

## RETRAINING NEEDS OF ENGLISH STUDIES TEACHERS IN GWAGWALADA AND KWALI AREA COUNCILS OF FEDERAL CAPITAL TERRITORY, NIGERIA

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**Abstract-***The purpose of the study was to assess the training needs of English language teachers implementing the new English studies curriculum in the Upper primary Schools of Gwagwalada and Kwali Area Council, Federal Capital Territory, Abuja. The study adopted a survey research design. The population of the study comprised of all English language teachers in the 38 primary schools the two Area Councils. Four research questions and two hypotheses guided the study. The instrument used, for data collection was 53 items of questionnaire. The reliability coefficient was found to be 0.74 using Kuder Richardson (K-R21) Mean and standard deviation were used to answer research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance. The study found out that English language teachers need training on the Reading, Listening and Speaking, Grammatical Accuracy and Writing skills as concepts in English studies curriculum for their performance in teaching. The study further revealed that there was no significant difference in the mean ratings of the responses of male and female English studies teachers on the perceived importance and expressed performance of relevant skills and knowledge in English studies curriculum. Consequently, it was recommended that the Education Secretariat in the Area Councils should provide opportunity for training of English studies teachers to enable them achieve perceived importance and expressed performance of teaching relevant skills and knowledge required of them*

**Keywords:** *training need, English studies, reading, Listening and Speaking, Grammatical Accuracy, Writing*

### 1. INTRODUCTION

In-service training is needed by teachers to update their knowledge and skills of the subject they teach. Ibli (1994) was of the view that government should be actively involved in both pre-service and in-service training programme for teachers and their professional development. Based on this background, every English language teacher should be ready to renew and revamp his teaching strategies. Okwubunka (1994) declared that a teacher will soon decay if the teacher is not constantly exposed to new ideas and trends in the teaching profession.

The training of English teacher will help a lot to solve the problem we have in the teaching of English Studies in the Primary Schools especially in the implementation of the new basic education curriculum. The national policy on education (Federal Republic of Nigeria (FRN), 2004) demands ability to communicate effectively at the primary school level. The policy demands that the medium of instruction at primary school shall be the language of the environment for the first three years and from the fourth year English language shall be taught as a subject and used progressively as a medium of instruction. The government of Nigeria also considers English language as a core subject in the school curriculum and a major medium of

communication both within and outside the school system. However, the teaching of the subject at Basic level of education especially at the primary school level is poor (Okoro, 2002) and is a serious issue in Nigeria.

In organizing the content of the National English Studies Curriculum for the Primary level, topics are arranged around four basic language skills. The skills, which form the unifying strands across the entire curriculum, are introduced to pupils very early at the basic levels in order to be proficiency in the use of English Language (Federal Ministry of Education (FME), 2012). The four basic unifying are Reading, Listening and Speaking, Grammatical Accuracy and Writing. The curriculum specified that the English Language teacher is therefore expected to pay attention to the learning of these basic skills. With this curriculum, it is expected that learners “reading ability and communicative competence will be highly developed. Also, with the effective implementation of the curriculum, products of ours schools would be sufficiently empowered for the world of work (FME, 2012).

Despite the importance and needs for English Studies in the Federal Capital Territory (FCT) primary schools, the achievement of pupils’ in English studies at all levels of education especially at the primary school level is poor (Okoro, 2002). Okoro (2002) stated that the problem of poor level of achievement of primary school children is a serious issue in Nigeria. Furthermore, Kolawole (2002) also confirmed the poor achievement of primary school pupils in English language. The author explained that the poor achievement was due to a number of reasons such as: the use of tribal language in the lower classes of primary school, some pupils do not understand the grammar because their teachers themselves do not know it and in most cases English language teachers in the senior primary schools resort to the use of mother tongue to explain English language even up to secondary school level. Foluso (2004) also noted that most of the pupils in many urban, semi-rural and rural schools all over Nigeria that reach upper basic school levels are unable to read and understand grade appropriate material. The results of the FME/UNICEF/UNESCO/MLA study of 1997 (Falayo et al, 1997) revealed that less than a quarter of primary four pupils in Nigerian schools are able to read and comprehend text written in English. It is sad to note that some of teachers teaching English studies at primary schools level are not qualified. Some holds Bachelor of Arts (B.A) degree in other fields of humanity but not in English studies. This calibre of teachers will find it very difficult to teach English language effectively in FCT primary schools. The use of inexperience and unprofessional teacher to teach English studies is a problem, as in most cases these fresh graduates lack the confidence, ability and the pedagogy to teach.

The Nigerian National Policy on Education (NPE, 2007) noted the important role which retraining can play in the improvement of the teacher’s effectiveness when it emphasized that no matter the efficiency of the pre-service training, there will still be areas of inadequacies. In-service education is expected to remedy these inadequacies. Retraining programme should be a continuous process for provision of information that will keep English language teachers abreast of the new development in teaching and learning. Good (1973) supported this by saying that a teacher needs to be retrained not once or twice but on a continuous basis to improve his knowledge, skills and attitude towards teaching. It is not an exaggeration to say that a teacher of English studies requires a lot of skills and competence if the teacher must impart the desired knowledge to the learners. Thus, the English studies teacher would have to be trained on

continuous basis in order to acquaint himself with new challenges in the classroom. English studies involves knowledge and skills, therefore, the English language teacher should acquire teaching knowledge and skills before going into the classroom to teach because it is said that “the teacher teaches what he knows”. This is supported by Ugwoha (2010) who said that “the quality of education in any society was dependent on the quality of training teachers received, as the teachers can only teach what they know”.

In view of the above, retraining programme should be organized for the English studies teacher which would give him/her opportunity to update his previous knowledge and skills and be better equipped with the necessary tools with which to implement effectively the English studies curriculum at Upper Primary school level of Nigerian Education System.

### **1.1 Statement of the Problem**

The importance of retraining of English studies teacher is to give him the opportunity to update his previous knowledge and skills and be better equipped with the necessary tools with which to teach. In Nigeria, unlike other countries, the retraining of teachers has not received the desired attention from local, state and federal governments. There has not been any systematic attention to update regularly the knowledge and skills of teachers in the light of changes in curriculum and wider society (Sharehu, 2009). This neglect is common in the FCT which has in turn affected the quality of teaching in schools especially in English language subject. Apart from neglect of retraining of teachers in the FCT, most of the English studies teachers who hold degrees and certificates in general humanities and other related degrees do not possess the pedagogy of teaching and therefore need to be retrained.

Based on the above context, this study was designed to assess training need of English studies teachers using the contents in the upper primary school English language curriculum and perceived importance and expressed performance of relevant teaching skills and knowledge in English studies by English studies teachers in the FCT primary schools with a view to finding out in which these teachers need improvement through in-service training.

### **1.2 Purpose of the Study**

The major purpose of this study was to assess retraining needs of English studies teachers as far as knowledge and skills and the degree of expressing them in the classroom is concerned. Specifically, the study intended to assess:

1. Necessary perceived importance and expressed performance of knowledge and skills by primary school English studies teachers for effective teaching of concepts in reading;
2. Perceived importance and expressed performance of knowledge and skills by English studies teachers necessary for effective teaching of the concept of listening and speaking;
3. Perceived importance and expressed performance of knowledge and skills by English studies teachers necessary for effective teaching of the concept of grammatical Accuracy;
4. Perceived importance and expressed performance of knowledge and skills by English studies teachers necessary for effective teaching of the concept of writing;

### **1.3 Research Questions**

The following research questions were formulated to guide the study

1. What is the perceived importance and expressed performance of knowledge and skills by English studies teachers on reading as a concept in English studies?
2. What is the perceived importance and expressed performance of knowledge and skills by English studies teachers on listening and reading as a concept in English studies?
3. What is the perceived importance and expressed performance of knowledge and skills by English studies teachers on grammatical accuracy as a concept in English studies?
4. What is the perceived importance and expressed performance of knowledge and skills by English studies teachers on writing as a concept in English studies?

#### 1.4 Hypotheses

In line with the above research questions, the following hypotheses were also formulated.

Ho<sub>1</sub>: There was no significant difference between the mean responses of male and female English language teachers on perceived importance of teaching skills and knowledge considered desirable for improvement through retraining on Reading, Listening and Speaking, Grammatical Accuracy and Writing as a concepts in upper primary school English studies curriculum, and

Ho<sub>2</sub>: There was no significant difference between the mean responses of male and female English language teachers on expressed performance of teaching skills and knowledge considered desirable for improvement through retraining on Reading, Listening and Speaking, Grammatical Accuracy and Writing as concepts in upper primary school English studies curriculum.

## 2. RESEARCH METHODOLOGY

The study adapted survey research design. The study was carried out in all the 38 Junior secondary schools in Gwagwalada and Kwali Area Councils of the FCT. The target population for this study comprised all the English studies teachers in the FCT junior secondary schools. A survey questionnaire for gathering of data was developed by the researcher relating to the purpose of the study. The theme and topics as contained in the English studies curriculum for upper primary school were identified.

A four point Bipolar scale of perceived importance and expressed performance was attached to the questionnaire on the identified theme and topics. The perceived importance section of the bipolar scale were of four sub-scales of highly important; important; averagely important, and of little importance. The expressed performance section of the bipolar scale was equally of four corresponding sub-scales of highly performed; performed; of average performance, and of little performance. A four point rating of 4 points; 3points; 2 points, and 1point were ascribed to each of the perceived importance/expressed performance subscales as shown below.

- |   |          |
|---|----------|
| 1. Very important/Highly performed              | 4 points |
| 2. Important/ Performed                         | 3 points |
| 3. Averagely important/Performed on the average | 2 points |
| 4. Little importance/Performed a little         | 1 point  |

The instrument was subjected to face validation by three experts. In order to establish the reliability of the instrument which was questionnaire showing Bipolar, response pattern from respondents, Kudar Richardson-K21-reliability coefficient was used. The reliability coefficient of the instrument was found to be 0.74. The data collected was analysed using mean and standard deviation to answer the research questions while t-test statistics was used to test the hypotheses

at 0.05 level of significance. The data collected from the study were analyzed on the basis of the research questions guiding the study. Weighted Average responses were used to answer all the research questions. Any item with the mean of 2.50 and above were considered important/performed, while item with mean of less than 2.50 were regarded as not important/not performed.

### 3. RESULTS AND DISCUSSION

The results of the data analysis were presented as follows:

#### 3.1 Research Question 1

What are the Perceived Importance and Expressed Performance of knowledge and skills of English studies teachers on Reading as a concept in English studies?

**Table 1:** Mean Ratings of English studies Teachers on their Perceived Importance and Expressed Performance of Knowledge and Skills on reading skill in English studies N=82

S/No	Item Statement	Perceived Importance		Expressed Performance	
		Mean	Remark	Mean	Remark
		$\bar{X}$		$\bar{X}$	
1	Comprehension	3.54	Highly Important	2.57	Performed
2	Concepts of print	3.45	Important	1.50	Performed a little
3	Vocabulary	3.54	Highly Important	1.62	Performed on the average
4	Phonics	3.52	Highly important	1.54	Performed on the average
5	Fluency	3.31	Important	2.05	Performed on the average
6	Phonemic awareness	3.43	Important	1.53	Performed a little
7	Concepts of print	3.54	Very Important	1.54	Performed on the average
	<b>Grand Mean</b>	<b>3.47</b>	<b>Important</b>	<b>1.79</b>	<b>Performed on the average</b>

Table 1 shows that all the items had their mean ratings between 3.31 to 3.54 on the perceived importance. This implies that English studies teachers agreed with some items being very important while others are important relevant knowledge and skills on reading as a concept in English language. The data in Table 1 also show that item had its mean rating (2.57) above cut off point on the expressed performance which shows that it is performed on the average while other items with mean ratings between 1.50 and 2.05 which are less than the cut-off point of 2.50, an indication that those items are performed a little on the expressed performance by English language teachers reading as a concept in English studies curriculum. The grand mean also revealed that reading skill as concept in the curriculum are important (3.47) and performed on the average (1.79) by English language Teachers.

### 3.2 Research Question 2

What is the Perceived Importance and Express Performance of knowledge and skills by English studies teachers on *writing skills in English studies curriculum*?

**Table 2:** Mean Ratings of English studies Teachers on their Perceived Importance and Expressed Performance of Knowledge and Skills on Writing skills in English studies curriculum N=82

S/No	Item Statement	Perceived Importance		Expressed Performance	
		Mean $\bar{X}$	Remark	Mean $\bar{X}$	Remark
1.	Writing simple sentence about events in correct sequence.	3.38	Important	1.38	Performed a little
2.	Guided informal letter.	3.42	Important	2.40	Performed on the average
3.	Narrative and Descriptive Composition	3.50	Highly Important	1.52	Performed on the average
4.	Guided Formal Letter Writing	3.35	Important	1.41	Performed a little
5.	Guided Narrative Composition.	3.38	Important	1.42	Performed a little
6.	Descriptive Composition.	3.36	Important	1.40	Performed a little
7.	Writing and Responding to Formal Invitations	3.34	Important	2.58	Performed
8.	Responding to Formal Invitations	2.95	Important	1.56	Preformed on the average
9.	Writing and Responding to letters of congratulations and sympathy	3.30	Important	2.59	Performed
10.	Writing paragraphs: Introductory, middle and concluding	3.40	Important	2.25	Performed on the average
11.	Writing simple composition that fit different purposes e.g. Letters, accounts, stories	3.00	Important	2.49	Performed on the average
12.	Writing E-mail messages	3.20	Important	2.25	Performed on the average
13.	Writing Biographies and Auto-Biographies	2.98	Important	1.63	Performed on the average
	<b>Grand Mean</b>	<b>3.27</b>	<b>Important</b>	<b>1.91</b>	<b>Performed on the average</b>

Table 2 shows that all the items had their mean ratings above cut off point of 2.50 on the perceived importance. This implies that English language teachers agreed with all the items as important relevant knowledge and skills on writing skill as concept in English studies curriculum. Table 2 also shows that some items on the relevant knowledge and skills on writing skills as a concept in English language are performed on the average and a little by English language teachers as shown in their mean ratings which falls between 1.38 and 2.49, while two items (no 7 and 9) are performed with mean ratings of 2.58 and 2.59 respectively. This implies that all the relevant knowledge and skills on writing skills as a concept in English studies curriculum are important and performed on the average by English language teachers as shown in the Grand mean of 3.27 and 1.91 respectively.

### 3.3 Research Question 3

What is the Perceived Importance and Express Performance of knowledge and skills by English language teachers on *Listening and speaking skills in English studies curriculum*?

Table3 :Mean Ratings of English studies Teachers on their Perceived Importance and Expressed Performance of Knowledge and Skills on Listening and speaking skills in English studies curriculum N=82

S/No	Item Statement	Perceived Importance		Expressed Performance	
		Mean	Remark	Mean	Remark
		$\bar{X}$		$\bar{X}$	
1.	Simple conversation using the appropriate words	3.38	Important	1.38	Performed a little
2.	Aural discrimination in vowels and consonants	3.42	Important	2.40	Performed on the average
3.	Oral composition, descriptive and narrative	3.50	Highly Important	1.52	Performed on the average
4.	Using question tags	3.35	Important	1.41	Performed a little
5.	Stress and intonation	3.38	Important	1.45	Performed a little
6.	Songs and poems	3.46	Important	1.40	Performed a little
7.	Structured dialogues involving expression of ideas with appropriate stress and intonation patterns	3.34	Important	3.58	Highly performed
8.	Debates and simple familiar topics	3.36	Important	3.04	Performed
9.	Using the correct intonations to distinguish between commands; Question and statements	3.58	Highly Important	1.90	Performed on the average
10.	Reporting incidents	2.92	Important	2.01	Performed on

11.	Participating in short play	3.42	Important	2.93	the average
12.	Intonations practice using dialogue and conversation in relevant issues	2.96	Important	2.38	Performed on the average
13.	Aural Description of Vowels, Consonants and Diphthongs	3.55	Highly Important	1.75	Performed on the average
14.	Guided Speech making	3.34	Important	2.36	Performed on the average
15.	Listening Comprehension on importance of public notices and Consumer Education	3.06	Important	2.48	Performed on the average
16.	Pronunciation of Mono-bi-and-poly-syllabic words with the appropriate stress and intonation.	3.42	Important	1.64	Performed on the average
<b>Grand Mean</b>		<b>3.34</b>	<b>Important</b>	<b>2.10</b>	<b>Performed on the average</b>

Table 3 shows that all the items had their mean ratings above the cutoff point on the perceived importance. This implies that English studies teachers agreed with all the items as important relevant knowledge and skills on Listening and speaking skills as a concept in English studies. Table 3 also shows that some items on the relevant knowledge and skills on Listening and speaking skills as a concept in English studies are performed a little (1.38-1.45), performed on the average (1.52-2.48) by English language teachers, while two items (2.93, 3.04) are Performed and one item (3.58) highly performed. This implies that all the relevant knowledge and skills on *Listening and speaking skills* as a concept in English studies are important and performed on the average by English language teachers as indicated by Grand mean of 3.34 and 2.10 respectively.

### 3.4 Research Question 4

What is the Perceived Importance and Express Performance of knowledge and skills by English studies teachers on *Grammatical Accuracy skills in English studies curriculum*?

Table 4: Mean Ratings of English studies Teachers on their Perceived Importance and Expressed Performance of Knowledge and Skills on Grammatical Accuracy skills in English studies curriculum N=82

S/No	Item Statement	Perceived Importance		Expressed Performance	
		Mean	Remark	Mean	Remark
		$\bar{X}$		$\bar{X}$	
1.	Using past, present and future tenses Accurately	3.68	Important	1.38	Performed a little
2.	Nouns and Pronouns	3.42	Important	2.40	Performed on the average
3.	Adjectives and Adverbs	3.50	Highly	1.52	Performed a

			Important		little
4.	Question Tags	3.38	Important	1.41	Performed a little
5.	Adverbial Clauses: using “If and When”	3.36	Important	1.40	Performed a little
6.	Using simple Adjectives and Adverbs in speaking and writing	3.34	Important	3.58	Highly performed
7.	Arranging list of word in Alphabetical order	2.88	Important	1.42	Performed a little
8.	Using Direct and Indirect Speech	3.32	Important	2.49	Performed on the average
9.	Active and Passive Sentences	3.36	Important	2.37	Performed on the average
10.	Using Present Perfect and Past Prefect Tense in Sentences	3.45	Important	1.84	Performed on the average
11.	Expressing consequences or cause and effect with the use of phrase	2.91	Important	1.39	Performed a little
12.	Finding of words in a simple dictionary or long list using knowledge of Alphabetical order	3.54	Highly important	3.31	Performed
13.	Use of Idiomatic Expressions	3.42	Important	2.03	Performed on the average
14.	Review of Verbs forms	3.27	Important	2.34	Performed on the average
15.	Words formations: Synonymous and Antonyms	3.63	Highly Important	3.12	Performed
16.	Review of Direct and indirect Speech	3.52	Highly important	2.45	Performed on the average
17.	Simile and Metaphors	2.56	Important	2.27	Performed on the average
		<b>3.32</b>	<b>Important</b>	<b>2.16</b>	<b>Performed on the average</b>

Table 4 shows that all the items had their mean ratings above cut off point of 2.50 on the perceived importance. This implies that English studies teachers agreed with all the items as important relevant knowledge and skills on Grammatical Accuracy skills as a concept in English studies curriculum. Table 4 also shows that some items on the relevant knowledge and skills on Grammatical Accuracy skills as a concept in English studies curriculum are performed a little (1.38-1.42), performed on the average (1.52-2.49) and performed (3.12, 3.31) by English studies teachers. This implies that all the relevant knowledge and skills on Grammatical Accuracy skills as a concept in English studies are important and performed on the average by English studies teachers as indicated by the grand mean of 3.32 and 2.16 respectively.

### 3.5 Hypothesis One

Ho<sub>1</sub>: There was no significant difference between the mean responses of male and female English language teachers on perceived importance of teaching skills and knowledge considered

desirable for improvement through in-service training on Reading, Listening and Speaking, Grammatical Accuracy and Writing as a concepts in upper primary school English studies curriculum.

**Table 5:** t-test Analysis of the Mean Responses of male and female English language Teachers on their Perceived Importance of teaching Skills and Knowledge considered desirable for Improvement through Training in the four areas of English studies Curriculum  
 $N_1 = 37$ ;  $N_2 = 45$

Item Statement		Perceived Importance						
S/N	Skills and knowledge of English language in the four areas of English studies curriculum	$\bar{X}_1$	$\bar{X}_2$	SD <sub>1</sub>	SD <sub>2</sub>	t-cal	t-tab	Remarks
1	Reading skill	3.46	3.41	0.76	0.79	0.291	1.96	Accept
2	Listening and Speaking	3.45	3.28	0.72	0.72	1.064	1.96	Accept
3	Grammatical Accuracy	3.30	3.38	0.78	0.59	0.514	1.96	Accept
4	Writing	3.28	3.34	0.81	0.76	0.343	1.96	Accept

Key: t-tab. 1.96; df = 80; \* t-Cal Significant @ 0.05 level of significance

$\bar{X}_1$  = mean responses of male English studies teachers

SD<sub>1</sub> = standard deviation of the responses of male English language teachers

$\bar{X}_2$  = mean responses of female English studies teachers

SD<sub>2</sub> = standard deviation of responses of female English language teachers

The data presented in Table 5 show that all the items on perceived importance had their calculated t-value less than Table t-value of 1.96 at 0.05 level of significance and 80 degree of freedom. This implies that there was no significant difference between the mean responses of male and female English language teachers on their perceived importance of relevant skills and knowledge in English language in the four areas of English studies curriculum.

### 3.6 Hypothesis Two

Ho<sub>2</sub>: There was no significant difference between the mean responses of male and female English language teachers on expressed performance of teaching skills and knowledge considered desirable for improvement through in-service training on Reading, Listening and Speaking, Grammatical Accuracy and Writing as concepts in upper primary school English studies curriculum.

**Table 6:** *t-test Analysis of the Mean Responses of male and female English language Teachers on their Expressed Performance considered desirable for Improvement through Training in the four areas as concepts in upper primary school English studies curriculum.*N<sub>1</sub> = 37; N<sub>2</sub> = 45

S/N	Item Statement	Expressed Performance						
		$\bar{X}_1$	$\bar{X}_2$	SD <sub>1</sub>	SD <sub>2</sub>	t-cal	t-tab	Remarks
	Skills and knowledge of English language in the four areas of English studies curriculum							
1	Reading skill	1.70	1.78	0.67	0.85	0.47	1.96	Accept 6
2	Listening and Speaking	1.99	1.83	0.67	0.89	1.03	1.96	Accept 4
3	Grammatical Accuracy	2.09	2.11	0.63	0.71	0.13	1.96	Accept 5
4	Writing	2.20	2.12	0.61	0.65	0.57	1.96	Accept 4

Key: t-tab. 1.96; df = 80: \* t-Cal Significant @ 0.05 level of significance

 $\bar{X}_1$  = mean responses of qualified English language teachersSD<sub>1</sub> = standard deviation of the responses on qualified English language teachers $\bar{X}_2$  = mean responses of unqualified English language teachersSD<sub>2</sub> = standard deviation of responses of unqualified English language teachers

Table 6 shows that all the items on expressed performance had their calculated t-value less than Table t-value of 1.96 at 0.05 level of significance and 80 degree of freedom. This implies that there was no significant difference between the mean responses of male and female English studies teachers on expressed performance of relevant skills and knowledge in English studies in the four area of English studies curriculum.

#### 4. DISCUSSION OF FINDINGS

From Table 1 it was revealed that all the English studies teachers agreed with some items in the table as being very important relevant knowledge and skills on reading as a concept in English studies curriculum, while they performed in some items with low mean ratings in relevant knowledge and skills on trade as a concept in English studies curriculum. The evidence gathered from this table is an indication that the teachers know the importance of this skill but found it difficult to teach effectively. English studies is not easy to teach and the difficulty in teaching it even becomes more obvious when it is taught by teachers that lack the required knowledge and skills on it. As a principle in education the teachers should be competent in teaching the subjects (Asche, 1985). The only means of providing competency for effective teaching for already serving English language teachers is by training, because teachers of English studies should be masters of the subject.

The need to curb lack of competency on the part of English language teachers through retraining is also highly magnified in Table 2. As it can be seen, English language teachers agreed as far as perceived importance in the relevant knowledge and skills on listening and

speaking is concerned. On the other hand, while some teachers performed highly with mean ratings above cut-off point, others performed on the average as well as performing a little with mean ratings less than 2.50. The performance in some items is high because every English language teacher would want to know what the students required and also observe their activities with their students, as a motivation to choice of career. The remaining items which have low mean ratings depicted clearly the urgency of training if the objective of effective teaching of the English studies will ever be achieved. This is very important because knowledge can only be imparted when a teacher teaches what he knows (Ogbuanya 1996). It is also significant to know that a teacher who teaches a subject he knows well helps to motivate interest in the subject matter to the students.

The data presented in Tables 5 and 6 answered hypotheses 1 and 2 which indicated that there was no significant difference between the mean responses of male and female English studies teachers on perceived importance and expressed performance in relevant skills and knowledge in English language in the four areas of upper primary school English studies curriculum. To provide improvement on the English language teachers' qualifications for both male and female, the teachers need retraining. This is particularly important as no teacher gives what he does not have in terms of knowledge and skills (Ogbuanya, 1996). If the learner does not learn the required tasks set for him then the objectives for setting such tasks will be defeated.

## **5. CONCLUSION**

Based on the data obtained, the following conclusions have been made.

It is a known fact that for learning to take place, a teacher has to impart what he knows. For English studies to be effectively taught, the teachers should not only know what to teach but also be competent in imparting such knowledge. This competency and knowledge can only be acquired through retraining. To this end, this study has taken a critical look at knowledge and skills of the English language teachers which impedes high performance level in English studies teaching and hence need improvement through retraining. Data collected in this study indicated that in spite of the fact that qualified teachers were originally trained, they still need immediate training in areas like reading, listening and speaking and grammatical accuracy.

### **5.1 RECOMMENDATIONS**

Based on the research results, the following recommendations were made:-

1. Various institutions of higher learning concerned with the training of English language teachers should plan the curriculum of training to include all the identified areas of deficiency. Such pre-planning should use results of the findings of this study in order to instruct and train the teachers appropriately.
2. The Education Secretariat in the Gwagwalada and Kwali Area Councils should make genuine efforts to ensure that the right caliber of English language teachers is recruited for the teaching of the subject.

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