus used in the Polytechnics studies. The content of the syllabus reads thus:

Hour Allocation: All course units in this programme will carry weight of four hours per week.

Modules:

(i) Language Development
(ii) Grammar
(iii) Essay writing
(iv) Comprehension and summary
(v) Literature in English
(vi) Letter writing
(vii) Speech training
(viii) Meeting.

Books Recommended:

1. The Use of English by Perry H. (Macmillan)
2. Revision English by Forest R. (Longman)
3. Written Communication for Business Studies by Highes S.J. Larsons.

English Language and Communication

Nos of Course Objective	Performance Objective	Content Areas
1. To improve the student's proficiency in the use of English for general and specific purposes. At the end of the programme, they should be able to know the uses and functions of languge.	1. Define language 2. List functions of language 3. Enumerate uses of language 4. Analyse problems encountered by s speakers. 5. Explain influence of the mother tongue on pronuciation of words in English. 6. List parts of Speech 7. Identify them in passages and sentences 8. Use them in construction of sentences.	

English Lenugage And Communication

Nos.	Course Objective		Performance Objective	Contact Hours
ii.	Grammar	1.	Define a phrase	
		2.	Identify phrase in a passage	
	The completion of this module students, should be able to:	3.	Define clauses	
	Do a detailed analysis of	4.	Identify subordinate and main clauses	
	parts of speech, Understand	5.	Define a sentence	
	phrases, clauses and sentences	6.	Define and construct descriptive explanatory; interrogative and imperative sentences	
	and know anynonyms, homo-			
	graphs and homophones.	7.	Define synonyms	
		8.	Write words and their synonymus	
		9.	Define antonyms	
		10.	Define Homographs	
		11.	Write Homographs	
		12.	Define Homophones	
	Essay Writing	14.	Write Homophones	
	On completion of this module	1.	Ennumerate the functions of the paragraph	
	students should be able to:	2.	Identify the functions of a paragraph in a piece of writing	
	know what topic sentences are			
	know the difference types of	3.	Develop words into sentences	
	essays.	4.	Develop words into paragraphs	
		5.	write a paragraph on a given topic	
		6.	Make an outline of the passage retaining the major points.	
iv	Comphrehension and Summary:			
	On completion of this module, students should be able to know	1.	Make an outline of a passage retaining the major points.	
	i. How to pre-read and write	2.	Answer logical and contexual questions on a given comprehension passage.	
	ii. How to answer logical and contextual questions on a given comprehension passage	3.	Analyse the method of writing summaries	
		4.	Reduce length passages to brief length while retaining the necessary points.	
	iii. How to write summaries.			

No	Number Course Objective		Performance Objective
v.	Literature:	1.	Read a Novel or Play with an African setting
	On completion of this module students should be able to:	2.	Pick out figurative expressions in a novel or play.
	i. Know how to appreciate a Novel Play with an African setting	3.	Explain them in the context of the novel or play
	ii. Know figurative language and its uses.	4.	Use them in other ways apart from the way used in a play or novel.
vi.	Letter Writing.		
	At the end of this module, students should be able to: Know what letter writing is, know the different types of letters.	1.	Define and explain letter writing
		2.	Define and differentiate types of letters
		3.	Write formal, informal letters, querries, letters of apologies etc.
	Know the functions of letters writing Know how to develop good ways of writing letters.	4.	Draw up curriculum vitae (C.V) and explain its imprtance as a course or information.
viii.	Speech Writing.		
	On completion of this module, students should be able to: know how to speak and converse know speeches and conversations know public speaking techniques know panel discussions and debates know planning and conducting interviews know preparation of oral meeting.	1.	Define speeches and conversations
		2.	Write simple speeches
		3.	Discuss public speaking techniques
		4.	Discuss panel discussions and debates
		5.	Explain planning and conducting interviews
		6.	Discuss preparation of oral meeting.
viii.	Meeting.		
	On completion of this module students should be able to know how to write notice of meeting, Agenda etc. know minute and minute writing.	1.	Discuss and write notice of meeting and agen.
		2.	Define minute
		3.	Discuss minute writing.

APPENDIX 3.

STUDENTS PERSONAL DATA

Part I

Instruction.

The following are a list of questions on your personal data. Put a tick in only one of each question category to indicate your opinion.

1. Educational qualification

   (a) Grade II ☐ (b) WASC ☐

   (c) WASC and Grade II ☐ (d) others ☐

2. Age:

   (a) 17 and below years ☐
   (b) 18 - 23 years ☐
   (c) 24 - 29 years ☐
   (d) 30 - 35 years ☐
   (e) 36 - and above ☐

3. Sex: (a) Male ☐ (b) Female ☐

4. Indicate your current occupation: _____

5. Indicate your future occupation. _____

Part II: Course of Study.

Instruction: The following are a list of questions based on your academic pursuit. Put a tick in only one box of each question category to indicate your opinion.

6. Is English Language and communication course useful in learning other courses?
   (a) Yes (b) No

7. List the subjects which English communication skills helped you to learn? _____

8. Specify the extent of help of communication skill course listed above

   (a) Extremely helpful (b) Moderately

   (c) Very little help

9. Has Use of English course helped you to improve your English usage in your chosen profession? (a) Yes (b) No

10. Specify the extent of improvement:

   (a) Improvement was great

   (b) Improvement was moderate

   (c) Improvement was little.

APPENDIX 4

Lecturers' Personal Data

Part I

Instruction:

The following are a list of questions on personal data. Put a tick in only one box of each question category to indicate your opinion.

1. Educational Qualification

(a)	Grade II	☐	(e)	WASC and Grade II	☐
(b)	WASC	☐	(f)	B.Ed	☐
(c)	N.C.E.	☐	(g)	M.A.	☐
(d)	BA.	☐	(h)	M.Ed	☐

(i) Others _____

2. Age: (a) 17 and below ( ) (b) 18 - 23 ( )
(c) 24 - 30 ( ) (d) 30 and above ( )

3. Sex (a) Male ( ) (b) Female ( )

4. Indicate your current occupation _____

5. Indicate your future occupation: _____

6. Years of experience

(a) 1 - 2 years ( ) (b) 3 - 4 years ( )
(c) 5 - 6 years ( ) (d) 7 and above ( )

Part II: Course of Study.

Instruction: The following are a list of qestions. Put a tick in only one box of each question category to indicate your opinion.

7. Do you think the English Language and Communication course is useful to your students in learning other courses? (a) Yes ( ) (b) No ( )

8. List the subjects which the Use of English course has helped students to learn.

9. Does the useful of English course help students to improve their English usage in their chosen profession. (a) Yes ( ) (b) No ( )

10. If yes, what is the extent of improvement?

(a) Improvement was great ( )

(b) Improvement was moderate ( )

(c) Improvement was little. ( )

APPENDIX 5

Questionnaire For Students
Lecturers

Description of Items	Relevance of These Study Skills to a Secretary who uses English to Discharge His/Her Duties.				Your Need in These Skills.			
Speaking Skills	High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %	High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %
1. Ability to pronounce the vowel and consonant sounds correctly.								
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasis.								
3. Ability to carry out a conversation in formal and informal situations.								
4. Ability to give simple instructions (e.g. directions giving explation).								
5. Ability to express personal emotional feelings.								

Description of Item	Relevance of these Study Skills to a Secretary who uses English to Discharge His/Her Duties.				Your Needs in These Skills			
Speaking Skills	High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %	High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %
6. Ability to persuade or to convince an audience.								
7. Ability to carry on discussions and debates on any issue.								
8. Ability to understand materials from various topics.								
9. Ability to make inferences from materials read.								
10. Ability to find specific facts or information from materials read.								
11. Ability to summarise.								

Description of Items	Extent of Coverage of Thesis Skills in the use of English Course or Language and Communication Skills.				Exercises Used in Teaching These Skills			
Speaking Skills	Extensively Freq %	Moderate Freq %	Not Covered Freq %	Not Relevant Freq %	Were Plentiful Freq %	Were Few Freq %	None Freq %	Not Relevant Freq %
1. Ability to prounce the vowel and consonant sounds correctly.								
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasi								
3. Ability to carry on a conversation in formal and informal situations.								
4. Ability to give simple instructions(e.g.directions giving explanation)								
5. Ability to express personal emotional feelings								
6. Ability to persuade or to convince an audience								
7. Ability to carry on discussions and debates on any issue.								
8. Ability to understnd materials from various topics								
9. Ability to make inferences from materials read.								

Description of Items	Extent of Coverage of These Skills in the use of English course or Language and Communication Skills.				Exercises Used in Teaching These Skills.			
Reading Skills	Extensively Freq %	Moderate Freq %	Not Covered Freq %	Not Relevant Freq %	Were Plentiful Freq %	Were Few Freq %	None Freq %	Not Relevant Freq %
10. Ability to find specific facts or information from materials read.								
11. Ability to summarise.								

Description of Items/Reading Skills	Very Useful Freq ?	Fairly Useful Freq %	Not Useful Freq %	Not Relevant Freq %
1. Ability to pronounce the vowel and consonant sounds.				
2. Ability to use words and sentences with appropriate stress to get the intended effect or emphasis.				
3. Ability to carry on a conversation in formal and informal situations.				
4. Ability to give simple instructions (e.g.directions giving explanation)				
5. Ability to express personal emotional feelings.				
6. Ability to persuade or to convince an audience.				
7. Ability to carry on discussions and debates on any issue.				
8. Ability to understand materials from various topics				

Description of Items Reading Skills	Exercises used in teaching/learning these skills.							
	Very Useful		Fairly Useful		Not Useful		Not Relevant	
	Freq	%	Freq	%	Freq	%	Freq	%
9. Ability to make references from materials read.								
10. Ability to find specific facts or information from materials read.								
11. Ability to summarise.								

Description of Items Reading Skills	Relevance of these skills to a Secretary who uses English to carryout his or her duties.					Your Needs in these skills				
	High		Moderate		Low	Not Re-	High		Moderate		Low	Not Re-
	Freq	%	Freq	%	Freq %	Freq %	Freq	%	Freq	%	Freq %	Freq %
12. Ability to get the meaning of words and expressions used in the passage.												
13. Ability to critically evaluate and interprete material read.												
14. Ability to find the main ideas of a passage.												
15. Ability to read fast relatively to the material being read.												
16. Ability to distingush relevance from irrelevance.												

Description of Items Reading Skills	Relevance of these skills to a Secretery who uses English to carryout his or her duties.				Your needs in these skills			
	High Freq %	'Moderate' Freq %	Low Freq %	Not Relevant Freq %	High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %
17. Ability to understand the sentence structure in the passage.								
18. Ability to concentrate throughout the reading exercises.								
19. Ability to answer questions correctly from the material read.								
20. Ability to read between the lines of the passage read.								
21. Ability to finish reading before the specific time.								

Description of Items Reading Skills	Extent of coverage of the skills to secretary				Exercises used in teaching these skills.			
	Extensively Freq %	Moderately Freq %	Not Covered Freq %	Not Relevant Freq %	Were Plentiful Freq %	Were Few Freq %	None Freq %	Not Relevant Freq %
12. Ability to get the meaning of words and expressions in the passage.								
13. Ability to critically evaluate and interprete materials read								
14. Ability to find out the main ideas in a passage.								

Description of Items Reading Skills	Extent of coverage of the skills to Secretary				Exercises used in teaching these skills.			
	Extensively Freq %	Moderately Freq %	Not Covered Freq %	Not Relevant Freq %	Were Plentiful Freq %	Were Few Freq %	None Freq %	Not Relevant Freq %
15. Ability to read fast relatively to the material being read.								
16. Ability to distinguish relevance from irrelevance								
17. Ability to understand the sentence structure in the passage.								
18. Ability to concentrate thoughout the reading exercises								
19. Ability to answer questions correctly from the material read.								
20. Ability to read between the lines of the passage read.								
21. Ability to finish reading before the specificed time.								

Description of Items	Relevance of these study skills to a Secretary who uses English to Discharge His/Her Duties				Your Need in These Skills			
Writing Skills	High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %	High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %
22. Ability to use punctuation marks correctly when writing								
23. Ability to organise and present in writing ideas/ facts in logical order								
24. Ability to write and express personal or emotional feeling e.g. to congratulate, condole or sympathize.								
25. Ability to write the standard form of letter of communication								
26. Ability to make requests in writing.								
27. Ability to write personal letters.								
28. Ability to write letter of invitation.								
29. Ability to write letters to place order or arrange purchases.								
30. Ability to write reports (Business or Professional)								
31. Ability to take down dictations or take down notes from lectures or discussions.								

Description of Items Writing Skills	Relevance of these study Skills to a Secretary Who Uses English to Discharge His/Her Duties.				Your N[illegible]s in These Skills			
	High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %	High Freq %	[illegible]derate [illegible] %	Lo[illegible] Fre[illegible] %	Not Relevant Freq %
32 Ability to write down minutes of meetings.								
33.Ability to write Memos								
34.Ability to write telegrame								
35.Ability to write dialogues of conversations.								
36.Ability to write quick reply letters of communications.								
37.Ability to write Circulars								
38.Ability to write Bulletins or notices.								
39.Ability to write House Journals.								

Description of Items Writing Skills	Extent of coverage of these skills in the use of English course or Language and communication skills.				Exercise used in teaching these skills.			
	Extensively Freq %	Moderately Freq %	Not Covered Freq %	Not Relevant Freq %	Were Plentiful Freq %	Were Few Freq %	None Freq %	Not Relevant Freq %
22. Ability to use punctuation marks correctly when writing.								
23. Ability to organise and present in writing ideas/ facts in logical order.								
24. Ability to Write and express personal or emotional feeling e.g to congratulate condole or sympathize.								
25. Ability to write the standard form of letter of communication.								
26. Ability to make requests in writing.								
27. Ability to write personal letters.								
28. Ability to write letters to place order or arrange purchase.								
29. Ability to write reports Business or professional)								
30. Ability to take down dictations or take down notes from lectures or discussions.								
31. Ability to write down minutes of meeting								
32. Ability to write memos.								

Description of Items Writing Skills	Extent of coverage of these Skills in the Use of English Course or Language and Communication Skills.			Exercises used in teaching /learning these Skills.				
	Extensively Freq %	Moderately Freq %	Not Covered Freq %	Not Relevant Freq %	Were Plentiful Freq %	Were Few Freq %	None Freq %	Not Relevant Freq %
33. Ability to write telegrams								
34. Ability to write dialogues or conversations.								
35. Ability to write quick reply letters of communications.								
36. Ability to write circlars								
37. Ability to write Bulletins or notices								
38. Ability to write House Journals.								

Description of Items Peculiar Skills	Relevance of these study skills a who uses English to discharge his/her duties				Your Needs in these skills			
	High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %	High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %
30. Ability to use registers of different disciplines or profession.								
31. Ability to use the library in getting materials of various categories.								

Description of Items Peculiar Skills	Extent of coverage of these skills in the use of English course or Language and communication skills.				Exercises used in teaching these skills.			
	Extensively Freq %	Moderately Freq %	Not Covered Freq %	Not Relevant Freq %	were Plentiful Freq %	Were Few Freq %	None Freq %	Not Relevant Freq %
30. Ability to use registers of different disciplines or profession.								
31. Ability to use the library in getting materials of various categories.								

Description of the Items Practical Needs	Extent of coverage of these skills in the use of English course or Language and Communication skills				Exercises Used in teaching these skills.		
	Extensively Freq %	Moderately Freq %	Not Covered Freq %	Not Relevant Freq %	Here Plentiful Freq %	None Freq %	Not Relevant Freq %
Indicate your ability to understand the language and usage the following: Elect. & Electr. gadgets							
42. Tele - Note							
43. Facsimile Copying							
44. Press Releases							
45. Telecommunication							
46. Typewriter (Manual)							
47. Electric Typewriter							
48. Telephones							
49. Photocopying Machines.							

Exercise Used in Teaching/ learning these skills.	Very Useful Freq %	Fairly Useful Freq %	Not Useful Freq %	Not Relevant Freq %
Indicate your ability understand the language & usage of the following Elect. & Electronic gadgets.				
42 Tele - Note				
43. Facsimile Copying				
44. Press Releases				
45. Telecommunication				
46. Typewriter (Manual)				
47. Electric typewriter				
48. Telephones				
49. Photocopying Machines				

Description of Items Peculiar Skills	Exercises Used in Teaching/Learning These Skills			
	Very Useful Freq %	Fairly Useful Freq %	Not Useful Freq %	Not Relevant Freq %
30. Ability to use registers of different disciplines or profession.				
31. Ability to use the library in getting materials of various categories.				

Description of Items Practical	Relevance to these Study skills to a Secretary who uses English High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %	Your Needs in These Skills High Freq %	Moderate Freq %	Low Freq %	Not Relevant Freq %
Indicate your ability to understand the language and usage of the following Elect. Electronic gadgets.								
42. Note-Note								
43. Facsimile Copying								
44. Press Release								
45. Telecommunication								
46. Typewriter(Manual)								
47. Electric Typewriter								
48. Telephones								
49. Photocopy Machines.								