EFFECTS OF COMMUNICATIVE TEACHING METHOD ON THE PERFORMANCE OF STUDENTS IN ENGLISH LANGUAGE IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

BY

Joyce, SHEKARI

SEPTEMBER, 2015

EFFECTS OF COMMUNICATIVE TEACHING METHOD ON THE PERFORMANCE OF STUDENTS IN ENGLISH LANGUAGE IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

BY

Joyce, SHEKARI

B.A.ed (Jos)

M.Ed/ Educ/3506/ 2011 – 2012

A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN CURRICULUM AND INSTRUCTION.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

SEPTEMBER, 2015

DECLARATION

I declare that the work in the Thesis entitled Effects of Communicative Teaching Method on the Performance of Students in English Language in Junior Secondary Schools in Kaduna State, Nigeria has been carried out by me in the department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis was previously presented for another degree or diploma at this or any other Institution.

Joyce Shekari **Date**

CERTIFICATION

This Thesis entitled Effects of COMMUNICATIVE TEACHING METHOD ON THE PERFORMANCE OF STUDENTS IN ENGLISH LANGUAGE IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE NIGERIA, by JOYCE SHEKARI meets the regulations governing the award of the degree of Masters in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr (Mrs) H. O. Yusuf **Date**

Chairman, Supervisory Committee

_____ _____

Dr (Mrs) R. .J Daura **Date**

Member, Supervisory Committee

_____ _____

Dr. B. Maina **Date**

Head of Department

_____ _____

Prof. A. Z. Hassan **Date**

Dean, School of Postgraduate Studies

DEDICATION

This research works is dedicated to God Almighty who gave me the strength, enablement and wisdom to carry it out. Also to the teachers and students of English Language in Junior Secondary Schools.

ACKNOWLEDGEMENTS

My sincere appreciation and acknowledgement goes to God Almighty for the strength and enablement to go through with this thesis. There were times I could have let go but His grace saw me through. Father, I say thank you.

Also I wish to acknowledge my two supervisors, Dr. (Mrs.) H. O. Yusuf and Dr. (Mrs.) R. J. Daura. I want to specially and sincerely appreciate their great input in this research work. I thank you for the corrections, constructive criticisms and the encouragement to complete this work. I am grateful to you, thank you so much. The value of your life is determined by the number of people who owe God appreciation of your existence. I thank God for your lives. Thank you.

Also I wish to acknowledge, Pst. Nwagu Okenwa for his prayer and support, Barr and Mrs. R. James and family, they accommodated me, they stood with and made this research work easier. I also acknowledge my parents and siblings for their support and encouragement. I sincerely appreciate my course mate Alasoluyi ‘Seyi Emmanuel for his immense contributions towards the success of this research work. I say a big thank to Dr. and Mrs. Iliya Haruna for accommodating me throughout my stay in Zaria. To all my friends too numerous to mention, thank you and God bless you all.

ABSTRACT

The study on the Effects of Communicative Teaching method on the performance of Students in English Language in Junior Secondary School in Kaduna State, Nigeria was specifically aimed at determining the effect of Interactive Teaching Technique which is one of the Communicative Teaching methods on the performance in English Language of the JSS Students. The research work sought to find out if there was a significant difference or no significant difference in the performance of students in English Language when taught using interactive teaching techniques in JSS. This research work had four objectives. To determine the effects of interactive teaching techniques on students' performance in English Language in Junior Secondary Schools. To determine the effects of interactive teaching techniques on the performance of male/female students taught using interactive teaching techniques in English Language in Junior Secondary School. To determine the effects of school type on the performance of students taught using interactive teaching technique in English Language in Junior Secondary Schools. To determine the effects of school location on the performance of students taught using interactive teaching technique in English Language in Junior Secondary Schools. This research work had four corresponding questions and hypotheses. The duration of the research work was eleven weeks. The scope of this study is communicative method, but specifically interactive teaching techniques. John Dewey's theory of learning by doing is the theoretical framework for the study. An English Language Performance Test was designed and administered to both the control and experimental groups in the four schools. They were assessed before and after the study was carried out. The pilot study for this research was conducted at G.G.S.S. Kabala Costain and the actual study was conducted G.G.S.S Doka, G.D.S.S Kakuri, G.D.S.S. Kujama and G.T.C Kajuru all in Kaduna state. A total of 205 students participated in the study. Experimental group was made of 100 students while control group was 105. The analysis of the data collected was done using appropriate tools in Statistical Package for Social Sciences (SPSS) 20th Edition. The study find out that students taught English Language in JSS in Kaduna state using Interactive Teaching Techniques performed better than those taught without the techniques.

TABLE OF CONTENTS

TITLE PAGE		I
COVER PAGE		II
DECLARATION		III
CERTIFICATION		IV
DEDICATION		V
ACKNOWLEDGEMENTS		VI
ABSTRACT		VII
TABLE OF CONTENTS		VIII
LIST OF TABLES		XI
LIST OF APPENDICES		XII
LIST OF FIGURES		XIII
OPERATIONAL DEFINITION		XIV
CHAPTER ONE: INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	7
1.3	Objectives of the Study	8
1.4	Research Questions	9
1.5	Hypotheses	9
1.6	Basic Assumptions	10
1.7	Significance of the Study	10
1.8	Scope of the Study	11
CHAPTER TWO: REVIEW OF RELATED LITERATURES		
2.1	Introduction	12
2.2	Theoretical Framework	12
2.2.1	Types and Theories of Learning	14

2.2.2 The Behaviourist Model 15

2.2.3 The Constructive Model 17

2.2.4 The Social Constructive Model 20

2.3 Concept of Learning 21

2.4 Concept of Teaching Methods 23

2.4.1 Methods, Approaches, Procedures, Techniques and Strategies of Teaching English 26

2.4.2 Language Learning Method 26

2.5 Teaching of English Language in Junior Secondary Schools 31

2.6 English Language Teaching Techniques 34

2.7 Structural Approach in Teaching and Learning Performance in English Language 34

2.7.1 Functional and Notational Method 36

2.7.2 Communicative Language Teaching Approach 36

2.7.3 Concepts of Communicative Approach to Language Teaching 39

2.8 Learning Performance and Retention in English 43

2.9 What are Interactive Techniques? 48

2.9.1 Examples of Interactive Teaching Techniques 49

2.9.2 Effectiveness of Interactive Techniques 50

2.10 Empirical Studies 50

2.11 Summary 51

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 52

3.2 Research Design 52

3.3 Population 53

3.4 Sample and Sampling Technique 54

3.5 Instrumentation 54

3.5.1 Validity of the Instruments 55

3.5.2 The Pilot Study 56

3.5.3 Reliability of Instrument 56

3.6 Procedure for the Instrument 57

3.7 Procedure for Data Analysis 57

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction 58

4.2 Answer to Research Questions 60

4.3 Hypotheses Testing 63

4.4 Summary of Major Findings 65

4.5 Discussion of Findings 66

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary 68

5.2 Conclusion 69

5.3 Recommendations 70

5.4 Suggestions for Further Study 71

Reference 72

Appendices 76

LIST OF TABLES

Table 2.1	Showing the Relationship between an Approach and a Method	46
Table 3.1	Showing the Sample Zones to be used in the Study	53
Table 4.1	Frequency and Percentage of Respondents Based on Groups	59
Table 4.2	Frequency and Percentage of Respondents Based on Gender	59
Table 4.3	Frequency and Percentage of Respondents Based on School Type	59
Table 4.4	Frequency and Percentage of Respondents Based on School Location	60
Table 4.5	Independent Sample t-test Showing Differences in Post-test Scores of Experimental and Control Group	60
Table 4.6	Independent Sample t-test Showing Differences in Post-test Scores of Female and Male in Experimental Group	61
Table 4.7	Independent Sample t-test Showing Differences in Post-test Scores of Day and Boarding Students	62
Table 4.8	Independent Sample t-test Showing Differences in Post-test Scores of Rural and Urban Students	62
Table 4.9	Independent Sample t-test Showing Differences in Post-test Scores of Experimental and Control Group	63
Table 4.10	Independent Sample t-test Showing Differences in Post-test Scores of Female and Male in Experimental Group	64
Table 4.11	Independent Sample t-test Showing Differences in Post-test Scores of Day and Boarding School Students	64
Table 4.12	Independent Sample t-test Showing Differences in Post-test Scores of Rural and Urban School	65

LIST OF APPENDICES

Appendix I	76
Appendix II	80
Lesson One	83
Lesson Two	85
Lesson Three	87
Lesson Four	89
Lesson Five	91
Lesson Six	93
Lesson Seven	94
Lesson Eight	96
Lesson Nine	99
Lesson Ten	101
Lesson Eleven	105

LIST OF FIGURES

Figure3.1 Showing the Design of the Study 53

OPERATIONAL DEFINITION

Effects	-	The change that one thing causes in a second thing
Interactive	-	Communication with each other in the classroom
Techniques	-	A Particular method of doing an activity usually a method that involves practical skills
Method	-	A Particular way of doing something
Control Group	-	The group that were not taught using interactive teaching techniques
Experimental Group	-	The group that were taught using interactive teaching techniques

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Successful teachers have many tools at their disposal in order to reach different students that they encounter. The use of interactive teaching can provide opportunities to students that are normally available in traditional situations. Interactive teaching also focuses on the process of learning and not just presenting information.

The basic idea of interactive teaching is that students must be active. Interactive teaching takes into account that learners have experience and knowledge that they bring to each situation. Instead of just adding more knowledge to that, teachers use the students' knowledge to assist in learning more. Instead of just giving the information to the students, teachers encourage them to come up with ideas of how it connects to their own world, thus constructing their own meaning of the material.

The first thing to realize about interactive teaching is that it is not something new or mysterious. If a teacher asks questions in class, assigns and checks homework, or holds class or group discussions, then the teacher already teaches interactively. Basically then, interactive teaching is just giving students something to do, getting back what they have done, and then assimilating it, so that the teacher can decide what would be best to do next.

But almost all teachers do these things, so is there more to it? To answer this question, one has to step away from teaching and think about learning. According to Abrahamson (1998), over the last twenty years, the field of cognitive science has taught a lot about how people learn. A central principle that has been generally accepted is that everything students' learn, is "constructed" by the students. That is, any outside agent is essentially powerless to have direct effect on what students learn. If the brain does not do it itself – that is, take in information, look for connection, interpret and make sense of it, - no outside force will have

any effect. This does not mean that the effort has to be expressly voluntary and conscious on the learner's part. Our brains take in information and operate continuously on many kinds of levels, only some of which are consciously directed. But, conscious or not, the important thing to understand is that it is our brains that are doing the learning, and that this process is only indirectly related to the teacher and the teaching. For example, even the most lucid and brilliant exposition of a subject by a teacher in a lecture, may result in limited learning if the students' brain do not do the necessary work to process it. There are several possible causes why students' learning may fall short of expectations in such a situation. They may;

i. Not understand a crucial concept pathway into the lecture and so what follows is unintelligible.
ii. Be missing prior information or not have a good understanding of what went before so the conceptual structures on which the lecture is based are absent.
iii. Lack the interest, motivation or desire to expend the mental effort to follow the presentation, understand the argument, make sense of the positions, and validate the inferences. (Abrahamson, 1998).

However, whatever the cause, without interacting with the student (in the simplest case by asking questions), a teacher has no way to know if his/her effort to explain the topic were successful. According to Abrahamson (1998), there are three distinct reasons for interactive teaching. It is an attempt to see what actually exists in the brains of the students. This is the "summative" aspect. It is the easiest aspect to understand. The second reason is "formative" where the teacher aims through the assigned task to direct students' mental processing along an appropriate path in "concept space". The intent is that, as students think through the issues necessary in traversing the path, the resulting mental construction that is developed in the students' head will possess those properties that the teacher is trying to teach. The third may be termed "motivational". Learning is hard work, and an injection of motivation at the right

moment can make all the difference. One motivating factor provided by the interactive teacher is the requirement of a response to a live classroom task. This serves to jolt the student into action, to get his brain off the couch, so to speak. Additional more subtle and pleasant events follow immediately capitalizing on the momentum created by this initial burst. One of these is a result of our human social tendencies. When teachers ask students to work together in small groups to solve a problem, a discussion ensues that not only serves in itself to build more robust knowledge structures, but also to motivate. The anticipation of immediate feedback in the form of reaction from their peers, or from the teacher is a very strong motivator. If it is not embarrassing or threatening, students want to know desperately whether their understanding is progressing or just drifting aimlessly in concept space. Knowing that they are not allowed to drift too far off track provides tremendous energy to continue.

According to Ojo (1997), the interactive teaching technique is an integration of teaching technique that demand high student participation at all levels of learning process. The teacher guides and the students perform different learning tasks in groups based on the three levels of interaction patterns in the classroom i.e. students-teacher interaction, student-students interaction or students-community resources interaction.

The interactive teaching techniques and strategies derive their conceptual framework principles from the works of Lewis, (1935) in Ojo (1997). According to Lewis movement towards accomplishment of desired goals is a result of tension within an individual. Deutch as cited in Kadiri (2004) asserted that the interrelationship of the different individuals could be resolved into three goals structures viz: cooperation or interaction or collaboration, individualistic and competitive goals structures. Thus Deutch was the first to give a clear picture or conceptual framework of the interaction pattern in the classroom.

In Nigeria, Okebukola, (1991), has given prominence to this classroom goal structure in the sense that these goals structures were shown to influence students' performance in science. In social studies, Okam (1998), Joof (1985); Dubey and Barth (1980) as cited in kadiri(2004) and ASESP (1994) have also asserted the benefits likely from the utilization of the interactive teaching techniques and strategies.

By using interactive teaching, it is easy to see how much the students know. It also allows the teacher to understand how the students' individual thought processes are working with the information they are learning. This allows for more useful planning for future lessons on similar topics. The students gain by learning facts within a bigger picture, which makes it easier to remember. Interactive learning is motivating, due to the use of peer groups and positive interaction between the students and teachers. Some situations lend themselves better to interactive teaching than others. For example an English class provides ample situations for discussion about literature among small groups.

In the interactive setting, the goals of the individual in a group are also closely linked. They work together as a team and reach decision by consensus and compromise. The achievement of an individual in a group is linked with the achievement of others in a group. In these teachings and strategies the following level of interaction will be used and these are: Student-Teacher Interaction, Student-Student Interaction, Small group Interaction and Entire group Interaction. Therefore, the crucial question is: How can the organizations of an English language classroom in these fashion influence the performance of students in junior secondary schools in Kaduna state?

The interactive teaching techniques have the value of blending strategies that can trigger interest, improve performance and desire for continued learning as opined by Okam (1998)

and Ojo (1997). However, these are all opinions and are subject to experimentation and confirmation particularly in English language.

According to Spencer (1971), of all the heritage left behind by the British at the end of the colonial administration, English language is probably the most important legacy. This, he pointed out, is now the language of government, business and commerce, education, the mass media, literature and internal, as well as external communication. With particular reference to the role of English language in the field of education, he states that:

> "The entrenchment of English perhaps is the most noticeable in the field of Education. English is introduced as a subject in the first year of primary school; and from the third year of primary school up to and including the university level, it is a medium of instruction. This in effect means that the Nigerian child's access to the cultural and scientific knowledge of the world is largest through English". (Spencer, 1971, p.16)

However, in spite of this emphasis, English language is still in a state of quandary in our institutions of learning. This is evidenced by the number of failure that has been recorded at various levels of education, particularly at the post-primary level. Part of the comments of the Chief Examiner's report for ordinary level English Language (May/June, 2007) says:

> …contrary to expectation, the performance of the candidates was awfully poor. Some of the candidates scored zero in the paper, having failed to write an answer that could earn a single mark in any section of the paper. It appears that a good number of schools registered illiterates and unqualified candidates for this test.

Grieve (1968) cited in Williams (1994) notes that universities are dissatisfied with the low standard of many entrants who have scored reasonable marks in the examination but are handicapped in their university studies because of their inability to read with understanding or write clearly. Adekunle (1969) says that the secondary level of education has for some time been receiving much attention in West Africa because it is the immediate reservoir of potential middle and high level manpower. But it is at this level that a lot of wastage in manpower potential occurs because of so many factors one of the most important being the

language problem. Admission to this level of education and successful completion of the courses depend very much on the students' proficiency in English Language, the medium of instruction.

Many people attribute the problem of English learning and teaching on the Nigerian cultural influences. As an exogenous language used in a cultural context different from its home base, the use of English as a medium of education poses problems. It is seen to cause misunderstanding of concepts and ideas due to differences in cultural world views. To this group, cultural influence on English impoverishes the language.

Williams (1994), states that English Language teaching in Nigeria has developed within the framework of theory and practice which have been applied in countries where English is taught as a second language. In any sociolinguistic context, the teacher of English needs to be acquainted with the historical and theoretical bases of language teaching.

"(we should) regard all the proven techniques associated with all methods as part of a vast store of methodological resources upon which we can draw in accordance with our special purposes at a given time". (Prator 1976 in Williams 1994 Pg. 11).

At the same time, we cannot afford to ignore those factors within the Nigerian context which necessarily influence the teaching of English as a second language. The trained teacher not only understands and can implement the method as shown in the textbook, he is likely to be selective in the use of textbooks and methods of teaching, choosing only those materials which are based on sound linguistic and pedagogical principles.

Today, English as a second language (ESL) according to Olaofe (2013) has been witnessing unprecedented changes in curriculum, teaching methodology and application of learning theories. This is coupled with rapid increase in school enrolments across educational level in

the midst of limited teaching learning resources. All these challenges have created a huge demand on teachers of English that are expected to teach learners of varied cultural, socio-economic, and psychological backgrounds in adverse learning situations.

Williams (1994) says, the methods used should be in keeping with objectives for English Language teaching in Nigeria. These objectives are determined by the role and function of the language in and outside the classroom. An oft-quoted memorandum from Ahmadu Bello University, Zaria states that the English Language student in Nigeria should be proficient in all four language skills: ability to speak fluent and acceptable English, ability to understand simple conversational English spoken at normal speed, ability to read and comprehend contemporary written English of a level appropriate to the candidate's age and required level of attainment and ability to write clear, acceptable English on such topics as are prescribed. Pg. 17.

This study therefore is an attempt to determine pedagogical strategies which are capable of reversing the general decline in teaching and learning the English Language. It is the poor performance amongst students that has motivated this investigation in the subject area. Specifically, this study investigated the effect of Communicative Teaching Method, specifically Interactive Teaching Techniques on the growth of higher cognitive attainments of English of Junior Secondary Schools in Kaduna State.

1.2 Statement of the Problem

Several international conferences e.g. International English language teacher educator conference by the British council have been held within the past thirty years on English Language teaching. Various commissions' e.g. International conference on English language teaching (ICELT) of inquiry have investigated this problem at national levels; there was an investigation into English Language teaching in Nigeria in 1966 says Adekunle (1969).

Language Teachers from English – speaking countries have been brought as technical aid personnel to teach English in West African secondary schools or to take part in short in-service vacation courses for teachers. Workshops are organized regularly by Agencies like the National Teachers Institute (NTI) and also the Millennium Development Goals to produce better teachers of English. The West African Examination Council (WAEC) is continually experimenting with new syllabuses and methods of examining English. But it appears something important still has to be done. English Language students in junior secondary schools find it difficult to perform tasks that require high cognitive thinking. Specifically, they find it difficult to perform well in tasks that require them to apply, analyze, synthesize and evaluate within the context of Blooms (1956) taxonomy of educational objectives. This learning difficulty was also evident in problem solving skills as demonstrated by their consistent poor performance in English Language tests.

Therefore, the focus of this study is to determine the effects of interactive teaching techniques on the performance of students in English Language in Junior Secondary School students. Secondly to determine the effects of these techniques on gender, school type and school location.

1.3 Objectives of the Study

The following are objectives of the study to:

i. Determine the effects of interactive teaching techniques on students' performance in English Language in Junior Secondary Schools.
ii. Determine the effects of interactive teaching techniques on the performance of male/female students taught using interactive teaching techniques in English Language in Junior Secondary School.

iii. Determine the effects of school type on the performance of students taught using interactive teaching technique in English Language in Junior Secondary Schools.

iv. Determine the effects of school location on the performance of students taught using interactive teaching technique in English Language in Junior Secondary Schools.

1.4 Research Questions

The study has the following research questions:

i. What is the effect of interactive teaching techniques on student's performance in English Language in Junior Secondary Schools?

ii. What is the effect of interactive teaching techniques on the performance of male and female students in English Language of Junior Secondary Schools?

iii. What is the effect of school type on the performance of students taught using interactive teaching techniques in English Language in Junior Secondary Schools?

iv. What is the effect of school location on the performance of students taught English Language using interactive teaching techniques in Junior Secondary Schools?

1.5 Hypotheses

The following Null hypotheses were postulated for this study:

Ho_1 There is no significant difference in the performance of students in English Language when taught using interactive teaching techniques in Junior Secondary Schools of Kaduna State.

Ho_2 There is no significant difference between the performance of female and male students of English Language when exposed to interactive teaching techniques.

Ho_3 There is no significant difference in the performance of students of Boarding and Day schools of Junior Secondary Schools when they are exposed to interactive teaching techniques.

Ho_4 There is no significant difference in the performance of students in urban and rural areas taught English Language using interactive teaching techniques in Junior Secondary Schools of Kaduna State.

1.6 Basic Assumptions

The study was based on the following assumptions:

i. That students' performance would be enhanced when taught English Language using interactive teaching techniques.
ii. That the way students are taught affect the quality of performance and learning of students.

1.7 Significance of the Study

On the whole, this study could contribute ideas for improving the teaching of English Language in schools. Specifically, the following could benefit from the findings of this study:

English Language teachers could find and utilize the interactive teaching techniques and strategies so as to enhance the teaching and learning of English Language.

Colleges and universities preparing teachers can benefit from the findings of this study. These institutions can become aware of factors that inhibit learning of English Language, and put structures in place to encourage teachers in training to teaching using these techniques.

Bodies such as the English Language Teachers Association (ELTA), States Educational Resource Centers (SERC), Nigeria Educational and Research Development Council

(NERDC) can benefit by considering the findings of this study in developing instructional methods and therefore become aware of the variables to manipulate in order to enhance teaching and learning.

The study will be of great significance to English Language curriculum planners, so that they will plan the curriculum bearing these interactive techniques in mind, so that the curriculum will be more of activity based. Also, curriculum experts, scholars and researchers, so that further research can be carried out on these techniques and how they can be used to enhance students performance in classroom. Teachers will benefit because they will become aware of these techniques and use them in the classroom for better students performances. Teaching English as second language teachers will also benefit from this study.

1.8 Scope of the Study

This research is delimited to the Effects of Interactive Teaching Techniques on the Performance of Students in English Language in Junior Secondary Schools in Kaduna State. Specifically, students of JSS II in Government Girls Secondary School, Doka, Government Secondary School, Kakuri, GDSS Kujama and GTC Kajuru were used for the study. They will be taught using lesson plans that are student centered which will encourage a lot of interaction and communication between them in the class. The study is going to last for Eleven weeks of instruction.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature relevant to the study. The review is written under the following headings; definitions of learning, types of theories of learning, the behaviourist model, historical development of teaching method, approaches, methods, techniques and strategies of teaching English, teaching of English language in Junior Secondary Schools, English language teaching techniques, structural approach in teaching and learning achievement in English language, functional and notional method, communicative language teaching approach, concept of communicative approach to language teaching, learning achievement and retention in English and summary.

2.2 Theoretical Framework

The theoretical framework for this study is John Dewey's learning by doing theory which got its impetus from the Constructive Model.

Tell me and I will forget , show me and I may re member involve me and I will understand – Chinese proverb.

What is this theory about?

Learning by Doing is not a new instructional theory but is exactly what is sounds like.

A currently proponent of this instructional theory is Schank. He wrote "Life requires us to do more than it requires us to know, in order to function. It makes more sense to teach students how to perform useful tasks. There is only one effective way to teach someone how to do anything and that is to let them do it" Schank (1999), cited in Language Teaching Journal Vol. 40: No3.

Learning by doing is applied in educational activities, both in schools and beyond. It involves a careful design of activities that allows students to have meaningful, relevant learning experiences that they will then be able to use in the future.

John Dewey, born in 1859 is perhaps the greatest proponent of learning by doing. Dewey argued that "education is not preparation for life, it is life itself" Duffy and Cunningham, (1992) Both Dewey and Rousseau hired during a time of great change, the industrial Age, and saw a need for learning that was pragmatic, focused and centered on the individual. Dewey said "that life including the vocations, should form the basic context for learning" Duffy and Cunningham (1992), cited in Jonassen (1996).

Unfortunately, there are very few teaching methods that are used today in public schools that include the learners, being able to actually do what they are being taught. Learning by doing has been talked about as a good idea in education for a very long time, but not often acted upon. This could be because of the complexity and time it adds to lesson plans, additional materials required time allowed for assessments. Inexperienced educators or traditions in the education field.

Occasionally children need to be alone and on their own. But in the main they will learn more by doing things together. By choosing what their group would like to do, planning their work, helping one another do it trying out various ways and means of performing the tasks, involved and discovering what will forward the project, comparing and appraising the result, the youngsters would best develop their talent powers, their skill of understanding, self-reliance and cooperative habits

The questions and answer arising from such joint enterprises would expand the child's horizon by looking his immediate activities with the larger life of the community.

Participation in meaningful projects, learning by doing, encouraging problems and solving them, not only facilitates the acquisition and retention of knowledge but fosters, critical intelligence, individual initiative etc. learning is more than assimilating, it is the development of habits which enable the growing person to deal effectively and most intelligently with his environment.

Learning by doing is based on three (3) assumptions that:

1. People learn best when they are personally involved in the learning experience.
2. Knowledge has to be discovered by the individual if it is to have any significant meaning to them or make a difference in their behavior and
3. A person's commitment to learning is highest when they are free to set their own learning objectives and are able to actively pursue them within a given framework. (John Dewey (1859-1952)

Learning by doing theory is in line with the interactive teaching techniques that the researcher is looking into.

2.2.1 Types and Theories of Learning

Postulations about learning are many and these postulations represent a tireless effort at explaining the learning process among humans. Experiments conducted and carried out on learning have succeeded in bringing about the much-debated theories of learning. This led to various schools of thought about learning. Teaching and learning in schools are directly influenced by these theories of learning.

Three important schools of thought on learning have dominated classroom practice today. This transcends the primary, secondary and university classes. It is no gain saying that they have dominated most teaching practices in schools today. They represent models from which

certain principles of learning are incorporated; ultimately they determine what the teacher does on one hand and what the students on the other hand do and the consequences of such interaction. These models are:

2.2.2 The Behaviourist Model

For clarity of meaning and purpose, this model conceptualizes learning as a change of behavior as a result of experience. It is among the oldest schools of thought about learning that debunked the maturation theory but accepts the utilitarian theory. Perhaps one of the major attacks of this school of thought about learning is the fact that most of its principles are derived from experiments conducted with animals. Thorndike (1911) in Sotto (1994), one of its early proponents, confidently claimed that the laws that emerged from this theory are by-products of a series of experiment on animal learning. According to the proponents of this theory, learning among human beings result by building association or bond between the experience, thinking and behavior. Two laws are very popular with this model; the laws of effect and that of exercise. The law of effect as Andrew (1990) puts it, it revolves around the principle that: "The greater the satisfaction, the greater the strengthening or weakening of the bond".

That of exercise revolves around the premise that: "The probability of a response occurring in a given situation increases with the number of times that response has occurred". Pg. 16.

This clearly demonstrates that learning is a process that takes place as a result of reward and punishment, which further elaborates the theory of pleasure seeking and fear avoidance. The law of exercise emphasizes the place of practice, repetition and drills in learning. In otherwords, the more an exercise is repeated, the better it is learnt.

Perhaps, the significance of this model on learning is that it had debunked an already held belief on learning as innate. It had also refuted and discredited the maturation theory. The theory further exposes the place or role of the teacher in teaching and learning process. It also emphasizes the benefits of reward and punishment, conditioning and repetition in learning. Learning to be effective must show or manifest a change in disposition for a relatively time frame.

However, attempts have not been made by the theory to further explain the role the learner plays in a learning process other than a passive receiver of information. Secondly, it could not explain how environmental factors influence learning. School learning cannot compromise understanding to mere memorization of facts and information. Learning is a process. Therefore, for any effective learning the teacher and students must be active. The complexity of the present world and the challenges it poses require a kind of learning that could enable the learner solve problems independently.

Added to this model was the principle of trial and error and the significance of motivation on learning. "The theory of learning in which the subjects grapple with problematic situation without intellectual participation, a learner rather react topsail stimulus or carries out blind attempt until one of them proves successful by chance". (Correl, 1978, Pg. 21).

Teaching methods that emerged out of this model or theory such as the cane, stick and dark cupboard have long lost their place as means of promoting learning in schools. Expository method of teaching falls under this model. But learning as reported by Joof (1985) tends to be superficial and fragmented using principles derived from this model.

2.3.2 The Constructive Model

Dissatisfied with the behaviourist school of thought on learning, Picket (1926) as in Andrew (1990) proposed a paradigm that learning is a process that is developed through interaction between thought and experiences. In other words, learning is viewed as a process that cannot take place haphazardly but through sequential arrangement of what is to be learnt in relation to the capacity of the learner. According to this theory, learning takes place within the individual commensurate to the nature of his cognitive development. To further explain the theory, Piaget charts the intellectual development of children from birth to successive development of mental structures into adolescence. These stages are:

1. Sensori motor stage (birth to 2 years)
2. Pre-operational stage (3 to 7 years)
3. The concrete operational stage (8 to 12 years)
4. The formal operational stage (12 years)

It was postulated that at the first three stages of children's cognitive growth, direct experience seems to be crucial while abstract thinking is only possible when a child attains the formal operational stage. There is no doubt that the progressive approach to scientific theory of learning emphasizes the role of the learner in the learning process. The principles of readiness, motivation, and the environment as necessary ingredients to learning were further elucidated by this theory.

Contrary to the behaviourists, learning is a matter of cognitive growth of an individual, for that individual to learn, he must be active. The degree and extent of learning of an individual is directly related to his cognitive growth. This progressive approach to learning opens yet another chapter on theory of instruction and teaching generally. In our classrooms today –

progressive education, activity teaching methods, inquiry approaches to instruction received their impetus from this model.

Perhaps, the major strength of this theory on learning is that: it has changed the former perception of the teacher and the learner in the learning process from a passive learning to an active one, from learning via memorization to learning that emphasizes understanding. It further encourages the stimulation of environment towards learning and recognizes effective learning as a matter of individuality and cognitive growth.

However, this model was seriously debunked earlier by Bruner in Rich (1971). He opines that:

> "Any subject can be taught effectively in some intellectual honest form to any child at any stage of development. Body of knowledge can, with all respect, be presented at any stage in three ways; inactive representation, iconic or pictorial and logical or symbolical representation".(p.26)

Donaldson (1976), Tizard and Hughes (1984) cited in Andrew (1990) have further demonstrated that children's intellectual abilities are far greater than those reported by Piaget. He was however accused of underestimating the intellectual growth of the children. The child centered approach or ideology overemphasized the individual and ignores the social context in which learning takes place William et al, (1980), cited in Andrew (1990)

According to this model, learning can be perceived as developmental, produced by the interaction between cognitive growth and the environment. Lawton (1981) was quick to add that:

> "Development is produced by the interaction of the child and his environment through the process of assimilation and accommodation … life is a continuous creation of increasingly complex forms and progressively adaptation to these forms of environment".(p.11)

Inherent in the cognitive growth of an individual was the principle of readiness, which was widely misunderstood. It was earlier perceived as maturation between one stage into another.

Far from this, it involves in this context, the intentional and deliberate instinct within the learner to learn. It means how well prepared is the learner to learn within himself.

The influence of this model on classroom practice and teaching practices today is immense. This model is in line with the progressivist movement and had gained a lot of followers and adherents. The influence of this model cannot be restricted to teaching practices alone but it had greatly influenced various curriculum organization and planning.

Modern instructional or teaching approaches in various curriculum areas received their impetus from this model. John Dewey's learning by doing, democratic rather autocratic classroom and activities oriented instruction leave their roots in this psychological premise.

Reflective thinking, creativity and scientific teaching and the inquiry are specific teaching strategies that continued to receive acceptability and recognition. Despite all advocacies, most classroom of today remain little different from those of fifty years ago (Marshall, 2000). Traditional or conventional teaching approaches remained even though in principle, teachers claimed to be using inquiry teaching strategies.

Despise the popularity, efficacy and support of this model, it was seriously criticized on the grounds that it underestimates the mental capacity and growth of children. The stages or sequence are not rigid in themselves because it had been established that there are discrepancies between chronological age and intelligence. This model was criticized on the ground that it negates the role of the social environment on learning – learning is not only individualistic but social too.

2.2.3 The Social Constructivist Model

The model found its basis on a simple premise that learning is not at all learner dependent but it is more of teacher-dependent. It is assumed that learning is a by-product of high degree of social interaction with others. The position of this model was succinctly put forward by Andrew (1990) as:

> "Cognition, language and all forms of thought depend on the culture and social history of the learner as well as any particular instruction that may be offered … It is ideas, language and concepts derived from interaction with others that make learning meaningful".

This means that it is not the cognitive development that account in learning but the stimulation necessary for effective learning. In other words, attaining certain stage of cognitive growth may not guarantee learning unless enough environment stimulations are directed to ensure that learning. It was concluded by the proponents of this model that learning is as a result of assistance which can come in many ways. It may take the form of explanation, discussion and demonstration by and with a knowledge person.

The strength of this model on learning is that it has responded to the main constraints of learning by the principles of trial and error. By this, it had eliminated the aimless searching and wandering around when faced with difficulty. It had shortened the long period of time to be spent on establishing association between stimulus and response. The main emphasis of this model is on environment stimulation and independent learning.

The social learning theory had been part of the model being practiced in particular oriented school subjects like civics and general knowledge. For instance, discussion, role-playing, brain storming, stimulation, games etc. these teaching techniques can add variety and maintain interest.

Researchers are however needed to determine empirically the effect of these teaching techniques on learning performance, specifically, the efficacies of these techniques against the paradoxes of large class size, independent learning for permanency, transfer of learning and reflective thinking. To what extent can these teaching techniques solve the problem of dearth of instructional materials, ignite interest on learning to meet the challenges of the ever changing society?

Discourse on learning achievement cannot be complete without an examination of the above three models on learning. The strengths and weaknesses of these models have been pointed out reflecting the ever increasing argument about the priority and need of educational enterprises. The influence of these models to a greater extent determines not only our belief about the learner but also our behavior as teachers in the classrooms as Maiwada (2000) pointed out.

2.3 Concept of Learning

Learning is an active and dynamic process in which individuals make use of a variety of information and strategies modes of processing (O'malley et al 1990:217) cited in Marshal et al 2000:107. Hartwig (1978) cited in Marshal (2000) states that learning is imprinting of materials (memorization) of information, skills and abilities. He further explains that human minds are essentially selfish and therefore people act only to increase "pleasure and to avoid pain". This utilitarian theory on conceptualization learning had it that human minds at birth are like clean slate, which is gradually filled up by sensation derived from their environment. Stephen (1965) in Kadiri (2004:26) opined that learning is a process that an individual acquires as a result of maturation. The maturation theory explains further that the capacity of learning in an individual depends largely on his maturation level.

However, two important variables stand unique in a discourse about learning – learning is an acquired process and it involves acquisition of either knowledge, skill and/or abilities. It is therefore foolhardy to assume that learning can take place in a vacuum. The debate continues especially as it relates to the place of the teacher on learning. Protagonists like Leery (1980:214) in Kadiri (2004:26), are quick to conclude that all learning is teacher-dependent. "All learning is teacher-dependent as already established that all learning require the recognition of the learning of Y as a standard to be compiled when learning X and this standard cannot be achieved without others revealing it". (Leery 1980, in Kadiri 2004,Pg. 26.).

The teacher is very crucial in learning especially school learning. But it is important to note that not all learning takes place in the school although school learning can reinforce other learnings. Others felt that learning is an individual effort because at whatever point in learning, his willingness and interest are required.

The definitions of learning above can bring home some principles that learning is practicable only among humans. It is a process and a vital process for that matter because it ensures biological existence and intellectual growth of the individual. It is only through learning that an individual can achieve a genuine relationship with himself and the world says Schorder (1977) in Kadiri (2004:27).

Learning therefore, results in a change of behavior because it is evidence-dependent; for learning to have taken place, there should be evidence or a manifestation of such learning. Learning occurs unconsciously but most or nearly all school learnings are conscious (intended). The conceptualization of learning is clearer "Learning is a process by which skills, attitude, knowledge and concepts are acquired, understood, applied and extended; it is

partly a cognitive processed, partly social but successful learning should result in confidence, pleasure and in a sense of achievement" (Andrew, 1990, Pg. 8).

2.4 Concept of Teaching Methods

Teaching methods, do not seem to matter because there is no evidence to favour one method over another remarked Robertson (1969) as in Kadiri (2004). This was echoed by Seigel and Seigel (1967), Flanders (1969), Dunkin and Barnes (1986) cited in Kadiri (2004). Teaching methods have been catalogued by Robertson (1969) as having bearing on today's teaching practices.

The Rhetoricians for example used the method of systematized instruction to teach young men of ancient Athens to speak effectively. The popular teaching method was imitation and the purpose was to prepare the child for adult life. The children on their own cannot learn but rather they should imitate the adult. But education is not only for the preparation of adult life but to liberate the mind, the heart and to develop a complete human being that can be rational and possess a sound interpersonal relation.

Socrates felt that learning can easily be affected by exhortation. A learner cannot learn on his own, he must therefore be conditioned to learn. This further buttress what Skinner later in the 20^{th} century called the system of reward and punishment. However, it had been repeated that persistence of punishment cannot for a long time induce learning.

The emphasis on drill and repetition as a method of teaching was echoed by Alvain in the 11th century. This was akin to what Thorndike later elaborated as principle of exercise. However, learning cannot be synonymous to memorization. Meaningful learning must therefore be based on understanding. Robertson (1969)

Teaching methods that were inclined to motivation review and healthy setting of rivalry was emphasized by the Jesuits in the 16th century. Revision should be the main teaching approach. This theory on teaching method was later developed in the 17th century to incorporate other ideas that learning cannot be acquired haphazardly but rather sequentially. Learning should therefore be arranged in a manner that reinforces this law. The sequence of all teaching should therefore start from simple to complex; from the principle of universals to general and then to particular. Robertson (1969)

The opinion of Pestollazi (1746 - 1777) cited in Kadiri (2004), is that teaching method must be built on a strong foundation of the knowledge of the learner, it must be adjusted to his ability. Intellectual development is not sporadic but gradual. The guiding principle in all teaching should start from known to unknown, from concrete to abstract and particular to universal. However, his close associate Foebel (1782 - 1841) added that learning or teaching methods should be simultaneously double sided- giving and taking, uniting and dividing, processibility and following.

The advocacy of Postallazi had greatly influenced modern methods of teaching. It generally influenced decision regarding teaching methods which have strong implication on classroom practices even today. It was a critique of the old methods of memorizing materials in premier text, the ideas of teacher to hear recitation, test memory, keep order and administer discipline. Thus, methodology became an important field of study.

At the end of the 19th century, as reported by Herbert (1881) in Kadiri (2004) teaching was viewed as a means of helping the learner recall ideas when needed. The role of teacher is to assist any way possible for the preparation, presentation, association, systematization and application of ideas. Teaching method is another way of finding ways by which ideas can be organized or can facilitate the organization of ideas.

Teaching methods, today, are based on psychological assumption about learning, curriculum and the teacher. The Computer Assisted Instruction (CAI) was to solve problem of teaching so as to encourage independent thinking and learning. However, the accessibility is a problem and large class sizes do not augur well for Computer Assisted Instruction.

The next teaching technique is the individualized instruction. The teaching technique is apparently good because it bridges the gap between the teacher and the learner and reduces anxiety. But educators like Williams (1994) doubt the practicability of this technique against the background of mass education and over-crowded classrooms. Williams (1994) for example, made the following observations:

> "Individualized instruction is not in line with the principles of lifelong education which has as its goal to train young people to have an open mind, intellectual flexibility and sensitivity to new phenomenon". Pg. 43.

Team teaching especially in certain curriculum areas such as the social studies, integrated science and other humanities was proposed by Ikwemelu (1993), and Okobia (1984). But the main problem of team teaching is logistics, coordination and adequate arrangement may be lacking.

Thus, teaching methods are many and most teaching methods used in today's classroom are based on certain psychological assumption. However, the old hypothesis by Crage (1925) in Kadiri (2004) that no teaching method is the best or superior support the theoretical assumption that any method can effectively promote cognitive, affective and psychomotor changes in the learner. This idea is supported by Dunkin and Barnes (1986), Kromrey and Purdom (1995) in Ogunyemi (1999).

2.4.1 Methods, Approaches, Procedures, Techniques and Strategies of Teaching English

It is usual to find some practitioners using the four terms: approach, method, procedure and technique interchangeably. This is not so. Olaofe (2013:15) says "there are fine distinctions in their use, especially in second language teaching situations. An approach refers to theories behind the nature and concept of language teaching and learning. Method is the practical realization of an approach. It includes various procedures and techniques to use in language teaching. Procedure is an ordered sequence of techniques often described in terms of first thing to do, second or third steps to follow in teaching. A technique suggests sequential actions, activities and tactics used during teaching. The goal of any approach and method should be to awaken joy in creative use of English in an effective way".

2.4.2 Language Learning Method

A Language learning method is an overall plan for learning a second language based on theoretical approach selected. It involves the design of a syllabus for the course which in turn consists of learning objectives and techniques for achieving those objective.

There is often confusion among the terms, approach, method and technique. These three terms may be viewed as point along a continuum from the theoretical (approach) in which basic belief about language and learning are considered, to design (method) in which a practical plan for teaching (or learning) a language is considered to the details (technique) where the actual learning activity takes place.

Some language learning course use basically only technique. More commonly these days a variety of technique are combined so the term method is not used in the sense. Furthermore,

some people use the term method interchangeably with technique. www.01.sil.org/lingualinks/languages.

It is customary, these days to want to see major approaches to language teaching: These are:

i. Structural approach
ii. Functional approach
iii. Interactive approach
iv. Constructivist approach
v. Eclectic approach

The Eclectic approach is the approach that favours integration of various approaches that are relevant, appropriate and effective into a particular teaching-learning situation. It is an integration of the best of all methods (Olaofe, 2013).

Teaching or instruction as it often called in America is highly influenced by Educational Psychology. The influence is so great that most people felt that the psychology of learning had more influence on teaching than most thought on education. Andrew (1990) is of the opinion that:

> "The notion of teaching is totally dependent for its characterization on the concept of learning, there could be learning without teaching but most learning that goes on in schools is intended". Pg. 16

Teaching is an activity that takes many forms. It is to make someone know something, which means a process of passing out to others what is known or perceived (Lawton, 1981). To others, teaching is to pass or stimulate learning into another person, which may not necessarily require a distinct way of doing it. Teaching is a procedure which transmits experience with intention of causing learning to take place.

Teaching is an attempt to help the learner acquire some knowledge, skills and attitude. It is a system of action designed to enhance learning. Teaching must be seen as a vocation that involves the interaction of three important variables; the teacher, the learner and intervening variable (the learning act) Obanmu and Okoro (1999).

The concept "teaching" can be drawn from what teachers do because they do countless things which include among others; as a source of information, as a guide and an organizer of opportunity for learning. Persons involve in these vocations can be referred to as teachers with little considerations of how well all these duties are done Awoniyi (1981).

For any teaching to be called "teaching", learning must be effective. Teaching can therefore be regarded as the provisions of conditions that directly promote effective learning. Wherever there is a trace of learning there must be teaching of a certain sort even though not all teaching results into learning but the effectiveness of teaching is determined by the amount of learning Cruzon (1990).

The conflict model about teaching perceived "teaching" as a means of reducing or moderating conflicts between already held beliefs and values by children and expected norms of the society. Teaching according to this model involves a changing process which attempts to change the pupil by introducing him to new ideas often in conflict with ones already held. Teaching involves assisting the school perform its primary role of socialization of children - inculcation of worthwhile attitudes, knowledge, skills and beliefs of the society. Howard (1975) classifies teaching activities into four types:

i. Initiating new learning
ii. Furthering learning already started
iii. Speeding up learning
iv. Correct deviation

Any person charged with these activities can be referred to as a teacher and his diligent discharge of this act is called teaching. Under the role theory, "The teacher is only primarily responsible for determining what goes on in the classroom. A growing literature suggests that students' behavior is the cause as well as the effect of teacher behavior" (James 1984, in Kadiri 2004, p,45).

In another context, "Teachers don't merely deliver the curriculum, they develop, define it and interpret it too. It is what teachers think and what they believe that ultimately shapes the kind of learning that young people get" (Huberman, 1988, p4).

Teaching is the activity planned and executed by the teacher to cause learning. Teaching method refers to distinct specific act of achieving determined objectives. A teaching method is a plan for presenting language materials to be learnt based on a selected approach. It is translating an approach into instructional system based on the objectives of language learning, content to be learnt, types of task surmised (Olaofe, 2013).

Above are some of the various attempts at conceptualizing teaching method. Teaching method embraces far too many activities that teachers do with the sole aim of causing learning. This involves the behaviour of the teacher in the learning act with a well defined objective.

However, the quality of teacher and teaching are becoming the centre of attraction in matters of school effectiveness. Russel (1978) in Kadiri (2004) points out that the school organization, the curriculum, the teacher's approaches and teaching aids were the most essential components which determine the effectiveness of schools.

Improving teaching and learning is essentially developing better teaching methods which means training teachers in new classroom management techniques and student based teaching

activities such as active learning, cooperative learning, interactive teaching techniques and strategies etc. teaching method are generally affected by assumption which Lawton (1981) regards as unfortunate because:

> "In many countries we have tended to think that is necessary for primary school teachers to understand child development but not to know much about the structure of knowledge, where as in secondary school teachers are expected to be experts in their own subject field but not to know much about student cognitive growth". p17

Effective teaching method must be built on knowledge of the needs of the learner, his readiness as well as interest. Regan (1974) cited in Hubberman (1988) proposes that if any meaningful gain is to be achieved, teaching methods must be informed in the light that they place:

i. More emphasis on developing enthusiasm for learning.
ii. Less emphasis on information given.
iii. More emphasis on critical thinking or less emphasis on memorization.
iv. More emphasis on the process of learning and less on the product. Pg. 32

Teaching method that is used taking into consideration the above might influence learning that calls for understanding, reflective thinking and problem solving. Heinz (1979) in Kadiri (2004) pointed out that teaching methods play an important role in teaching and learning. It brings to the fore those elementary stages and development which we emphasize in the process of development of ability.

The ultimate goal of English language teaching, especially in adverse situation is to motivate learners to want to learn the language on their own. The best English language teacher is the one who suggests rather than dogmatizes and inspires his listeners with the wish to teach

themselves English when the teacher is no longer around (Bulwer Lytton, 1803-1873) in Olaofe (2013).

In selecting approaches and methods, the English teacher should be guided by the following statements:

i. No method is good or bad; it is the teacher, teaching situations and its application that makes it so
ii. In deciding which method to use, we must beware of the bandwagon effect leading to the uncritical acceptance of a new method and automatic abandonment of the old one uncritically.
iii. Method is not an overriding factor over and above the mastery of the content of what to teach; proper mastery of the content and method of teaching are important components of effective teaching of English.
iv. Beware of novelty for novelty sake. Some seemingly sophisticated teaching dogma or doctrine may misrepresent the real life classroom situations. It may also create intellectual and pedagogical confusion (Olaofe, 2013. pg. 40).

2.5 Teaching of English Language in Junior Secondary Schools

The significance of Junior Secondary School English Language Programme cannot be over emphasized. This can be justified by the fact that English is a compulsory school subject in Primary and Junior Secondary Schools, and also the medium of instruction (NPE, 2004).

Great hopes and aspirations have been expressed on the Junior Secondary School curricular particularly as it affects value-reorientation, poverty eradication, job creation, wealth generation and using education to empower the people (FME, 9-year Basic Education Curriculum, English Studies for JSS 1-3, 2007).

English Language Education at Junior Secondary Schools in Nigeria is expected to equip individuals with appropriate knowledge, value and beliefs to enable them function as responsive and responsible citizens particularly students whose formal education might terminate at Junior Secondary School level. An analysis of the objectives of Junior Secondary School English Language is both remedial and developmental, as it sets out to:

i. tackle the language deficiencies brought in from the lower basic;
ii. develop language proficiency for both upper basic and post basic;
iii. develop the language proficiency necessary for performing well in other school subjects.(9-year Basic Education Curriculum English Studies for JSS 1-3 (2007, p.g. IV).

The curriculum at this level is intended to build up confidence in students' use of the language. As much as possible, the activities are expected to be interactive, sometimes teacher initiated and at other times student initiated.

In addition, the curriculum reflects depth, appropriateness, and interrelatedness of the curricula contents. Also, emerging issues which covered value orientation, peace and dialogue, including human rights education, family life/HIV and AIDS education, entrepreneurial skills etc were infused into the relevant contents of the new 9-year Basic Education curriculum.

In general, the curriculum pays particular attention to the achievement of the Millennium Development Goals (MDGs) and the critical elements of the National Economic Empowerment and Development Strategies (NEEDS).

In addition, the English Language curriculum was organized into five areas:

1. Language Development
2. Listening and speaking skills
3. Reading and writing skills
4. Grammatical accuracy
5. Literature

   (9-year Basic Education Curriculum English Studies for JSS 1-3 (2007, p.g. IV).

The challenges for English Language teachers in Junior Secondary Schools must therefore be to strike a balance in all the performance objectives and to select and utilize teaching techniques that can enable them achieve their objectives. This should be determined by effectively testing various teaching techniques and see how they influence cognitive growth and interest students.

English Language learning is greatly affected by teaching techniques utilized in the classrooms. Improvement in teaching and learning should subscribe to classroom practices or experiences in which the teachers and students are partners in progress. We cannot continue for example to clamour for creativity, critical thinking scientific inquiry, problem solving etc, while in many respect our classroom practices do not in any way encourage these. "We need research by teachers in the field using both methods of instruction before we can say with any degree of confidence that this method produces better learners, creature and problem solvers" (Delemount, 1987, p11).

Therefore, this informs the need for this research particularly on Junior Secondary School English Language.

2.6 English Language Teaching Techniques

Teaching techniques can be referred to as the specific activity of the teacher in teaching and learning situation that enable him accomplish his method. Four types of techniques can be identified based on their nature, manner and form (Olaofe, 2013). This grouping is because they are the major ones and they consist of different techniques that English teachers use. These are: structural approach, functional approach, interactive approach and constructivist approach.

2.7 Structural Approach in Teaching and Learning English Language

Structural approach goes with grammar-translation method, and audio-lingual method. The criticisms leveled against the grammar-translation method are many. It makes a learner to be largely passive participant in the teaching-learning process. The emphasis is on teaching about the language rather than teaching the language itself. The grammatical analysis may be boring and mechanical, if handled by inexperienced teachers typical of adverse teaching situations, and de-motivate learners. Some of the rules given allow exceptions which cannot be explained by the teacher. The method is largely teacher-centered. The teacher decides the item to teach, how to teach it and the kind of exercises that are to be practiced. Practice activities are limited to analysis and parsing which are mainly written; oral activities are limited. A grammar focused approach is centered on a set of language structures usually imposed by the syllabus rather than the communicative needs of the learners. It is influenced by factors such as individual differences and their developmental learning sequences. Teachers who have limited knowledge of grammar are at a great disadvantage in this method. It may lead them to avoiding the teaching of English or turn the English Language teaching to a lecture or note taking exercise.

Olaofe, (2013) submits that a general survey of English Language teaching at the Primary and Secondary Schools in Nigeria, as a typical example revealed the popularity of this method. Teachers end up teaching only minute aspects of the language sometimes only nouns and verbs, throughout a whole year, leaving all other communicative aspects untouched.

This is not to say that grammar-translation method is completely bad. It has its own merit, especially if the aim is to achieve accuracy of language usage in a situation where certain language errors are endemic and have become a source of great concern for both the students and the teachers. When language errors become a stigma, and are persistent and embarrassing, grammar-translation method becomes necessary to call learners' attention to the serious and damaging errors, especially at the tertiary level, where such errors are least expected.

This approach also goes with audio-lingual method. It originated from the structural grammar. It is designed as a reaction to the grammar-translation method in an attempt to integrate more use of the target language into English lessons. It is based on the principles of behavioural psychology and has adapted many principles of direct method of language teaching which makes speaking dialogues and active conversational styles in English the primary focus. According to direct method, all language materials are first presented orally with actions and pictures. As an off-short of structural grammar, audio-lingual method is based on the principle that speech is primary amongst others. Language learning is triggered off by stimulus which elicits response, immediate feedback and reinforcement of positive or correct responses. The assumption is that all these effort will give rise to more positive and appropriate responses needed for proficiency and accuracy in the language.

The audio-lingual method has been severely criticized by many scholars.

The method undermines the role of human mental faculty and ability, It is teacher centered and Its insistence on correct forms always underplays the role of hypothesizing, trial and error and rule generalizations which are part of language learning process employed by learners of a second language. According to Corder, (1979), errors are a productive proof that language learning is taking place.

2.7.1 Functional and Notional Method

The concepts are developed by scholars like David Wilkins, Finocchiaro and Brunfit. This language method is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used. By the notional component of the method, we mean the meaning elements that are expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors. These are the functions, the elements in the situation and the topic being discussed. Mary Finocchiaro placed the functional categories as personal, interpersonal, directive, referential and imaginative (Olaofe, 2013).

2.7.2 Communicative Language Teaching Approach

Communicative language teaching approach is a revolution which came to being in the twentieth century. It is as a result of the advancement in social linguistics, discourse analysis and pragmatics, which places language learning in contexts, situations and language in use. It is based on the principle that conceives language in terms of its functions which are realized in use as utterances, spoken, written, or computerized appropriate to a particular context, and motivated by some communicative purposes. Thus, a distinction is often made between

language in its symbolic forms, as an abstract system or code, which are manifested in terms of usage through words, part of speech or sentences, and language in terms of communicative functions to be realized as social behaviours and language in use in real life situations.

These teaching techniques derived their impetus from the observation of classroom interaction patterns based on the postulation of Lewis (1935) cited by Ojo (1997). According to Lewis, movement towards the accomplishment of desired goals is a result of tension within an individual. Deutch (1949), (1962) cited in Ojo (1997) asserted that the interrelationship of the tension of different individual could be resolved into three types of goal structures; viz: cooperation, individualistic and competitive goals structures. Thus Deutch was the first to give a vivid conceptual framework of the interaction patterns in the classroom. The three models continued to be given prominence by works abroad, such as Johnson and Johnson (1978), (1980), Morris and Kelly (1988) cited in Ojo (1997).

In Nigeria, the work of Okebukola (1984) has also given prominence to these classroom goals structures in the sense that these goal structure were shown to influence students' performance in science. In social studies Okam (1998), Joof (1985), Amadi (1994), Duby and Barth (1980) and ASESP (1994) cited in Kadiri (2004) have also asserted the benefit likely derivable from the utilization of these teaching techniques. However, this seems to be ignored by practicing teachers in the Junior Secondary Schools as reported by Ogundare, (1998).

Researchers have proposed a number of reasons why interaction brings about positive learning outcomes. For example, it can provide interactional feedback (Long, 2006), enhance the salience of positive evidence (Leeman, 2003), raise learners' awareness of language form (Ellis, 1991), and create opportunities for learners to produce the target language (Swain 1995, 2000 and 2005), cited in Olaofe, (2010).

Therefore, the crucial question is how can the organization of the English Language classrooms in this fashion affect the performance and interest of students in Junior Secondary Schools?

In the interactive setting the goals of the individuals in a group are so closely linked. They work and compromise. The achievement of an individual in a group is linked with the achievement of others in the group. They see themselves as swimming or sinking together. The team is similar to a basket ball team in which individuals in the team work together to achieve a common goal victory, which is shared by the whole team and not an individual in the team.

In these teaching techniques, the following levels of interaction can be used and they are;

i. Teacher- student verbal interaction
ii. Student-student verbal interaction
iii. Student-teacher verbal interaction
iv. Group activities, for example
    - Reporting group discussions
    - Retelling individual experiences
    - Performing other specified activities (role-playing, acting, telling stories, debates)
    - Practicing to complete a started activity or controlled discussion.

Morris and Kelly (1998) cited in Ojo (1997) felt that interaction studies have their roots in social psychology and initiated by American researchers. They opined that with a democratic or socially integrated teacher, children can be relaxed and more friendly worked together and show an interest in what they are doing, while children with an authoritative teacher are likely to be submissive, yet aggressive and uncooperative when left on their own.

The social learning theory regards teaching and learning as a matter of assistance or help. A lot could saliently be learnt from interaction with social environment. The family peers and those that walk into the children or students lives can exert influence on them. In a discussion, the teacher engages more students' and each can be allowed to participate. Discussion method of teaching if not highly organized, may lead to rowdy and noisy classrooms.

Cooperative learning is an approach to learning which uses small groups of students working together to solve problems, complete a task or accomplish a common goal. Small groups provide a forum in which students ask questions, discuss ideas, make mistakes, learn to listen to others' ideas, offer constructive criticism and summarize their discoveries in writing. The interactive teaching techniques are a group teaching-learning in which a group with a sense of purpose or spirit de corps work together, think together to accomplish set of goals, (Mezieobi, 1994).

2.7.3 Concepts of Communicative Approach to Language Teaching

The concepts of communicative approach to language teaching if properly understood by the teacher will make for effective learning to take place.

It is concerned with real language that is attested to be current and active participation of all learners in meaningful language learning situations. This suggests activist approach (learners' active in language learning) at the expense of passive approach to language learning.

Deep end strategies are encouraged, whereby learners are dropped into the ocean of language tasks. Through self recovery, self reflection and critical thinking coupled with self analysis, learners struggle their ways out of the deep into full-fledged language use.

In a communicative language teaching, students get chance to be creative and express their own attitudes, feelings and emotions, fears etc.

The language is seen as a mean to an end; students have to achieve something through the use of English, may be for a linguistic purpose as in dialogue creation activity or non linguistic; as in making a big book following a set of instructions. The emphasis on language being used for a purpose is referred to as task-based learning.

Students must be made to have a desire to communicate using English. This means creating a gap for students to fill through information exchange of negotiation. This may be:

- Information gap where a student may have a piece of information which the other student does not have.
- Opinion gap on some issue of concern
- An affective gap where students exchange feelings and emotions; and
- A reason gap where students justify the action they took using cogent reasons. Olaofe (2013:36).

Some criticize communicative language teaching for emphasizing fluency at the expense of accuracy. Both fluency and accuracy are important in the mastery of a language.

Also, it does not encourage direct teaching of structural rules and facts. Presentation of the language is to be done through natural and contextualized setting. Rules have their own place in language learning.

Also communicative language methods demand the resourcefulness and initiative of a teacher. Such attributes are not very common and thus difficult to come by in adverse second language teachers. The method gives direct contact with English Language, not just by hearing the teacher speak it but also by using it, writing it. Language teaching and learning

should be seen as an interaction of structural, lexical and situational or contextual forms. It is the relationship among linguistic, pragmatics, sociolinguistic and discourse. All these can be handled by highly proficient, experienced in adverse language teaching situations possess these qualities, (Olaofe, 2013).

If care is not taken, communicative language teaching strategies may be turned into chat between the teacher and the few articulate pupils. Time constraints may also make the approach difficult to implement, especially in an examination-oriented, limited and rigid time tabling teaching environment typical of adverse language teaching settings. It is better to get the pupils to attempt the task first as individuals before working in groups so as to maximize active participation in group work.

Therefore most of the techniques in the family of interactive teaching techniques are group based, teachers should endeavour to follow steps as outlined by Mezeiobi (1994:17):

i. The teacher assumes the position of guide or mediator.
ii. Define the task to be accomplished.
iii. Identify and possess the resources to be used in and outside the classroom and ensure their availability.
iv. Construct lessons units and lesson plans.
v. Exercise caution in the selection of the student and their grouping.
vi. Restrict groups into manageable sizes.

At the development stage, the teacher using the interactive teaching techniques should as Rosenshine (1986:12) Says

i. Begin a lesson with a short statement of goal and objectives.
ii. Begin with a review of previous knowledge or learning.

iii. Present materials or learning experience in steps.

iv. Give clear and detailed instructions and explanations.

v. Provide active practice for all students.

vi. Guide students during initial practice.

vii. Compensate excellent group or individual work, achievement through rewards in form of praise, value statement, grades etc.

These factors will be integrated into the lesson units and plans as a treatment for the experimental group. The most popular view about teaching is that it is generally seen as a process through which teacher in the teacher centric classroom learning settings transmits knowledge, skill, attitude and value to passive or non participative learners who must make effort to assimilate the imparted knowledge which is geared towards inducing behaviour change.

This definition does not suit what teaching means in English Language. The best English Language teacher is the one who suggests rather than dogmatizes and inspire his listeners with the wish to teach themselves English when the teacher is no longer around (Bilner Lytton, 1803-1873) in Olaofe, 2013. English sentence is learner centric which in this context entails active participation.

Researches have indicated as summarily reported by ASESP (1994:10) that the more students actively participate, that is cooperate and share in the lesson, the more they will learn and remember they focus attention on what is taught.

Interactive teaching techniques have the benefit of appealing to the affective and cognitive too. In fact, if teaching techniques are the building blocks of learning and remembering, then the interactive teaching techniques encourage that. It was reported by ASESP (1994) that we learn and remember:

10 % of what we hear

15% of what we see

20 % of what we both see and hear

40 % of what we discuss with other

80 % of what we experience or practiced

90 % of what we attempt to teach others

2.8 Learning Performance and Retention in English

Studies conducted and reported on teaching techniques and learning achievement are many. Early studies conducted by Gage (1975) reported by Kadiri (2004) concluded that teaching techniques do not really matter or make the difference. Similar conclusions were made by Siegel and Siegel. "No teaching method is best in any absolute sense; its value depends on its casual relationship to the learner achievement of one or more objectives". (Siegel & Siegel, 1967, in Kadiri 2004, p.32).

Writers like Oluikpe, (1974) cited in Williams, (1981) are convinced that the performance of Nigerian students in English is adversely affected by the limitations of the contrastive analysis technique. The contrastive analysis approach cannot be ideally applied in a classroom where pupils have several different mother tongues…, the teacher has to rely on an error-analysis approach restricted to specific difficulties in a given linguistic context.

However, David (1981) added that…the teacher should keep in mind that the best teaching techniques are those that can arouse the interest and effort; develop self activity, initiate and stimulate independent thinking and judgment on the part of the pupils.

In a research conducted by Peter (1971) on the effect of direct and indirect teaching techniques, it was found that direct construction was the most effective approach in teaching.

Academic achievement in the late 1960's was commonly attributed as a product of intelligence and home background. In fact, it was thought to be unrelated to the quality of instruction. Teachers were assumed to have none or less impact on students' performance. But researches in the later decades disputed that notion establishing that some teaching methods are reliably more effective. The argument that teaching and learning are casually related or productively related, the failure to produce learning is the teachers' responsibility.

Gambo (1991) proposed the following guideline in the selection of teaching methods:

i. Strategies contradicting the purpose of the programme should not be used.
ii. Strategies inappropriate to the level of students and without instructional resource should be discouraged.
iii. Strategies whose effectiveness was not supported by research evidence discouraged.

Yusuf (2012) advises that instructional methods should be selected based on the type of instructional objectives that are expected to be achieved. Objectives set at the Psychomotor and cognitive domains will require learner-centered teaching methods such as discussion, discovery, play way and assignment. Also, the cost implications, the subject to be taught, the size and number of students, the time available for the teacher to cover the scheme of work or course outline, interest of the learner, age, class, intellectual capacity, students background, media and materials available should be put into consideration before selection is made.

Olaofe (2013) suggests things that must be considered when choosing a method to use in language class:

The approach that is learner centered is better than the one that is teacher centered, although when learners are completely ignorant of the subject matter, the teacher-centered approach may not be entirely out of place, Learning is the ultimate goal of all instructional processes.

The objectives of learning the language, such as whether or not it is for learning forms or language functions will determine the method to use, The language methods must be appropriate to the learners' current and future language needs and disposition also The methods should be appropriate to the level, age background, period of learning and the learning goals of the learners.

Teachers' own initiative and resourcefulness are paramount. Not all teachers, for example, possess the skills and the managerial capability of organizing communicative tasks suggested under communicative language teaching, the method should meet the contextual and the situational needs of the pupils and cater for the psycholinguistic situations of the learners.

The approach or method should bear in mind the multilingual and multicultural setting in which the language is taught. Such settings suggest stiff competition between the source and the target languages, the method should give room for copious participation and maximum comprehensive linguistic input, using diverse teaching-learning strategies. Variety is the spice of good language teaching and the methods must enhance communicative competence which includes linguistic, socio-linguistic, pragmatic, strategic and discourse competences. Page 41-42.

The table below shows the relationship between an approach and a method.

TABLE 2.1

APPROACH	EXAMPLES OF METHODS THAT GO WITH THE APPROACH
Structural approach	Grammar-translation method, audio-lingual method
Functional approach	Oral method, functional-notional method, situational language teaching.
Interactive approach	Direct method, communicative language teaching, language immersion, silent way, suggestopedia, natural approach, total physical response, reading method etc.
Constructivist approach	Scaffolding, task-based, teacher support and mentoring.

(Olaofe, 2013:17)

Razik (1972) in Race (1996) pointed out that the validity of any educational system naturally depends upon the quality of teaching and the availability of competent teachers. In a study conducted by Udoh (1986) in Race (1996) on the preparedness of graduate students to take up teaching appointment 80% indicated their unwillingness to take up teaching as a career after graduation.

Research reports by Banks (1982) have minimized the role of the teacher in accomplishing educational outcomes. According to this study, family background, socio-economic status, ethnicity and the likes are the major causal variables affecting school differences in performance. This implies that teachers minimally affect students' performance. There is therefore the need to establish how and in what ways do our classroom practices influence performance.

Sotto (1994:13) summarizes his findings on teacher effectiveness. He opines that some teacher behaviour in a classroom is more liable in students' achievement than others. He pointed out that the following teacher behaviours help learners to learn well.

a. Being clear
b. Being enthusiastic
c. Using a variety of approaches
d. Good questioning
e. Being talk oriented
f. Being direct
g. Giving learners an opportunity to learn
h. Making structuring comments but being critical inhibits learning

Chacko (1983) proposed that research into Teacher effectiveness can be catalogued into four groups or variables:

i. Presage – Product
ii. Process – Product
iii. Context – Product
iv. Presage – Process

The above classification was influenced by the variables under study. In presage variables, the quality of the teacher, the pupils, gender and age, qualification and socio-economic status are being investigated particularly their influence on learning achievement (product). The process variable include among others: the classroom behavior, the teaching techniques and strategies and the question styles are being investigated particularly on their influence on learning achievement.

The context variables on the other hand refer to: the size of the school, the location, the class size and instructional materials availability and the influence on learning achievement.

Research report by Alvus and Hilda (1978) in Chacko (1983) found that on teacher age, old teachers were more successful; on teacher sex, males were more successful in early grades than females. On teacher experience, experience was found to be significant on early secondary school performance as reported by Simon (1979) in Chacko (1983). On teacher personality, traits have bearing on achievement while on teaching methods/strategy, considerable evidence was in favour of discovery, enquiry method of teaching while on location, type of school and class size, evidences were not conclusive. The gender dimension is equally important because Encarta (2000) opined that girls are generally more verbal than boys at school age and they have fewer reading, speech and general backwardness problems than boys while boys are more advance in number skills.

2.9 What are interactive Techniques?

These techniques have multiple benefits, the teacher can easily and quickly assess if students have really mastered the material.

1. Interactive teaching include approaches that require participants to daily engage in an activity with other, such as cooperative learning, small group projects, role plays, games, debates, oral presentations and homework to be done with the help of parents. harvardmagazine.com/2012/03twiligh.
2. Interactive classes are classes in which the instructor incorporates engagement triggers and breaks the lessons at least once per class to have student participants in an activity that lets them work directly with the material. The engagement triggers capture and maintain students attention and the interactive teaching allows students to apply what they have learned material. There activities also allow students

immediately apply content and provide feedback to the teacher on student understanding.Serc.carleton.edu>startingpiont_teachingentrylevelGeosaence>interactivelecture.(2011).

2.9.1 Examples of Interactive Teaching Techniques

These are example of Interactive Teaching Techniques:

i. Picture Prompt
ii. Think Break
iii. Choral Responses
iv. Instructor Storytelling
v. Total Physical Reponses
vi. Students Polling
vii. Make them guess
viii. Make it Personal
ix. Read aloud
x. Punctuated Lecture
xi. Word of the Day
xii. Goal Ranking and Matching
xiii. Interest/Knowledge/Skill checklist
xiv. Documented Problem Solutions
xv. Pass the chalk
xvi. Quarter Meeting
xvii. Town Hall Meeting
xviii. The Half Class Lecture
xix. Tournament

xx. Muddiest point

Mazur (2012)

2.9.2 Effectiveness of Interactive techniques

The interactive teaching techniques are very effective, the benefit includes:

i. 700 Plus studies show improved student learning outcomes
ii. Motivates and engages students
iii. Develops real-world skills
iv. Exposure to diversity
v. Critical thinking
vi. Students gain a sense of accomplishment
vii. Retention
viii. Can communicate interest in topic through enthusiasm

Wegenek, (2007)

2.10 Empirical Studies of Interactive Techniques

The trend toward "active learning" may overthrow the style of teaching that has ruled universities for 600 years. Eric Mazur says learning interest him far more than teaching hand he encourages a shift from 'teaching' to helping students learn according to Mazur (2012), when his physic students were not following and understanding the concepts behind the formulas he began to do some soul searching "was I not such a good teacher after all? Maybe I have dumb students in my class.

Then "I did something I had never done in my teaching career" he recall "I said 'why don't you discuss it with each other?" Immediately the lecture hall was abuzz as 150 students

started talking to each other in one -on- one conversation about the puzzling question. “It was complete chaos” says Mazur. “But within three minutes, they had figured it out.

Okebukola (1991) compared teaching senior secondary school biology students (n=147) with concept mapping alone: with concept mapping in conjunction with cooperative – learning group and with lecture/demonstration methods. Group utilizing concept mapping with cooperative learning scored significantly higher than the other group.

2.11 Summary

The teaching and learning of English language like other curriculum area has been influenced by various psychological, philosophical and sociological assumptions. Effective teaching can lead to academic achievement but teaching techniques are building block of learning and remembering. However, in the available literature fewer clearer patterns seem to emerge. For instance, it was assumed that all knowledgeable teachers teach well and poor academic performance is attributed to students; in another context some scholars felt that academic performance was not a direct outcome of teaching or instruction rather a result of personality. This study is a quasi experimental one. It can enable us determine influence of teaching techniques and strategies in enhancing learning achievement in English language. It can also go a long way in establishing a frame work for grammar-translational approach of English language concepts in students. English language teachers, curriculum planners can likely benefit from the findings of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter an explanation of the procedure for the study is presented. The research design, population of the study, the research instrument, procedure for data analysis, administration of the instrument, the result of the pilot study is discussed.

3.2 Research Design

The design for this research is "Quasi - Experimental". The study is designed around the process-product framework with implication that what teachers do and say in their classrooms have profound effect on their students' learning. The research design can be diagrammatically presented like this:

$P - O_1 - X - O_2$

$P - O_1 - O_2$

P – Purposive Selection

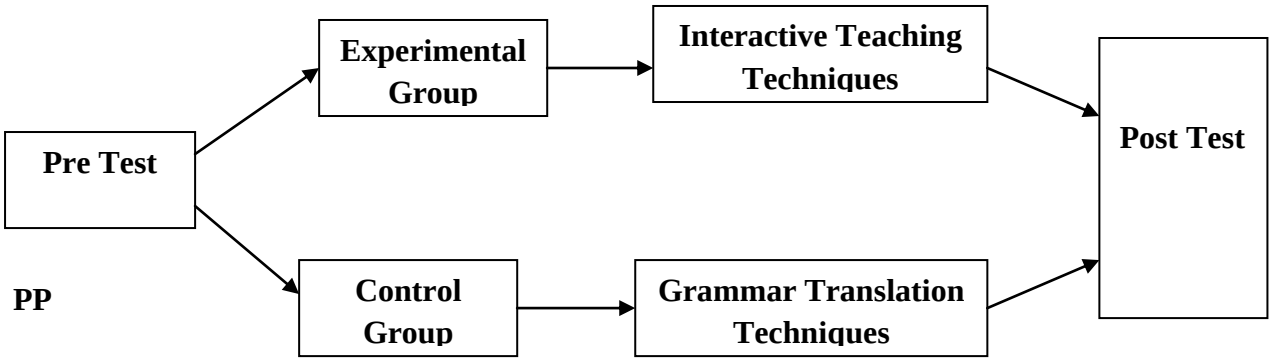
O_1 – Pretest

X – Treatment

O_2 – Post test

The research design of this study can better still be presented by the following figure:

Figure 1 Showing the Design of the Study



3.3 Population

Kaduna State has two hundred and twenty-five (225) Junior Secondary Schools. These schools are distributed among the twelve (12) education zones of the state. In addition to Junior Secondary Schools that serve as feeder to nearby senior secondary schools, many senior secondary schools have arms of junior secondary classes. The population of this study is 168329 students of Junior Secondary Schools in Kaduna State.

Table 3.1 Showing Education Zones in Kaduna State

Zone	Local Governments	Number of Students
Anchau	Kubau, Ikara, Makarfi, Soba	16177
Birnin Gwari	Birnin Gwari,	4427
Giwa	Giwa, Sabon-Gari, Kudan	8872
Godogodo	Sanga, Jama'a	10290
Kachia	Kachia, Kagarko, Jaba, Zangon-Kataf	12367
Kaduna	Igabi, Kaduna –North, Kaduna South	24789
Kafanchan	Jama'a, Jaba, Zangon-Kataf, Kaura	11148
Lere	Lere, Kauru	14617
Riga Chikun	Igabi,Kaduna-North,	12483
Sabon-Tasha	Igabi, Kaduna-South, Chikun, Kajuru, Kagarko	23386
Zaria	Zaria, Sabon-Gari, Soba	21734
Zonkwa	Zangon-Kataf, Kauru	8039
Total		**168329**

Source: Schools Department (Science and Technical Unit) Kaduna State Ministry of Education as at April, 2012.

3.4 Sample and Sampling Techniques

The subjects of this study were drawn from Junior Secondary Schools students II (JSS2). The experimental classes in the two schools were selected by the researcher. Intact classes were used. The purpose is to ensure as much as possible a fair representation of the characteristics of the population.

The samples for experimental study should come from a population that share common characteristics vital to the study say Ndagi (1984). Therefore to qualify for selection in this study, the subjects must have the following characteristics:

i. They are students of JSS 2.
ii. They are above the ages of twelve (12) years.
iii. They are literate.
iv. They have been exposed to JSS 1-2 English Language syllabus.

A total of 100 students were used for experimental group and 105 for control group from the four schools. This was done to enable the researcher to be effective and to have a manageable size. The sampling technique is purposive sampling technique. The researcher used four intact classes in the four schools.

3.5 Instrumentation

The experimental groups consisted of the classes in the respective schools sampled as experimental schools. The classes were purposely selected from among the arms of Junior Secondary Schools in the selected schools. The students in the two classes were taught some selected English Language units using interactive teaching techniques.

What is interactive teaching technique? Interactive teaching techniques can be defined as classified English Language teaching techniques, which lay great emphasis on cooperation between learners and teachers on a given learning task. The teacher moderate and initiates learning task while the students interact with people, events and materials to accomplish the learning task. In addition, the teacher can reinforce, simplify, provide cues and feedback correctives to assist the learner. These teaching techniques were based on the four levels of classroom interaction patterns i.e. teacher-student, student-student, student-teacher, group activities. These interactive activities include: Circling/Brainstorming, Cloze Test, Discussion, Shared reading/writing, concept mapping, story map outline, identification/classification pyramid, retelling, run and grab, in house excursion. They are all indicated on the lesson and were used as techniques in the lesson delivery.

3.5.1 Validity of the Instruments

Four steps were followed to ensure validity and reliability of the instruments that were used in this study. These items were presented before practicing secondary school English Language teachers in some selected secondary schools other than the ones selected for the study. Their comments, suggestions were integrated into the preparation of the instruments.

At the second stage, two (2) experts from Federal College of Education (FCE), Zaria and an expert from Ahmadu Bello University, Zaria were asked to go through the prepared instruments. Their comments, suggestions and recommendations were integrated in the preparation of the final instruments.

Five (5) B.Ed in-service students with three to five years' experience in teaching English Language were asked to validate the content and face validities of the instruments. Their comments particularly on areas of difficulty or ambiguity of the instruments were considered in the construction of the final instrument as English Language Performance Test (ELPT).

The research supervisors were presented with the prepared instruments, they make constructive criticisms and their recommendations were integrated into the preparation of the final instruments.

3.5.2 Pilot Study

In order to ascertain the reliability of the research instruments, a pilot study was carried out. The main purpose of pilot study according Kelinger and Howard (2000) is to confirm the suitability of the instrument for its adequacy and for the effectiveness of the instrument. A pilot study was carried out with the total of 50 students of GGSS JNR Kabala Costain Kaduna, Kaduna state. They were divided into two groups of 25 each. One of the groups was the control group while the other was the experimental group. The reason for the choice of GGSS Kabala Costain is that the school is believed to be more or less equivalent in standard to the schools that were used for this study and were be involved in anyway in the main study as either experimental or control group.

3.5.3 Reliability of Instrument

To test the quality of the treatment instrument (ELPT) to be used in the study, or to test the 'consistency' of the measures, a quantitative analysis of inquiry was performed using the Statistical Package for Social Sciences (SPSS) Version 21.0 of a computer program to statistically test the reliability of the research instrument. The reliability coefficient of the ELPT instruments was determined using Cronbach's Alpha technique and was found to be ELPT 0.898 and this is in line with Mukherjee (1989) as cited in Tobias (2012) who states that the average value of correlation co-efficient must be between 75 - 80. This shows that the research instrument is valid.

3.6 Procedure of the Instruments

One instrument was used in this study which was test I, test II. This was administered to the experimental groups respectively before and after treatment.

Test I was administered as pretest to all groups before the take off of the actual study. This was done at once by the researcher. Instructional unit and lesson plans constructed by the researcher was used in the schools or classes selected as experimental group. Schools that fall under the control group were not given any treatment but were pretested and post tested.

Test II will served as post test which was administered to the experimental group by the Researcher in their respective classes. The researcher did the marking and scoring, each question carries 4marks and any student that ticks two answers scored Zero. There were a total of 25 question totaling 100 marks, 50% percent and above is pass mark for the pre test and post test. Test II or post test was administered after eleven (11) weeks of instruction on the selected units in the Junior Secondary School English Language Curriculum.

3.7 Procedure for Data Analysis

The (test I and II) was divided into two sections. Section A gave the researcher the general information of the subjects as regard sex, location of school, Type of school while Section B contained the multiple choice items. Each respondent ticked or underlined the correct answer.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The data was obtained from JSS II English language students in Kaduna state, on the effect of interactive teaching techniques on students performance in English language in junior secondary schools in Kaduna state. A total of 205 students participated in the study. Experimental group was made up of 100 students while control has 105 students. The analysis of the data collected was done using appropriate tools in Statistical Package for Social Sciences (SPSS) 20th Edition. The first section of this chapter presents the frequency and percentages of the bio-data variables analysis which include gender, school type, and school location. The second section presents the answers to research questions using comparative mean and standard deviations. The third section presents and interprets the four null research hypotheses structured along the research objectives by means of inferential statistical technique of Independent t-test to determine presence or absence of significant differences for all the four hypotheses. All hypotheses are based on 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

Table 4.1 Frequency and percentage of respondents based on Groups

Groups	Frequency	Percentage
Experimental group	100	48.8
Control group	105	51.2
Total	205	100

The table above revealed the frequency and percentage of the respondents based on their group. Accordingly, 100 or 48.8% of the respondents are experimental group while the rest 105 or 51.2% are control group.This shows that both control and experimental group were adequately represented in the study. However, based on the table above, control group were more represented than experimental group. This is as a result of school fees drive which made some students left the schools used for experimental group before the final experiment.

Table 4.2 Frequency and percentage of respondents based on Gender

Gender	Frequency	Percentage
Female	109	53.2
Male	96	46.8
Total	205	100

On students' gender status, 109 or 53.2% are female students while the remaining 96 or 46.8% are males. This implies that both male and female students were well represented in this study.

Table 4.3 Frequency and percentage of respondents based on School type

Gender	Frequency	Percentage
Day	115	56.1
Boarding	90	43.9
Total	205	100

The table above revealed that, 115 or 56.1% of the respondents attends day school while the remaining 90 or 43.9% attends boarding schools.

Table 4.4 Frequency and percentage of respondents based on School location

Gender	Frequency	Percentage
Rural	91	44.4
Urban	114	55.6
Total	205	100

The above table shows that 91 or 44.4% of the students are from rural schools while the rest 114 or 55.6% are from urban schools.

4.2 Answer to Research Questions

These are the answers to the research questions:

Research Question1: What is the effect of interactive teaching techniques on students performance in English language in junior secondary schools?

To answer this research question, the post-test that was administered to both the control and experimental groups was analysed to determine the effects of interactive teaching techniques on students performance in English language in junior secondary schools.

Table 4.5 Independent sample t-test showing differences in post-test scores of experimental and control group.

Source	*Group*	*N*	*Mean*	*SD*
Scores	Exp.	100	13.40	4.09
	Cont.	105	11.37	3.01

Note: Exp. means experimental group, Cont. means control group.

The table above revealed the post-test performance of experimental and control group regarding the effects of interactive teaching techniques on students performance in English language in junior secondary schools. This attracted their highest mean response of 13.40 and 11.37 by experimental and control group respectively. Details also showed the standard deviation value of 4.09 for the experimental group while control group has the standard

deviation value of 3.01. This means that students taught English language in junior secondary schools in Kaduna state with the use of interactive teaching techniques performed better than those taught without the use of interactive teaching techniques.

Research Question Two: What is the effect of interactive teaching techniques on the performance of male and female junior secondary school students in English language?

Table 4.2.2indicated the performance of male and female junior secondary school students in English language taught with the use of interactive teaching techniques.

Table 4.6 Independent sample t-test showing differences in post-test scores of Female and Male in experimental group.

Source	*Sex*	*N*	*Mean*	*SD*
Scores	Female	54	14.40	3.42
	Male	46	12.12	2.60

On the basis of male and female students, the above table revealed their performance when taught English language with the use of interactive teaching techniques in junior secondary schools in Kaduna state. In this regard, female students have the highest mean scores of 14.40 and standard deviation of 3.42 while the male student has the mean scores of 12.12 and standard deviation of 2.60. The result above shows that the female students performed better than their male counterpart.

Research Question Three: ***What is the effect of school type on the performance of students taught using interactive teaching techniques in English in junior secondary schools?***

To answer this research question, the post-test that was administered to both day and boarding students was analysed to determine the effects of interactive teaching techniques on their performance in English language in junior secondary schools.

Table 4.7 Independent sample t-test showing differences in post-test scores of Day and Boarding students.

Source	*School Type*	*N*	*Mean*	*SD*
Scores	Day	57	10.30	2.92
	Boarding	43	9.89	2.60

Table 4.2.3 revealed the mean score of 10.30 for day students and 9.89 for boarding students; also, the standard deviation of 2.92 for day students, while the standard deviation for the boarding students was 2.60. This result shows that there is no significant difference in the performance of day and boarding English students in junior secondary schools.

Research Question Four: ***What is the effect of school location on the performance of students taught English language using interactive teaching techniques in junior secondary schools?***

Table 4.2.4 showed the results of post-test mean performance scores of students in rural and urban schools.

Table 4.8 Independent sample t-test showing differences in the mean performance scores of Rural and Urban students.

Source	*School Location*	*N*	*Mean*	*SD*
Scores	Rural	46	8.30	3.21
	Urban	54	10.81	4.73

The table above revealed the mean performance scores of students in rural and urban schools. On the basis of their status, the students in rural schools recorded the mean scores of 8.30 and standard deviation of 3.21 while the students in urban schools attracted the mean responses of 10.81 and standard deviation of 4.73. The result above signified that students in urban schools performed better than the ones in rural schools.

4.3 Hypotheses Testing

Hypothesis One: There is no significant difference in the performance of students in English language when taught using interactive teaching techniques in junior secondary schools in Kaduna state.

Table 4.3.1indicated the performance of students in experimental and control group in English language in junior secondary school.

Table 4.9 Independent sample t-test showing differences in post-test scores of experimental and control group.

Source	*Group*	*N*	*Mean*	*SD*	*Df*	*T*	*Sig. (2-tailed)*	*Remark*
Scores	Exp.	100	13.40	4.09	203	-7.38	.000	Significant
	Cont.	105	11.37	3.01				

Note: Exp. means experimental group, Cont. means control group.

From table 4.3.1, the mean scores of students taught with interactive teaching techniques and those taught without are 13.40 and 11.37; with standard deviations of 4.09 and 3.01respectively. This implies that students taught with interactive teaching techniques have higher mean academic performance than students taught without interactive teaching techniques.The t-value is -7.38, while the p-value is 0.000 ($P<0.005$). The null-hypothesis is hereby rejected because there was a significant difference in the performance of students in English language when they are taught with the use of interactive teaching techniques, and traditional method of instruction.

Hypothesis Two: ***There is no significant difference between the performance of female and male students of English language when exposed to interactive teaching techniques.***

Table 4.10 Independent sample t-test showing differences in post-test scores of female and male in experimental group.

Source	*Sex*	*N*	*Mean*	*SD*	*Df*	*T*	*Sig. (2-tailed)*	*Remark*
Scores	Female	54	14.40	3.42	98	-.911	.000	Significant
	Male	46	12.12	2.60				

Table 4.3.2 showed that the female students had a higher overall mean score of 14.40 with standard deviation of 3.42 while the male students had an overall mean score of 12.12 with the associated standard deviation of 2.60.This therefore indicates that, the female students performed better than the male students. Also, the t-value is -.9.11, while the p-value is 0.000 (P<0.005). The null-hypothesis is hereby rejected because there was a significant difference in the performance of female and male students in English language when they are taught with the use of interactive teaching techniques.

Hypothesis Three: ***There is no significant difference in the performance of students boarding schools and day schools of junior secondary schools when they are exposed to interactive teaching techniques.***

Table 4.11 Independent sample t-test showing differences in post-test scores of Day and Boarding school students.

Source	*Schol Type*	*N*	*Mean*	*SD*	*Df*	*t*	*Sig. (2-tailed)*	*Remark*
Scores	Day	57	10.30	2.92	98	-.571	.201	Not Significant
	Boarding	43	9.89	2.60				

Table 4.3.3 revealed the mean score of 10.30 for day students and 9.89 for boarding students; also, the standard deviation of 2.92 for day students, while the standard deviation for the

boarding students was 2.60. The observed t-value is -.571, while the p-value is .201 (P>0.005). This result shows that there was no significant difference in the performance of day and boarding school English students in junior secondary schools. Consequently, the null-hypothesis of no significant difference is hereby retained.

Hypothesis Four: ***There is no significant difference in the performance of students in urban and rural areas taught English language using interactive teaching techniques in junior secondary schools in Kaduna state.***

Table 4.12 Independent sample t-test showing differences in the post-test scores of students in Rural and Urban school.

Source	*Schl Location*	*N*	*Mean*	*SD*	*Df*	*T*	*Sig. (2-tailed)*	*Remark*
Scores	Rural	46	8.30	3.21	98	-.840	.000	Significant
	Urban	54	10.81	4.73				

The table above revealed the mean performance scores of students in rural and urban schools. On the basis of their status, the students in rural schools recorded the mean scores of 8.30 and standard deviation of 3.21 while the students in urban schools attracted the mean responses of 10.81 and standard deviation of 4.7 The t-value observed is -.840, while the p-value is 0.000 (P<0.005). The result above signified that students in urban schools performed better than the ones in rural schools. Thereby, the null hypothesis of no significant difference was rejected.

4.4 Summary of major findings

The following are the summary of the major findings:

1. Result from the study shows a significant difference in the performance of students taught English language with interactive teaching techniques as compared with those taught with conventional method of teaching.

2. Findings revealed a significant difference in the performance of female and male students taught English language using interactive teaching techniques.

3. Study shows that there was no significant difference in the performance of day and boarding school English language students in junior secondary schools taught using interactive teaching techniques.

4. Findings signified that students taught English language using interactive teaching techniques in urban schools performed better than the ones in rural schools.

4.5 Discussion of Findings

This study has shown that students taught English language with the use of interactive teaching techniques performed better than those taught with Conventional Method. This was further confirmed by the Independent sample t-test result in Table 4.5 which reveals that the difference in post-test scores was significant. The reason for the higher performance by the Experimental group could be that the students were able to integrate or link their experiences following the nature of interactive teaching techniques. This finding is in agreement with that of Uloko and Usman (2008). The teaching was done in a practical way and flows from concrete to abstract which reduced the abstract nature of teaching and learning of English language. It is possibly upon this view that the researcher concluded that low performance of students in English language could be attributed to non utilization of appropriate teaching

approach. In Table 4.6 the female students performed significantly better than their male counterparts in their post-test mean scores using interactive teaching techniques. Also, Table4.7 shows that there was no significant difference in the performance of day and boarding school English language students in junior secondary schools. But Table 4.8 signified that students in urban schools performed better than the ones in rural schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study sought to explore the effects of interactive teaching techniques on students performance in English language in junior secondary schools. The study also examined the influence of gender, school type and school location on students' performance in English language. To give a sense of direction to the study, four research questions were asked and four hypotheses were formulated and tested at $p < 0.05$. The researcher reviewed a lot of related literature. Moreover, the research used quasi-experimental, non-randomized control group design. In carrying out the study, the researcher used all the one hundred and sixty eight thousand, three hundred and twenty nine (168,329) junior secondary class two (JSII) students in secondary schools in Kaduna State as the population for the study. Two hundred and forty (240) students, from four co-exist schools were sampled and used as the sample for the study. The intact classes were assigned by balloting to the groups - experimental and control and were separately taught by their regular English language teachers who were trained for the purpose. All the groups were pre-tested before the experiment; post test was carried out after the experiment using ELPT. The instrument used for data collection was;English Language Performance Test (ELPT). The instrument was developed by the researcher and validated by teachers and the researcher's supervisors. The instrument was also pilot tested. Data collected were used to establish the reliability of tests. Internal consistency and reliability estimate of 0.898 was computed for the ELPT using Cronbach Alpha techniques. The data generated from the study were used in computing means and standard deviation; Independent sample t-test was used to test the hypotheses at a significance level of 0.05. The results of the analysis showed that: The use of interactive teaching technique as a teaching method was a significant factor in students' performance.

Gender was not a significant factor in the students' performance. The female students performed better than their male counterparts using interactive teaching technique. In the light of the discussion of the study findings, it was recommended that both teachers under training and those in the teaching field should be made to understand how to use the interactive teaching technique. It was also suggested that seminars, workshops and conferences should be organized by Ministry of education and professional bodies to acquaint and re-orient teachers with skills of interactive teaching technique. Based on the findings of this study, it was concluded that interactive teaching technique should be employed in teaching as a means of improving students' academic performance in English language.

5.2 Conclusion

Based on the findings of the study, the following conclusions can be deduced that students taught with interactive teaching technique performed significantly better than students taught with Conventional Method. The trend of higher performance by the experimental group could be as a result of guiding rules in the learning atmosphere provided by the teaching approach, which helped the students to master the grammatical concepts without much difficulty than the control groups. It could also be as result of the elimination of teacher strained relationship or the exciting nature of the approach in using step by step procedure in teaching and learning atmosphere.

The step by step instruction procedure provided by the approach is a unique technique that could have made for better performance by the experimental group than the control groups. The effective use of interactive teaching technique could also be explained based on the presentation of the concepts with concrete teaching aids. The use of instructional aids is considered effective in enhancing performance in teaching. This situation usually enhances learning since students tend to learn more and better when more of the senses are involved.

However, evidence from study revealed that school type has no significant effect on the student's performance. And that school location has a significant effect on the performance of students when taught English language with the use of interactive teaching technique.

5.3 Recommendations

In the light of the discussion of the findings of the study, it was recommended that;

1. Both teachers under training and those in the teaching field should be made to understand how to use the interactive teaching technique.

2. The fact that higher mean scores were recorded in students' performance through the use of interactive teaching technique, calls for teachers to acquaint themselves with the characteristics of this teaching method with a view to enhancing students performance and outcomes in learning. This could be done through seminars, conferences and workshops to be organized by government and professional bodies.

3. Both students attending day and boarding schools should be encouraged to make themselves familiar with the characteristics of this teaching method with a view to further boost their performance.

   In order to bridge the performance gap between the students in urban and rural schools, it is recommended that students should be taken on excursion and be allowed to participate actively in the class by interacting with the teacher and their colleagues, work and learn in groups.

5.4 Suggestions for Further Research

Further research could be undertaken in the following areas:

1. Assess the influence of interactive teaching technique on students' performance in a particular aspect of English language in Senior Secondary Schools.
2. Examine the effect of interactive teaching technique on students' performance in English language in both public and private schools.

REFERENCES

Abrahamson, L. (1998). *"An Overview of Teaching and Learning Research with Classroom Communication Systems"* http://www.bedu.com/interactive.html Retrieved 12th May, 2013.

Adekunle, M.A. (1969). Producing Better Teachers of English for West African Secondary Institutions. *Journal of the Nigerian English Studies Association, Vol. 3, No. 2*.

Alaezi, O. (1990). *"Groundwork of Teaching Strategies in Nigeria".* Jos: Fab Anieh (Nigeria) Ltd.

Andrew, C. (1990). *"Reflective Teaching in Primary School – A Handbook for Classroom"*, London: Cassel Villiers.

ASESP, (1994). *"African Social and Environmental Studies Programme".* Social Studies Curriculum and Teaching Resource Book for Africa: Kenya.

Awoniyi, A.T. (1981). *"Principles and Practice of Education".* London: Holder and Faber.

Banks, J.A. (1982). *"Teaching Strategies for Social Studies".* Massachusetts: Addison Wesley Publishing.

Blooms, B. (1956). "Blooms taxonomy of Educational Objectives. www.businessbells.com Retrieved 9th October, 2014.

Brown, R. (1982). *"Curriculum and Instruction: An Introduction to Methods of Teaching"*. London: Macmillan Press.

Chacko, M. (1983). Framework for Research in Teacher Effectiveness. *Journal of Science Teachers Association of Nigeria Vol. 2*.

Corder, S. P. (1979). *"Talking Shop: Language Teaching and Applied Linguistics"*. English

Correl, W. (1978) *"The Psychology of Learning".* Education Vol. 18. Germany: Institute of Scientific Cooperation.

Curzon, L.B. (1990) *"Teaching in Further Education; an Outline of Principles and Practice"* (4th Edition), London: Redwood Books Ltd.

David, F. (1981) *"Psychology for Teachers".* London: Macmillan.

Delamount, S. (1987). *"The Secondary School Teacher".* London: The Falmer Press.

Falayajo, W. (1997). *"Assessment of Learning Achievement of Primary Pupils in Nigeria"*. Federal Government of Nigeria/UNICEF/UNESCO Monitoring of Learning Achievement Project, National Report.

Gambo, A.A. (1991). *"Social Studies Resource Centre; a Vital Element in Social Studies"*. Zaria.

Howard, F. (1975). On instructional Models and Cataloguing. *Education Vol. 16.*

Huberman, M. (1988). The Lives of Teachers. *Education Vol.5.*

Ikwemelu, S.N. (1993). *"Social Studies Education in Nigeria: An Overview"*. Onitsha: Orient Publishers.

John, D. (1859-1952). *The Theory of Learning by Doing*. www.dewey.pragmatism.org. Retrieved 22nd July, 2014.

Jonassen D. H. (1996). *Handbook of Research for Educational Communication and Technology*, Ed. New York. Macmillan Library. Reference.

Joof, G.W. (1985). *"Social Studies and the Social Sciences"* A Paper Presented at SOSAN Conference, ABU, Zaria.

Kadiri, M. Y. (2004). *"The Effects of Interactive Teaching Techniques and Strategies on Junior Secondary School Students Achievement in Social Studies"* A Doctoral Dissertation Submitted to the Postgraduate School: Ahmadu Bello University, Zaria.

Kaduna State Ministry of Education, (2012). *"Analysis of Students Enrolment and Number of Teachers as at April, 2012"* Produced by Schools Department (Science & Technical Unit).

Kerlinger, F. N. (1974). *"Foundation of Behavioural Research".* New York: Holt and Rhineholt Winston Inc.

Khan, J. & Best, F. (1989). *"Research in Education".* New Jersey: Printice Hill Inc.

Language Teaching Journal Vol. 40, No. 3.

Lawton, D. (1981). *"An Introduction to Teaching".* Singapore: Holder and Straighten Educational.

Maiwada, D. A. (2000). *"Improving Teaching and Learning in University Education"* Inaugural Lecture, Bayero University, Kano.

Marshal, M. (2000). *"Against Dogmatism, Alternative Models of Teaching in Models of Teaching"*. New Jersey: Printice Hall Inc.

Mazur E. (2012). *Interactive Teaching Techniques.* www.havardmagazine.com. 15th August, 2014.

Mezieobi, K.A. (Ed) (1994). *"Improving Instructional Strategies in Social Studies Classrooms in Nigeria".* Akure: General Publishing Company.

National Policy on Education (1990). Federal Ministry of Education, Nigeria.

Ndagi, J.O. (1984). *"The Essentials of Research Methodology for Nigerian Educators".* Ibadan: University Press.

Obanmu & Okoro (1999). *"Teaching Issues and Methods".* Omoku: United Services.

Ogundare, S.F. (1998). *"Value Clarification Competence of Primary Pupils in Social Studies Classrooms".* The Nigerian Teacher Today Vol. 15, No. 7.

Ogunyemi, B. (1999). Learning Outcomes in Three Methods of Instruction in Population Education. *Studies in Curriculum Vol. 1*.

Ojo, M.O. (1997). The Differential Effectiveness of Cooperative and Individualistic Classroom Interaction Patterns and Students Problem Solving Skills. *The Nigerian Teacher Today Vol.1, No. 2*.

Okam, C.C. (1998). *"Reading in the Social Studies Curriculum in Nigeria"* Jos: Deka Publication.

Okebukola, P.A. (1991). Concept Mapping in Biology with a Cooperation Learning Flavour. *American Biology Teacher Vol. 23*.

Okobia, O.S. (1984). The New National Policy on Education and the Development of Social Studies Curriculum for Schools in Nigeria. *Journal of Curriculum Studies*.

Olaofe, I. (2010). *"Research Writing for Academic Growth*" Zaria: ABU Press Ltd.

Olaofe, I. (2013). *"Teaching English in Second Language Adverse Situations"* Zaria: Yahaya Ventures.

Onwuka, U. (ed) (1981). *"Curriculum Development in Africa"*. Onitsha: African – FEP Publishers Ltd.

Peter, M. (1971). Social Science in the Secondary School Curriculum. A Case Study, *Journal of Curriculum Studies Vol. 3*.

Race, P. (1996). *"How Does Learning Happen Best?"* in Deliberations: UK.

Rich T. (1971). Higher Education Amendment, bulk.resources.org/…/0000724C. pdf

Robertson, D. S (1969). *Greek and Roman Architecture*, Cambridge University Press.

Rosenshine, V.B. (1986). *"Synthesis of Research on Explicit Teaching: Insights from the work of the Institute for Research and Training"* in Educational Leadership Vol. 8, No. 45.

Schank R. (1999). Learning by doing. *Journal of Education Vol. 2 No 3*.

Sotto, E. (1994). *"When Teaching Becomes Learning: A Theory and Practice of Teaching".* London: Cassel.

Spencer, J. (ed) (1971). *"The English Language in West Africa".* London: Longmans.

Udoh, N.E. (1992). *"Social Studies and Citizenship Education"* Lead Paper Presented at 13th SOSAN Conference, ABU Zaria.

Uloko & Usman (2008). Geometry in the Middle Grades, *A Multicultural Approach Doctoral Dissertation*, Teachers College, Columbia University.

Wegenek, A. (2007). *Interactive Techniques.* www.ivc.edu/academics/officeCTEWD/t. Retrieved 19th August, 2014.

Williams, D. (1981). Guidelines for English Language Teaching in Nigeria. *The Nigerian Language Teacher Vol. 4, No. 2.*

Williams, L. (1994). *"Understanding Teaching, Continuity and Change in Teachers Knowledge".* Columbia: Cassel Teachers College Press.

Yusuf, H.O. (2012). *"Fundamentals of Curriculum and Instruction*" Kaduna: Joyce Graphic Printers and Publishers.

APPENDIX I

Department of Educational Foundations and Curriculum

Ahmadu Bello University, Zaria

English Language Performance Test

Instruction: Please circle or tick against the most correct answer after filling the relevant information in Section A.

SECTION A

Name of School:
……...

Location: Kaduna North ☐ Kaduna South ☐

Type of School: Boarding ☐ Day ☐

Sex: Male ☐ Female ☐

PERFORMANCE TEST

1. Which of the following is an example of vowels?

   a. tgklp **b**.aeiou **c.**mnowc **d.**bouip

2. Which of the following is an example of consonants?

   a. aeiou **b.**wmebe **c.**tgklps **d.**fouzh

3. Which of the following is an example of diphthongs?

   a. rain **b**. mother **c.**zero **d.**cell

4. House, slowly, school, and car are all nouns **except** which of the following?

   a. house **b.** slowly **c.**school **d.**car

5. James is a handsome man. The underlined is an example of**……**

   a. verb **b.**noun **c.**pronoun **d.**adjective

6. She is alady The underlined is an example of**……..…**

   a. adverb **b**. pronoun **c.**exclamations **d.**verb

7. Jummai walks to school every day. The underlined is an example of**……..……**

   a. nouns **b.**pronouns **c.**verb **d.**adverb

8. Salamatu ate the food hungrily. The underlined is an example of**……**

   a. adverb **b**. verb **c.** noun **d.** pronoun

9. My father and Musa are brothers, so Musa is my**……**

   a. aunt **b.** nephew **c.** niece **d.** uncle

10. Rabi is my mother's sister, so she is my**……...…**

    a. grandmother **b**. aunt. **c.** niece **d.** cousin

11. John and Mary are married, so John is Mary's**……**

    a. boyfriend **b.** cousin **c.** husband **d.** wife

12. Tani and Tanimu are **……..**because they were given birth to by the same mother on the same day.

a. cousins **b.**friends **c.**twins **d.** enemies

13. Cat is to kitten as dog is to**……**

a. bitch **b.**puppy **c.**wolf **d.**donkey

14. Horse is to stable as fish is to**……**

a. kitchen **b.** water **c.** sky **d.** zoo

15. Ship is to sea as aeroplane is to**…….……**

a. sky **b.** ocean **c.**rail **d.** road

16. A narrative tells a **……..……**

a. song **b.** story **c.** rhyme **d.** sermon

17. An essay that tells you about a process is a/an ...**…….……**

a. narrative essay **b.** expository essay **c.** argumentative essay **d.** descriptive essay

18. A letter written to a family member or friend is a/an **……...……**

a. semi-formal letter **b**. formal letter **c.** informal letter **d.** socio-formal letter

19. A formal letter is also known as a/an **……**

a. official letter **b.** unofficial letter **c.** serious letter **d.** unserious letter

20. A letter containing both the address of the writer and receiver is**……...…..……**

a. semi-formal **b.** formal **c.** informal **d.** socio-formal

21. **"Will"** and **"can"** are examples of **……**

a. verbs **b.** action **c.** auxiliary verbs **d.** adjectives

22. **"Not"** expresses**……**

a. Cause and reason **b.** cause and effect **c.** negation **d.** possibility

23. My sister <u>will</u> get married on Saturday. The underlined is an example of**……**

a. simple past tense **b.** simple continuous tense **c.** simple future tense**d.** simple progressive form

24. The opposite of rich is**……...……**

a. wicked **b.** poor **c.** weak **d.** wealthy

25. The <u>war</u> raged on. Which of these words can be used instead of the underlined word?

a. battle **b.** party **c.** dance **d.** play

26. To err is human, to forgive is **……**

a. supernatural **b.** divine **c.** good **d.** wisdom

APPENDIX II

TREATMENT FOR EXPERIMENTAL GROUP

INTERACTIVE TEACHING TECHNIQUES ONLY

PREAMBLE

The interactive teaching techniques are derived from an input by ASESP (1994), Joof (1985), Race (1996) and Ojo (1997). It was based on certain principles of teaching and learning that says:

a. Concepts derived from interaction with others make learning meaningful.
b. With a democratic teacher, students feel relaxed and enjoy what they are doing.
c. Teaching techniques are building blocks of learning and remembering.
d. It was assumed that we learn and remember: 80% of what we experience or practice with others, 90% of what we attempt to teach others.
e. The interactive teaching techniques are based on three levels of classroom interaction patterns;
    1. students – teacher interaction
    2. students – students interaction
    3. students – community resources interaction

These factors are integrated together to draw the various activities in the lesson plans/notes that follow:

1. Each lesson begins with a warmer.

2. Students interact in every lesson, the class is divided into smaller groups to encourage interaction

3. Teacher presents the activities for the day/ Teacher leads the students to brain storm.

4. Students respond to teacher's activity in their groups.

5. Every group has a recorder, who records their agreed answer and reads it to the whole class.

6. Every lesson will end with evaluation of what has been acquired.

7. Teacher will deal with areas of difficulty.

UNIT I: Reading to understand the writer's purpose.

Overview: Reading at this level involves accurate recognition of words, understanding and interpretation of words in context. There are at least two types of reading:

i. Silent reading
ii. Reading aloud

At this stage, the efforts of the teachers and the students should be geared towards silent reading. This is a normal way of reading. They should also be encouraged to read extensively.

When teaching reading comprehension, the following purposes (goals) should be borne in mind:

i. Reading for main and supporting ideas (include summary);
ii. Reading to grasp meanings of words in various contexts;
iii. Reading to follow directions in written communication;
iv. Reading to answer specific question;
v. Reading to understand the writer's mood and purpose;
vi. Reading for critical evaluation;
vii. Reading to recognize repetition of the same idea;

viii. Reading for maximum retention and recall (i.e. intensive study-type reading);

ix. Reading for spatial description;

x. Reading for speed.

Lesson One:

Class: **JSS 2B, 2A**

Date: **26/5/2014**

Theme: **Reading**

Topic: **Reading to understand the writer's purpose**

Duration: **40mins**

Aim:

i. To persuade, inform, convince, irritate, annoy, please, entertain, dissuade, to stimulate, and to indoctrinate accurate recognition of words.

ii. Understanding and interpretation of words in context.

Objective: At the end of the lesson, students should be able to: identify the use of certain expressions, keywords that point to the author's purposes.

Sequenced Techniques of Interaction: Shared reading

Previous knowledge: The students have been reading before even if not correctly.

Introduction: The teacher introduces the lesson by telling the students that this is a reading lesson, they should be attentive to understand the purpose of the writer. She assures them they will have fun.

Warmer: Teacher tells them to listen carefully to her. If she gives an order which begins with "Simon says " they must obey, otherwise they should do nothing. E.g. if she says

"Simon says stand up!" they should stand up. If she says "sit down", they should not obey/move. Anyone who makes a mistake must sit down. The last person standing is the winner. Teacher drools out orders "Simon says " until a winner is found. This excites the students and puts them in a receptive mood.

Presentation: Teacher presents the lesson through the following steps:

Step 1: Teacher presents the passage titled Do you have a Goal? on page 53 of new

Oxford Secondary English course for JSS, Bk 2, the students read the passage.

Students interact with each other in their group as they do shared reading of the passage.

Step 2: Students identify key words that point to the author's purpose/intention which is to inform/enlighten them. e.g. of key words like good, short term goal, particular goal, careful planning, relevant subjects obtain, vital information, guidance counselor counsel, dentist, care of teeth.

Step 3: students read and identify the key words that point to the author's purpose by understanding important key words or statements in the passage in their groups. They interact with one another to come up with an agreed answer i.e. meanings of these words and phrases. Teachers guides them as they go along.

Evaluation: Students answer these comprehension questions in their groups.

1. What does it mean to have a goal?
2. What was the immediate goal of Jumai?
3. 1 low did Tomi have such information on having a goal?
4. What work do guidance counselors do according to the passage?
5. Check up the meaning of the following words in your dictionary and write them down in their notebook.

(i) Particular (ii) Obtain (iii) Vital (iv) Counsel (d) Adequate

Conclusion: The lesson is concluded with each group giving their answers. A volunteer student summarizes the lesson. The winning group receives a standing ovation.

Lesson Two:

Class: **JSS 2B and 2A**

Date: **27/5/2014**

Theme: **Reading**

Topic: **Reading to understand the writer's purpose**

Duration: **40mins**

Objective: At the end of the lesson, students should be able to:

i. Identify the different expressions used by the author to point the reader towards his intentions.
ii. Recount prior experience to infer the author's intention.

Sequenced Techniques of Interaction: Concept mapping

Previous knowledge: Students learnt how to read to understand the writer's purpose.

Introduction: Students sing a short song (a warmer).

- Hello, Hello, hello how are you?
- I'm fine, I'm fine
- 1 hope you are too?

They sing the warmer in pairs. This is to put the students in the right frame of mind.

Presentation: A Student presents the lesson through the following steps:

Step 1: A Student summarizes the previous lesson by reminding other students what they learnt.

Step 2: Students interact with one another in their group by reading an essay on HIV/AIDS, causes, symptoms and prevention.

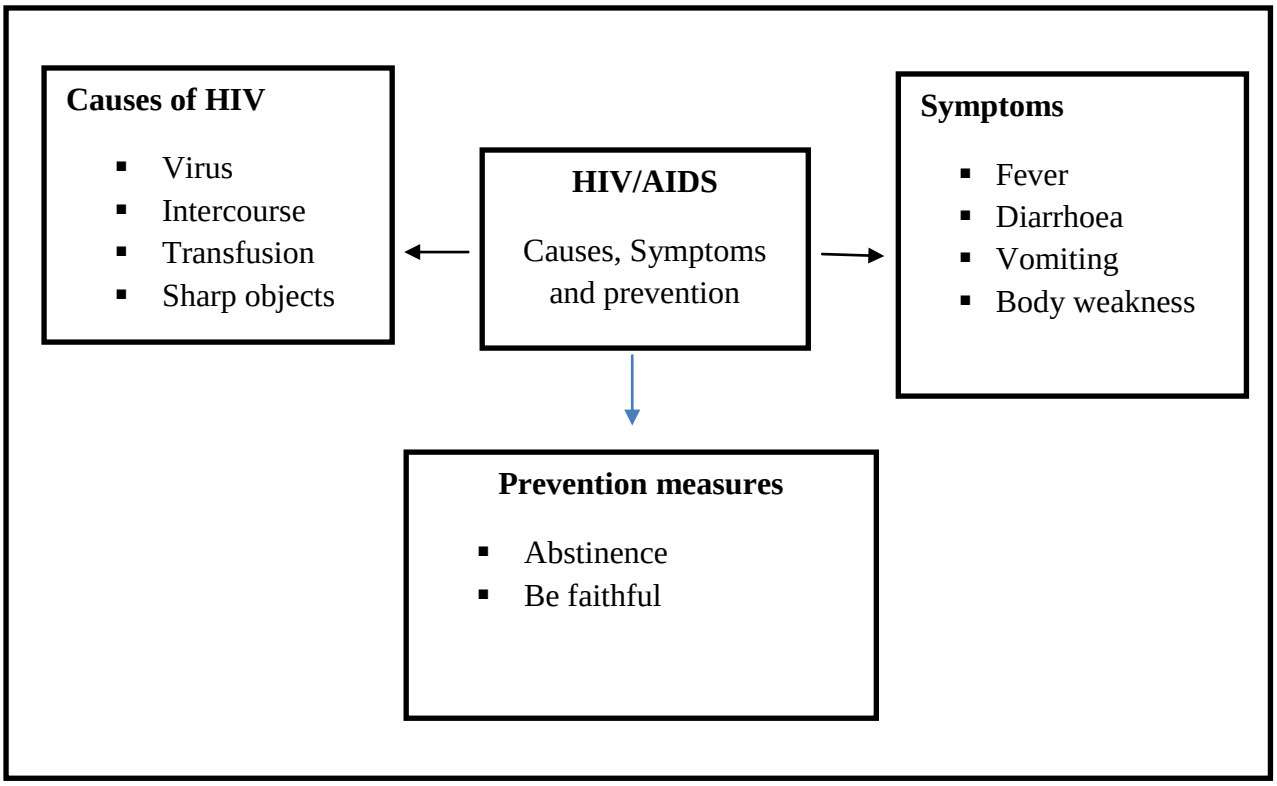
Step 3: As students read the essay, the teacher instructs the first group to dwell on causes, group two on symptoms while group three dwell on preventive measures.

Step 4: Students interacts with each other looking for concept/key words under the various heading, assigned to them. The students write virus, intercourse, vomiting, body weakness, abstinence, condom etc, on the board.

Evaluation: The leaders of the various groups make their presentations i.e. group one discusses causes of HIV. Group two discusses symptoms and group three discusses preventive measures. Teachers asks them questions based on their presentation.

Conclusion: The student concludes the lesson by doing the concept mapping, writing it on the board. They copy the concept mapping of HIV causes, symptoms and prevention in their books as notes.

Concept Mapping of HIV: Causes, Symptoms and Prevention



Lesson Three:

Class: **JSS 2B and 2A**

Date: **3/6/2014**

Theme: **Reading**

Topic: **Reading to answer specific questions**

Duration: **40 mins**

Sub topic: **"you will be paid in your own coin"**

Aim: **To entertain/ to teach**

Objective: At the end of the lesson, students should be able to read given selected passages appropriately.

Sequenced Techniques of Interaction: Story map outline

Previous knowledge: Students have read to understand the purpose of a writer in the last lesson

Introduction: A Student introduces the lesson by leading other students to sing a warmer titled Make New Friends.

Make new friends, make new friends

but keep the old, but keep the old

one is silver, the other gold.

They sing in groups, this is to put them in the right frame of mind and to keep them alert.

Presentation: A student presents the lesson through the following steps:

Step 1: The students predict and fill the story map outline in the side bar from the title of the story which is "You will be paid in your own coin".

Step 2: After their predictions, the students read the story to confirm their predictions.

Step 3: The student group themselves for the purpose of further practice, they work in groups, developing and answering questions.

Evaluation: A student asks others questions covering all levels of comprehension e.g. where, when, how, why, what, who. They answer the questions.

Conclusion: Students conclude the lesson by exchanging their books to mark. Teacher make corrections.

Lesson Four:

Class: **JSS 2B and 2A**

Date: **9/6/2014**

Theme: **Reading**

Topic: **Reading to know the meaning of words in various contexts**

Duration: **40mins**

Technique **Cloze text**

Objective: At the end of the lesson, students should be able to:

i. Explain using clues provided by the surrounding words to arrive at the meaning of the target word;
ii. List other possible words that can fit into the context;
iii. Recall past experiences with the target words.

Introduction: Students engage in this warmer

"Hello, hello, how are you?

I'm fine. I'm fine

1 hope you are too?

They sing this warmer in pairs. This is to put the students in the right frame of mind.

Presentation: The lesson is presented through the following steps:

Step 1: Teacher explains that there are some words you understand what they mean if you understand the meaning of other words surrounding them. So students should attentively dissect target words through using this skill.

Step 2: Students read out the passage and they use surrounding words to explain

meaning of target words.

Step 3: Students explain meaning of target words using clues from surrounding words.

Step 4: Teacher encourages students to think about alternative words to replace the target words. Students give alternative words to target words in their groups.

Step 5: Students work in group and teacher guides them in recalling past experience with the target words. Students recall past experience with target words. Teacher explains that sounds of some words can signal meaning.

Evaluation: Students do the close text on page 35 of new Oxford secondary English course book 2 in their groups.

Conclusion: They exchange their books and the representatives mark the exercise and the winning group receives a standing ovation.

Lesson Five:

Class: **JSS 2B and 2A**

Date: **10/6/2014**

Theme: **Reading**

Topic: **Composition Writing**

Duration: **40mins**

Objective: At the end of the lesson, students should be able to:

i. Identify various types of composition writing;
ii. List the elements of composition;
iii. Write different types of composition.

Techniques: Identification/classification

Previous knowledge: The students were taught reading to know the meaning of words in various context.

Introduction: The lesson begins with the students singing a warmer (song) titled In and Out and Up and Down. It is a short song that's talks about the process or procedure for brushing one's teeth

"In and out and up and down,
Back and front and round and round,
Brush your teeth, they will dazzle white,
Once in the morning and once at night,
I f you do not brush your teeth, they will start to ache.
Makes a lot of pain, make no mistake
So brush your teeth, they'll dazzle white
Once in the morning and once at night.

Presentation: The lesson is presented through the following steps:

Step 1: Teacher tells the students the different types of composition writing. E.g.

Narrative, which tells a story, Descriptive, which describe, Argumentative, which states a point of view and Expository, which shows a process or procedure, how something is done e.g. My first day in school, Celebrating new yam festival, Teachers are more relevant to the society than Doctors and flow to brush your teeth properly.

Step 2: Students group themselves into group 1-4 and pick a composition to identify

i.e. Narrative Descriptive, Argumentative and Expository. Students interact with one another while they decide which composition is which.

Step 3: Students list the elements of the different composition i.e. Introduction, Body and Conclusion

Step 4: Students re-arrange ideas generated in logical sequence

Evaluation: Spokesperson of each group gives a report on how they identified the various types of composition

Conclusion: Teacher concludes by briefly explaining the types of composition writing and the elements of composition. Teacher marks their books.

Lesson Six:

Class: **JSS 2B and 2A**

Date: **16/6/2014**

Theme: **Writing**

Topic: **Composition Writing**

Duration: **40mins**

Objective: At the end of the lesson, students should be able to write the different types of composition.

Techniques: Shared writing

Previous knowledge: Students learnt how to identify the types of compositions and their elements.

Introduction: Students introduce the lesson by singing the song in the previous lesson. The song itself can pass for an exposition because it tells the procedure of brushing one's teeth.

Presentation: Teacher presents the lesson through the following steps:
"'In and Out and Up and Down" .....

Step 1: Students mention and briefly explain the various types of composition writing.

Step 2: Teacher point out the elements of compositions i.e. introduction, body, conclusion, pre writing, writing and editing.

Step 3: Students to produce a first draft (edit, proof read, review and amend). Each group takes one type of composition.

Evaluation: Students to write a composition. Each group takes one type.

Conclusion: The representative of each group read out their composition. Students make corrections based on what they learnt and teachers makes corrections.

Lesson Seven:

Class: **JSS 2B and 2A**

Date: **17/6/2014**

Theme: **Writing**

Topic: **Letter Writing**

Duration: **40mins**

Objective: At the end of the lesson, students should be able to:

i. Identify the types and format of letters;
ii. Write different types of letters to suit different situations. **Techniques: Discussion/pyramid**

Previous knowledge: In the previous class, students wrote compositions

Introduction: Students introduce the lesson by singing this warmer. They come out to dance according to their birth month

"If you are born in January,
Come out come out (2ce)
And dance like a happy child
God bless you.

Presentation: Teacher presents the lesson through the following steps:

Step 1: Teacher guides the students to identify the types and format for letters using the pyramid technique.

Step 2: Students to discuss types and format of letters, in their groups.

Step 3: Students writes a model format, formal and informal letters for them

Evaluation: Students to write the letters in their groups. Group 1 and 3 write an informal letter while group 2 and 4 write a formal letter

Conclusion: Students conclude the lesson by each representative of the group to read out their composition. Students decide which the best written letter and why the group gets a standing ovation.

Lesson Eight:

Class: **JSS 2B and 2A**

Date: **23/6/2014**

Theme: **Parts of Speech**

Topic: **Nouns**

Duration: **40mins**

Objective: At the end of the lesson, students should be able to:

i. Identify the features of nouns.

ii. List the form, position and function of nouns.

iii. Make sentences with nouns.

Techniques: Circling/Retelling

Previous knowledge: In the previous lesson, students were taught, letter wrting both formal and informal which contained nouns

Introduction: Teacher introduces the lesson with this warmer

- My name is Joyce, I am a teacher
  My name is Hafsat, I am a student
- Everyone put his/her name as the singing progresses, sometimes they put in names of subject
- At the end everyone choruses "we are happy, we are happy" (two times)

Presentation: The lesson is presented through the following steps:

Step 1: A Student reads a material to the other students titled "my favourite food'

while they listen attentively. After which they do loud reading.

Step 2: Teacher asks the students what nouns are? Teacher listens to the responses and ask them for examples of nouns

Step 3: Teacher responds by telling them a nouns is any word that names;

- People: Mercy. Hauwa, Hassan, John
- Animals: Cat, Rat, Dog, Donkey

- Places: Zaria, School, Town Things: Shoes, Table, book
- Qualities: Wisdom, Intelligent, Anger, Kindness, Wickedness
- Ideas: Politics, Friendship, beauty, Christianity, Islam
- Activities: Work, Worship etc.

Step 4: Students identify nouns in the passage by circling every nouns in the passage. Students identify the nouns in the passage and circles them in their groups.

Step 5: Teacher tells them about the classes/types of nouns common nouns e.g. boy,

girl, school, car etc. Proper nouns e.g. Abuja, Central market etc. Concrete nouns e.g. book, table, shoes etc. Abstract nouns e,g, beauty, democracy, anger etc, Collective nouns e.g. swam of bees, a colony of ants, a class of students. Also teacher talks on Countable and Uncountable nouns e.g. shoes, chairs, oranges etc, sugar, rice, furniture, equipment etc.

Step 6: Teacher tells them about function of nouns in sentences i.e.

i) Subject of the verb
ii) Object of the verb
iii) Object of the preposition
iv) Complement of the subject
v) Complement of the objects
vi) Noun in Apposition

Teacher gives examples

i) My <u>father</u> trained him.
ii) The teacher slapped <u>Rabi.</u>
iii) He threw the man into the <u>river.</u>
iv) Those <u>boys</u> are my <u>classmates.</u>

v) They gave the boy a gift.

vi) Sharon, the singer was given an award.

Step 7: Teacher guides students to make sentences with nouns and they do so

Evaluation: A student tells one person in the ear examples of nouns and asks the student to tell another student they do so and the last person tells the teacher, and they all confirm from the first whether they said the right words.

Conclusion: Teacher concludes the lesson by going over the lesson briefly to enhance better understating.

Lesson Nine:

Class: **JSS 2B and 2A**

Date: **24/6/2014**

Theme: **Structure**

Topic: **Parts of speech**

Duration: **40mins**

Sub topic: **Pronouns**

Objective: At the end of the lesson, students should be able to:

i. Identify the features of verbs in the passage.

ii. List the form, positions and functions of verbs in the passage.

iii. Make sentences with verbs in the passage.

Techniques: Run and grab

Previous knowledge: The students were taught nouns in the previous lesson **Warmer:** A student leads the other students in a song

'"Hello, Hello, Hello how are you?

I'm fine, I'm fine

I hope you are too?

They sing it four times and it sets the pace for the lesson

Introduction: a student introduces the lesson by reading a material to other students on page 8 of English for JSS book 2. The students listen attentively to the student reading.

Presentation: The lesson is presented through the following steps:

Step 1: Students read the material

Step 2: Teacher writes out a lot of pronouns on small cards and drops in front of the

blackboard and asks representatives of the groups to race to the front and grab a card each at a time and they write the pronouns down in their groups until no card is remaining. The representatives races and grab a card each and bring them to their groups to write.

Step 3: Student to identify pronouns used in the passage

Evaluation: Teacher guides them in making sentences with pronouns from the passage. After that they do an exercise on substitution table.

Conclusion: A student concludes the lesson by telling them what he/she learnt during the lesson. Teacher tells them a pronoun is a word used instead of a noun e.g. John is a big boy. He is a big boy. The teacher marks their work.

Lesson Ten:

Class: **JSS 2B and 2A**

Date: **1/7/2014**

Theme: **Structure**

Topic: **Parts of Speech**

Duration: **40mins**

Sub topic: **Verbs**

Objective: At the end of the lesson, students should be able to:

i. Identify the features of verbs in the passage.

ii. List the form, positions and functions of verbs in the passage.

iii. Make sentences with verbs in the passage.

Techniques: In house excursion

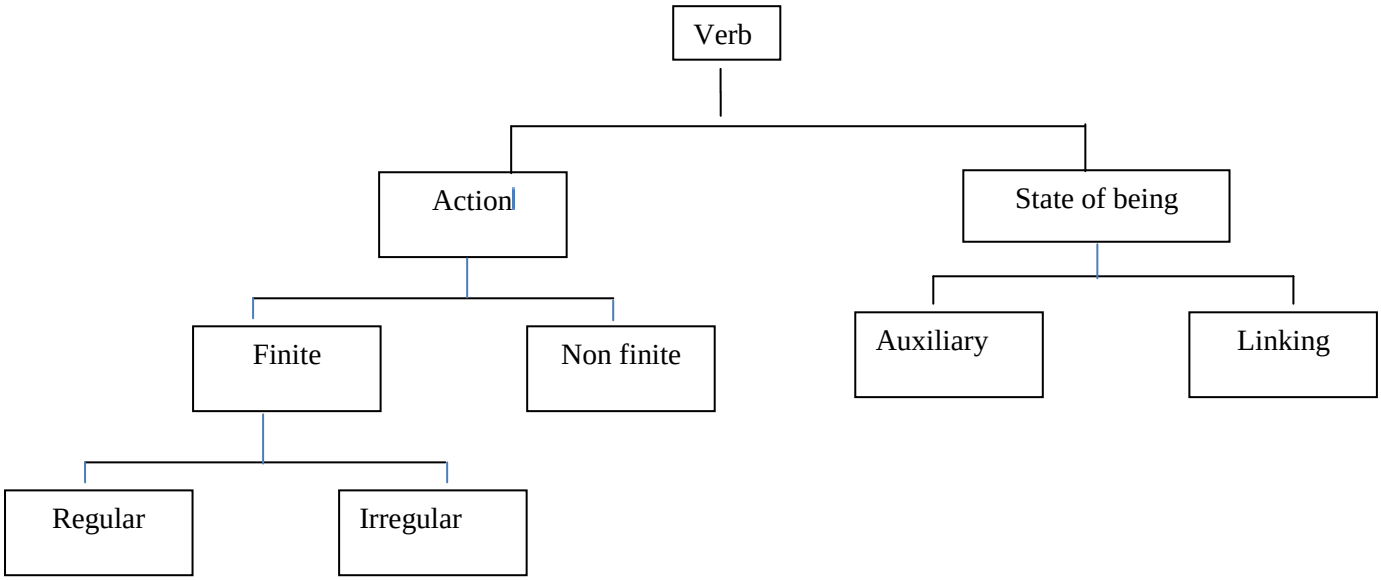
Warmer: Teachers tells them to listen carefully to her. If she gives an order which begins with "Simon says" they must obey, otherwise they should do nothing. E.g. if she says "Simon says stand up!"' they should stand up. If she says "sit down", they should not obey/move. Anyone who makes a mistake must sit down. The last person standing is the winner. Teachers drools out orders "Simon says" until a winner is found. This excites them and puts them in a receptive mood especially as the lesson has to do with verbs - action words.

Introduction: Students are given ten minutes to quickly move around in the school compound and record in their group anything they see people doing.

Presentation: The lesson is presented thus:

Step 1: The representative of each group lists out what they recorded he/she writes it on the board, and asks the class what the words connote. They respond to the teacher's questions. Students point out the similarities between all the words after listening to their responses. Teacher allows them to explain what is common about the words. These words all show actions, so they are verbs, doing words, action words

Step 2: Students to say what verbs are: verbs are words that show action or state of being. Teacher draws this diagram on the board to show the types of verbs.



Step 3: Teacher explains finite verbs as verbs that change their forms as a result of:

a) Tense; time of action (present, past)
b) Number - singular and plural
c) Person - 1st, 2nd, 3rd person

Examples;

a) He takes Coca-Cola everyday (present)
b) He took Coca-Cola yesterday (past)
c) The boy eats hurriedly (singular)
d) The boys eat hurriedly (plural)

Step 4: Teacher explains Regular verbs as verbs that form their past and past participle by adding "d or ed"

Examples

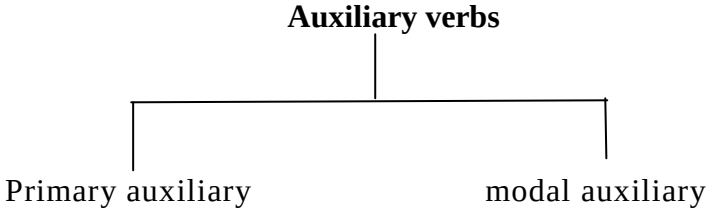
Infinitive	**Past simple**	**Past participle**
comfort	Comforted	comforted
rest	Rested	rested
agree	Agreed	agreed
carry	Carried	carried
love	Loved	loved

Teacher explains Irregulars verbs as verbs that do not have any regular pattern in changing their forms:

Examples

Infinitive	**Past simple**	**Past participle**
arise	arose	arisen
drink	drank	drunk
burst	burst	burst
cast	cast	cast

Step 5: Teacher explains auxiliary verbs as helping verbs. They cannot stand alone in a sentence. They include



a) Be: is, are, am, was, were
b) Have: have, has, had
c) Do: do, does, did, done

can, will, may, shall, must, ought to, to need, dare, could would, might, should

Also teacher explains Linking verbs. When an auxiliary verbs stands alone in a sentence. It is called a Linking verbs. Examples

-He is my friend
-They were the winner

Evaluation: The students read the material on page 42 of their text and identify verbs used in the passage. Students use the verbs to make correct sentences in their groups.

Conclusion: Students round up the lesson by completing the table below.

Infinitive	**Past simple**	**Past participle**
Fear		
Find		
Sing		
Bear		
Broadcast		
Hit		
Cut		
Watch		
Run		
Throw		
Fly		
Travel		
Become		
Choose		
Kidnap		

They read out their group answer and the winner gets a standing ovation.

Lesson Eleven:

Class: **JSS 2B and 2A**

Date: **8/7/2014**

Theme: **Parts of Speech**

Topic: **Adjectives**

Duration: **40mins**

Objective: At the end of the lesson, students should be able to:

i. Identify the features of adjectives in the passage.
ii. List the form, positions and functions of adjectives in the passage.
iii. Make sentences with adjectives in the passage.

Techniques: Circling/Brainstorming

Previous knowledge: In the last lesson the students were taught verbs

Introduction: The lesson begins with this warmer.

"If you are born in January
Come out, come out, and dance like a happy girl,
God bless you.
Everyone comes out and dance when their birth month is mentioned

Presentation: Teacher presents the lesson through the following steps:

Step 1: The volunteer writes these two sentences on the board and they tell which sentence gives more information and why?

1. Amina is a girl
2. Amina is a tall, beautiful, caring, twenty year old, rich girl

'They study the sentences carefully, interact in their groups and give their answers. Teacher underlines tall, beautiful, caring.

Step 2: Teacher asks student what do they thinks an Adjective is? Teacher listens to their responses. Teacher makes emphasis and tells them that adjective are words that tell us more about nouns or pronouns. They answer the questions

- What kind?
- Which one?

- How many or how much?

Step 3: A representative of one group leads the students to read the material on page 15 of English for JSS book 2 and leads them to identify adjectives used in the passage and circles them, he/she writes the adjectives on the board

Step 4: Teachers discusses the functions of adjective, there are two basic function of adjective:

1. Attributive functions: This is when the adjective is placed before a noun. Example I saw a <u>new</u> building, a <u>beautiful lady</u> attended to me
2. Predictive function - here the adjective is placed after a linking verb (complement)

Example; they are happy

The Doctor confirm him <u>dead</u>

Step 5: Teacher explains types of adjectives

1. **Descriptive Adjective:** they describe a quality such as large, small, age, colour, good

i. The blue pen is mine.

ii. My brother is an <u>honest</u> man.

2. **Possessive Adjective:** they show something belongs to someone. They are seven in number - my, our, your, her, his, its, their. They are always placed before nouns.

- <u>My</u> father lives in Lagos,
- This is not <u>your</u> bag

3. **Demonstrative Adjective:** They point out which person or thing is being referred to they are: this, these, that, those.

E.g. <u>These</u> people are friends,

I saw <u>that</u> boy

4. **Interrogative Adjective:** they ask questions; they are which, whose, what examples <u>Which</u> food do you prefer?

<u>Whose</u> pen is this?

5. **Adjective of quality:** these are adjective that tells us how many or how much, they are used with countable nouns - a, an, many, few, a few, several. Used with uncountable nouns - much, little, a little. Used for both - more, most, some, a lot, plenty of, a great deal of,
6. **Numerical Adjective:** these are adjective that denoted numbers, they include

Cardinals	Ordinals
One, two, three etc.	first, second, third etc.

7. **Distributives Adjectives** - they refer to each member of a group of nouns they are each, either, neither, every, any, all.

8. **Proper Adjectives:** they are derived from proper nouns e.g. Nigeria -Nigerian, Turkey - Turkish

9. **Participial Adjectives:** they are -ing verbs that perform the function of an adjective. They are always placed before nouns e.g. singing bird, punching bag

Evaluation: Students make sentences in their groups using adjectives.

Conclusion: Teacher concludes the lesson by marking the sentences they wrote in their groups.