THE EFFECT OF USING TECHNOLOGY TASK BASED APPROACH ON ENGLISH LANGUAGE ACHIEVEMENT AMONG PRIMARY FOUR SCHOOL STUDENTS IN NIGERIA

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ILIYASU HUSSAINI

A thesis submitted in fulfillment of the requirement for the award of the Degree of Doctor of Philosophy

Faculty of Technical and Vocational Education
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To my father Alhaji Hussaini Shehu, who has been supporting and encouraging me all my life, To my loving and kind hearted mother Aisha Hussaini, who has been inspiring me throughout this journey, To my caring and loving wife Fatima Maigari, To my lovely son Muhammad Muhsin, To all the primary school students’ and my late brother Shehu Malami, I dedicate this Doctoral thesis.
ACKNOWLEDGMENT

In the name of Allah, Most Gracious, Most Merciful, praise be to Allah, the Cherisher and Sustainer of the worlds, for sparing my life and giving me the patience and good health all my life. Oh Allah, send grace and honour on Prophet Muhammad (S.A.W) and on the family and true followers of Prophet Muhammad (S.A.W). The last and final messenger.

This Doctoral Thesis will not have been written without the encouragement and ideas of my supervisor, Dr Lee Ming Foong. I would like to sincerely thank her, for the guidance and supervising this research work. I would also like to extend my appreciations to all the panel members of this research work. Their comments and suggestions were helpful and constructive. I am also grateful to other faculty lecturers, for their encouragement and support.

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Thanks to all my friends, postgraduate colleagues, course mates, Nigerian UTHM community and FPTV international students. Your support and encouragement makes this research journey a wonderful experience. It is not possible to list all the names here, but you are always in my thoughts.

Special appreciation goes to the staff and management of UBEC for approving my study and providing financial support in the conduct of this research work. I thank you for all the financial supports. I would also like to acknowledge all the expert validators, suru LGEA staffs, teachers and students from Lamido and Abubakar Kigo Annex primary schools. Thank you all.

Finally, I would like to leave the remaining space in memory of my brother Shehu Malami (1982-2016).
ABSTRACT

Learning English is essential in Nigeria because English is used as the medium of instruction and also taught as a subject in all Nigerian schools. Most of the school curriculum’s are planned and communicated in English, but the poor performance of students in English at primary level has raised a lot of concern. This failure is attributed to teachers method of language teaching. Therefore, an English teaching approach was developed based on three (3) different methods (CALL, TBLT & P-GENRE) named as Technology Task Based Approach (TTBA). This study aimed to investigate the effect of TTBA on English proficiency skills in Nigerian primary schools. A quasi-experimental was employed as the research design in this study. The respondents of the study consisted of 62 primary school students in Nigerian primary schools that form into two (2) groups which were experimental group and control group. The experimental group was instructed using TTBA while the control group was taught using the traditional method. The period of the treatment lasted for eight (8) weeks. The collected data through pre-test and post-test was analyzed by using independent t-test and paired sample test at .05 level of significance. The findings of the study indicated that there is a significant effect of TTBA on the students’ reading, speaking and writing skills. The results of the study revealed statistically significant differences in scores between the experimental group and control group. The result also showed that teachers and students have positive attitudes towards the application of TTBA. This teaching approach also proved that it is able to enhance students’ interest in studying English. Thus, it is recommended that primary school students should reflect on the tasks, strategies, and activities of learning in TTBA and apply them in learning English. Primary school teachers should integrate tasks with technology in language teaching to improve students’ language proficiency skills. Teachers should encourage students to join in the tasks and group activities with interest and attentiveness. Meanwhile the Nigerian Ministry of Education should organize teacher training on how to apply TTBA in language teaching.
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LIST OF SYMBOLS AND ABBREVIATIONS

AKAPS: Abubakar Kigo Annex Primary School
CALL: Computer Assisted Language Learning
CBI: Content Based Instruction
ECCDE: Early childhood care and development education
EFL: English as a foreign language
FGN: Federal Government of Nigeria
GTM: Grammar Translation Method
LGEA: Local Government Education Authority
LPS: Lamido Primary School
MOE: Ministry of Education
NCE: Nigerian Certificate of Education
NERDC: National Educational Research and Development Council
NPE: National Policy on Education
NTI: National Teachers Institute
P-GENRE: Process Genre Approach
SOI: Skill Oriented Instruction
SUBEB: State Universal Basic Education Board
TBLT: Task Based Language Teaching
TPR: Total Physical Response
TTBASLT: Technology Task-Based Approach
UBEC: Universal Basic Education Commission
CHAPTER 1

INTRODUCTION

1.1 Introduction

Nigeria is a multilingual country with different ethnic tribal groups. Each of these groups speaks a different language, making it hard to communicate with fellow countrymen. Moreover, it is equally difficult to learn how to speak all the languages. Nigeria consists of several indigenous languages, according to Ayilara & Oyedeji (2000), Nigeria has a total of 500 different languages. The National policy on Education, also recognizes Hausa, Igbo, and Yoruba as the three languages of the larger ethnic groups in Nigeria. As a country, therefore, it becomes necessary to unify the language for the purpose of political, social and academic activities. To achieve this, a policy was established that English is the national language in Nigeria. This policy played a vital role in unifying the country (Danladi, 2013).

The National policy on Education (2004), states that from pre-primary to primary three (3) level, the language of the mother tongue or the language of the immediate environment should be used as the medium of instruction whereas English is taught as a school subject. From primary 4 to the tertiary level, English should be the medium of instruction while the language of the immediate environment should be taught as a school subject. Since English is the national language in Nigeria, it is necessary for all indigenes to learn English for them to be able to contribute actively to the nation’s development. Thus, method of teaching plays a vital role in helping students’ to acquire basic literacy skills. The first unified Nigerian educational system
after independence was carried out in 1976. This was to unify the educational systems of all the three zones (Northern, Southern and Eastern). The first system of education includes the seven years of primary, five years of secondary, two years of higher school certificate levels and three years of university education (7-5-2-3). Later on, in the early 80s, the educational system was reviewed to 6 years of primary, 3 years of Junior Secondary School (JSS), 3 years of Senior Secondary School and 4 years of tertiary institution (6-3-3-4). The educational system was last reviewed in 2008 that comprises of 9 years of basic education i.e. primary 1-6 to JSS 1-3, 3 years of Senior Secondary School and 4 years of tertiary institution (9-3-4) (Imam, 2012). In this educational system, English language is one of the core subjects in primary school. Table 1.1 summarizes the transitions of educational systems in Nigeria according to years.

Table 1.1: Educational Systems in Nigeria

<table>
<thead>
<tr>
<th>S/No</th>
<th>Year</th>
<th>Primary</th>
<th>Junior Secondary</th>
<th>Senior Secondary</th>
<th>Tertiary</th>
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<tr>
<td>1</td>
<td>1976</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>3</td>
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<tr>
<td>2</td>
<td>1980</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2008</td>
<td>9</td>
<td>3</td>
<td>4</td>
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However, English is a compulsory subject at all basic levels of Nigerian educational system. At the final stage of secondary level, each student must write the West African Examination Council (WAEC). But poor performance in this examination have significantly affected students entry requirement in the tertiary institutions. For any student to be admitted into a Nigerian University, he/she must have a minimum of five (5) passes out of the nine (9) subjects registered by any candidate. A pass in English language is mandatory while four (4) passes in the remaining eight (8) subjects can be accepted to fulfill the entry requirements. Successful candidates are awarded the Senior Secondary Certificate (SSC). Failure to meet this requirement has made it difficult for some students’ to gain admission to the university. Those students who achieve credit level or better grade in English and four other subjects relevant to the course of their choice are qualified to participate in the University Tertiary Matriculation Examination (UTME). This is a centralized university admissions test managed by the Joint Admissions and Matriculation Board (JAMB). The cut-off mark
for most universities ranges from 180 to 200 out of 400. For the UTME, students must take exams in English and three subjects related to their program of study. Each student can choose up to six institutions: two universities, two polytechnics and two colleges of education. With first and second choice programs for each institution, when registering with JAMB for the UTME. The JAMB administers all admissions to bachelor degree programs at all Nigerian universities. Over the years, students’ achievement was poor in English Language, and this has affected their transition to the tertiary level. An average of only 30% of candidates enrolled yearly for English Language passed it at the credit level (Atanda & Jaiyeoba, 2011).

A study conducted by Atanda & Jaiyeoba (2011), they stated that the report of the West African Examination council shows poor students’ achievement in English in the surveys from 1996 to 2007. They also mentioned that the current statistics revealed by the federal ministry of education on the statistics of students’ performance in their WAEC in English examination shows no improvement because in 2007, out of 1,275,466 candidates, 325,754 (25.5%) passed English Language with other four subjects while, in 2008, 188,442 (13.76%) passed English with additional Four subjects (out of 1,369,42). This was even worse than 2007. In 2009, out of 1,373,009 candidates, 356,981 (25.9%) passed. The improvement in that year (2009) was appreciable. However, in 2010 the percentage of students who passed the English Language with four other subjects dropped to 24.9%, because only 337,071 passed out of 1,351,557 candidates. This revelation is very disturbing because on the average, only 23% of students are qualified to enter the university. There is no replacement for English language in Nigeria because almost all the school subjects are taught in English, and most of the school curriculum and textbooks are written and taught in English (Atanda & Jaiyeoba, 2011). So for any learner to be able to comprehend the lesson very well, then he/she needs to be proficient in the English language. Table 1.2 shows the students’ final year examination performance summary.
Table 1.2: Percentage of students Passes in WAEC from 2007-2010

<table>
<thead>
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<th>S/No</th>
<th>Year</th>
<th>Number of students pass</th>
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<td>1</td>
<td>2007</td>
<td>1,275,466</td>
<td>26%</td>
</tr>
<tr>
<td>2</td>
<td>2008</td>
<td>1,369,42</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>2009</td>
<td>1,373,009</td>
<td>26%</td>
</tr>
<tr>
<td>4</td>
<td>2010</td>
<td>1,351,557</td>
<td>25%</td>
</tr>
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Even though English is regarded as the medium of instruction, however the students perform better in other subjects as compared to English. In a comparative study conducted by Adeyemi & Adeyemi (2013), the performances of students studying English and social studies using achievement tests are analyzed. At the end of the study, more students were found with higher achievement in social studies as compared to English. They attributed this to the method of teaching, teaching materials and content of the curriculum. They further stated that the contents of the topics in social studies are associated with student’s immediate environment hence, students find it easy to comprehend this subject than English.

Studies have revealed disappointing performances of learner’s poor English proficiency skills in Nigeria. Egwuogu (2012) and Jude & Ajayi (2012), mentioned that Nigerian students’ have little competence in reading and pronunciation due to poor teaching method. Agbatogun (2014) also reports similarly that participants that were taught with traditional teaching methods found with the lack of communicative competence. He attributed the challenge of poor English language skills to method of teaching.

English is the national language that unifies all the Nigerians therefore, poor performance of students in English is a significant problem towards academic future of them. The use of traditional method in teaching, lack of adequate teaching aids and lack of qualified teachers are identified factors militating against the success of teaching and learning English in Nigeria (Ajibola, 2010; Asokhia, 2009; UBEC, 2011; Udosen, 2011). It is globally recognized that education is a contributing factor in the development of any society. Particularly the success of education at primary level helps in developing a good base for educational system of any country otherwise it effects significantly the other levels of education. Primary four is the level that English must be used as the medium of instruction in Nigeria. As a result, this research will focus
on primary four students.

Moreover, in Nigeria, the national policy on education mentions that the objectives of primary education is to have basic literacy and numeracy skills. This is to ensure all students have the ability to communicate effectively (UBEC, 2011). Similarly, primary four is the level where English must be used as the medium of instruction in Nigeria. Therefore, there is a need to develop a new approach towards teaching English at primary level. Accordingly, to achieve the objectives stated in national policy on education and for a better and useful basic educational system, this research will focus on primary four students. It will also be helpful in solving the problems causing failure and poor academic achievement in Nigerian schools.

1.2 Background of the Study

English is considered as a second language in a country that have a different language as the mother tongue. However, English can be used as the medium of instruction in education and it is also a subject. It is the most spoken language on the globe, hence, it is a medium for many nationals to interact with one another. Though, English is a second or a foreign language in most of developing countries, however, weak learner’s proficiency in English is a common problem in many developing countries. Many studies reveal that students in these developing countries like Malaysia, Pakistan, Zanzibar, Saudi Arabia have little proficiency and lack of communication skills (Mosha, 2014; Musa et al., 2012; Rahman & Alhaisoni, 2013; Tariq et al., 2013). The teaching and learning of English in Nigeria have witnessed a lot of challenges. The reports of statistics department of Suru local government education authority regarding the learner’s performances in the last four years in the core subjects are presented in Table 1.3.
Table 1.3: Statistics of students’ failure in Core Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of students’ Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>English</td>
<td>1212 (43%)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1288 (46%)</td>
</tr>
<tr>
<td>Science</td>
<td>908 (32%)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>712 (25%)</td>
</tr>
</tbody>
</table>

(Suru, 2014)

The statistics in Table 1.3 showed that in 2010, out of 2830 candidates, 43%; in 2011, out of 2915 candidates 41%, in 2012 out of 3346 candidates; 37% and in 2013, out of 3346 candidates, 30% failed in English. These results indicates that most of the candidates failed in English and Mathematics and English subject is having the highest number of students among these four years.

There are several factors that cause students to fail in English. These factors include problems like lack of proper evaluation of students, the inadequacy of resources, lack of adequate teacher development, class size and use of mother tongue as the means of instruction in the classroom (Ajibola, 2010). Other issues in teaching and learning of English in Nigeria includes old traditional method of teaching, inefficient supervision, inadequate infrastructure and teachers qualification (Adelabu & Matthias, 2013; Akujobi & Chukwu, 2012; UBEC, 2011; Udosen, 2011). These issues resulted in learners not having the skills they are expected to have and causes of a poor result in the English language in West African Examination Council.

Moreover, other studies have shown that there are problems in the reading, speaking and writing skills of Nigerian primary school students. This leads to failures and poor performances in their examinations (Adeniji & Omale, 2010; Egwuogu, 2012; Okotie, 2009; Usman & Mustafa, 2014). To reduce the rate of poor performances of students, several methods were applied in different countries that have similar problems.

For example in Pakistan, an attempt has been made to improve learner’s achievement through communicative language teaching. Two groups of students participated in the study. The control group were taught using grammar translation method while the experiment group were taught using the communicative language teaching method. A post test was administered at the end of the experiment and result
of the test reveals that the experimental group performed better than the control group (Ahmad & Rao, 2013). Similarly in Malaysia, Samuel & Bakar (2008) applied Virtual English Language Tools (VELT) to improve students’ language proficiency skills. Virtual English Language Tools (VELT) are web-based applications that teachers use in teaching beginning English language students. The study reveals that students in the experimental group performed significantly higher in the post-test when compared to their pre-test.

Furthermore, in Turkey, Iran and Saudi Arabia (Alshumaimer & Almasri, 2012; Mustafa et al., 2012; Talebi & Teimoury, 2013) used Active learning techniques, Computer-assisted language learning and Web-Quests to improve reading and pronunciation skills of students. The outcome of all the studies showed that these methods have significantly improved academic achievement. The students that participated in the experimental recorded better progress compared to their performance before the experiment.

Similarly in Nigeria, when new methods were used in teaching English, the students had a significant achievement in English. Agbatogun (2014), Andzayi & Ikwen (2014), Dennis (2014), Ezeokoli & Ezenandu (2013) and Muodumogu & Unwaha (2013) in their efforts to improve performances of students in reading, writing and speaking used a process approach, mini lesson strategy, preferred text genres, communicative approach and technology. Despite the utilization of these methods in a particular part of the country, the problem still lies in another part of the country with students still having difficulties in reading, writing and speaking. The location selected for this study faces low proficiency problems. The result in Table 1.3 clearly shows poor performance in the English language students through the years.

According to Asokhia (2009), the poor performance of learners in English is due to lack of the use of teaching aids in teaching. Teachers frequently use textbooks in their lessons and very few use teaching aids in their lessons. Moreover, they fails to utilize adequate educational materials. He emphasized on using teaching aids or improvising teaching aids when teaching English.

These are some of the factors that have contributed to the poor achievement of learners in English, but this research work will focus on teaching method. Inadequacy in achieving positive result through traditional methods have led to the development
of several language teaching methods. These new teaching approaches have proven to be more significant than the traditional approaches. Researchers have proved that that learners studying under traditional teaching methods have lower mean scores compared to their peers who were taught using a new approach (Mustafa et al., 2012; Sharma, 2013; Trivedi, 2013).

Similarly Zharkahyel & Gabriel (2012) found out that method of teaching employed by English teachers is among the factors that hinders the learning of English language in Borno, Nigeria. Therefore, as a matter of urgency, a new approach of teaching English language that meet the needs of Nigerian students is required. It will act as remedy to the problems faced by the students due to the poor methods of teaching.

Three different effective methods of language teaching were combined in respect of proposing a new approach in this study namely; (1) Computer Assisted Language Learning, (2) Task-Based Language Teaching and (3) Process Genre. These three methods were integrated to form a new approach called Technology Task-Based Approach (TTBA).

These methods were selected because they were found to be consistent with improving reading, writing and speaking skills of students in most of the studies reviewed. Task-Based Language Teaching (TBLT) is one of the new method suggested by researchers to solve the problem of poor achievement in English. It is a process of engaging students in active learning by assigning a task to students who will use the target language in solving that task (Hashemi et al., 2012). This method have been widely used in improving speaking skills, by engaging the students in different activities. This method help them to communicate in English language as shown in several studies. Deepa (2012), Kirkgoz (2011), Murad & Smadi (2009) and Rahman (2010) identified that using TBLT approach in teaching improves the speaking skills of the participants. These skills were enhanced through tasks, activities and role plays. TBLT is proven to be more efficient than the traditional methods and found to have positive effects on the attitudes of students towards English.

Computer-assisted language learning (CALL) is another useful teaching approach to improve student’s achievement. According to Al-Mansour & Al-Shorman
CALL is an approach during the process of teaching and learning a foreign language. In CALL, computer and computer-based resources such as the internet are used to present, reinforce and assess material to be learned. It usually includes a substantial interactive element and investigation of applications in teaching and learning of a language. Researchers like Al-Mansour & Al-Shorman (2012), Bhatti (2013), Fardy et al. (2011) and Naba’h et al. (2009) used CALL to improve reading skills, grammar, phonemic awareness, learning English and enhancing retention of learners. These studies showed that students that were taught through CALL performed better than students in the traditional instruction group. Moreover, they showed that CALL is a useful method of improving student’s achievement in English.

Writing skill is the most difficult skill that students find hard to attain because it requires the mastery of a great deal of vocabularies, knowledge of sentence construction and principles of organization in the second language (Tangpermpoon, 2008). Research findings in many studies prove that the process - genre approach is an effective approach to improving writing skills. Process-genre based approach (P-GENRE) was developed as a result of the weaknesses of the process approach and genre approach. Accordingly, these two approaches were integrated to complement their shortcomings. Litinin (2012) and Velandia & Cuesta (2009) founds that the using this integrated method has a significant impact on writing skills of students. They found the approach to change the status of the students from passive writers to active writers.

Though, these methods were proven to be effective towards second language teaching, they are not without limitations and challenges. Thus, the integration of these methods into a new approach (TTBA) will be better than individual methods because in contrast to CALL where teachers are not trained, in TTBA teachers will be trained prior to the implementation of the approach. Another issue faced by CALL is that it lack the ability to handle unanticipated conditions, whereas TTBA is not 100% technology-based and the teacher is always present to facilitate learning. Considering the challenges of lack of access to the internet, TTBA does not require the internet to design the materials for the lesson. On the issue of feedback, students will be assessed by the teacher for an immediate and efficient response, not the computer.
With regards to TBLT, it also has some challenges that this new integrated approach will try to solve. On the issue of materials beyond the textbooks for the students, TTBA supports active participation of students in pair or group work using technology aid. In TTBA, materials are presented during the lesson in an audio-visual manner. Additionally, the students were facing task difficulties in TBLT where as in TTBA all the vocabulary words and items are explicitly explained and described at the beginning stage. Outcomes of tasks in TBLT are sometimes not consistent with the objective of the lesson. To ensure a successful outcome, therefore, all group members should contribute towards achieving the goal of the task.

The P-Genre approach requires the students to be skillful in planning, drafting and revising before they can compose a text. On the other hand, the TTBA it is a guided activity facilitated by the teacher to plan and review the text together with the students. Also, it is essential for students to be competent in transforming ideas to text with the aid of teaching resources (projector, computer and flashcards). The students will develop the skills to be used in composing text from thoughts and ideas. Moreover, the students require a degree of proficiency in rhetorical structures, linguistic types, social context, social purposes, roles of writers and readers before writing a text. However, in TTBA the students will make use of the vocabulary words on the flashcards and images from the PPT to compose text. The students produce text through numerous stages with little resources to write about a given situation. In TTBA, these phases are complemented with audio-visual aids to give the learners a real picture of the situation.

Teachers and students perception will also be studied in this study. Their perceptions about this new approach will be explored to know their understanding as well as their views towards this approach. Their opinion and views about this approach will help in improving student’s performance. The interest of students and teachers towards this approach will increase the enthusiasm to learn and teach using this approach. It will also help to determine the level to which they understood the application of this approach in teaching and learning. Their perception of the possible challenges will hinder the implementation or the success of this approach. A number of researchers have studied the perception of teachers and students towards teaching approaches. These studies showed that their perception was positive when a new teaching approach is used and influences the performance of students as well (Park &
The interest of students towards English language subject when taught with Technology Task Based Approach (TTBA) will also be measured using an interest questionnaire. Their interest will be measured before and after the study. The aim is to ascertain the effects on the interest of these students towards learning after TTBA. Moreover, the research in improving the English academic achievement, perception and interest of Nigerian students, is generally few. There is no study that assesses the effectiveness of TBLT, CALL and process-genre based approach in speaking, reading and writing in Nigeria.

1.3 Statement of the Problem

Different methods and approaches of second language teaching have been designed to enhance student’s proficiency level. Due to the focus of grammar translation method of language teaching towards teacher-centered learning, there is a change/shift to student-centered methods/approaches. Changes in the objectives and communicative needs of language teaching caused these changes. Student’s poor academic achievement in English is a problem of great distress, especially at the primary level. This poor performance in the English language is due to unfortunate lack of reading, writing and speaking skills of students which is attributed to the methods that are used for teaching the English language. The method of teaching contributes a lot towards the performance of students. The dominance of the use of the traditional method by most of the teachers in Nigeria has resulted in poor performance of students in English from basic primary level up to the secondary level. This led to mass failures in final year examination, resulting in a deficiency of students to meet the tertiary institution’s entry requirements. The problem remains the same particularly in Suru local government area where this study is proposed. English was recorded to have the highest number of failed students in basic education certificate examination over the past four years. Reflecting on the necessity of improving student performance, another method of teaching English need to be developed. Researchers showed that TBLT method is the best practice to improve speaking skills while CALL method is best method to teach reading skills, whereas, P-GENRE method was found to be
effective in teaching writing skills to students (Al-Mansour & Al-Shorman, 2012; Bhatti, 2013; Deepa, 2012; Fardy et al., 2011; Kirkgoz, 2011; Litinin, 2012; Naba’h et al., 2009; Murad & Smadi, 2009; Rahman, 2010). Stages of these methods were integrated into a new approach to learning for all the language skills. In Nigeria, no study is conducted to combine these three methods in teaching English. Therefore, this study is aimed at developing and evaluating a new language teaching method. Three different language teaching methods were integrated in the design of new language teaching approach. These methods are TBLT, CALL and P-GENRE. The aim of this integration is to facilitate child centered learning, increase learners motivation and develop new language teaching strategies for teachers. Due to the challenges of individual methods, this combination will help overcome these problems. The integration of technology with different tasks will play a significant role towards enabling the learners to be active learners. Technology will also serve as a learning material that will give a visual view of the type of task learners are expected to execute. The new approach will be taught in five different stages and are applied to all English language skills. This new language teaching method is named Technology Task Based Approach.

1.4 Objectives of the Study

To ascertain how effective Technology Task-Based Approach is on Nigerian primary school students, the following objectives are set for the study:

(i) To investigate the effectiveness of TTBA on English achievement among the primary four students.

(ii) To determine teachers’ perception on TTBA.

(iii) To examine students’ perception on TTBA.

(iv) To evaluate the interests of students in English after using TTBA.

The stated objectives guides the researcher towards taking necessary actions to overcome the challenges and problems identified in this research work. The questions that this research work intend to answer are listed subsequently.
1.5  **Research Questions of the Study**

This research focused on answering the following questions:

(i) What are the students’ English post-test scores in reading between the control and experimental group?

(ii) What are the students’ English post-test scores in speaking between the control and experimental group?

(iii) What are the students’ English post-test scores in writing between the control and experimental group?

(iv) What are the perception of teachers towards TTBA?

(v) What are the students’ perception towards TTBA?

(vi) What are the students’ interest level in English after using TTBA?

1.6  **Significance of the Study**

Technology Task Based Approach was applied in Nigeria for the first time to identify how effective it is in enhancing the English performance level of primary four students. The findings from this study will be beneficial to the following target groups:

(i) Contribution to knowledge:

This study has contributed to knowledge in the following means:

(a) The study contributed in the development of a new language teaching method

(b) The present study adds to the body of existing knowledge by exploring how useful the new approach was towards enhancing primary student’s academic achievement

(c) The study contributes to an understanding of different methods and approaches to second language teaching in improving teaching and learning in English
(ii) Primary School students:

(a) Equips students with the necessary skills needed to become active learners

(b) Enhanced their interest and motivation towards learning English

(c) Made the students to be autonomous learners, this have enabled them to practice the target language inside and outside the school

(d) Develops positive attitudes in the students towards learning English

(iii) Primary School Teachers:

This study have helped the teachers to:

(a) Teach English using variety of language teaching strategies and techniques

(b) Learned how to facilitate student centered classroom

(c) Use materials like flashcards and picture cards to brainstorm ideas with the students

(d) Know how to select, design and arrange sequence of tasks for the students

(iv) Primary Schools Administrators:

School administrators may use the findings of this study to:

(a) Design classroom instructional activities for the learners

(b) Utilize the new approach to teaching upper primary level learners

(c) Establish a child centered learning environment

(d) Propose the use of technology in the school development plan

(v) Ministry of Education:

Results obtained in this study is of great importance to the ministry of education in the following ways:

(a) Include technology base learning in the new curriculum

(b) Use the TTBA teacher training manual to train teachers during professional teacher development training

This study have contributed in different capacities some of which were mentioned above. The outcome of this study is expected to change the way English is taught
and perceived. It also develops a better understanding of different language teaching methods. In the following subtopic, the scope of the study will be outlined.

1.7 Scope of the Study

A new English teaching approach called Technology Task Based Approach (TTBA) was designed in this study. Three different language teaching methods were integrated to form a new approach. These language teaching methods are (1) Computer-assisted language learning, (2) Task-based language teaching and (3) Process- Genre. The effect of TTBA was examined on students’ performance in reading, speaking and writing test.

Primary students served as the respondents in this study. Two intact groups were selected to represent the sample of the study. A convenient sampling was conducted in selecting the samples. Additionally, perception of teachers and students towards TTBA were explored. The interest of Students towards English was also surveyed to know if their interest towards studying English changes or improves between the period of pre-test and post-test. Though, a lot of factors were mentioned as the causes of low student proficiency skills, only teachers method of teaching is targeted in this study. Taking into consideration the time constraint and other variables that cannot be controlled, this study was restricted to the factors stated above. The reasons for these constraints are mentioned in the limitations of the study.

1.8 Limitation of the Study

The study is limited in the following ways:

(i) The subjects of the study are limited to the primary four students of two intact groups, from Dakingari. Primary four students were selected because it is the level where English must be used as the medium of instruction in Nigerian primary education system.

(ii) In this experiment only teachers in the experimental school responded to the teachers’ perception questionnaire.
(iii) Only the experimental group participated in responding to the students’ topical interest questionnaire.

(iv) The study of issues and problems are limited to Nigeria only because it is not a comparative study but rather an investigation on the effect of TTBA on primary school students’ English proficiency.

The result of the study is limited to the teachers teaching English, students and other homogeneous groups similar to the samples. The subsequent subtopic will discuss on the conceptual framework of the study.

1.9 Conceptual Framework for the Study

Figure 1.1 is a diagrammatic representation of the framework for this study. The main problem in this study is poor academic achievement of students in English due to poor method of teaching. Three different methods were identified to be effective, that is Computer Assisted Language Learning, Task-Based Language Teaching and Process Genre. These methods were integrated to form a new hybrid approach named Technology Task Based Approach. This approach was used to teach primary four students the skills of reading, writing and speaking English.

Task-based language teaching is a method of assigning tasks to the students as classroom activities. The teacher apply these tasks as the medium through which the learning is organized. The aim of using such tasks in the class is to give the students a representation of what the real world is like. Using technology as an aid to learning is termed as Computer-assisted language learning. In this method, the teacher uses computer applications to assist the students in having a better comprehension of the lesson. Teachers uses these applications as visual and audio aids to improve students’ English skills. Process Genre is a combination of two different methods of writing (process and Genre). The strengths of these two methods were combined to help students to use text in describing a particular situation. They uses the subject matter and appropriate language through different stages of drafts until a good draft is designed at the end. In each of these methods, there are different stages of learning. New integrated stages were designed that have similar activities towards teaching.
This new approach was developed to evaluate how effective it was towards improving English speaking, reading and writing skills of students. Their perception and interests about this approach was also determined. This was assessed using three different categories of instruments:

(i) English achievement tests:
   (a) Speaking test
   (b) Reading test
   (c) Writing test

(ii) Perception Questionnaire:
   (a) Teachers’ perception questionnaire
   (b) Students’ perception questionnaire

(iii) Students’ Interest Questionnaire:
   (a) Students’ interest questionnaire

Prior to the actual study, teachers were trained on how to use TTBA. Later on, a pre-test was administered to both groups. During the pre-test, both groups participated in the achievement test whereas, only the experimental group participated in the students’ interest questionnaire survey. After the pre-test, the experimental group received a treatment for eight (8) weeks. During this period, the control group did not receive any treatment. A post-test was also administered at the end of the study to measure the effectiveness of the treatment. During the post-test, all the groups participated in the achievement test but only the experimental group took part in topical interest questionnaire, teachers and students’ perception questionnaire survey.
1.10 Definition of Terms

The following terms are defined conceptually and operationally for better comprehension as they are referred in this study.

(i) Technology Task Based Approach

Technology Task Based Approach is a new hybrid approach that integrates technology, tasks and genres towards teaching English. It is a student-centered learning where the teacher uses the aid of computers and projectors to assign tasks to students during classroom interaction. It is an integration of TBLT, CALL and P-GENRE.

(ii) Traditional Method

Traditional method of language teaching is also known as grammar translation method. This a situation where by the first language (mother tongue) is used in teaching the target or foreign language. The concept of this method is to teach a foreign language by means of translation.
(iii) Task-Based Language Teaching

Task-based language teaching (TBLT) is a method of second language learning in which meaningful tasks are used to communicate with the class. The students perform these tasks in groups and make oral or written presentations to the class.

(iv) Computer Assisted Language Learning

Computer-assisted language learning (CALL) is a method using computer applications, software, and interactive whiteboard for second language acquisition. These applications are used to teach different language skills. They can also be used to give feedback to the students on their progress.

(v) Process Genre Approach

Process genre approach (P-GENRE) is a method of teaching writing to second language learners. It consists of six different stages and in each stage different activity takes place, drafts are prepared at the beginning, then students make a group and construct drafts, then they will form individual drafts that will later be revised to get a final draft.

(vi) English Achievement test

English achievement test is referred to the pre-test and post-test in this study. The pre-test is the test that was administered prior to the treatment. Accordingly, the post-test was administered after the experiment. It comprises of the reading, writing and speaking tests.

(vii) Reading skill

This is the skill that determined how proficient students are in reading in this study. It is the skill that determines students’ level of comprehension when they read texts. Student’s proficiency is classified as beginners, emergent and proficient readers.

(viii) Speaking skill

This is the skill needed for effective communication in the target language. It is the skill that students will use to communicate their thoughts in a spoken manner.
(ix) Writing skill

This skill helps students to compose text, communicate their opinions and notions in a way that their ideas will be understood.

(x) Perception

Teachers and students’ understanding and thought about TTBA, their awareness towards its implementation. Moreover, it also includes possible challenges that might affect its application in the classroom.

(xi) Interest

Interest deals with matters relating to how students feel towards studying English. Particularly, the issues that may make English interesting or uninteresting to the students.

1.11 Summary

This chapter discussed about the poor English academic challenges faced by Nigerian students. Poor teaching method was explored to be the major factor causing this problem. The effort was made to address this factor that ensure the enhancement in English academic performances of students. Accordingly, a new approach named Technology Task Based Approach was developed from three different methods. The effect of proposed approach was determined by a self-made achievement test, teachers, students’ perception questionnaires and students’ topical interest questionnaire.
CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter will discuss on the Nigerian English development process. Different methods and approaches of teaching English as a second language were also discussed. Methods and approaches in second language teaching were compared. Challenges associated with the teaching of English as a second language were outlined. Teachers and students’ perception towards language teaching methods were reviewed. Students’ topical interest towards learning particular subjects were also revised.

2.2 English Development Process in Nigeria

Primary education in Nigeria is supervised by the Universal Basic Education Commission (UBEC). In each of the 36 states of Nigeria, UBEC has a State Universal Basic Education Board (SUBEB) to manage primary education in the state. Similarly, in each state, there is a Local Government Education Authority (LGEA) responsible of managing the primary schools in their area of jurisdiction (Olaniyan & Obadara, 2008). Starting from primary 4-6, students are offered with a minimum of eight subjects or a maximum of 9 subjects including English. English is a compulsory subject from primary to secondary school level.
The national policy has stipulated that from primary 1-3, the medium by which the child will learn should be his mother tongue or the language of the immediate environment. After completing primary 3, the policy mandated teachers to teach students using English as the medium of communication in the classroom. The remaining three languages will later be taught as school subjects in secondary school (Owolabi & Bankole, 2013). Additionally, as a medium of instruction from primary 4, all school subjects in the primary school are taught in English except for Hausa, Yoruba and Igbo, that school subjects are taught in the mother tongue. English is also taught as a subject at all levels of education in Nigeria. There are a total of eight school periods in Nigerian primary schools. Each period lasts for 35 minutes. There are two breaks daily, a long break taken after the first 3 periods and the short break towards the end of the second to the last period.

Grammar translation method is used in teaching English at both primary and secondary school levels. However, at tertiary level, English is only used as the medium of instruction, and is compulsory for students to study English as a course (Atanda & Jaiyeoba, 2011; Oluwole, 2008; UBEC, 2011). In Nigerian context, teachers use either one of the three major languages (Hausa, Yoruba and Igbo) in teaching English (Oluwole, 2008).

It is mandatory for every Nigerian child to have access to an interrupted 9 years lower, middle and higher basic levels of education. Primary education in Nigeria is free but compulsory (Aluede, 2006). The minimum standard of teacher-pupil ratio in Nigerian primary school is 1:35. Unfortunately in a report by Universal Basic Education Commission UBEC (2011), they stated that the average national ratio used in schools is 1:49. This shows that the ratio in most schools is higher than the minimum standard.

Teacher Education Program in Nigeria is aimed to improve teachers pedagogical skills, develop subject content knowledge and expose teachers to diverse advances in teaching. Teacher training programs is classified into: pre-service and in-service training. Different bodies are responsible for conducting these programs depending on the nature of the program (FGN, 2004).

The training are not universal and as a result, there are different practices in each state of the federation. Professionals from different specialization serve as teacher
trainers while the teachers are the participants. For anybody to fulfill the requirements of serving as a teacher trainer, he must be from an institution where teaching and learning take place. Some of these institutions include:

(i) Universities

(ii) Colleges of education

(iii) Polytechnics

(iv) National teachers institute

State Universal Basic Education Board (SUBEB) prepare a proposal each year and attach the list of areas of teacher training they want to improve. Participants are selected according to their subject area. After making the plan, they recommend institutions that will conduct the exercises and submit to the Universal Basic Education Commission (UBEC). UBEC is responsible for sponsoring all the practices in all the 36 states and federal capital territory. At the end of the training, a survey is conducted to assess how effective the training was and which area the teachers find difficult. Participants will later share their experience and knowledge acquired with their colleagues when they return back to their place of primary assignments.

Teacher is considered as a means of improving the quality of education in Nigeria and has improve as compared to few years back. However, factors like lack of funding, negative attitudes towards teaching, lack of motivation, lack of commitment have cause a lot of challenges towards the teacher education (Akindutire & Ekundayo, 2012). Institutions that are responsible for teacher training have faced a lot of criticism. In a study conducted by Ololube (2006), mentions that these institutions are not effective towards producing proficient and skilled teachers. Teachers who are not competent in their subject areas will not be able to teach effectively. This will affect academic performance of students. Education and training are important and essential to language teachers for academic achievement of students. Training is a part of education that is organized towards developing various pedagogical skills so as to enhance teacher’s performance. According to Patrick et al. (2016), teachers are trained for different purposes:

(i) To produce highly enthused, hardworking and competent classroom teachers at lower basic, middle basic, upper basic, and post basic levels of education.
(ii) Inspire further the spirit of inquiry and creativeness in teachers.

(iii) Assist teachers to acquire basic skills needed to adopt the life style of the community and the society.

(iv) Provide teachers with the academic experience so as to be skilled and proficient in their specialization.

(v) Improve teachers’ commitment to teaching and learning

Durosaro (2006) stated that there is an upgrade in the level of teacher education as compared to three decades ago. Nigerian national policy of education have now categorize the basic requirements for teachers at different levels of education as shown in Table 2.1.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Level of Education</th>
<th>Teaching Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Early childhood care and development education</td>
<td>Grade II &amp; Nigerian certificate of education</td>
</tr>
<tr>
<td>2</td>
<td>Primary</td>
<td>Nigerian certificate of education &amp; Degree</td>
</tr>
<tr>
<td>3</td>
<td>Junior Secondary</td>
<td>Nigerian certificate of education &amp; Degree</td>
</tr>
<tr>
<td>4</td>
<td>Senior Secondary</td>
<td>Nigerian certificate of education and Degree with professional qualification</td>
</tr>
<tr>
<td>5</td>
<td>Technical Colleges, Polytechnics &amp; Colleges of education</td>
<td>Degree, Postgraduate Education with Professional qualification and Practical industrial exposure and experience</td>
</tr>
<tr>
<td>6</td>
<td>University</td>
<td>Degree, Masters, PhD and Post graduate qualifications with professional qualifications and experience</td>
</tr>
</tbody>
</table>

According to the FGN (2005), the statistics of teachers in Nigeria by qualification within 1999-2003 reveals that in primary school, only 45% of teachers in primary school are qualified to teach. Most of their qualifications were either grade II certificate or NCE. A total of 59% of teachers at secondary level are qualified with about 40% of unqualified teachers at secondary level. But there is a great increase in the number of qualified teachers in year 2003 with an average of 78% qualified teachers. According to Akindutire & Ekundayo (2012), adequate measures have been taken by the federal government through the national policy of education to increase the number of qualified teachers in the country’s educational system. Among the steps taken is to ensure that the teachers with grade II certificate should go for
REFERENCES


