

An Assessment of the Educational and Societal Needs of the Use of English Programme in Universities in Ekiti State

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Abstract

The Use of English Programme (UEP) was introduced to Nigerian tertiary institutions as a remedial English course to enable students' function effectively in their academic pursuit. This study investigates the educational and societal needs of the Use of English Programme from the perspective of students and lecturers in universities in Ekiti State, Nigeria. Two research questions and one hypothesis guided the study. The study adopted descriptive design of the survey type. All universities in Ekiti State, Nigeria constituted the population for the study. The sample from two randomly selected public universities in Ekiti State South western Nigeria comprised eight lecturers and 200 students each from two universities. The students were randomly selected from 200 and 300 levels. The instruments used for data collection were structured questionnaire and questionnaire for inventory of facilities for the teaching of UEP. Data collected were analysed using descriptive statistics to answer the research questions while t-test was used to test the hypotheses at $p=0.05$. The results reveals that there is: no significant difference in students and lecturers' perception of communication skills needs

of the students, ($t=0.612$; $p>0.05$); significant difference, on students and lecturers' perception of UEP meeting the communication skills needs of the students ($t=7.954$; $p<0.05$) significant difference, on the lecturer's perception of the adequacy of credit units allocated to UEP ($t=14.917$; $p<0.05$); in the perception of students and lecturers the effectiveness of teaching methods used in UEP for communication skills needs ($t=1.492$; $p>0.05$). The findings reveal that listening skill is the most required needs of the communication skills for the UEP. The findings show that majority of the respondents agree that UEP meets the communication skills of the students. The study concludes that the communication skills needs especially listening and reading skills in the UEP are very important. The study recommends that listening skill should be made priority. UEP classroom activities should be made more active and interactive.

Introduction

The English language has been in Nigeria around the year 1767 when Hope Waddel, founded intelligent journals on the affairs of the country through the education code which recommended the payment of grants-in-aid to schools where English was taught. Other accounts have it that the use of English in Nigeria began with the European commercial interests in the 15th Century. By early 19th Century, English had become a lingua franca to the extent that official letters, notes, adverts; newspapers, political propaganda and other means of communication were sent and received in the English language (Ker, 2002; Jegede, 2006).

In Nigerian schools, the English language is both a core subject and the medium of instruction from the

primary up to the tertiary level. It provides access to knowledge virtually in all disciplines including science, technology, law and commerce at all levels of education. It determines the progress that students make in their quest for higher education and prestigious employment. Okafor (2002) adds that the above notion has made people to erroneously equate education with the knowledge of the English language; hence competence in English has become a yardstick for measuring literacy.

In tertiary institutions, admissions are based on the acquisition of minimum credit pass in English language at the WAEC, GCE or NECO examinations. Pass in the Use of English is a graduation requirement for Nigerian tertiary institution students. . At all levels of the education system in Nigeria, English is used as the language for teaching, learning, and social interaction. Nwafor (2000), states that “proficiency in the English language is a good indicator of academic ability”. Even the society expects students at all levels of education to use English both in spoken and written forms to communicate meaningfully and intelligently. Since English is the language of instruction, learners are expected to master it so that they can easily understand the message of the instruction.

In spite of the prominence that the English language enjoys in Nigeria, students’ performance in the subject continues to diminish at all levels of education. In surveys conducted by the Reading Association of Nigeria (RAN) in parts of the country in 1982, it was found that many primary school teachers were incompetent users of the English Language. Three decades after, Adeyanju (2013) re-affirm the above findings.

At the secondary level, many writers have consistently decried the poor performance in the WAEC, NECO and NABTEB examinations in English language. Confirming the above, Udosen (2007) observes that the Chief Examiner's Reports showed the failure rate average 64.3% yearly for five years (1995-1999). The situation has not improved, going by the records of secondary school students' poor performance in English language as provided by Okwudishi (2013) which are as follows: 23% (2008), 26% (2009), 24% (2010), 31% (2011) and 39% in 2008, 88% in 2009, 89% in 2010, 92% in 2011 and 68% in 2012. Nta, Egbe & Oden (2008) claim that a World Bank Report (2004) rates Nigeria's children performance below average in English language across twenty-six other African countries. Onugha and Ikegbuna (2000, p.20) report Omotosho (1981) as having found that students' performance in English language has been consistently poor and the "trend since 1954 has been unstable and downward".

At the tertiary institution, the situation is the same, if not worse. Students have difficulty with their communicative skills in English such that they cannot function effectively in their academic use of English. This defect is carried over even into the world of work (Olajide, 2004; Akere, 2005; Oyetunde, 2009; Okwudishi, 2013). Many reasons have however been adduced for the poor performance of students in English language. The poor attainment of students in English language is due to the fact that the subject is not being taught effectively at the primary and secondary school levels, which in turn has a negative effect on higher levels of education. Also, interference of mother tongue is one of the reasons for the poor performance in English language. Others

include lack of facilities, the teacher's methodology, poor knowledge and qualification, the social and environmental background of the students among others (Olajide, 1997; Emele, 1998 and Okwudishi, 2013).

The poor performance of students in English language has been a source of concern to language teachers, parents, the public, institutions and government. The important roles that the English language plays as a prerequisite for admission and as language of instruction make it an object of concern and more disturbing. Abubakar and Alaku (1995) observe that it is in the bid to solve the language problems that the language course variously known as "Use of English". "Language and Communication Skills" or "General English" is taught to fresh students in Nigerian tertiary institutions.

Bala (2010) and Mathews (2013) observe that the "Use of English" course is a vital cognitive tool, which is an integral part of the academic programme of each student. To this end, Akeredolu-Ale (2012) observes that the purposes of the "Use of English" courses are both developmental and remedial. She explains that the developmental goal is to empower students in terms of learning skills, enthusiasm and self-confidence in order to continue to improve their mastery of the English language. She adds that the remedial goal is to raise the students' level of competence to a level adequate for effective tertiary education work. Use of English, therefore, is for students to acquire proficiency and use the four language skills (listening, speaking, reading and writing) productively.

Despite the advantages of the Use of English course, students' performance has not improved. A lot of writers have asserted that over 50% of the students enter the Use of English Programme (UEP) with inadequacy in English and most often leave the course after the session without any appreciable improvement (Olajide, 2004; Olaofe, 2005; Olaoye, 2007; Bala, 2010). Abubakar and Alaku (1995) provide a reason for the students' performance in the course; that fresh students were not equipped with fundamental knowledge about the language before their entry to higher institution. As a result of their poor foundational knowledge about English, they write ungrammatical, awkward, monotonous and wordy sentences, which illustrate their lack of knowledge of the basic rules governing sentence construction.

The above given reports point to the fact that students are ill-equipped to face the university academic challenges and problems which made some of them to undergo the course without gaining anything from the course. These were the reasons that prompted the researchers to venture into investigating the students educational and societal needs of UEP in Ekiti State Public Universities. The rationale behind the choice of Ekiti State as the locale for the study is the fact that it is one of the states with a long tradition of tertiary education in Nigeria. Therefore, it was the ardent hope of the researchers that the observed yawning gap that motivated the study will be bridged by the findings of the study. In order to achieve this purpose, the researcher asked three relevant questions and postulated three null hypotheses as stated below:

1. *What are the prioritized language skills needs of university students in Ekiti State?*
2. *Does the UEP meet the communication skills needs of university students in Ekiti State?*
3. *Are the facilities in Ekiti State public Universities adequate for the language and communication skills needs of the university students in Ekiti State?*

Research Hypotheses

The following hypotheses were raised to serve as guide for the research:

1. *There will be no significant difference in the students' educational and societal needs of the UEP.*
2. *There will be no significant difference in the effectiveness of the UEP in meeting the communicative skills needs of the students in Public Universities in Ekiti State.*
3. *There will be no significant difference in the adequacy of the available facilities for the communicative skills needs of the students.*

The study employed the descriptive research of the survey type design. The descriptive survey type of design was employed to capture large sample size from the population to describe the existing situation of the UEP and to make generalization about the population concerning the Use of English in Public Universities in Nigeria.

The total sample was 8 lecturers from each selected university totaling 16 lecturers and 400 students

(200 students from each University) randomly selected from the two public universities in Ekiti State, namely Ekiti State University, Ado-Ekiti and Federal University Oye-Ekiti. The sampled students were in 200 and 300 Levels. This was considered appropriate by the researchers because at these levels, students' perception of their English language needs must have been well established and they would be able to make decisions regarding the improvement of the course. These institutions were grouped on the basis of ownership (Federal and State). The researcher used stratified and purposive sampling technique bearing in mind the criteria used in classifying universities.

Two research instruments were used to collect data for the study. These were:

- i. *Use of English Programme Questionnaire for students (UEPQS)*
- ii. *Questionnaire on inventory of facilities for teaching of UEP (QIFTUEP)*

The reliability of the two sets of questionnaires was carried out through test-retest method. The instruments were administered twice at interval of two weeks on a sample of 20 respondents who were not part of the real study.

The data collected for the study were analysed using descriptive and inferential statistics. Four research questions were answered through the use of Mean, Standard Deviation and Percentage while the hypotheses 1-3 tested using t-test. All the hypotheses were tested at 0.05 level of significance.

Question 1

What are the prioritized language skills needs of students?

Table 1: The Prioritized Listening Skills Needs of Students as Perceived by UEP Lecturers and Students

S/N	Items	UEP Lecturers		Students	
		Kendall	Rank	Kendall	Rank
1	Having trouble understanding lectures?	27225	7 th	15194404	4 th
2	Having trouble taking effective notes?	26896	6 th	17222500	2 nd
3	Having trouble to ask questions to clarify materials they have been taught.	26896	5 th	15618304	3 rd
4	Having trouble understanding spoken instructions.	25921	4 th	14205361	6 th
5	Having trouble understanding the subject matter of a talk, i.e. what is being talked about	24336	3 rd	15038884	5 th
6	Having trouble understanding lengthy descriptions in English?	21904	2 nd	8655364	7 th
7	Also having difficulty with (please specify)	19044	1 st	17564481	1 st

In Table 1, the two categories of respondents (UEP lecturers and students) perceived listening skill as the most needed skill of the four language skills. Lecturers perceived reading as the second most needed skill while students perceived speaking as the second most needed skill.

Table 2: The Prioritized Speaking Skills Needs of Students as Perceived by UEP Lecturers and Students

S/N	Items	UEP Lecturers Kendall	Rank	Students Kendall	Rank
1	Having difficulty making oral presentations	29241	1 st	15824484	6 th
2	Having trouble wording what they want to say quickly enough	24336	5 th	16760836	4 th
3	Worrying about saying something in case they make a mistake in their English	24336	6 th	14653584	8 th
4	Do not know how to say something in English	24025	8 th	12960000	9 th
5	Do not know the best way to say something in English	24649	4 th	16451136	5 th
6	Having difficulty with their pronunciation of words	27889	2 nd	15689521	7 th
7	Finding it difficult to enter discussion	25921	3 rd	17048641	3 rd
8	Participating in discussion	20736	9 th	17530969	2 nd
9	Asking questions in class	24336	7 th	11209104	
10	Other (please specify)	14400	10 th	17875984	1 st

Table 2, in the prioritized speaking sub skills, UEP lecturers ranked “having difficulty giving oral presentations” 1st while students considered “other aspects of speaking sub skills” 1st. “Having difficulty with

their pronunciation of words” was ranked 2nd UEP lecturers while “participating in discussion” ranked 2nd in prioritized speaking skills needs of students. UEP lecturers and students considered “finding it difficult to enter discussion” 3rd.

Table 3: The Prioritized Reading Skills Needs of Students as Perceived by UEP Lecturers and Students

S/N	Items	UEP Lecturers		Students	
		Kendall	Rank	Kendall	Rank
1	Understanding the main points of text	29929	2 nd	20331081	3 rd
2	Reading a text quickly in order to establish a general idea of the content (skimming)	26244	4 th	20830096	2 nd
3	Reading a text slowly and carefully in order to understand the details of the text	302076	1 st	20939776	1 st
4	Looking through a text quickly in order to locate specific information (scanning)	27556	3 rd	19492225	4 th
5	Understanding technical words in a text	23716	5 th	18653761	5 th
6	General comprehension	21904	6 th	10137856	6 th
7	Other (please specify)	15376	7 th	6205081	7 th

Table 3, in prioritized sub reading skills, UEP lecturers and students ranked “reading a text slowly and carefully in order to understand the details of the text” 1st. “Understanding the main points of text” was ranked 2nd by UEP lecturers and 3rd by students. “Looking through a

text quickly in order to locate specific information (scanning)” was ranked 3rd by UEP lecturers.

Table 4: The Prioritized Writing Skills Needs of Students as Perceived by UEP Lecturers and Students

S/N	Frequency of problems	UEP Lecturers		Students	
		Kendall	Rank	Kendall	Rank
1	Using correct punctuations and spellings	15625	1 st	15625	1 st
2	Structuring sentences	13924	2 nd	13924	2 nd
3	Using appropriate vocabulary	12544	5 th	12544	6 th
4	Organising paragraphs	12996	3 rd	12996	4 th
5	Expressing ideas appropriately	11449	10 th	11449	10 th
6	Developing ideas	12321	8 th	12321	8 th
7	Expressing what they want to say clearly	12996	4 th	12996	5 th
8	Addressing topic	13924	7 th	13924	3 rd
9	Following instructions and directions	9216	12 th	9216	12 th
10	Evaluating and revising writing	11664	9 th	11664	9 th
11	Overall writing ability	12544	6 th	12544	7 th
12	Completing written task (e.g. exams, tests) within the available time	9801	11 th	9801	11 th
13	Others (Please specify)	9216	13 th	9216	13 th

Table 4, in prioritized writing sub-skills, the two categories of respondents, UEP lecturers and students ranked “using correct punctuations and spellings” 1st, “Structuring sentences” was ranked 2nd by UEP lecturers and students. UEP lecturers ranked “organising paragraphs” 3rd while the students ranked it 4th. “Addressing topic” was ranked 3rd by students.

Question 2

Does the UEP meet the communication skills needs of students?

Table 5: UEP meeting the communication skills needs of students

S/N	Statements	SA	A	D	SD	Mean
1	UEP enhances comprehension and understanding of your subject	672 (56.0%)	368 (30.7%)	37 (3.1%)	123 (10.3%)	3.32
2	UEP enhances vocabulary of concept in your course combination	368 (30.7%)	619 (51.6%)	80 (6.7%)	133 (11.1%)	3.02
3	UEP enhanced proficiency on the use of good grammar in your subject discipline	487 (40.6%)	474 (39.5%)	103 (8.6%)	136 (11.3%)	3.09
4	UEP enhances pronunciation of words in your subject content	442 (36.8%)	502 (41.8%)	95 (7.9%)	161 (13.4%)	3.03

In Table 5, the Use of English Programme (UEP) was perceived as being useful in meeting the communication skills needs of students

Question 3

Are the facilities in the public universities in Ekiti State adequate for the grammatical and communication skills needs of the students as perceived by UEP lecturers and students?

Table 6: Adequacy of Facilities in the Institutions for the Communication Needs of Students

Respondents	State/Items	Very Adequate	Adequate	Moderately Adequate	Averagely Adequate	Inadequate
UEP Lecturers	Lecture theatres and lecture halls		10 (20.8%)	9 (18.8%)	24 (50.0%)	5 (10.4%)
	Classrooms for seminars. Group discussion etc.		26 (54.2%)	13 (27.1%)	9 (18.8%)	
	Well-established college library	2 (4.2%)	25 (52.1%)	6 (12.5%)	11 (22.9%)	4 (8.3%)
	School library facilities for GSE 101, 121, 211, 221 and 321		6 (12.5%)	30 (62.5%)	11 (22.9%)	1 (2.1%)
	Department library	2 (4.2%)	6 (12.5%)	25 (52.1%)	11 (22.9%)	4 (8.3%)
	Writing desks and tables	8 (16.7%)	4 (8.3%)	11 (22.9%)	15 (31.3%)	10 (20.8%)
	Radio set	1 (2.1%)	6 (12.5%)	25 (52.1%)	14 (29.2%)	2 (4.2%)
	Cassette players	1 (2.1%)	4 (8.3%)	28 (58.3%)	8 (16.7%)	7 (14.6%)
	Record players		5 (10.4%)	28 (58.3%)	10 (20.8%)	5 (10.4%)
	Video machines		5 (10.4%)	25 (52.1%)	14 (29.2%)	4 (8.3%)
	Language laboratories	1 (2.1%)	3 (6.3%)	16 (33.3%)	27 (56.3%)	1 (2.1%)
	Chalkboards	18 (37.5%)	5 (10.4%)	16 (33.3%)	9 (18.8%)	
	Charts games	4 (8.3%)	20 (41.7%)	13 (27.1%)	8 (16.7%)	3 (6.3%)
	Pictures	16 (33.3%)	5 (10.4%)	15 931.3%)	12 (25.0%)	

Students	Television	3 (6.3%)	13 (27.1%)	2 (4.2%)	28 (58.3%)	2 (4.2%)
	Tapes	7 (14.6%)	7 (14.6%)	23 (47.9%)	11 (22.9%)	
	Projectors	6 (12.5%)	8 (16.7%)	10 (20.8%)	23 (47.9%)	1 (2.1%)
	Lecture theatres and lecture halls	133 (11.1%)	297 (24.8%)	218 (18.2%)	303 (25.3%)	249 (20.8%)
	Classrooms for seminars. Group discussion etc.	146 (12.2%)				
	Well-established college library				+	
	School library facilities for GSE 101, 121, 211, 221 and 321	216 (18.0%)	380 (31.7%)	239 (19.9%)	223 (18.6%)	142 (11.8%)
	Department library	209 (17.4%)	240 (20.0%)	244 (20.3%)	219 (18.3%)	288 (24.0%)
	Writing desks and tables	274 (22.8%)	226 (18.8%)	231 (19.3%)	263 (21.9%)	206 (17.2%)
	Radio set	57 (4.8%)	123 (10.3%)	257 (21.4%)	249 (20.8%)	514 (42.8%)
	Cassette players	58 (4.8%)	105 (8.8%)	276 (23.0%)	237 (19.8%)	524 (43.7%)
	Record players	58 (4.8%)	123 (10.3%)	258 (21.5%)	251 (20.9%)	510 (42.5%)
	Video machines	50 (4.2%)	148 (12.3%)	268 (22.3%)	241 (20.1%)	493 (41.1%)
	Language laboratories	107 (8.9%)	205 (17.1%)	246 (20.5%)	231 (19.3%)	411 (34.3%)
	Chalkboards	167 (13.9%)	200 (16.7%)	257 (21.4%)	229 (19.1%)	347 (28.9%)
	Charts games	87 (7.3%)	190 (15.8%)	252 (21.0%)	216 (18.0%)	455 (37.9%)
	Pictures	135 (11.3%)	160 (13.3%)	254 (21.2%)	222 (18.5%)	429 (35.8%)
	Television	87 (7.3%)	184 (15.3%)	259 (21.6%)	232 (19.3%)	438 (36.5%)
	Tapes	88 (7.3%)	190 (15.8%)	248 (20.7%)	232 (19.3%)	442 (36.8%)
	Projectors	207 (17.3%)	265 (22.1%)	204 (17.0%)	198 (16.5%)	326(27.2%)

Hypothesis 1

There is no significant difference in the students and lecturers' perceptions of UEP on the communication skills needs of students in Nigerian Colleges of Education.

Table 7: t-test showing students and lecturers' perceptions of UEP on the communication skills needs of students

Status	N	Mean	SD	Df	Cal. t-value	Sig.	Decision
Students	400	17.48	2.80	1246	0.612	0.540	NS
Lecturers	16	17.23	2.21				

Table 8 indicates that the mean difference of perception of communication skills needs for the students and lecturers were 17.48 and 17.23, respectively, while their standard deviations were 2.80 and 2.21, respectively. This indicates that the calculated t-value is 0.612 while the t-critical value with degree of freedom of 1246 and at $p=0.540$ is greater than the t-calculated value. Since the calculated sig 0.540 is greater than the critical sig (0.05); the hypothesis is not rejected. This implies that there is no significant difference in the students and lecturers' perceptions of UEP on the communicative skills needs of students in Nigerian Colleges of Education.

Hypothesis 2

There is no significant difference in the students and lecturers' perceptions of UEP on the effectiveness of the UEP in meeting the communicative skills needs of the students in Colleges of Education in Nigerian.

Table 8: t-test showing students and lecturers' perceptions of UEP on the effectiveness of the UEP in meeting the communication skills needs of the students

Status	N	Mean	SD	Df	Cal. t-value	Sig.	Decision
Students	400	12.46	3.29	1246	7.954	0.000	S
Lecturers	16	16.27	2.20				

Table 8 indicates that the mean difference of students and lecturers' perception of UEP on the effectiveness of meeting the communication skills needs for the students were 12.46 and 16.27 respectively while their standard deviations were 3.29 and 2.20 respectively. The table also indicates that the calculated t-value is 7.954. The t-critical value with degree of freedom of 1246, at level of significance 0.05, (0.000) is less than the $p=0.05$; the hypothesis is hereby rejected. This implies that there is significant difference in the students and lecturers' perceptions of UEP on the effectiveness of the UEP in meeting the communication skills needs of the students in Colleges of Education in Nigerian. This result favours the UEP lecturers with a mean score of 16.27 which is greater than the mean score of the students (12.46).

Hypothesis 3

There is no significant difference between the students and lecturers' perceptions of the adequacy of the available facilities for UEP for the communication skills needs of the students.

Table 9: t-test showing students and lecturers' perceptions of UEP on the adequacy of the available facilities are adequate for the communication skills needs of the students

Status	N	Mean	SD	Df	Cal. t-value	Sig.	Decision
Students	400	41.06	14.84	1246	4.142	0.000	S
Lecturers	16	50.02	10.62				

The table 9 shows the means of students and lecturers' perceptions on the adequacy of the available facilities for the communication skills needs as 41.06 and 50.02 respectively while the standard deviations were 14.84 and 10.62 respectively. The calculated t-value is 4.142 with degree of freedom of 1246, at level of significance 0.05 the calculated sig (0.000) is less than the critical sig (0.05); the hypothesis is hereby rejected. This implies that there is significant difference in the students and lecturers' perceptions of UEP on the adequacy of the available facilities are adequate for the communication skills needs of the students. This result is in favour of UEP lecturers with a mean score of 50.02 greater than the mean score of the students (41.06).

The findings on research question one reveals that listening skill is the most required needs of the communication skills for the UEP. This finding is in support of Olasehinde (2001) who found that listening skill is neglected in the English component of the General Studies curriculum of Nigeria Polytechnics. This finding maybe due to the awareness of the respondents to the significance of the place of Listening Skill among the four communications needs of the UEP.

The finding on research question two showed that majority of the respondents agreed that UEP meets the communication skills of the students. The UEP students and lecturers' perceptions of the usefulness of the course are in support of opinions of various writer such as Bala (2010), Matthew (2013) and Akeredolu-Ale (2012) on the two purpose of the course; developmental and remedial. This result might be due to improvement they have made based on the purpose of the course.

The finding of research question three showed that majority of the UEP students and lecturers perceived that the facilities listed for meeting the communication skills of the students were inadequate. The finding for the study confirm the views of many writers, who study on the issues of lack of physical facilities and instructional materials on college of education (Okebukola (1998), Olajide, 1998&2004 Bala, 2010; Sun, 2010; & Adeyanju (2013) state separately that every teacher preparation institution is expected, as a matter of necessity, to have the basic physical facilities that give existence to the institution.

The finding in hypothesis one indicates that there is significant difference in the students and lecturers' perception of UEP on its effectiveness to meet the communication skills of the students in Nigeria Colleges of Education. The finding supported Abubakar and Alaku (1995) and Matthew (2013) views who state that the poor background of students who were not exposed to basic language skills before their entry into higher institution makes them write ungrammatical, awkward, monotonous and wordy sentence. This might be due to lack of

knowledge of the basic rules governing sentence construction.

The finding from research hypothesis two reveals that there is significant difference in the students and lecturers' perceptions of UEP on whether the available facilities are adequate for the communication skills needs of the students. This study is similar to Bala (2010) whose findings revealed that there are variations between what is officially laid down as minimum standard required and what is observed in the area of available facilities in Nigerian Colleges of Education. This might be due to deviation from NCCE Minimum Standards Guidelines (2017) of Inventory on the available facilities in the colleges of education.

1. *The two categories of respondents (UEP lecturers and students) perceived listening skill as the most needed skill of the four language skills. Lecturers perceived reading as the second most needed skill while students perceived speaking as the second most needed skill.*
2. *The Use of English Programme (UEP) was perceived as being useful in meeting the communication skills needs of students.*
3. *Based on the findings of the study, it is concluded that listening skill is the most needed among the four skills needs of the students, while reading skill is the second most needed skill. It was also discovered that students' perception of UEP differs from UEP lecturers' perception whether the UEP meets the communication skills needs of Nigeria Colleges of Education.*

Conclusion

The study observed that students' perception of UEP differs from UEP lecturers' perception whether the UEP meets the communicative needs of Nigerian universities. The study, therefore, concludes that listening skills are the most needed of the four skills required for communicative competence by contemporary Nigerian university students.

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