EVALUATION OF PRE-SERVICE ENGLISH LANGUAGE TEACHER PREPARATION PROGRAMME IN GOVERNMENT-OWNED PUBLIC UNIVERSITIES IN SOUTHWESTERN NIGERIA

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CERTIFICATION

I confirm that Bosede Abiola OLUDARE worked on the research that culminated in this thesis under my direction.

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DEDICATION

To the maker of heaven and earth, who has helped me and guided me to complete this work successfully.

ACKNOWLEDGEMENTS

ABSTRACT

The English Language Teacher Preparation Programme (ELTPP) at Faculties of Education (FoE) in universities aims to produce quality English Language Teachers (ELTs) for senior secondary level. However, this objective is hardly met as many graduates of FoEs in public universities in southwestern Nigeria perform below expectation in their various places of works. Previous studies have concentrated more on interventions to improve the quality of ELTPP than on evaluation of ELTPP in universities. Therefore, this study was carried out to evaluate Pre-service English Language Teacher Preparation Programme (ELTPP) in public universities in southwestern Nigeria, with a view to determining its strength and weaknesses.

The framework was provided by Kelly's Theory and ATO Evaluation Model, while the mixed methods design was adopted .The multistage sampling procedure was used. Three(3) states (Ekiti, Osun, Lagos) containing both federal and state universities were purposively selected. Six (three federal, three state) public universities running programmes in ELTPP were purposively selected. The purposive sampling technique was used to select 360 final year English Language students who were in 400 level (60 from each university). Thirty lecturers of ELTPP(5 per university) were randomly selected. The instruments used were Lecturers' Perception of ELTPP(r=0.75), Students' Perception of ELTPP(r=0.76) questionnaires, Inventory of Availability of Human Resources for ELTPP (r=0.78), Teaching Methods of ELLs (r=0.89) and Classroom Teaching Observation Schedule (r=0.81). Two sessions of focuse group discussion were held with principals and Heads of Department of English Language in their schools of practice. The quantitative data were analysed using descriptive statistics, while the qualitative data were content-analysed.

The majority (93.0%) of the lecturers had Ph.D degree, and 52.8% had 11-20 years teaching experience. The admission requirements and the profile of lecturers conformed with the National University Commission Benchmark Minimum Academic Standards (NUC, BMAS). The prescribed material resources were not sufficient ($\bar{x}$ =1.49) and human resources were inadequate ($\bar{x}$=1.38), against the threshold of (1.50). Lecturers had a positive perception of the programme ($\bar{x}$= 3.0), against 2.50 threshold. Students had a good perception of the preparation programe($\bar{x}$= 2.80) and the objectives of the preparation programme were relevant and adequate ($\bar{x}$=4.00) against the threshold of 2.50. The teaching methods ($\bar{x}$=3.02),lesson preparation($\bar{x}$=3.19), delivery($\bar{x}$=3.04), assessment practices($\bar{x}$=2.87), content knowledge($\bar{x}$=3.04), classroom management($\bar{x}$=3.06) and communication skills($\bar{x}$=3.00) of the respondents were good, against the threshold of 2.50. Many of them had high content knowledge of English Language.The principals and head teachers agreed that the human and material resources were not sufficient, however, communication skills, preparation of lesson note and delivery and classroom management were good.

The pre-service English Language teacher preparation programme in public universities in Southwestern Nigeria was good. High content knowledge, communication skills, good classroom management, good lesson preparation and lesson delivery of graduates were the strengths of the programme, while inadequate human and material resources were their deficiencies. These deficiencies should be addressed by faculties of education.

Keywords: English Language pre-service teachers, Evaluation of teacher preparation program, Curriculum resources

Words count: 470

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LIST OF ABBREVIATIONS

WAEC   West African Examination Council

NECO   National Examination Council

NPE   National Policy on Education

NCE   Nigeria Certificate in Education

CIPP   Context, Input, Process and Product

EIPOL   Environmental, Input, Process, Outcome and Long-Range Outcome

CIPOL   Context, Input, Process, Outcome and Long-Range Outcome

ATO   Antecedents, Transactions and Outcomes

ASUU   Academic Staff Union of University

B.A.Ed   Bachelor of Arts in Education

B.Ed   Bachelor of Education

FGD   Focused Group Discussion

FoE   Faculties of Education

NUC   National Universities Commission

FRN   Federal Republic of Nigeria

TRCN   Teachers Registration Council of Nigeria

TRC   Teachers Registration Council

NTI   National Teachers' Institute

B.MAS   Bench Mark Minimum Standard

LSRW   Listen, Speaking, Reading and Writing

PGDE   Post Graduate Diploma in Education

UNESCO   United Nations Educational, Scientific and Cultural Organisation

ICT   Information and Communication Technology

NBTE   National Board for Technical Education

NCCE   National Commission for Colleges of Education

ELT   English Language Teacher

JSS   Junior Secondary School

NERDC   Nigerian Educational Research and Development Council

ECE   Early Childhood Education

ESP   English for Specific Purposes

EL   English Language

UTME   Unified Tertiary Matriculation Examination

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CHAPTER ONE

INTRODUCTION

1.1   Background to the study

    Teacher preparation programme provides the bedrock for educational development in any country in such a way that the quality of one is a function of the other. Consequently, the teacher is at the centre of all developmental strides be it social, political or economic. It can thus be safely averred that more than any other indices, the teacher wields one of the greatest influence on all the facets of the society, not excluding education. For educational system to be worth its while, teachers must be professionally prepared to acquire the requisite knowledge, skills and attitude that are adequate to enable them cope with the demand of their job as nation builders. Successive government in Nigeria have always sustained the assumption that there is a close affinity between the quality of teacher preparation programmes, of the teacher and the products churned out on yearly basis from the system.

    Afe (1992) argues that the quantum of competent teaching personnel available in schools is a direct catalyst of the worth and values accorded the system of education of a nation. In furtherance of this claim, Ukeje (1996) had earlier reiterate that gateway to modernization is in the hands of teachers. Oyekan (2000) contends that teachers refined the society by modifying human character. Teacher preparation programme is to quality instruction.

    Adewuyi (2010) states that teacher preparation programme typifies the deliberate effort to equip teachers in training with requisite knowledge and skills through exposure to a planned course of study in order to raise the bar of effective instruction that would trigger quality learning on the parts of the learners interaction in class. Such professional grounding, Oyekan (2006) contends, that teacher preparation programme will also make them to be adequate and capable for their assignment, consciously develop in them the skill of creative thinking that could make them to adapt to changing conditions in classrooms through good intellectual endowment. Teacher preparation programme covers various

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subjects that are offered in the school system. These subjects include but not limited to Mathematics, Biology, Yoruba, Chemistry, Physics, Social Studies and English Language. Teachers that are produced through teacher preparation programmes are expected to possess some skills that will help them to deploy appropriate strategies and resources in teaching.

Though polytechnics, colleges of education and universities are institutions where teachers are produced, a greater emphasis is placed on teachers that are produced at the university level because of the demand that is placed on that level of education. Specifically, universities are setup to prepare English Language teachers who will go to schools to teach English Language so that, learners will be able to use the language in all ramifications because of its importance. Therefore, for language teaching to be effective and possible, teacher preparation programme that encompasses what is to be taught, how it is to be taught, the materials to use to teach are prepared and approved by the Senate of each university of the study area based on the provision of the National university commission (NUC) on teacher preparation programme.

The programmes designed for the training of teachers of English Language (EL) are designed to meet specific objectives set out in the NPE (2013:29). According to NPE, the goals of training teachers in Nigeria includes among others, encouraging preservice teachers to embrace the love of inquiry, and critical thinking and equipping them with the required knowledge and pedagogical skills that will enable them to cope with teaching jobs in their schools of practice after certification (NPE 2013:29). These objectives of teacher preparation programmes are a continuous programme to enhance and develop teachers' professionalism, through training and re-training and to address the challenge of human resource needs of schools.

Harmer (2007) observes that for a teacher to be considered skillful and effective, he/she must exhibit high standard of classroom practices (Tuli and File, 2009). Atsenga (2002) indicates that effective teacher preparation programme should equip teachers to distinguish between effective and ineffective presentational procedure, select appropriate classroom activities and interaction patterns that could result in quality learning.

Despite the lofty objectives and importance of ELPTs preparation programme in Nigeria, some of the competences Pre-service teachers ought to have acquired during the cause of

their study have not been acquired, so a lot of doubts surround the quality of the output, partly because of the learning experiences provided, availability of instructional materials, under funding, quality and quantity of lecturers to handle and fulfil the laudable objectives among others. As a result of this, there are a lot of questions about why some students of English Language have seems not to have acquired the necessary skills of teaching effectively. The mandate of the English language teacher preparation programme at the NCE, which is the recognised minimum teaching qualification in Nigeria, is to produce quality English Language teachers for the Basic Education level which comprises lower, middle and upper basic levels of education. When ELPTs are adequately trained, their quality will be high in the field of practice. In such a situation, they will invariably produce good quality students in their schools of practice. If public universities in Nigeria produce teachers who possess adequate knowledge and classroom skills, they will influence students' performance in EL positively.

A lot of studies have been carried out by many scholars (Mohammed, 2016; Tom-Lawyer, 2015; Olatunji, 2021; Al- Nwaiem, 2012 among others) to find out why pre-service teachers have not mastered and acquired what they ought to have mastered in teaching English Language in the course of their preparation programmes. Graduates of English Language programmes from universities in the Southwest are equipped to teach secondary school students all the important topics in the subject so that they pass it and move on in their education. However, feedbacks from examination bodies such as West Africa Examination Council (WAEC), National Examination Council (NECO) and their stakeholders indicate that students do not do well in the subject and that the products of the teacher preparation programme are not doing well.

Meanwhile, several studies have been carried out to examine the quality of teaching EL in terms of the content, methodology and materials being used in the bid to ensure that programme realizes its objectives. Among the studies carried out are: Evaluation of the Use of English Language Programme in Polytechnics in Southwestern Nigeria (Agboola, 2009), interventions through modes of reflective practices to enhance pedagogical skills of ELPTs (Chado, 2016).

From the background, it is observed that research efforts on EL teacher preparation programme did not focus on universities. They concentrated on colleges of education and

made use of Stufflebean's CIPP and Peacock's evaluation model among others. As a result, evaluating the ELPTs preparation programme in universities in southwestern Nigeria becomes significant. It becomes imperative to evaluate whether they are strong enough to meet the need for them and to identify what is responsible for the problems that face the production of highly competent English Language teachers and also proffer workable suggestions for improvement.

Evaluation of education programmes or preparation programmes is carried out by using a particular evaluation model which is a plan or framework that enables a researcher to thoroughly and effectively assess, appraise and examine the programme.. Thus, evaluation of EL teacher preparation programmes can, therefore, be defined as what is involved in a series of rigorous and systematic activities that explain the achievement of the goals.

Curriculum of the 4-year Bachelor of Arts Education EL course is known as the Basic Minimum Standards (BMAS). The students seeking admission into faculties of education in Nigerian universities must have credit passes in five subjects including EL at one sitting or six credits in at most two sittings in WAEC/NECOSSCE. This must also include Literature-in-English. For direct entry candidates, Distinction/Credits/Merit passes in two relevant teaching subjects at NCE plus WASSCE/SSCE credit passes.

Expected requirements for competent instructional delivery are competence in subject-matter pedagogic nuances (Jire-Alao, 2023). As a result, the quality ELPT training are good knowledge of what to teach and how to teach it effectively, understanding of learners characteristics, educational contexts, as well as learning objectives. All these should be the ultimate goals of ELPT training programmes in universities. In addition to cognate courses, the ELPTs are equally exposed to professional practice courses and teaching methods courses. The students are to engage in teaching practice twice of six weeks each in secondary schools. Professional Practice (PP) is a core course for ELPTs in Nigerian universities. PP expose Pre-Service teachers to lesson preparation and delivery in method courses.

According to National Universities Commission (NUC,2018) Benchmark the reasons for exposing ELPTs to PP include, and are not limited to exposing trainees to real life classroom experiences and applying theoretical knowledge acquired in class to classroom

practice among others. The BMAS outlines various courses that need to be taken to obtain B.A. Ed English. Despite the good arrangements of ELT training programmes in the NUC BMAS, there are still problems in the area of preparing ELPTrs in faculties of education. The required materials for the training of teachers are either not available or inadequate. Also, many of the admitted students into B. A. Ed. programme opted to read the course as the last resort as many of them come into the programme because they could not meet up with the cut off marks for their first choice courses (Agunbiade, 2023).

What should constitute the significant portion of ELPTs programme is the acquisition of knowledge of what to teach and how to teach. The ELTr who lacks requisite content knowledge and pedagogical competence will likely teach EL the way it should not be taught. The implementation of a curriculum in an institution requires teaching/learning facilities for its successful implementation. Olatunji (2021) identifies didactic mode and heuristic mode of delivering the content of the BMAS. Didactic mode entails passing factual information to learners, while the heuristic mode involves discovering and inquiring.

Ifeobu (2014) sees an evaluation model as a way of representing and testing an idea which may be difficult to communicate in words. It is an evaluation framework or strategy which is meant to provide a sense of direction and magnitude to the evaluation design and implementation. Some evaluation models are Tyler's Behavioural Objectives Evaluation Model; Formative and Summative Evaluation Model by Scriven, Dave's Environmental, Input, Process and Long Range (EIPOL) Evaluation Model, Context, Input, Process and Long Range (CIPOL) formulated by Yoloye, Context, Input, Process, Product (CIPP) Model proposed by Stufflebean; and Peacock's Evaluation Model by Mathew Peacock, among others. Majority of the previous studies made use of Stufflebean's CIPP Evaluation Model, Peacock's evaluation model, but Antecedent, Transactions and Outcomes (ATO) Evaluation Model by Robert Stake was adapted for this study. Antecedent has to do with some existing variables about the English Language teachers' preparation programme which may influence the outcomes of teaching and learning on Learners. Before there is knowledge, It is considered that learners have prior knowledge, including psychological profiles of students, years of teaching experience, and teacher behaviors among others.

Transactions is the interaction that occurs between and among teachers and students, students and resource person, students and students, students and resource materials, students and the educational environment. (Mkpa, 2001). Outcomes are resultant effects of exposing students to teaching and learning immediate and long-range, cognitive as well as personal and community-wide setting. Outcomes measure the attainment of the goals, determining whether further implementation should continue.

Outcome is used to determine the extent to which the programme's objectives have been achieved. In other words, its purpose is to assess, measure and judge the merit of the product and ascertain the extent to which it met the needs of all the beneficiaries, with action to be taken at the end of the process (Chen, 2005). It focuses on the skills, attitudes, knowledge, learning and abilities students attain that they use in life to benefit the society but not the students' grades achievement. The aim of the school is to make the students productive and able to stand on their feet in the society (Scriven, 1994).

Teachers preparation programme are being run in polytechnics, colleges of education and universities in Nigeria. In Southwestern Nigeria, there are eleven public conventional universities where teachers are being trained. Teacher preparation programme are designed to produce quality teachers to teach secondary school students to acquire the skills to help them to cope in the English Language, there is the need to find out why teachers produced from these institutions have not been able to achieve the objectives for which they were prepared, that is, preparing them to teach English Language teachers, who in turn will be able to teach English Language very well. The results available from different sources have shown that something is needed to be done to find out what should be corrected. This study was therefore, conceived to address the programme through evaluation to identify what the problems are and possible solutions.

1.2   Statement of the Problem

Quality English Language teachers are required in the education system. Hence, universities' Faculties of Education have programmes designed produce quality teachers. However, observations from literatures have shown that what the programme is designed to achieve in terms of producing high quality teachers has not been achieved because of several factors among which are frequent strike actions by the Academic Staff Union of

Universities (ASUU), irregular school calendar, poor funding, lack of interest, lack of language laboratories, and where there are laboratories, they are poorly equipped or not equipped at all, lack of instructional materials and so on. Previous studies on the importance of the quality of teacher preparation have focused largely on availability, adequacy and utilization of teaching resources and interventions. Focus was largely on teachers' preparation programmes in colleges of education with little focus on evaluation in faculties of education in universities, also previous studies adopted the CIPP Evaluation Model with less focus on the ATO model. Furthermore, there has not been adequate research on pre-service English Language teachers' preparation programmes in universities in Southwestern, Nigeria. So, one might not be able to identify the problems facing the programme with little attention paid to the evaluation of such programmes in faculties of education, thus, leaving a gap that this study tries to fill.

Therefore, the study was designed to evaluate the ELPTs preparation programme in universities in Southwestern Nigeria using ATO model.

1.3 Objectives of the Study

The objectives of the study were to:

1. identify the deficiencies in the B.Ed English Language teacher preparation programme that was replaced with B.A.Ed.
2. examine the extent to which the admission requirements into the programme conform with the NUC Benchmark Minimum Standard,
3. investigate whether the requirements of curriculum resources (human and material resources) in the NUC Benchmark Minimum Standard were met;
4. find out the level of availability and adequacy of curriculum resources used in English language teacher preparation programme;
5. examine the methods lecturers adopted in teaching ELPTs;
6. investigate the perceptions of stakeholders (lecturers and students) about the ELPTs preparation programme (B.A.Ed) in terms of adequacy of its-(a) objectives (b) content (c) learning experience (d) evaluation;
7. Rate teachers that are University graduates in-(a) Lesson Preparation (b) Lesson Delivery (c) Assessment Practices (d) Communication Skills;

8.   find out the strength of B.A.Ed English Language teacher preparation programme over the B.Ed programme;

9.   inquire into the   challenges facing the B.A.Ed English Language teacher preparation programme.

1.4.   Evaluation Questions

The following evaluation questions were content analysed:

Antecedent:
1.   What are the deficiencies in the B.Ed. English preparation programme which was replaced with the B.A.Ed.?

Transaction:
2.   To what extent do the admission requirements into the programme conform with the NUC Benchmark Minimum Standard?

3.   What are the requirements of curriculum resources (human and material resources) in the NUC Benchmark Minimum Standard?

4.   What is the level of availability and adequacy of curriculum resources used in English Language teacher preparation programme?

5.   What methods do lecturers adopt in teaching ELPTs?

6.   What are the perceptions of stakeholders (lecturers and students) about the ELPTs preparation programme (B.A.Ed.) in terms of the adequacy of its: (a) Objectives (b) Contents (c) Learning experience (d) Evaluation?

Outcomes:
7.   What is the rating of teachers who are university graduates in:(a) Lesson preparation (b) Lesson delivery (c) Assessment practices (d)Communication skills

8.   What is the strength of B.A.Ed. English Language teacher preparation programme over the B.Ed. programme?

9.   What are the challenges facing the B.A.Ed. English Language teacher preparation programme?

1.4   Scope of the Study

The designed implementation of the English Language teachers' preparation programme in the study area specifically covered all the lecturers, students, stakeholders and material resources available for the implementation of pre-service English Language teachers' preparation programme at Faculties of Education in universities in Southwestern, Nigeria. For the purpose of the study, six (6) conventional universities were randomly selected from a total of twelve (12) of both state and federal universities. Also, the study made use of the ATO Model of Evaluation by Robert Stake (1967) and Focused Group Discussion (FGD), taking into consideration the relevance and adequacy of the objectives, contents, learning experiences in terms of methodology, materials and evaluation of the programme.

The components of the ATO model used are: Antecedent (objectives and contents), Transaction (learning experiences) and Output (product).

1.5   Significance of the study

The research evaluated ELPTs preparation programme of public universities in Southwestern Nigeria. It helped to identify their strengths, adequacies of the objectives, content, learning experiences in terms of methodology, in terms of materials and whatever problems that can impede their successful implementation. It strengthened the implementation of the programme so that the objectives could be achieved and the problem of poor performance will be mitigated. This study helped to provide information and statistical data of all stakeholders for effective implementation of the programme. It would help the university education providers, specifically in Southwestern, Nigeria to ascertain level of availability of human and non-human resources to ensure that adequate provision are made to facilitate effective implementation of the programme.

Besides, the findings of the study wil help curriculum planners and developers to determine whether the contents of pre-service English Language teachers' preparation programme in universities in Nigeria, as prescribed by the Nigerian Universities Commission (NUC), can equip learners of the programme with the appropriate pedagogical skills needed for the teaching of English Language at both primary and secondary school levels of education.

1.6 Operational Definition of Terms

The following terms are operationally defined the way they are used in the study.

ATO Evaluation Model: An evaluation model adopted in examining antecedent, transaction and output of ELPTs programme in public universities in southwestern Nigeria.

English Language Pre-Service Teachers Preparation Programme: This is the Bachelor of Arts Education EL programme in public universities across Southwestern Nigeria.

Pre-Service EL Teachers: Students studying B.A.Ed. English preparation programme in public universities in Southwestern Nigeria.

Evaluation: This is the assessment of Teacher Preparation programme of universities in Southwestern Nigeria

Public Universties: Conventional Universities owned either by the Federal Government or the State Government.

Human Resources: Are lecturers, Non –teaching staff and supporting staff that takes part in the implementation of the English Language teacher preparation programme in universities in Southwestern Nigeria.

CHAPTER TWO
LITERATURE REVIEW

Literature was reviewed extensively on Kelly's Theory and ATO model of Evaluation which were the frameworks. Some concepts were also reviewed such as Forms of Curriculum Evaluation, Curriculum Evaluation Models, Teacher Preparation Programme in Nigeria, Rationale for Teacher Education-TE- in Nigeria, Development of TE in Nigeria, Objectives of TE in Nigeria, Objectives of ELPTP, Effects of ELPTP Objectives on ELPTs, Challenges of TE in Nigeria, NUC in Nigeria, Functions of NUC, The NUC Benchmark Minimum Standard for ELPTP in Nigerian Universities, Roles of Evaluation in ELPTP, Constraints to Effective Implementation of ELPTP in Nigerian Universities, Southwestern Nigeria: An Overview. Studies were also reviewed, Studies on Curriculum Evaluation, Studies on Evaluation of PTP. The literature examined were also appraised.

2.1   Theories used

2.1.1   ATO Evaluation Model

This study is premised on Robert Stake's ATO Evaluation Model based on Kelly's curriculum theory. Kelly's Curriculum Theory and Practice focuses on curriculum as both a process and a product. Stake (1967), however stated that there is need to have a well-established formal evaluation procedure so as to increase objectivity to evaluation. Stake (1967), contend that in making judgment about a curriculum, concerns should not be limited to the consideration of aims only but the beneficiaries of the curriculum should also be actively involved in making judgment about the curriculum. Further, it was stressed that collection of information should be done along with what obtains before (antecedents), what operates now (transactions) and what comes out of it(outcomes).

Antecedents: component deals with some existing variables about the learning which may influence the outcomes of teaching and learning on them. It is assumed that learners have prior knowledge before there will be knowledge, information about students and teachers.

Transactions: This refers to learning transaction in the classrooms involving students, teachers and resource persons and teaching resources.

Outcomes: These are resultant effects of exposing students to teaching and learning which have various timelines of realisations. These theories are relevant to this study because for language teaching to be effective and possible, teacher preparation programme must encompass what is to be taught, how to be taught, the materials to use in teaching and how to ensure that actual teaching has taken place.

2.2   Review of concepts

2.2.1   Types of Evaluation

Evaluation is an important part of curriculum development because it tries to find out it is behaving in relation to fulfilling ultimate ends. It is not restricted to the final lap stage of curriculum implementation, but it permeates and traverses the length and breadth of the entire curriculum process. Robins (2003) sees evaluation as the collection, analysis and interpretation of information in order to form value judgements about a specific programme. Robins avers that evaluation attempts to make a statement of judgement on the pros and cons of the entire curriculum. Evaluating a programme of learning entails all activities that focus on the way the programme is designed and implemented taking into cognizance the prescribed methods of implementations, resources suggested as well as assessment paradigm (Yusuf, 2019). Stufflebeam (2001) views evaluation as the determining the strengths and weaknesses of a programme. Bhola (2006) describes it as all efforts directed towards ascertaining the behaviour of on a programme in terms of meeting its goals.

Evaluation came out of the desire to be accountable. Its concerns is to measure the worth and value of programmes designed for public services. According to Nwanko (2007), evaluation entails dispassionate assessment of an educational in order to know how well or otherwise it performs. Evaluation of an academic programme calls for the examination of all the processes necessary to rate how the planned curriculum is working.

According to Ndubusi (2008), curriculum evaluation involves the identification and provision of information, the selection of criteria, data collection and analysis, drawing logical conclusions for specific purpose and using appropriate process. Nworgu (2006) sees

curriculum evaluation as gathering systematic data to measure its behaviour. It is an important processes in curriculum preparation (Oyekan, 2000).Evaluation in education is carried out with the sole view of ascertaining the level of learners' achievements and diagnose educational challenges of the learners' level of academic achievement and outcomes. It is an approach to improve the quality of education. There are different forms of evaluation. However, each method of evaluation is adopted for different purposes;

Formative evaluation: Oyekan (2000), states that formative evaluation is carried out to ensure the continuous quality of an educational enterprise. It can be done at any stage of the process of curriculum implementation.

Process/Implementation Evaluation: This form or method of evaluation is meant to ensure that programme is carried out as planned or intended. The intention is to make sure programme objectives are strictly implemented rather than being jettison. It has been reported or observed that most programme objectives in education are not implemented as expected.

Outcome/Effectiveness Evaluation: This measures the effects of programmes on the learners or target population by evaluating the programmes objectives in terms of achieving the stated goals and objectives.

Input Evaluation: This evaluates programmes effectiveness in achieving the ultimate goals.

It has been stated above that different people have come up with different types or approaches to evaluation, premised by different philosophical orientations on the concept. Cronbach (1975) broadly defines evaluation as the collection and use of information to make decisions about an educational programme. To stake, (1967) there are two types of data to be solicited for, in order to evaluate a programme comprehensively. These are: Objectives description of goals, environment, personal, strategies, learning experiences and outcome. Personal judgment of the quality and appropriateness of these goals of instruction. Evaluation could therefore be said to involve gathering and analyzing information and decision making, based on the outcome of educational evaluation, it is possible to ascertain if there are desirable changes in the learners' behavior, thus agreeing with Azikwe (1998) that effectiveness or otherwise of any programme of any programme of instruction is determined through evaluation which involves, analysis of the educational

programme as a whole, which includes the environment, available facilities, subject matter, methods and employed the staff engaged in the educational process.

Ayodele, Adegbite and Adewale (2003) characterizes it as being through a formalized process consisting of data collection of data collection, data analysis and preparation of summary reports. This clearly shows the stand of Ogunleye (2002) that evaluation is carried out in all enterprises. Some of these definition focus on the attachment of objectives, the passing of judgment, or the process of scientific inquiry. This agrees with the conclusion of Stevens, Lawrenz and Sharp (1997) that evaluation is deciding a course of action. It could therefore be said that, evaluation is defined in different ways to suit the purpose of conducting the evaluation. However, it is generally accepted that evaluation is an instrument used to find out the extent to which a programme has succeded or otherwise and the process of passing judgment on the worth of a programme.

It is clear therefore that, evaluation does not pertain only to the assessment of the learners' performance as defined by Aguokogbuo (2000) but also to estimate the worth, quality or importance of a programme with a view to rating, constructing, improving or changing the progamme completely. The major activity that characterizes this kind of programme is what is called qualitative measurement. The evaluation of a programme involves different stages, which include design or plan, steps for improvisation, breakdown of the programme into meaningful components and identification of the programme objectives. Therefore, an educational programme could be considered successful, if it meets national manpower needs and changes the people who have passed through it.

2.2.2 Curriculum Evaluation Models

There are myriads of curriculum evaluation models propounded by scholars. Shaw (2006), had argued seriously that those models should not be referred to as models, rather to be called "approaches". The argument is premised on the claim that more of the models have actually attained a stage of model, that is, satisfactory stage of complexity or completeness. Thus, they have not been justified as models. Stake (1986), however, contended that they should be called "persuasions". Within the context of this research or study they will be called models because of their relevance to this study serving as theoretical framework for programme evaluation. The preference for any model is a

function or depending on the question of the evaluation. Subsequently, the following evaluation models will be discussed:

1.   Mitfessel – Michael Model

2.   Congruence – Contingency Model

3.   Discrepancy – Evaluation Model

4.   The context, input, process product (CIPP) model

5.   Connoisseurship Model
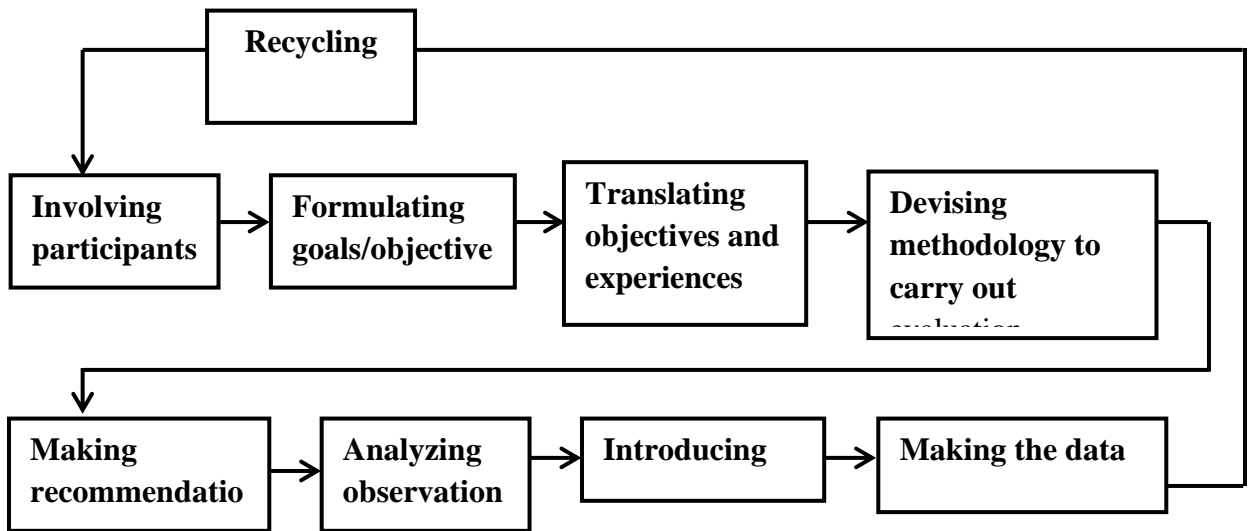
Figure 2.1: Diagrammatical Presentation of Mitfessel and Michael's Model

Source: Mitfessel – Michael Evaluation Model (1967)

The evaluation model of Mitfessel – Michael (1967), suggested that those that the curriculum will affect should be involved by the curriculum evaluators which are the teachers, professional organisations, senior citizens, students among others.

Performance   Stage 1   Standard

Comparison

Discrepancy

Terminal Programme   Recycle

Programme

Stage 2

C

D

TP   RP

Stage 3

P   S

C

D

Stage 4   RP

P   S

C

D

TP
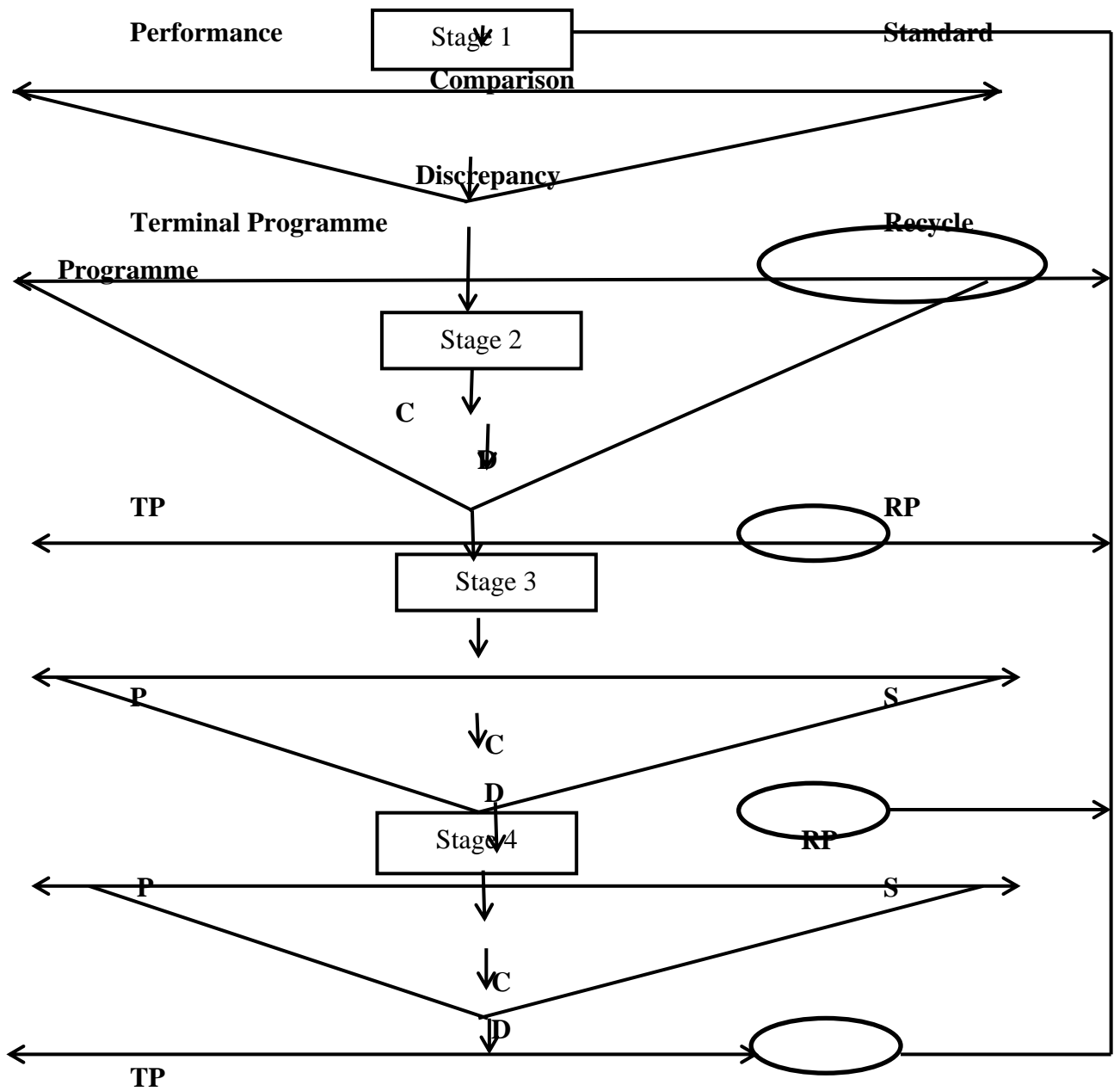
Figure 2.2: Provus's Discrepancy Evaluation Model

Source: Ornstein and Huskins, 1988.

This Provus Model is termed as Discrepancy Model simply because it compares the performance with standard to ascertain whether there is discrepancy between the two (Ronald Doll, 1996).

The Context, Imput, Process and Product (CIPP) Model

Stufflebean (1971) sees evaluation as a continuous process. It was therefore suggested that four processes should be involved as follows: (i) planning decision (ii) structuring decision (iii) implementation decision and (iv) recycling decision. According to Stufflebean (1971). Each of the four types of decision has been explained by Stufflebean (1971) as follows;

Context Evaluation: This entails carrying out a study on the environment where the curriculum is being implemented. This provides the rationale for the programme. It also guides planning decisions.

Input Evaluation: At this stage, the purpose is to provide information in order to achieve curriculum goals. It deals with resources to be put into a programme in terms of resources, time and budget etc. This explains what actually takes place during the implementation of the programme. It helps to establish how well the plans and procedures are being followed. It also finds out the constraints and the steps to be taken in the plans and procedures.

Process Evaluation: This explains what actually takes place during the implementation of the programme. It helps to establish how well the plans and procedures are being followed. It also finds out the impediments and the ways of addressing them.

Product: This is the end product of the educational programme. The student himself is not the product but the knowledge, skills and attitudes that are gained by the student are the products. The product of a particular school programme should not be measured only in terms of percentages of students that actually passed a school programme but should also focus on how the students excel in the later part of their lives. In order words, in terms of how many product of a curriculum fit at other sectors and how they help their society to grow. This aspect enables recycling decisions to be made and examines the actual outcomes of the programme such as the effect of the programme on the students who have passed through it.The major techniques that could be used in this model are questionnaire, test observation, supervisory indices, experimental studies and cost-effective analysis.

As good as the model it is not suitable for this study because it could only be effectively used where the evaluator conducts a test or an examination on the actual outcomes of the programme.

Kirkpatrick Training Evaluation Model

The trust of Kirkpatrick training evaluation model lies on the fact that evaluation is the final logical stage in the training process (Kirkpatrick, 2010). Kirkpatrick (2010), posited that evaluation of a programme would promote effectiveness of the programme , if such a programme is to enjoy a high profile, validation of the programme activities is very vital, which Kirkpatrick views as two discrete parts of the process, described as internal and external validations. Both levels of validation functionally are related.

Internal validation assesses, whether a training activity has achieved its objectives in terms of whether learners of a particular training programme have learnt what they have been taught or not. External validation finds out if the former trainee have applied what they have learnt in training to the job context and capable of performing, using knowledge or training acquire after training (Kirkpatrick, 2010).

Erinsakin (2014), stated that evaluation is very necessary, so as to assess the total value of training in terms of its cost value to organization, as well as, values of the improved performance of those who have undertaken training on a particular programme. In the context of this study, which are the effects of the training on English language students after their completion of the course of their programme (English) in the universities? This is the main emphasis of Kirkpatrick training evaluation model. Kirkpatrick based the training evaluation model on four levels, namely; (i) reaction (ii) learning (iii) behaviour and (iv) results. Each of this level needs to be evaluated so as to help improve the model for future use.
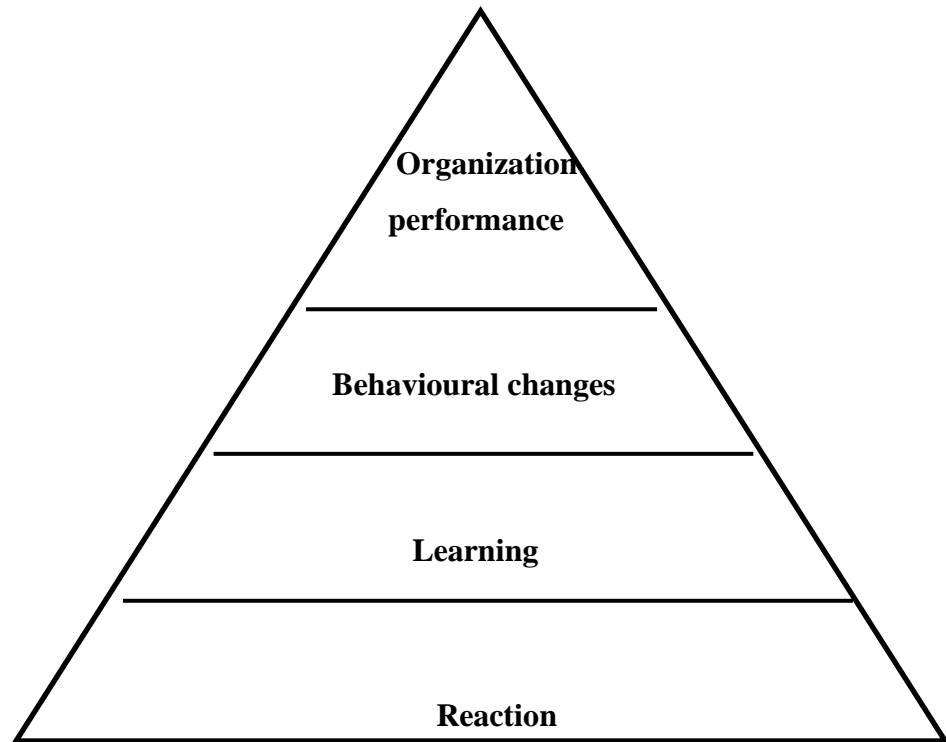
Figure 2.3: Kirkpatrick Training Evaluation Model

Source: Kirkpatrick, 1996

These three categories of evaluation involves making judgments based on the data reported which comprises a matrix incorporating both descriptive and judgmental. The descriptive data includes intended and observed antecedent, transactions and outcomes of the programme.

ATO Model

The choice and appropriateness of ATO is apposite because the study is about evaluating pre-service English Language teacher preparation programme, with a view to appraising effectiveness of the ELPTP, specifically in Nigerian universities, specifically in the South-Western region. The ATO evaluation model states the various stages represents by ATO acronyms as discussed earlier. Each of these phrases of the model if applied in evaluation process of pre-service English Language teacher preparation programme will help to reach a conclusion or made a valid decision on the level of achieving the intended preparation programme goals. This is the justification for the relevance of the choice of Robert Stakes ATO evaluation model to this study.

However, all the other evaluation models discussed above have been used in previous studies by different researchers.

2.2.3   Teacher Preparation Programme in Nigeria

The acknowledgement that upward mobility and development increasingly, necessitated the need or demand for teacher education programmes in Nigeria. Education has widely and globally been accepted as one key that unlocks national development. Oyekan (2000), contended that education is development. Towards this end the roles of teacher education programme has attracted different educational agencies in the provision of functional education; government, individuals, groups, religious bodies, private sector organizations, and so forth (Omenyi, Nwanko and Nwite, 2015).

It has been contested by many academics that functional education is the only enduring panacea to the myriad of problems facing the nations of the world, especially, African nations, some nations in Asia and Latin America. Adewuyi (2012) maintained that this precarious situation in any country can be tackled through effective and functional

teacher education programme. Oyekan (2000), contended that teachers occupy a central and vital position in any nation's educational sector. The implementation of any curriculum hinges on teachers efficiency, productivity and effectiveness to carry out their activities. Hence, necessitated the implementation of teacher preparation programme in Nigeria.

Teacher education is a well-structured, planned and developed programme to trained professional teachers that will be well equipped and grounded in pedagogical skills. Teachers are made or trained to acquire the necessary skills and values. The importance of teacher preparation programme and their functions in the implementation of educational policies needs to actualize the goals of sustainable national development cannot be overemphasized.

2.2.4   Rationale for Teacher Preparation Programme in Nigeria

Teachers as implementers of curricula contents needs, functional education or training in order to mold learners' behaviours, equip them with vibrant appropriate professional skills, modify their behaviours and refined their attitudes towards carrying out their work effectively at any teaching and learning setting. Succinctly, the rationale for teacher preparation programmes can be stated or put as follows:

1.   Modifies citizenship behaviors towards national development and growth
2.   Ensuring teachers are well grounded and bequeathed with pedagogical skills needed to function effectively.
3.   To training teacher towards carrying out researches, independently and collectively towards providing solutions to some contemporary educational issues in the country, Nigeria

2.2.5   Development of Teacher preparation Programme in Nigeria

Osuji (2009), stated that the provision of pre-and-service teacher education are provided by different educational agencies or institutions as stated or contained in the National Policy of Education. It is a training to develop competent and skillful teachers. Osuji (2009), further stressed that teacher education takes two forms: pre-service and in service. What this indicates, whoever who-would-be teacher or a certificated teacher must compulsorily pass through teacher education institution. This is one of the positions, if not

the major stance of National Teachers Registration Council of Nigeria (TRCN) in Nigeria, today. Teaching should not be a job for everybody, rather for those that has passed through educational institutions either Colleges of Education, Faculty of Education in Universities offering educational courses or programmes or graduates of other disciplines who, later got Diploma in Education.

2.2.6   The TPPs in Nigeria

Each country has a policy on education, Nigeria, inclusive. The NPE (2004), states the following as objectives of TPP in Nigeria including other components of the Nigerian educational system as follows:

1.   Produce highly motivated, conscientious and efficient classroom teachers for   all levels of our educational system.
2.   Encourage further the spirit of enquiry and creativity in teachers.
3.   Help teachers fit into social life of the community and society at large and enhance their commitment to national goals.
4.   Provide teachers with the intellectual and professional background adequate   for their assignment and make them adaptable to changing situations.
5.   Enhance teachers' commitment to the teaching profession.

Also, contained in the National Policy of Education are that teachers shall be professionally trained, meaning that teachers shall be graduates of teachers training educational institutions, such as; National Teachers' Institute (NTI), colleges of education and faculties of education in universities within and outside the country and also the structuring of TE to acquire the appropriate skills, values and knowledge for them to carry out their jobs effectively.

2.2.7   Objectives of ELPTPs in Nigeria

As stated in the preamble of NUC document of the revised minimum standard on English language, the programme is designed to train students to acquire adequate communicative competence in both the spoken and written varieties of the English language, thereby giving them a good grounding and effective mastery of the language in its various applications to achieve adequate self-expression and self-actualization. Also, to

orientate students towards self-employment by focusing on skills, such as; writing (e.g. of articles in magazines, of speeches; designing and presenting special programme in radio or television, designing and publishing magazines etc), creative writing, and other kinds of original output through independent though, inventiveness, creativity and to enable students to overcome deficiencies in English (NUC, 2007).

2.2.8   The ELPTP and pre-service teachers communicative skills

According to Amaseghan (2007) "communicative competence is lacking in several students that pass through the Nigerian secondary schools. This socio-linguistic reality according to Obanya (2002:207) is one of the greatest areas of concern in Nigerian educational sector, particularly at secondary and tertiary institutions. According to Obayan (2002), "interaction which should be in form of multi-way and multi-media exchanges (verbal and non-verbal) in the conduct of classroom teaching and learning activities is significantly, absent". What is in vogue in teaching and learning settings based on the extant research findings. All these are communication problems which pose a great threat and challenge to the expected, intended and perceived curriculum outcomes in English Language in Nigerian schools.

Communicative skills competence has been a great concern to stakeholders in education in Nigeria. Poor academic performance has been attributed partly to poor communicative skills. Widdowson (1986); Littlewood (1981), Brunfit (1984) and Williams (1990) have lamented on this situation. They have attributed the language skill defects as a cogent factor that have make Nigerians learners of competent to learn and use the language for academic purpose.

According to Amaseghan (2007), most lecturers or students who have defects in communicative skills are products of teachers with communicative skills challenges. Nwoke (1987), noted also that the major aim target of teaching language be it English or any is to improve learners to communicate in the target language. Regrettably, "a number of language activities in language textbooks carried out by the teachers and students do not conform to the true ways of communication. This negates the philosophy of studying EL in Nigerian universities as contained in the NUC Benchmark of revised minimum standard on English language (NUC, 2007).

Several studies, either theoretical or empirical have been conducted on effects of pre-service English teachers on communicative skills competence. However, it should be bore in mind that English Language is not a native or indigenous language in Nigeria. Errors are therefore likely to be committed, especially in the areas of articulation of sounds, intonations, accent and so on. Aje (2019), noted that mother tongue interference is also a challenge to communicative skill among the learners and speakers of English language in Nigeria. This is very common in the area of intonation pattern. Findings showed positive relationship between pre-service English teacher curriculum and development of competency in language skills. Ongondo and Borg (2011:511), stated that pre-service English teacher programme and curriculum gives students opportunities to acquire practical language skills in language, communicative competence, inclusive.

Amuseghan (2007) described professional practice as an avenue for engaging students with practical teaching exercise. Gipe and Kichard (1992:55) stated that during the practical teaching in language skills, students can develop language skill competence, language teaching in schools has also been confirmed by Diaz-Rico and Weed, 2020 and Gao 2001 that language teaching would help learners to acquire linguistic competence especially in the area of communicative skills. Gao (2001) also maintained that grammatical/injustice competence in the area of fluency could be promoted. Thus, learners would speak currently and accurately. This is align with the findings of Vans (2010) that the star-up level of students of students' English proficiency is very low in five key universities in Vietnam is not very encouraging. Vans (2010) rationalized the importance of ELTPP that can enhance EL proficiency which in turn develops communicative competence.

In the context of Tanzania University, English language is designed to encompass teaching of communication skills. This was done purportedly to reduce communication problems that are related to English language. Hence, English language was therefore incorporated with the existing programmes in Tanzania universities. Komba (2012), stated through English programme problems associated with communication problems could be tackled. What can be deciphered from the position of scholars cited above reinforced the relevance and university programme on English language to communicative skills capability among the English students which in turn improve communication prowess of

teachers in Nigerian educational sector and other sectors, where proficiency in communication in English language is a vital tool for job opportunities and productivity.

Effects on Teachers' Language Skills Development

The four components of language skills are; writing, listening, reading and speaking. These four language skills are very important to master as enunciated by LSRW technique. Listening and speaking skills are classified as oracy and reading skills they are referred to as oracy and literacy. Both oracy and literacy resulting from linguist, listening and reading skills are used to receive information, while speaking and writing skills are called productive skills. Several grammarians and scholars in allied components of English language have argued that listening is a gateway or yardstick to learn other skills speaking followed listening and by repetition and observation learners master this skill. The proficiency of the skill is a subject of creativity. Reading deals with comprehension of reading materials, ability to decode the graphic representation of words (Aderinoye, 1997).

The last language skill is writing. Aderinoye (1997) explained it as a process that deals with graphic representation of sounds in words. These four language skills are very necessary for communication. Indeed, they are basis for achieving proficiency in communication tasks. The teacher has been identified as the major factor in the curriculum implementation process. Hence, he is often referred to as a motivator and facilitator of the teaching — learning process. He supervises, organized, directs, learning and provides the background for learning to thrive. The teacher creates a similitudes atmosphere for learning to be interested.

The extract above depicted those beginners, assurance vital position in teaching and learning of language skills. This is stressed under the learning outcomes in English language curriculum or programme as stipulated in the NUC standard for English(NUC, 2007). Many studies have been conducted on effects of English language programme or curriculum on language skills development and related topics. What is seemingly common and central in the opinions and submissions of scholars cited and extracts above is that teacher's roles cannot be undermined in the teaching of language skills and English as a general course. The teacher personality, quality, quantity interests in the teaching of the language. His or her knowledge of the subject matter, his pedagogical skills, motivational

level, in-service training are some important issues that affect his or her disposition to the job (Ene, 2015).

One cannot offer what one's does not possess. Teachers of English language must be well grounded in topics in English language. It is a sound teacher training programme in English that could promote effective teaching many people who are teaching language have no formal and adequate training in the course or programme (Otagburuagu, 2002), it was professional training is very desiring and required for anybody to take up a teaching job. Brunfit (1985), however, contended that teachers should be professionally trained and well informed. Further, it was stated that teachers must be proficiency in the teaching of English in a multilingual society like Nigeria.

Teacher preparation programme in English developed teachers to teach the intricate aspects of the course (English) is syntax, language skills, grammar and phonology. What this means is that EL instruction should be left for those that have passed through teacher education and offered English in universities and other tertiary institutions that have been accredited and certified to award certificates in English language.Onwuagbeke, Osuala and Nzeako (2017), contended that pre-service teacher preparation programme, especially at university level would expose pre-service English language teachers to micro-teaching sections which will provide students teachers with tremendous opportunity to develop their teaching skills of English, especially in the area of language skills.

Effects on Acquisition of Pedagogical Skills Competency

The trust of pre-service teacher preparation programme is to expose students-teachers to the appropriate pedagogical skills required for effectiveness, proficiency and productivity in teaching career. Oyekan (2000) observed that teaching is an intricate activity which encompasses series of tasks expected to effectively performed or carried out by skillful teachers. Several researches have also emphasized the relevance and importance of teachers' knowledge to effective teaching and learning. Teachers' knowledge is a feature or component of teacher professionalism. Teacher professionalism is not only a function of teachers' knowledge. It includes variables, such as; skills, attitudes and motivational mastery

Poor academic performances of students in English language have been attributed to lack of pedagogical skills by the teachers. Most studies conducted have revealed that teachers' poor pedagogical competence is a bane to student achievement in English language in educational institutions in Nigeria and other countries. Teachers' pedagogical competencies and qualities are enthusiasm, dynamism, caring, helpful, knowledgeable and ability to present topics in appropriate manners (Curran and Rosen, 2006; Marks 2000; Paswan and Young, 2000). Darling-Hammed (2006) and Noadings (2007), stated that teachers pedagogical competencies include; knowledge of subject-matter, comprehension of teaching methods and learning styles and the process of adopting and applying effective teaching approaches to develop the process of knowledge acquisition and subsequently changing or transforming learners into new knowledgeable beings. Curtin (2005), identified these major components as pedagogical teachings that must be possessed by teachers; teaching methods; utilization of instructional tools. Chang (2010), maintained that possessing the necessary pedagogical components would enhance and contribute to new knowledge and skills, whereas teaching effectiveness could be deferred or hampered when teachers lack pedagogical values.

As contained in the NUC Benchmark Minimum Academic Standard (2007) teachers programme or curriculum in English language is designed among others to equip student teachers with vibrant and productive skills for teaching. Oyekan (2000), opined that effective teaching is the learnt of effective learning. Onsare (2013), reported that majority of teachers largely depends on schemes of work and syllabus to teach topic on oral communication skills in English. This implies that teachers must be well prepared during their training programmes towards the tasks. Ilanlou and Zand (2011), contended that educational curriculum are likely to be successful if teachers are well trained with the requisite competencies for delivery and execution of plans. Wanmala and Seruwagi (2013), also noted that effectiveness of curriculum implementation depends on teachers' competent and also corroborated by Akiri (2013), opinion that teachers can only acquire pedagogical competencies through teachers education.

Oyekan (2000), stated that teachers' instructional techniques goes a long way to determine the teaching and learning level. Evaluation help teacher to know the performance of students after a period of instruction in order to decide whether they have attained the

desired behavioural change. It is an important activity and tool to collect information and making valid decision based on the information. Teachers' use of instructional material has a direct positive link with student performance. Several academic have maintained a position that it is an important pedagogical element which teacher must possess. It is a mobile of teachers' competencies. McRae (2012), opined that teaching is participatory process that allows the exchange and acquisition of knowledge, skills and competencies with the sole aim of transforming life. Tella, Indoshi and Othuon (2010), stated that teachers' cognitive and pedagogical orientation dictates the choice of teaching techniques. What is fundamental is that the method use by teachers is dispensing knowledge in classroom determine the learning rate of students, at all levels of education.

Therefore, in the ELPTP in universities, it is not out of place that the NUC (2007) revised Minimum Academic Standard on that programme is designed to produce university graduates that will teach English language effectively in Nigerian schools. Training is essential not only to increase their productivity but also to motivate and inspire workers in this contention (English teacher) to have all the important information (pedagogical skills) that will make them productive. Also, Blanchard and Thacker (2013), stated that training is very important in providing employers with the skills needed and required for job i.e. teaching career. Through, pre-service preparation programme for English teacher in Nigerian universities, English language teacher will better be trained and exposed to all the rudiments involved in teaching English language effectively.

2.2.9 Challenges to Teacher Preparation Programme in Nigeria

A nation cannot be said to have achieved a meaningful development when a large percentage of citizenry are illiterates. This menace poses as a great threat to sustainable national development in Nigeria. Okemakinde, Adewuyi and Alibi (2013), contended that there is a dire need to prioritized investment on human capital through a functional teacher education. Through teacher education, Nigeria as a nation has witnessed development. Many scholars like; Oyekan (2000) and Sarumi (2001), have contended that education is development and for a meaningful education to be given to the people, teacher education needs to be developed. However, over the years as reported by Eduwen and Osagie-Obazee (2016), teacher education has witnessed tremendous challenges, such as;

Poor implementation of teacher education programme: The implication of this is that there is a decline in the quality or standard, academically. In Nigeria, teacher education lacks a well-defined and structured mechanism of assessing the quality of education. Teacher education lacks innovation in relations to instructional delivery methods or approaches. Most of the books that are available for teacher education are obsolete; their contents do not meet the needs of the present day

Poor funding: There is no gain saying that educational sector lacks adequate and proper funding by the governments at all levels. Lack of prioritization of educational sector in no doubt has put the sector into a serious mess. There are lack of teaching materials, dilapidated buildings and lack of motivation, due to poor conditions of most classrooms at teacher education institutions in Nigeria. It is very sad noting that in the era of ICT globally, it is very rare to point to a single teachers training institution that is well equipped with ICT gadgets for effective teaching and learning and research activities.

Poor quality of students' intake: In Nigeria, it is a common saying and belief that teacher education institutions are dumping grounds for students who could not be admitted to pursue Medical, Law, Engineering courses etc. It is also a belief that most students running teacher education programme are less competent, academically. Obviously, the entry qualifications, criteria and assessment of students into teacher institutions is less rigorous. This is a serious problem to implementation.

System of institution accreditation: Accreditation of teacher education programmes at most Colleges of Education and at Universities running teacher education programme leaves much to be desired. The accreditation of programmes at most teacher educational institutions have been subjected to corruption and high level of administrative bottleneck. The working conditions, staff numerical strength, facilities and others requirements are not satisfactorily met by most educational institutions. Most agencies and bodies involving in accreditation of programmes lack effective coordination, owing to the fact that they are too many. Lack of effective coordination among these bodies has affected negatively a proper accreditation.

Professionalization of teaching: Teaching profession has not fully attained professionalization status. Many conditions expected of a profession to have are yet to meet by teaching profession such as ; monopoly of the profession , poor remuneration of

teachers', a single body ,porosity in terms of entrance to the job etc . Lack of professionalization has opened door for people who are not certificated to take up teaching job, either temporarily on as a career. Oyekan (2000), reported that lack of professionalization of teaching has negatively affected the image of teachers and standard of the profession in the society.

Observably, and as expressed by several scholars there are also political factors as impediments to effective teacher preparation programme in Nigeria and by extension which affect a smooth implementation of pre-service English Language teacher preparation programme objectives. Obiakor, Malthy and Ihunnah (1990), stated political factors affecting teacher preparation as less emphasis or national interest or patriotism, frequent transitional government, political conception or structural failure and incessant polarization of educational, culture, societal, religious and economic measures and so on.

According to Ololube, Egbezor and Kpalorie (2008) politics is intertwined with education. This opinion was partly corroborated by Moja (2000) that the past civilian presidents have forced university students to stay at home for same political reasons. From economic factor, Ololube (2006; 2007) and Sanwel (2006) maintained that educational season generally in Nigeria is underfunded i.e. poor budgetary allocation to the sector.

Denga (2001) also noted that manpower is not enough in the educational sector in Nigeria. The quality of TPPs is discouraging and dangerous to the educational development of the country, Nigeria. Teachers-student ratio is disturbing due to shortage of teachers in schools in Nigeria. Oyekan (2000), noted that there is a infrastructural decay, poor monitoring, poor quality of teachers and so on. All these, negatively are impediments to the educational development of the country.

Adamu (2013) also stated that the level of ICT usage in Nigeria is very poor. We are in the century where ICT is dictating the pace of development at all the sectors of the nations. Nigeria teacher preparation programme is kicking in the area of availability and utilization of ICT. All the above challenges and many more to be discussed will make a quality delivery of teacher preparation programme, practically difficult and illusive.

2.2.10 National Universities Commission (NUC) in Nigeria

The National Universities Commission (NUC) of Nigeria is a government commission established to promote quality higher education in Nigeria. NUC was established in 1962, it was initially established as advisory agency in the cabinet office but in 1974, it became a statutory body and its first Executive secretary was Professor Jibril Aminu. Today, NUC is a segment of the Federal Ministry of Education, and parastatal (government-owned corporation). Professor Shehu Gladanchi is currently the head of NUC governing council, while the present Executive secretary is Professor Abubakar Rasheed. Since, the establishment NUC has changed from a small office in the cabinet office to an important arm of government in the area of development and management of university education in Nigeria (NUC, 2007).

2.2.11 Functions of National Universities Commission (NUC) in Nigeria

The functions of the commission are to:

1. ensure that quality is maintained within the academic programmes of the Nigerian University system;

2. make sure such other investigations relating to higher education as the commission may consider necessary in the national interest;

3. inquire into and advise the Federal Government on the financial needs, both procurement and capital of university education in Nigeria and in particular to investigate and study their financial needs ofowners,

4. undertake periodic reviews of the terms and conditions of service of personnel engaged in the universities and to make recommendations to the Federal Government, where appropriate;

5. recommend to the visitor of a university that a visitation be made to such university as an when it, considers it necessary;

6. act as the agency for channeling all external aid to the universities in Nigeria (NUC, 2007).

2.2.13 Roles of Evaluation in Pre-Service English Preparation Programme

The roles of evaluation cannot be underestimated in any school educational programme. This helps to ascertain whether or not students learnt intended stated goals. From the extant literature it seems much have not been done on evaluation of pre-service programme for English language teachers. Day (1991), reported that FLTE is recent. However, this is not to say that absolutely there are not extant studies, either theoretical or empirical on evaluation of ELPTP. It has been said severally earlier on that the implementation of ELPTP is majorly meant for competent and certificated professionals to the educational sector of the nation and other sectors. Also, English Language is performing other functions. Therefore, at every stage of the programme evaluation is very necessary.

What this bores down to is that by evaluating curriculum of pre-service English Language teacher will assist the curriculum developers and planners to collect valid data for effecting desirable changes in curriculum. This will give opportunity for continuous review of ELPTP. Furthermore, by carrying out evaluation on pre-service teachers on English Language programme or curriculum will help to arrive at certain decisions that will improve the programme. It was also stressed that evaluating programme might result into proffering suggestions on the best methods to improve a programme (Robinson: 2003:199).

Evaluation of ELPTP would help to determine EL teachers' cognitive structures about some key concepts issues in language teaching and learning (Ersanli, 2015). Also, Mccormick and James (1990) and Kelly (2009), strongly asserted that evaluation of a programme is mostly concerned with its quality. It measures the effectiveness of an educational activity. In order words, evaluation deals with the effectiveness of a programme. This has always been the stance or position of many scholars that by evaluating a particular programme, the effectiveness of the programme can be determined and further resulted into an improvement of such. This has always been the contention of scholars on formative evaluation i.e. it gives room to check the contents, effectiveness of learning strategies before the completion of a programme. Hence, in pre-service English teacher programme, evaluation can lead to effective appraisal of the programme objectives from time to time.Evaluating programme do not only raise the endurance of those involved,

that is, the stakeholders in English language programme for pre-service teachers but also result into proffering solutions to some fundamental questions or issues begging for answer. Karakas, (2012), reported that "a group number of implications could be drawn from the reviewed of the programme which resulted into taking decisions on the programme such as to update the programme in line with a well-defined philosophy of teacher education, making the contents of English language programme to be equivalently directed towards different competencies such as; linguistics, pedagogic, management skills among other are needed by future English language teachers and that teacher-trainees should have a say in matters regarding the evaluation of the programme which must be a basic element of the programme.

Towards having a successful implementation of ELPTP in universities, not only in Nigeria and South Western region of the nation, the right path to the success of the programme hinges significantly on appraising the programme, both formative and summative context. This stance is acknowledged by Rea-Dickins and Germane (1998. Rea-Dickins and Germane (1998), they contended that the programme designers, decision makers and other stakeholders in the process should make a regular evaluation of the programme very vital.

Chumbow (2012), stated that multilingualism is not only an obstacle to development but a serious challenge to instructional delivery. Multiplicity of languages and its attendant constraints, require a well-defined policy to guarantee the unity and corporate existence of a nation. Also, it is to shun the audible and boldly language of disintegration and division for the purpose of national unity (Omotoyinbo, 2015). Thus, this necessitates a search for a particular language to be adopted as an official and national language that will probably unite all ethnics disintegrations in the country. Hoffman (1991: 2004), stated that language policy is concerned with "both the symbolic function of language within a society and within the instrumental use that its speakers make of their language". It is a systematic attempt to resolve the communication problems of a community by studying the various dialects, it uses and developing a viable policy concerning the collection and the use of different languages.

Among the language options that were proposed to be national languages are; exoglossic, endoglossic, Pidgin English, among others. However, none of the options was

accepted, due to inter-play of politics and other factors which subsequently paved way for the adoption of English Language as a national language in Nigeria. Nigeria is a country where there are more than 400 ethnic groups (Adegbite, 1994). The implication of this complex language situation is the absence of a well-established effective unified means of communication among the ethnic groups, which becomes the basis not only for bigotry and hatred, but resulting into use of English as a predominantly official language. English Language is therefore a unifying compact of diverse linguistics pluralism in the country.

The use of English Language in Nigeria is dated back to the late sixteenth and early seventeenth centuries when the British Merchants and Christian missionaries settled in the coastal towns called, Badagry that is very close to Lagos in the present South Western region, Nigeria and Calabar, a town in the present day South Eastern, Nigeria. According to Taiwo (2009), "The merchants were slave traders. However, after the country independence in 1960, English Language gradually becomes a major medium of communication among the members of different ethnic groups. Today, the language is being used for various national assignments. Taiwo (2009), summed up functions of EL as language of business transaction, language of national and international communication, language of commerce and technology, language of legislation and politics, language of religion, language of education and so forth.

According to Stake (1967), Antecedent, Transaction and Outcomes are essential elements that evaluation should focus in a training programme.

Antecedent: These are relevant condition prior to the introduction of the programme. An antecedent is any condition existing prior to teaching and learning which may relate to outcomes. The status of a student prior to learning, for instance, his attitude, previous experience, interest, and willingness, is an antecedent. At this point the objectives of the preparation programme are set based on what the society needs and why the society needs it.

Transaction: These are the various kinds of interaction and activities that take place during the developmental and implementation of the programme. Transactions are countless encounters between all the stakeholders (Teachers, students, instructional materials, parents, counselors among others) during the process of implementation of the preparation programme

Outcomes: These are the various effects of implementing the programme. It includes measurement of important impact of teacher preparation programme implementation on students, teachers, administrators and the community. It could also be learning outcomes or outcomes on administration and management or political, social, economic and cultural outcomes.

2.2.14 Constraints to Effective Implementation of Pre-Service English Teacher preparation programme in Nigerian Universities

Extant literatures have revealed that there are several challenges to effective implementation of pre-service English language teacher preparation programme at all tiers of educational institutions in Nigeria. English language is a national language i.e. "Lingua Franca" in Nigeria and it is utilized as a major language of commerce, business and trade, legal and international relation and so on. It therefore becomes very pertinent to teach this language, this necessitated the design and implementation of the preparation programme at educational institutions offering English language as a programme. The importance of the programme is further stressed and reinforced by making the English a compulsory course apart from being a specialized discipline. A credit pass in English language is a yardstick for any candidate to be admitted into tertiary institutions of learning in Nigeria irrespective of the discipline, nowadays.

Regrettably, effective implementation of the teacher preparation programme is besieged with many constraints or challenges. Obiegbu (2016), attributed the challenges of two categories; students' and teachers' factors. Khan (2011), stated that English language students encounter challenges in both speaking and writing. Reports have revealed that many Nigerian lecturers, particularly in universities are not pleased with the attitudes and performances of English language students. The following factors have been attributed to this trend and unsavory situation. Khajloo (2013), reported that English language pre service teachers commitment to their studies is discouraging. The contention is that most students do not have interest, this resulting to their poor performance. This is manifesting in the areas of intonation, speech articulation, stress pattern among others. This is a

common problem although, it is difficult for second learners of a language to perfectly attain proficiency in the language.

Akujobi and Chukwu (2012), also maintained that English language students in Nigeria being second learners of the language are experiencing mother-tongue interference due to differences in both forms and meaning of English and their indigenous languages. According to Babatunde (2012:13), the EL is encountered in the formal classroom among ESL users. Observably, there are rarities of instructional materials for its teaching. Many academics in Nigerian Universities and other tertiary educational institutions running English language programme have been lamenting about this. Many of Nigerians universities do not have standard libraries and English language laboratories for practical in phonetics and phonology. The negative resultant effects on the part of learners are lack of motivation to opt for the programme. Omole (2008:8) reported categorically these factors have fast responsive dwindling effects on English teachers, which is affecting the nations' development in all spheres of life or sectors.

It has also be noted by many teachers of English language that many learners of the language are not financially capable to buy the necessary materials like textbooks and other materials that can aid effective learning of the programme. A large number of undergraduates in Nigerian universities are relying on note writing and jotting down instructions that are being delivered by their lecturers. This does not promote extensive understanding of the course contents. This is not to say that jotting down salient points during class sessions is bad. The truth is that the habit does not make learners to acquire additional knowledge beyond the four walls of the classroom.

Lecturers' Perspective

Several scholars have attributed poor implementation of pre-service English Language preparation programme in Nigerian universities to lack of qualified teachers. Overemphasis of the methods of teaching on EL at the neglect of paying attention to adequacy this means that during preparation of pre-service English Language teacher, adequate preparation is not giving to them. For example, as noted by Popoola (2008:77), the overall effect of this is that products of English Departments in Nigerian universities are half-baked. Teachers that are not adequately trained will end up training students

poorly. This has always been the case in most universities in Nigeria. Emanajo (1998:7) tends to be towing the line of this opinion, hence, opined that adequate training should be given to pre-service English teachers in Nigerian universities. Along the trend of this contention, Ajibade (2005: 22), stated emphatically the training pattern of the programme, particularly at the university level should be reviewed as a matter of urgency in order to make the product of the system well trained.

Nta, Egbe and Oden (2008:97), stressed that the worth of teachers or quality of teachers depends strictly on the standard of training received. Maisamari (2002: 288) reported that many English scholars in Nigeria are very apprehensive about the present deteriorating level of English in Nigeria. "Majority of English graduates from Nigerian university cannot communicate intelligibly using English language. Babatunde (2012) also lamented about English Language teachers' incompetence, described as a bane to effective instruction. Olorunfemi (2020), Olaofe (2004) and Alaku (2000) cited in Abiola (2013) have identified poor attitude of teachers, poor teaching strategies, lack of effective classroom management, poor certification and lack of motivation as factors, partly responsible for ineffective instruction. Obadare (2011) noted that most graduates of EL are deficient in usage of EL, they prefer using their local dialect.

English language teaching and learning quality in school has engendered a declined in English language standard in the country (Tom-Lawyer, 2015). Also, non-involvement of lecturers in curriculum development process for English programme. This negates the opinion of Oyekan (2000) that teachers occupy a vital position in curriculum implementation which depends on the teacher, hence, their involvement and contributions in the process will go a long way to guarantee the sustainability of any curriculum. Many lecturers have been very bitter about their exclusion on curriculum development process in English language programme in Nigerian universities. The contention agrees with Olorundare and Ake (2011) cited in Dambata (2013:3) that the curriculum was revised without the contribution of a significant number of lecturers. Carl (2005) stated that if lecturers were made to be actively involved in curriculum their expertise knowledge to plan and developed a curriculum that could withstand the test of time and erode imposition of curriculum on them.

This portends that curriculum designed for English language may not be well implemented as reported by Van Horn and Ban Mentor (1977); cited in Okoroma (2006), the implementation of any curriculum must all be knowledgeable on the modalities for the implementation of curriculum, otherwise, it would be poorly executed. Careless (1999): cited in Orafi (2008), contends that teachers' need to acquire the skills and knowledge to implement something, particularly, if it is slightly different to their existing methods. Furthermore, poor funding of English Language preparation programme has also been identified by some scholars as a major challenge to implementation of pre-service English Language preparation programme in Nigeria. Akindutire and Ekundayo (2012) noted that this has been a factor that causes lack of facilities or materials needed for effective implementation of most programmes in Nigerian Universities. In recent times, this has been the agitation and contention of lecturers in the Nigerian Universities.

This confirms the opinion of Okoroma (2006), that major policy on education in Nigeria are problematic at the level or process of implementation due to poor funding or budgeting allocation by the government. The annual budgeting allocation of fund to educational sector in Nigeria obviously is a total disregards to UNESCO specification or stipulation of 26% of a nation annual budget. Asiyai (2011) has identified this as a major barrier to educational development of the nation. In conclusion, the effective implementation of pre-service English language teachers preparation programme require an urgent solutions to the above mentioned challenges, otherwise to achieve national development may be a mirage.

2.2.15 South-western Nigeria: An Overview

The whole Nigeria is divided into six geographical zones namely; North-East, North Central, North South, South, West, South East and South and South. The division is based on cultural ethnic and historical similarities. This aspect of literature review for the research focuses on South-west region being the focus area of the study. The predominant language speaking by the people of different ethnic groups in the region is Yoruba language.

Southwestern Nigeria is split roughly into half Muslims and Christians, while minority of people is practicing traditional religion. Lagos is the largest city in Southwest with about 50 million people, today. Erinsakin (2014), reported that states of the region are

characterized by many natural mineral resources which out to have make the region tower or rise above some other regions in Nigeria. These include; rivers for fish farming activities, thick forests, bitumen, granite, glass, crude oil, kaolin, timbers etc. The bitumen in Ondo is second largest deposit in the world (Ondo State Government, 2008).

Fig. 2.5: Map of Southwestern Nigeria

Sources: Federal Government of Nigeria, (2010): Political Map of Southwestern States of Nigeria

2.3   Review of past studies

2.3.1   Evaluation of curriculum

A lot of studies have been carried out on programme or curriculum evaluation in Nigeria. It is worthy of note that some of the models discussed previously have been used in evaluation. An attempt is made to discuss some of the studies. In this study teachers were also found to be at the center of the programme or curriculum implementation to achieve the objectives of the vocational and technical education in secondary school. Bamikole and Sowunmi (2020) evaluated the basic science curriculum in junior secondary schools in Lagos State using the CIPP model of evaluation. The study sought to find out students' performance in the subject and in subsequent science venture manifesting poor status. The study found out that the basic science classes were found to be too larger than the prescribed, thus, teaching effectiveness of the subject was poor. The study also showed that the facilities and equipment for the teaching of basic science were not adequate. They discovered that although student's had fairly good performance with positive attitude to the subject which could still be improved upon with the gaps identified.

In the same vein, Bamikole (2003) had earlier carried out an evaluation study of the Computer Studies using CIPP model. The results showed that the objectives of the computer studies curriculum context were found to be adequate and suitable for the JSS students. The constraints, though, were in the area of input (planning) and process (implementation). It was discovered that the teaching of JSS Computer Studies generally was not sufficient. These in turn affected the output i.e. the product in terms of the students' achievement after they had been exposed to the course. Okeowo, Iluezi and Osinowo (2015) investigated ECE curriculum and an evaluation of the implementation of national curriculum as prepared by the NERDC by the primary schools. The result shows that many primary schools in Nigeria do not have trained quality teachers for Early Childhood Education (ECE), teaching and learning resources were inadequate. The findings of this study reveals that what constitute major constrains as far as implementation of ECE curriculum is concerned are poor management style, poor remuneration, unavailability of the recommended curriculum, inadequate human and non human resources among others.

Alade examined the objectives, content, learning activities and evaluation techniques of technical education curriculum to determine its relevance, adequacy and

suitability in 2006. The study showed that though curriculum objectives were properly considered by the technical educators, the methods employed in the implementation of the objectives were "more desk-bound". Also, the human and non-human resources available in the colleges were still not enough. Other host problems abounded on which the researcher proffered some suggestions. The study is similar to the present one in that it employed the CIPP evaluation model to find what problems are encountered on four levels in order to offer constructive suggestions to realize a better learning outcome, while ATO evaluation model that was used for this study does the same but at three levels.

Langroudi (1999) evaluated aspects of an on-going education programme, the English for Specific Purposes (ESP) programme in the Islamic Republic of Iran. Specifically, the study inspected the principal components of the programme (including the goals and objectives), examined its effects, to find out implications both for the given programme and ESP teaching more generally. Data were collected using questionnaires, interviews, observations and documents analysis. Both qualitative and quantitative were used in the study. The findings revealed a general positive attitude towards teaching/learning ESP. However, although there was a general agreement that the broad needs of the students had been well set, programme was not regarded as a success due to failure to achieve the intended objectives. It was recommended that there should be provision for teacher training, teacher support and learner assessment should not be neglected.

Tom-Lawyer (2015) evaluated the implementation of the English Language Nigeria Certificate in Education Curriculum: A case of three colleges of education. Data were collected using interviews. Sixty (60) colleges of education lecturers participated in the study. It was found out that three colleges of education (Adeniran Ogunsanya College of Education, College of Education Akamkpa and Tai Solarin College of Education) selected for the study did not utilise magnetic boards in their lecture theatres and classrooms. The methods of teaching adopted in class in the three colleges of education according to the interviews conducted were lecture, drama, assignments, presentation, group work, interactive, rapid learning approaches, rhymes, songs, cooperative learning, discussion, eclectic, brainstorming, project and seminar. It was remarked that lecture method was the least effective due to its nature and technicality of some contents and that

it did not encourage effective learning. The study recommended that lecture method should be complemented with other teaching methods for effective teaching.

2.3.2. Studies on TE Programme

Sultana and Ahmad (2011) carried out a research on evaluation of the effects of teachers' pre-service education and preparation on their retention, They argued that gender studies is very important especially for teacher education programmes as it help to develop attitudes, knowledge, and skills in the practice of teaching. Agudo, (2017) evaluated English language students teachers; he used both quantitative and qualitative methods to evaluate pedagogic and competence promotion reflection students teachers. Aja, Onoh and Igwe (2016) evaluated the entrepreneurship education programme in Nigerian university for sustainable development, they find out the adequacy of educational resources for entrepreneurship education and the suitability of its curricula content in inculcating the necessary enterprise skills required by university graduates for sustainable development in Nigeria education in southwestern Nigeria, he based his study on the objectives, content, learning activates and evaluation techniques of Technical Education Curriculum to determine its relevance, adequacy and suitability.

He discovered that curriculum content was too broad, putting side by side with time allotted for its teaching, he also d1scovered that both human and non human materials in the colleges were not enough. It was later revealed by the study that curriculum objectives were properly considered by the technical educators but the methods employed in the implementation of the objectives recruited them to their desks.Drew (2016) evaluates TE programme. Osong, Ofem Utum (2014), he evaluated the Nigerian certificate in education programme by distance learning system of the National Teacher institute in Cross River State. He found out the extent the objectives of NTI/NCE programme by distance learning systems has been implemented to upgrade teachers qualification

Rosita and Rufai, (2012) carried out an evaluation of teachers 'service delivery in Nigeria-Measure for programme Accountability and improvement, they found the proffer strategies to make teachers' evaluation a regular exercise, for proficiency. Alade (2006) evaluates the Technical education curriculum in colleges of education in South western Nigeria. The study concentrated on the objectives, content, learning activities, and

evaluation techniques of Technical Education Curriculum to determine its relevance, adequacy and suitability. He discovered that the content of the curriculum was too broad putting side by side with the time allotted for its teaching. Also, he discovered that both human and human resources were not adequate, curriculum objectives were properly considered by the technical educators but the methods employed in the implementation of the objectives recruited them to their desks.

This study employed Hammond's model of evaluation using the structure of evaluation cube and placing the study on the three dimensional areas which are the Instruction and Behavioral Objectives. This made it possible for the study to investigate how far the objectives for setting up Economics education programme have been achieved as connected with the methods of teaching employed by the lecturers, the facilities made available in colleges of education (human and material)

2.3.3   Studies on evaluation of ELPTPs

In other countries and in Nigeria, studies have been carried out in other to improve the quality of teaching of English language to assess the programme for preparing pre-service teachers in terms of the content, methodology, materials to be used and in terms of how to evaluate to ensure that the objectives of the programme is achieved, Most times learning quality is not measured when poor assessment technique is been used, it could also be deficiency in the content, defects of instructional materials and facilities or poor methodology. Evaluation in this regard covers both the human and non-human factors. Evaluation is concerned with the achievement of students as a segment of the teaching and learning process.

Wang (2015) in the same vein conducted a research on evaluation of the pre-service English teacher education in a University in China: pros and cons from an insider's journey of learning. The research aimed discovering the influence which the four year pre-service BA TEFL programme had on English major student teachers. Descriptive survey research design was adopted for the study. The findings of the study pointed out that most of the interviewers were of the knowledge that their odds of success would be greater if they become a teacher, which is a god thing.

In a study of Yin (2019), on connecting theory and practice in teacher education; English-as-a-foreign-language pre-service teachers' perception of practicum experience. The study focused on how the pre-service teachers perceived the effects of the university course as they tried to connect theory and practice during the practicum. Qualitative research instrument was used to collect data. The findings of the study revealed that the university coursework provided pre-service teachers fundamental knowledge, such as; current theories and methodologies, as well as classroom activities in teaching English speaking in secondary schools etc. Observably, most of the researches from within and outside Nigeria on pre-service English Language teacher education programme focused much on relevance of English Language, acquisition of pedagogical skills; teaching strategies, effective teaching, effective management of classrooms during teaching and learning of English, enhancing the communicative ability of English teachers through pre-service English Language teacher education programme. An earlier study by Agboola (2009) on evaluation of the use of English programme in polytechnics found out that, despite the qualification and experience of lecturers, their predominant use of lecture method probably accounted for the problems that students encounter in the course. This means that if lecturers of the pre service teachers can use better teaching methods also, the objectives of the programme will be achieved.

Much has not been done on evaluation of the ELPTP at universities in Nigeria, so as to determine the extent to which the programme philosophy, aims and objectives have been achieved. Also, observed, a mixed research instruments for data collection on the programme in the universities, specifically in the South Western Nigeria (quantitative and qualitative) has not been wildly used. These identified gaps are the motivational factors that will make the researcher to carry out this study. From this background, it is observed that the significance of the effectiveness of the basic elements of the per-service English language teacher preparation programme, that is, objectives, content, learning experiences and evaluation was not put into consideration. Therefore, this lacuna is filled by evaluating the ELPTP in Southwestern Universities, Nigeria using ATO evaluation model. The researcher has the conviction that the use of ATO evaluation model for this study will be able to clearly evaluate the programme and show where it falls short to achieve the objectives of the preparation programme.

2.4   Appraisal of Literature

This section of review of related study on ELPTP in Southwestern, Nigeria presented a summary of contributions of scholars and researchers, grouped under sub-themes. A review of extant literature on ELPTP was extensively done. This part started with presentation of theoretical framework for the study. It encompasses the needs for the programme. Also, concept of evaluation, specifically, the need to evaluate a programme, its forms were reviewed. Besides, effects of pre-service English teacher preparation programme on communicative competence of English teachers; enhancement of instructional delivery capabilities of English language teachers were reviewed. Also reviewed was the effect of pre-service English language teacher preparation programme on development pedagogical skills. This covered classroom management or class control, effective choice and usage of instructional materials, evaluation technique among others. The review also includes an overview of English language.

This covered areas like, teaching methods, in the teaching and learning of English language in Nigerian universities. Also, reviewed was challenge or constraints to effective implementation of English language preparation programme in Nigeria universities. Besides, National Universities Commission Benchmark Minimum Standard of English was reviewed and philosophy, aims and objectives of the programme.   Moreover,   a   short review and map of Southwestern region was made. In addition, empirical review on the previous research related to the study was comprehensively reviewed.

CHAPTER THREE
METHODOLOGY

Attempt is made in this part of the work to explicate on how the researcher went about the study.

3.1   Research Design

The study adopted mixed methods design (qualitative and quantitative) using ATO Evaluation model to evaluate ELPT preparation programme in faculties of education in government-owned universities in southwestern, Nigeria. The quantitative aspect involved administration of questionnaires, while the qualitative aspect involved collection of data through focused group discussion with selected School Principals and Pre-service teachers.

3.2 Variable of the study

The variable in the study are:

1.   Antecedent variable: these are (i) Deficiencies in the B.Ed English Language preparation programme that was replaced for B.A. Ed;

2.   Transaction variables: these are (i) Objectives of English Language Teacher Preparation Programme (ii) Admission requirements (iii) Requirements of curriculum resources (iv) Availability and adequacy of curriculum resources (v) Instructional methods;

3.   Outcome variables: these are (a) Lesson preparation (b) Lesson delivery (c) Assessment practices (d) Communication Skills (e) Strength of B.A.Ed English Language teacher education programme over the B.Ed programme (f) Challenges facing the B.A.Ed English Language programme.

Table 3.1: Evaluation Framework

Variable	Instruments	Statistical tools	Research questions
Antecedent Deficiencies in the B.Ed English Language preparation programme that was replaced for B.A. Ed	B.Ed BMAS vis-à-vis B.A.Ed BMAS	Thematic Analysis	1
Transaction Objectives of English Language	Lecturers' Perception of English Language Teacher Preparation Programme Questionnaire (LTPPQ)	Frequency counts and percentages	2
	Students' Perception of English Language Teacher Preparation Programme Questionnaire (STPPQ)	Frequency counts and percentages	3
Teacher Preparation Programme Admission requirements		Frequency counts and percentages	4
	Inventory of Material Resources for English Language Programme (IMRELP)	Frequency counts and percentages	5
Requirements of curriculum resources		Frequency counts and percentages	6
Availability and adequacy of curriculum resources	Inventory of Human Resources for English Language Programme (IHRELP)		
Instructional methods	English Language Lecturer's Teaching Methods Questionnaire (ELTTMQ)		
Outcome Rating of English Language teachers that are University graduates	Classroom Teaching Observation Schedule (CTOS) Focus Group Discussion Interview Guide (FGDIG)	Mean and standard deviations Content Analysed	7
StStrength of B.A.Ed English Language teacher education programme over the B.Ed programme Challenges facing the B.A.Ed English Language programme	B.A.Ed BMAS	Content Analysed	8 and 9
	Focus Group Discussion Interview Guide (FGDIG)	Thematic Analysis	

3.3   Population of the Study

The population of the study comprised all lecturers, all final year (400 level) ELPT in faculties of education in government-owned universities in southwestern Nigeria and all school principals in the study area.

3.4   Sample and Sampling Technique

The researcher made use of the multistage procedure in this study. The six states in Southwestern, Nigeria (Ogun, Ondo, Osun, Oyo, Ekiti, and Lagos) were enumerated. Osun, Ekiti and Lagos states were intentionally picked for having both federal and state universities. Six universities (three state and three federal universities) based on ownership. Faculties of education in the six selected universities were purposively selected.

In the next stage, sixty ELPTs from in four hundred level (400 level) faculties of education from the universities were picked totaling 360 ELPTs. Ten lecturers were also randomly selected from the English Language education department from the six selected universities for the study in Southwestern Nigeria, making a total of sixty lecturers. Also, FGDs were held with six experienced public secondary school principals and six most experienced EL teachers use Non-probability sampling technique.

3.5   Research Instruments

For data collection, the following were employed:

1.   Lecturers' Perception of English Language Teacher Preparation Programme Questionnaire (LTPPQ)

2.   Students' Perception of English Language Teacher Preparation Programme Questionnaire (STPPQ)

3.   Inventory of Material Resources for English Language Programme (IMRELP)

4.   Inventory of Human Resources for English Language Programme (IHRELP)

5.   English Language Lecturers' Teaching Methods Questionnaire (ELTTMQ)

6.   Classroom Teaching Observation Schedule (CTOS)

7.   Focus Group Discussion Interview Guide (FGDIG)

3.5.1 Lecturers' Perception of English Language Teacher Preparation Programme Questionnaire (LTPPQ)

The researcher constructed **LTPPQ** to collect information from the respondents on the perceived effectiveness of the ELPT curriculum. It has a section for personal characteristics of the respondents and another section for 20 items of questions on perception put on likert-type scale of Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD) =1. Scoring model of 4,3,2,1 were used for positive items, while the scores were reversed 1,2,3,4 for negatively worded items. Experts vetted it and made their suggestions on it for suitability. The consistency of LTPPQ was measured by trying it on 50 EL lecturers. The coefficient of the consistency measure was obtained after analysing the information collected using Cronbach alpha. It yielded 0.75 alpha value.

3.5.2 Students' Perception of English Language Teacher Preparation Programme Questionnaire (STPPQ)

The instrument was self-designed to measure ELPTs' perception of B. A. Ed. English programme. It has a section for personal characteristics of the respondents and another section for 20 items of questions on perception and on likert-type scale of strongly agree (SA) =4, agree (A) =3, disagree (D) =2 and strongly disagree (SD) =1. Scoring model of 4,3,2,1 were used for positive items, while the scores were reversed 1,2,3,4 for negatively worded items. Experts vetted it and made suggestions for its suitability. The consistency of LTPPQ was measured by trying it on 50 ELPTs. The coefficient of the consistency measure was obtained after analysing the information collected using Cronbach alpha. It yielded 0.76 alpha value.

3.5.3 Inventory of Availability of Material Resources for English Language Programme (IAMRLEP)

The researcher designed the **IAMRLEP** using the English Language curriculum resources recommended by National Universities Commission Benchmark Minimum Academic Standards. The instrument contained fifteen (15) items. The statements focused on whether or not the requisite material resources were available and adequate in the implementation of ELPT programme in the universities. IAMRLEP contained sections A,

B and C with four, nine and six items, respectively using response paradigm of adequate, not adequate and for utilization using frequently utilised, occasionally utilised and not utilised. Experts made their suggestions on it for suitability. The consistency of LTPPQ was measured by trying it on 50 ELPTs. The coefficient of the consistency measure was obtained after analysing the information collected using Cronbach alpha. It yielded 0.74 alpha value.

3.5.4 Inventory of Availability of Human Resources for English Language Programme

The researcher designed the **IAHRELP** using the English Language curriculum resources recommended by National Universities Commission Benchmark Minimum Academic Standards. The instrument contained fifteen (15) items. The statements focused on whether or not the requisite material resources were available and adequate in the implementation of ELPT programme in the universities. IAMRLEP contained sections A, B and C with four, nine and six items, respectively using response paradigm of adequate, not adequate. Experts made suggestions on it for suitability. The consistency of LTPPQ was measured by trying it on 50 ELPTs. The coefficient of the consistency measure was obtained after analysing the information collected using Cronbach alpha. It yielded 0.78 alpha value.

3.5.5 English Language Lecturers' Teaching Methods Questionnaire (ELTTMQ)

The ELTTMQ was designed by the researcher. It has a section for personal characteristics of the respondents and another section for 20 items on teaching methods used in ELPT programme, from very often, rarely and never.Scoring model of 4,3,2,1 were used for positive items, while the scores were reversed 1,2,3,4 for negatively worded items. Experts made their suggestions on it for suitability. The consistency of ELTTMQ was measured by trying it on 50 ELPTs. The coefficient of the consistency measure was obtained after analysing the information collected using Cronbach alpha. It yielded 0.89 alpha value.

3.5.6 Classroom Teaching Observation Schedule (CTOS)

The CTOS was used to assess ELPTs on teaching practice. The scoring format adopted was calibrated along 1,2,3,4,5 for excellent, VG, G, F, P, respectively. Experts vetted it and made their suggestions on it for suitability. The consistency of ELTTMQ was measured by trying it on 50 ELPTs. On two rater scale to test its relability The coefficient

of the consistency measure was obtained after analysing the information collected using Scott pi. It yielded 0.81.

3.5.7 Focus Group Discussion Interview Guide (FGDIG)

The FGDIG was self-designed to elicited qualitative data on the views of secondary school principals on products of selected universities in southwestern Nigeria. Specifically, the guide elicit information on principals' views on English Language teachers that graduated from the public universities in Southwestern Nigeria. The researcher's supervisor vetted it for appropriateness.

3.6   Procedure for Data Collection

A letter of introduction was collected from the Department of Arts and Social Sciences Education, University of Ibadan duly signed by the Head of the department to the universities and secondary schools selected for the study.
Four research assistants were trained on how to administer the questionnaires to the respondents and also conducted the FGD sessions on views of principals on the products of English language teacher preparation programme in faculties of education in universities in Southwestern Nigeria.

Deans of education and HoDs of English Language education of the selected universities were contacted for permission to use their schools. They thereafter handed over the researcher to the EL lecturers teaching 400 Level ELPTs. Eight weeks was expended on collection of data. At the onset of the study, four people that helped in the distribution and collection of instruments were briefed on the procedure to be followed and tasks to be carried out. After this briefing, they proceeded to administer the instruments. At the fourth stage, FGD sessions were held with principals on the ELPTP graduate quality in universities in Southwestern, Nigeria.

3.7   Method of Data Analysis

Percentages, Mean and Standard Deviation were utilised in analysing the quantitative data, while the FGD information was coded and content analysed.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter focused on presentation of results in the order of research questions. It also includes qualitative data.

4.1. Socio-Demographic Characteristics of the respondents

Table 4.1a:Age Distribution of Preservice Teachers

Age	Frequency	Percentage (%)
16- 18 Years	80	13.3
19-20 Years	150	25.0
21- 25 Years	210	35.0
26-30 Years	130	21.7
31 -50Years	25	4.2
50 and above	5	0.8
Total	600	100%

Table 4.1.1 shows that 80(13.3%) of the respondents were in the age bracket of 16-18 years, 150(25.0%) were in age 19-20 years, 210(35.0%) were in age 21-25 years, 130(21.7%) were in age 26-30 years,25(4.2%) were in age 31-50 years, while 5(0.8%) were in age 50 years and above.

Table 4.1b.: Gender Distribution of Participants

Gender	Frequency	Percentage (%)
Male	420	70.0
Female	180	30.0
Total	600	100%

Table 4.1b shows that 420 male preservice teachers and 180 female preservice teachers participated in the study.

4.1 **Answering of Research Questions**

4.1 **Research question 1:** What are the deficiencies in the B.Ed ELPTP that was replaced with B.A. Ed?

Table 4. 2:Deficiencies in the B.Ed ELPTP that was replaced with B.A. Ed

S/N	B.Ed.	B.A. Ed.
1	Students admitted through UTME needed 150 units to graduate, while 120 units should be required for direct entry students. It gives students opportunity to offer many education courses.	Students admitted through UTME needed 150 units to graduate, while 120 units should be required for direct entry students. It gives many cognate (English) courses.
2	Undergraduates registered for 15-24 units in each semester.	It gives students opportunity to register for maximum of 15 units in each semester.
3	The lecturer-student ratio was 1:30 for all programmes.	The lecturer-student ratio is 1:10
4	Candidates must obtain 5 credit passes at the WASSCE/SSCE in addition to satisfactory performance in English language and literature at UTME and Post UTME screening.	Candidates must obtain 5 credit passes at the WASSCE/SSCE/TCII in addition to satisfactory performance in English language and literature at UTME and Post UTME screening.
5	NCE distinction/credit/merit in two teaching subjects plus 5 credit passes in WASSCE/SSCE/TCII which must include English language and literature for DE candidates.	NCE distinction/credit/merit in two teaching subjects plus 5 credit passes in WASSCE/SSCE/TCII which must include English language and literature for DE applicants.

Table 4.2 reveals that B.Ed ELPTP is deficient in the number of EL courses that the ELPTs offer but B.A.Ed that gives many English language courses so as to compete favourably with their mates that studied B.A English and teach the subject better. B.Ed ELPTP is deficient in the number of credit units that a student should register per semester. B.Ed ELPTP is also deficient in lecturer student ratio which is 1 lecturer to 30 students compared to 1 to 10 of B.A.Ed. Also, in terms of entry requirement, B.Ed ELPTP is deficient because it allows students with NCE distinction/credit/merit in two teaching subjects plus 5 credit passes in WASSCE/SSCE/TCII which must include English language and literature to be admitted. It shows that the weaknesses of B.ED English language teacher preparation programme are the strengths of B.A.Ed ELPTP

4.2 **Research question 2:** To what extent do the admission requirements into the ELPTP conform with the NUC Benchmark Minimum Standard?

Extent to which the admission requirement into the ELPTP conform with the NUC Benchmark Minimum Standard. Students handbooks revealed that for any student to be admitted into University in Nigeria to study English Language education at B.A.Ed level, he/she must obtain 5 credit passes at the WASSCE/SSCE/TCII in addition to satisfactory performance in English language and literature at UTME and Post UTME screening, while the DE applicants must possess NCE distinction/credit/merit in two teaching subjects plus 5 credit passes in WASSCE/SSCE/TCII which must include English language and literature. It shows that the admission requirements into the ELPTP is in line with the admission requirements in the NUC Benchmark minimum standards.

4.3 **Research question 3:** What are the required curriculum resources in the NUC Benchmark minimum standard?

Table 4. 3: Required curriculum resources in the NUC BMAS

S/N	Human Resources Prescribed	Material Resources Available
A	Academic Staff Possession of master of arts, master or doctor of philosophy in EL	(A) Physical spaces, conducive classes and relevant material resources that are adequate.
B	Non Academic Staff Technicians and administrative staff which must include cleaners and messengers.	(B) Facilities Modern language teaching gadgets and resources.
		(C) Well furnished physical and virtual libraries.

Table 4.3 reveals that academic staff must possess master of arts, master or doctor of philosophy in EL, while the non-academic staff required are technicians and administrative staff which must include cleaners and messengers. The facilities required are physical spaces, conducive classes and relevant material resources that are adequate. Modern language teaching gadgets and resources as well as well-furnished physical and virtual libraries.

4.4 **Research question 4a:** What is the level of availability and adequacy of curriculum human resources used in ELPTP?

Table 4:4 Availability of human resources requirements of EL curriculum

S/N	Statements	Availability			
		AV	NA	Mean	Std.D
A	**Lecturers**				
1	Specialist lecturers in the area of English language	4 66.7%	2 33.3%	1.67	0.52
2	Specialist lecturers in the area of English language	4 66.7%	2 33.3%	1.67	0.52
3	Specialist lecturer in the area of methodology	6 100.0%	- -	2.00	0.00
4	Specialist lecturer in the area of General studies	5 83.3%	1 16.7%	1.83	0.41
B.	**Non-teaching/Support staff**				
5	Language laboratory technician	4 66.7%	2 33.3%	1.67	0.52
6	Typist/computer operator	5 83.3%	1 16.7%	1.83	0.41
7	Clerical	6 100.0%	- -	2.00	0.00
8	Cleaners	6 100.0%	- -	2.00	0.00
Weighted mean = 1.83					
Criterion mean = 1.50					

Table 4:4 reveals the responses of the respondents to level of availability of curriculum human resources used in ELPTP. The mean is 1.83at a threshold of 1.50. This implies that lecturers agreed that curriculum human resources (lecturers and non-teaching/support staff) used in ELPTP were available. Table 4:3 also revealed that in the aspect of lecturers, only two items with mean scores higher than the weighted mean score of 1.50 were available. These were specialist lecturer in the area of methodology (2.00>1.83), and Specialist lecturer in the area of general studies (1.83>0.41). Table 4:3 further revealed that out of the 4 items used to measure non-teaching/support staff, 3 items with mean higher than the weighted mean of 1.83 were available. The 3 non-teaching/support staff items were ranked by their mean scores as follow: Clerical and Cleaners (2.00>1.83), followed by Typist/computer operator (1.83). While, Specialist lecturers in the area of EL and Language laboratory technicians (1.67<1.83) were not available.

Table 4.5: Adequacy of human resources requirements of EL curriculum

S/N	Statements	Adequacy			
		Adequate	**Not Adequate**	**Mean**	**Std.D**
A	**Lecturers**				
1	Specialist lecturers in EL			1.17	0.41
2	Specialist lecturers in EL			1.33	0.52
3	Specialist lecturer in the area of methodology			1.33	0.52
4	Specialist lecturer in the area of General studies			1.17	0.41
B.	**Non-teaching/Support staff**				
5	Language laboratory technician			1.17	0.41
6	Typist/computer operator			1.67	0.52
7	Clerical			1.67	0.52
8	Cleaners			1.50	0.55
Weighted mean = 1.38					
Criterion mean = 1.50					

Table 4:5 indicates the responses of the respondents to level of adequacy of curriculum human resources (lecturers and non-teaching/support staff) used in ELPTP. Table 4:4 showed the obtained weighted mean of 1.38 at a threshold of 1.50, implying that lecturers agreed that the available curriculum human resources (lecturers and non-teaching/support staff) in ELPTP were not adequate.

4.4.1   **Research question 4b:** What is the level of availability and adequacy of curriculum material resources used in ELPTP?

Table 4.6: **Availability of material resources requirements of English language curriculum**

S/N	Statements	Availability		Mean	Std.D
		Available	Not Available		
A	**Materials**				
1	Magnetic board	2 33.3%	4 66.7%	1.33	0.52
2	White board	4 66.7%	2 33.3%	1.67	0.52
3	Current English textbooks and encyclopedia	3 50.0%	3 50.0%	1.50	0.55
4	Magazines, journals and newspapers	5 83.3%	1 16.7%	1.83	0.41
B.	**Settings**				
5	Lecture theatre	2 33.3%	4 66.7%	1.33	0.52
6	Auditorium	3 50.0%	3 50.0%	1.50	0.55
7	Library/information resources	4 66.7%	2 33.3%	1.67	0.52
8	Language laboratory	3 50.0%	3 50.0%	1.50	0.55
9	Lecturer's office	4 66.7%	2 33.3%	1.67	0.52
10	Sound proof rooms	1 16.7%	5 83.3%	1.17	0.41
11	Studios	1 16.7%	5 83.3%	1.17	0.41
C.	**Equipment**				
12	Tape recorders/Players	3 50.0%	3 50.0%	1.50	0.55
13	Audio recorder	3 50.0%	3 50.0%	1.50	0.55
14	Internet connectivity	3 50.0%	3 50.0%	1.50	0.55
15	LCD projectors	3 50.0%	3 50.0%	1.50	0.55
Weighted mean = 1.49					
Criterion mean = 1.50					

Table 4:6 reveals the responses of the respondents to level of availability of curriculum material resources used in ELPTP. Table 4:5 indicated the obtained weighted mean of 1.49 at a threshold of 1.50. This implies that the lecturers agreed that some of the curriculum material resources used in ELPTP were not available. Table 4:5 further revealed that despite the non-availability of some of the curriculum material resources, 11 material resources with mean scores higher than that of the weighted mean of 1.49 were available. These resources were rated as follow: Magazines, journals and newspapers (1.83>1.49), White board, Library/information resources and lecturer's office (1.67>1.49), Current English textbooks and encyclopedia, Auditorium, Language laboratory, Tape recorders/Players, Audio recorder, Internet connectivity, and LCD projectors (1.50>1.49).

Table 4.7:   **Adequacy of material resources requirements of English language curriculum**

S/N	Statements	Adequacy			
		Adequate	Not Adequate	Mean	Std.D
A	**Materials**				
1	Magnetic board	- -	6 100.0%	1.00	0.00
2	White board	- -	6 100.0%	1.00	0.00
3	Current English textbooks and encyclopedia	- -	6 100.0%	1.00	0.00
4	Magazines, journals and newspapers	- -	6 100.0%	1.00	0.00
B.	**Settings**				
5	Lecture theatre	- -	6 100.0%	1.00	0.00
6	Auditorium	- -	6 100.0%	1.00	0.00
7	Library/information resources	- -	6 100.0%	1.00	0.00
8	Language laboratory	- -	6 100.0%	1.00	0.00
9	Lecturer's office	- -	6 100.0%	1.00	0.00
10	Sound proof rooms	- -	6 100.0%	1.00	0.00
11	Studios	- -	6 100.0%	1.00	0.00
C.	**Equipment**				
12	Tape recorders/Players	- -	6 100.0%	1.00	0.00
13	Audio recorder	- -	6 100.0%	1.00	0.00
14	Internet connectivity	- -	6 100.0%	1.00	0.00
15	LCD projectors	1 16.7%	5 83.3%	1.17	0.41
Weighted mean = 1.01					
Criterion mean = 1.50					

Table 4:7 indicates the responses of the respondents to level of adequacy of curriculum material resources used in ELPTP. Table 4:6 showed the obtained weighted mean of 1.83 at a threshold of 1.50. This means most of the lecturers agreed that curriculum material resources used in English language teacher preparation programme were not adequate.

Research question 5: What methods do lecturers adopt in teaching English Language to pre-service teachers?

Table 4:8 Methods adopted by lecturers in teaching ELPTs

S/N	Methods	Very Often	Often	Rarely	Never	Mean	STD.D
1	Lecture method	45 75.0%	10 16.7%	5 8.3%	- -	3.67	0.63
2	Group discussion/collaborative learning method	13 21.7%	27 45.0%	13 21.7%	7 11.7%	2.77	0.93
3	Project-activities based method	4 6.7%	17 28.3%	26 43.3%	13 21.7%	2.20	0.86
4	Tutorial	10 16.7%	22 36.7%	12 20.0%	16 26.7%	2.43	1.06
5	Facilitation	2 3.3%	15 25.0%	35 58.3%	8 13.3%	2.18	0.70
6	Lecture/discussion method	23 38.3%	19 31.75	12 20.0%	6 9.0%	2.97	1.04
7	Other methods	5 8.3%	25 41.7%	19 31.7%	11 18.4%	2.33	1.02
8	Lecture method and tutorials	16 26.7%	21 35.0%	13 21.7%	10 16.7%	2.70	1.09
9	I use continuous assessment to examine the performance of my students	36 60.0%	17 28.3%	3 5.0%	4 6.7%	3.38	0.98
10	I evaluate students based on individual student's presentation and assignment	29 48.3%	23 38.3%	5 8.3%	3 5.0%	3.27	0.94
Calculated mean = 2.79							
Threshold = 2.50							

Table 4:8 reveals showed the obtained weighted mean of 2.79 at a threshold of 2.50., which indicates that lecturers agreed that they often employed the highlighted methods in teaching English Language pre-service teachers. Table 4:7 further revealed only four methods out of the listed 10 methods with mean scores higher than the weighted mean of 2.79 were often adopted by lecturers in teaching English language pre-service teachers. These four methods were ranked as follow: Lecture method (3.67>2.79), I use continuous assessment to examine the performance of my students (3.38>2.79), I evaluate students based on individual student's presentation and assignment (3.27>2.79), lastly, Lecture/discussion method (2.97>2.79).

Research question 6: What are the perceptions of stakeholders (Lecturers and students) about B.A. Education ELPTP in terms of adequacy of its: (a) objectives (b) content (c) learning experience (d) evaluation?

Table 4:9 Perceptions of lecturers about ELPTP

S/N	Statements	SA	A	D	SD	Mean	STD. D
A	**Objectives of ELPTP**						
1	The programme equips ELPTs with adequate linguistic knowledge of EL	33 55.0%	22 36.7%	5 8.3%	- -	3.47	0.65
2	The programme prepares ELPTs to have adequate proficiency in speech articulation	26 43.3%	30 50.0%	4 6.7%	- -	3.37	0.61
3	ELPTP equips trainees with the knowledge of varieties of English language	30 50.0%	25 41.7%	5 8.3%	- -	3.42	0.65
4	ELPTP is not capable of preparing trainees to teach EL	12 20.0%	7 11.7%	21 35.0%	20 33.3%	2.82	1.11
5	The ELPTP does not prepare ELPTs to pursue postgraduate studies	8 13.3%	3 5.0%	23 38.3%	26 43.3%	3.08	1.09
Weighted mean = 3.23							
B	Content of English Language teacher preparation curriculum						
6	Content of ELPT curriculum develop the oral skills of pre-service teachers	33 55.0%	20 33.3%	6 10.0%	1 1.7%	3.42	0.74
7	Contents of ELPT curriculum develop the written skills of pre-service teachers	31 51.7%	22 36.7%	6 10.0%	1 1.7%	3.38	0.74
8	Content of ELPTP curriculum does not afford ELPTs to develop adequate knowledge to overcome deficiencies in the English language	10 16.7%	16 26.7%	18 30.0%	16 26.7%	2.67	1.05
9	Content of ELPT curriculum preparesELPTs for their career	30 50.0%	22 36.7%	8 13.3%	- -	3.37	0.71
10	Content of ELPT curriculum do not prepare ELPTs to undertake research.	12 20.0%	13 21.7%	19 31.7%	16 26.7%	2.63	1.12
Weighted mean = 3.09							
C	Learning experience in the curriculum of ELPTP						
11	Classroom interactions of EL	33	24	3	-	3.50	0.60

	curriculum develop oral skills of the pre-service teachers	55.0%	40.0%	5.0%	-		
12	Classroom interactions of EL develop written skills of the pre-service teachers	30 50.0%	25 41.7%	5 8.3%	- -	3.42	0.65
13	Classroom interactions of EL curriculum develop adequate knowledge of teaching the EL	21 35.0%	29 48.3%	9 15.0%	1 1.7%	3.15	0.80
14	Classroom interactions of EL curriculum develop adequate knowledge of research	24 40.0%	26 43.3%	8 13.3%	2 3.3%	3.18	0.85
15	Classroom interactions of EL curriculum do not make pre-service teachers to overcome deficiencies in the EL.	9 15.0%	11 18.3%	20 33.3%	20 33.3%	2.85	1.06
Weighted mean = 3.22							
D	Evaluation in ELPTP curriculum						
16	The curriculum objectives serve as the basis of evaluation in EL teacher preparation programme	35 58.3%	20 33.3%	5 8.3%	- -	3.50	0.65
17	Evaluation of ELPTs includes classroom activities	28 46.7%	18 30.0%	13 21.7%	1 1.7%	3.22	0.85
18	Evaluation is not easy in ELPTP	13 21.7%	12 20.0%	18 30.0%	17 28.3%	2.65	1.12
19	The method of evaluating pre-service teachers do not equip EL teachers with relevant strategies to teach the subject effectively	11 18.3%	10 16.7%	23 38.3%	16 26.7%	2.73	1.06
20	Evaluation in the ELPTP does not prepare ELPTs for postgraduate studies	7 11.7%	9 15.0%	27 45.0%	17 28.3%	2.90	0.95
Calculated mean = 3.00							
Threshold = 2.50							

The result on Table 4:9 indicates lecturers' perceptions of ELPTP of B.A. Education in terms of adequacy of its objectives, content, learning experience and evaluation. In term of the objective, Table 4:8 showed the obtained weighted mean of 3.23 at a threshold of 1.50implying that lecturers perceived that the ELPTP objectives are adequate. In term of the content, Table 4:8 showed the obtained weighted mean of 3.09 at a threshold of 2.50 indicating lecturers perceived the content of ELPTP as adequate. Furthermore, in term of the learning experience, Table 4:8 revealed the calculated mean of 3.22 at threshold of 2.50 indicating lecturers perceived the learning experience of ELPT Pas adequate. While, in respect to evaluation, Table 4:8 showed calculated mean of 3.00 at 2.50 threshold, implying that lecturers perceived the ELPTP in term of evaluation as adequate.

Table 4:10 Perceptions of students about the ELPTP

S/N	Statements	SA	A	D	SD	Mean	STD.D
A	Objectives of ELPTP						
1	ELPTP equips pre-service teachers with adequate linguistic knowledge of EL	481 54.1%	388 43.6%	14 1.6%	6 0.7%	3.51	0.57
2	ELPTP prepares pre-service teachers to have adequate proficiency in speech articulation	386 43.4%	490 55.1%	9 1.0%	4 0.4%	3.42	0.54
3	ELPTP equips ELPTs with the knowledge of varieties of English language	427 48.0%	424 47.7%	11 1.2%	4 0.4%	3.42	0.63
4	ELPTP is not capable of preparing ELPTs to teach EL.	98 11.0%	134 15.1%	409 46.0%	248 27.9%	2.90	0.93
5	ELPTP does not prepare ELPTs to pursue postgraduate studies	82 9.2%	111 12.5%	445 50.1%	251 28.2%	2.97	0.88
Weighted mean = 3.24							
B	Content of ELPTP curriculum						
6	Content of ELPTP curriculum develop the oral skills of pre-service teachers	502 56.5%	258 29.0%	101 11.4%	28 3.1%	3.38	0.81
7	Content of ELPTP curriculum develop the written skills of ELPTs	449 50.5%	405 45.6%	18 2.0%	17 1.9%	3.45	0.64
8	Content of ELPTP curriculum do not make ELPTs develop adequate knowledge to overcome deficiencies in the EL	234 26.3%	160 18.0%	299 33.6%	196 22.0%	2.51	1.10
9	Content of ELPTP curriculum prepare ELPTs to take up teaching profession	411 46.2%	301 33.9%	49 5.5%	128 14.4%	3.12	1.04
10	Content of ELPTP curriculum do not prepare ELPTs for research	164 18.4%	143 16.15%	323 36.3%	259 29.1%	2.76	1.07
Weighted mean = 3.04							
C	Learning experience in the curriculum of English Language teacher preparation programme						
11	Classroom interactions of English Language curriculum develop oral skills of the pre-service teachers	576 64.8%	273 30.7%	12 1.3%	28 3.1%	3.57	0.68
12	Classroom interactions of English Language curriculum develop written skills of the ELPTs	421 47.4%	405 45.6%	30 3.4%	33 3.7%	3.37	0.72
13	Classroom interactions of ELPTP curriculum develop adequate knowledge of teaching the EL	456 51.3%	398 44.8%	15 1.7%	20 2.2%	3.45	0.65

14	Classroom interactions of EL curriculum afford ELPTs to undertake research.	311 35.0%	377 42.4%	138 15.5%	63 7.1%	3.05	0.89
15	Classroom interactions of EL curriculum do not ELPTs to overcome deficiencies in the EL	205 23.1%	155 17.4%	273 30.7%	256 28.8%	2.65	1.13
Weighted mean = 3.22							
D	Evaluation in ELPTP curriculum						
16	The curriculum objectives serve as the basis of evaluation ELPTP	516 58.0%	315 35.4%	33 3.7%	25 2.8%	3.49	0.70
17	Evaluation of ELPTs includes classroom activities	434 48.8%	402 45.2%	13 1.5%	40 4.5%	3.38	0.73
18	Evaluation is not easy in ELPTP	265 29.8%	287 32.3%	194 21.8%	143 16.1%	2.24	1.05
19	The method of evaluating pre-service teachers do not equip EL teachers with relevant strategies to teach the subject effectively	227 25.5%	190 21.4%	305 34.3%	167 18.8%	2.46	1.07
20	Evaluation in ELPTP does not prepare pre-service teachers for postgraduate studies	244 27.4%	181 20.4%	305 34.3%	159 17.9%	2.43	1.07
Weighted mean = 2.80							
Criterion mean = 2.50							

Table 4:10 reveals the responses of students to their perceptions of the ELPTP (B.A.Ed) in terms of adequacy of its objectives, content, learning experience and evaluation. In term of the objective, Table 4:9 showed the calculated mean of 3.24 at threshold of 2.50, meaning that students like their lecturers perceived that the ELPTP objectives are adequate. In term of the content, Table 4:9 indicated a weighted mean of 3.04 at threshold of 2.50 showing that students also perceived that the content ELPTP is adequate. Also, in term of the learning experience, Table 4:9 revealed the weighted mean of 3.22 against 2.50 threshold meaning that students also perceived that the learning experience of ELPTP is adequate. While, in term of the evaluation aspect, Table 4:9 showed the weighted mean of 2.80 at threshold of 2.50. This indicates that students perceived that the ELPTP in term of evaluation is adequate.

Research question 7: What is the rating of teachers that are University graduates in: (a) Lesson preparation (b) Lesson delivery (c) Assessment practices (d) Communication Skills?

Table 4:11 Classroom teaching observation of ELPTs

S/N	Statements	Excellent	Very good	Good	Fair	Poor	Mean	STD. D
A			Lesson preparation					
1	The ELPT presents his/her lesson systematically from simple to complex	42 11.5%	92 25.3%	138 37.9%	75 20.6%	17 4.7%	3.18	1.04
2	The ELPTs uses effective instructional aids	32 8.9%	120 33.0%	141 38.7%	61 16.8%	10 2.7%	3.28	0.94
3	The ELPT have evidence of well-planned lesson	42 11.5%	110 30.2%	132 36.3%	61 16.8%	19 5.2%	3.26	1.04
4	The ELPT organizes a suitable learning environment for his/her students	20 5.5%	110 30.2%	130 35.7%	75 20.6%	29 8.0%	3.05	1.02
Weighted mean = 3.19								
B	Lesson delivery							
5	The ELPT uses appropriate teaching method for topic he/she teaches	38 10.4%	82 22.5%	138 37.9%	80 22.0%	26 7.1%	3.07	1.07
6	The ELPT uses skill of questioning during the lesson	26 7.1%	92 25.3%	146 40.1%	84 23.1%	16 4.4%	3.08	0.97
7	The ELPT meets up with the lesson objectives in delivery his/her lesson	32 8.8%	83 22.8%	150 41.2%	73 20.1%	26 7.1%	3.06	1.03
8	The ELPT has knowledge about critical points of the topic	17 4.7%	93 25.5%	136 37.4%	81 22.3%	37 10.2%	2.92	1.03
Weighted mean = 3.03								
C	Assessment practices							
9	The ELPT knows how to assess students' performance in the classroom	22 6.0%	73 20.1%	152 41.9%	83 22.8%	34 9.3%	2.91	1.02
10	The ELPT adequately assesses attainment of instructional objectives	18 4.9%	73 20.1%	156 42.9%	102 28.0%	15 4.1%	2.94	0.92
11	The ELPT gives adequate assignments on topic taught	24 6.6%	73 20.1%	148 40.7%	87 23.9%	32 8.8%	2.92	1.03
12	The ELPT corrects students in accordance with their feedback	12 3.3%	62 17.0%	144 39.6%	101 27.7%	45 12.4%	2.71	0.99
Weighted mean = 2.87								
D	Content knowledge							
13	The ELPT covers the topic in the lesson plan adequately	34 9.3%	79 21.7%	144 39.6%	81 22.3%	26 7.1%	3.04	1.05

14	The ELPT displays knowledge of the rules of topic taught	32 8.8%	92 25.3%	152 41.8%	75 20.6%	13 3.6%	3.15	0.97
15	The ELPT displays knowledge of the linguistic content taught	21 5.8%	88 24.2%	150 41.2%	78 21.4%	27 7.4%	3.00	0.99
16	The ELPT answers questions on the topic correctly	26 7.1%	80 22.0%	145 39.8%	77 21.2%	36 9.9%	2.95	1.06
Weighted mean = 3.04								
E	Classroom management							
17	Teacher maintains a positive teacher-student relationship	22 6.0%	99 27.2%	148 40.7%	63 17.3%	32 8.8%	3.04	1.02
18	Teacher in a well arranged, neat and orderly classroom	26 7.1%	110 30.2%	145 39.8%	73 20.1%	10 2.7%	3.19	0.93
19	Teacher maintains discipline in the classroom	28 7.7%	99 27.2%	141 38.7%	74 20.3%	22 6.0%	3.10	1.01
20	Teacher manages time effectively	21 5.8%	111 30.5%	133 36.5%	73 20.1%	26 7.1%	3.08	1.01
21	Teacher disallows chorus answer from students	12 3.3%	90 24.7%	151 41.5%	76 20.9%	35 9.6%	2.91	0.98
Weighted mean = 3.06								
F	Communication skills							
22	The ELPTs have the skill in communicating the instructional objectives of the lesson	22 6.0%	67 18.4%	154 42.3%	83 22.8%	38 10.4%	2.87	1.03
23	The ELPT has effective communication skills	8 2.2%	88 24.2%	161 44.2%	93 25.5%	14 3.8%	2.95	0.86
24	The ELPT uses language appropriately	26 7.1%	80 22.0%	151 41.5%	79 21.7%	28 7.7%	2.99	1.02
25	The ELPTs uses a clear voice during classroom presentation	26 7.1%	88 24.2%	137 37.6%	85 23.4%	28 7.7%	3.00	1.04
Weighted mean = 2.95								
Grand weighted mean = 3.02								
Criterion mean = 3.00								

Table 4:11 shows the rating of ELPTs, lesson delivery, assessment practices and communication Skills. In lesson preparation, Table 4:10 showed the weighted mean of 3.19 at the criterion of 3.00. This means that ELPTs have good lesson preparation skill. In the lesson delivery aspect, Table 4:10 indicated the weighted mean of 3.03 at 3.00 threshold. This implies that ELPTs' lesson delivery skill is good. In term of the assessment practices, Table 4:10 revealed the weighted mean of 2.87 at threshold of 3.00. This means that ELPTs assessment practices is fair. Furthermore, Table 4:10 revealed the weighted mean of 3.04 for content knowledge, against 3.00 threshold, which means that ELPTs have good content knowledge. In classroom management, Table 4:10 showed a mean of 3.06, against 3.00 implying that ELPTs have good classroom management skill. Table 4:10 revealed the weighted mean of 2.95 for communication skills, at 3.00 threshold. This indicates that ELPTs' communication skills are fair. Lastly, Table 4:10 reported a mean of 3.02 against the threshold of for the overall pre-service teachers' classroom teaching skills, at 3.00 bench mark. Thus, ELPTs'overall classroom teaching skills is good.

4.11   Content Analysis of the Oral Interview

To substantiate the findings of the quantitative data which evaluated ELPTP of universities in southwestern, Nigeria, principals of secondary schools in southwestern Nigeria were interviewed under the following themes:

Views About Graduates of Universities Teaching English Language: Principals were interviewed on their views about the quality of the graduates of universities teaching English Language.

> Many graduates teaching English Language in the past are better than graduates of today because many graduates cannot teach the English Language as expected. Some of them have poor speaking and writing skills. Although it is not all of them that is not performing well but the few ones that I know are performing creditably well **(Principal R: Male 12/5/2022).**

> Graduates of universities teaching English Language under my supervision are not excellent in teaching the subject but they are not poor. They only need to improve on some aspects of the EL for them to teach very well. I like the way they handle the teaching of English Language but I observe that they have some areas to improve on for them to impart the knowledge of the subject very well **(Principal M: Female 16/6/2022).**

They are performing well but not up to expectation. They need to learn more for improvement. It is essential that they improve on their weak areas for them to perform better on the job**(Principal T: Male 20/6/2022).**

> Majority of the principals said many of the graduates are not excellent and that they still need to improve on some areas. This can be as a result of many factors that are affecting standard of education in the country. Students are no longer ready to learn because they believe the society is not encouraging. They are trying but I can say that the biggest room in the world is the room for improvement**.** Sincerely, they need to improve on their weak areas **(Principal U: Female 22/6/2022).**

Linguistic knowledge of English language of graduates of universities teaching English Language: Principals were interviewed on the linguistic knowledge of English language of graduates of universities teaching English Language.

> Not all of them have adequate linguistic knowledge of EL. There are some graduates that their linguistic knowledge of EL is poor. They need more knowledge of the EL for them to do well on the job **(Principal K: Male 27/6/2022).**

Graduates of universities teaching English Language have linguistic knowledge of EL but it is not adequate. They need to equip themselves with more linguistic knowledge of the subject **(Principal J: Female 29/06/2022).**

> Some of them have adequate linguistic knowledge of the English Language but not all of them. Those ones that do not have adequate linguistic knowledge of the English Language should learn more for improvement. They need proper grounding in EL to impart the useful knowledge to the students **(Principal Q: Male 27/6/2022).**

Not all of them have adequate linguistic knowledge of the English Language. Many of them still need to improve on their linguistic knowledge of English Language **(Principal X: Male 6/7/2022).**

> They have linguistic knowledge of the English Language but it is not adequate. I used to advise some of them to proceed for higher degree because I know that if they seek additional

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knowledge in their field, it will expose them to many things **(Principal Y: Female 13/7/2022).**

Majority of the principals said many of the graduates still need to improve on their linguistic knowledge of English Language. This is because many of the graduates only read to pass examinations while they were in the university without preparing for what they will perform on the job. **(Principal B: Male 26/7/2022).**

Oral skills of Graduates of Universities Teaching English Language: Principals were interviewed on the oral skills of graduates of universities teaching English Language.

Many of them are fair at speaking. They are trying but they need to improve on the way they pronounce some English words **(Principal E: Female 13/7/2022).**

They have good oral skills but they still need to improve on their oracy. They find it difficult to pronounce some words correctly **(Principal F: Male 18/7/2022).**

Their oral skills are good but they still need to learn how to speak without allowing the first language which is their mother tongue to interfere in what they are saying **(Principal B: Male 26/7/2022).**

Their oral skills are not good enough, they need to improve on it so as to make it better **(Principal U: Male 26/6/2022).**

The principals said the oral skills of many of the graduates were fair but they need to improve on how they pronounce some English words. This is as a result of the fact that the graduates did not have opportunity to interact with the native speakers of the language during their undergraduate days in the university and the language laboratories where the spoken English is taught are not well equipped. The graduates need to improve on their weak areas in oral aspect of the English language.

Writing skills of Graduates of Universities Teaching English Language Principals were interviewed on writing skills of graduates of universities teaching English Language.

Some of them do not have good writing skills. I observe that they need to improve on their mechanics and expression. I observe that some of them use punctuation marks haphazardly. They have good writing skills but they need to improve on their expressions (**Principal G: Female 22/6/2022**).

Their writing skills are good but they need to improve on some areas that can lower the standard of their writing (**Principal C: Male 22/6/2022**).

They are good but they need to mindful of spelling mistakes because I observed that some of them are having spelling problem (**Principal W: Female 18/7/2022**).

Their writing skills are fair. They need to learn more on how to use the punctuation marks correctly (**Principal V: Male 18/7/2022**).

> Their writing skills are good but they need to improve on how they use linkers and binders in what they write. I observe that some of them still need to improve on the use of punctuation marks. Many of the principals said many of the graduates need to improve on mechanics and expression. They said some of the graduates need to be mindful of spelling mistakes. This may be because the skill of writing is only taught and tested in Use of English I and II which is at the first and second year of students in the university. (**Principal H: Female 3/8/2022**).

Proficiency of the graduates in pronunciation: Principals were interviewed on proficiency of graduates teaching English Language in pronunciation.

They have good proficiency in pronunciation but it is not adequate. This is to say that they still have some aspects of pronunciation that are still giving them challenges (**Principal P: Male 3/8/2022**).

They do not have adequate proficiency in pronunciation but they are not poor. They only need to improve on the way they pronounce some words because their first language sometimes interfere in their pronunciation which is not expected of an English Language teacher (**Principal D: Female 3/8/2022**).

They do not have adequate proficiency in pronunciation**.** They have poor knowledge of stress and intonation. They do not pronounce some words well because I observe that their pronunciation is far from the British standard English (**Principal L: Male 5/8/2022**).

Their pronunciation is not adequate. They still need to work on their pronunciation so that, their students can learn how to pronounce some words better from them (**Principal N: Male 5/8/2022**).

Majority of the principals interviewed said the proficiency of the graduates in pronunciation was not adequate. This can be because most of the graduates allow their L1

to interfere with L2 which is EL. They need to learn how to pronounce some English words correctly. They should learn more for improvement in stress and intonation.

How graduates of universities teaching English Language conduct their classes:

Principals were interviewed on how the graduates conduct their English Language classes

> They are really doing well in conducting their classes. I can say that they are doing well in class but they need to improve on how they use questions in the classroom. They need to control and manage their classes very well. They need to plan their classes well (**Principal C: Male 10/8/2022**).

> They are conducting their classes very well but they need to do more on how teaching and learning process in the classroom will be student-centered rather than being teacher-centered where teachers are the sage of knowledge in the classroom (**Principal A: Female 10/8/2022**).

> They are really trying in conducting their classes. They only need to make the students to be more active in their classes. They should not only do the teaching and believe that the students do not know. (**Principal I: Male 10/8/2022**).

Graduates of universities teaching English Language are trying in conducting their classes but it seems the population of some of the students is too much for a teacher to handle in a class. So, I observed that they need to improve on how they control and manage their classes (**Principal W: Male 12/8/2022**).

They are conducting their classes well but they still need to do more in the area of classroom management. They need to engage their students more in teaching and learning processes (**Principal L: Female 12/8/2022**).

> The principals said the graduates were trying but they need to do more on how teaching and learning process in the classroom will be student-centered rather than being teacher-centered where teachers are the sage of knowledge in the classroom. This may be because lecture method is mostly used by lecturers in the university. So, the graduates may not know that lecture method does not give room to learners to contribute meaningfully well to the classroom discourse (**Principal H: Female 3/8/2022**).

How graduates of universities teaching English Language plan their lessons:

Principals were interviewed on how the graduates plan their English Language lessons.

> The HODs are in charge of checking the lesson notes but they always report to me. Some of them need to learn more on how to write the lesson notes because I observe that so many of them are not writing the lesson notes as expected. They need to learn how to use the right instructional materials to teach the English Language (**Principal P: Female 15/8/2022**).

> Graduates of universities teaching English Language do not plan their lessons very well. They need to learn how to write the lesson notes very well. They need to learn how to present their steps in line with the behavioural objectives (**Principal B: Male 15/8/2022**).

I really like the way they plan their lessons but they need to work more on how they evaluate and give feedbacks to the students (**Principal O: Female 17/8/2022**)

> They need to work on how they plan their lessons. Some of them are not really preparing for their classes very well. They prefer to teach reading comprehension to other aspects of the subject because they always ask the students to read the passage and answer the questions that follow without explaining what the passage is all about (**Principal Q: Male 18/8/2022**).

> They are really trying. I can say that they are planning their lessons very well but they need to improve on how they introduce their lessons. They need to plan their lessons in such a way that it will not be teacher-centered (**Principal Z: Female 18/8/2022**).

The principals said most of the graduates still need to plan their lessons very well. They need to learn how to present their steps in line with the behavioural objectives. This can be as a result of the fact that some of the graduates do not take writing of lesson notes seriously and they do not take note of all the areas they were told to correct during their Teaching Practice as undergraduate students.

Performance of student graduates of universities teach English Language: Principals were interviewed on the performance of students taught by graduates of universities.

> I can say that the students they teach are trying but they need to put more effort in teaching the subject. The performance of students is not yet to

expectation but I hope if teachers put more effort they will perform as expected (**Principal Y: Male 22/8/2022**).

> Their students are performing very well but if they put more effort in teaching the students, it will help in both external and internal examinations (**Principal Q: Female 22/8//2022**).

The students are good but they still need to do more so that, the students can perform better and beyond expectation (**Principal W: Male 23/8/2022**).

> I can say that the students have not been performing up to expectation. English Language is a compulsory subject which must be passed at credit level by all secondary school students but despite the importance of the subject, the teachers and the students have not been handling the subject the way it is expected of them (**Principal M: Female 23/8/2022**).

The students are good but I will say good is not enough especially where excellent is needed. I will advise our teachers to do more for their students to perform beyond expectation (**Principal K: Male 24/8/2022**).

The performance of students they teach English Language is fair but it is important for them to do more so that the students can perform better in the subject (**Principal E: Male 25/8/2022**).

Majority of the principals Performance of students taught the English Language by the graduates reflects their quality. The teachers need to do more so that the students can perform better in the subject. The teachers need to improve on their weak areas and make use of good method to teach English Language so as to facilitate effective teaching and learning of the subject.

4.2   Discussion of Findings

4.2.1   Deficiencies in the B.Ed English Preparation Programmes that was replaced for B.A. Ed

The study revealed that the weaknesses of B.Ed. ELPTP are the strengths of B.A.Ed. ELPTP. This might be because there were some deficiencies in the B.Ed. ELPTP that the B.A.Ed. ELPTP catered for. This is in line with the study of Uche (2006) who revealed that the National Minimum Standards of Colleges of Education is good. This finding is contrary

to the study of Tom-Lawyer (2014) who revealed that the National Minimum Standards of Colleges of Education needed to reviewed.

4.2.2 Admission Requirements into the ELPTP

The study revealed that the admission requirements into the programme is in line with the admission requirements in the NUC Benchmark minimum standards. The students' handbook was examined and it conformed with the admission requirements in the NUC Benchmark minimum standards into ELPTP. This finding underscores Eme-Uche (2006) who revealed that admission of candidates into colleges of education was in line with the National Minimum Standards. This finding is against the finding of Olusanya (2002) who revealed that some institutions as a way of attracting students normally lower their standard by adopting unconventional procedure without the minimum entry qualification. Ejovi (2013) revealed that students of poor quality were admitted into the ELPTP.

4.2.3 Required Curriculum Resources in the NUC Benchmark minimum standard

The study revealed that there are required curriculum resources in the NUC Benchmark minimum standard. This is because there cannot be standard education without curriculum resources. Teaching and learning cannot be effective without the required curriculum resources. This is in line with the study of Olatunji (2021) who reported that there were required curriculum resources in the Colleges of Education National Minimum Standards. This finding is contrary to the study of Tom-Lawyer (2014) who revealed that the National Minimum Standards of Colleges of Education needed to be reviewed.

4.2.4 Curriculum resources used in ELPTP

It was found that curriculum human resources (lecturers and non-teaching/support staff) used in ELPTP were available. This is because standard education in any university is its staff. The success of ELPTP in any university depends powerfully on the staff. This finding is in line with Tom-Lawyer (2015) and Olatunji (2021) reported in their separate studies that staffs were available in colleges of education. Also, Mede (2012) revealed that curriculum human resources were not adequate in teacher education programmes. This finding is against the finding of Chimeke, Longe, Longe and Shaib (2009) also found that

the number of staff in tertiary institutions was not encouraging. Also, Umar (2006) revealed that there were adequate staffs in colleges of education.

4.2.5   Adequacy of Curriculum resources used in ELPTP

It was found that the available curriculum human resources (lecturers and non-teaching/support staff) in ELPTP were not adequate. This is because there is need for government to employ more academic and non academic staff. Inadequate curriculum human resources in ELPTP is as a result of poor funding by the government. There is need for curriculum human resources (lecturers and non-teaching/support staff) to be adequate so that quality teaching and learning can take place. This finding is similar to the finding of Chimeke, Longe, Longe and Shaib (2009) also found that the number of staff in tertiary institutions was not encouraging. Olatunji (2021) revealed that the curriculum human resources (lecturers and non-teaching/support staff) in colleges of education were not adequate. This finding is against the finding of Omoregio (2006) who reported that there were adequate staffs in tertiary institutions.

4.2.6   Curriculum material resources used in ELPTP

It was found that some of the curriculum material resources used in ELPTP were not available. The inadequacy of material resources could be as a result of underfunding of universities by government. This finding is in line with the study of Mohammed (2012) who revealed that most tertiary institutions lack material resources. Tom-Lawyer (2015) revealed that material resources were not adequate and the available ones were not utilised. Adekola (2007) also found that physical structures in most tertiary institutions are inadequate.

4.2.7   Curriculum material resources utilised for ELPTP

It was found that curriculum material resources used in English language teacher preparation programme were not adequate. This is because government does not fund tertiary institutions in the country as expected. For curriculum material resources to be adequate in universities for English language teacher preparation programme, the universities need to be well funded. This finding is in line with the studies of Omoregio (2006) and Oguntimehin (2004) who reported in their separate study that the material

resources in tertiary institutions in the country were inadequate. Mohammed (2012) and Olatunji (2021) revealed that there were not adequate curriculum material resources in colleges of education. This is finding is contrary to the finding of Ekpo (2010) and Umar (2006) who reported in their separate studies that there were adequate material resources in tertiary institutions.

4.2.8   Methods lecturers adopted in the teaching of English language course

The finding revealed lecturers adopted good methods in teaching English Language pre-service teachers. This means that the lecturers work in line with the NUC Benchmark minimum academic standards which stipulates that good methods should be used to teach English language courses. It is good to use different methods to teach English language courses because if only lecture method is used, lecturers will find it difficult to determine whether learning has taken place or not. This finding corroborates the study of Ganyaptu (2013) who revealed that lecturers needed to use numerous methods for effective teaching and learning. This finding is against the study of Casodo (2000) who reported lecture/discussion method should be used only. Also, Olusola and Rotimi (2012) found that lecture method should be adopted for good lesson delivery.

4.2.9   Perceptions of lecturers about ELPTP at universities

The finding of the study revealed that lecturers perceived that the ELPTP objectives, content, learning experience and evaluation were adequate. This is because the weaknesses in the B.Ed. ELPTP has been catered for in the B.A.Ed. ELPTP which gives graduates of EL Education opportunity to compete favourably with their mates who studied English (B.A) without education . This is in line with the study of Ejovi (2013) and Tow-Layer (2016) who reported that lecturers viewed curriculum of ELPTP of colleges of education to be well structured. This is against the finding of Al-Shalabi (1988) also revealed that lecturers' perception of the curriculum of ELPTP in colleges of education was that method of teaching EL should be disjointed.

4.2.10 Perceptions of students about ELPTP at universities

The finding of the study revealed that students perceived that ELPTP objectives, content, learning experience and evaluation were adequate. This is because they are now

being exposed to more EL courses than the education courses so as to compete favourably with their mates who studied English (B.A) without education. This finding is line with the study of Tow-Layer (2016) who reported that students viewed the curriculum of EL used in colleges of education to be good. This finding is against the study of Ogbulogo (2011) who revealed that students perceived that the curriculum did not meet up with the needs of this era. Also, Ekpo (2010) also reported that the curriculum added needed to be reviewed.

4.2.11 Rating of university graduates in lesson preparation, lesson delivery, assessment practices, classroom management and communication skill

The finding of this study revealed that pre-service in terms of lesson preparation, lesson delivery, classroom teaching were good but fair in assessment practices and communication skills. This may be because some of them focus much attention on the education courses than English language courses. It is believed that teachers of high quality knowledge promote high quality education. This affirms Ololube (2006) who reported some graduates were not grounded in pedagogy, content and ability to collaborate professionally in a working environment. Abiola (2013) also revealed that some graduates who teach English language in schools had poor attitude to teaching and classroom administration. This finding is against the finding of Al-Shalabi (1988) who reported that 80% of graduates were rated high in the teaching skills required of EL teachers.

4.2.12 Findings of the study in relation to Kelly's Theory and ATO Evaluation Model

Findings of this study revealed the Antecedent, Transactions and Outcomes of pre-service ELPTP of universities in southwestern, Nigeria. The findings advanced the Kelly's Theory and ATO Evaluation Model that takes into consideration Antecedent which deals with the learners' prior knowledge before there will be new knowledge, psychological profiles of students, years of experience of teachers, teachers' behaviours among others. Transaction takes place between and among teachers and students, students and resource people, students and students and students and instructional materials. Outcomes are resultant effects of exposing students to teaching and learning. For language teaching to be effective and possible, teacher preparation programme must encompass what is to be taught, how to be taught, the materials to use in teaching.

The findings from this study affirm the tenets and propositions of this theory in that EL teacher training programmes are designed to produce good EL to teach secondary school students to acquire the skills to help them to cope in the subject. Hence, the need to find out why teachers produced from these institutions have not been able to achieve the objectives for which they were prepared.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Summary

The ELPT programme was evaluated in government-owned universities in southwestern, Nigeria. This study is anchored on Kelly's Theory and ATO Evaluation Model. It covered 360 ELPTs, sixty lecturers from EL education department and six (6) public secondary school principals.. Responses were gathered from the respondents with the constructed, adopted and adapted instruments which included questionnaires, scales and inventories, while FGS was used to derive the qualitative information from the respondents. A total of seven (7) instruments were employed. Analytical tools used were descriptive and thematic analysis of FGD information. Findings revealed the following:

1.   The weaknesses and inadequacies of B.ED English course are compensated for in B.A. Ed English course.

2.   Admission requirements into the programme is in line with the admission requirements in the NUC Benchmark minimum standards.

3.   There are required curriculum resources in the NUC Benchmark minimum standard.

4.   The curriculum human resources (lecturers and non-teaching/support staff) used in ELPRTs programme were available.

5.   Inadequacy of human resources (lecturers and non-teaching/support staff) for implementing ELPTs' programme was found.

6.   Some of the curriculum material resources used in ELPT programme were unavailable.

7.   Curriculum material resources used in ELPT programme were inadequate.

8.   Lecturers adopted good methods in teaching the programme.

9.   Lecturers perceived objectives, content, learning experience and evaluation of ELPT programme as adequate.

10. Students perceived the objectives, content, learning experience and evaluation of ELPT programme as adequate.

11. The rating of pre-service in terms of lesson preparation, lesson delivery and classroom teaching were good but fair in assessment practices and communication skills.

5.2 Implications of the findings

The implications of the results obtained in selected universities are as follows:

1. Constant evaluation of B.A.Ed curriculum guarantees quality assurance.

2. Alignment of the university handbook with the NUC benchmark assures a quality teacher preparation programme.

3. Availability and adequacy of human and material resources will help to produce quality English Language teachers

4. Methods lecturers adopted in teaching pre-service teachers English Language could affect quality of products.

5. Lesson preparation, Lesson delivery, Assessment practices and Communication Skills are good indices of teacher's quality.

6. More cognate courses in B.A.Ed than B.Ed programme helps in content knowledge.

5.3 Conclusion

The study evaluated the ELPT preparation programme of universities in southwestern, Nigeria. The conclusion is that continuous evaluation of the ELPT preparation programme is a sure way of maintaining quality assurance of the programme in government owned varsities in southwestern Nigeria. The fair rating of the ELPT in assessment technique and communication skills resulted from poor implementation of the curriculum. This is because some of the material resources were not available and adequate. Human resources were available but not adequate. It is impossible for the objectives of the programme to be achieved without adequate human and material resources in universities.

5.4   Limitations

        Some lecturers felt reluctant because it involved observing them in class, thinking the researcher is a spy. In addition, some of the secondary school principals were not willing to participate in the Focus Group Discussion but with some measures of persuasion, they later cooperated with the researcher. However, all these identified limitations could not affect the generalisability of the findings of the study.

5.5   Recommendations

Based on the findings of this study, the following recommendations are made:

1.   There is the necessity of consistently ensuring that admission requirements into the ELPT programme conform with NUC Benchmark Minimum Standards.

2.   Lecturers should use the available material resources to teach the English language courses.

3.   Government should provide adequate material resources for the objectives of the programme to be achieved.

4.   Government should employ more academic and non-academic staff so that the curriculum of the programme can be implemented as expected.

5.   Lecturers of English language teacher preparation programme should continue to use good methods to teach the English Language courses.

5.6   Contributions to knowledge

        The contributions are stated hereunder:

1.   The deficiencies in the B.Ed English programme that was replaced with B.A.Ed was discovered.

2.   The study has shown the adequacy and relevance of the programmes to meet the stated objectives through the antecedent, transaction and outcomes evaluation of English Language teacher preparation programme in universities.

3.   The study has provided useful information on the state of curriculum material and human resources for the curriculum of ELPT programme in universities to be well implemented.

4.   The study has established areas of review in ELPT preparation programme in universities through the evaluation of antecedent, transactions and outcomes .

5.7   Suggestions for Further Studies

The study evaluated ELPT preparation programme of government-owned universities in southwestern Nigeria. The following are suggested for further studies to make   for more valid generalisation. Effectiveness of teaching practice programme of universities could be researched on. Further studies could be carried out to compare the implementation of NUC Benchmark Minimum Standards in regular universities and part time study centers.

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LECTURERS' PERCEPTION OF THE ELPTP

Sir/Ma,

The information below are to be collected for research purpose and the collected data will be kept secret. Therefore, you are requested to provide data honestly and correctly by providing a tick (√) in the box in front of each statement which you consider as your answer.

Thanks

SECTION A

Demographic Information

Name of University: _____

Lecturer (   )

State: Ekiti (   ); Lagos (   ) ; Osun (   )

Educational Qualification: B.Ed./B.A. (   ); M.Ed./M.A. (   ); Ph.D (   ).

Age: 20 - 25yrs (   ); 26 - 30yrs (   ); 31 - 35yrs (   ); 36 - 40yrs (   ); 41 - 45yrs (   );
46 - 50yrs (   ); 51yrs and above (   ).

Gender: Male (   ); Female (   ).

Length of Service: 1 - 10yrs (   ); 11 - 20yrs (   ); 21 - 30yrs (   ); 31 - 40yrs (   ).

Keywords: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Perception of Objectives of Pre-service English Language Teacher Preparation Programme	SA	A	D	SD
1	English language teacher preparation programme equips pre-service teachers with adequate linguistic knowledge of the English language.				
2	English language teacher preparation programme prepares pre-service teachers to have adequate proficiency in speech articulation				
3	English language teacher preparation programme equips pre-service teachers with the knowledge of varieties of English language				
4	English language teacher preparation programme is not capable of preparing pre-service teachers to teach the English Language				

5	English language teacher preparation programme does not prepare pre-service teachers to pursue postgraduate studies				
B	**Content of English Language Teacher Preparation Curriculum**				
6	Contents of the English language teacher preparation curriculum develop the oral skills of pre-service teachers.				
7	Contents of the English language teacher preparation curriculum develop the written skills of pre-service teachers				
8	Contents of the English language teacher preparation curriculum do not make pre-service teachers develop adequate knowledge to overcome deficiencies in the English language				
9	Contents of the English language teacher preparation curriculum prepare pre-service teachers to take up teaching profession				
10	Contents of the English language teacher preparation curriculum do not prepare pre-service teachers to take up research at appropriate level of education				
C	**Learning Experience in the Curriculum of English Language Teacher Preparation Programme**				
11	Classroom interactions of English language curriculum develop oral skills of the pre-service teachers				
12	Classroom interactions of English language curriculum develop written skills of the pre-service teachers				
13	Classroom interactions of English language curriculum develop adequate knowledge of teaching the English Language				
14	Classroom interactions of English language curriculum develop adequate knowledge to take up research at appropriate level of education				
15	Classroom interactions of English language curriculum do not make pre-service teachers to overcome deficiencies in the English language				
D	**Evaluation in English Language Teacher Preparation Programme Curriculum**				

16	The curriculum objectives serve as the basis of evaluation in English language teacher preparation programme.				
17	Evaluation of English language preservice teachers includes classroom activities.				
18	Evaluation is not easy in English language teacher preparation programme				
19	The method of evaluating pre-service teachers do not equip English language teachers with relevant strategies to teach the subject effectively.				
20	Evaluation in English language teacher preparation programme does not prepare pre-service teachers for postgraduate studies				

UNIVERSITY OF IBADAN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

STUDENTS' PERCEPTION OF THE ENGLISH LANGUAGE TEACHER

PREPARATION PROGRAMME (SPELTPP)

SECTION A

The information below are to be collected for research purpose and the collected data will be kept secret. Therefore, you are requested to provide data honestly and correctly by providing a tick (√) in the box in front of each statement which you consider as your answer Respond to each statement by ticking (√) only one in the appropriate column.

Demographic Data of the Respondents

Name of University -----------------------------------

Level --

Age: 14-19 ( ) 20-24 ( ) 25-29 ( ) 30-34 ( ) 35-39 ( ) 40-44 ( ) 45-49 ( ) 50 and above ( )

Sex: Male ( ) Female ( )

Marital Status: Single ( ) Married ( )

S/N	Perception of Objectives of Pre-service English Language Teacher Preparation Programme	SA	A	D	SD
1	English language teacher preparation programme equips pre-service teachers with adequate linguistic knowledge of the English language.				
2	English language teacher preparation programme prepares pre-service teachers to have adequate proficiency in speech articulation				
3	English language teacher preparation programme equips pre-service teachers with the knowledge of varieties of English language				
4	English language teacher preparation programme is not capable of preparing pre-service teachers to teach the English Language				
5	English language teacher preparation programme does not prepare pre-service teachers to pursue postgraduate studies				
B	**Content of English Language Teacher Preparation Curriculum**				
6	Contents of the English language teacher preparation curriculum develop the oral skills of pre-service teachers.				
7	Contents of the English language teacher preparation curriculum develop the written skills of pre-service teachers				
8	Contents of the English language teacher preparation curriculum do not make pre-service teachers develop adequate knowledge to overcome deficiencies in the English language				

9	Contents of the English language teacher preparation curriculum prepare pre-service teachers to take up teaching profession				
10	Contents of the English language teacher preparation curriculum do not prepare pre-service teachers to take up research at appropriate level of education				
C	**Learning Experience in the Curriculum of English Language Teacher Preparation Programme**				
11	Classroom interactions of English language curriculum develop oral skills of the pre-service teachers				
12	Classroom interactions of English language curriculum develop written skills of the pre-service teachers				
13	Classroom interactions of English language curriculum develop adequate knowledge of teaching the English Language				
14	Classroom interactions of English language curriculum develop adequate knowledge to take up research at appropriate level of education				
15	Classroom interactions of English language curriculum do not make pre-service teachers to overcome deficiencies in the English language				
D	**Evaluation in English Language Teacher Preparation Programme Curriculum**				
16	The curriculum objectives serve as the basis of evaluation in English language teacher preparation programme.				
17	Evaluation of English language preservice teachers includes classroom activities.				
18	Evaluation is not easy in English language teacher preparation programme				
19	The method of evaluating pre-service teachers do not equip English language teachers with relevant strategies to teach the subject effectively.				
20	Evaluation in English language teacher preparation programme does not prepare pre-service teachers for postgraduate studies				

APPENDIX III

UNIVERSITY OF IBADAN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

ENGLISH LANGUAGE TEACHERS TEACHING METHODS

QUESTIONNAIRE (ELTTMO)

Sir/Ma,

The essence of the below questionnaire is to generate data on the strategies Lecturers employ in Teaching and Learning of pre service English Language programme for a purpose of research. Kindly, tick (√) the box to indicate your response. Your response will be treated confidentially.
Thanks

Demographic Information

Name of University: _____

State: Ekiti (   ); Lagos (   ); Ekiti (   ); Osun (   );

Gender: Male (   ); Female (   ).

Qualification: _____

Teaching Experience: _____

Keywords: Very Often (VO), Often (O), Rarely (R), Never (N)

Please, indicate the frequency with which you make use of the following method (s) you

apply to your teaching by putting a tick (√) in the appropriate column

		Very Often	Often	Rarely	Never
1	Lecture method				
2	Group discussion/Collaborative learning method				
3	Project-Activities based method				
4	Tutorial				
5	Facilitation				
6	Lecture/discussion method				
7	Other methods				
8	Lecture method and tutorials				
9	I use continuous assessment to examine the performance of my students				
10	I evaluate students based on individual student's presentation and assignment.				

APPENDIX IV
UNIVERSITY OF IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
INVENTORY OF ENGLISH LANGUAGE CURRICULUM MATERIAL
RESOURCES (IELCMR)

Dear Sir/Madam,

The purpose of this instrument is to use it to take inventory of English Language curriculum material resources. Please, be honest and objective because any information provided will be treated confidentially and will be used strictly for research purpose.

 Choose the category you belong to by ticking (√) in the box provided.

Name of University ---

        Please, indicate your assessment of the extent of availability and adequacy of resources for English Language teacher preparation programme.

Use the key below as your guide:

AV= Availability, NA=Not Available, AD=Adequacy, NAD= Not Adequacy

		Availability		Adequacy	
		AV	NA	AD	NAD
A	**Materials**				
1	Magnetic board				
2	White board				
3	Current English textbooks and encyclopedia				
4	Magazines, journals and newspapers				
B	**Settings**				
5	Lecture theatre				
6	Auditorium				
7	Library/Information resources				
8	Language laboratory				
9	Lecturer's office				
10	Sound-proof rooms				
11	Studios				
C	**Equipment**				
12	Tape Recorders/Players				
13	Audio recorders				
14	Internet connectivity facilities				
15	LCD projectors				

UNIVERSITY OF IBADAN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

INVENTORY OF ENGLISH LANGUAGE CURRICULUM HUMAN

RESOURCES (IELCHR)

Dear Sir/Madam,

The purpose of this instrument is to use it to take inventory of English Language curriculum human resources. Please, be honest and objective because any information provided will be treated confidentially and will be used strictly for research purpose.

Name of University --

Use the key below as your guide:

AV= Availability, NA=Not Available, AD=Adequacy, NA=Not Adequacy

		Availability		Adequacy	
		AV	NA	AD	NAD
A	**Lecturers**				
1	Specialist lecturers in the area of English language.				
2	Specialist lecturers in the area of Literature-in-English.				
3	Specialist lecturer in the area of methodology.				
4	Specialist lecturer in the area of General Studies				
B	**Non-Teaching/ Support Staff**				
5	Language laboratory technician				
6	Typist/Computer operator				
7	Clerical officer				
8	Cleaners				

UNIVERSITY OF IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
CLASSROOM TEACHING OBSERVATION SCHEDULE (CTOS)

Name of University_____

(Rating guide: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Fair, 1 = Poor)

S/N	ITEMS	1	2	3	4	5
	LESSON PREPARATION					
1	The pre-service teacher presents his/her lesson systematically from simple to complex.					
2	The pre-service teacher uses effective instructional aids.					
3	The pre-service teacher has evidence of well-planned lesson.					
4	The pre-service teacher organises a suitable learning environment for his/her students.					
	LESSON DELIVERY					
5	The pre-service teacher uses appropriate teaching method for topic he/she teaches.					
6	The pre-service teacher uses skill of questioning during the lesson.					
7	The pre-service teacher meets up with the needs of the students in delivering his/her lesson.					
8	The pre-service teacher has knowledge about critical points of the topic.					
	ASSESSMENT PRACTICES					
9	The pre-service teacher knows how to assess students' performance in the classroom.					
10	The pre-service teacher adequately assesses attainment of instructional objectives.					
11	The pre-service teacher gives adequate assignments on topics taught.					
12	The pre-service teacher corrects students in accordance with their feedback.					
	CONTENT KNOWLEDGE					
13	The pre-service teacher covers the topic in the lesson plan adequately.					
14	The pre-service teacher displays knowledge of the rules of topic taught.					
15	The pre-service teacher displays knowledge of the linguistic content taught.					
16	The pre-service teacher answers questions on the topic correctly.					
	CLASSROOM MANAGEMENT					
17	Teacher maintains a positive teacher-student relationship.					
18	Teacher in a well arranged, neat and orderly classroom.					
19	Teacher maintains discipline in the classroom.					
20	Teacher manages time effectively					

21	Teacher disallows chorus answer from students					
	COMMUNICATION SKILLS					
22	The pre-service teacher has skill in communicating the instructional objectives of the lesson.					
23	The pre-service teacher has effective communication skills.					
24	The pre-service teacher uses language appropriately					
25	The pre-service teacher uses a clear voice during classroom presentation					

APPENDIX VII

UNIVERSITY OF IBADAN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

ORAL INTERVIEW GUIDE FOR PRINCIPALS (OIGP)

Dear Respondent,

This research interview is designed to elicit your oral responses on evaluation of products of English Language teacher preparation programme from the selected universities.

Name of school: --

SECTION B: Interview Questions

1. Can you introduce yourself briefly?

2. From your experience, what can you say about graduates of universities teaching English language under your supervision?

3. Do graduates of universities teaching English language have adequate linguistic knowledge of the English?

4. What can you say about their oral skills?

5. What can you say about their written skills?

6. Do they have adequate proficiency in pronunciation?

7. Do graduates of universities teaching English language conduct their classes well?

8. Do graduates of universities teaching English language plan their lessons very well?

9. Based on his/her teaching what can you say about the performance of the students he/she teaches English language?

10. Which areas will you advise graduates of universities teaching English Language to improve on?

PHOTOGRAPHS ON THE FIELD WORK

Researcher at the entrance of Osun State University, Ipetu Ijesha

Researcher in front of Faculty of Education, Obafemi Awolowo University

A research assistant at Federal University, Oye-Ekiti

*

The researcher with the HoD English at Ipetu Ijesa High School

The researcher at the entrance of Federal University, Oye-Ekiti

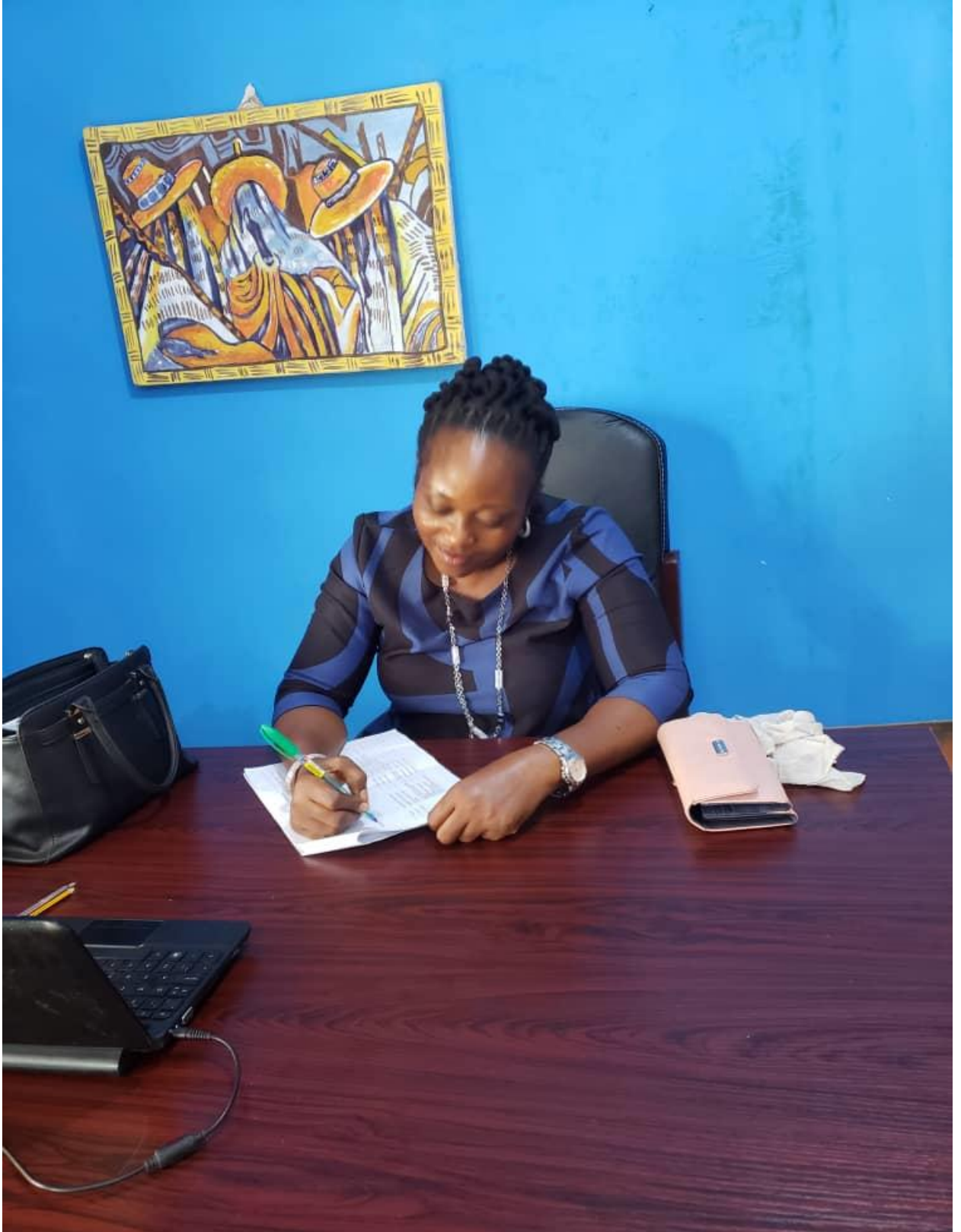The researcher at the entrance of Faculty of Education, EKSU

A cross-section of ELPTs at Federal University, Oye Ekiti

ELPTs responding to instruments

A research assistant from EKSU

A research assistant from EKSU

A cross-section of ELPTs at O.A.U. Ile-Ife

Researcher at the entrance of LASU

A microteaching Session at LASU
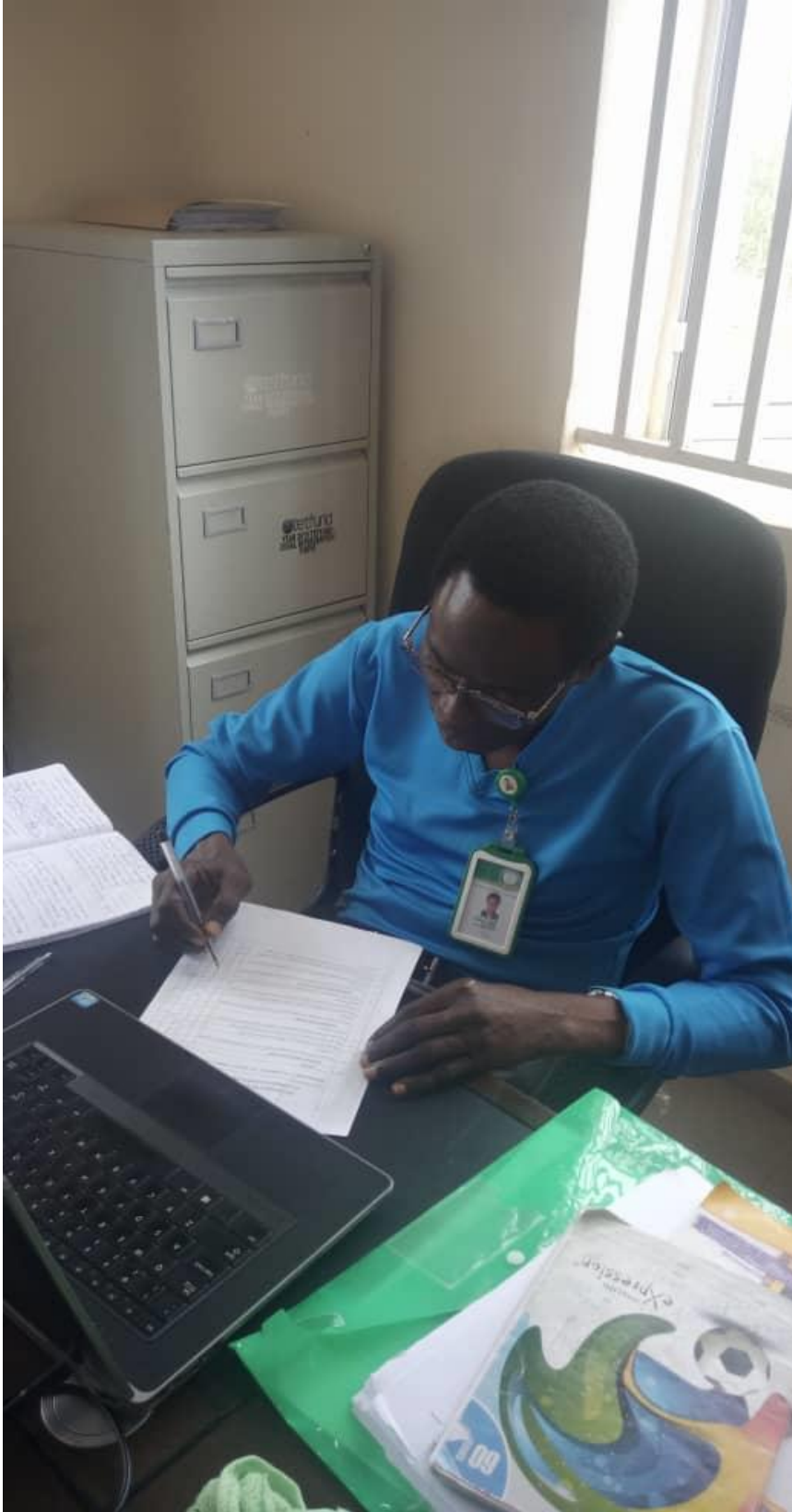
ELPTs responding to Instruments at O.A.U Ile-Ife

ELPTs responding to instruments in UNILAG

A microteaching session at LASU

Administration of instruments at UNILAG

A research assistant at EKSU

Data CoD

Data Collection at Osun State University, Ipetu Ijesa