THE ENGLISH LANGUAGE TEACHING AND LEARNING PROBLEMS IN THE POST-PRIMARY INSTITUTIONS OF KANO STATE

BY

TIJJANI ISMA'IL, B.A. (Hons.) GRAD. Cert, Ed. (A.B.U,)

Submitted In Partial Fulfilment of the Requirements for the Degree of MASTER OF EDUCATION (TESL).

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA
1974

This research project has been read and approved as meeting the requirements of the Department of Education, Ahmadu Bello University, Zaria.

Research Supervisor

Staff Evaluator

Staff Evaluator

External Examiner

TABLE OF CONTENTS

		Page
	Approval Sheet	i
	Acknowledgements	vii
	List of Tables	viii
CHAPTER		
I	INTRODUCTION	
1.1	The Need for the Study	1
1.2	Statement of the Problem	3
1.3	Delimitation of the Problem	4
1.4	Definition of Terms	5
1.5	The Structure of Post-primary Education in Kano State	8
II	RESEARCH PROCEDURES	
2	Survey Researches in Education	12
2.1	Sources of Data	13
2.1.1	Questionnaires	13
2.1.2	Interview	14
2.1.3	Students' Textbooks	14
2.1.4	Classroom Observations	15
2.1.5	Library Sources on TESL	15
2.2	Type of Sampling used	15
2.3	Analysing the Data	17
III	REVIEW OF LITERATURE	
3.1	Teaching English as a Second Language	18
3.2	The Objectives of TESL	21
3.3	The English Language in Nigeria	24
3.3.1	The Ford Foundation Survey of English in Nigeria	24
3.3.2	English Language in the Northern States	27
3.4	Competencies of the ESL Teacher	31

CHAPTER			Page
	3.5	The Role of Linguistics in ESL	34
	3.6	Classroom Interaction Analysis	37
	3.7	Classroom Observation in the Northern States	41
IV		ANALYSIS OF DATA	
	4.1	The ESL Teacher	44
	4.1.1	Sex and Age	45
	4.1.2	Nationality	48
	4.1.3	Academic and Professional Qualifications	49
	4.1.4	Professional Organisations and literature	55
	4.1.5	Teaching Experience	58
	4.1.6	Attitudes	59
	4.2	The ESL Student	61
	4.2.1	Biographical Characteristics	61
	4.2.2	Primary School Background	63
	4.2.3	Post-Primary Stage	66
	4.3	Classroom Interaction Analysis	69
	4.3.1	Lessons Observed	69
	4.3.2	Literature	70
	4.3.3	Reading	74
	4.3.4	Pattern Practice	77
	4.3.5	Pronunciation	79
	4.3.6	Vocabulary	82
	4.3.7	Composition	84
V		SUMMARY AND RECOMMENDATIONS	
	5.1	Summary	88
	5.1.1	Professional Qualifications	88
	5.1.2	English in the Primary Schools	89
	5.1.3	Inadequate Instructional Materials	90
	5.1.4	Library Resources	91
	5.1.5	Literary Books Selection	92

CHAPTER page

5.1.6	English Syllabuses and Courses	94
5.1.7	Absence of Well-defined Objectives	91
5.2	Recommendations	96
5.2.1	English Language Centre	96
5.2.2	Instructional Materials	97
5.2.3	Workshops, Conferences, Seminars, etc	100
5.2.4	Periodicals and Journals	101
5.2.5	English Syllabus	101
5.2.6	Remedial Courses	101
5.2.7	Teacher Education	102
5.2.8	Research Needs	103
5.2.9	Miscellaneous	104
	BIBLIOGRAPHY	106
	APPENDICES	110

A C K N O W L E D G E M E N T S

I am deeply indebted to Dr. T. K. Adeyanju, my Supervisor, for the inspiration, reading materials and close supervision given to me. Such merit as this research may have derives in great part from his expertise advice and untiring guidance.

My thanks also go to Mr. Y. Pathan of the Department of Education, who helped me a great deal with the statistics and Alhaji Saidu Gwarzo (the former Inspector of English, Northern Nigeria) for giving me access to textual materials, historical documents, and policy statements in his library.

I owe a special debt of gratitude to the Ministry of Education, Kano for giving me all the assistance needed and the Principals of all Post-Primary Institutions, Kano State, for allowing me to go in and out of their schools freely. In particular, I would like to thank the teachers and students who filled questionnaires for me. Finnaly, I thank my wife for patiently accepting my absence and many evenings of silence. To all others who have contributed in one way or the other to the success of this research and who I cannot name individually, I extend my sincere gratitude.

T.1

LIST OF TABLES

TABLE		PAGES
1.	Distribution of Post Primary Institutions	10
2.	Sex of English Teachers	46
3.	Teachers' Age	47
4.	Nationality of English Teachers	48
5.	Degree Specialisation	52
6.	Teachers' Qualifications	50
7.	Nigerian and Expatriate Teachers	53
8.	Professional Qualifications	54
9.	Professional Training	55
10.	Professional Organization and Literature	56
11.	Professional Periodicals	57
12.	Teaching Experience	58
13.	Students Age Range	61
14.	Parental Occupation	62
15.	Parental Literacy	63
16.	Primary School Background	64
17.	Initial Difficulties in Post-Primary Stage	66
18.	Need for Remedial Course	67
19.	Students Difficulties	68
20.	Aspects of English Observed	69
21.(a)	Percentage of Positive Responses on Literature	72
(b)	Positive Responses on each Item	72

LIST OF TABLES CONT'D

TABLE		PAGE
22.(a)	Approaches to Reading	74
(b)	Percentage of Positive Responses on Reading	75
(c)	Positive Responses on each item	76
23.(a)	Percentage of Positive Responses on Pattern Practice	78
(b)	Positive Responses on each item	78
24.(a)	Percentage of Positive Responses on Pronunciation	80
(b)	Positive Responses on each item	80
25.(a)	Percentage of Positive Responses on Vocabulary	82
(b)	Positive Responses on each item	83
26.(a)	Percentage of Positive Responses on controlled composition	86
(b)	Positive Responses on each item	86
	FIGURE 1	11

CHAPTER I

INTRODUCTION

1.1 The Need for the Study

The curiosity to undertake this study arose as a result of my experience as the Head of the English Department, Government Secondary School, Gwale, Kano State, from June 1971 to September, 1972. The researcher discovered serious English Language teaching and learning problems in post-primary schools of Kano State as a whole.[1] Some of these problems are pointed out in Chapter IV.

Though English is Nigeria's lingua franca, it is a minority language in Kano State, being spoken as a second or third language by those whose mother tongue is one of several Nigerian languages, for whom Hausa is the lingua franca. Since the predominant religious and cultural group of Kano State is Muslim, Arabic, and not English, is the language of religion, culture, and history. Yet English has been adopted as the official language of Nigerian unity. It is crystal clear that English serves many roles : as the national language, the language of government, the language of instruction in the schools, Colleges and Universities, the language of business and commerce, internal and international communication.

---

[1] See Tijjani Isma'il,"The English Language Problems in Government Secondary School, Gwale, Kano State." An M.Ed. (TESL) Term Paper, December 1972

With all the vital roles English plays at the national level, no study of the English Language teaching and learning problems in Kano State, which the Ministry of Education can rely on, has ever been made. In May and June 1966, the Ford Foundation, in conjunction with the National Universities Commission and the Federal Ministry of Education, Lagos, conducted a study of the English Language Teaching in Nigeria as a whole, the Report of which was published in September 1966.[1] In the same year, Brian Tiffen conducted a similar survey of some schools in the former Northern Nigeria.[2] He devoted more attention to the aims and background of learning English in the primary school.

The surveys conducted by the Ford Foundation and Brian Tiffen have obvious defects. For example, Brian Tiffen limited his survey to some selected primary schools in the former Northern Nigeria. The Ford Foundation survey had only four months to see English Language Teaching problems at the primary schools, Secondary, Teacher Education Colleges, Technical Colleges, Advanced Teachers' Colleges and Universities in the North, West, Mid-West and Eastern regions and Lagos.

---

[1] Ford Foundation, English Language Teaching In Nigeria: A Report of a Special Study Co-sponsored by the University Commission and the Federal Ministry of Education, Lagos, (Lagos: Ford Foundation 1966).

2 B. W. TIFFEN
English Language Teaching in Northern Nigeria. A Survey. (Zaria: Institute of Education, A.B.U., 1966

Both surveyes were conducted seven years ago. But from 1966 to 1973 there has been a big rise in the number of primary school and post-primary institutions in Kano State. The number of post-primary insititutions in Kano State has actually doubled from 1966-1973.[1] This is also true of the country as a whole. Therefore, more problems have naturally cropped up that need being looked into.

This undertaking has been prepared with high hopes and expectations on the part of the researcher that it would be the first step in a continuing programme of action to improve the teaching of English in Kano State. The description of basic problems and needs which were identified in the study, the recommendations suggesting feasible steps which could be taken to deal with these problems should be of interest and usefulness to the Ministry of Education Kano and all English teachers in improving instruction in Schools and in future planning. Other studies might also be encouraged to take similar steps in an effort to improve on the quality of English teaching in the country at large.

---

[1] In 1968, Post-Primary education enrolment was 4099, but by 1973 this number has risen to 10287, a 126.5% rise as recorded in Education Statistics for Kano State (Kano : Government Printer 1973). p. 15

1.2 Statement of the Problem

The study is intended to find out the English Language teaching and learning problems in the post-primary institutions of Kano State. Among the more specific aims of the study are:

(a) To assess teachers' academic and professional qualifications, their teaching experiences, and teaching load in relation to their teaching performances as teachers of English as a Second Language.

(b) To examine the adequacy and/or appropriateness of Teaching English as a Second Language textual materials and the availability of library resources for this stage.

(c) To bring to light the merits and demerits of the methods used in teaching English as directly observed in English classrooms.

(d) To assess students' activities and student-teacher interactions during the lessons.

(e) To evaluate teachers' attitudes to the teaching of English.

(f) To investigate students' difficulties and the need for remedial work during the first year of post-primary education.

1.3 Delimitation of the Problem

This research is limited to the Post-Primary Institutions in Kano State. There are 28 of such institutions of which 16 are secondary schools, 8 Teacher Education Colleges, 2 Technical Colleges and 2 Commercial Colleges.

The research focussed on the following institutions which were randomly selected (See Chapter 2.3 on how the selection was made).

Secondary Schools

Government Secondary School, Birnin Kudu.
St. Thomas Secondary School, Kano
Government Girls' College, Dala, Kano.

Teacher Education College

Teachers' College, Wudil
School for Arabic Studies, Kano

Commercial School

Kano Community Commercial College

1.4 Definition of Terms Used

Post-Primary Institutions are here taken to mean Institutions of learning after the first seven years of schooling. These institutions are the Secondary Schools, Teacher Education Colleges, Technical Colleges.

Mother Tongue (Native Language)

The first language one learns to speak is one's native language.

ESL - English as a Second Language. In Nigeria, English is a Second Language only in the sense that it is not learned as a native language.

EFL - English as a Foreign Language.

ELT - English Language Teaching is the term British Council Officers teaching English in Nigeria use for ESL. Incidentally, this is also the title of the ESL professional quarterly published by the Oxford University Press in association with the British Council in England.

TESL - are the initials for Teaching English as a Second Language.

TESOL - Teaching English to Speakers of Other Languages.

SESOD - Teaching Standard English to Speakers of Other Dialects

TESL Methodology refers to the methods of teaching English as a Second Language

A TESL expert is a person who has specialised in the Teaching of English as a Second Language.

Language Interference

"Instances of deviations from the norm of either Language which show in the language of bilinguals as a result of their familiarity with more than one language."[1]

Chain Drill - A technique for ensuring pupil participation in which one student asks a question or makes a statement to the student seated next to him, who in turn makes a statement or asks a question of the student next to him, and so on round the class. The order of the chain is clearly specified by the teacher.[2]

Model - The ideal native production of a sound, word, or expression by a teacher or a tape for imitation and repetition by the students.

---

[1] Uriel Weinreich, Languages in Contact (New York: Linguistic Circle of New York, 1953), P.1

[2] Mary Finocchiaro, Teaching English as a Second Language. (New York: Harper and Row Publishers, 1969.) P. 452

Inflection - The addition of an ending to express a grammatical relationship, e.g. -ed added to "walk" to indicate the past tense - walked.

Cue - Anything that stimulates the desired response, e.g. a picture, an object, a spoken word, a gesture, or a written word.

In-Service Training - Training which does not involve completely withdrawing teachers from service in school; e.g. training given by means of evening, week-end and vacation courses.

Observation Foci

A compiled list of systematic classroom procedures used to obtain reliable and valid measurements of differences in the typical behaviours which occur in different classrooms or in different situations in the same classroom.

Positive Responses:

A teacher is said to be positive on an item when his behaviour corresponds with the modern trends of TESL as laid down in the foci (See Appendices 6 - 11)

Negative Response

A teacher is said to be negative when he behaves contrary to a positive response as defined above.

L 1: The first language or mother tongue e.g. Hausa is a first language to a child whose parents are Hausa.

L 2: The second language, e.g. English is a second language to a child, who has Hausa as his first language, and who then goes on to learn English next.

Interaction Analysis

A label that refers to any technique for studying the chain of classroom events in such a fashion that each event is taken into consideration. An observer sits in the classroom or views a video-sound play-back, or just listens to a voice recording and keeps a record of the flow of events. He is trained to use a set of categories to observe the interaction between or among the subjects in a given context.

SAVI - Sequential Analysis of Verbal Interaction

N.E.R.C. - Nigeria Educational Research Council

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

W.A.E.C. - West African Examinations Council

H.S.C. - Higher School Certificate (equivalent to General Certificate of Education, Advanced Level).

N.C.E. - Nigerian Certificate in Education

L.E.A. - Local Education Authority.

Pct. - Percentage

No. - Number

NYSC - Nigerian Youth Service Corps

1.5 The Structure of Post-primary Education in Kano State

The seven-year primary education in Kano State is under the administration of the Local Education Authorities. There are four of these LEAs in Kano State:

Kano LEA
Hadejia LEA
Gumel LEA
Kazaure LEA

Post-Primary Education is largely the responsibility of the State Ministry of Education. There are voluntary agency and community schools as well. At the Post-primary level, four types of institutions are recognised: (see Fig. 1)

1. Secondary Grammar Schools which provide a five-year Course leading to WASC

2. Teacher Education Colleges which provide a five-year Course leading to the Teachers' Grade II Certificate.

3. Commercial Colleges which provide a five-year Course leading to WASC and RSA Courses with emphasis on commercial subjects.

4. Technical/Vocational Institutions which provide a five-year course leading to WASC with emphasis on technical subjects. Technical School Kano offers a three-year course (for candidates with three years of Post-primary Education) leading to the City and Guilds Certificate (see Figure I).

The 28 Post-primary institutions in Kano State are located in the 8 administrative areas of the State (see Table I.)

Table 1
Distribution of Post-primary Institutions

(N = 28)

Administrative Area	Secondary Grammar	Teacher Colleges	Commercial/ Technical
Kano Metropolitan	8	5	2
Kano North-Central	1		
Kano West	2	1	
Kano South East	2		
Kano South West	1	1	1
Hadejia	1		
Kazaure	1		
Gumel	1	1	
Total	17	8	3

The Structure of Education in Kano State

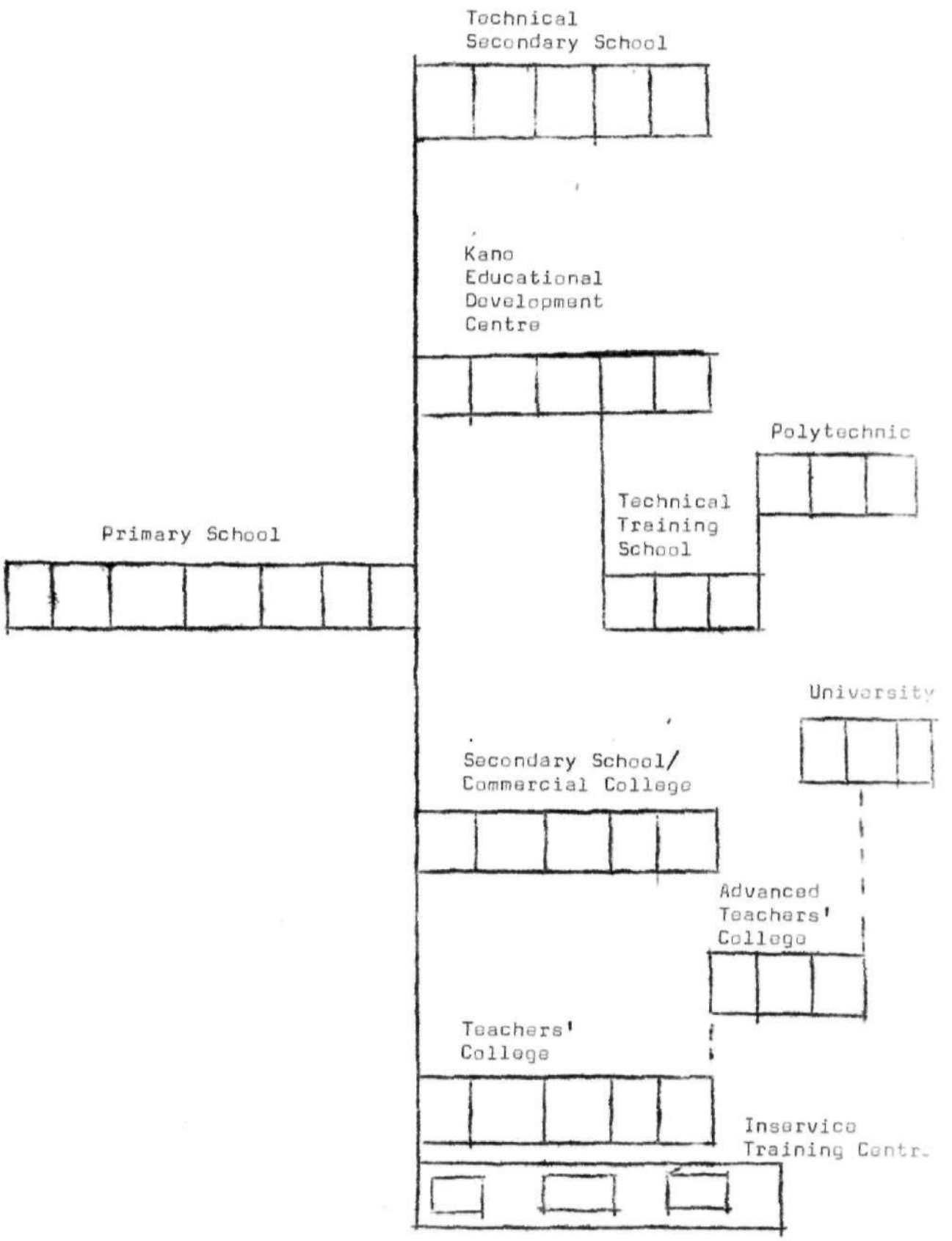


Fig. 1

CHAPTER II

RESEARCH PROCEDURES
Survey Researches in Education

In descriptive educational surveys data of existing phenomena are collected, analysed and recommendations made. The population which supply the data is usually so large that it requires a lot of time money and energy if the researcher is to deal with every individual, object or reaction. This necessitates sampling. Using the sampling techniques the researcher can select representative units from which generalisation beyond the sample can be made.

There are three types of school surveys:-

(1) the outside expert survey
(2) the self-survey
(3) the co-operative survey[1]

This study is a local school survey. It deals with the existing status of the Teaching and learning of English in the Post-primary institutions in Kano State. It is "the outside expert survey" type carried out by one who has some insight into the local situation. The researcher hope that it would achieve a high degree of objective expert presentation.

---

[1] D.B. Van Dalen, Understanding Educational Research, (New York : McGraw-Hill Book Company, 1962). pp.206-208

2.1 Sources of Data

The data and information for this study were collected in the following manner:

1. Through questionnaires
2. Through Interviews
3. Through Students' textbooks and exercise books
4. Through Classroom observations
5. Library sources on TESL

2.1.1 Questionnaires

There were two categories of questionnaires used:

1. teachers' questionnaire
2. Students' questionnaire

The teachers questionnaire provided information on the teachers' personal data, (age, sex, nationality and qualifications), teaching experience, professional traits, attitudes, methods used in teaching, and textual materials.(See Appendix I.) The students' questionnaire provided information on the students' age, home-background (literate or illiterate and its possible encouragement to learning), primary school background, students' attitudes, and difficulties in learning English as a Second language. (See Appendix 2). Since teaching should be student-centred, the researcher felt that the students themselves should be given the opportunity to express their own feelings about the textual materials used and especially their fist year in a post-primary institution. The use of the

questionnaire gave most of the data for this study.

2.1.2 Interviews

Oral interviews were held with eighteen principals of the Post-primary institutions, 45 English teachers, and 120 students. There were five questions for the interviews with the principals. (See Appendix 3). The questions were made up inorder to find out the place of English in the School curriculum. There were ten questions for the interviews with English teachers. These asked for more information on textual materials and aids and the relationship between English and other school subjects. (See Appendix 4). The interviews with the students gave further information on the quality of the primary schools they came from. The researcher had the opportunity to hear students competence in spoken English as well as their attitudes to English. (See Appendix 5 for students' oral interview).

2.1.3 Students' Textbooks and Exercise Books

Students' textbooks were looked into inorder to find out how appropriate they were with regard to students' exercise books, especially in traditional composition writing. The researcher gained valuable insight into the types of errors students made and their difficulties.

2.1.4 Classroom Observations

With the aid of observation foci (see Appendices 6 - 11) prepared by Dr. Thomas Adeyanju, the lecturer in charge of TESL in the Department of Education, the researcher observed teachers teaching English. The aim here was to see the students - teacher - material interaction in the classroom. The types of methods used, the background preparations for the lessons reactions of students to the lessons and the objectives of the lessons were recorded in scorable form in the most objective manner possible. The dates of the visits and classroom observations of the institutions are stated in Appendix 12.

2.1.5 Library Sources on TESL

Many library sources were used in writing this study. Only the titles of books and articles actually used appear in the Bibliography.

2.2 Type of Sampling Used

The population in this study are the ESL students in Kano State Post-primary institutions and their teachers . At the time this research was carried out, there were 28 institutions which were comprised of 17 Secondary Grammar Schools 8 Teacher Education Colleges, 2 Technical/Vocational Schools and one Commercial School. After identifying the population,

the researcher had to decide whether to collect data from the population or a representative sample. Obtaining information from a large population such as all the students in Post-primary institutions in Kano (about 10,278) and all the 28 schools and colleges was thought impractical and tedious. Contacting, observing, or interviewing every student would take too much time. Inorder to overcome these difficulties, the researcher decided to collect data from a few selected units drawn from the population.

Out of the 28 institutions, the researcher decided to take a random sample comprising 3 secondary grammar schools, 2 Teacher Education Colleges, and 1 Commercial school. The name of each secondary grammar school was written separately on a piece of paper, the pieces folded, put in a cap and shuffled thoroughly. The researcher then drew three out. The same method was used to select 2 Teacher Education Colleges and 1 Commercial/Technical and/or Vocational school.

Thus, the researcher used proportional stratified random sampling technique[1] in this study for the selection of schools and Colleges to supply students' data. The resulting random contains:

---

[1] Ibid P. 322

1. 3 Secondary grammar schools (Birnin Kudu, St. Thomas, Girls College Dala),

2. 2 Teacher Education Colleges (Wudil T.C., School For Arabic Studies), and

3. 1 Commercial school (Kano Community Commercial school)

The researcher believes this is an adequate sample, for it covers all types of schools as well as rural and urban characteristics, even though the selection was random.

2.3 Analysing the Data

The data collected in this study by the methods mentioned above, were analysed and presented in tables, each briefly introduced and followed by interpretation and discussion.

CHAPTER III

REVIEW OF THE LITERATURE

In this Chapter, the aspects that are related to the present study will be briefly discussed. This review is focused on Second Language teaching and learning, the objectives of TESL, The English Language in Nigeria, the competencies and training of TESL teachers, the contributions of the linguistics Sciences to ESL, a review of Classroom Interaction analysis and classroom observations in the Northern States.

3.1 Teaching English as a Second Language

When the term English as a Second Language is used, the reference is to a situation where English is a "language of instruction in the Schools and a lingua franca between speakers of widely diverse languages. It is the language of the mass media, of law and government."[1] This situation obtains in the Philippines, India and Nigeria, to mention a few places. English taught as a second language is fundamental to the life and functioning of the country. TESL is sometimes referred to by different names. The British refer to it simply as ELT assuming that you only teach English to people who do not speak it.

---

[1] T.K. Adeyanju, "Teaching English as a Second Language, Definition of Terms," M.Ed Lecture handout, Dept. of Education, A.B.U., Zaria, 1972. p. 3.

In America, the trend is from EFL through ESL to TESOL. one other acronym TENES is used only in reference to Harold Allen's pioneer survey of the situation in the United States in 1966.[1] Also in the United States, a new subfield called SESOD has also come into being.

In his book, English in Africa, McGregor has this to say:

> The first thing to be said about the experience of learning English as a Second Language is this: It is not the same kind of experience as learning a first language but the teachers' job is to make it as much like that experience as possible.[2]

Fewer people succeed in learning a Second language than a first language because the learner of a second language has had experience with his first language which now tends to get in the way. This is often referred to as interference problem. Nelson Brooks has this to say on this issue:

> The individual who already possesses a mother tongue brings to the learning of a second language a very different set of physical and mental capacities. Partial, if not complete, command of one linguistic code has already been attained and it can be both a help and a hindrance in learning the second.

---

[1] H. Allen, A survey of TENES in U.S., (Champaign, Illinois : National Council of Teachers of English, 1966), p. 5

[2] G. McGregor, English in Africa, Unesco Source Book (London : Cox and Wyman Ltd, 1971) p.1.

> The conditions for learning, almost identical for all learners of the mother tongue, differ widely for the second-language learner ..... Another difference of great importance is the age of the learner, for this largely determines the extent to which he still retains the faculties that made it possible for him to learn his mother tongue. When those who study a second language do so within the official school system of their own language community, a special set of conditions for learning is imposed.[1]

Thus, the second language learner has to overcome the difficulties in dealing with different sounds, persons, actions and different arrangements of tone, space and matter, all of which may conflict with the structure of the mother tongue.

Mackey in Language Teaching Analysis mentioned that the learning of the mother tongue follows the same pattern for everyone, but the learning of a second language can take a variety of patterns.

He further observed that three main influences determine the type of and degree of second language learning. These are linguistic, social and phychological influences. Progress in

---

[1] N. Brooks, Language and Language Learning (New York: Harcourt, Brace and World Inc. 1964) p. 22

second language learning depends on how much the mother tongue interferes with the second language. Mackey analysed the social influences as the number of language contacts in the home, community, school, the ethnic group, and peer group in addition to a number of different factors of time, motivation, use of the language, and attitude towards the language. The psychological influence depends on the age motive, intelligence, personality, readiness to learn, emotion and de ve of the learner.[1]

3.2 The Objectives of Teaching English as a Second Language

In her book, Teaching English as a Second Language,[2] Finocchiaro stated that the desired terminal objectives of most second language coruses are bilingualism and biculturalism. In his A.B.U. Linguistic seminar paper, Adeyanju had this to say:

> One of our major goals in second language teaching is bilingualism by which we seek to give our students mastery of the system of the rules of English (its syntax, semantics and phonology). In teaching the command of English structure, for example, we expect the student not only to produce grammatical sentences, but to distinguish grammatical from ungrammatical sentences, including those he has never spoken or heard before.[3]

---

[1] W. F. Mackey, Language Teaching Analysis, (London: Longmans, Green & Coy. Ltd., 1965) pp. 108-124.

[2] Mary Finocchiaro, p. 6.

[3] T.K. Adeyanju, "Sector Analysis, Contrastive Analysis and Pedagody," Unpublished A.B.U. Linguistic seminar, 1973, p.1

Finocchiaro stated that the aim of the English - Teaching programme should be to develop in the learner the four basic aspects of communication - understanding, speaking, reading and writing - within the social and cultural situations normal to persons of his age level. At any learning level in ESL situation, the teacher's objectives should be to develop in the student (in consonance with his age) the following:

(a) the increasing ability to understand a native speaker of English in any situation;

(b) the progressive ability to sustain a conversation with native English speakers;

(c) the progressive ability to read any material in English with comprehension ease and enjoyment;

(d) the progressive ability to write correctly functionally and creatively in English.[1]

The above four fundamental aspects of the language programme should be developed concurrently in an integrative reinforcing manner after an initial listening - speaking period. Research results in linguistics and psychology, as well as empirical observation of learning situations, point to the overwhelming necessity for developing the learners' understanding and

---

[1]Mary Finocchiaro, pp. 8-9.

speaking skills before introducing them to reading and writing.

According to Finocchiaro, the long-range objectives of TESL should concern the gradual perfecting of the language skills needed for everyday communication and for the learning of other curriculum areas and the development of an increasing insight into the culture of the English-Speaking community, including an appreciation of its art, music and literature.

In his book, English in Africa, McGregor lists the following basic principles of teaching ESL :

(a) The purpose of learning English as a Second Language, is for use as immediately as possible.

(b) We must create learning situations in which pupils immediately use the English they have learned for things which they want and need to do.

(c) Listening and speaking must always come before reading and writing. This is true not only when the pupil is first acquiring these skills in the primary school; it applies equally to the learning of individual language items by the secondary school pupil or the adult learner.

(d) All language tasks and all learning materials should be very carefully graded so that the student is not forced into making mistakes by language tasks or learning materials which are too difficult for him, and so that he enjoys the feeling of being able to do what his teacher expects of him, for "Nothing succeeds like success."[1]

---

[1] G.P. McGregor, English in Africa, pp. 7-8.

3.3 The English Language in Nigeria

3.3.1 The Ford Foundation Survey of English in Nigeria

In May and June 1966, the Ford Foundation, in conjunction with the National Universities Commission and the Federal Ministry of Education, Lagos, carried out a special study of the English Language teaching situation in Nigeria as a whole. The survey team consisted of Nigerian, American and British specialists, and the team examined ELT problems at all levels of education, from the primary school to the university.

According to the report, ELT problems exist in Nigeria:

> There is indeed an ELT problem in Nigeria. The introduction of English as a subject in the early years of schooling followed by its use as a medium of instruction shortly thereafter places demands on the primary teacher which he or she simply is not equipped to handle. Since the common practice is to assign teachers with the lowest levels of training (70% of the 87,000 primary school teachers are Grade III or lower) to the lower classes of primary, most Nigerian boys and girls are exposed to extremely poor English at the start and either they fail to learn the skills necessary to use it as the language of learning, or they form bad habits which interfere seriously with learning of the language at later stages of schooling. In most instances,

> both of these circumstances apply. As a result, learning of other subjects in the primary curriculum occurs slowly, and time and effort must be diverted to remedial work at Post-primary levels. Nigeria can hardly afford this sort of educational wastage at a time when so much is being expected from the educational system.[1]

The Report goes on to state that Primary schools are neglected. Attention is mainly focused on the secondary schools and teachers' Colleges. The survey team laments that few teachers' Colleges have ELT trained staff. On the training of teachers, the team recommends the upgrading of the skills of teachers already in service and the improvement of the ELT content of teachers' College programmes. Teachers skills can be improved by correspondence study, short courses, programmed self-instructional materials, the use of the radio, discs, tapes, and T.V. It would be necessary, by means of inspections, tests, and screening devices to identify those teachers for whom improvement would be worth-while.

Turning to the instructional materials three main points are stressed:

---

[1]Ford Foundation, p.9.

(1) The almost total lack of supplementary readers and library resources gravely handicaps the development of good reading habits and attitudes.

(2) The basic textual materials should make use of contrastive linguistics and modern methods of language teaching. There should be a lot more visual aids.

(3) There should be a much closer link-up between the level of the English Courses and books used in subjects other than English.

The team found that the quality of English teaching and learning in the primary school affected all levels of education: Secondary Schools, Teachers' Colleges, etc. and concluded that :

> Consistently and without exception the particular problems reached back to the low quality of English teaching in the primary schools.[1]

The above review seems disheartening enough, but it should also help bring the English problems in schools very clearly to our minds so that immediate reforms can follow.

---

[1] Ford Foundation, p.25.

3.3.2 English Language in the Northern States

In 1966, Brian Tiffen conducted a survey of some primary schools in the former Northern Nigeria. In his report, English Language Teaching in Northern Nigeria: A Survey. Tiffen discussed the aims of the primary school, English language policy in the former Northern Nigeria and the problems of teaching English in the North. According to Tiffen, the aims of the primary school in the North were not clear. Tiffen wrote:

> One of the basic dilemmas of the Nigerian primary school is that it is difficult to be sure what it is for. Is its aim to educate a small proportion of children to go on to post-primary education ? Or should it cater for the majority who will have no further schooling ? Or should it attempt to provide a suitable education for both categories of pupils? And if so, is this practicable.[1]

This dilemma affects English Language teaching and policy. The pupils who are to continue to post-primary education should have a sufficient grounding in English to enable them cope up with that demand.

---

[1] B.W. Tiffen p.2

The place of English language in the curriculum of of the former Northern Nigeria which the Northern States still adhere to was clearly stated in The Handbook for Inspectors, in this way:

> All-round proficiency in English is the most important academic aim of the primary course (African Education, 1953).
>
> Since secondary and technical education are perforce carried out in English it is important that the children break through the language barrier while still at the primary school, if they fail to do this, they will encounter serious problems of communication in post-primary institutions, and therefore gravely handicapped.[1]

From the 1920's until 1965 the official language policy was an offshoot of the recommendation of the Phelp's Stokes Reports. The recommendation supported teaching through the medium of the mother tongue in the first few years of the primary school (English being taught as a subject) and then to switch to English as a medium of instruction in the fifth year.

---

[1] A Handbook for Inspectors. (Kaduna: Ministry of Education 1964) p.7

The above policy was fine and workable. It had tremendous expertise support behind it. It enabled the pupils to gain literacy and mastery in their own language which in turn helped them in the pursuit of the second language. If the theory of linguistic Universals[1] is correct, then it is right to say that literacy in the mother tongue helps literacy in English. In fact, literacy in Hausa does help literacy in English because the two languages use basically the same alphabets, that is, more or less the same orthography.[2]

One eminent British linguist, Angus McIntosh, has this to say about the importance of literacy in mother tongue:

> Inaddequate attainment in foreign language learning, no less than that in many other fields of study, may often be attributed to inadequate enlightenment about the native language[3].

---

[1](George A. Miller, "Some Premilinary to Psycholinguistics) Leon A. Jakobovits and M.S. Mirron (ed). Readings in the Psychology of Language, (New York : Prentice - Hall Psychology series, 1967), pp. 172 - 179.

[2]Elizabeth Dunstan, Twelve Nigerian Languages (London: Longmans and Green & Co. Ltd., 1969) p. 74

[3]Angus McIntosh, Introductory chapter in Hugh Fraser et al (eds.) Applied Luguistics and The Teaching of English (London : Longman, 1969), p. VII

Thus, the use of the mother tongue in the early stages of learning as a medium of instruction is one of the solutions to the daily cry of deterioration in the standard of achievement in our school.

Unfortunately, the Northern Nigerian Government policy changed. In 1965, the Ministry of Education, Northern Nigeria, decided to implement the 'Straight for English' policy. The crucial Ministry circular reads in part:

> I realise, of course, that many primary schools have a substantial commitment to other English courses. Nevertheless, I hope that when a change is possible, the introduction of 'Straight for English' can be brought about. In my opinion, it offers great advantages in Northern Nigerian schools and will produce better results than the alternative courses.[1]

Since the implementation of this policy, it seems to me that there have been more problems of teaching and learning in our schools.

Brian Tiffen mentioned that the lack of lack of educated and trained teachers in primary schools has important consequences

---

[1](Letter No. SIP 60/11/495 of 17th June, 1965).

for the teaching of English. Many of the teacher who introduce the English language to their pupils do not themselves have a sufficient command of the language to teach it properly.[1] As a result there is often undue dependence on the course book and usually too little attention paid to the importance of oral English. The large majority of teachers have had little,if any, training in the methods of teaching English as a Second language. And finally, there is a great lack of adequate and/or appropriate course book and supplementary reading meterials. Thus the picture of the primary school reported by Tiffen is not a cheerful one.

3.4. The Competencies of the ESL Teacher

The teacher is the most important single element in any teaching situation. It has been frequently said that "there are no good or bad methods, there are only good or bad teachers."[2]

---

[1] Brian Tiffen, p.4

[2] Mary Finocchiaro p. 14

In her chapter on the training of teachers, Finocchiaro mentioned the challenges facing an ESL teacher: the wide variation in ability, in interests and in ages among his students and the inadequacy of the textual materials. Hence the need for specially trained teachers to meet the wide ranges in students' backgrounds and to adapt the textual materials. Finocchiaro recommended the following competencies for teachers who wish to become skilled in the teaching of English as a Second Language:

(1) Teachers need to gain insight into the linguistic and cultural backgrounds of their pupils as a bridge to understanding and acceptance.

(2) To study the educational and cultural backgrounds of their students as a springboard for curriculum planning.

(3) To gain conscious familiarity with the features of the English sound, grammar, vocabulary, and cultural systems.

(4) To learn methods of teaching English as a second language or a second dialect.

(5) To learn how to embody principles and/or procedures of related disciplines (linguistic, psychology, sociology, and anthropology) in the teaching of English to speakers of other languages.

(6) To understand the dynamics and techniques of grouping.

(7) To learn how to utilize and/or develop instructional materials in harmony with program objectives and students' goals and learning problems.

(8) To learn how to evaluate pupil progress for possible corrective teaching, for regrouping in the class or for placement in another class.

(9) To provide a classroom environment conducive to successful learning and to ego enhancement.[1]

Other more specialized studies by the teacher are also desirable. For example, the teacher who himself if not a speaker of his pupils' language should familiarize himself with such matters as word order, special pronunciation and intonation features and inflection of his pupils' language. This will help him emphasize similar or contrasting elements in both languages in his teaching and will help him prepare appropriate approaches and materials based on these similarities or contrasts.

---

[1] Mary Finocchiaro, pp.24-25

3.5. The Role of linguistics in ESL

The Linguistic sciences have a major role to play in the teaching of ESL. Halliday, McIntosh and Stevens pointed out that linguistics helps the teacher increase his understanding of the language he teaches and broadens his mind to enable him make statements that are objective and sound predictions about the language.[1] Speaking in the same vein, Mackey made the following observation about the role of linguistics in second language teaching.

> Although the ability to analyse a language may not be the most important qualification of a language teacher, some training in practical linguistics can enable him to establish with more precision than he otherwise might, what is the same and what is different in the languages with which he has to deal. It can also help him understand, evaluate, and perhaps use some of the descriptions of the language he is teaching. And if the training is not too one-sided, nor doctrinnaire, it may prevent him from becoming the prisoner of a single school of thought and encourage him to surmount the great terminological barriers which have prevented only mutual understanding in linguistics.[2]

---

[1] M.A.K. Halliday, McIntosh and Stevens. The linguistic Sciences and Language Teaching (London: Longmans, 1964) p.65

[2] W.F. Mackey. p. 203

In Linguistics in Proper Perspective, Lamb says that linguists uncovered a mass of data regarding the operation and structure of language. They study changes, analyse language and develop superior methods and techniques for such analysis. No modern teacher can ignore such a body of knowledge. In an article in the English Teaching Forum, Robert Krohn mentions three uses of linguistics: First, it determines the content of the course evident in selection, ordering, and presentation. Then it justifies various classroom activities and the teaching of skills, and finally it provides insights into the nature of the course and language.[1]

Indeed linguistics has contributed to the teaching of speech, reading and writing. The audio lingual method establishes the primacy of Speech and stresses increase in the use of language laboratory. Bloomfield, Fries, and Smith worked extensively in the field of reading.

Three new linguistics sciences which have great contributions to make to the language teaching are psycholinguistics, socio-linguistics and contrastive-linguistics.

---

[1] Robert Krohn, "The role of linguistics in TEFL methodology" in The English Teaching Forum Vol. IX Nov.-Dec. 1971. No.6 P. 14

Psycholinguistics accounts for how a language is acquired and how it controls and directs behaviour whether verbal or non-verbal. A knowledge of this branch of linguistics enables us to have insight into the problems of learners - adult or young, problems of bilingualism, attitude and motivation in language learning.

Sociolinguistics deals with the sociological problems of multilingual communities and individuals, shows us what is going on in a particular language, its styles, registers, and dialects. A knowledge of sociolinguistics enables experts to study, analyse and choose one of the dialects as a prestige language. Thus sociolinguistic studies lead to the formation of a language policy which in turn affects teaching.

Another aspect of the linguistic sciences and perhaps the most important one of all for language teaching, is contrastive linguistics. In an A.B.U. linguistic seminar, Adeyanju explained that:

> The theory of contrastive analysis is based on the belief that in the process of learning a second language, the deeply ingrained patterns of one's native language tend to interfere with one's mastery of the language. The two languages are therefore, compared and contrasted on the phonoligical, grammatical, lexical, and cultural levels, with the potential points of conflict indicated.[1]

---

[1] T.K. Adeyanju, "A.B.U. Linguistic Seminar," p. 3

Thus, curriculum workers, textbook writers, and teachers can use the information in the planning of course, grouping and sequencing of items, drills and exercies to be presented and in the development of classroom techniques.

Indeed, the field of linguistics has contributed immensely to language teaching. The ESL teacher in the Nigerian Secondary Schools should be familiar with these contributions if he is to be maximally competant in teaching his students.

3.6 Classroom Interaction Analysis

Since observations of classes in session were also part of this study, it is necessary to examine very briefly what the literature on classroom Interaction Analysis emphasizes.

In an article on "Measuring Classroom Behaviour by Systematic Observation," in Gage's The Handbook of Research in Teaching,[1] Donald Medley and Harold Mitzel defined

---

[1] D.A. Medley and H.E. Mitzel, "Measuring Classroom Behaviour by Systematic Observation," Handbook of Research on Teaching, N.L. Gage (ed.) (Chicago: Rand McNally and Coy, 1963, pp. 247 - 325

Interaction techniques as "procedures which use Systematic Observations of classroom behaviour to obtain reliable and valid measurements of differences in the typical behaviours which occur in different classrooms or in different situations in the same classroom."[1]

With his observation criteria in a scorable way, an observer sees "the behaviour of teachers while they teach and pupils while they learn,"[2] awarding positive and negative points which can be processed and expressed as a percentage.

Observation system is useful in diagnosing teacher-student-material interaction in a given time. Technical skills which need attention in the classroom can be determined and helpful suggestions can be given to the teacher.

Among the many types of systems in Interaction Analysis are, for example Medley-Mitzel,[3] Flanders;[4] Sequential Analysis

---

[1] Medley Mitzel .... p. 250

[2] Ibid .... pg. 247

[3] Ibid .... pp. 247 - 325

[4] Ned A. Flanders, Analysing Teaching Behaviour, (Philippines: Addison - Wesley Publishing Company, 1970).

of verbal Interaction (SAVI),[1] and Bellack - Gallagher - Aschner - Toba.[2] With the exception of the Spaulding system, in which it is the student who is primarily being observed, most of the systems of verbal interaction analysis give greater attention to the verbal behaviour of the "leader", (i.e. the teacher) as distinct from the group with which he is working (i.e. the students).[3] The Flanders' system, which is being used extensively in research in academic areas, for example sees the role of the teacher as exerting indirect influence by accepting students' feelings, praising and accepting their ideas, and asking them questions.[4]

---

[1] Anita Simon and Yvonne Agazarian, Sequential Analysis of Verbal Interaction (Philadelphic: Research for Schools, inc., 19[illegible]).

[2] James Gallagher, Analyses of Teacher Classroom Strategies Associated With Student Cognitive and Affective Performance (Urbana, Illicis: University of Illinois, June, 1968), p.3

[3] Anita Simon and Yvonne Agazarian, p.94

[4] Medley-Metzel, p. 248

The Medley-Mitzel's system supports direct classroom observation since there is no better opportunity to assess teacher-student-text interaction than in the classroom.

The SAVI system of Anita Simon and Yvonne Agazarian claims that every verbal act is meant to covey a message and every message contains two sorts of information. Part of the message contains information about <u>what</u> people are talking and is called "topic information". The other part contains information about <u>how</u> people are relating to each other as they try to communicate and is called "personal information." Both are interdependent components of every message in the verbal behavioral act. The SAVI system contains nine major classes of types of verbal behaviour and each class has a number of categories and sub-categories. The Gallagher-Aschner system comprises five primary categories: cognitive memory (C -M), convergent thinking (C - T), divergent thinking (DT); evaluative (ET) and routine thinking (R). Gallagher - Aschner used their system to carry out a number of researches on the role of the teacher in the classroom and advocated that an integrative rather than a dominative teacher behaviour in the classroom is more likely to bring about learning.[1]

---

[1]Gallagher-Aschner, p.6

An example of an application of one of the above systems in foreign language teaching is fully discussed in Gilbert Jarvis, "A Behavioral Observation System for Classroom Foreign Language Skill Acquisition Activities."[1] Each of the system briefly discussed is a tool with its limited use and each is valuable to the extent it matches the needs of the teacher. In the present study, the researcher used the observation foci (see appendices 6-11) in observing the teacher-student subject interaction in English classes.

3.7 Classroom Observation in the Northern States

Classroom observation analysis was unheard of in the Northern States of Nigeria prior to the establishment of the TESL Division, Department of Education, A.B.U. Zaria. With the establishment of the TESL Division, techniques of

---

[1] Modern Language Journal, Vol. LII, 6 (Oct., 1968) pp.335-340

classroom observation became available to the students. The first study of classroom behaviour in the teaching of English as a Second language in the Northern States is Kate Gascoyne's, a Post-graduate Certificate in Education Student who researched into "The Teaching of Grammatical Structures in The Lower Forms, of some Secondary Schools in Zaria Area."[1] The research was limited to the teaching of grammatical structures and observed only these aspects of English teaching. The second study, detailed and elaborate, is Florence Okunrotifa's "Observation Analysis of English Classes in Post-primary Schools in Zaria. Prepared foci were used to observe 81 English lessons directly. Twenty observations were made in Literature, 17 observations in Comprehension, 15 in Pattern Practice, 15 in Pronounciation, 13 in Composition and one lesson on Dialogue.

---

[1] K.H. Gascoyne, "The Teaching of Grammatical Structures in the Lower Forms of some Secondary Schools in Zaria Area." Unpublished P.G.C.E. Thesis, Dept. of Education, A.B.U., Zaria, 1972.

[2] F.B. Okunrotifa, "Observation Analysis of Classes in Post-primary Schools in Zaria." Unpublished B.A. (Education) Thesis, Dept. of Education, A.B.U., Zaria, 1973.

This present study is the third in the Northern States and the first of its kind in Kano State to observe direct classroom behaviour. All aspects of English teaching were observed in the Post-primary Institutions of Kano State. A total of fifty-one observations were made. It should be pointed out, however, that direct observation was only one of the means of data collection for this study and that the study itself is not exclusively devoted to Interaction Analysis.

CHAPTER IV

ANALYSIS OF DATA

The data obtained through the various sources discussed in chapter II on "Research Procedures" are here analysed as described in section 2.3, i.e. the data presented in Tables which are interpreted and discussed. The data thus analyzed and presented in Tables are the following:

1. data on teacher characteristics.
2. data on student characteristics.
3. data on classroom interaction analysis.

4.1 The ESL Teacher

The teacher in any learning situation is a very important factor, and nowhere else is he more crucial than in second language learning. Mary Finocchiaro believes that "the teacher is the most important single element in any teaching."[1] Nelson Brooks also sees the teacher as a positive catalyst whose function is to enter into and speed up a reaction that would

---

[1] Mary Finocchiaro, p. 14

take place only very slowly without its presence. Brooks adds that the teacher is, in fact, the major source of variation in the pupils' learning through his ability to promote that learning.[1] Since in the world of today the teacher is increasingly becoming the focus of attention his overall characteristics, qualifications, professional competence, and experiences are worth looking into. After all "no nation can rise above the quality of its teachers."[2]

It is in this spirit that the teachers of English in Post-primary Institutions of Kano State were requested to fill in a questionnaire. The responses of the teachers are discussed below.

4.1.1 Sex and Age

Male teachers outnumbered female teachers by a ratio of three to one (see Table 2). Out of the 19 female teachers

---

[1] N. Brooks, pp. 58-61

[2] A.F. Ogunsola, "Teacher Education Programme in Nigeria," Unpublished Lecture, Institute of Education, A.B.U. Zaria, 1973. p.1

in the sample 14 were graduate teachers. It was interesting to note that out of the 12 graduates with teaching qualifications, 7 of them were female (58%)

Table 2

Sex of English Teachers
(N = 80)

Sex	No.	Pct
Male	61	76
Female	19	24
Total	80	100

The marital status of the females is important. It was found that only four female teachers were unmarried. Since 15 of the 19 female teachers in this study are over twenty-five and are married, one would expect them (not all of them) to go on maternity leave, sometimes, even during the school session. The constant change in teachers consequent upon this might have an adverse effect on students learning English. This is not to imply that male teachers are, therefore, more stable,

since other factors could also have similar effects i.e. constantant change of teachers and short supply of teachers for part of the year.

The ages of all respondents were between twenty and fourty five. These are shown in Table 3 below.

Table 3

Teachers' Age

(N = 80)

Range	No.	Pct.
15 - 20	1	1.25
21 - 25	20	25
26 - 30	29	36.25
31 - 35	17	21.25
36 - 40	8	10
41 - 45	5	6.25
Total	80	100

As shown in the Table above, only a fifth (20%) of the respondents were over 35 years old, the majority of them (80%) were below 35 years. This would seem to imply that, all other things being equal, one should find less traditional set patterns of English teaching practices among the secondary Schools

and Colleges in this study. Section 4.3 on classromm interaction analysis should throw light on this.

4.1.2 Nationality

The teachers were in two categories with respect to the nationality factor - expatriates or Nigerians. It was found that 75% of the teachers were Nigerians (i.e. 60 out of 80), while expatriates constituted the remaining 25% (i.e. 20 out of 80). Out of the latter, Great Britain had 13.75% and Canada 5%. The remaining 6.25% was shared by Pakistan, Egypt, America and Ireland (See Table 4).

Table 4

Teachers' Nationality
(N = 80)

Nationality	No	Pct
British	11	13.75
Irish	1	1.25
Pakistani	2	2.05
Egyptian	1	1.25
American	1	1.25
Canadian	4	5
Nigerian	60	75
Total	80	100

Somewhat surprising in view of the desire for indigenisation is the fact that only 15% (i.e. 9 out of 60) of the Nigerian teachers are indigenes of Kano State. When indigenization is considered at the national level, Kano State Post-primary institutions are well on their way to being completely indiginized with 75% (i.e. 60 out of 80) of its English teachers being Nigerians.

4.1.3. Academic and Professional Qualifications

There are various types of untrained ESL teachers in Kano State, ranging from graduates in English (and sometimes social studies graduates!) without ESL training to HSC failures waiting for something better to turn up.

Of prime importance in furnishing some guidelines for positive action in the future was the information supplied by respondents about their actual degree specialisations. Out of the 38 graduate teachers teaching English, 14 graduated in other fields than English, representing 37% (see Table 6 below)

Table 6

Degree Specialisations

(N = 80)

Specialisation	No. of Teachers
B.A. English	21
B.A. French	3
B.A. German, Swedish, French	1
B.A. Linguistics	1
M.A. English	3
B.A. Geography and English	1
B.A. Geography	1
B.A. History	1
B.A. Psychology	1
B.ED. English & Education	1
B.Sc. History-Politics-Ecomomics	1
B.Sc. Sociology &Administration	1
B.Sc. Social Studies	1
M.A. French & Russian	1

When the researcher asked those English teachers whose specialisations were not English, why they were teaching English and not subjects in their areas of specialisation, some of their comments were as follows:

(1) "I was posted here to teach French. On arrival I was told that students in this school do (sic) not study French, so I was asked to teach English instead."

(2) "I am a volunteer. There were not enough English teachers; that was the job I was given."

(3) Because I applied to do so - for the sake of getting a job. I'll teach my subjects but not in Africa." (his subjects being Hist. Politics-Economics)

(4) "I have been asked to do so, after all I learnt English as a second Language in my country."

(5) "I'm NYSC - (National Youth Service Corps) I do what I'm asked."

Table 5

Teachers' Qualifications

(N= 80)

Qualification	No. of Teachers	Pct.
B.A. with Teaching Qualification + PGCE	12	15%
B.A.	26	32.5
N.C.E	32	40
H.S.C.	5	6.25
Professional Teachers' Certificate	2	2.5
Grade II	3	3.75
Total	80	100

Table 5 above indicates that 12 out of 38 graduates have teaching qualification. The N.C.E. teachers represented 40% (32 out of 80) of the entire teaching personnel. The HSC teachers (6.2%) are not only academically deficient but equally professionally deficient to teach in Post-primary institutions.

Table 7

Teachers' Qualifications by Nationality
(N = 80)

Qualification	No.	Pct.
Graduate with Teaching Qualification	12	15.0
Nigerian	4	5.0
Non Nigerian	8	10.0
Graduate without Teaching Quali.	26	32.5
Nigerian	12	15.5
Non Nigerian	14	17.5
N C E	32	
Nigerian	32	40.0
H S C	5	
Nigerian	5	6.25
Professional Teachers Cert.	2	
Nigerian	1	1.25
Non Nigerian	1	1.25
Grade II	3	
Nigerian	3	3.75
Total	80	100.00

The above Table shows that 4 out of 12 qualified teachers are Nigerians, representing one third or 33% . The remaining

66% are expatriate teachers. All the NCE, HSC and Grade II teachers were Nigerians.

Since the teacher plays such a vital role in second language learning, adequate professional preparation is vital for him. Research finding have proved beyond all reasonable doubts that in any field of study, proficiency is achieved only when the teacher has received professional training in his field of study. The TESL course is the most appropriate professional training teachers of English in Nigeria should have. The various professional qualifications found in the study range from Post-Graduate Diploma in Education to Grade II Teachers' Certificate as shown in Table 8 below.

Table 8
Kinds of Professionally Qualified Teachers
(N = 49)

Type of Qualification	No.	Pct.
Post-graduate Diploma in Education	6	12.3
Bachelor of Education (Eng. & Edu.)	1	2.0
Teachers' Certificate in Education	5	10.2
Nigerian Certificate in Education	32	65.3
Professional Teachers Cert. in Edu.	2	4.1
Grade Two Teachers' Certificate	3	6.1
Total	49	100.0

Just half of all the teachers 40 (50%) have had any form of professional preparation for TESL. The kinds of TESL these teachers had are given in Table 9 below.

Table 9

Teachers Trained in TESL
(N = 40)

Kinds of Training	No.	Pct.
Trained in TESL	13	32.5
Inservice Training in TESL	27	67.5
Total	40	100.0

From Table 9, only 32.5% of trained English Teachers have had any work in ESL methods. It should be clear to all teachers of English that there is a distinct and vital difference between teaching English to native speakers and teaching it to students who have already mastered their mother tongue. Also about 67.5% of these teachers have attended some kind of in-service course. At least 50% of English teachers in Kano State feel themselves incompetent to teach one English compornent or another.

4.1.4 Professional Organisation and Literature

The Nigerian English Studies Association was founded in March 1966 at Jos, with the principal aim of promoting the

study and teaching of English. Its membership was almost entirely composed of teachers of English in Secondary Grammar Schools, Colleges and Universities. Its conventions and its journals make available papers and articles on language study and language learning.[1] Yet 95% of the questionnaires reported ignorance of such an organisation or any relevant similar organisation. (See Table 10 below).

Table 10
Professional Organisation and Literature

	No.	Pct.
Membership of Prof. Org.	(4 out of 80)	5
Read Prof. Periodicals	(16 out of 80)	20

Consistent with the proportion of members of professional organisations is the proportion of teachers who regularly read professional periodicals having at least some relevance to TESL (See Table 10 above.) Only one-fifth of

[1] Its publications are always belated, sometimes even two years after the conference.

the teachers read professional periodicals. An examination of the periodicals reported indicated that, actually, most of the teachers have been getting very little information about TESL from these sources, since most of the publications listed (see Table 11 below), are peripheral to the TESL field.

Table 11

Professional Periodicals

Journal of Nigeria English Studies Association
West African Journal of Education
International Review of Applied Linguistics
English Teaching Forum
Times Educational Supplement
English Language Teaching Quarterly
The Critical Quarterly
English Studies Series
English Teaching Abstract
Modern Language Review

Most school libraries do not provide periodicals. It is clear that very little of the information currently being published in the TESL field, on both theory and practice,

actually reaches the people engaged in the field.

4.1.5 Teaching Experience

It was found that 28.8% of the teachers have just one year of experience, and 20% have over 10 years teaching experience. (See Table 12 below).

Table 12

Years	0-1	2-5	5-10	11-15	16-20	21-25	26-30
Teachers	23	16	10	10	3	2	1

It was also discovered that most of the teachers with less than five years of experience were the young NCE graduates. The more experienced teachers were found to be placed in the higher forms, particularly forms 4 and 5. It is worth noting that in very few cases do the NCE holders teach higher forms. They were usually placed in forms 2 and 3, although in 6 out of 28 schools (21%) they were found to be teaching forms 4 and 5 and in 5 out of 28 schools (19%) they were even head of the English Department.

4.1.6 Attitudes

One third (33%) of the teachers found the teaching of English "very difficult, no time to rest, all the time occupied with marking or preparing another lesson." These teachers preferred to teach other subjects with less marking and preparation to do.

Several studies have verified the assumption that attitudes are significant for learning, especially teachers' attitude. Adeyanju successfully puts it:

> the teacher's attitudes towards language and the goals of English as a Second Language, his attitudes towards the method and materials he uses and his attitudes towards his students are to a large extent determined by the nature of his professional preparation, especially, a training in linguistics.[1]

If teachers attitude towards their profession is negative, how then can they stimulate their students.

---

[1] T.K. Adeyanju, "The Effects of Teaching Attitude on the Learning of English as a Second Language." (Paper presented), Columbia, 1968. p. 2

Thus in Kano State, out of the 80 English Teachers, only 21 (26.3%) graduated in English and 12 of these (15%) have teaching qualification. It is disheartening to note that only 13 (16%) have had training in TESL methodology, that only (34%) attended any in-service course, and that only one-fifth (20%) read professional periodicals.

4.2 The Students

In attempting to evaluate the quality of the Students' home, their primary school background, and to find out their difficulties in learning English, a random selection of three Secondary Grammar Schools (B/kudu, Dala, St. Thomas), two Teacher Education Colleges (Wudil, School of Arabic Studies), and one Commercial College (Kano Community Commercial) was done. In the six schools, twenty-five students each filled a questionnaire, making a total of 150 questionnaires. These students were drawn from Forms 3, 4 and 5.[1] The overall characteristics and evaluation of the students are presented below.

4.2.1. Biographical Characteristics

The age range of the students was found in order to know the particular age groups we are concerned with.

Table 13

Students' Age

(N = 150)

Yrs.	13 - 15	16 - 18	19 - 21	22 +
No.	21	60	56	13

From Table 13 above, it can be seen that 90.3% are below 21 years and 8.7% are above the age of 22, while those below 15 years constitute 14%

---

[1] At the time the research was going on, the teachers convinced me that Forms 1 and 2 couldn't respond well to the questionnaires so only Forms 3, 4 and 5 were given questionnaires.

Table 14

Parental Occupation

(N = 150)

Occupation	No.
Farming	49
Trading	33
Wage-earning	51
Studentship	3
No response	14
Total	150

As shown in the above Table, 38% of the respondants have parents who are wage-earners, 36% have parents who are farmers and 24% have parents who are traders. It is not surprising that students whose parents are wage-earners have the largest percentage, because this category of parents is enlightened. The farmers in the rural areas have already begun to come out in large numbers to attend adult education classes, so it is not surprising that they send their children to school.

A literate home or even environment contributes greatly towards student learning. At least for this sample, formal western education of the parents was lacking.

Table 15

Parental Literacy

(N = 15)

Educ.	No.	Pct.
No. W. Lit.	62	41
Prim. 7	54	36
Post-Prim.	25	17
Post-Sec.	9	6
Total	150	100

In Table 15, about 41% of the parents had no literacy in Western education. Just over a third 36% of the parents attended up to primary seven. Only 17% attended Post-primary institutions while the remaining 6% had post-secondary education.

4.2.2 Primary School Background

The Primary school is "the Cinderella of the educational system, but has been neglected".[1] It is here that foundations are laid, for good quality primary education produces good quality students in secondary schools, the University and beyond. From the sample collected, the picture of primary schools is somewhat disquieting.

---

[1] B.W. Tiffen, p. 8

Table 16

Primary School Background

(N = 150)

Problem	Schools	Pct.
Lack of Texts and Reading Materials	44	29
Lack of English Teachers	34	23
Lack of a School Library	72	48
Total	150	100

Table 16 shows that 48% of the schools had no library, 29% had no textual materials and the remaining 23% lack English teachers. This means that most Primary schools are ill-equipped for the purposes of teaching young children. Brian Tiffen who conducted a survey in some primary schools reported that

> heavy, out-of-date furniture, ranged in long rows facing the teacher is hardly the kind of environment required for lively language teaching. There is usually nowhere to pin charts, pictures, magazines cutting or children's work on the classroom walls. Hardly ever does one find a flourishing interesting and well-presented classroom library or reading corner. There are usually no paints, no brushes, no matching cards, no counters, no toys. And yet all these aids and stimuli are essential for children coming mainly from non-literate homes.

---

[1] B.W. Tiffen p. 5

Turning to the medium of instruction, this study discovered that 57% of the students used Hausa as a medium of instruction for 3 - 4 years. Less than one-fourth used Hausa during the first two years of primary education and only 11% used it for 5 - 6 years. In general, this is in conformity with the recommendation of the Language Group, NERC National Workshop on Teacher Education Curriculum, April, 1972. The latter recommends that the mother tongue should be used as a medium of instruction up to the end of the third year, after which a second language (English) should start being used as a medium of instruction at the beginning of the fourth year. The main objectives for the use of the mother tongue as a medium of instruction are:

(a) To make learning easier for the child
(b) To encourage a child to continue learning and appreciating the values of its own culture.
(c) To help the child to think clearly in its own language.

It has been accepted that adequate mastery of the mother tongue in the Primary School helps in the study of the second language. (See Chapter 3.7 (a).)

4.2.3 Post-Primary Stage

Table 17

Initial Difficulties in Post-Primary Stage

Difficulties	No.	Pct.
Grammar	46	30
Reading Comprehension	30	20
Composition	50	33
Spoken English	24	17

Table 17 indicates that on admission to post-primary institutions students had the greatest difficulties in composition (33%). One quarter of the students had difficulties in reading comprehension and 30% in "grammar". In post-primary institutions teachers waste time in teaching students traditional grammar. For example:

> A noun is a word that tells who or what a sentence is about. Sentences are about ideas, people or things, and nouns are the names of those ideas, people or things. e.g.
>
> Speed is important[1]
> Work is important
> Money is important.

In general, teachers waste time talking about the language in "the traditional definitions that do not fit the facts,"[2] instead of using the language.

---

[1] J.M. Stitt, Straight for English, Learning by Reading, Bk.6,P.7

[2] R. Allen, English Grammars and English Grammar (New York: Charles Scribners & Sons, 1972). P. 1

The problem in composition too lies with the teachers. Students are asked to write a free composition in a second language before they become habituated to expressing themselves accurately in that language. Almost inevitably this will lead them into areas of grammar, lexis and style which are not under their control. Hence a flood of red ink in their notebooks and teachers complain of "too much time being spent on marking." This is why 86% of the teachers expressed the need for a remedial course in the first year of post-primary institutions. A genuine demand for remedial work is bound to arise in view of the poor standards attained in the primary school.

Table 18
Need for Remedial Course

Ability	Teachers' Response	Percentage
Listening Ability	3	3.75
Speaking Ability	13	16.25
Reading Ability	12	15
Writing Ability	7	8.5
All Ability	45	56
Total	80	100

Table 18 describes the specific areas where remedial work is needed. In general, students had a slow reading speed. The reading faults consisted of head and lip movements as students read, vocalised and quite often indulge in finger-pointing.

fixetions whereby students concentrated on individual words rather than on the total meaning of the group, sentence or paragraph was common. In spoken English, lack of confidence and poor acquaintance with English phonetic sounds hampered students' progress.

In Table 19 below, 43% of the students reported having no sufficient books to read in the Post-primary institutions. Out of the students who had textbooks, 42.6% found them difficult to understand.

Table 19

Students Difficulties

Problem	No.	Pct.
I find the text too difficult to understand	46	42.66
There are no sufficient books for me to read	65	43.33
The teacher does not give good marks	16	10.66
No response	5	3.33
Total	150	100

Among the scholls visited, it was not uncommon to find classes only partially supplied with books. It can hardly be expected that students will form good reading habits and attitudes in such a situation, Indeed, there is a need for more and better reading materials, properly graded.

Thus, the majority of the students in the Post-primary institutions came from poorly equipped primary schools. About 48% of the students reported having no library in their school, 23% reported shortage of English Teachers, and 29% lacked textbooks and supplementary readers. Thirty percent of the students hated grammar and 20 % could not read properly. Dut to these dificiencies, 56% of the teachers recommended a remedial course in listening, speaking, Reading and Writing abilities.

4.3 Classroom Interaction Analysis

In this section, data collected from direct classroom observation of teacher-student-material interaction using the observation criteria discussed in section 2.1.4 will be analysed and interpreted.

4.3.1. Lessons Observed

Table 20
Aspects of English Observed

(N = 51)

Aspect	No
Literature	10
Silent Reading (Comprehension)	12
Pattern Practice	5
Pronunciation	5
Composition (Controlled & Traditional)	15
Vocabulary	4
Total	51

In an attempt to evaluate the teacher-student-material interaction in the classroom, the researcher observed forty-one English lessons in the schools. Table 20 above shows the different components of English lessons observed. The lack of uniformity in the number of lessons observed was due to teachers' negative disposition towards certain components of English. In general, teachers taught what they loved. Hence the researcher was not able to observe an equal number of lessons. The evaluation of each of the components is discussed below.

4.3.2 Literature

The primary objective of teaching literature in an ESL course is that our students may receive a literary experience which aims essentially at a vivid and keen realization of all of experience.

> It is the use of language to communicate not only facts and thoughts but vivid realizations of ideas, inorder that, we may experiance all of life to the full.[1]

---

[1] T.K. Adeyanju, "Teaching Literature," Lecture Handout on ESL methods, Dept. of Education, A.B.U. P. 1

The methods recommended in the teaching of literature are dramatization, dramatised play reading, choral reading, projects, class reports, and class discussion.

The main objective of teaching literature in Nigerian schools is to pass examinations and no more. In a recent study "A survey of the Teaching of English Literature in the H.S.C. Schools of North-Central State, Nigeria,"[1] it was found that 80% of the teachers agreed that the primary objective of teaching literature "is that the students pass H.S.C. final examinations".[2] Although helping students pass exams is an important objective in teaching, it is a very limited one indeed. Mayhead says,

> We should remind ourselves that no great writer ever designed his work to be potential matter for the examiners of posterity. Imagine Shakespeare writing Hamlet or Dickens writing Great Expectation with public exams in mind![3]

The researcher observed that in three schools in the literature lesson, teachers asked their students to read the set books aloud round the class. In two schools, the teacher read page by page with explanations all along. Bruce Pattison referred to it as "murder to dissect type

---

1 I.A. Olaofe, "A Survey of the Teaching of English Literature in the H.S.C. schools of North Central State, Nigeria." unpublished B.A. (Education) Thesis, Dept. of Education, A.B.U., Zaria, 1973 p. 37

2 Ibid. p. 73

3 R Mayhead, Understanding Literature, (London: Cambridge University Press, 1965), p.3.

of method."[1] In the course of trying to dissect the literary text, the teacher murders the total experience."[2]

In Teaching English as a Second Language, (1970) Bright and MacGregor strongly objected to reading aloud in a literature/ comprehension lessons.[3]

Table 21 a

Positive Responses to Literature Foci

Lessons Observed	Items on the Foci	Possible Positive Responses	Positive Responses achieved	Pct.
10	25	250	110	44%

Table 21 b

Positive Responses by Item

Items	1	2	3	4	5	6	7	8	9
Responses	8	10	4	8	0	0	0	0	8
Items	10	11	12	13	14	15	16	17	18
Responses	8	2	6	6	4	0	8	2	2
Items	19	20	21	22	23	24	25		
Responses	8	6	6	0	6	6	8		

[1] B. Pattison, "The literature lesson", Teaching of English as a Second Language, H.B. Allen (ed) New York: McGraw-Hill Book Company, 1965), pp.288-292

[2] I.A. Olaofe, p.73

[3] J.A. Bright and G.P. McGregor, Teaching of English as a Second Language, (London : Longman Group Ltd, 1970) pp. 52-102

In Table 21 a, the statistics of responses indicate that a total of 110 positive responses were scored out of the 250 possible positive responses. This equals 44%. Teachers were generally positive on items 1, 2, 4, 9, 10, 12, 13, 16, 19, 20, 21, 23, 24 and 25. (See Appendix 7). All of these items scored 60% and above. (See Table 21 b). Item 5 which asked whether the teacher used visual aids and item 15 "Did the teacher do a timed reading exercise?" Scored 0%, because teachers did not use visual aids and time-reading techniques. In a study, "Observation Analysis of English Classes in Post-primary Schools in Zaria, Mrs. Okunrotifa also found that the use of visual aids scored only 5%. Certainly audio-visual aids are essential. Moody even suggests that every ESL teacher should have a tape recorder.[1] Aids are the more indispensable in our situation where the background of the texts is foreign. The use of aids brings the foreign background to the Classroom, which enchances students' interest and their understanding and appreciation of the texts.

---

[1]Moody, p. 3

4.3.3 Reading

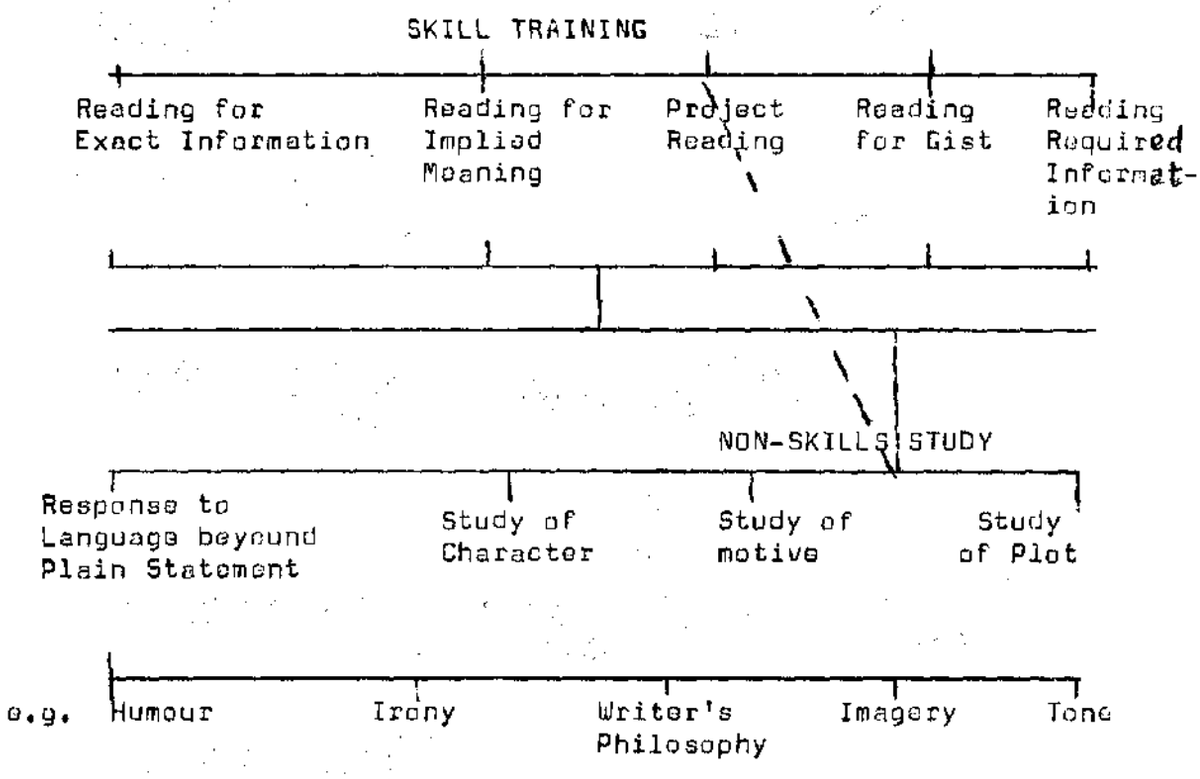
There are two main approaches to reading:-

(1) Skills training and (2) non-skills study.[1]

(see Table 22).

Table 22 (a)

Approaches to Reading



[1] J. Munby, Read & Think (London, Longmans 1970) p. VI.

The approaches in Table 22 a overlap. In the ESL situation, the reading section of the English Programme should emphasise skills training.

In the schools visited, the teachers did not give emphasis to skills training. Reading was mainly equated with intensive reading (comprehension). In ten schools, in the comprehension lessons the teachers first read a particular passage to serve as a model, then some students were asked to read aloud certain portions of the passage and then the teacher asked students comprehension questions as found in the text. This was a wrong approach to comprehension. Teachers should be concerned in helping the student to understand the text not in finding out if he has understood it or not. In other words students should be trained not tested.

Table 22b

Positive Responses to Reading Foci

Lessons Observed	Items on Foci	Positive Responses	Responses achieved	Percent
12	22	264	109	41%

Table 22c

Positive Responses on each Item

Items	1	2	3	4	5	6	7	8	9
Responses	10	8	9	10	[illegible]	0	0	0	5
Items	10	11	12	13	14	15	16	17	18
Responses	5	1	5	6	10	0	8	2	4
Items	19	20	21	22	23	24	25		
Responses	3	2	8	2	3	0	8		

In Tables 22(b) and 22(c), 109 positive responses were recorded in the 12 lessons of 264 possible positive items. This is 41%. Items 1, 2, 3, 4, 9, 10, 12, 13, 14, 16, 21, 25 scored 50% to 100%. Item 15 asked whether teachers do a timed-reading exercise, item 20 asked 'whether a teacher demanded for summary or outline of material, read, and item 24 asked whether there was any evidence of application of reading skills from previous reading lessons." These three important items scored below 20% positive responses. The low scores highlighted teachers' negligence of skills training discussed earlier.

4.3.4 Pattern Practice

In teaching structural pattern , the teacher first presents the pattern in a meaningful situation. This is followed by a very brief explanation of the grammatical points involved and then oral practice by the students. Finally, the students should use the pattern in some form of meaningful communicative situation.

In my observations, the techniques of presentation and oral practice were virtually nonexistent. Explanation of the pattern by the teacher followed by written exercises was the practice. Teachers belaboured one structural item throughout, forgetting that some items do not require as much time as sometimes two, or even three items can be taught in one lesson.

In Table 23 a below, 57 possitive responses were achieved out of the 155 possible positive responses, this makes 37%. The teaching was,therefore, not satisfactory.

Table 23 a

Positive Responses to Pattern Practice Foci

Lessons Observed	Items on Foci	Possible Positive Responses	Positive Responses achieved	Percentage
5	31	155	57	37%

In Table 23b items 5, 8, 10, 16, 22, 25, 26, 27, 28 scored 0%. This means that the teachers did not use ESL pattern practice techniques, ie. the most widely used audio-lingual method.

Table 23b

Positive Responses on each Item

Items	1	2	3	4	5	6	7	8	9
Responses	2	3	4	2	0	3	2	0	4
Items	10	11	12	13	14	15	16	17	18
Responses	0	3	1	1	2	2	0	4	1
Items	19	20	21	22	23	24	25	26	27
Responses	2	2	1	0	3	1	1	0	0
Items	28	29	30	31	32	33			
Responses	0	4	2	3	2	0			

In any pattern practice oral practice plays a big role. Students should chorally repeat the pattern, followed by group response and finally individual response. Different

drill types, e.g. substitution, various transformations, replacement, contrast, question-answer drills, reduction and others should be used to teach the pattern. Similarly, stress, rhythm and intonation should not be neglected in pattern practice. But in all the lessons observed, teachers neglected these very important items.

4.3.5 Pronunciation

Speech training and pronunciation teaching are essential components of an ESL programme. Speech training is here defined as training in the most "important aspects of speech such as stress rhythm, and intonation,[1] This is more important than pronunciation teaching where the students are only concerned with the pronunciation of individual sounds. With the help of aural aids (the gramaphone tape recorder, radio, T.V., sound films), students can achieve near-native accent.

In the schools visited not a single lesson of speech training was seen. Pronunciation lessons in Ogundipe and Tregidge's Practical English was used from time to time. In

---

[1] B.W. Tiffen, A language in Common, (London : Longman Group Ltd. 1969), p. 32

all cases pronunciation work started and ended in a single weekly pronunciation period. The principle of basing pronuciation drills on the particular problem sounds that students have was not considered either in texts or by teachers.

Table 24a

Positive Responses on Pronunciation Foci

Lessons Observed	Items on Foci	Possible Positive Responses	Responses achived	Percentage
5	21	105	51	49%

In Table 24a above, 51 positive responses were achieved out of a total of 105 possible positive responses, giving 49%.

Table 24b

Positive Responses on each Item

Items	1	2	3	4	5	6	7	8	9
Responses	5	1	4	2	0	4	5	4	5
Items	10	11	12	13	14	15	16	17	18
Responses	1	4	0	4	0	1	1	4	3
Items	19	20	21						
Responses	2	1	0						

In Table 24b, items 1, 3, 6, 7, 8, 9, 11, 13, 17, 18 scored above 80% of the positive responses. On the other hand, items 2, 10, 15, 16 and 20 scored only 20%. Item 5 asked whether the teacher allowed the students to see his mouth; item 14 asked whether students produced tongue twisters correctly after teacher's model and item 21 asked whether rhythm, stress and intonation of the sentence were borne in mind as sounds were being practised in context. These three items scored 0%. This implies that teachers almost completely ignored speech training.

It was only in one lesson out of the five lessons observed that the teacher told his students the reason for the drill. It is very important that the teacher tell his students the reason for the drill as this will motivate them and they become interested in the lesson. In no school did the reasearcher see any teacher demonstrating the point of articulation with a diagram. Above al, all the pronunciation lessons the researcher observed were not based on students' areas of difficulty and no comparison or contrast with students' native language was brought in.

Finally, the reasearcher did not observe any teacher insisting on transfer of good pronunciation in other English lessons.

4.3.6 Vocabulary

In this book, Vocabulary Development in the Classroom, Deighton defined the goals of vocabulary achievement as follows:-

> The main goal of vocabulary development is growth of pupils power to get at least tentative or partial meaning by himself, for unfamiliar words he reads. Secondary goals are the acquisition of new words and the expansion of meaning in old words.[1]

Table 25a

Positive Responses on Vocabulary Foci

Lessons Observed	Items on Foci	Positive Responses	Positive Responses Achieved	Percentage
4	28	112	25	22%

[1] L.G. Deighton Vocabulary Development in the Classroom, (New York: McGraw - Hill, 1959) p.10

In the course of observation, the researcher discovered that vocabulary was either very poorly taught or not taught at all in the schools. In Table 25a, only 25 responses were achieved out of 112 possible positive responses. This equals 22%.

Table 25b
Positive Responses on each Item

Items	1	2	3	4	5	6	7	8
Responses	0	0	2	0	0	0	0	4
Items	9	10	11	12	13	14	15	16
Responses	0	0	4	0	3	2	0	0
Items	17	18	19	20	21	22	23	24
Responses	3	0	0	0	4	0	0	0
Items	25	26	27	28				
Responses	0	0	2	0				

The researcher did not observe any teacher giving the synonym, antonym, prefixes or suffixes,or instructing students to use glossary and footnotes. In all the four lessons on vocabulary observed, the students were not taught to arrive at the meaning of a word inductively. No teacher used realia, visual aids or even blackboard.

Vocabulary was taught in isolation from other aspects of English. This was a big mistake. Words must be taught in real situation in context to make them more meaningful. Students should learn synonyms, antonyms, prefixes and should be aware of and posses a passive and active vocabulary. The teacher should use realia and visual aids, and should enlighten his students on the use of glossary and footnotes.

4.3.7 Composition

In an ESL programme, composition, work should begin as controlled exercises and end in free writing. In his article "Controlled writing for Intermediate Foreign Students" in H.B. Allens' Teaching English as a Second Language, Lois Robinson defined controlled writing as a writing in which a student cannot make a serious error, if he follows directions. It assumes that "a foreign student needs as much help in learning to write English as he does in learning to speak English."[1]

---

[1] L. Robinson "Controlled Writing for Intermediate Foreign Students". Reprinted in H.B. Allen (ed) Teaching English as a Second Language, (New York: McGraw Hill, 1965), pp. 265-270

Hazel McCree in her book From Controlled to Creative Writing, explained that free writing assumed that the students have got sufficient control over the language they are trying to see.

In Kano State Post-primary Institutions, free writing exercise is very common. In five schools, the researcher saw the teachers write a topic on the blackboard and ordered the students to write "not less than four pages" by the end of the 40 minutes lesson. These were students in Forms 1, 2, 3, 4, 5. At the end of the period the books were collected. This is unfortunate. And Billows reminds us that "the making of pieces of writing is a craft or a skill that is appropriately carried out in a workshop atmosphere with a workshop type of self-discipline".[1] We can hardly expect a learner at shooting to hit the target often if he is seldom or never allowed to see exactly what he is aiming at.

---

[1] F.L. Billows, The Techniques of Language Teaching (London : Longman, Green & Co. Ltd. 1961) p. 166

Table 26a
Positive Responses on the Composition Foci

Lessons Observed	Items on Foci	Positive Responses	Positive Responses Achieved	Pct
6	14	84	25	30

Table 26b
Positive Response on Each Items

Items	1	2	3	4	5
Responses	3	6	6	0	0
Items	6	7	8	9	10
Responses	0	0	0	0	2
Items	11	12	13	14	
Responses	2	5	0	2	

In Tables 26a and 26b, six lesson of controlled compositions were observed. 25 correct responses were achieved out of 84 (i.e. 30%). The lessons were below average. Items 5, 6, 7, 8, 9 and 13 scored 0%. (See Table 26b). This is obvious because the researcher saw that teachers did not alow students to work according to

ability and rate. The researcher noted that the traditional idea of doing one exercise per lesson prevailed in all schools visited. The teachers should aim at doing a variety of exercises with the students. Lois suggested ten different types of exercises which could be used with success, Donald Knapp is "A Focussed, Efficient Method to Relate Composition Correction to Teaching Aims" also recommends the use of a check list.

From the above analysis, it is clear that teachers are more positive in the teaching of Pronunciation (49%) than in Literature (44%), Reading (41%), Pattern Practice (37%), Composition (30%) or Vocabulary (22%). Wherever teachers' approaches were not based on modern approaches of ESL, their scores went down. Traditional approaches reduced positive scores on the foci. In general, the researcher did not see any lesson on speech training, dialogue, poetry, and drama. This implies that teachers ignore these important aspects of TESL.

---

[1] O.K. Knapp, "A Focussed, Efficient Method to Relate Composition Correction to Teaching Aims," Reprinted in H.B. Allan (ed) Teaching English as a Second Language (New York: McGraw-Hill, 1965), pp. 271-280

CHAPTER V

SUMMARY AND RECOMMENDATIONS

5.1. Summary

From the analysis of the data in Chapter IV, the following defects in the teaching of English in Kano State can be deduced. These defects, no doubt, can lead to the generally poor performance in the subject:

5.1.1 Professional Qualification

The most disturbing factor as far as the teaching of English is concerned in Kano State is the qualification of the teachers. Out of the 80 English teachers in this study, only 13 (16.3%) were trained in TESL and only 34% have attended any form of in-service training. Only 12 out of 38 (15%) of the graduate teachers of English had teaching qualification. (See Table 6.) Most of the teachers (80%) do not read any professional periodicals.

It was also revealed that 37% of the graduate teachers teaching English graduated in fields other than English (See Table 5.) It is harmful to allow this category of teachers to teach English anywhere, more especially in a second language situation. They have not been prepared academically and

professionally for this task. Even if they were native English speakers, that was no qualification without undergoing professional training in TESL.

Moreover, they have a negative attitude towards the teaching of English, probably because of their lack of professional preparation for teaching ESL. One third (33%) of the teachers preferred to teach other subjects. Several studies have supported the assumption that teachers attitudes can influence student learning. The teacher who finds teaching English uninteresting obviously will not teach it in the same way as the professionally trained teacher who finds it interesting.

In a second langauage situation the academic and professional qualifications of the teachor as well as his attitudes to teaching English as a Second Language matter more than anything else.

5.1.2 English In the Primary School

Most of the teachers contacted during this research complained that students come to Post-primary Institution poorly equipped to handle Classroom instruction in English. Even the Ford Foundation Survey of English Language Teaching in Nigeria has this to say with respect to remedial work in Secondary school English:

> The need for remedial work at the Secondary level is broadly evident. Lacking specific, well-planned programmes for improving the speaking, reading and writing skills of beginning Secondary Students, it becomes necessary for teachers to divert time from regular course objectives in an attempt to correct defects, and instruction in all subject areas has slowed considerably. Until the situation is remedied at the primary level, intensive remedial courses during the first year of the secondary cycle appear to be a necessity.[1]

Because of the above fact - students coming from primary schools linguistically deprived and in need of remedial work - a programme must be introduced to improve standards upon admission into Post-primary Institution.

5.1.3. Inadequate Instructional Materials

The need for appropriate textual materials is great. At present many books flood the Nigerian market. They have catchy titles, good format and attractive designs. An

---

[1] Ford Foundation Survey, p.76

untrained ESL teacher can easily become a prey to these superficial qualities and may select the wrong books for his students. In most of the Institutions visited, the researcher found that teachers stuck to P.A. Ogundipe and P.S. Tregidgo's Practical English books I - V with religions fanaticism even though these books fail to satisfy most of the criteria[1] of a good ESL textbook.

Audio visual materials were either not available or used sparingly. Even tape recorders were not extensively used.

5.1.4 Library Resources

Although most of the Institutions do have, libraries, they are with few exceptions, not well supplied - no journals, magazines and up-to-date books. Teachers generally do not seem to encourage students to make use of libraries. Students are not trained in the use of libraries - locating information, use of periodicals, and so on.

---

[1] T.K. Adeyanju, NERC, Lead paper, p.13

5.1.5 Literary Books Selection

There are many short-comings in the selection of books for English literature. Books are prescribed by the examination body. The teachers have no part to play in the prescription. They simply select texts from the prescribed lists without seeking the opinions of the students. Some of the works selected are very traditional and too difficult, for example, Chaucer. And according to Allen "what is too difficult only set up a distate for literature and will fail to establish a reading habit."[1] Such unsatisfactory works merely kill the desire of the students to read for pleasure, which is one of the vital aims of literature teaching.

In general, the content of Literature is saturated with the traditional classics and second-language literature is neglected. Again, English and Literature are regarded as two separate subjects at WASC level. The test in literature is based on a few setbooks and Teachers do not see literature as language in use. In this regard, there is hardly any

---

[1] H.B. Allen, p. 290

Linguistic, literary experience, or reading habit that can be inculcated in students by making them read three or four set-books in two years for the literature exams.[1]

Because students are deficient in basic language skills, they fall back on question and answer notes for this examination. In some institutions visited, students who are weak in English Language are asked to offer literature at WASC level. This is wrong for as Halliday Mackintosh and Strevens point out:

> (a) No student should be pushed into literary work until he has had a sufficient linguistic ability to understand, enjoy, and appreciate the literary texts he will be studying.
>
> (b) In an attempt to inculcate "taste" to imply that such and such a piece of writing is "beautiful" or "moving" are meaningless until a student can recognise the basis for such remarks. He finds the basis out through language.
>
> (c) Anyone handling literature in a second language context should be aware of linguistic principles and their relation to the analysis of style.[2]

---

[1] T.K. Adeyanju, NERC, Lead paper, p.3

[2] M.A.K. Halliday, McIntosh, Angus and Strevens, Peter D. The Linguistic Sciences and Language Teaching (London : Longmans, Green & Co. Ltd., 1968) p. 105.

5.1.6 English Syllabuses and Courses

There are no English Syllabuses for secondary schools and Teacher Education Colleges. The WAEC examination syllabus is what dictates what the student learns and what the teachers teach in the classroom and also what the text-book writer can sell. None of these realizes that the WAEC syllabus is an examining syllabus and not a teaching one. Again the language syllabus of WAEC relegated listening and speaking skills to the background and examines students on reading and writing alone. The former (neglected) are primary skills in an English as a second language situation.

5.1.7. Absence of well-defined objectives

At the various levels of education, in Kano in particular, and in Nigeria as a whole, there are no well-defined objectives of language instruction. As H. Dunkel, in his discussion of second language learning, states;

> Objectives are the most important variables in teaching and learning because they tend to determine everything else, except the characteristics of the students.[1]

---

[1] H. Dunkel, ... English Language Teaching, XXIV, No.3 May, 1970, p. 272

In a situation where there are no well-defined objectives it is difficult even for a well-trained language teacher to be confident in giving a lesson because he will not be sure whether he is working towards a generally accepted goal or not.[1] It is the untrained teacher who thrives in this situation, because he relies completely on any textbook the school library stocks, and works from Chapter to chapter."[2]

Thus, the weaknesses of the teaching and learning of English as summarized above are the dearth of trained language teachers, the lack of adequate teaching materials and the use of strangely unrealistic syllabuses, and the absence of well-defined objectives.

---

[1] M.A. Adekunle,"Towards a Realistic Approach to Problems of English Instruction in W. Africa". English Language Teaching, XXIV No.3 (O.U.P., May 1970), p. 274

[2] Ibid p. 274

5.2 Recommendations

The problems mentioned above must be given urgent attention and remedied if the standard of teaching and learning English is to improve, since English is the tool for other subjects. We all know that where the tool is deficient, crude or blunt we cannot expect any refined product of workmanship. This is the more reason why English should be given much attention. The following recommendations need to be implemented.

5.2.1 English Language Centre

The Ministry of Education, Kano should establish an English Language Centre in the State. The Centre will among other things:-

(a) help develop realistic objectives for English Language instruction.

(b) Assist in the training and promote the training of TESL experts, and run courses.

(c) To prepare, develop and encourage the development of new textual and other instructional materials suitable for English as a second language learning.

(d) To provide leadership and impetus to the development of adequate libraries.

(e) To bring linguists, language teachers, curriculum experts, broadcasters and textbook writers together through seminars and conferences and to advise

on the production of textbooks

(f) To prepare research needs and conduct and promote research projects to cover the needs, as well as experiments in the field of language instruction.

(g) To provide a base for international scholars desiring to carry out linguistic research in Kano State.

(h) To maintain contact with centres and organisations dealing with language research and experimentation in other countries.

The above Centre must be in a readily accessible place, a place with substantial physical accommodation . Therefore, it must be located where ample building space is now available or where such facilities could be constructed. The researcher recommends that this Centre be established within or near the In-Service Training Centre, Gandun Albasa, Kano.

5.2.2 Instructional Materials

Publishers should be encouraged by the Centre to develop graded English Language textbooks and supplementary readers suitable for second language learning. A reader that arranged its materials situationally should be preferred to the non-situational fiction stories like Ali Baba and the

Forty Thieves. Modern linguists agree that the study of language should be situationally based so that, having studied vocabulary and structure centred around the garden, for example, a child should be able to make meaningful communication when he is in the garden or when there is a discussion centred around the garden. It is highly recommended that more attention be given to linguistics and modern methods of language instruction in these books. The following are the criteria for selecting good ESL Textbooks:

> The materials in the text should
>
> (1) Be organised as a fully articulated series with each year's work based on what has preceded;
>
> (2) Incorporate the best current thinking of Linguistic Sciences regarding the nature of language and the structure of English;
>
> (3) Take into account the results of psychological experimentation, dealing with second language learning;
>
> (4) Reflect the specific linguistic and cultural needs of the students who are to use them, needs which are best determined by a contrastive analysis of linguistic and cultural systems.

(5) Be built around a carefully arranged sequence,of the most useful English structural patterns;

(6) Provide systematic help in dealing with problems of pronunciation;

(7) Limit the number and rate of introduction of new vocabulary items, particularly during the early years of instruction;

(8) In presenting new material, follow the sequence hear-say-read-write.

(9) Formulate instructional objectives clearly, if possible, in behavioral terms, and provide means for determining when the objectives have been achieved.

(10) Familiarize students with realistic, conversational English as well as the more formal type found in most school texts.

(11) Relate language-learning experiences to the students' natural centres of interest.

(12) Provide students with an adequate opportunity to drill new language forms and patterns to the point of mastery.

(13) Be complete, clear and precise in the instructions given.[1]

---

[1] T.K. Adeyanju, Lead Paper NERC. p. 18-19.

In order to stree the imporatnce of audiovisual materials, Vernon said:

> The age of instructional technology so we are told is now with us ..... It is important that this part of technology become meaningful to the teachers and not just words that float around in the rarefied atmosphere wherein the researcher researches.[1]

Institutions should be supplied with audio-visuals like tape recorders, radio, records film strips and so on. Teachers must utilise these since they have a great potential for language learning.

5.2.3 Workshops, Conferences, Seminars, etc.

Workshops, Conferences, In-Service Training and Refresher courses are various ways by which the teacher can be made up-to-date in teaching English as a second language. The Centre can organise these during week-ends vacations so that teachers can benefit. Since pedagogy is an ever-growing field of research, continuous training is needed on the part of scientific discoveries. Success in these courses and

---

[1] I.O. Olaofe ...., p.81

practical application in the classroom can be a contributing factor in promoting the teachers.

5.2.4 Periodicals and Journals

Publications such as Visual Education, Audiovisual Instruction, TESOL Quarterly, English Language Teaching, English Teaching Forum, Journal of NESA and several other journals as well as presentations in conferences have articles, reviews and research experts on the teaching of English. Some money can be kept preferably by the advisor in English to be used to purchase the above publications.

5.2.5 English Syllabus

There should be an English teaching syllabus in Secondary Schools, Teacher Education Colleges, Vocational Centres. The WAEC should give importance to oral English and it should be made criterion for passing in English.

5.2.6 Remedial Course

A remedial English language teaching programme is desirable upon entry to a post-primary Institution. It is pleasing to note that a start has been made in this direction by the In-service Training Centre. All institutions should

implement the Kano State link syllabus. From time to time, teachers should meet to discuss their difficulties in the implementation of this syllabus or any other that might superceded it.

5.2.7 Teacher Education

A way of improving the quality of candidates for Post-primary Institutions would be to improve the status of the Teacher Education Colleges. The Ministry of Education should concentrate on the present eight teacher education Colleges. Before new ones are established, they should be stretched fully to contain thousands of students so that it will be economically possible to provide a sizeable and well-run library and a certain amount of basic equipment. Language laboratories are a necessity for the schools and the teachers of such Colleges should be TESL experts. The teaching of English methods should not be administratively separated from the teaching of English as a subject. There are up-to-date methodology texts in the market but hardly any was mentioned by the staff of these Colleges.

The practice of giving English classes to all Teacher Education Products even if handicapped in oral ability should be stopped. At their final year, the students who are capable enough to teach English should be selected, while the others can be given other subjects to teach.

The researcher recommends that before students are posted out for the fourth year Teaching Practice, they must cover three quarters of the ESL methodology syllabus. At present, hardly any methodoly is taught before they are posted out.

5.2.8 Research Needs

This study is the first of its kind in Kano State. There is therefore the need for more researches to take place. The primary purpose of such researches should be to obtain information that would help in drawing conclusions and making recommendations concerning the teaching of English as a Second Language.

The researcher wishes to spell out these areas of research:

(a) Comparative studies of English and Hausa.

(b) The roles played by English and Hausa in various social situations.

(c) Are better results obtained when English and Hausa are introduced simultaneously in the first year of Primary education or is it better to delay the introduction of a second language until after the third year?

(d) To what extent are better results obtained through the use of such teaching aids as films, tapes, language laboratories and the like?

(e) What are the effects, if any, of L_2 teaching on the learning of other school subjects?

(f) What kind of results are obtained when the child is taught L_2 by the regular class teacher (whose competence in L_2 may be minimal) as compared to results obtained when special teachers are used for second language instruction?

(g) What attitudes do nationals of different countries have towards problems of second language learning and towards the learning of Hausa?

5.2.9 Miscellaneous

(a) There should be more regular inspection in English. The inspection function represents an important point for supporting English Language instruction and for effecting improvement in English language teaching.

(b) The policy of continuity of staff should be adopted to enable the teachers do some fruitful work. In an ESL situation, understanding the students capabilities and defects is essential on the part of the teacher. This can only be achieved if the teacher stays long with his students.

(c) Teachers should be encouraged to make use of the schools' broadcasts, following the weekly schedule from Kaduna.

(d) A teacher's Professional Organisation should be established embracing all English teachers. They should meet from time to time to discuss common problems relating to language instruction.

(e) Teachers with the best command of English and the highest levels of professional training should be assigned to teach English in the lower forms of Post-primary Institutions. This is essential, since this is the stage where much attention should be given to oral English, the development of reading speed, comprehension and vocabulary.

The researcher believes that if the above recommendations are implemented, the standard of teaching and learning English in Kano State Post-primary Institutions will certainly improve.

B I B L I O G R A P H Y

Adeyanju T.K., "The Effects of Teaching Attitudes on the Learning of English as a Second Language." Forthcoming in the West African Journal of Education

Adeyanju, T.K. "The Role of Verbal Interaction in College Teaching," Unpublished Research Paper, Teachers College, Columbia University 1969.

Adeyanju, T.K., "Sector Analysis, Contrastive Analysis and Pedagogy." Unpublished, A.B.U., linguistic Seminar Paper, 1973

Adeyanju, T.K. "Relevance in Language Curriculum", Unpublished NERC Lead Paper, 1973. Forthcoming in the Nigeria Education Forum, A.B.U., 1974

Adeyanju, T.K. "Teaching English as a Second Language, Definition of Terms," M.Ed Lecture handout, Dept. of Education, A.B.U. Zaria, 1972

Adeyanju T.K. "Sector Analysis, Contrastive Analysis and Pedagogy," Unpublished A.B.U. Linguistic Seminar, 1973

Adeyanju T.K. "Teaching Literature", Lecture Handout on ESL methods Dept. of Education, A.B.U. Zaria.

A Handbook for Inspectors: Kaduna : Ministry of Education, 1964.

Allen, H. A Survey of TENES in U.S., Champaign, Illinois: National Council of Teachers of English, 1966

Allen, H.B. Teaching English as a Second Language New York: MacGraw-Hill, 1965

Allen, R. English Grammars and English Grammar New York: Charles Scribners & Sons, 1972

Anita Simon and Yvonne Agazarian. Sequential Analysis of Verbal Interaction. Philadelphia: Research for Better Schools, Inc; 1967.

Bales, R.F. "A set of Categories for the Analysis of Small Group Interaction," American Sociological Review, Vol. 15 (1950), pp. 101-135

Billows F.L. The Techniques of Language Teaching London: Longman Green & Co. Ltd. 1961

Bloomfield, L. Languages. New York: Holt Rinehart and Winston, 1933

Bright. J.A. and McGregor, G.P. Teaching English as a Second Language. London Longmans, 1970.

Brooks, N. Language and Language learning New York: Harcourt, Brace and World Inc. 1964

Brooks, N. Language and Language Teaching: Theory and Practice. New York: Harcourt, Brace and World, 1966

Bumpass, Faye, J. Teaching Young Students English as a Second Language, New York: American Book Company, 1963

Daighton, L.G. Vocabulary Development in the Classroom, New York: McGraw-Hill, 1959

Dunstan, Elizabeth. Twelve Nigerian Languages A handbook on their sound systems for teacher of English. Longmans: Green & Co. Ltd., 1969

Education Statistics for Kano State: Government Printer 1973

English Language Teaching, XXIV No.3 May 1970

The English Teaching Forum Vol. IX Nov.-Dec., 1971, No.6

Finocchiaro, M. Teaching English as a Second Language. New York: Harper & Row Publisher, 1969.

Flanders N.A., Analysing Teaching Behaviour, (Philippines: Addison - Wesley Publishing Company, 1970

Fraser, H. etal (ed) Applied linguistics and the Teaching of English. London: Longmans, 1969

Jarvis, Gilbert A. "A Behavioral Observation System for Classroom, Foreign Language Skill Acquisition Activities." The Modern Language Journal, Vol.III, No.6, 1968. pp. 355-340.

Lado, Robert, Language Teaching: A Scientific Approach. New York: McGraw-Hill Book Company, 1964.

Mackey, W.F. Language Teaching Analysis. London: Longmans Green & Co. Ltd., 1965

Mayhead R. Understanding Literature, (London: Cambridge University Press, 1965.

McGregor G.P. English in Africa. London: Heineman Educ. Books Ltd. 1971

McIntosh A. Applied Linguistics and The Teaching of English (London: Longman, 1969

Munby J. Read and Think (London; Language 1970)

Ogunsola A.F. "Teacher Education Programme in Nigeria." Unpublished lecture, Institute of Education A.B.U. 1973

Okunrotifa, F.B. "Observation Analysis of Classes in Post-primary Schools in Zaria." Unpublished B.A. (Education) Thesis, Dept. of Education, A.B.U. Zaria 1973.

Olaofe, I.D. "A Survey of the Teaching of English Literature in the HSC Schools of North-Central State, Nigeria", B.A. (Education) Thesis, Dept. of Education, A.B.U. Zaria, 1973

Gage, Nathaniel L. (ed). Handbook of Research on Teaching. New York: Rand McNally and Co, 1963.

Gallagher, J. Analysis of Teacher Classroom Strategies Associated With Student Cognitive and Affective Performance. Urbana, Illinois: University of Illinois, 1968.

Gascoyne, K.H. "The Teaching of Grammatical Structures in the Lower Forms of some Secondary Schools in Zaria Area." Unpublished Research for Post-Graduate Certificate in Education, Zaria A.B.U., 1972.

Guildford J.F. Fundamental Statistics in Psychology and Education. New York. McGraw-Hill, 1965.

Halliday, M.A.K., McIntosh Angus, and Strevens, Peter D. The Linguistic Sciences and Language Teaching. London: Longmans, Green and Co. Ltd., 1964.

Isma'il T. "The English Language Problems in Government Secondary School, Gwale, Kano State." An M. Ed. (TESL) Term Paper, December, 1972

Jacobs R. (Ed.) English Language Teaching in Nigeria. Lagos: Ford Foundation, 1966.

Jakobovits L.A. and Miron S. Murray, Readings in the Psychology of learning. New Jersey. Prentice-Hall, 1967.

Perren, G.E. The Teachers of English as a Second Language: Their Training and Preparation. Cambridge University Press, 1968.

Quirk R. and Smith, A.H. The Teaching of English and Language Learning. London : Oxford University Press, 1966

Spencer J. (ed).). The English Language in West Africa. London: Cambridge Univ. Press. 1963.

Stitt J.M. Straight for English, Learning by Reading, Book 6.

Tiffen, B.W. A Language in Common (London: Longman Group Ltd. 1969

Tiffen, B.W. English Language Teaching in Northern Nigeria: A Survey. Zaria. A.B.U., 1966

Tiffen, B.W. (ed,) English in the Primary School. Zaria: A.B.U., 1968

UNESCO, African Languages and English in Education. Paris: UNESCO Education Clearing House, 1953

Uriel Weinreich Languages in Contact. New York: Linguistic Circle of N. York, 1953

Wright, Andrey "Initial Techniques in Teaching English as a Second Language." English Teaching Forum. 2, No.2, 1964, pp.215-225.

APPENDIX 1

RESEARCH QUESTIONNAIRE for English Teachers

A: General Information about the School.
Please supply in the following correctly.

(1) Name of School .....

(2) When Established .....

(3) What class do you teach ?

(4) Number of students in your clas.

B. Personal Data of the Teacher.
Please complete as accurately as you can by ticking the one applicable to you.

(1) Sex : Male Female

(2) Age Range

15 - 20

21 - 25

26 - 30

31 - 35

36 - 40

41 - 45

46 - 50

50 above.

(3) Marital Status

Single

Married

Divorced

Widowed

(4) Nationality

Nigerian

British

Indian/Pakistani

Egyptian

American

French

Others

(5) Qualifications:

(6) Languages spoken.

C. Teaching Experience.

(1) For how long have you been teaching ?

(2) For how long have you been teaching English in this School?

(3) Did you graduate in English ?

(4) What aspects of English did you study ?

(5) When did you graduate ?

(6) Did you train as a TESL (Teaching English as Second Language) teacher?

(7) If you are not trained to teach English, please state why you are teaching it now.

(8) How may periods do you teach a week?

(9) Which other subjects did you teach ?

(10) Do you consider your teaching load ?

(a) Too much
(b) Much
(c) Adequate
(d) Too little

(11) What other duties do you perform besides teaching ?

General.

(12) When last did you attend any in-service training course or anything similar on English ?

(13) What briefly was the course about ?

(14) Do you attend any meating of English Teachers outside your School(e.g) Nigerian English Studies Association).

(15) What professional periodicals do you read in relation to English Teaching ?

(16) When do you resort to the students native Languages in the Classroom ?

(17) Do your students' languages interfere with their learning of English ? If so, how ?

(18) What aspects of English do you like teaching best of all and why ?

(19) Would you prefer teaching other subjects than English ? Why?

D. Methods.

(1) Please tick the method (s) you use regularly in teaching English in your class,

(a) Group Teaching
(b) Individual Teaching
(c) Programmed Learning
(d) Grammar-translation method
(e) Audio-lingual method
(f) Team Teaching/Tutorial
(g) Direct method

(2) Please state why you prefer using the method(s) you ticked.

(3) Do you feel any urge to change your teaching method?

(a) Yes
(b) No
(c) I dont know

(4) What kind of help do you give students who are weak in English ?

(5) What sort of Audio-visual materials do you prepare for English teaching ?

(6) How often do you give assignments to your students ?

(7) How do you deal with your students assignments ?

(8) How often do you mark students work ?

(a) Every other day
(b) once a week
(c) fortnightly
(d) monthly
(e) every day in class
(f) every day after school

(9) What sort of errors are most common?

(10) Could some of the errors have been avoided ?

(11) How do you allocate your weekly periods to teaching students the different aspects of English

(12) How do you treat students errors?

E. Textual materials

(1) Name the text-books you use

(2) Other teaching aids.

(3) Tick the problems which exits in your school in respect of teaching materials:-

(a) Lack text books in general
(b) Non-Nigerian materials
(c) Outdated texts
(d) Texts not geared to syllabus
(e) Constant text changes
(f) Ignorance of potentials of materials
(g) Lack of money for obtaining teaching materials.

(4) On what do you base your selection of materials?

(5) Do the textbooks incorporate the best current thinking of linguistic Scientists regarding the nature of language and the structure of English ?

(a) Yes
(b) No
(c) I don't know

(6) Do the textbooks take into account the theories of second language learning ?

(a) Yes
(b) No
(c) I don't know

(7) Do the texts reflect the specific Linguistic and Cultural needs of your students ?

(a) Yes
(b) No
(c) I don't know

(8) Is contrastive analysis teachnique employed in the texts in order to help the students ?

(a) Yes
(b) No
(c) I don't know

(9) Do the texts familiaric students with realistic conversational English as well as the more formal type found in most school texts ?

(a) Yes
(b) No
(c) I don't know

(10) Are sequencing and stanging employed in writing up the texts ?

(11) Do the texts relate language learning experiences to the students age and natural centres of interest ?

(a) Yes
(b) No
(c) I don't know

(12) Are the texts complete, clear and precise in the instractions they give.

(a) Yes
(b) No
(c) I don't know

(13) Do you do any remedial teaching in your school ?
If so, in which Class(es) ?

14. In which of these areas do you do remedial work?
(a) Listening ability
(b) Speaking
(c) Reading (d) Writing (e) All.

APPENDIX 2

RESEARCH QUESTIONNAIRE
FOR STUDENTS

A. Personal Information

1. Name of School

2. Sex. Male Female - Please tick which applicable.

3. Age Range

13 - 15
16 - 17
18 - 20
above 20

4. Language(s) spoken.

5. In what town/district were you born ?

6. Where do your parents live ?

7. Please tick which is applicable.

(a) My father/mother read (s) up to primary 7)
W.A.S.C.)
B.A.)

(b) My brother(s) read (s) up to primary 7)
W.A.S.C.)
B.A./B.Sc.)

(c) My father/mother/brother teach (s) me at home.

8. What does your father do ?
What does your mother and brothers do ?

B. Primary Background and Textual materials

1. Name the primary school you attended.

2. Tick the problems which existed in your primary School:-
   (a) Lack of textbooks and reading materials.
   (b) There was no library in the School.
   (c) Lack of English teachers.

3. Were you taught in English or in any other language ?

4. How long were you taught in a language other than English?

5. Tick the aspects of English you find difficult during your first year in post-primary school.
   (a) Grammar
   (b) Reading comprehension
   (c) Composition
   (d) Spoken English.

6. Tick those which apply to you in the first year of post-primary school.
   (a) In the first year of post-primary the English teacher divided my class in three or four or five groups for teaching English.
   (b) The teacher helped the weak students in the afternoon or evening.
   (c) The teacher gave (i) plenty of work to be done
   (ii) too much work
   (iii) little work
   (iv) no work at all.
   (d) I used to read many books in the library.

7. Did your teacher prepare remedial course for you.
   (a) Yes
   (b) No
   (c) I don't know.

8. Name the textbooks you use in English now.

9. Which ones do you like best ?

10. Tick the ones applicable to you.

I like the above named texts because :-

(a) they contained simple vocabulary which makes easy reading.
(b) the grammatical items are simple.
(c) they contain amusing stories
(d) they say things I find easy to understand
(e) they have funny drawings and pictures

11. Are the text-books available sufficient for every one to get one.

(a) Yes
(b) No

12. Do you have a class library ?

13. Are there many books in the English section of your present school library?

(a) Yes
(b) No
(c) I don't know.

14. Are there different kinds of books to cater for your interest?

(a) Yes
(b) No
(c) I don't know.

15. What do you do in your leisure time?

16. Is there a library/debating or dramatic society in your school ?

(a) Yes
(b) No

17. Do you take active part in any of them ?
(a) Yes
(b) No

18. How often do you have internal debating sessions and/or activities with our schools ?

19. I have difficulties in learning English because:-

(a) I find the text too difficult to understand,
(b) There are no sufficient books for me to read.
(c) The teacher does not give me good marks.

20. How would you suggest improvement in teaching and learning English in your school ?

APPENDIX 3

ORAL INTERVIEW WITH PRINCIPAL

(1) What is place of English Language in the School curriculum?

(a) The extent of usage by the Students ?

(b) Weekly period allocation per class in English and other subjects

(2) How many English Teachers do you have ?

(3) Is there any progress in the School in general results and what about English results ?

(4) What is responsible for improvement or lack of improvement in the results ?

(5) How would you suggest improvement in English Language teaching ?

APPENDIX 4

ORAL INTERVIEW WITH ENGLISH TEACHERS

(1) How long have you been teaching English in this School?

(2) What types of aids do you use in your lesson?

(a) Do you have a Language Laboratory ?

(b) Do you prepare the tapes ?

(3) Do you basa your entirely on the text-books? lesson

(4) In what aspects of English do you supplement your lesson with other text-books?

(5) How often do you buy new books for the English Section of the School Library?

(6) Do you have class Libraries?

(a) How do you organise it?

(7) How do you measure achievements?

(8) What is the relationship between the English Department and other Departments in the School?

(9) Are you making any effort to acquaint yourself with the Students Language?

(10) Are you happy with the standard of your Students?

APPENDIX 5

ORAL INTERVIEW WITH STUDENTS

(1) Name the text-books you used in the Primary School?

(2) Were charts, pictures, tapes or records used in teaching English in your Primary School?

(3) What are your difficulties with regards to learning English in the post-primary School?

(4) Do you find the study of English interesting?

(5) What aspects of English do you like most ?

APPENDIX 6

PATTERN PRACTICE GUIDE

		Yes	No
1.	Did the teacher explain rationale for learning the new pattern?		
2.	Did the teacher introduce pappern in meaningful situation?		
3.	Did teacher call students' attention to the Grammar pattern to be practised?		
4.	Did he say model sentence in the best way possible		
5.	Did students chorally repeat model sentence close to model?		
6.	Did individual students repent sentence close to model?		
7.	Choral response		
8.	Group response		
9.	Individual response		
10.	Student to student response		
11.	Student to teacher response		
. .	Did teacher isolate and correct		
12.	Words omitted?		
13.	Suffixes omitted?		
14.	Intonation?		
15.	Rhythm?		
16.	Stress ?		
17.	Did the teacher use blackboard to build up pattern?		
	OR		
18.	Did the teacher use previously prepared table?		

	Yes	No
19. Did he allow for self correction ?		
20. Did teacher go back to students who made incorrect responses?		
21. Did he use verbal cue to signal change?		
22. Did he use visual cue to signal change?		
23. Did teacher insert meaningful utterances in drill?		
24. Did students use incidental expressions in their responser?		
25. Did teacher use different drill types, e.g. substitution, various transformations, replacement, contrast, question-answer drills, contrast, reduction, etc. to teach the pattern?		
26. Were drills used mechanically?		
27. Were drills used meaningfully?		
28. Did teacher use vocabulary from vocabulary and reading lessons in the patterns?		
29. Did teacher reinforce pattern with writing exercise?		
30. Did teacher present a generalization or rule for patterns taught?		
OR		
31. Did class arrive at a generalization or grammar rule inductively?		
32. Did the teacher evaluate students' mastery of materials?		
33. Was there evidence of correct use of the pattern(s) in other lessons?		

APPENDIX 7

Silent Reading Guide

	Yes	No
1. Did the teacher introduce the material to be read?		
2. Did he relate it to students' lives?		
3. Did he discuss the topic of the reading?		
4. Did he discuss topic related to the reading?		
5. Did he use visual aids?		
6. Were selected patterns from the reading practised?		
7. Were selected words practised?		
8. Any other aid to help reading?		
Teacher-Student Set Goals		
9. Was the goal of the reading for literal meaning of words, ideas, sequence?		
OR		
10. Was reading for inference?		
OR		
11. Was it to read critically?		
12. Was there any other goal?		
13. Did students do directed silent reading in class?		
14. Was teacher's oral reading in class to set model for students' reading?		

	Yes	No
15. Did the teacher do a timed reading exercise?		
Evaluation of Goals		
16. Did teacher use oral questions about Materials		
17. Did he write questions in lesson plan to elicit expected answers?		
18. Did he use written questions about materials?		
19. Did students ask questions about materials?		
20. Did teacher ask for summary or outline of materials?		
21. Did the class discuss material?		
22. Did the teacher impose his interpretation on class?		
23. Did the teacher get a feedback on reading done outside the class?		
24. Was there any evidence of application of reading skills from previous reading lessons?		
25. Was there evidence of the goals of lessons being achieved?		

APPENDIX 8

DIALOGUE GUIDE

		Yes	No
1.	Did the teacher introduce the situation of the dialogue?		
2.	Did he make the meaning of dialogue clear?		
3.	Did he use pictures, or objects to cue *sequence of dialogue*?		
4.	Did he repeat model of first exchange?		
5.	Did students chorally repeat?		
6.	Did students individually repeat?		
7.	Was students' response close to model?		
8.	*Did teacher allow self-corrections?*		
9.	Did teacher give positive feedback?		
10.	Did students repeat sentences by groups?		
11.	Did teacher give part of exchange and students the other parts?		
12.	Did students give part of exchange and other *students the other part?*		
13.	Did students reverse parts?		
14.	Were students' responses close to original?		
15.	Did individual students recite dialogue from memory?		
16.	Did teacher give the explanation of cultural content of dialogue?		

APPENDIX 9

PRONUNCIATION GUIDE

	Yes	No
1. Did teacher show clearly the sounds to be practice?		
2. Did he explain reason for drill?		
3. Did he present sound in isolation?		
4. Did he present sound in word for listening?		
5. Did he allow students to see his mouth?		
6. Did he allow students to hear differences between sounds?		
7. Did he pronounce sound(s) as a model for reproduction?		
8. Did teacher repeat sound in contrast to another sound for reproduction?		
9. Could students reproduce sound in contrast to ather sounds close to model?		
10. Did teacher explain or demonstrate point of articulation of sounds?		
11. Did teacher rewars students' efforts?		
12. Did students produce sound after a verbal cue?		
13. Did teacher allow for self-correction?		

	Yes	No
14. Did students produce tongue twisters correctly after teacher's model?		
15. Did teacher compare sound to sound(s) in students' native language		
16. Did he contrast sound with students native language?		
17. Was the lesson part of a systematic presentation of the sounds of English?		
18. Was it based on a diagnostic test and treated only problem areas?		
19. Did teacher encourage students to practise the sound(s) in other parts of the lessons?		
20. Was there evidence of transfer of pronunciation by students in other parts of the lessons?		
21. Were rhythm, stress, and intonation of the sentence borne in mind as sounds were being practised in context?		

APPENDIX 10

CONTROLLED COMPOSITION GUIDE

	Yes	No
1. Did teacher direct students to read the assigned passage first?		
2. Did he direct them to read carefully the instructions that they are to follow?		
3. Did students know the exact passage they were to work on?		
4. Did teacher take much time corecting minor errors?		
5. When a student makes many mistakes did teacher allow the student:-		
(a) to repeat the step?		
(b) to skip the step?		
(c) to proceed to the next step? or		
(d) go back to a lower step?		
9. Was the teacher using grouping methods?		
10. Did he graduate the material for the composition?		
11. Did teacher prefer marking in the classroom while students write?		
12. Did teacher instruct students to underline the substitutions and expansions or other contributions that they make in the passages?		
13. Were students able to write at least two compositions, i.e. do to steps in class?		
14. Were students given at least two steps to do as homework?		

APPENDIX 11

VOCABULARY GUIDE

		Yes	No
1.	Did the teacher select the words?		
2.	Were they selected by students?		
3.	Did the teacher give the definitions?		
4.	Did the teacher give (a) synonym?		
5.	(b) antonym?		
6.	Did the teacher give (a) prefixes?		
7.	(b) suffixes?		
8.	Did the teacher encourage students to discover meanings of words from context?		
	OR		
	Did teacher help students to discover meaning by:		
9.	Instructing them to use glossary?		
10.	Instructing them to use footnotes?		
11.	Instructing them to use English Dictionary?		
12.	Did he teach word inductively?		
13.	Did he use word in a context which defines it?		
14.	Did he teach words situationally?		
15.	Did teacher use realia?		

	Yes	No
16. Did teacher use visual aids?		
17. Did teacher demonstrate meaning with gesture and actions?		
18. Was situation(s) real?		
19. Was pronunciation of new words taught by repetition?		
20. Or by sing phonemic script?		
21. Did he write on the blackboard:		
22. (a) words		
23. (b) definitions		
(c) sentences		
24. Did students repeat words in oral sentences based on teacher's model?		
25. Did he differentiate between words for passive recognition in cotext and those for active use in speech and writing giving greater emphasis to the letter?		
26. Did he differentiate between content and function words?		
27. Did teacher evaluate students' master of new words?		
28. Did students copy a meaningful title for a group of vocabulary words in notebooks?		

APPENDIX 12

DATE	INSTITUTION
29th September 1973	Government College, Kano
2nd October 1973	In-Service Training Centre
3rd October 1973	Government Sec. School Gwale
4th October 1973	" " " "
4th October 1973	" " " Kazaure
5th October 1973	Government College, Kano
6th October 1973	Government Arabic Teachers Col.
8th October 1973	School for Arabic Studies
9th October 1973	Govt. College Kano
9th October 1973	Govt. Arabic Teachers' College
10th October 1973	Govt.Sec. Tech. School, Wudil
11th October 1973	Govt.Sec. School B/Kudu
11th October 1973	Teachers'College Wudil
12th October 1973	Govt. Tech. School, Kano
13th October 1973	Lautai Bap.High School, Gumel
13th October 1973	Teachers College, Gumel
13th October 1973	Govt. Sec. School Hadejia
15th October 1973	Bagauda Boys' High School
16th October 1973	Kano Teachers College
17th October 1973	Govt. Sec. School, Rano
17th October 1973	Govt. Sec. School, Danbatta
18th October 1973	St. Louis Sec. School
18th October 1973	Govt. Sec. School, Gwale
19th October 1973	Teachers' College Bichi
20th October 1973	Govt. Sec. School, D/Tofa
22nd October 1973	Kano Educ. Dev. Centre
23rd October 1973	Govt. Girls' College, Bala
23rd October 1973	Women's Teachers' College
24th October 1973	Kano Community Comm. College
25th October 1973	Ahmadiyya Sec. School
30th October 1973	Ahmadiyya Sec. School
30th October 1973	St. Thomas Sec. School
31st October 1973	Kano Teachers' College
1st November 1973	D/Tofa Sec. School
2nd November 1973	Lautai Boys High School.
2nd November 1973	Gumel Teachers' College
3rd November 1973	School for Arabic Studies
4th November 1973	Rano Govt. Sec. School