IMPACT OF VOCABULARY LOAD ON HAUSA ESSAY WRITING PERFORMANCE OF PRIMARY SCHOOL PUPILS IN SABON GARI LOCAL GOVERNMENT AREA OF KADUNA STATE NIGERIA

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER IN LANGUAGE ARTS EDUCATION (HAUSA)

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
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DECLARATION

I hereby declare that this study on impact of vocabulary load on Hausa Essay Writing Performance of primary school pupils in Sabon-Gari Local Government Kaduna State is my original research work. It has not been presented anywhere for the award of Higher degree in any form. All published and unpublished sources of information have been acknowledged.

KABIRU USMAN IBRAHIM **Signature** **Date**

CERTIFICATION

This dissertation, IMPACT OF VOCABULARY LOAD ON HAUSA ESSAY WRITING PERFORMANCE OF PRIMARY SCHOOL PUPILS IN SABON-GARI LOCAL GOVERNMENT AREA OF KADUNA STATE.BY KABIRU USMAN IBRAHIM meets the regulations governing the award of Master's Degree in language art education (Hausa) at Ahmadu Bello University, and is Approved for its Contribution to Knowledge and Literary Presentation.

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DEDICATION

This dissertation is dedicated to my parents Mal. Usman Ibrahim and late, Aisha Mahmud; May Allah (S.W.T) forgive her, wash away her sins and grant her Aljannah Firdausi, Amen.

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ABSTRACT

The purpose of this research was to find out Impact of Vocabulary Load on Hausa Essay Writing performance of primary school pupils in Sabon-Gari Local Government Kaduna State. Research questions were designed and corresponding hypothesis were formulated. The hypothesis sought to test significant between the performance of experimental and control group on Essay writing.120 pupils were purposively sample from two schools in 62 primary schools one as control the other one as experimental. Quasi experimental design were used. The findings answer the following questions: is there impact of vocabulary load at the rate of content, expression, organization and mechanical accuracy of pupils Essay Writing in primary schools. The instrument was 120 words from different aspect of life which elicit data for the research, it is analysed using mean and standard deviations for the research question T-Test for hypotheses at 0.05 level of significance. The research revealed that experimental group performed better after treatment. Implications on students, teachers, and Educational Authorities were provided. Recommendations were provided based on the findings,that emphasis should be made on contextual use of the meaning of words and registers of a specific discipline of a topic in Hausa Essay Writing. Student should be involved in vocabulary load learning strategy through independent reading etc.

OPERATIONAL DEFINATION OF TERMS

Performance: This refers to the way a person uses his knowledge of a language in producing and understanding sentences.

Vocabulary: Is usually alphabetized and explained collection of words of a particular field or prepared for a specific purpose, often for learning.

Writing: Refers to a graphics representation of symbols such as letters that express meaning.

Load: A worry or concern to endured, especially in the phrase a load off one's mind. Or a certain number of articles or quantity of material that can be transported or processed at one time.

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the developments and presentation of thoughts in a structured way. Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvements. It helps to consolidate their grasps of vocabulary and structure, and complements the other language skills. For example, translation, sentence pattern changing, text shortening and rewriting. It aids comprehension of texts and helps in compositions writing. It can foster the learner's ability to summarize and to use the language freely.

Writing is an opportunity for knowledge building and for learners to be proficient in it, they need more background information by providing simple language input through the interweaving of writing referred to as inter-textuality. Bialystok (1998), Blanton (1999) and Wells (2000) say writing plays an important role across educational levels. Learners across different proficiency levels can become expert writers through active participation in composition writing. Students sometime need encouragement from the teacher to write an essay on topics that are familiar to them. This will be a way of improving their writing and also gain interest to write using the vocabulary they have acquired in or outside school. Writing is an opportunity for knowledge building and for learners of L1 to be proficient in their language, they need more background information to provide ample language input in writing.

The belief that language learners can effectively develop their vocabulary knowledge through abundant exposure, and without word focussed tasks, had a strong influence on the language teaching profession. Input centre methods, like extensive reading, are backed by the faith that motivating learners to many will result in better vocabulary learning. The rationale behind this seems to draw evidence from first language acquisition. Children do not intently set out to increase their vocabulary, but they simply absorb new words by constantly encountering them in their daily lives. The attention of this study is on Hausa as a mother tongue the participants have as their first language.

Writing is a skill that enhances language acquisition as learners experiment with words, sentences and other elements. Writing to communicate idea effectively and to reinforce the grammar and vocabulary acquired demands some rigorous exercise. A text can be an article that discusses a problem. The discussion is done on the basis of investigations, observations, data collection obtained through a study, development and testing of hypotheses using systematic method to arrive at the solution of the problem studied. In writing, scholarly characteristics of a work should be empirically reliable and objective. It uses language that is good and true to the situation to order investigation. It chooses right words that match the message conveyed.

Nigeria, like other countries of the world, acknowledges that education is a vital tool for achieving national development. Consequently, it has joined other nations in their match towards worthwhile educational investments and reforms. The purpose of schooling is to impact changes in children's behaviour by motivating them to specific experiences through systematic presentation of skills, attitudes, concepts and principles.

The teacher uses various techniques to observe the characteristics and behaviour of pupils that could promote or hinder learning. He can observe the skills used in problem solving, listen to pupils' answers to questions or their comments to note their difficulties and then adjust teaching accordingly, identify possible misconceptions and take care of them.Children's environment shapes the initial constellation of attitudes they develop toward learning. When parents nurture their children's natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarizing them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying.

When children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning. Conversely, when children do not view themselves as basically competent and able, their freedom to engage in academically challenging pursuits and capacity to tolerate and cope with failure are greatly diminished. The teacher uses various techniques to observe the characteristics and behaviour of pupils that could promote or hinder learning. He can observe the skills used in problem solving, listen to pupil's answers to questions or their comments to note their difficulties and then adjust teaching accordingly, identify possible misconceptions and take care of them.

Writing for the benefit of academic community is in the form of theses, dissertation, and journal articles. Its content is presented in a straight forward and objective way. When a scientific writing is presented for public interest, it is usually done in a form of article to reveal the result of research and application of research result in scientific substance. Writing involves an expression of a sense of problem solving, systematic and organized effort to investigate that specific problem base on

rational and empirical efforts. These efforts include the process of examination, testing and experimentation done through critical, industrious, objective and logical means. Papers are written in precise, accurate, true, honest and non-conjectural way. Honest in the sense of ethical behaviour through reference and quotations or citations. It deals with cause and effect with understanding of the reasons of a particular situation that would make the readers draw a conclusion to a problem in other to proffer solutions to the situation. It is well recognized that many pupils are likely to experience difficulty making distinction between different forms of writing; be it technical, non-technical, argumentative, expository, narration or otherwise. In some situation the pupils themselves were not taught these different forms of writing exercise and various conventional patterns. This may be as a result of lack of competent language teachers who would handle that course in the primary schools or the teachers are not interested in teaching writing and other related factors.

Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. One common belief among first language (L1) researchers is that most of the words acquired by children during the process of first language acquisition are acquired incidentally in that, words are learned when the child's attention is focused on an on-going task (e.g., talking to his/her parents or reading or listening to a story which leads to writing rather than specific lexical items. Specifically, the most common task through which children expand their vocabulary knowledge is to write

However, this research focuses on Hausa as a mother tongue when students are motivated with vocabulary load, since most of the acquisition of vocabulary knowledge are through interaction and influence of the immediate environment. It could be

observed from Hausa speakers that most of their vocabulary knowledge is from experience gain at when they listen to stories at home or when they listen to some discussions. Vocabulary learning is the most important part of learning a language which also makes the greatest difficulty for language learners repeatedly encounter this problem with their language teachers and want to get rid of vocabulary lists. Although some teachers insist on vocabulary learning through suitable context, many of the teachers stick to repetition and vocabulary lists.

For someone to write effectively, there is need for vocabulary knowledge since it is what you have in your mind that will be written down, sometimes students learn most vocabulary incidentally without them realising that they have acquired something of great importance to their academic pursuit. (Hart and Risley, 1991) say must form the habit of writing to perform well in all subjects. A good reader has a better opportunity for greater achievement in writing.Therefore, since writing is very technical and requires a lot of effort to come up with pieces of writing that can be adjudged to be good. The need for teachers to adjust their teaching methods is required especial to the L1 students whose learn most of their vocabulary knowledge through the influence of the immediate environment, which could hinder them to think of writing something meaningful.

1.2 Statement of the Problem

Writing is very important to the teaching and learning process and students need support from their teachers and other parastatals like the ministry of education and other bodies. In order to gain motivation and desire to put more effort in achieving the writing skills. Students manifest difficulties in writing, the teacher and also the examinations bodies have found that Lack of writing skill could be one of the problems

of students in most Nigerian schools because when it comes to assessment; it will be on their writing since most of the exams are in written form.

Teachers found that lack of knowledgeable meaning of words as the key to comprehend texts, could be a problems that students encounter when it comes to writing. Students at various levels of learning are not able to express their thoughts. It has resulted in numerous breakdowns in conceiving what is taught. Learners must have access to meanings of words that teachers, or their surrogates (other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways i.e. to learn something new. (Baker 1998). Many people who are concerned with educational development are of the opinion that student's performance is very low. This can be noticed from the public outcry that most of the graduating students are not performing adequately well in the various examinations. Reports (WAEC & NTI) showed the low performance of students and their inability to communicate ideas logically and effectively to satisfy the demands of the examiners.

However, the researcher noted that most students gain entry in to the next class without the ability to write in Hausa as mother tongue due to the limitation of some fertilities to teach Hausa as a subjects, if this problem continues untackled, it might adversely affect the teaching and learning of Hausa in Nigerian educational systems.

The preliminary report of the National Evaluation team to primary schools nationwide, conducted by the Universal Basic Education Programme Implementation Agency (2002) portrayed the prevalence of poor writing in Nigeria primary schools. Despite the influence of television, we still live in what has been called the print culture. The degree of variation in teaching method used in Nigerian schools could lead

to the limited vocabulary of Hausa in primary schools. Over concentration by some teachers on the syllables does not allow students to practically discover knowledge?

The examiners observes the mass failure on examination in Nigerian schools are still abound. Olaofe (1995) ascertains that 25% of undergraduate write at or below primary level. Words are the foundation of learning. Multiple exposures to conversations, discussions, and listening to narrative and expository texts, read aloud, enrich children's knowledge of how words communicate ideas. ''Many children amaze us with their language use, overflowing with words, concepts, and ideas; many others, having never been exposed to a language rich world, are limited in their ability to communicate''

Another problem is lack of encouragement, to learn the meaning of new words which could help students to write well in Hausa as mother tongue, and have the ability to learn more words. The teachers also observed a problem from the examination bodies; those problems could be lack of giving chance to students to write in examinations, as some of the questions are yes/no, true/false, A/B especially in Nigerian primary schools. Therefore the study intends to find out the impact of vocabulary load on Hausa writing performance of primary five pupils.

1.3 Objectives of the Study

The research was based on the following objectives:

i. To find out the impact of vocabulary load on pupils content development in Hausa writing.
ii. To assess the impact of vocabulary load on the organisation style of pupils writing in Hausa

iii. To examine the impact of Hausa vocabulary load on pupil's expression in Hausa writing.

iv. To investigate the impact of vocabulary load on mechanical accuracy of students writing in Hausa.

1.4 Research Questions

The study address the following Research questions

i. What is the impact of vocabulary load on pupil's content developments in Hausa writing of experimental against control group?

ii. What is the impact of vocabulary load on the organisation style of pupils writing in Hausa experimental against control group?

iii. What is the impact of Hausa vocabulary load on pupil's expression in Hausa writing experimental against control group?

iv. What is the impact vocabulary load on mechanical accuracy of pupils writing in Hausa experimental against control group?

1.5 Hypotheses

The following hypotheses are constructed in order to guide the study and ascertain their level of significance

i. There is no significant difference between the performance of students exposed to vocabulary load to those that are not exposed on the content of Hausa writing.

ii. There is no significant difference between the performance of students exposed to vocabulary load to those that are not exposed on organisation in Hausa writing.

iii. There is no significant difference between the performance of students exposed to vocabulary load to those that are not exposed on expression in Hausa writing.

iv. There is no significant difference between the performance of students exposed to vocabulary load to those that are not exposed on the mechanical accuracy of Hausa writing.

1.6 Significance of the Study

This research is designed to investigate the impact of vocabulary load on Hausa essay writing of primary five pupils in selected primary schools in Sabon Gari local Government area of Kaduna state. The research believes that the result of the investigation would help teachers, students, also the investigation would help in reforming matters concerning student's vocabulary load on their written ability in primary schools.Teachers will be exposed to teaching techniques of building vocabulary load in Hausa. This will go a long way in solving the problem of lack of facility to express oneself in Hausa as a mother tongue. The research will also encourage students on the need of finding out the meanings of unfamiliar words, as that could help them to develop their existing vocabulary which can also enable their exposure on Hausa writing.

The research is also meant to be a step forward in the general search of solution to the problems of mastering the language skills which are considered to be responsible for the student's poor performance of students in Hausa language especially in written communications. The research would also add to the ways of teaching vocabularies load at many level of education especially in primary schools. Finally, this study is expected to make a significant contribution to the proper understanding and appreciation of learning the basic language skills through vocabulary load which at the end may improve some of the language skills especially written communication.

1.7 Scope and Delimitation of the Study

The study is limited to primary five pupils of Sabon-Gari local government area of Kaduna State. They were sampled base on the assumption that they have acquired skills that will prepare them to undertake task of this nature. This is because some of the primary five pupils are preparing for common entrance examination. The study will cover the assessment of primary five pupil's performance in the content, expression, organisation and mechanical accuracy in Hausa writing. The study centres to finding out if vocabulary load can enhance the performance of primary pupils on Hausa writing. The study focused mainly on the written component because writing encompasses the other three skills. This is because student academic performance is mostly assessed through the written medium.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews areas that are relevant to the study on concept vocabulary load of primary school pupils in Hausa essay writing. The study also focus on the impact of vocabulary load. Concept of vocabulary, Main types of vocabulary, Concept of writing, Vocabulary load and content on Hausa writing, Vocabulary load and organisation on Hausa writing, Vocabulary load and expression on Hausa writing, Vocabulary load and mechanical accuracy, previous studies, the research adapted cognitive as the theoretical framework of the study

2.2 Concept of Vocabulary

Vocabulary is the knowledge of words and words meanings. The concept vocabulary is word meaning, as a lot of words, usually arranged and defined. Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do. Vocabulary addresses single lexical items words with specific meaning but it also includes lexical phrases or chunks. Steven and stahl (2005) says ‘’vocabulary load is the knowledge of words not only implies a definition but it is also how that words fits in to the world,’’ knowing vocabulary words is the key to many other words skills. The more words a child knows, the better he or she will understand the text. Knowing the words involve more than knowing a words definition Johnson and Pearson (1984) says there is need of having context-bound and vast knowledge as well as knowing the words well and remembering it. Dale 1965

Olugbodi (2006) posit that vocabulary load refers to words and their meaning; this has to do with words and what the meaning is. Vocabulary is essential to effective

communication. As one gain experience in writing there is the need to improve the precision with which you use familiar words and increase the number of words more appropriately. So the choice the appropriate word shows some level of vocabulary development of writer Fowler &Aaron (1998)

> *.....''words are appropriate when they suit the subjects and the purpose of your writing.....we all use various kind of language various set of words defending on the content in which we are speaking or writing''*

Barnhart, and Lewis (1968) Say a person's vocabulary load is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a language. Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers or their surrogates; (other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e. to learn something new). A person's knowledge of words is divided into two broad types of vocabulary: the active and the passive.

An active piece of vocabulary is a word a person uses and a passive word is one that a person understands, but does not use. There are several degrees of knowledge ranging from no understanding of a word to the full knowledge of the word's meaning Precise information about vocabulary load can be used in selecting and exploiting vocabulary effectively. Vocabulary is central to language, the teaching and learning of vocabulary has been neglected in the field of second language acquisition Hedge (2000:110) wrote "vocabulary acquisition had received short shrift from applied

linguistics" Recently, vocabulary have been considered one of the most important aspects of second language learning. Famous researchers like West and Nation have built a scientific basis for selecting the vocabulary content of a language course. Therefore, vocabulary knowledge could be the total number of words known by a native speaker using it every day or occasionally in school or outside school setting.

Vocabulary knowledge is one of the language skills crucial for fluent language use (Nation, 1993) Say vocabulary size is an indicator of how well the first and second language (L2) learners can perform academic language skills such as, reading, listening, and writing. (Bear 2008; Nation 1993; Treiman & Casar, 1996). Some researchers (Harley, 1996; Yoshii, & Flaitz, 2002) point to vocabulary learning as a vital part of each student's life, while other researchers though accept the importance of vocabulary acquisition in language proficiency and academic achievement; their ideas about how vocabulary should be learned have varied widely. Researchers in the field recognize the need for vocabulary acquisition especially at the intermediate level

Prince, 1996; Siribodhi, 1995. As language learning involves the acquisition of thousands of words, teachers and learners alike would like to know how vocabulary learning can be fostered, especially in settings where learners frequently acquire impoverished lexicons, despite years of formal study. Methods for vocabulary acquisition include word-lists, dictionary use, workbooks, teacher-made materials, and group discussion. Yet developing effective pedagogical methods for vocabulary acquisition continues to demand attention and exploration. (Anderson 1988; Nagy, 1988; Nagy & Herman, 1987). For instance, Anderson (1988) claims that, during primary and secondary school years, when children acquire literacy knowledge, they usually read about one million words per year and therefore it would be probable that

reading activities are more important source of L1 vocabulary acquisition than other language skills, particularly the writing skill.

2.3 Main Types of Vocabulary

A vocabulary means both a list of words and the range of words known by any one person. A person's vocabulary develops with age and learning. The word vocabulary entered the English lexicon in the 1530s and is derived from the Latin word 'vocabularium,' meaning 'a list of words.' It gained its modern meaning, the sum of all words known by a person, in the 1700s.Writers such as William Shakespeare and Charles Dickens are known for their large vocabularies. If the term is used to mean a list of words, there are several types of vocabulary. These can be divided, According to Webb (1997) as with grammatical classes, into adjectives, nouns and verbs. They could also be divided, as with the different fields of semantics, into categories as diverse as emotions, colours, animals and human body parts. When dealing with the types of vocabulary, the four types, including reading and writing, are the most commonly use

This research focused on the writing part on Hausa as a mother tongue rather than as a second language or foreign language are known for their large vocabularies in English. For Hausa, we can think of people like (Imam 1939: Abdullahi 1982, Abdullahi 1980, Tafawa Balewa1945, Ladan 1980) and many other prominent Hausa writers. Newman R.(2007) says words are defined in American English, although in some cases a British English equivalent is given as an alternative when this is what is more likely to be known in Nigeria. But the order definitions goes from the most common current day meaning to less common more specialized or older meanings. Figurative meanings and idiomatic uses are also provided as occasional sayings and proverbs for convenience. Eg malmala ''a maund of tuwo''

2.3.1 Reading Vocabulary

This means it is the words understood by the reader when he or she is reading a piece of written text. The person is able to recognize the form of the letters and how they correspond to one another, and how their sum is understood. This also includes understanding a word's spelling, meaning and the exact meaning in its context.

2.3.2 Listening Vocabulary

This is a passive type of vocabulary in which the listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and, if there is visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

2.3.3 Speaking Vocabulary

This type of vocabulary demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.

2.3.4 Writing Vocabulary

This is active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

2.4 Concept of Writing

It is a skill that does not come naturally, but has to be learnt. The teaching of writing starts with the knowledge of the individual letters of the alphabet. If teaching at this level is faulty, it has a negative effect on the pupils, as their inadequacies will be reflected in their subsequent education. Writing as static, as an object that can be broken down and analysed. Anyone who thinks deeply about writing does this almost

automatically and it helps us understand and deal with the complex interrelationships of a text. This view point sees the writing process as a series of distinct, sequential steps: planning, prewriting, drafting, revising. It does not view the writing process as something that circles back on itself that is, that one revises as one drafts, or that you have to stop in the middle of drafting and rethink your plans.

Writing should be effectively taught as it plays a critical role in the child's literacy development. The skill of writing is formally taught. Writing is not handwriting, nor filling in words in the blank spaces in pupils' work books. Writing is creating meaningful texts such as stories, descriptions or informative pieces. The writing skill is the ability to present ideas and views in a graphic form. Writing is a technique that has to be promoted by educators in many fields; such as nursing counselling and management. It is a means of facilitating reflective and critical thinking: writing as a skill is developed overtime (Braine 1999: Kern 2000and Myles 2002) posit that most subjects in school are tested though the writing medium. There is the need for absolute intelligibility in writing communication by the students across the primary schools to perform well in various disciplines.

Milton (2009) states two types of knowledge involved in being able to use a word properly and effectively in a language. Receptive knowledge represents the words that are recognized when heard or read. Productive knowledge refers to the word that can be called to the mind and used in speech or writing. Milton believes that it is useful in teaching and learning a language to specify receptive vocabulary and productive one. Some syllables designers divide their word list into words the learner expect to know passively and those they expect learners to know actively. Contrary to Hausa which has no any specific number of words to memorize by a speaker before one should be able to writing.

Krupa (2006) explains writing as a process, a complex psychological and physical activity that takes place in stages Langer (2007) sees it as an evolutionary process that takes time to develop. Tumbal (2008) say writing as the physical representations of a conceived idea, something which have been spoken verbalized with the use of conceive idea and symbols. The definitions presented here all suggest that, writing as one of the language skills involve a systematic use of sign and symbols.

Since, writing is psychological and physical activities that demand a step by step process in learning. Hence it can be noted that, since writing is an attempt to use sign and symbols, it needs to be developed systematically in various stages. It is safe to say that writing involves the use of signs and symbols to ideas in words as such it has to be a gradual process.

Writing is a crucial form of communication through which we get most of the information required in teaching and learning situations and in everyday life. Krashen (1993) says that we learn to read by writing, not through drill and practice, but by free volition, and in this way learners become readers. Writing is the recognition of printed or written symbols, which serve as stimuli for the recall of meanings built up through the reader's past experience. It has also been described as a process of translating alphabetical symbols into a form of language from which the native speaker has already derived the meaning.

Adewole (2001) asserts that the aim of any writing programme is to lay a strong foundation that can benefit pupils throughout their lives in academic pursuits. Phillips (1997) comments on the numbers of literate pupils in primary schools in Nigeria, notes that about 57 percent of Nigeria's population over age six is literate, that is, can read and write with understanding in at least one language. The literacy rate is higher among

the male population (about 66 percent). While the literacy rate ranges between 50 and 82 percent in the southern states, the rate in most of the northern states (excluding Kaduna and Katsina) ranges from 32 to 50 percent. Adigun and Oyelude (2003) conducted research on the use of the public library in selected locations in Ibadan, with the aim of exploring writing habits and general attitude towards writing and acquisition of skills in writing.

According to Lawal (1996) readers use the symbols to guide the recovery of information from their repertoires and subsequently use this information to construct interpretations of the message. Adewole, (2001) describes "critical writing skill," which students need to read, explore, and appreciate a literary text effectively. The ability to read is a crucial skill for information retrieval (Dike, 2006). There are various factors militating against the effective teaching and learning of writing and comprehension in our primary schools. Oyetunde and Unoh (1986) list impediments to positive writing habits and attitude. These includes lack of materials, poor preparation of teachers, lack of interest, poor libraries or none at all, home background, and lack of adult readers as models.

Ojo, (1993) founds that the major causes of students' poor performance in English and other school subjects is their inability to read effectively, which, in turn, is largely is due to the attitude of learners toward writing. Lawal, (1982) did diagnostic testing of writing achievement of selected secondary schools in Samaru, Zaria, and describes such writing problems as: omission, substitution, reversal, mispronunciation, and sight vocabulary, not up to grade level, nervousness, slow writing, and lack of comprehension.

Folaranmi (2007) believes that the government should involve teachers in working out effective ways of making the teaching profession viable for serving teachers and attractive to incoming ones, in order to address the problem of student poor writing culture. Adekoya and Arua (1997) believes that "many bilingual students fail to comprehend what they read in the school situation because they lack the vital first-hand experience necessary to widen their knowledge and general information of their culture which are not included in the school text". Akinbade, (2007) states that a good environment is necessary to promote effective learning in primary schools. Research have found that lack of good writing by Nigerian primary school students could be the interest, preparation, and the writing habit from most of the students and teachers not exposing them to writing.

Wilkins (1988) posits that student's low performance in written communication is attributable to their errors in making plural of uncountable nouns, wrong construction, excessive use of redundant expression, wrong splitting of words and verb, noun and pronouns faulty amalgamation of words. Parents and examiners complain seriously on the inability to communicate effectively in both writing and spoken standard Hausa. This is based on their inability to use correct grammatical structure and present ideas in a systematic and appropriate manner.

However, in the same way this study is interested in finding out whether the exposure to vocabulary load can enhance good writing of primary five pupils in Hausa due to some of the error committed when writing by the L1 learners. Hayakawa (1979) states that, "To learn to think more clearly, to speak and write more effectively and to listen and read with greater understanding have been the goal of the study of a language.

The main problems of this study is to determine whether the exposure to vocabulary load can improve the writing of primary five pupils, it was also to determine whether the vocabulary load could enhance and facilitates good writing, adequate expression, mechanical accuracy, content, and organisation of thoughts ideas on Hausa written essay. The researcher also observed some problems of teaching Hausa in some of our primary schools, as not given equal opportunity to the subject in teaching; by the teacher parents, curriculum planers and government at large.

Oyerokun (1993) emphasizes the need to use appropriate techniques and materials in teaching. She further states that in order to achieve this, the school, teacher, and parents should work together to ensure improvement in writing performance. Bond and Tinker (1973) share the same view as Onibokun, maintaining that school, students, teachers, and parents should work to improve language writing skill. Chihemen (2007) states that government has an interest in this matter, and put in place a training programme called " The Special Teacher Upgrading Programme (STUP)" to address among pupils.

Vocabulary Learning First of all, according to the orthographic definition, a 'word' is '. . . any sequence of letters (and a limited number of other characteristics such as hyphen and apostrophe) bounded on either side by a space or punctuation mark' (Carter, 1993).Its flaw is not only its limitation to the written language, but the fact that it is formalistic, inconsistent and incomplete because it neglects differences in meaning and the issues of polysemy, homonymy, grammar functions, etc. Secondly, based on semantics, a word can be defined as the smallest meaningful unit of language (Carter, 1992). Knowledge of an L2 lexical item consists of several components. Generally, it is characterized by several dimensions of word knowledge (i.e. phonological and orthographic, morphological, syntactic and semantic) and by knowledge of conceptual

foundations that determine the position of the lexical item in our conceptual system. It inevitably includes the ability of productive use, i.e. efficient retrieval of the lexical item for active use.

Takac (2008) Factors Affecting Vocabulary Learning and Acquisition Some factors influence the learning of a lexical item and make the acquisition of vocabulary difficult. Based on Laufer (1997), the factors that affect the learner ability of lexical items include pronounce ability (phonological or supra-segmental features), orthography, length, morphology, including both inflectional and derivational complexity that increase the vocabulary learning load, similarity of lexical forms (e.g. synonyms, homonyms), grammar, i.e. part of speech, and semantic features (e.g. abstractness, specificity and register restriction, idiomaticity and multiple meaning)

2.4.1 Importance of Vocabulary

The importance of vocabulary is central to language teaching because without sufficient vocabulary learners cannot understand others or express their own ideas. It seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words.

Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge. In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of writing achievement. The Report of the National Reading Panel (2000), for example, concluded, "The importance of vocabulary knowledge has long been recognized in the development of writing skills.

As early as 1924, researchers noted that growth in writing power relies on continuous growth in word knowledge". Moreover the importance of vocabulary could be on the area of comprehension when writing a text.

Takac (2008;) states that ''explicit vocabulary teaching would ensure that lexical development in the target language follows a systematic and logical path, and hence avoiding uncontrolled accumulation of sporadic lexical items. However, the contribution and effect of explicit vocabulary teaching on vocabulary acquisition is still under dispute. Learners do not learn everything that teachers teach''. Lewis (2000) describes teaching as being linear and systematic, but it is wrong to conceive of learning as being the same. Recently, attention to intentional vocabulary learning has shifted toward incidental learning. Incidental vocabulary learning occurs when learner tries to get the meaning. Researchers have shown that reading, as one of receptive skills, is much more helpful in vocabulary development of learners than generally realized.

A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Mark Lepper 1988).says an extrinsically motivated students performs "in order to obtain some reward or avoid some punishment external to the activity itself," such as grades, stickers, or teacher approval (Lepper). Therefore, the recent study look at this importance on writing Hausa as a mother tongue and how vocabulary load of L1 learners could enhance good writing of primary five pupils in Hausa.

2.4.2 Importance of Vocabulary in Writing

Vocabulary as an important component of language plays an important part in learning a foreign or second language. There are different strategies to help learners acquire and consolidate new words. One of such strategies that are both easy and applicable in Nigerian environment can be writing assignments. According to Chastain (1988), writing is an important means of learning. Writing anything to be learned helps students practice the material and store it in a long term memory. One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words often (National reading Panel, 2000). According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long term memories. This does not mean mere repetition or drill of the word, but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide students with opportunities to encounter words repeatedly and in more than one context. It can be said that testing vocabulary regularly can help learners to be more exposed to vocabulary. One way to test vocabulary is cloze test. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words that belong to the deleted passages of a text.

Research on vocabulary knowledge in general and the acquisition, development and retention of L2 (or foreign) vocabulary in particular, however, has come to the fore recently (example, Broady, 2008; Meara, 2012). Following this line of research, scholars have been investigating quite a number of issues especially what vocabulary knowledge entails. In simpler terms, what is meant by knowing a word? Some scholars believe that lexical knowledge entails a command on a set of interrelated sub knowledge's such as knowledge of meaning and form, grammatical or morphological

knowledge which in all amount to the construct of vocabulary (e.g. Nation, 1990, 2001; Qian & Schedl, 2004; Webb, 2007, 2013). Some others view vocabulary knowledge as accumulating phases of mastery based on which learners begin language learning with an elementary familiarity with most common words of a language and probably progress to the highest levels of mastery where they can readily use L2 vocabulary in communicatively appropriate situations such as delivering a speech or having a pep talk with a friend (Brown, 2011). Recently, vocabulary knowledge is increasingly viewed as a multidimensional psychological trait which is in sharp contrast with the traditional view on lexical knowledge as a single dimension. That is to say, there is a growing tendency among researchers that knowing a word requires mastery on various aspects of formal and semantic knowledge (Hellman, 2011)

Nation (2001) believes that vocabulary knowledge incorporates three macro levels of form, meaning and use, which each consists of a number of micro dimensions to cover receptive and productive aspects of knowing words. Therefore, in general, it can be said that lexical knowledge as a multidimensional set of interrelated sub knowledge's entails knowing primary meanings of a word, it is appropriate uses in authentic contexts, its grammatical and morphological properties and the associations a word has with other L2 words (Brown, 2011). Vocabulary knowledge as some researchers have found to be the key to the success of academic pursuit could also be a problem to other student when considering the time allocated for every lesson especially in Nigerian primary schools.

The study, here are some of the issues to be considered in teaching Hausa as a mother tongue where the instructions to teach the language are favourable and are strictly followed by most of the teachers that are not a role model in the class.

2.5 Vocabulary Load and Content in Hausa Writing

Research has also shown the effectiveness of instructional approaches that aim to develop conceptual and content knowledge beyond vocabulary, effective approaches that simultaneously seek to develop conceptual and content knowledge along with literacy skills. In writing; the more you read the more vocabulary you learn. Beck and McKeown (1991) point out that we have varying levels of ‘‘knowing’’ a word, from no knowledge, to partial word knowledge, to complete knowledge where students take ownership in writing, writing, listening, and speaking. In writing narrative texts, students may be able to keep comprehension intact by having only partial knowledge of unfamiliar words. However, many times in con- tent area writing, students need a thorough understanding of vocabulary because the words are labels for important concepts. Furthermore, retention of these word meanings is crucial to the learning of subsequent concepts (Blachowicz & Fisher, 2000). The type of word learning tasks associated with content area vocabulary is another important consideration. In all content areas, students will confront new words for both known and unknown concepts. Teaching students new labels for familiar concepts differs from teaching them new labels for unfamiliar, complex concepts (Graves, 1987). In both cases, some word meanings are easily explained, while others may require extensive time and effort to explain, especially if complete understanding is needed. Learning new meanings for familiar words is another word learning task that affects content area. Many words have both a common meaning plus a specialized meaning for a particular subject area. These polysemous words also need to be addressed in content area instruction (Graves, 1987).

Increasing the opportunities for such encounters improves students’ vocabulary knowledge, which in turn improves their ability to comprehend and write effectively. “In short, the single most important thing you can do to improve students’ vocabulary is

to get them to read more." (Texas reading Initiative, 2002) Students should read different types of text at different levels, including text that is simple and enjoyable, and some that is challenging. As noted above, students will not be able to comprehend text that has too many unfamiliar words (more than 10%); on the other hand, students will not encounter many new words if they read text that is below grade level. Listening to writing aloud can be just as good a source of word meanings as writing, especially for students with learning disabilities.

Stahl (1991) found that sixth grade children learned word meanings from a read aloud at the same rate that children typically learned words from written context. They suggest that listening to stories can be a rich source of word learning, and listening may substitute for some of the writing that children with learning disabilities do not do.

Additionally, even in the mother tongue for a student to write or to gain more knowledge there is need of more encounter of word in the context of writing text before one could be able to comprehend and write effectively vocabulary load could enhance students different activities which can help student to answer question without digressing from the expected respond from students. This could also help not to write out of point because they have understood the question very well. The amount of students' writing is strongly related to their vocabulary knowledge. Students learn new words by encountering them in text, either through their own writing or by being read to.

2.5.1 Use of Context to Determine Word Meaning

Good readers often use context clues to determine the meanings of unfamiliar words, if they are available in the text. They can locate other words and phrases in a passage that give clues about what an unknown word means. Struggling readers who do

not do this should be given direct instruction in how to effectively look for clues or definitions. For example, part of the "Click and Clunk" strategy (Vaughn, 2001) teaches students to follow these steps when they come across a word they do not know (described as a "clunk"):

> Reread the sentence with the clunk. Look for key words
> Reread the sentence without the clunk. What word makes sense?
> Reread the sentence before and after the clunk. Look for clues.

The clues may be any of the following types of information embedded in the text: definition, restatement, example, comparison or contrast, description, synonym or antonym. Expository, non-fiction text (e.g., school textbooks) tends to offer more context clues than narrative story text. One suggestion to help students become more aware of using context is to provide them with the terms "rich context" (has a lot of clues to figure out a word) and "lean context" (not much there to help figure out a word). It is important to point out that not all contexts are helpful. Contexts vary in their helpfulness of how much information they provide a reader. Sometimes the context provides a direct explanation of the meaning of a new word. In this case background knowledge could be applied to understand what the question is asking of, before responding to the questions in written form. This could also add the quality of writing.

2.5.2 Teach How to Effectively Use a Dictionary

For many years, the practice of having students look up words, write down definitions, and memorize those definitions was the main strategy teachers used to teach vocabulary. We now know that having students follow this practice is one of the least effective strategies. In fact, there is a great deal of research showing that children cannot use conventional definitions to learn words (Scott & Nagy, 1997). That does not

mean that students should not use dictionaries; however, their use should be limited and students must be taught how to use a dictionary and choose the right definition. Students need explicit instruction in how to use what they find in a dictionary entry so they are able to transfer that information into something useful. Students may be confused by different meanings for the same word, or the wording in a dictionary entry may be too difficult to read or understand. The following suggestions were adapted from the Texas Centre for reading and Language Arts (2002).

To choose the right definition, the student must:

- Use background knowledge about the content in the text
- Have a sense of the grammatical use in the text
- Read and understand each definition

As noted earlier, to remember the meaning of a new word, it is better for students to reword the definition in their own words, to identify synonyms and antonyms for the word, to use the word in their own meaningful sentence, and to recognize that the word may be used differently in other contexts. Struggling readers and students with learning disabilities in particular have difficulty using a dictionary. However the process is slow and laboured; often making the time it takes to look up a word frustrating and not worth the effort.

These students tend to have a poor sense of the order of the letters in the alphabet, and they have significant difficulty “skimming” down a list of words that are visually similar. Once they locate the word, they tend to be overloaded with the amount of information and writing level of the words in the entry. For non-readers, the task is impossible. The key thing to remember about using a dictionary is that research

supports combining both the definitions of new words with the context in which the words are used (Texas Center for Writing and Language Arts, 2002)

Furthermore, to finding out meaning of new words especially for L1 learners in Nigerian primary school pupils depended mostly on the context to determine the meaning of new words in Hausa text because some the words are in the stories been read, the use of dictionary (kamus) will help the pupils to get the meaning of the new words.

2.5.3 Wide Writing and Independent Learning Strategies

The importance of wide writing in the growth of students' vocabulary is critical (Nagy & Anderson, 1984; Nagy, 1988). Scott and Nagy (1994) summarize: to promote the goal of learning a large number of different words, independent writing should be encouraged as a regular and significant part of each school day." In addition to all of the other values and skill development that can occur as a result of wide and independent writing, students come in contact with vocabulary that rarely occurs in spoken language but which is much more frequent in printed language. These include, for example, words like serenity, contaminate, stabilize phenomenon, and anxiety. These are words that are "necessary to make critical distinctions in the physical and social world in which we live" (Stanovich, 1992) posit that to help students develop sensitivity to the subtleties in language and thought.

Olson, 1986.says this is certainly true for students in grades four and up, but as students in the elementary grades read and explore rich, authentic literature, they will encounter challenging vocabulary in texts at the primary grades.

While wide writing is absolutely essential for vocabulary growth and development, for most students it is not sufficient (Chaffin, 1997 D'Anna, & Healy,

1995). Says the meaning that students construct as they read and the understandings they take away from their writing will not be deep and long-lasting unless students are taught the knowledge and strategies needed for learning new words through independent writing. Since most students do not develop these independent learning strategies on their own, instruction in independent learning strategies is critical.

Simply put, if we want our students to become independent word learners, then we must model how to think about new words that they encounter in their writing. There are four types of knowledge and strategies that enable students to become independent word learners:

- Morphological knowledge
- Effective use of contextual clues
- The application of morphological and contextual knowledge in a word-learning strategy
- The role of dictionaries and other word reference books

2.5.4 Word Learning Strategy

An effective strategy for learning words from independent writing pulls together students developing morphological and contextual knowledge as well as their knowledge of words in general. It includes determining which new words should be analysed in light of the students' writing purposes and the nature of the selection they are writing how important is a particular unknown word to their writing? We encourage students first to ask themselves this question when they encounter an unfamiliar word in print: "Is this word important to my understanding of what I am writing?" If the answer is no, then they can continue writing provided that their comprehension remains intact. If the answer is yes, they should follow these steps:

- Try to pronounce the word.
- Think of other words that remind you of this one.
- Look for familiar prefixes, base words, roots, or suffixes.
- Look for context clues.
- Use a dictionary.

2.5.5 Role of Repetition in Vocabulary Acquisition

The number of repetitions needed for learners to fully acquire a target word remains up for debate, probably because there is no "magic number." For one thing, there are many things to be learned about a word and while some of them, such as knowledge of form, do seem to be responsive to repetition, other aspects like meaning appear more susceptible to other factors, such as the quality of the word's and context. In addition, certain kinds of words are apparently more easily learnable than others, e.g. concrete nouns (Horst 1998; Coxhead, 2008) state that it requires fewer repetitions. However, the biggest reason it is impossible for vocabulary researchers to pin down the exact number of repetitions a learner will need to acquire any given word is simply because it varies from learner to learner depending on what they already know and clearly, the knowledge base from which different learners approach the task of learning a given word varies. We can see how this works by considering the impact of synonymy, antonym on vocabulary acquisition.

Many research studies have made it clear that if a learner attempts to learn synonyms or other members of a "lexical set" simultaneously, the acquisition of both will be greatly hindered because the two items will tend to get confused in the learner's mind (Nation, 2000; Webb, 2007). If however, a learner already knows the synonym for a target word, Webb's (2007) research indicates that that synonym knowledge can facilitate acquisition of the target word.

Other learner dependent factors play into how much repetition will be needed as well. If a target word follows patterns (morphological or collocational) and represents knowledge familiar to the learner, its "learning burden" will tend to be quite light. If, however, a target word's patterns are unfamiliar and represent an unfamiliar concept, a learner is likely to find the word's learning burden very heavy (Nation, 2001) other learner related factors, including variation in motivation to learn a given word and in language learning aptitude, can also play a part.

It is understandable, then, that estimates in the research literature regarding how often learners must encounter a word to acquire it vary so widely, from 6-20 repetitions (Webb, 2007). While there is no definitive number of repetitions that can guarantee students' acquisition of any given word, an empirical study by Webb (2007) indicates that at least up to 10 repetitions, repetition of target words in context can continue to produce measurable gains in word knowledge. Once students had acquired word meaning, repetition continued to bring about development in students' receptive and productive knowledge of systematic and paradigmatic associates. The meaning of the new word could be determined by the student's active use of the words in day to day activities not necessary by repetition rather by frequency encounter of the words in a text.

Furthermore, the research will not specifically point the number of repetition that could lead to gains or understanding words even in mother tongue because this varies on the individual motivation to learn a given word. Pigada and Schmitt (2006) report similar findings. A weakness of many vocabulary acquisition studies, including the Webb study just described, are that they test acquisition immediately after exposure to the target vocabulary, a fact that precludes them from offering insight into the likelihood of students' long-term retention of the vocabulary they have acquired

(Pigada & Schmitt, 2006; Horst, 1998; Day, Omura, & Hiramatsu, 1991). As learners' natural forgetting tendency is well confirmed in the research, this is not insignificant.

Nation (2001) cites several researchers whose work has confirmed that massed repetition is less effective than spaced repetition and that most forgetting takes place soon after initial learning. Ideally, repetition would take place once a learner has forgotten enough about a word that he or she recognizes the value of reviewing it, but before he or she loses access to the memory trace originally created by the initial word teaching. (Nation, 2001) Unfortunately, the factors that render it impossible for researchers to neatly delimit the number of repetitions needed to acquire a given word or collocation also apply to how those repetitions should be spaced, with similar consequences there is and can be no hard and fast rule. Nevertheless, the finding that initial learning is fragile and likely to be lost without reinforcement soon after the learning does have implications for what a schedule of spaced repetition should look like. Certainly, it makes clear that the first repetition should take place soon after initial learning.

However, it also indicates that the repetitions to follow can take place at increasingly longer intervals, for each repetition is likely to consolidate the earlier learning so that forgetting will occur more and more slowly. While Pimsleur's schedule may seem unwieldy, and as Nation states, "There is no particular reason why the spacing between the repetitions should be a matter of precise measurement" certainly learners need to be made aware of the principle of "expanded rehearsal". Materials designers as well need to take it into account as they incorporate probably 10 or more repetitions of any target word into their materials (Webb, 2007) in order to maximize the benefit students receive. Repetition, however, is only one of the factors that play

into learners' retention of acquired words; another key factor is the depth with which they process target vocabulary and to that we now turn.

The study, address assures on L1 where most the vocabulary acquisition are in the mother tongue where repetition is needed for student to acquire the meaning and spelling of new words which the environment plays a vital role to L1 students in or outside the school.

2.5.6 Overview of Vocabulary Instruction Strategies

Vocabulary instruction experts all recommend a multi-component approach to developing vocabulary knowledge. Graves (2000) has advocated a four part program that includes wide writing, teaching individual words, teaching word learning strategies, and fostering word consciousness. Stahl's model (1999) sees vocabulary instruction as an ongoing process that involves using different approaches: Include both definitional information and contextual information about each word's meaning.

- Involve children more actively in word learning.
- Provide multiple exposures to meaningful information about the word.

The TRA (Teacher Reading Academy, 2002) identify the following research based components for effective vocabulary instruction:

1. Encourage wide writing
2. Expose students to high quality oral language
3. Promote word consciousness
4. Teach word meaning directly
5. Teach independent word learning strategies, including the use of context clues, the use of word parts, and the efficient use of the dictionary

2.5.7 Multiple Exposures to Words

The growth of word knowledge is slow and incremental, requiring multiple exposures to words (Hirsch, 2003; Stahl, 2004). This does not mean simply repeating the word and a definition or synonym, but seeing the word in different contexts. How are words learned incrementally over multiple exposures? Every time we encounter a word in context, we remember something about the word. As we encounter a word repeatedly, more and more information accumulates about that word until we have a vague notion of what it means. As we get more information we are able to define that word. "Vocabulary knowledge seems to grow gradually moving from the first meaningful exposure to a word to a full and flexible knowledge" (Stahl, 1999).It is helpful for students to understand how they gradually learn words. Teachers should encourage students to actively construct links between new information and previously known information about a word. Being active and cognizant of this process will result in better memory about new words. Dale and O'Rourke (1986) proposed a model of four levels of word knowledge. This model should be shared with students so they can be more metacognitive (thinking about thinking) and metalinguistic (thinking about the structure of words) when learning new words:

1. I never saw it before
2. I've heard of it, but I don't know what it means
3. I recognize it in context – it has something to do with…
4. I know it

2.6 Vocabulary Load and Organisation in Hausa Writing

Require a reader to associate a specific meaning with a given label as in writing or listening which tells us that vocabulary is the best predictor of knowledge, far better than an IQ scores (Farley & Elmore, 1992). Vocabulary and writing comprehension are

closely linked because of the relationship between words and conceptual knowledge (Beck, 1982). Concept knowledge is an understanding of ideas, whereas words are labels for these ideas. Students learn vocabulary in a variety of ways, including within the context of the writing itself. However, their ability to be able to glean contextual understanding from the writing requires active teaching.

Laufer and Hulstijn proposed the notion of "involvement" to operationalize the construct of depth of processing. The thrust of the Involvement Load Hypothesis, as Martínez-Fernández (2008) describes incidental tasks as inducing higher involvement enhanced; the type of processing that is regarded as crucial for vocabulary retention. The notion of involvement comprises three task-specific components: the motivational component of "need" and the two cognitive components of "search" and "evaluation." "Need" refers to "the drive to comply with task requirements, whereby the task requirements can be either externally imposed (moderate need,) or self-imposed (strong need, N)"

(Laufer & Hulstijn, 2001) "Search" and "evaluation" require the allocation of attention to form-meaning relationships. "Search" involves the attempt to discover the meaning of an unknown word through various strategies such as contextual guessing, consulting a dictionary, or asking the teacher "evaluation" is defined as "a comparison of a given word with other words, a comparison of a specific meaning of a word with its other meanings, or combining the word with others in order to assess whether a word (i.e., a form-meaning pair) does or does not fit its context". The degree to which tasks may induce involvement leads to the noticing and processing of the words. Vocabulary retention hinges on the presence or absence of these three involvement components.

However, the vocabulary load of students could help in different ways find out the meaning of new words when writing and also punctuates when it comes to writing.

Wilkins (1972) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed Lewis (1993) wrote lexis is the core or heart of language. As learners develop greater fluency and expression in language, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Learners often instinctively recognize the importance of vocabulary to their language learning. Schmitt (2010) state that learners carry around dictionaries and not grammar books so teaching vocabulary helps learners understand and communicate with others.

In addition, it is when you have load vocabulary that you can be able to write and communicate effectively, because sometimes when you are communicating you may come across a new word that could hinder you to comprehend and communicate effectively

2.7 Vocabulary Load and Expression in Hausa Writing

The assessment of writing is a complex task and research suggests that teacher assessment is less assured in identifying precisely how effective complex expression is achieved. Before teachers can choose effective strategies for developing the quality of expression they need to understand the criteria by which effective writing is judged. Packwood, (2002) observes the connection between assessment and teaching in relation to quality of expression is further complicated by the fact that teachers' and pupils perceptions and judgements of 'quality' in writing may differ (Beck, 2006)

Grainger (2003) explain that, research from Australia illustrated the difficulties that teachers have in assessing the writing of children they do not teach (Castleton and

Wyatt-Smith, 2005).says It seems that recognising effective complex expression may require a level of applied linguistic knowledge to support more holistic judgements and to be aware of the difficulties faced by pupils as they learn to write more formally.

Gordon (2005) observed that gaining Collaborative writing and the quality of expression. Several studies reviewed highlighted the positive on writing of collaboration and peers working together. (Espionsa, 2004) as Coady, (1995) noted, the widely held belief was that exposure to the language and having decent language habits would lead to an increased vocabulary store. In all, vocabulary teaching methods were nowhere in discussion. The notion of lexical competence has been clarified: knowing a word does not equal a memorization of its dictionary meaning alone, but involves a much greater deal of knowledge.

Several studies reviewed highlighted the positive on writing of collaboration and peers working together. In a review of research, Graham and Perin (2007) rates collaborative writing (which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions) third out of 11 positive teaching practice. The authors of this review consider that it is also likely that one benefit of collaborative writing is that it promotes talk about writing and meta-cognitive understanding.

The view of writing as a social, interactive activity is emphasised by many researchers and practitioners, with a consequent promotion of classroom strategies such as peer discussion, collaborative drafting and editing, opportunities for peer assessment and swift feedback. For example, Topping (2000) and Yarrow and Topping (2001) investigate the benefits of pair writing in different forms at primary age. Using National Curriculum attainment target statements to assess writing outcomes, they found that

paired writers showed significantly greater gains than children who wrote alone. On a writer self-perception scale, paired writers also showed more positive self- esteem. To express yourself through writing may be determine by the kind of words use and the arrangement of those words in term of linking the sentences, paragraphs in all the structure use in the pieces of writing.

As it is observed, that collaborative writing produce quality expressions on peers written together because the examinations is written individually which does not give room to collaborative writing as a group to the students.

2.8 Vocabulary Load and Mechanical Accuracy

Bruthiaux (1993) claims that analysis of punctuation usage, argued that most current approaches to the teaching of punctuation are unhelpful in that they focus on rules of punctuation use. They do not acknowledge the changing use of punctuation today nor do they distinguish between punctuation which marks syntactic units such as sentences, and punctuation which is used to mark subtle nuances of meaning and emphasis.

Atama (2002) states that punctuation marks aids clarity and understanding of written communication. This is the art of indicating pause and stopping points in writing when we talk, we always pause to breath or rest, and when we finish, we stop. This is what punctuation marks do in writing punctuation marks could be classified in to two main types namely, terminal marks.(full stop, question marks, exclamation marks) which indicate end of sentences or utterance and the internal marks (comma, colon, semi colon) denote the interruption of thought in a sentence. Furthermore, the importance of punctuation marks could be seen in different ways especially when the essence of writing is on the clarity in the text not just writing but formal writing.

Petit, (2003) in a study of classroom practice which explored ways to teach the semi-colon, argued for teaching writers about 'style and impact' rather than 'precision and correctness.'(EPPI, 2004) noted that there was good evidence of its effectiveness. Detractors of these methods argue that sentence combining promotes an artificial way of writing which is rigid and formulaic and that improvements in writing are not always sustained.(Saddler, 2005) said that it is the discussion of the effectiveness of different sentences that is on the writing, and therefore that the benefit of sentence combining may well be as much to do with the associated teaching as with the activity of combining sentences.

In highlighting the superiority of sentence combining over traditional grammar teaching, Andrews et al argued that sentence combining suggests pedagogy of applied knowledge at its best, applied in situations of contextualized learning. Kolln's Rhetorical Grammar, Rhetorical Choices (2002) which is referred to repeatedly within the literature. From her review of the field, she argued that grammar knowledge is a rhetorical tool that all writers should understand and control. Additionally, the teaching of grammar in the mother tongue also gives a clue on how students can effectively write words which will lead to sentence level, as L1 learner whose learn vocabulary unconsciously may improve writing when taught in a vary conducive environment.

This perspective is supported by good theoretical arguments (Micciche, 2004) and several articles predominantly drawn from professional sources (Nunan, 2005).These challenged the teaching of grammar rules without giving writers parallel understanding about how they work in written contexts. They argued that the main focus toward grammar in schools has been about errors and their correction rather than grammar as a tool for expressing relationships among ideas Burgess,(1998).In a discursive Piece and Gregory (2003) from an analysis of writing argued that grammar

should be considered in relation to how words and sentences work. In one of few empirical studies, Maun and Myhill (2005) discuss secondary pupils' language choices in their writing. They founds that choices were more likely to be based on word or phrase level than on sentence or text level features.

The study, as a way to find out the impact of vocabulary load on essay writing in the mother tongue where writing always starts with a word to sentence paragraphs and discursive level may be of importance to L1 learner when trying to write in any language especially in Hausa writing.

They also found that knowledge of linguistic terminology was not necessarily supported by understanding. For example, pupils frequently repeated the teacher's emphasis on complex sentences but few had understanding of what these were or why they might improve their writing .Bullock (DES 1975), Kingman (DES 1988) and Cox (DES 1989) all rejected prescriptive grammar teaching in favour of contextualised grammar. In spite of this, there has been relatively little serious analysis or empirical investigation, here or internationally, into the contextualised teaching of grammar to improve the quality of children's written expression. In one recent study that addressed this. Fearn and Farnan (2007) investigated the effectiveness of an intervention in the context of writing that encouraged a problem solving approach. This involved talking about the writing and exercises using the grammatical feature being studied in exercises.

However, the present research will looks at the impact of vocabulary load that repetition of words in the traditional methods of teaching first language in our Nigerian primary schools could be of help to students to write composition.

2.9 Previous Studies

There are few closely related studies in the areas of this research, However, the following studies are found to be related to the study. A study on impact of vocabulary on senior secondary school II Students Essay Writing in Jama a local Government (2015) the research used 120 students, the instrument. Findings reveal that matching past experience to new one help learning, that is, that which a student knows in the past and is related a task. It also found that the conventional product approach of teaching vocabulary development did not enrich learners with the needed word knowledge and contextual usage of vocabulary items.

The finding had proved the use and importance of textual use of words in the learning of new vocabulary items and their contextual usage, but it was not general to all learners. Recommendation; Emphasis should be made on the contextual use of the meaning of words and registers of the field or disciplines of the topic. Suggestion; the study therefore opines that further studies can be undertaken, such as Motivation to vocabulary Development, another study for other year students, Local Government area

A study on vocabulary assessment in standard tasks was carried out by Zuddas (2010). The population was (70) Catalan/Spanish bilingual students of Italian origin at the University of Barcelona. Two narrative tasks were chosen for the experiment: ‘Walkman’ and ‘Picnic’ each of the tasks consists of six prompts describing a story. The study found evidence that a task with more elements elicits more words and richer vocabulary than a task with fewer events. They also make evident that, in the tasks used, intrinsic measures can discriminate across proficiency levels for both tasks providing a useful standard for future research on vocabulary assessment.

The study can be an initial step of a possible investigation on vocabulary assessment in task performance, especially in languages other than English for which specific software tools are not available. The similarity to the present research could be seeing from the topic as vocabulary assessment while the difference on population and the participant are university students outside the country then a primary pupils in Nigeria on Hausa as a mother tongue.

A study was carried out by Ali (2014) Raising Cultural Awareness through Implicit Exposure to Culturally-loaded Vocabulary .The population was young adult EFL learners. Through a convenience sample of, 75 learners in three equal experimental groups participated in the study. They were selected from two universities in Iran. The average age of the participants was 21.

The materials and instruments used at different stages of the study based on the research design and the intended number of encounters to the TWs, 13 writing passages were employed. Seven of these contained the TWs. Hence, they were called main (M) passages. The other six passages did not contain the TWs. Thus, they only served as distracter (D) passages to balance the amount of written input each experimental group received treatment.

The findings confirmed that exposure frequency had a positive effect on vocabulary knowledge as a continuum of one to seven encounters could show. The findings in general confirmed the effectiveness of such treatment. Moreover, it seems productive knowledge of associations needed more exposure for significant gains.

Language teachers are recommended to incorporate culture (as a core component) into their teaching plans. Learning tasks, for instance, may spin around cultural topics. Combing implicit and explicit approaches also would be helpful to

handle culturally-loaded words. Cultural portfolios are also effective teaching tools to combine learning a language with cultural notions. Using these portfolios, teachers can encourage learners to collect and categorize the artifacts they come across over time. In addition, it helps them become aware and reflect on language as a part of culture and culture as part of language.

This study suggests that implicit exposure to L2 vocabulary could help learners develop different aspects of vocabulary knowledge. In this regard, 'extensive' writing that is writing large amounts of writing materials within a longitudinal program can be helpful.A study was carried out by Musa (2014) on the influence of deviant forms of English on vocabulary usage of senior students of Staff secondary school federal college of Education Kano. The study used 240 as the population and 90 students as the sample.

The instruments were essay writing on my career in life and questionnaire were administered to English teachers. The study found that there is no significant difference among the frequencies of deviant forms of English produced in essay writing at SS levels and their vocabulary usage. The study recommend that many students were not covered by the study, therefore there is need for a similar study to cover a larger size than the presents study. The study use senior students of staff secondary school of federal college of education Kano and use essays and questionnaire as instruments. The present research differs on the population instruments and also the participants are primary pupil, and Hausa as their mother tongue.

A similar study was carried out by Abubakar (2015) it mainly focused on the Impact of Conscious Exposure to Lexical Items on the Written English of students at SS 11 level in Kaduna State. The study found out that there was significant increase in

mechanical accuracy of SS II students written English after conscious exposure to lexical items. Students who were consciously exposed to lexical forms performed significantly better in idea packaging than those who were not exposed. Performance in students written English after treatment showed the ability in organization/coherences of lexical forms. That there was significant improvement in student's written English performance on expressing thoughts. The researcher recommended that textbooks used by the students should be simplified so that students can easily learn more vocabularies. The similarities could be found on the performance, lexical items, instruments, and the local Government, while there difference on population schools as secondary schools both private and public while the present was in primary schools and Hausa as mother tongue.

2.10 Theoretical Framework

Researchers have developed a number of competing models to explain language skills, one conceptual approach to studying writing focuses mostly on the individual writer and concentrates on understanding the cognitive processes involved in composing. This cognitive approach is exemplified in an influential model of writing developed by Hayes (1996). In his model, he takes into account, at least in part, the interaction between the task environment for writing and the internal capabilities of the writer. The task environment includes both a social component (e.g., the audience, other texts read while writing, and collaborators) as well as a physical component (e.g., text read so far and the writing medium, such as a word processor).

Internal factors include four main elements. First, cognitive processes: text interpretation, reflection, and text production. These processes allow the writer to form an internal representation of the writing task that can be acted upon; devise a plan to reach one or more writing goals; draw conclusions about the audience and possible

writing content; use cues from the writing plan or text produced so far to retrieve semantic information that is then turned into written sentences; and evaluate plans, text and modify them as needed. Second, motivation, which includes the goals, predispositions, beliefs, and attitudes that influence the writing process. Third, long-term memory knowledge of the writing topic and audience as well as linguistic and genre knowledge, including task schemas that specify how to carry out particular writing tasks. Fourth, working memory, serves as an interface between cognitive processes, motivation, and memory, providing a space for holding information and ideas for writing as well as carrying out cognitive activities that require the writer's conscious attention.

In the model proposed by Hayes (1996) only limited attention is devoted to the social nature of writing. The influence of writing community, culture, society, institution, politics, and history should be considered. One or more of these factors are captured in socio-cultural theories of writing.

2.10.1 Writing Process

Writers according to Robert, (2001) moved from graphic representatives to formal organizational technique such as writing a list or an essay plan in the form of outline. This plans or outlives may be drawn up to match the expectations set by certain text types such as argument essay. To in-experienced writers, such plans can help identify gaps in the development of ideas and sources of evidence.

2.10.2 Drafting

According to Ching (2008) is a fundamental principle of process approaches. He sees writing as an interactive process. Any task well assessed tends to limit possibilities for growth in the writer is ideas and modes of expressions. A student who writes and re-drafts has less opportunity to present plagiarized work as their own (Lilis,

1999; McDonald, 1994). In an initial draft, the writers focus should be on developing meaning, using ideas gathered in pre-writing strategies. Topic sentence may involve narrowing down a broad focus or removing or adding information where appropriate. Once this is done, the next stage calls for review. This would make the writers internalize the sort of responses that readers make to their work.

2.10.3 Revision

It is rarely possible to see everything (from idea organization to mechanics) in a write-up at once. This may cause the writer to overlook some important parts of the paper that need full attention (Jean, 2013). Instead of trying to revise an entire draft in one swoop, the writer can break the revising process into series of smaller, more manageable steps thus;

i. Revision for purpose, thesis and audience- Jenifer (2002) and Jean (2013) maintain that effective writers need a clear sense of purpose and audience to fulfill the purpose of the piece. Revising means re-writing the draft. If the writer discovers (in the cause of revising) that the draft needs work in any area, should make a change.

ii. Revision for ideas and evidence when satisfied with the purpose of a write-up, and the thesis are clear, the writer can begin to look closely at the development of ideas. To achieve the goals of writer's purpose and thesis, the body paragraphs whose major points clearly support the main ideas is well linked. Chandler (2012) said to choose the best supporting evidence, effective writers use critical thinking skill. Critical thinking in the light of this study means the ability to analyse and evaluate the idea the writer presents with those of other subjects need skills to examine ideas carefully before accepting or rejecting such.

iii. Revising for organization- organization refers to presentation of ideas in a more sequential pattern. It involves the beginning of a paper (introduction), the middle (body) and the end (conclusion).

iv. Revising for clarity and style- Jean (2013) said as one revised for purpose, ideas and organization, one also takes steps to clarify the piece of writing. The writer can make a special point by focusing on sentences and diction to ensure the audiences complete grasp of the subject matter and line of thinking. The basic steps for revising for clarity and style is for the writer to ask some basic questions as follows;

- **a.** Is each of my sentences as clear and precise as it could be for readers who do not know what I know? Nearly every writer runs through a wordiness problem sometime.
- **b.** Do any sentences that run on for too long to be fully understood? Good writing offers variety of sentence lengths and patterns.
- **c.** Are all my words and their connotations accurate and appropriate? Etc.

v. Editing for errors- all good essays is not only fine-tuned but is also waxed and polished. They are edited and proofread repeatedly for errors. When writers try to edit starting from the beginning, they tend to begin thinking about the idea read than concentrating on task of editing for errors. The writer should therefore read one sentence at a time from back to front (Jean,2013: 97)

vi. Proof-writing- This is a final stage of writing. Nwogu (2013) maintained that writers should proofread their final draft several times putting as much time between the last two writings as possible. This is because any time you

read afresh, your eye catches more typographical or careless errors than it was.

Below is the cognitive model of writing displaying prewriting, planning drafting, reflection, peer/ tutor review, revision, editing and proofreading, additional research or idea generation? The component skills are considered in their general pattern of developments described and illustration below

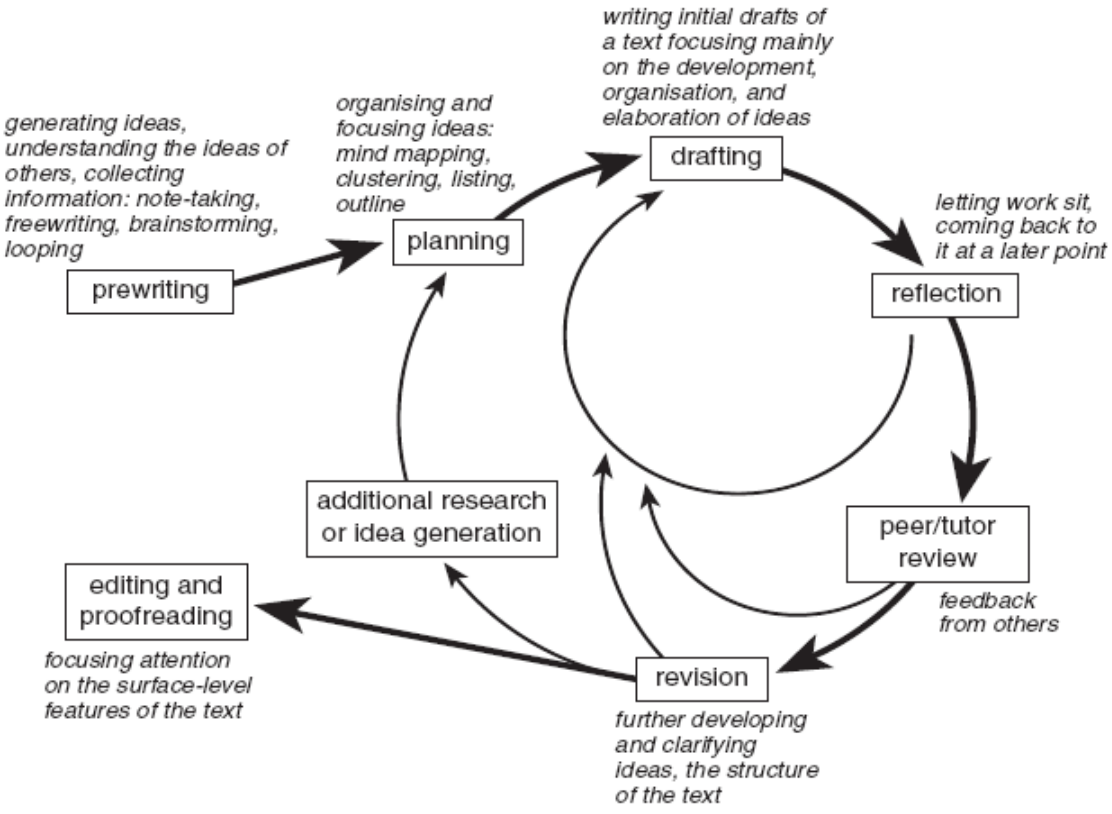


Figure 1 Theoretical Frame Work for this Study (Hayes, 1996)

2.1 Gains of the Study from Literature Review

Table 1 shows the Summary of Gains

Author Reviewed	Aspect Reviewed	Aspect Related to the Study
Adewole (2001)	critical writing skills	comprehension
Adegun and Ayodele (2003)	writing skills	Background knowledge
Ahamad (2011)	Acquisition	Vocabulary learning
Ard and Bervaly (2004)	prepared text book	teaching Vocabulary
Beker et al (1998)	performance	Performance in Hausa
Barcroft j. (2004)	vocabulary acquisition	Learning
Beck I.L. Mckeown (2002)	Vocabulary words	acquisition
Biaqlystok E. (1998)	applied linguistics	language learning
Chaffing R. (1997)	Unfamiliar words	new words
Chandler D. (2012)	Written essay	performance on essay
Craik F.Tulving E (1972)	Level of processing	Cognitive ability
Dale E.Rourje J. (1986)	Building Vocabulary	Vocabulary Development
Danladi L.Yand Yahaya A.B (2013)	new words	Hausa words
Fraser, C. A (1999)	Processing strategies	acquisition
Graves, M. (2000)	Comprehenssion	Understanding passage
Goldowsky N. B (1993)	Processing	vocabulary learning
Halliday M.A.K (1996)	Literacy and linguistic development	Child literacy
Hirsch E.D (2003)	writing comprehension	writing skills
John D.D and Peason P.D (1998)	Teaching writing	Vocabulary teaching

Gains of the Study from Literature Review

Table 1 shows the Summary of Gains

Author Reviewed	Aspect Reviewed	Aspect Related to the Study
KrashenS.(1993)	Vocabulary and Spelling	Learning new words
KnightS. (1994)	Dictionary use	Meaning of words
Lawal R.A (2000)	Literacy needs	writing development
Laufer B. (20003)	Vocabulary acquisition	learning vocabulary
Murryand Larry (2008)	vocabulary measures	Number of words
Martinez F.A ((2008)	Involvement load	language processing
Nagy W. (1997)	Context words	leaning the meaning
Nation I.S.P (2001)	Learning Vocabularies	Acquisition
Olaofe I.A (1998)	Increasing comprehention	language development
Olugbudi S.A (2006)	Language teaching	Teaching vocabularies
Pulido D. (2003)	vocabulary acquisition	Language Learning
Rott S. (1999)	Exposure frequency	vocabulary acquisition
Stahl S. (2009)	words knowledge	writing skills
Scott J.A and Nagy W.E (1994)	Vocabulary development	Acquisition
TremanR nad Baurasa D.C (2000)	Writing skills	language
learningVaunghn J.K (2001)	Click and clunk	context
meaningWebb S. (2007)	Effect of repetition	learning
vocabulariesWong W. (2001)	Words meaning	acquisition

Gains of the Study from Literature Review

Table 1 shows the Summary of Gains

Author Reviewed	Aspect Reviewed	Aspect Related to the Study
Yoshi M. (2006)	Incidental learning	learning words
Zahar R. (2001)	Acquiring vocabulary	meaning of words

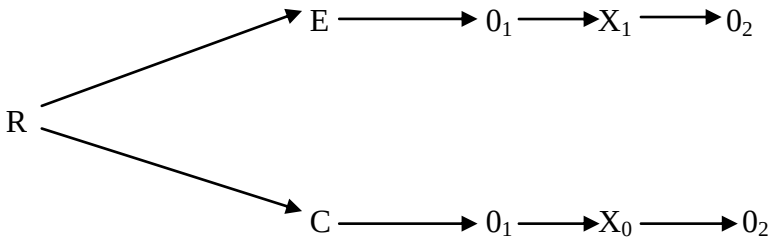
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology used in conducting the study: Research Design, Population, Instrumentation, Sample and Sampling Procedure, Validity, Reliability of the Instrument, Data Collection Procedure, and data Analysis Procedure.

3.2 Research Design

1. The research design adopted for this study is quasi-experimental design involving pre-test and post-test for both groups: experimental and control group. Both groups were given pre-test to determine the ability level of pupils on Hausa writing. The experimental group received treatment for six weeks and a Post-test were administered after the treatment to both groups. This was done because quasi experimental design was based on the nature of variable and attributes in the study. This are presented in figure 2 below



Where R = Random assignment

E1 = Experimental Group

C = Control Group

02 = Post-Test

01 = Pre-Test

X1 = Treatment

X0 = No Treatment

3.3 Population of the Study

The population of the study; according to Sabon-Gari local government education authority,(2014/2015) is ten thousand three hundred and ninety five (10395) pupils in the whole sixty two primary five pupils in Sabon-Gari Local Government area of Kaduna state. Table showing the schools and their population could be found in the appendix.

3.4 Sample and Sampling Procedure

Two schools were purposely sampled from the sixty two (62) primary schools in Sabon-Gari Local Government Area of Kaduna state. This is because quasi experimental does not require random sampling rather the research used intact classes to generalizing the result due to the location of the schools. The target population involved all primary five pupils.purposive sampling techniques involve selecting subjects on the basis of specific characteristic shared by them (La and Wimmer (1978).This is considered to be sufficient and representative because all respondents shared homogenous learning characteristics. Table 3.2 shows the sample schools and student

Group	**Schools**	**Total**	**Status**
A	Basawa Model Primary School	60	Experimental
B	Aminu Model Primary School	60	Control
Total		**120**	

Table 3.2: Showing the number of Sampled Students and their Schools

3.5 Research Instrument

The instrument used was one hundred and twenty (120) vocabulary from different aspect of life. It was adopted specifically to measure the Impact of vocabulary load on pupil's written Hausa essays. Dalibai zasu rubuta insha'i akan: yadda ake wasan tashe garinmu,bayanin wata rana da baza ka/ki taba mantawa ba a rayuwa. Some of the instrument used include ka koyi karatu, gishirin zaman duniya da kuma wasu kalmomi daga jaridar aminiya,sababbin kalmomi inglishi zuwa Hausa wasu kuma daga shirin gidan rediyo: Hausa ba dabo ba

3.6 Validity of the Instrument

The research instrument was designed by the researcher and is subjected to face validity by the supervisor and other specialist including statistician. All recommended amendments were adopted and incorporated in to the main instrument before it was administered for the study. The procedure used to validate the instrument was consistent with the suggestion that face validity for an instrument could be considered adequate.

3.7 Reliability of the Instrument

A test-re-test reliability was estimate that 0.85 was obtained which prove that the reliability of the research instrument was adequate and the items presented were also valid and the instrument were within the syllabus used to teach primary five pupils in Kaduna State.

3.8 Pilot testing

The instrument was subjected to a Pilot study using sample students from Saidu Model Primary School in order to test the reliability and validity of the research instrument. Twenty pupils were sample to write an essay. The test was used to

determine the reliability and validity of instrument both groups on Hausa essay writings.

3.9 Data Collection Procedure

The procedure followed in this study involved: The researcher collected an approval letter of introduction from the Head of Department Arts and Social Science Education, Ahmadu Bello University Zaria. The approval letter has helped the researcher during the sampling of the schools and the head were notified about the research through the introductory letter to elicit data from primary school pupils, the researcher trained the Hausa teacher as research assistant on how to use vocabulary load strategy which lead essay writing to collect data. This is assumed that, it has helped in limiting stress of controlling the class and has facilitated administration of the strategy.

1 Pre-test were administered to both control and experimental groups the result will be marked to ascertain the performance of both experimental and control group.The pupils are to write essay on (yadda ake wasan tashe a garinmu) this is with the hope to observe if there is any different between the two groups.
2. The control group were allowed to continue with conventional classes
3. The experimental group received treatment for six weeks and a Post-test were administered after the treatment to both groups.This was done because quasi experimental design was based on the nature of variable and attributes in the study. Self-collection strategies were use which involve giving chance for students to read and bring out the words to be discuss with the teacher about their meaning. Also, another strategy were used which allow students to bring many things in the classroom to be named and used to form sentences, charts were also use on the process of loading words to the pupils..

- Twenty new words were taught each week, first the pupils read passage named (wayon a ci)
- The participant would identify the spellings, pronunciation, and the meaning of those new words.
- The researcher give the meaning of the new words and expose the pupils to write essay on the followings: dalibai zasu rubutu insha'i akan: bayanin wata rana da baza ka/ki taba mantawa ba a rayuwa. As the post-Test

3.10 Data Analysis Procedure

The data collected for this study were analysed using mean score, standard deviation and t-test to test hypotheses this in order to establish the possibility significance differences between students' performance of experimental and control group. The test is considered suitable when a test of differences between two groups is required. The analyses were divided in the following broad parts.

1. Vocabulary load on the content development of Hausa written essays performances of control group and the experimental on pre- test and post-test
2. Vocabulary load on the essay organisation performances of control group and the experimental on pre-test and post-test.
3. Vocabulary load on the proper expression of student's written essay performances of control group and the experimental on pre-test and post-test
4. Vocabulary load on the mechanical accuracy of Hausa written essay performances of control group and the experimental on pre-test and post test

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSION

4.1 Introduction

The result of this study was reported in this chapter. The data obtained during pre-test and post-test were presented. The statistical analysis and interpretations of data collected from the research were organized around the research questions of the study. The research hypothesis was tested along the respective objectives. The analysis involve the use of descriptive statistic for answering research questions and T-test were used for testing the hypothesis stated in chapter one. This was followed by the discussions of the findings at the end of the chapter.

4.2 Presentation of Data

Performance of experimental and control group in pre-test shows that there is no significant difference between students exposed to vocabulary load and those that are not exposed. Table 4.2.1 below shows the result of the pre test

Table 4.2.1 Pre-Test: **Descriptive Statistics of Experimental and Control Group**

Pre-test	**No**	**Mean**	**STD.D**
Experimental	60	17.333	9.54324
Control	60	17.5000	6.07161

The table shows the performance of experimental and control group in pre-test. The mean score of experimental group is 17.3 while that of control group is 17.5 which shows that there is no significant difference between the mean score in the pre-test of

experimental and control group. Table 4.2.2 shows performance of experimental and control group in post-test.

Table 4.2.2: Descriptive Statistics of Experimental and Control Group

Post-test	No	Mean	STD.D
Experimental	60	34.9167	11.55281
Control	60	26.1667	7.27001

The table 4.2.2 shows that the vocabulary load has impact on Hausa essay writing of primary school pupils as illustrated that the mean score of experimental was 34.9 as against the mean score of control group 26.2 in post-test. This implies that students exposed to vocabulary load performed better than those who were not exposed.

4.3 Data Analysis

The following answered the research questions raised in chapter one.

Research Question 1: What is the impact of vocabulary load on the content of Hausa Essay Writing, after treatment? The answer is summarized in Table 4.2.3 which presented the Performance of experimental and control group after treatment

Table 4.2.3 Descriptive Statistics of Students Performance of Experimental Group and Control Group on Content Area of Essay Writing After Treatment

Performance level		Experimental Group		Control Group	
Score		**Frequency**	**Percentage**	**Frequency**	**Percentage**
Very Low	5.00	3	5.0	2	**3.3**
Low	10.00	17	28.3	41	68.3
Average	15.00	24	40.0	16	26.7
High	20.00	16	26.7	1	1.7
Very High	25.00	0	0	0	0
Total		60	100	60	100

Table 4.2.3 shows that students in the experimental group performed better than those in control group.40% scored average grade in the experimental group while 26% in the control group. Also 28% scored low grades in the experimental group while 68% scored low grades in control group.

Table 4.2.4: Descriptive Statistics of Experimental and Control Group on Content of Hausa Essay Writing

Group	**No**	**Mean**	**STD.D**
Experimented	60	14.4167	0.55860
Control	60	11.3333	0.35389

The table above shows the performance of experimental and control after the treatment. The mean score was 14.4 while the control group was 11.3 this indicates that the experimental group performed better than the control group on the content due to the impact of vocabulary load.

Research Questions 2: What is the impact of vocabulary load on the proper expression of students essay writing in Hausa after the treatment? The answer is summarized in table 4.2.4

Table 4.2.5: Descriptive Statistics of Students Performance of Experimental Group and Control Group in the Expression Area of Essay writing After Treatment

Performance level		**Experimental Group**		**Control Group**	
Score		**Frequency**	**Percent**	**Frequency**	**Percent**
Very Low	5.00	13	21.7	1	1.7
Low	10.00	39	65.0	31	51.7
Average	15.00	5	8.3	28	46.7
High	20.00	3	5.0	0	0
Very High	25.00	0	0	0	0
Total		60	100	60	100

Table 4.2.5 shows that students in the experimental group performed better than those in control group.8% scored average grade in the experimental group while 46% in the control group. Also 65% scored low grades in the experimental group while 51% scored low grades in the control group. Table 4.2.6 below shows performance of experimental and control group in post-test

Table 4.2.6: Descriptive Statistics of Experimental and Control Group on Expression

Group	No	Mean	STD.D
Experimental	60	9.8333	4.32686
Control	60	7.2500	2.67205

As indicated in Table 4.2.6, the performance of experimental group and control on expression. The mean score was 9.8 while 7.2 as the mean score of the control group. This shows that, vocabulary load has an impact on the proper expression of Hausa essay writing of primary school pupils.

Research Question 3: What is the impact of vocabulary load on Hausa Essay organization after treatment? The answer is summarized in Table 4.2.7 below:

Table 4.2.7: Descriptive Statistics of Students Performance of Experimental and Control Group on Organization Area of Essay Writing After Treatment

Performance level	Experimental Group		Control Group	
Score	**Frequency**	**Percent**	**Frequency**	**Percent**

Very Low	5.00	5.0	8.3.0	6	10.0
Low	10.00	33.0	55.0	47	78.3
Average	15.00	20.0	33.3	7.	11.7
Very High	20.00	2.0	3.3	0.0	0
High	25.00	0.0	0	0.0	0
Total		60	100	60	100

A s indicated in table 4.2.7 the experimental group performed better than those in control group.33% scored average grade in the experimental group while 11% in the control group. Also 55% scored low grades in the experimental group while 78% scored low grades in the control group. The answer is summarized in Table 4.2.8 below:

Table 4.2.8: Descriptive Statistics of Experimental and Control Group on Organization

Group	**No**	**Mean**	**STD.D**
Experimental	60	6.5833	3.38136
Control	60	5.0833	2.34551

The table 4.2.8 above shows the performance of students after the treatment. The mean score of experimental group was 6.5 while the control group was 5.0 this implies that those exposed to vocabulary load performed better than those in the control group.

Research Questions 4: What is the impact of vocabulary load on mechanical accuracy of Hausa Essay Writing after treatment? The answer is summarized in the tables below:

Table 4.2.9: Descriptive Statistics of Students Performance of experimental group and control group on Mechanical Accuracy after Treatment

Performance level Group		**Experimental Group**		**Control**	
Score		**Frequency**	**Percent**	**Frequency**	**Percent**
Very Low	5.00	21	35.0	34	56.7
Low	10.00	31	51.7	23	38.3
Average	15.00	7	11.7	3	5.0
Very High	20.00	1	1.7	0	0
High	25.00	0	0	0	0
Total		60	100	60	100

A s indicated in table 4.2.9 the experimental group performed better than those in control group.11% scored average grade in the experimental group while 5% in the control group. Also 51% scored low grades in the experimental group while 56% scored low grades in the control group. The answer is summarized in Table 4.2.10 below:

Table 4.2.10: Descriptive Statistics of Experimental and Control Group on Mechanical Accuracy

Group	No	Mean	STD.D
Experimental	60	4.000	3.54152
Control	60	2.4167	2.98182

The table 4.2.10 above show the performance of students after the treatment. The mean score of experimental group was 4.00while for the control group was 2.41. This implies that those exposed to vocabulary load performed better than those in the control group.

4.4 Testing of Hypothesis

The following analysis were made to provide solution to the hypothesis raised in chapter one. The hypothesis were formulated to determine the significant difference in the writing of Hausa language, whether the performance of the experimental and control group would differ after treatment.

Ho_1: There is no significant difference between the performance of student exposed to vocabulary load and those that are not exposed on the content of Hausa Essay Writing. The answer is summarized in Table 4.3.1 below:

Table 4.3.1: T-test Analysis for Testing the Difference Between the Experimental and Control Group on Content

Group	No	Mean	STD.D	Df	T-value	P-value	Decision
Experimental	60	14.4167	4.32686	59	28.917	0 .000	Rejection
Control	60	11.3333	2.51970				

As indicated in table 4.3.1: the mean performance of experimental group was 14.41 while 11.33 as the means score of control group. This implies that there is a significant

difference between the mean score of experimental group against control group. This revealed that p-value is 0.000 which is less than the T-value 28.917.Which implies that the work has no option but to reject the null Hypothesis and concluded that there is a significant difference in the performance of students exposed to vocabulary load on the content in Hausa essay writing

Ho_2: there is no significant difference between the performance of students exposed to vocabulary load and those that are not exposed on expression in Hausa Essay Writing. Table 4.3.2: illustrate the performance of experimental and control group on post-test

Table 4.3.2: T-test Analysis for Testing the Difference Between the Experimental and Control Group on Expression.

Group	No	Mean	STD	DF	T-value	P-value	Decision
Experimental	60	9.8333	4.32686	59	11.703	0.000	Rejection
Control	60	7.2500	2.674119				

As indicated in Table 4.3.2: the mean score of the experimental group was 9.83 as against the mean, score of control group 7.25. This revealed that p- value is 0.000 which is less than the T-value 11.703 which implies that the work has no option but to reject the null Hypothesis and concluded that there is a significant difference in the performance of students exposed to vocabulary load on expression in Hausa essay writing.

Ho_3: there is no significant difference between the performance of students exposed to vocabulary load to those that are not exposed on organization in Hausa Essay Writing. Table 4.3.3 below shows the performance of experimental and control group on post-test

Table 4.3.3: T-test Analysis for Testing the Difference Between the Experimental and Control Group on Organization

Group	No	Mean	STD.D	DF	T-value	P-value	Decision
Experimental	60	6.5833	3.38136	59	15.9346	0.000	Rejection
Control	60	5.0833	2.0833				

Table 4.3.3: shows that the vocabulary load has an impact on Hausa Essay Writings of primary school pupils as illustrated that the mean score of experimental group was 6.58 as against the mean score of control group 5.08. This revealed that p-value is 0.000 less than the T-value 15.9 which implies that is the null Hypothesis is rejected and concluded that there is a significant difference in the performance of students exposed to vocabulary load on the area of organization in Hausa essay writing.

Ho_4: There is no significant difference between the performance of students exposed to vocabulary load and those that are not exposed on mechanical accuracy of primary five pupils on Hausa Essay Writing. The Table 4.3.4 shows the performance of experimental and control group on post-test after treatment.

Table 4.3.4: T-test Analysis for Testing the Difference Between the Performance of Experimental Group and Control Group on Mechanical Accuracy

Group	No	Mean	STD.D	DF	T-value	P-value	Decision
Experimental	60	4.000	3.54152	59	7.5135	0.000	Rejection
Control	60	2.4167	2.98182				

Table 4.4.4 shows that the vocabulary load has impact on Hausa Essay Writing of primary school pupils as illustrated that the mean score of experimental group was 3.54 as against the mean score of control group 2.98. p-value is 0.000 less than the T-value

7.5135 which implies that the work has no option but to reject the null Hypothesis and concluded that there is a significant difference in the performance of students exposed to vocabulary load on the use of mechanical accuracy in Hausa essay writing.

4.5 Discussion of Research Findings

The findings from the test of the first hypothesis of the study revealed that students in the experimental group who were exposed to vocabulary load were significantly higher in their writing performance than students in the control group who were not exposed. The observation from the treatment is that exposition of students to vocabulary load shows their ability on writing. The findings here is consistent with (Wolkins, 1988) who Say that students performance in writing communication is attributed to their errors in making plural of uncountable nouns wrong construction, excessive use of redundant expression, wrong splitting of words and verb, noun and pronouns faulty amalgation of words. National Writing Panel (2000) Posit that importance of vocabulary knowledge has long been recognised in the development of writing skills. As early as 1924 researcher noted that growth in writing power relies on continues growth in word knowledge.

The findings from the second hypothesis revealed that the observation from the treatment group on expression of students performance on essay writing after treatment significantly higher than students who are not exposed to a strategic of vocabulary load. The experimental group shows improvement on their writing. Packwood (2002) Say the connection between assessment and teaching in relation to quality of expression is further complicated by the fact that teacher's and pupils perceptions and judgments of quality in writing may differ. Smith (2005), says it seems that recognizing effective complex expression may require a level of applied linguistic knowledge to support

more holistic judgments and to be aware of the difficulties faced by pupils as they learn to write more formally.

The findings from the third hypothesis on organization of Hausa Essay Writing of experimental and control group revealed that there is significant improvement of experimental group against control group. This is consistent with Myles (2002) who posit that most subjects in school are tested through the writing medium. There is the need for absolute intelligibility in writing communication by students across the primary schools to perform well in various disciplines.

The finding from the fourth hypothesis on mechanical accuracy on experimental group performance was carried out by comparing the mechanical accuracy on the difference between the experimental group and control group. The observation from the study shows that exposition of students to vocabulary load significantly improves the performance of student's written on the use of punctuation, spelling etc.This is consistent with EPPI (2004) Say,there was good evidence of its effectiveness. Detractors of these methods argue that sentence combining promotes an artificial way of writing which is rigid and formulaic and that improvement in writing are not always sustained. Atama (2002) states that punctuation marks aids clarity and understanding of written communication. This is the art of indicating pause and stopping points in writing when we talk, we always pause to breath or rest, and when we finish, we stop. This is what punctuation marks do in writing punctuation marks could be classified in to two main types namely, terminal marks.(full stop, question marks, exclamation marks) which indicate end of sentences or utterance and the internal marks (comma, colon, semi colon) denote the interruption of thought in a sentence. Furthermore, the importance of punctuation marks could be seen in different

ways especially when the essence of writing is on the clarity in the text not just writing but formal writing.

4.6 Summary of Findings

1) The findings revealed that after exposure to vocabulary load, there was improvement on the content of students Hausa essay Writing, The mean score of experimental group was 14.4% while for the control group was 11.3% this shows that students had learned how to approach questions through the use of appropriate words and sentences to the expected answers.
2) The performance shows significant difference in the mean score of experimental group which was 9.8% while for the control group was 4.32%. This revealed that there was impact of vocabulary load on student's proper expression on Hausa essay writing.
3) The performance of students written Hausa after treatment shows ability in organization on essay writing. The mean score of experimental group was 6.5% while the control group was 5.0% which shows an impact of vocabulary load learnt after the treatment.
4) There was significant improvement in the use of mechanical accuracy by student's after being exposed to more Hausa vocabulary. The mean score of experimental group was 4.00% while for the control group was 2.41% .This revealed that there was an impact of vocabulary load on students essay writing.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

In this chapter, the summary of the investigations on the impact of vocabulary load on Hausa Essay Writing of primary school pupils in Sabon-Gari Local Government Area are presented along with the major findings from the test of the related hypothesis: the chapter also presents the conclusion and recommendation on the subjects.

The study investigated the impact of vocabulary load on Hausa Essay Writings Performance of primary school pupils in Sabon-Gari Local Government Area of Kaduna State. At the beginning of the study the explanations of the importance of written communication was presented. The state of teaching techniques, environmental influence on vocabulary learning, skills as important part of learning every language, which lead to students into academic activities were also reviewed. Reasons for teaching and learning vocabulary load to student's performance in writing as stated by some researchers were discussed. The statement of the problems objectives, research questions, hypothesis and the scope were also discussed. In the study review was made of the previous work that were relevant to the present study. The methodology of the study was also elaborately discussed; Quasi-Experimental design was used. A sample of one hundred and twenty (120) respondents were selected using purposive Sampling technique. The instrument of the study was one hundred and twenty words from different aspect of life which was also validated by experts and pilot study was carried out to test the instrument in another school. The chapter gave the detail of the procedure

for data collection, analysis after marking. Descriptive statistics and t-test statistics were used with statistical package for social science (SPSS) to take decision when the T-val<then H0 was retain and when T-val > T-cri H0 was rejected.

The research questions were answered using descriptive statistics and hypotheses were tested using t-test statistics at $P < 0.05$ level of significant. Four researches questions and four hypotheses determined the impact of exposure to vocabulary load. The summary shows that the impact vocabulary load had an effects on student's performance after treatment.

5.2 Implications

The implications are made in relation to students, teachers of Hausa and the government at large.

5.2.1 Implication for Students

1. The students should realise the importance of engaging themselves in the understanding of the meaning of words because it would help them to write good essays in Hausa. They should also practice what they learnt beyond the classroom.
2. Students should learn to use punctuation marks in their writings that could help in understanding the meaning of what to express.
3. Students should realised that their write up could be assessed by someone within or outside the school.

5.2.2 Implication for Teachers

1. Teachers should adopt communicative approach in teaching writing skills by emphasizing on the four language skills with activities such as dramatization,

new words meaning, Questions and answers. The students should be asked to write on what they had learned.

2. Teachers should use more than one strategy to teach vocabulary load to students by providing dictionary, contextual meaning from suitable passages that consider the level of the student ability and material that would enable them to have good storage of loaded words that could help them to write as much as possible.
3. Teachers should endeavour to use adequate teaching aids such as language laboratories, chart, diagrams, and pictures to motivate students to acquire more words so as to use those words in their writing. They should also assist the students by organising teaching base on the highly difficult areas in writings.

5.2.3 Implications for Educational Authorities

The observations obtained from the study, it reveals that students lack appropriate words and grammatical aspect of the language to express themselves on writing. This means that government, school administrators, curriculum planers, implementers, should encourage teachers both financially, materially and professionally through workshops and seminars. These could help to support the teaching and learning of Hausa language through the use of appropriate vocabulary load across curriculum.

5.3 Conclusion

The findings of this study show that having less vocabularies as what predominant the writing of primary school pupils in Hausa language. And this can be minimized through vocabulary load strategies. Observations made on impact of vocabulary load could be a strategic for improving student's performance on their writing. The result from the post-test shows that students from the experimental group performed better than those in the control group. This was confirmed after six week

treatment given to the experimental group on vocabulary load from different aspect of life, which showed significant influence on the performance of primary five pupils in Hausa Essay Writing.

5.4 Recommendations

The research recommends that emphasis should be made on the contextual use of the meaning of words and registers of a specific discipline in Hausa Writing. Thus:

(1) Teachers should make use of strategies used in this research to enhance the vocabulary load of their pupils. Pupils should be assigned reading tasks even outside the school walls. Reading habits should be encouraged and promoted. This could be done through the formation of reading clubs etc

(2) Pupils should be taken to place of interest e.g abattoir to know the registers there, these will enhance their vocabulary load especially now that if care is not taken most of the Hausa vocabularies will be strange to pupils. Pictures and real objects of Hausa materials should be gathered by the Hausa teacher and their names vividly written. These could be placed at a corner of the classroom or in a specially prepared room for pupils to see and read.

(3))Content words, learning the meaning of words, possible sentence construction and words related to field, disciplines or registers should be adequately taught to the students. Teachers should engage students in brainstorming activities to master the content words and construct sentences with those words. A competent and knowledgeable teacher who is well vast in the vocabulary of Hausa language should be employed to teach the language. Teaching of vocabulary load in varies language should be implemented in curriculum of Nigerian primary schools since vocabulary is the key to academic success of every discipline.

(4) Hausa language vocabulary teachers should make the classroom rich, with materials that will enhance vocabulary load understanding materials such as provision of textbooks, chart that will aid the students to learn the meaning of words in various field should be provided. The level of pupils should be considered to ascertain the kind of words to be thought. Pupils should be involved in vocabulary load learning through independent reading, brainstorming, and finding meanings from the experts, that is through excursion. Eclectic approach should be used.

5.5 Suggestion for Further Study

The following suggestions were made for further study, to expand the scope of the study.

I. Undertake the same study for other group of students in junior secondary schools

II. Repeat the same study in another local government or states of the federation of Nigeria.

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APPENDIX 1

TABLE OF PERIODIC TREATMENT OF EXPERIMENTAL GROUP

WEEK	**DURATION**	**Activities**
Week 1 lesson	30	-Teacher entered class and introduced the topic to the students (words meaning) -New and difficult words were bring out by the teacher and students, and as any students say out any other difficult words the teacher wrote them on the board. -Teacher discussed with the students the meaning of the words. -The words were discussed with the students. Possible meanings were given by different students and the teacher help them to understand the meaning as used in the context.

Week 2 lesson	30	-Previous knowledge of the words discussed in the last lesson was done. -More words were written on the board, the teacher discussed with the students the meaning of those words and how they are used in the passage. -They are also exposed to the used of those words in context, sentences and paragraphs. -The teacher guides the students on the new words discovered and were discussed on how they can be used to make sentences before them.
WEEK	**DURATION**	**Activities**
Week 3 lesson	30	-Previous knowledge through discussion and questions were done to recapitulate what was learnt in the last lesson and also the pupils were instructed to bring things to the class.in other to discuss their meanings. -The teacher exposed students to anther words and their meaning were discussed as usual. -The teacher guides the students to use the new words to make sentences with them.

Week4 lesson	30	-The students were allowed to use 5 minutes to brainstorm and produce more sentences with the new words learnt in the last lesson. -The teacher exposed students to another new words and guide the students on the meaning of those words. -The teacher exposed the students to pick some of the words to write sentences and paragraphs. -Corrections were made in the class, the lesson ended due to limited time. -Assignment was given to the students to find out the meaning of some words before the next class
Week 5 lesson	30	-The teacher asks the students to provide the meaning of those words given as assignment. -A quick recap of the last lesson was done -The teacher exposed the students on another new words and their meaning from the context and outside the context. -Students were involved to write sentences and paragraphs individually. Moore &Moore (1986) call possible sentences. -Students were given assignment before next lesson to

		find out the meaning of some words from the experts
Week 6 lesson	30	-The teacher exposed students to write Hausa essay. The test ii was administered and data were collected from students On their writing

APPENDIX 2

Table showing the schools and their population

S/N	SCHOOL NAME	No of students
1	Aminu Jafaru Model School	139
2	Aminu Model Primary School	196
3	Unguwan Fulani LGEA Sabon-Gari	198
4	Unguwan Sarkin Kogi LEA Primary School	167
5	Basawa Army Barrack Primary School	170
6	Army Children School	116
7	Bauda LEA Primary School Sabon-Gari	188
8	Dogarawa LGEA Primaru School Sabon-Gari	203
9	Gwanda LGEA School Sabon-Gari	152
10	Hanwa LEA Sabon-Gari	172
11	Katanga LEA Primary School	154
12	LEA Anguwan Malan Sule	140
13	Lemu LEA Primary School Samaru Zaria	196
14	LGEA Basawa Primary School	188
15	LGEA Bomo Primary School	157
16	LGEA Chikaji Primary School	219
17	LGEA Dan Saa Primary School	150
18	Dogon Bauchi Science Model Primary School Sabon-Gari	140
19	LGEA Dufa-Dufa Primary School	120
20	LGEA GRA Sabon-Gari Primary School	222
21	LGEA Jafaru Primary School	215
22	LGEA Jamaa Primary School	225
23	LGEA Jushin Waje Primary School	212

24	LGEA Kallon Kura Primary School	207
25	LGEA Kurmin Bomo Primary School	125
26	LGEA Kwangila primary school	117
27	Maraban Kwangila	211
28	Marmara LEA Primary school Sabon Gari	221
29	Mayanka	156
30	LGEA Mil Goma primary school	120
31	LGEA Muchiya Primary School	206
32	LGEA Nomadic Makera Primary school	159
S/N	**SCHOOL NAME**	**No of students**
33	LGEA Palladan Primary School	192
34	LEA Ranji Hanwa Primary School	145
35	LGEA Sabon Gari Primary School	120
36	LGEA Sakadadi Primary School	150
37	LGEA Samaru Primary school	171
38	LGEA Shika Dam Primary school	216
39	Tsugugi LEA Primary School Sabon Gari Zaria	123
40	LGEA Unguwan Kanawa Primary School	125
41	LGEA Zabi Primary School	168
42	LGEA Zangon Danbarno Primary School	150
43	UBE Gabashin Gwanda	191
44	UBE Hayin Gada	106
45	UBE Kabama Primary School	202
46	School	137
47	UBE Layin Zomo Primary School	206
48	UBE Rafin Gwaza	150

49	UBE Rinji Nomadic	141
50	Unguwan Makera	146
51	UBE Unguwan Sarkin Baka Nomadic	158
52	Unguwan Barashi	127
53	Unguwan Rimi	127
54	Saidu Model	205
55	Usman Idris Quaranic UBE Almajirai Pilot	166
56	Nomadic Unguwan Wakili Primary school	141
57	LEA Primary School Unguwan biso Village	165
58	UBE Danmakwarwa	139
59	Umaru Yaraduwa Almajirai Bilingual Model Boading Primary	132
60	Hayin Sambo LEA Primary School	141
61	Unguwan Nafara Nomadic Primary School	138
62	UBE Primary School	156
	T0TAL	**10395**

APPENDIX 3

MARKING SCHEME

Content: the study would checked whether the pupils digress and are writing out of point giving irrelevant points that do not add to the quality of the pieces of writing etc

25 marks

Expression: here the researcher would looked for the style, arrangement of points, choice of words and structure, the beauty or liveliness of the pieces of writing e.t.c

25 marks

Mechanical accuracy: here the researcher will looked for wrong spellings, indiscriminate use of capital letters and wrong omission of punctuation marks e.t.c25marks

Organisation: the researcher will checked out the link of the sentences, theme and paragraphs for coherency e.t.c 25marks

APPENDIX 4

Kalmomin da aka yi Amfani Dasu Daga Bangarori Daban-Daban na Rayuwa

sankace	kazafi	sulhu
gayauna	tuhuma	adalci
fatsa	kurkuku	hakki
koma	hauni	daidaito
taru	rajamu	kafuwa
mari-mari	wasici	alfarma
kugiya	rikici	akida
suru	jingina	halacci
zuga- zugi	sakaci	biyayya
Awartaki	sharuda	wajibi
Masaba	sammaci	matsarmama
kulfi	kara	yan rani
matsoni	ha inci	kyasbi
zarto	gudanarwa	tundurmi
gizago	kawance	kaska
diyya	rarrashi	makoko
ganima	yanci	kaba
sabani	raddi	kwarnafi
sadaki	Jigajigai	hakiya
almubazzaranci	kwarjini	makyankyasa
kage	kuri a	hakarkari
maratayi	bijirewa	shakuwa

Kalmomin da aka yi Amfani Dasu Daga Bangarori Daban-Daban na Rayuwa

kunci	kyama
babakere	babatu
dillanci	gantali
musanya	daskarewa
farfadowa	nahiya
inganci	dandozo
tallafi	gangara
kodago	jaddawali
hauhawa	zaizaya
farashi	ambaliya
rara	aradu
sallama	kewaye
tukuici	husufi
alakoro	kura
kosawa	kwatance
rudu	kungurmi
kuruciya	yanayi
fargaba	tsunami
kyama	dausayi

APPENDIX 5

YADDA AKA KOYAR DA DARASIN

Aji: Aji Biyar

Darasi: Hausa

Batu: Ma'anonnin kalmomi da yawa

Mataki na Daya	Malami zai rubuta kalmomi akan allo kamar haka farauta, kibiya, tarko tarbiya, kimiya, n aura, sinadari, safara, zagazugi waziri maimaio d.s.
Mataki na Diyu	Dalibai zasu fahimci yadda ake furta wadannan kalmomi bayan malami ya karanta daliban sun ji.
Mataki na Uku	Dalibai za su fahimci yadda ake harhada harrufofi asamu kalmomi
Mataki na Hudu	Dalibai za su fahimci ma anonin wadannan kalmomin da yanda ake rubuta su.
Mataki na Biyar	Malami zai yi yan tambayoyi akan darasin da yagabata domin fahimtar ko an fahimci darasin da aka gabatar.
Mataki na Shida	Malami zai takaita darasin daya gabatar sannan ya kara basu daman suyi tambayoyi.
Mataki na Bakwai	Malamin zai bad a wasu kalmomi don a nemo ma anonin su kafin darasi na gaba.

APPENDIX 6

PRE TEST RESULT OF EXPERIMENTAL AND CONTROL GROUP

s/n	C	E	O	M	T	C	E	O	M	T
	10	0	5	0	15	10	5	5	5	25
2	10	0	0	0	10	10	5	5	0	20
3	10	5	0	0	15	10	5	5	5	25
4	15	10	5	5	35	15	5	10	5	45
5	5	5	0	0	10	15	5	5	5	30
6	5	0	0	0	5	15	5	5	0	25
7	10	5	0	0	15	10	10	5	5	30
8	10	5	0	0	15	10	5	0	0	15
9	10	0	0	0	10	10	5	5	0	20
10	10	0	5	0	15	10	5	5	0	20
11	10	5	0	0	15	15	10	10	0	35
12	10	5	0	0	15	10	5	5	0	20
13	5	5	0	0	10	10	10	5	5	30
14	10	5	5	0	20	10	10	5	0	25
15	10	10	0	0	20	10	5	5	0	20
16	10	0	0	0	10	10	10	5	5	30
17	10	5	5	0	20	10	5	0	0	15
18	10	10	0	0	20	10	5	5	0	20
19	5	5	5	0	15	15	10	5	0	30
20	10	5	5	0	20	10	10	5	5	30
21	5	5	5	0	15	15	10	5	0	30
22	5	5	0	0	10	10	5	0	5	20

23	5	5	5	5	20	20	10	5	0	35
24	10	10	5	0	25	15	10	0	5	30
25	5	5	0	0	10	15	5	5	10	35
26	5	5	0	0	10	10	10	5	5	30
27	10	5	5	5	25	10	10	5	0	25
28	10	5	0	0	15	15	5	5	0	20
29	5	5	5	0	15	10	5	5	0	20
30	10	5	5	0	20	10	5	5	0	20
31	5	0	5	0	10	5	0	5	0	10
32	5	0	5	0	10	5	5	5	0	15
33	10	5	5	0	20	10	10	5	0	25
34	10	5	0	0	15	10	10	5	0	25
35	5	5	5	5	20	10	5	5	5	25
36	10	5	10	0	25	15	5	5	5	30
37	10	5	5	0	20	10	5	5	0	20
38	10	5	5	0	20	15	5	5	5	30
39	5	5	0	0	10	10	5	0	0	15
40	10	5	0	0	15	10	5	10	0	25
41	5	5	10	0	20	15	10	5	0	30
42	10	15	5	0	30	15	5	10	5	35
43	10	5	5	0	20	10	10	5	5	30
44	5	5	0	5	15	10	5	5	5	25
45	5	5	5	5	20	10	5	5	5	25
46	10	5	5	0	20	15	10	10	5	40

47	10	5	0	0	15	10	5	0	0	15
48	10	5	5	0	25	10	10	5	5	30
49	10	5	5	5	25	10	10	5	0	25
50	10	10	5	0	25	10	10	10	10	40
51	10	5	5	5	25	10	10	5	0	25
52	10	5	0	0	15	10	10	5	5	30
53	10	5	5	0	20	15	10	5	5	35
54	10	10	5	5	30	15	10	10	10	45
55	5	5	0	5	15	10	5	5	0	20
56	10	5	5	5	25	10	10	5	5	30
57	10	10	5	0	25	10	10	5	0	25
58	10	5	0	0	15	10	10	5	0	25
59	5	5	5	0	15	10	10	5	0	25
60	5	5	0	0	10	10	5	5	0	20

APPENDIX 7

POST TEST RESULT OF EXPERIMENTAL AND CONTROL GROUP

	C	E	O	M	T	C	E	O	M	T
1	5	5	0	0	10	10	10	10	0	30
2	5	0	0	0	5	10	5	10	5	30
3	5	5	0	0	5	15	10	5	0	30
4	10	5	0	0	15	20	10	5	5	40
5	5	0	0	0	5	15	10	5	0	30
6	5	0	0	0	5	10	5	5	0	20
7	5	5	0	0	10	15	10	5	0	30
8	5	5	0	0	10	20	15	5	5	45
9	5	0	5	0	10	15	10	5	0	30
10	10	0	0	0	10	20	15	10	10	55
11	10	0	0	0	10	20	15	5	5	45
12	5	5	0	0	10	15	5	5	0	25
13	5	0	0	0	5	20	10	5	0	35
14	5	5	0	0	10	15	10	5	0	30
15	5	5	0	0	10	20	10	10	5	45
16	15	10	5	0	30	15	10	10	5	45
17	15	10	5	0	30	20	10	10	5	45
18	5	5	0	0	10	20	10	5	0	35
19	5	5	5	0	15	15	5	5	0	25
20	15	5	5	5	30	20	15	10	10	55
21	20	15	5	5	45	20	20	15	15	70
22	5	5	5	0	15	10	5	5	5	25
23	5	5	5	0	15	15	10	5	0	30
24	5	5	0	0	10	5	5	5	0	15
25	10	5	5	0	20	10	5	5	0	20
26	5	5	0	0	10	5	5	5	0	15
27	15	10	5	0	30	15	10	5	5	35
28	10	5	0	0	15	10	10	5	5	30
29	5	5	0	0	10	10	10	0	5	25
30	5	0	5	0	10	10	5	0	5	20
31	5	0	0	0	5	5	5	5	0	15
32	10	5	5	0	20	15	10	5	10	40
33	10	5	0	0	15	15	10	10	5	40
34	10	0	0	0	10	10	5	0	5	20
35	15	5	0	0	20	15	10	5	5	35
36	10	0	5	0	15	15	10	5	5	35
37	15	10	10	5	40	20	20	15	10	65
38	10	0	5	0	15	20	10	0	5	35

39	10	5	5	0	20	15	10	5	5	35
40	5	5	0	0	10	15	5	5	0	25
41	5	10	0	0	15	15	10	5	5	35
42	10	5	0	5	20	20	15	5	5	45
43	**5**	5	0	0	10	10	5	5	0	20
44	10	5	0	5	20	15	10	10	5	40
45	10	5	0	5	20	10	10	5	5	30
46	10	10	5	5	30	20	10	10	10	50
47	15	10	10	5	40	10	20	10	10	50
48	10	15	5	0	30	15	10	10	5	40
49	10	10	5	0	25	15	10	10	0	35
50	15	5	5	0	25	15	10	10	5	40
51	10	10	5	5	30	20	10	10	5	45
52	15	5	5	5	30	15	10	10	10	45
53	5	5	5	0	15	15	10	5	5	35
54	10	5	0	0	15	10	10	5	0	25
55	10	5	5	0	20	10	10	10	5	35
56	10	5	5	5	25	20	10	10	5	45
57	15	5	5	0	25	15	10	10	5	40
58	10	5	0	0	15	10	10	5	5	30
59	10	10	5	0	25	10	10	10	5	35
60	5	5	0	0	10	10	10	0	0	20

APPENDIX 8

PRE TEST SCRIPT OF EXPERIMENTAL GROUP

APPENDIX 9

POST TEST SCRIPT OF EXPERIMENTAL GROUP

APPENDIX 10

PRE TEST SCRIPT OF CONTROL GROUP

APPENDIX 11

POST TEST SCRIPT OF CONTROL GROUP

APPENDIX 12

PRE TEST SCRIPT OF EXPERIMENTAL GROUP

APPENDIX 13

POST TEST SCRIPT OF EXPERIMENTAL GROUP