EFFECT OF INSTRUCTIONAL MATERIALS ON STUDENTS' PERFORMANCE IN HAUSA LANGUAGE IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

BY

YAHAYA Saudatu

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

ARIA-NIGERIA

FEBRUARY, 2018

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BY

Saudatu YAHAYA
B.A (HAUSA) (ABU) PGDE,
M.ED/EDUC/43755/2012-2013

SUPERVISORS:
DR. S.U. EL-YAKUB
DR. A.F. MUHAMMAD

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION)

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

FEBRUARY, 2017

DECLARATION

I hereby declare that the work in the thesis entitled "Effect of Instructional Materials on students' performance in Hausa Language in senior secondary schools in Kaduna State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. 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.

_____ _____

Saudatu YAHAYA Date

CERTIFICATION

This thesis entitled EFFECT OF INSTRUCTIONAL MATERIALS ON STUDENTS' PERFORMANCE IN HAUSA LANGUAGE IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA by SAUDATU YAHAYA meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. S.U. EL-Yakub Date
Chairman, Supervisory Committee

_____ _____

Dr. A. F. Mohammad Date
Member, Supervisory Committee

_____ _____

Prof. B. Maina Date
Head of Department
Educational Foundations and Curriculum

_____ _____

Prof. A.Z Abubakar Date
Dean, School of Postgraduate Studies

DEDICATION

This research work is dedicated to my parents late Alh Hamidu Yahaya and my mother Hajiya Amina Hamidu Yahaya and my sister Zainab Hamidu Yahaya and my husband Ibrahim lastly my children Ahmed, Muftah, Al-Amin, Yusuf, Zubair and Ibrahim.

ACKNOWLEDGEMENTS

All praise be to Allah, the Lord of the universe who teaches by the pen. He teaches mankind what he knows not. May the blessing of Allah be on His Prophet Muhammaed (SAW), members of his household and his companions.

It is a pleasure to acknowledge the support of those who helped me and made my work possible. First, I owe a heavy debt of gratitude to my major Supervisor Dr. S.U. El-Yakub (Wakilin Malaman Zazzau) who allowed me access to his intellectual resources and wisdom by correcting, contributing to and re-organizing this work from the beginning to the end. May the Almighty God in His infinite mercy bless you. I am greatly indebted to my second supervisor Dr. A.F. Muhammad, for his elderly academic leadership and everything he had done for me to see to the success of this work. May Allah reward you abundantly. My appreciation goes to the (Head of Department), Prof. B.A. Maina and all the lecturers Dr. A. Guga, Dr. (Mrs) H.Y Audi, Dr. Mrs W.A Ehinidu, Dr. A.M Aminu and Prof. R. Bako. I pray to God to reward them.

I wish to thank Dr. (Mrs) H.O. Yusuf for her advice and moral encouragement, Dr. A.A. Dada for his insistence, encouragement and contributions. My appreciation also goes to Professor A.I. Usman, for supplying me with research materials, I am also grateful to S.A. Abdulmuminu for his valuable and constructive suggestion during the research, his willingness to give his time so generously has been very much appreciated, thank him for his overall support and guidance. As an alumnus, I am proud of their impressive resources and their helpful attitude.

Also, my appreciation goes to my mother Hajiya Amina Hamidu Yahaya and my sisters Halima, Aisha, Hadiza, Fatima and Zainab Hamidu Yahaya and my brother Lawal for their support, assistance and encouragement. May Allah reward them abundantly. I sincerely appreciates my course mates, particularly Safiyya, Sha'awanatu, Abdullahi, Zubairu and Halliru for their encouragement and incessant supply of useful materials and information.

ABSTRACT

This study investigated the Effect of Instructional Materials on students' performance in Hausa Language in senior secondary schools in Kaduna State, Nigeria. The study was conducted with the objectives to: determine the effect of instructional materials on students' performance in Hausa language in senior secondary schools, investigate the effect of instructional materials on students' performance in Hausa language among male and female in senior secondary schools in Kaduna State; and examine the teacher's effective use of instructional materials on students' performance in Hausa language in rural and urban areas in Senior Secondary Schools in Kaduna State. Quasi-experimental research design involving pre-test and post-test was employed in the study. The population of the study was made up of 15,840 Hausa language students. The sample for this study comprised of 30 male and 48 female students for experimental group and 53 males and 41 females student for the control group. A self-made instrument titled "Hausa language performance test (HLAPT)" was used for data collection. The instrument was pilot tested and the reliability index of the instrument was 0.87. Data collected was presented in a tabular form and responses were analyzed using descriptive statistics such as mean and standard deviations to respond to the research questions, while t-test was used to test the three hypotheses at 0.05 level of significance. Findings revealed that there was significant difference in the effect of instructional materials on students' performance in Hausa language in senior secondary schools considered (p-value of $0.003 < 0.005$). There was significant difference in the effect of instructional materials on the performance of male and female students (p-value of $0.000 < 0.005$). Also, finding show that there was significant difference in the effect of instructional materials on the academic performance of students in rural and urban senior secondary schools in Kaduna State (p-value of $0.004 < 0.005$). Recommendations was made in the light of the findings from this study government and the relevant stakeholders should make instructional materials available both quantitatively and qualitatively that would support Hausa language learning in schools. Also, teachers should take cognisance of gender differences while planning for classroom instruction.

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LIST OF ABBREVIATIONS

AP	**:**	Academic Performance
ERC	**:**	Education Research Center
FME	**:**	Federal Ministry of Education
HL	**:**	Hausa Language
HLAPT	**:**	Hausa Language Achievement Performance Test
IM	**:**	Instructional Media
JAMB	**:**	Joint Admission Matriculation Board
LGA	**:**	Local Government Area
NABTEC	**:**	National Board for Technical Examination Council
NECO	**:**	National Examination Council
NERDC	**:**	National Educational Research and Development Council
NPE	**:**	National Policy on Education
NTI	**:**	National Teachers' Institute
SSCE	**:**	Senior Secondary School Examination
SSS	**:**	Senior Secondary School
WAEC	**:**	West African Examination Council

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Curriculum is the vehicle for facilitating education. It is a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school center (Mohammed & El-Yakub, 2006). It is the planned and guided learning experiences and intended learning outcomes, formulated and provide under the auspices of the school, for the learner's continuous and willful growth in cognitive, affective and psychomotor competence. It is a programme of studies and activities designed so that learners will attain as far as possible, certain educational goals and objectives. Curriculum thus involves all the actions of the schools, which are aimed at getting the child to begin a course and at the end attain educational goal (Abdul-Raheem, 2012). According to Afolalu, (2009), it comprises of the courses or subjects and their contents to be studied by learners at all levels of education. Among such subject is Hausa language.

No discussion of the curriculum is complete without the mention of essential instructional materials or tools needed for effective implementation of the curriculum of any subject. Isola (2010) described instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. He further acknowledges that instructional materials are such used by teacher's to aid explanations and make learning of subject matter understandable to students during teaching and learning process.

In the teaching and learning of Hausa Language, the use of instructional materials cannot be ruled out. Effective teaching and learning of the subject depend greatly on the adequacy, relevancy and effective use of instructional materials. Since

Hausa language is one of the practice orientated subject; therefore the use of instructional materials in passing instruction to students should be embraced which may make the teaching and learning of the subject more meaningful, practical and real.

Ani (2008), was of the opinion that instructional materials stimulate students desire to learn process by making assimilation and memorization of materials easy and help to hold attention as well as longer retention of information on the impact of instructional materials on teacher's performance. Kay (2008), observed that teachers use different instructional materials to motivate learning, teachers' make use of textbooks, charts, models, graphics, realia as well as improvised materials. Indeed, instructional materials provides concepts and attitude to the students which improved its skills, ability to reason and make him/her informed about what is going on in the global village. The importance of instructional materials are indispensable to the teaching and process of a subject, it is an integral part of a trained teacher in making the abstract become concrete, complex become simple and the unknown become known.

The appropriate use of instructional materials has effect to on teachers and students such as understanding confusion and in achievement of specified objective but proper use of it lead to students understanding, interest in learning process, recognition of facts, teaching enhancement and achievement of instructional objective and educational objective in generally, the effect of instructional material has lots of general benefits that guides a greater impact in teaching and learning process. The teacher level of resourcefulness, creativity and imagination is credited to the achievement of quality education. It also allows the learners to discover themselves and their abilities. Students learn more and retain better what they have been taught, and that it also promotes and sustains student interest. Obanja (2010).

Schools still have problems of non availability of instructional materials, when it comes to the teaching and learning of Hausa language. Hence, the performance of the students in Hausa language in senior Secondary school respectively is not-encouraging. Abdullahi (2014), observed that the poor performance of students in Hausa language examination may not be unconnected with the ineffective use of instructional materials. Many teachers go to classes to teach Hausa language without any material to assist them. Learning is said to be facilitated when the learners make use of the three sense organs namely: seeing, hearing and touching. It is against this background that this study intends to examine the effect of instructional materials on students' performance in Hausa language in Senior Secondary School in Kaduna state, Nigeria as a contribution to knowledge.

1.2 Statement of the Problem

Instructional materials make teaching and learning more understandable, meaningful and easy. But inspite of the benefits of instructional materials to teaching and learning, lack of using instructional materials has hindered to some extent the efficiency of teaching and learning of Hausa language. Instructional materials are major determining variables that control the pace of learning, it has to do with the creation of an environment in which student can develop their full potentials and lead a productive lives in accordance with the demand of their interest and need either as individuals or as a group in the society more especially in teaching and learning of language. In Kaduna state there is unsatisfactory use of instructional materials which makes teaching and learning of Hausa language more theoretical, abstract, and ineffective.

Hence, the question of academic performance and student's performance in SSCE is therefore usually discussed both in and outside the academic circles. In the last five years, it has been observed in most secondary schools that high percentage of

students are performing very poor in Hausa language in national examinations. For example WAEC and NECO examiners report, in 2014, said ill motivated behaviour of both male and female students towards education, lack of professional teachers, teaching facilities and equipment attributed to students failure in examination (David, 2014). The report, have shown that there are poor academic activities in senior secondary schools which obviously needs to rampant failure in external examination among secondary school students. It is also observed that student's performance in Hausa language in Senior Secondary School Certificate Examination (SSCE) has continue to be low over the years Abbas (2001), in Abdulmumini (2014), states that there has been general outcry about poor performance in rural and urban senior secondary schools especially in the languages.

Again there's non challant attitude and lack of seriousness in providing instructional materials in secondary schools. It has been observed that most government schools are suffering from lack of instructional materials especially for teaching Nigerian languages where such materials even exist they are most outdated and non-functional such as tape recorders and videos which are no longer useful in view of current information technology, where the use of computers, CD's and DVD's are available. Another problem is that some of the teachers of Nigeria languages are not adequately exposed to modern instructional materials like the use of computer and other equipment's such as CD's and DVD's. Therefore this will affect the effective teaching and learning of Nigerian language among the Senior Secondary School in Kaduna State.

Additionally, most secondary schools do not have language laboratory, not to talk of equipping it with adequate instructional materials like computer, television, radio and earphone. This makes the teaching and learning process difficult since teachers teach without adequate instructional materials. Researchers such as Zaruk (2009), also

indicated that Hausa language teachers are still habituated to the chalk and talk when there are assorted instructional materials like radio, television, audio, video, computers that they supposed to use in order to enrich the language environment. It is based on this that this research is being carried out to find the effect of instructional materials on students performance in Hausa language in Senior Secondary School in Kaduna State with a view of providing information that could facilitate and enhance effective teaching and learning of Hausa Language.

1.3 Objectives of the Study

The objectives of the study are to:

1. determine the effect of instructional materials on students' performance in Hausa language in senior secondary schools in Kaduna state;
2. investigate the effect of instructional materials on students' performance in Hausa language among male and female in senior secondary schools in Kaduna State; and
3. examine the teacher's effective use of instructional materials on students' performance in Hausa language in rural and urban areas in Senior Secondary Schools in Kaduna State.

1.4 Research Questions

The following research questions guided the conduct of this conduct of this study:

1. To what extend does the use of instructional materials affects the performance of students in teaching Hausa language in senior secondary schools in Kaduna State?

2. What is the effect of instructional materials on students' performance among male and female student's in Hausa language in senior secondary school in Kaduna State?
3. How does the use of instructional materials by teachers enhance students' performance in Hausa Language in rural and urban senior secondary school in Kaduna State?

1.5 Research Hypotheses

The following hypotheses were formulated and tested at P=0.05:

$H0_1$ There is no significant difference in the effect of instructional materials on students' performance in Hausa language in senior secondary schools in Kaduna State.

$H0_2$ There is no significant difference in the effect of instructional materials on the performance of male and female students in Hausa language in senior secondary schools in Kaduna State.

$H0_3$ There is no significant difference in the effect of instructional materials on the academic performance of students in rural and urban senior secondary schools in Kaduna State.

1.6 Basic Assumptions

The following basic assumptions were formulated to guide the conduct of the study.

1. There is availability of instructional materials in all senior secondary schools for teaching Hausa language in Kaduna state.
2. It has been assumed that the teachers are using the instructional materials in teaching Hausa language in senior secondary schools in Kaduna state.

3. The lack of using instructional materials is hindering the development of the cognitive affective and psychomotor domains in Kaduna in particular and Nigeria in general.

1.7 Significance of the Study

Findings from this study will be significant to students, teachers, curriculum planners, ministry of education and the society at large.

To the students, the effective use of instructional materials will enable them to effectively learn and retain what they have learnt and thereby advancing their knowledge, skills, habits, facts, ideas and principles are acquired, retained and utilized; and the only means of achieving this is through the use of instructional materials. The use of instructional materials will give the learner opportunity to touch, smell or taste objects in the teaching and learning process. Consequently, knowledge passed unto the students at difference levels of educational instructions should be well planned and properly allied with relevant instructional materials for clarity and comprehensibility.

The study will enhance teachers' teaching effectiveness and productivity. The use of instructional materials provides alternative channels of communication which a teacher can use to compress information and make them more vivid to the learners. It also provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more. Also, by providing opportunities for private study and reference, the learner's interest and curiosity are increasingly stimulated. As a result, teacher who makes use of appropriate instructional materials to supplement his teaching will help enhance students' innovative and creative thinking as well as help them become plausibly spontaneous and enthusiastic.

To the curriculum planners, findings from this study will help them in making proper planning for the place of instructional materials while planning Hausa Language curriculum. However, the use of instructional materials in the teaching and learning of Hausa language is not only the issue, but also the appropriateness of the selected materials by the teacher to the topic at hand which sometimes make the lesson less effective and thereby render the materials useless. Findings from this study shall reveal to the curriculum planners that, Hausa language contents must focus not only on making teachers competent at using such instructional materials, but at the same time, promote strategies that enables the integration of instructional materials that enhances teaching and learning of Hausa language goals and objectives.

This study will recommends the State Ministry of Education through the Universal Basic Education Commission to purchase instructional resources required for effective teaching of Hausa language and make them available in Schools throughout the State. The findings from the study will encourage the Ministry of Education to ensure that these materials are purchased and supplied to Schools. This will go a long way in ensuring that the pupils and students receive quality education. It will also recommend to the Ministry of Education on the need to train and retrain Hausa language teachers through workshops on how to use instructional materials.

The study is also significant to the society at large. This is because when teachers solidify their teaching with instructional materials and the learners learn effectively, the knowledge acquired will reflect in the society positively.

Finally, this research work will contribute to knowledge as a reference material for scholars in the research field.

1.8 Scope of the Study

The study focuses on the effect of instructional materials on students' performance in Hausa language in Senior Secondary school in Kaduna state, Nigeria. Also, the study is conducted in zonal education inspectorate division Zaria, Kaduna State because the zone has one of the highest population among other zonal education offices in Kaduna state. Also, the study is limited to public senior secondary schools in Kaduna state. There are five local government areas in this zone namely Zaria, Sabon Gari, Giwa, Makarfi. Also the study is expected to cover four (4) schools. The schools includes; Government Secondary School Kofar Kuyanbana, Government Secondary School Dakace, Government Secondary School Aminu and Government Secondary School Chindit barracks. The fact that subject of the study are all senior secondary schools students of Kaduna state however the study concentrated on SS2 students because they are more matured than SS1 and have experience about the contents while SS3 are preparing their senor secondary school Examination.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews conceptual framework as a basis for understanding the variables of study which include the theoretical framework that are related to this study were reviewed. These theories are theory of instructional materials which comprised the sensory stimulation theory, constructivist theory and Gane's theory of instruction. Concept of Hausa language, concept of instructional materials, concept of language teaching method, concept of language and communication skills concept academic performance. Also, language and communication skills which includes listening, speaking, reading and writing skills, instructional materials for teaching Hausa language, needs for instructional materials, types of instructional materials, characteristics of instructional materials, qualities of instructional materials, history of Hausa language, Hausa language curriculum for senior secondary schools in Nigeria, the objective and content of senior secondary school Hausa language curriculum, competence and performance were reviewed. This study went further review empirical studies by some scholars in the area of effect of instructional materials on students performance in Senior Secondary students in Hausa language in Kaduna State

2.2 Conceptual Framework

The study used the following concept: concept Hausa language, concept instructional materials, concept language teaching method, concept of language and communication skills, concept of academic performance.

2.3 Theoretical Framework

The study was hinged to sensory stimulation theory (SST). Fosnot (1996) constructivist theory and Gane's theory of instruction

2.3.1 The Sensory Theory of Learning (SST), of learning of which it has its basic premise on the fact that senses learning occurs when the senses are stimulated. According to Laid (1985) in Savic (2012), the SST theory states that by stimulating the senses especially the visual sense, learning can be enhanced. (Laid, 1985) quotes research that found that most of the knowledge possessed by adults (75%) is learned through seeing. Hearing is the next most efficiency (13%) and the other senses touch, smell and taste account for 12% of what we own. The sense of touch, taste and smell should also be included in the learning process however, it has been noted that the seeing and hearing senses are mostly used in one's learning, leaning can be enhanced by stimulating the senses, especially the sense of sight. However, this theory states that when multi-senses are stimulated, greater learning takes place. Stimulation through a greater variety of colors, volume levels, strong statements, facts presented visually, use of variety of techniques and materials. This theory has relevance to some extent with the present study that seeks to investigate the effect of instructional materials on teaching and learning of Hausa language. Instructional materials such as: Television, Video machines, computers disc, projectors, etc. helps to stimulate senses by attracting the attention of the students in the classroom teaching learning processes. The effective use/utilization of electronic materials and other instructional materials in the classroom objectives.

2.3.2 Constructivist Theory

Constructivist learning theory is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners. This theoretical framework holds that learning always builds upon knowledge that a student already knows; this prior knowledge is called a schema. Because all learning is filtered through pre-existing schemata, constructivists suggest that learning is more effective when a student is active engaged in the learning process rather than attempting to receive knowledge passively. A wide variety of methods claims to be best on constructivist learning theory. Most of these methods rely on some form of guided discovery where the teacher avoids most direct instruction and attempts to lead the students through questions and activities to discover, discuss, appreciate and verbalize the new knowledge.

Constructivist teaching methods based on constructivist learning theory. Along with John Dewey, Jean Piaget researched childhood development and education. Both Dewey and Piaget were very influential in the development of informal education. Dewey's idea of influential education suggests that education must engage with and enlarge experience and the exploration of thinking and reflection associated with the role of educators. Piaget's role in the Constructivist teaching suggest that we learn by expanding our knowledge by experience which are generated through play from learning. Their theory says that all knowledge is constructed from a base of prior knowledge, children are not a blank slate and knowledge cannot be imparted without the child current conceptions. Therefore, children learn best when they are allowed to

construct a personal understanding based on experiencing things and reflecting on those experiences.

Characteristics of Constructivist Teaching

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences. According to Audrey (2001), the characteristics of a constructivist classroom are as follows;

i. The learners are actively involved,
ii. The environment is democratic.
iii. The activities are interactive and student centered.
iv. The teacher facilities a process of learning in which students are encouraged to be responsive and autonomous.

Examples of constructivist activities;

In the constructivist classroom, students work primarily in groups learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is active through repetition and the subjects are strictly adhered to, and are guided by a textbook. Some activities encouraged in constructivist classrooms are;

i. Experimentation: Student individually performs an experiment and then come together as a class to discuss the results.
ii. Research projects: students research a topic and can present their findings to the class.

iii. Field trips: this allows students to put the concepts and ideas discussed in class in a real- world context. Field trips would often be followed by class discussions.
iv. Films: these provide visual context and thus bring another sense into the learning experience.
v. Class discussion: This technique is used in all the methods described above. It is one of the most important distinctions of constructivist teaching methods.

This is in line with the present study as it placed emphasis on the ability of student to construct knowledge in their minds through a process of using instructional materials.

2.3.3 Gane's Theory of Instruction

This theory was propounded by Robert Mills Gagne in 1965, which is popularly known as Gagne's theoretical framework. Gagne's theory of instruction approaches learning from the view point of the teacher. This theory stipulates that there are several different types or levels of learning. The significance of these classifications is that each different type requires different types of instruction Gane's identifies five major categories of learning verbal information intellectual skills, cognitive strategies, motor skills and attitudes. Different internal and external conditions are necessary for each type of learning for example cognitive strategies to be learned there most be chance to practice developing new solutions to problems, to learn attitude's, the learner must be exposed to a credible role model or persuasive arguments.

He outlined nine events of instruction designed to guide the teacher in developing and delivering a unit of instruction. These are: Gaining attention; informing learners of objectives; Stimulating recall of prior learning; Presenting the stimulus; Providing learning guidance; Eliciting performance; Providing feedback; Assessing performance; and Enhancing retention and transfer. These events should satisfy or provide the necessary conditions for learning and serve as the basis for designing instruction and selecting appropriate media (Gane's Briggs & Wager, 1992) Gane's

covers all aspects of learning the focus of the theory is on intellectual skills. The theory has been applied to the design of instruction in all domain (Gagner & Driscoll, 1988). This theory is relevant to this study because it outlined in detail the necessary steps a teacher must follow when identifying and organizing the competencies for classroom instruction.

2.3.4 Concept of Hausa Language

Hausa language- *Harshen Hausa* is a Chadic language a branch of the Afro-asiatic language family with the largest number of speakers. It is spoken as a first language by about 35 million people, and as a second language by 15 million in Nigeria, and millions more in other countries, for a total of at least 50 million speakers. Hausa language belongs to the West Chadic languages subgroup of the Chadic languages group, which in turn is part of the afroasiantic language family. Native speakers of Hausa, the Hausa people, are mostly to be found in Niger, in the north of Nigeria and Chad. Furthermore, the language is used as a trade language across a much larger swathe of West Africa (Chad, Central African Republic, Gabon) and Northwestern Sudan. It is taught at Universities in Africa and around the world (Abdumumini, 2014).

Traditional Dialects

Eastern Hausa dialects include:

Dauranchi in Daura, Kananci which is spoken in Kano, Bausanchi in Bauchi, Gudduranci in KatagunMisau and Part of Borno, Kutebanci in Taraba and Hadejanci in Hadejiya. Western Hausa dialects include: Sakkwatanci in Sokoto, Katsinanci in Katsina, Arewancin in Gobir, Adar, Kebbi and Zamfara and Kurhwayanci in Kurfey in Niger. Katsina is traditional between eastern and western dialects.

Northern Hausa dialects include: Arewa and Arewaci: Zazzaganci in Zaria is the major Northern dialects. The Daura (Dauranchi) and Kano (Kananci) dialects are the

standard. The BBC, Deutsche Welle, Radio France international and voice of America offer Hausa service on their international news web sites using Dauranci and Kananci dialects (Abdullahi, 2014).

2.3.5 Concept of Instructional Materials

Instructional materials have been identified as very important variable in the teaching and learning and that effective learning cannot take place without availability of basic relevant instructional materials. Instructional materials according to Adesoji (2008), are anything and anybody that can be used by the teacher and his student before during and after the lesson to help in the requirement of the lesson objectives. He further explained that for this to be induced therefore, a sound preparation is expected from the teacher works before his lessons. During such preparation the teacher is expected to visit pleas and people, consult reading materials study objectives and even perform experiments.

Similarly, Mohammed (2010), defines instructional materials as any human and material resources use by the teacher to promote greater understanding of learning experience. They include resource persons and various materials like whiteboard, pictorals, flashcards, projector, slides, film stripe and language laboratory.

Suleiman (2015), states that instructional materials serve as a channel between the teacher and the students in delivering the instruction. They enhance teaching and makes lessons interesting and meaningful. They also save teacher's time and energy in giving out much information. They may serve as motivation on the teaching-learning process. Ololobon (2010), opines that instructional resources are all the materials used to promote teaching and learning. They could be people, objects, things and places, she stressed that the instructional resources should appeal to varied senses of learners.

According to Abdullahi (2010), an instructional materials is an object or means of communication process that stores and distributes human experience or knowledge, therefore the totality of the performance carrying devices. Instructional materials are used to attract the attention of the students "They serve motivation on the teaching/leaning process, instructional materials in teaching consists of all forms of information carries, which can be to promote and encourage effective learning in teaching activities" (Isola, 2010).

Malgwi (2009), similarly viewed instructional material as, audio-visual: only listen and hear sound, her and see the actor but no sound. Audio-visual aids: models, wall, chards, pictures, projector (episcope) maps, specimen, chalk-board, film/film non projected visual materials. Instructional methods are the devices developed or acquired to assist or facilitate teachers in transmitting, organized knowledge skills and attitudes to the learners within an instructional situation.

Instructional material according to Anidodoh (2011), are the teaching aids that facilitate quick understanding of the subject matter in the class room. Instructional material, including textbooks, educational media (library media print, non-print and electronic resources), computer software, videotapes, films, DVDs and instructional television program represent fundamental resources for school for enhancing instruction, furthering the pursuit of knowledge and providing experiences of educational significance for class groups or for individuals students. According to Awotua (2010), educational media refer to all educational resources, whether graphics, photographic, electronic or mechanized means of arresting, processing or restructuring visual or verbal information or combination of both that is, educational materials refer to all forms of communications through which teaching and learning take place. In the same vein, Yerima (2007), defines educational materials as those materials and

equipment which are used in teaching and learning. He added that educational materials are broad ranger of information carrying resources that constitute an integral component of classroom teaching and learning, which are utilized in an instructional process with the hope of facilitating effective and efficient communication in the teaching and learning process.

In view of the above definitions of instructional materials the present researcher consider or define instructional materials. Any material to enhance teaching and can be used to demonstrate some specific skills to the students for better understanding and learning.

2.3.6 Concept of Language Teaching Method

A teaching method is a plan for presenting language materials to be learnt based on a selected approach. It is translating an approach into an instructional system based on objectives of language, contents to be learnt, types of tasks, and so forth. The table below shows the relationship between an approach and a method.

Approaches	Examples of method 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, and so forth.
Constructivist approach	Scaffolding, task-based, teacher support and mentoring.

(Olaofe, 2013).

Described in this section are the basic principles and procedures of the most recognized methods for teaching language as a second or foreign language. They are representatives of each of the approaches outlined in the table.

A. Structural Approach

Structural approach is based on the assumption that language can best be learnt through a scientific selection and grading of structures or patterns of sentences and vocabulary. The stress is on the learning of essential structures of the language; Therefore structural approach have the following methods.

Grammar translation method:

This method was historically used in teaching Greek and Latin languages in the olden days. It come as an off-shoot of speech traditional grammar whose emphasis is on the part of speech (nouns, verbs adjective, adverbs, preposition and so on, parsing of sentences into specific parts, defining each part of speech (as in a noun is a name of anything, place or situation and a verb is a word of action or a state of being); and given of roles as in the roles of singular and plural first, second and third persons, countable and uncountable nouns, and so on. The analysis of sentences is done in isolation for examples; a noun is analyzed separately, followed by the analysis of a verb and different types of tense and aspectual forms. This traditional approach to language gives rise to grammar-translation method, and this method have the following characteristics according to (Olaofe, 2013).

1. Classes are taught largely in mother tongue with little use of the target language
2. The mother tongue is translated into English as illustrated or class based activities

3. Grammar forms the bulk of language teaching is used by teachers to account for all that are involved in language use and usage

4. The class teacher or the grammar books role is to prescribe how language is to be used.

5. Learners are seen as passive absorber of language facts rather than active participants in language learning process

Audio - lingual method:

Audio-lingual method originated from the structural grammar. The method 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 behaviuoral psychology and has adapted many principles of direct method of language teaching which makes speaking, dialogue and active conversational styles in English the primary focus. According to direct method, all language materials are first presented orally with action and pictures. The mother- tongue is never used and translation to the mother- tongue prohibited. As an off-shoot of structural grammar, audio- lingual method is based on the principles that speech is primary. Language learning is triggered off by stimulus which elicits responses. The assumption is that all these efforts will give rise to more positive and appropriate responses needed for proficiency and accuracy in the language (Junaidu, 2010).

The principles behind audio- lingual approach are enumerated below:

1. The main purpose of language teaching is to train pupils to communicate by means of spoken English or any other targets language.

2. Language is habits formation. The aim of a language teacher is to make pupils or students form good habits of spoken language. This can be done if the teacher is a good model and can transfer the same to pupils or students.

3. There is abundant use of language laboratories, tapes and visual aids and language experts, especially where the teacher is a poor model. Great importance is given to precise native-like pronunciation use of mother-tongue is sparingly permitted by the teacher but discouraged among the learners. The teacher must be careful to ensure that all utterances of the learners are within the practiced language item.

4. Vocabulary is strictly limited and leant in contexts

5. Drills should be rapid and gross errors avoiding. The use of hand motions, flash or signal card, notes etc, to cue responses is encouraged.

All drills should move from the mechanical ones to the meaningful and varied in order to avoid boredom or fatigue (Mamman,2012).

B. Functional Approach

The functional approach is considered to be second paradigm of psychology. This idea focuses on the function of the mental process which involves consciousness. In second language acquisition (SLA) functional approaches are of similarities with Chomsky's universal Grammar (UG) focus is on the use of language in real situation (performance) as well as underlying knowledge (competence). Functional approaches have the following methods:-

Functional-notional methods:

The concepts of notional-functional approach are developed by scholars like David Wilkins, (2014), Finocchiaro and Brumfit (1993). This language teaching method is categorized along with others under the rubric of a communication approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units' analysis in terms of communicative situations in which they are used (Finocchiaro & Brumfit, 1993). By the notational component of the method, we mean the meaning elements conjunction, adjectives or adverbs. The use of particular notions depends on three major factors. These are the functions, the elements in situation and the topic being discussed. A situation may affect the variations of language, such as the language of dialects, the formality of the language to be used, and the mode of expression. A situation includes the participants in the speech act, place or domain where the act is taking place, time, and topic. Finocchiaro placed the functional categories as personal, interpersonal, directives, referential and imaginative.

1. By personal, we mean clarifying or arranging ones ideas; expressing ones thought or feelings of love, joy, pleasure, hate, displeasure, surprise, likes, fears, anxiety, confidence, fatigue, moral, intellectual and social concerns.

2. By interpersonal, we mean being able to establish and maintain desirable social and working relationships, involving greetings and leave taking, introducing others, identifying, expressing politeness, making and breaking appointments, apologizing, excusing oneself, indicating agreements or disagreements, interrupting politely changing an embarrassing subject politely, receiving and acknowledging gratitude and so on (Wikins, Finocchiaro & Brumfit,1993).

Oral method and situational language teaching

Oral approach or situational language teaching: is an approach developed by British applied linguist in the 1930s, to the 1960s, while it is unknown for many teachers; it had a big influence on language courses till the 1980s. The oral approach or situational language teaching is based on a structural view of language. Speech structure focuses on a set of basic vocabulary are seen as the basis of language teaching. This was a view similar to American structuralists, such as fries. However, what distinguished the situational language teaching approach is it emphasis on the presentation of structures in situations.

Situational language teaching syllabus is designed upon a world list and structural activities. Grammar teaching involves situational presentation of new sentence patterns and drills to practice the patterns. The teacher moves from controlled to freer practice of structures and from oral use of sentences patterns to their automatic use in speech, reading and writing. According to situational language teaching, a lessons starts with stress and intonation practice followed by a revision and a presentation of new material (mainly structures or vocabulary). The teacher then proceeds to oral practices and drilling of the elements presented. Finally, the lesson ends with reading activity or written exercise. Situational language teaching is still attractive to many teachers who still believe in structural practice of language. Its practicality in the teaching of grammar patterns has contributed to the survival of the approach until recently. Besides, its emphasis on oral practice still attracts support among language teachers (Finocchiaro & Brumfit, 1993)

C. Interactive Approach

The first thing to realize about interactive teaching is that is not something new or mysterious. If you are a teacher and you ask questions in class, assign and check homework, or hold class or group discussions, then you already tech interactively. Interactive teaching is just giving students something to do, getting back what they have done, and then assimilating it yourself, so that you can decide what would be best to do next. Interactive approach has the following methods: (David Wilkins 2014).

Direct method:

The direct method of teaching, which is sometimes called the natural method and is often (but not exclusively) used in teaching foreign language, refrains from using the leaner's native language and uses only the target language. It was established in Germany and France around 1900 and contrasts with the grammar translation methods and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by key international language schools such as Berlitz and Inlingua in the 1970s and many of the language department of the Foreign Service departments of the Foreign Service institute of the U.S State department in 2012.

In general, direct teaching focuses on the development of oral skills. Characteristics features of the directs methods are:

1. Teaching concepts and vocabulary through pantomiming real- life object and other visual materials.

2. Teaching grammar by using an inductive approach (that is, having learners find out rules through the presentation of adequate linguistic forms in the target language).

3. Centrally of spoken language (including a native like pronunciation).

4. Focus on question-answers patterns. (Mamman, 2012).

Direct methods are the use of straightforward, explicit teaching techniques, usually to teach a specific skill. It is a teacher- directed method, meaning that the teacher stands in front of a classroom and presents the information. It might be a lesson in which the teacher very planets in the solar system, or might be a simple explanation and some examples of the double-ff-11-55- 22 spelling rule. You might be thinking, isn't that how everything is thought in classroom? Yes, this used to be true, but then we found that not all students benefited from listening to a teacher talk all day and that not all lessons were best taught through direct instruction. Teachers now match the type of instruction to the task, teaching directly when it suits the skill being taught. The order of the planets is something best learned directly, while teaching what materials are magnetic is better learned, and much more engaging, though experimentation (Krause, 1996).

2.3.7 Concept of Language and Communication Skills

No meaningful learning is possible without language for only its system of universally accepted codes, especially in the written form, gives shape to pieces of experience of one generation, distils them into specific wisdom, which it also preserves and passes them to another generation. Language is indispensable in human affairs; it is certainly irreplaceable as an effective tool of teaching and learning in all human situations.

Though not much has been done in the area of communicative skills in Hausa language apart from the emphasis giving by curriculum itself in the writing and

communicative ability of learners of Hausa language in senior secondary school, a look at the English language communicative skills can serve Hausa language teaching as well, hence the structure for teaching and learning are similar. Chonsky (1995), made a distinction between what he called “langue” and “parole”. According to him, “langue” represents the systems and rules of a language according to a community’s speech, in other words competence; “parole” on the other hand is the performance of an individual, that is, his ability to produce and understand language. Also discussing this issue, Lamidi (2010:77) draws a line between competence and performance. Thus by competence he means, “The innate linguistic knowledge of the native speaker-listener while as by performance he means the actual use of the language in the society”.

This assertion by Lamidi is of clear, knowledge of a particular language that is, the competence, while the ability to manipulate and use the language on its grammatical structure is the performance. In learning Hausa language the performance of the learners depends solely on how competent a teacher is if the teacher is knowledge in verbal communicative ability the student will comprehend effectively within a short period of time. To this end, a teacher need to have a good mastery of the language of instruction and improved communication skills, especially in speaking and written Hausa. It will be an advantage to teachers to have the knowledge of language skills in order to improve the quality of his teaching, as well as his students learning ability. Without the four language skills no meaningful teaching or leaning of any language will take place. According to Muftah and Odiwo (2004), the four language and communication skills are listening, speaking, reading and writing.

2.3.8 Concept of Academic Performance

Academic performance is refers to the measure of what a learner has comprehended over during the period of teaching and learning session. According to

Taiwo (2009), academic performance refer to how students deal with their studies and how they can cope with or accomplish different tasks given to them by their teachers. This means academic performance is ability or study and remember facts and being able to combination knowledge verbally or written down on paper. Tella (2007), sees academic performance as an activities that ensure that goals are consistency being met in an effective and efficient manner. He concludes that academic performance is the effectiveness and improvement or students towards specific goals set up to be achieved. Parents care for their children's academic performance because they believe that, good academic result will provide more career choice security and good moral behavior.

Academic performance really means three things; the ability to study and remember facts, been able to study effectively and see how facts fit together and form larger pattern of knowledge and being able to think for yourself in relation to facts and thirdly, to be able to communicate Cambridge University, (2003). According to Ivowi (2003), academic performance is the level of achievement attain via the combination of inputs from students motivation and conducts. Justine (2008), asserts that academic performance is generally referred to how well as students is accomplishing his or her tasks and studies.

Academic performance Index (2010), reveals that academic performance is how students deal with their studies and responsibilities given to them by their teachers. Etubi (2009), defines academic performance as the ability of students to obtained high grate and standard test scores in school courses, especially courses that are part of the core academic curriculum.

2.4 Overview of Language and Communication Skills

The purpose of every teaching and learning process is to ensure that the goal of education is ultimately attained. To achieve this aim call for innovation in teaching. Such innovations are effectiveness of the use of language and communication skills.

There are various ways to promote the language and communication skills of language learners. An overview of practices to promote language and communication skills are however, identified as follows:

Engaging in conversation with learners and/or students; giving descriptions of objects activities or action, using different types of words for grammar; providing students with the names of object and actions; engaging in activities or objects that interest students as well as using textbooks to engage students participation reading multiple times thereby drilling the students for better understanding.

It cannot be over emphasized that not much work has been done in the area of communication skills in Hausa language aside from the emphasis given by curriculum itself in the writing and communicative ability of learners of Hausa language in senior secondary schools. It is however, interesting to note that a look at the English language communication skills can serve teaching Hausa language as well, hence the structure for teaching and learning are similar. Several scholars have provided their overview on language and communication skills, among them are Chomsky 1995), who made a distinction between competence and ability to produce and understand language; Lawdi (2000:77) in Yule (2007), draw a line between competent performance; that is the innate linguistic knowledge of the native speaker-listeners while performance is the actual use of the language in the society similarly Muftah and Odiwu (2004) emphasized that the four language communication skills which are; listening, speaking, reading and writing.

In view of the foregoing therefore, the need to further drill the students to acquire the ideal Hausa language communication skills is indeed desirable and necessary in examining students' academic performance in Hausa language in senior secondary schools in Kaduna State.

2.4.1 Listening skills

Listening has been define as the ability to pay attention attentively to a speaker, sound or noise and make meaning out of what has been said or heard (Ahmed, 2000) in Sambo (2008) Listening as one of the communication skills is complex process which must be taught as a discrete skill. Underlining the central contribution to be made by effective listening to the individual growth and development is that of making learning easier, more pleasant and more economical. As a child listens to learn, listen to enjoy, listens to educate and listens to discriminate sound, he will be perfecting skills which will enable him use listening not only as a tool for effective communication, but an avenue for creative expression and self-fulfillment. The mastery of the skills of listening tends to improve the skills of speaking and vice versa. An organized Hausa programs will give children the opportunity to listen to learn, listen to enjoy, listen to evaluate, listen to appreciate, listen to discriminate and recognize speech sounds.

The teaching of Hausa language in senior secondary schools is faced with problems. The facilities for the teaching of the language are either not available outdated or completely out of use (Tsiga, 2010). This has greatly affected the teaching of listening comprehension as a skill. For effective language and learning, students are expected to listen to different lessons in Hausa language i.e. pronunciation of sounds, words and phrases which will help in no small measure toward improving the skills of listening, speaking, reading and writing; but in the absence of materials that will facilitate then understanding of a learner; no meaningful teaching or learning will take

place. Facilities such language laboratories, audio and usual materials, charts and diagrams are very essential towards improving listening skills.

Lundsteen (1999) and Strother (1997) in Goodlad (2010), through their researches in listening affirmed that there is a direct relationship between listening ability and learning. They therefore advocated for the teaching of listening skills at all levels. Likewise, Olugbodi (2006) in Aggarwal (2009), asserts that:" the listener pays attention to what the speaker is saying, how he is saying it that is, politely, broadly, hastily, crossly, and so on.

Students are involved in a number of study situations, where they are required to listens; such as lectures, seminars, and so on. According to Hassan (2007), listening is a neglected skill area; this is because of the wrong assumption by many people that listening develops naturally such there is no need to teach it. One thing is clear; intelligibility in listing skill will increase learners' performance and competence in other aspects of any language study.

2.4.2 Speaking Skills

Speaking is very vital in any academic achievement in most cases a leaner's sign of comprehending what has been taught is his ability to say or express what he learns in his own thought. According to Abbas (2001), in Zarruk (2009), "speaking could best be described as the ability of one to express his mind in the most accepted rule governing a particular language and be understood by those near him". In a nutshell students must speak Hausa language in such a way that they utter will best achieve the purpose they want it to. That is not say, they are not just to speak standard Hausa but also the sounds of Hausa which are most appropriate to the situation they will need it for.

It is guide worrisome when one interacts verbally with most secondary school Hausa graduates. The language they speak has no link with the standard and acceptable Hausa and the basic orthography of the language is neglected. According to Abbas (2001), in Zarruk (2009), the most common Hausa language spoken by final year student in senior secondary school is "Eng Hausa". This is the combination of English and Hausa language which is not acceptable and not in conformity with the standard and acceptable Hausa. It is a common thing to hear such conversations as "wannan is my lecturer", "matar senior brother dina ce", "yaya? How far, yau akwai lecture kuwa? And so on. For speaking skills to be an effective medium for the teaching of Hausa language there is need for the provision of adequate facilities that will help greatly towards enhancing the teaching of Hausa language. It is important also to introduce subjects such as oral Hausa just like improve the verbal ability of the learner. It is a well known fact that, it is only when one is able to speak that he will be opportune to actualize his dream in written form, the success of every learner academically will be his ability to express himself both verbally and in writing; without the two no effective teaching or learning will take place.

2.4.3 Reading Skills

Reading could be defined as an interaction of adult's knowledge of their language with material printed or written that they may perceive usually (Fallic, in Hassan, 2009). Reading is usually done for the purpose of comprehending meaning. Like the adult, by relating the printed symbols to the knowledge of their language and their ability to listen, learners at the senior secondary school also relate their experiences with what they read. Reading and listening are receptive activities while speaking and writing are productive activities. Reading and listening however differ in the sense that, reading deals with sound. Reading skills generally include:

a. Recognition
b. Structuring
c. Interpretation

It is difficult to imagine a student succeeding in school without the ability to read effectively for information. This is particularly true at the senior secondary school level where reading is an indispensable tool for the academic performance of every student. According to Olaofe and Misambe (2006:127), reading effectively calls for accurate reading, involving educative reasoning on the basis of information given in the text.

According to Tsiga (2010), Ninety percent (90%) senior secondary schools students, in Kaduna state are day students, therefore they have little or no time to go through their notes at home, this is because their time is taken over by events at home; unlike the boarding students who enjoy four hours in a day for prep (study time).

Other factors that affects Hausa students in senior secondary schools study habits, includes inadequate study materials (both prints and electronics), most the textbooks for the teaching of Hausa language are on literature, language and culture, few material are available for the teaching of writing and other language skills, even where one find them they are not commensurate with the age the greatest problem of the students. Finally, the greatest problem of the Hausa language learners at the senior secondary schools level is being a product of defective teachers, till now there are some Hausa teachers, who cannot understand the basic orthography of the language. When a teacher lacks competence, how can one expect his students to perform well.

2.4.5 Writing Skills

Writing could be described as the ability of one to communicate through the use of paper and pen. Writing gives a visual representation of human thoughts, feelings and imagination (Aggarwal, 2009). For any academic achievement, particularly at the senior level of secondary educations to take place, writing is the bedlock of success of any students. The ability to comprehend, initiate thoughts and ideas is very significant to students, but how to express the idea in writing is the most important factor for students' achievements (Junaidu, 2010).

The writing skill of senior secondary schools Hausa students is quite discouraging as most of the students lack the basic orthography of language and they find it difficult to separate or join words where necessary. It is quite embarrassing to find an SSII student who cannot write his name in a simple and clear Hausa. The students lacks the knowledge of Hausa dialects; talk less of having knowledge of standard and acceptable Hausa for writing firm is another problem facing senior secondary schools students.

According to Ummar (2001) in Sambo (2008), on the problem faced by students in writing, he opened that students writing in Hausa language generally lack coherence. Furthermore, he revealed that the writing of students at the senior secondary school Hausa examination has grammatical error, such as punctuations, spelling mistakes, a well as lack of good orthography of the language. These have contributed immensely towards students' poor performance in SSCE and NECO Hausa examination respectively.

2.5 Instructional Materials for Teaching Hausa Language

There are various instructional materials for teaching Hausa language. Example, the use of textbooks chart radio television, CD and DVDs and slide/slide projector have all being developed for the teaching and learning of Hausa language. Also the use of

new media is employed for teaching and learning of Hausa language because this new media are digital which have characteristics of being manipulated networkable, compressible and interactive example, computer (Abdumumini, 2014).

i. **Textbooks:** are special and types of book, which is written to satisfy a special need in the school curriculum. (Obanya, 2010). He further classified textbooks into four categories; reference, general course, and children textbooks. Zarruk (2008). Identifies some criteria for selecting or writing textbooks in Hausa Language such as author, language age and vocabulary, content, format, does it reflect Hausa language objectives, are there any handful either religious-gender or national bias, durability, availability, publisher date and many other relevant criteria were listed by him. Textbooks are instructional materials using for teaching Hausa language as its enhance teaching and improve the competences of teachers and students to also help the students in recognition, structuring, interpretation and orthography.

ii. **Chart:** a chart is a systematic arrangement events or facts or ideas in a graphic or pictorial form can be arranged in away visible to the entire class charts and models prepared by the active participation of teacher and students rather than the charts bought in the market, they provide a variety teaching aids for the teacher, it simplify the explanation and narration of the teacher which otherwise make the process complex for the students to understand, chart are helpful for summarizing the narration, charts help the teacher to teach abstract ideas into concrete concepts of the topic we can draw relationship between the facts and figures shown in the chart. They help to show continuity and progress of the topic. For example a Hausa teacher while teaching a topic of vowels and consonants sound has to use the same chart for explaining the topic, use of the

chart will help to draw the attention of the students while the teacher is explaining the structure of each of the vowels as well as the consonants as well as part of the system which occur at a particular part, teaching without this instructional material will become a failure for the teacher in making the students understand what he/she taught. Using chart as teaching aid will help to stimulate the power of observation, judgement and thinking abilities of the students, chart is a useful way to present and display information on instruction especially in a classroom or other educational situation.

iii. **Radio:** A number of studies have been made on radio as instructional material and result showed that it is an effective media for imparting knowledge to learners. According Wittish (1991), in Sadiq (2007), educational radio provides listening, participation, effective means of presenting studies, team teaching and increasing student's performance. Lumbly (1990), in Abayomi (2008), reveals that pronunciation of student's who listened to radio was better than those of students who did not. This is audio kinds of media which could either uses battery or electronic power in appealing to the sense of hearing. It is a media for communication and it is used in the process of delivering lesion such topic as communication in Hausa language as instructional materials for the students to perceive in concept in a practical manner.

iv. **Television:** Television was recognized as a vital medium of education information and socialization. Some studies have been conducted on television as an effective instructional media Maurice, (2008) indicates that students remember 10% of what they read, about 20% of what they learned and 50% of what they hear and see. This indicates that television has the potentially of performing this task but when effectively and correctly utilized by the teachers

and the learners. Television has the power to bring into the classroom many important events at exactly the moment they are taking place. Television provide integrated experiences which may vary from concrete to the abstract and have the characteristics of holding the attention of almost all students. Television when used effectively can stimulate interest among, the students it usually induce longer retention of factual ideas or concepts as the students come in contract with what is being desorbed (Sadiq, 2007). However, the effectiveness of instructional television in teaching and learning will depend on the types of quality of television instruction.

v. **DVD:** will be use with the aid of computer monitor or a laptop where a recorded C.D will be played showing the various slide of pronunciation of Hausa consonants and their place of articulation for example, pronunciation of the bilebials such as b, b, m, w and places of articulation like glottis where fricative and non-fricative are pronounce, fricatives d, z, g and non –fricatives are s, k, t and so forth.

vi. **Slide/Slide Projector:** a slide is a single positive image or transparent materials (a slide transparency) held in amount and designed for a projection. (Obanya 2010), He further expressed that, if properly designed, slides can be of great assistance to a teacher in providing visual reinforcement for what he is saying, are particularly useful for showing photographs, diagrams and other graphic materials to much information should not be included on a slide. Thus, an educational or Hausa language slide should be clear, simple and capable of being seen and understood from all parts of the classroom in which it is being projected.

vii. **Computer:** as an instructional material is used in many ways in Hausa language instructions such as mass instruction, group learning, individualized instructions, computer conferencing system amount others. Zakar (2014), acknowledge three broad ways by which computer contributed to teaching and learning situations. And these are mass instruction, individualized instruction and group learning.

viii. **Mass instruction:** this is used during the normal class lesion (conventional expository lesson), the computer is used to support mass instruction.

ix. **Computer:** assisted package are highly interactive as they are very effective in teaching large group to get the feel of an interactive learning programme.

- **Individualized instruction:** Zakar (2014), opined that, computer constitutes the most versatile and powerful delivery system, students should be given the opportunity to learn by doing 'experimental learning" as they do, they get things wrong as well as get them right. He further given example of individualized instruction by computer such as asking learners structured questions, responding to the choices learners made, providing expository information, testing learners, allows learners to access stored data and information in data base of various sorts, allow students to contribute to computer conferencing and given students the opportunity to performer mathematical and logical analysis of data.
- **Group Learning:** students in groups benefit from feedback from each other, because computer assisted learning system can make a highly significant contribution to a wide range of group learning activities. Since Hausa language learning is how to promote spirit of group and team work in order to achieve mind of togetherness in the learners.

2.5.1 Needs for instructional materials in teaching

The skill of producing local instructional materials is applicable to many different abilities across all academic and non-academic discipline. Teaching learning may not easily be achieved through the mere use of verbal words. As such producing instructional materials becomes very necessary. The focus of teaching is on the natural reciprocating of comprehension and production in communication; on the functional and collaborative practice of language in flexible learning environment; and individual possession of skills. Students find it easy and joyful when learning with instructional materials as such, improvisation reveals that there are possibilities of alternatives to teaching and learning aids. It should therefore meet specific teaching and learning situation. Improvisation in Hausa language l has become imperative in teaching and learning - because the Hausa language situation makes the cost of facilities and equipment very high amidst decreasing or near lack of purchasing power (Adesoji, 2008).

Therefore, the teacher education programme must integrate material development whereby teachers learn how to design and construct various materials and equipment which could be used for teaching-learning process (NTI, 2007). Improvisations of instructional materials in Hausa language by teacher that are innovative in concepts encourage students and teachers to be more creative, innovative and original. It also develops skills in the cognitive, affective and psychomotor domains.

2.5.2 Types of Instructional Materials

Alasoluyi (2015), views instructional materials as anything which can help in the achievement of learning and transmit experiences through any of the senses. Also sees instructional material as devices used in teaching most effective. There are numerous

types of instructional material. Infact, any materials, however small meaningful and understood is a learning material.

According to Abdullahi (2010) and Alasoluyi (2015), there are five (5) broad categories of resources. They are:

i. *Realia*: are real objects, it could be manmade or natural during teaching and learning, the use of real objects makes learning clear, interesting and easily understood. As a teacher, you are expected to use real objects makes learning clear, interesting and easily understood. As a teacher, you are expected to use real object to enable learners see, touch, smell, hear or possible taste; you can take learners on a carefully planned field trip and excision to natural environment, factories cultural centres, hospitals or river.

ii. Visual resources: these are materials that appeals to sense of sight on (seeing). The can be real or representational visual resources they are real visual resources when they presented through a mechanical device like computer, transparency, photographic slides, silent film and power point, all are projects materials. Non projected are those that do not need to be projected for their content to be displayed example, textbooks, flash cards, pictures signs stick figures.

iii. Audio resources: these are instructional materials that appear to be sense of hearing only. It could be real audio resources like the human or animal. Voice which is real audio resources. While it is recorded and played back through mechanical devices, then it becomes representation and audio resources. Other examples are audio tapes, recording, compact disc (CDs) mp3 player and telephones, audio compact dis and so on

iv. Audio visual resources: These are materials that combined the features of visual an audio resources concurrently at the same time. Appealing to the sense of sight and hearing, for example, television, programme, video recording, digital video disc, (DVD), audio films and synchronized sound slide system using the sound on slide projector, computers also adoptable to provide audio visual services with resources download from Youtube and skype as well as other applications packages.

v. Community based can be individual or group experience gained when children carry out activities individually or group direct at purposely experiences. While community based resources are those instructional resources that are available with the communities or outside the immediate in which the schools are located.

2.5.3 Importance of Instructional Materials

Importance of instructional materials could not be over emphasized. They are very significant in almost all effective teaching. They serve as materials that cater for the individual student's different behaviour in learning process. Adeniyi (2014), explain that students differ from one another not only socially or physically but in the ways and manners they learn. It is well known that human beings learn through five senses. These are through seeing (visual), hearing (auditory), smelling, touching and feeling, and tasting. Students differ in the organs they use best in learning; before teacher makes his heterogeneous class learn effectively, he has to use various materials. When the teacher lectures, students make use of their sense of learning (auditory sense) only. When he talks and uses some educational materials the students make use of much sense. This depends on the types of materials used. However, Adeniyi (2014), further lists or mentions the following advantages of instructional material as follows:

i. They appeal to the various senses of the students.

ii. They make the lesson interesting and arrest the attention of the students.

iii. They help to make clear the complexities of many or concepts thereby making the pupils understand the lesson.

iv. Some of the materials, particularly human and real objects, serve as materials of first hand information.

v. The audio-visual materials now make individualized instruction more practicable and effects.

vi. With the audio-visual or audio-visual materials the pupils can now work at their own pace on topics of their interest.

vii. The audio-visual aids have now made it possible for a teacher to teach as a lesson without being physically present. This can be done through recorded cassettes and CDs.

viii. The same ways the audio-visual materials have made it possible for the teacher to teach thousands of students through the radio or television.

ix. The same materials have the capacity to re-create the past or bring a distant place or events or a dangerous. Phenomenon to the classroom through recording. The important of this is that, the students would see the real form what they could have imagined perhaps with a wrong conception.

x. Through some of the materials the pupils can easily store and recall any topic in this way, the students learn easily and pleasurably.

xi. Instructional materials promote retention as we can understand from the chinese proverb that says "what I hear I forget, what I see I remember, what I do I understand.

xii. They save time, and energy what you will explain in minutes, will be possible in less time with use of instructional materials

xiii. Instructional materials simplify and clarify what is complex and difficult to express in words

xiv. Words can describe people, places and object but a picture immediately brings reality;

xv. Instructional material enhance teaching and improve the competence of teachers to make learning more meaningful for students.

xvi. It develop and promote the effective use of innovative materials in schools.

In addition, instructional materials are range of materials and equipment which made a visual impression on the students, assist the teacher in his task, helping him increase his effectiveness in the classroom. Instructional materials communicate information effectively, promote the acquisition and longer retention of knowledge, when they are systematically designed, reproduced, used and evaluated. Adamu (2016), states that lack of instructional materials to serve as teaching aids that facilitates quick understanding of the subject matter in the classroom is a great impediment to conducive learning environment for STM education. He went further to put it that for effective STM learning, relevant materials such as equipment in the laboratories, charts, diagrams, chemical, models, specimen and for technology, technological devices like computer, tape recorder and video cassette recorder must be made available in the classroom so as to assist students to have a design is taught in their mind.

Chauhan (2007), was of the opinion that educational materials are no doubt important in the development of conducive teaching/learning environment. The materials could give a more valuable and powerful direction to teaching and learning than any teacher could watch by personal efforts alone. They also serve as motivation on teaching-learning processes, and they serve as a channel between the teacher and the students in delivering the instruction.

2.5.4 Characteristics of Instructional Materials

Emmanuel (2008), saw learning materials as essential part of practical teachings as such, in classrooms, pictures, charts and drawings should also be clear and neat. He added that, net it is not good for a teacher to plan a lesson without some ideas of how he/she will stimulate or motivate his/her students by using pictorials illustrations (pictures, diagrams, charts and models) or materials illustrations. Okeke (2011), stressed that graphic materials to be used in classroom should be simple, attractive, large enough and not to be crowded with illustrations and colours. Sadiq (2007), pointed out the good instructional materials must have the following characteristics:

a. appeal to the sense (sound and sight);
b. attract and hold attention; and
c. focus attention on essential elements to be learned at the proper time.

In order to achieve the above objectives, any materials to be used as instructional materials must satisfy the following characteristics;

Flexibility: In the college or university, the teacher has been taught different ways of teaching hence, while in the classroom a good Hausa teacher will attempt to teach his/her lesson using a variety of methods and materials. He/she should therefore, select or construct instructional materials that can be instantly modified to suit change in the approaches to construction.

Colour: Since pupils are attracted by bright colours, these should be used in the preparation of teaching also much brightness should be avoided since it may distract students attention from the objectives of the lesson and the instructional materials.

Simplicity: Instructional materials must be simple and present only a far ideas at a time. This is because students cannot comprehend complex ideas presented to them at a short-time. If pictures are used, they should illustrate only a very far words or actions. If more

detailed pictures are used, students will not know that they are to notice from the picture displayed.

Visibility: All the smallest detail to be used in instructional materials should be large enough to be seen by every student in the class. So, such should be placed conspicuously in front of the class to present a clear view to every student.

Ogundele (2007), added that the characteristics of good teaching aids can be seen under the followings:

a. **Sufficiency**: Teaching aids must be sufficient enough for use;
b. **Writing and Lettering**: The lettering or writing must be bold, clear, neat and readable;
c. **Attraction**: That the aids must be neat and attractive to arouse the interest of students. All the lettering must be bold and attractive;
d. **Purpose**: The information in the aids must help students in learning and must be relevant to the lesson;
e. **Accuracy**: They must be accurate in content and language. There should be no mistakes of facts or spelling that is, misinformation;
f. **Clarity**: All details in the aids for instance, drawings, pictures and so on, should be easily seen by students far away from it. Aids such as radio, tape and television should be clear enough to be heard by all students.

2.5.5 Qualities of Instructional Materials

The resources employed to facilitate effective teaching-learning process are referred to as instructional materials. They are information carriers designed specifically to fulfill objectives in a teaching-learning situation (Akan, 1988 cited in NTI, 2014). Therefore, in the teaching and learning of Hausa, many of these learning materials are utilized in making teaching more effective and enhancing permanence in learning.

These-materials are given different taxonomies viz., visual, a audio, audio-visual, hardware, software and a host of other nomenclatures.

Instructional materials possess some inherent advantages that make them unique in Hausa language teaching. For one thing, they provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more. Also, by providing opportunities for private study and reference, the learner's interest and curiosity are increasingly stimulated. Further, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. They generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of economy and intellectual development of the learners. Instructional materials grasp the learners' intellect and eliminate boredom. Some of the unique qualities of instructional materials is speedy learning and accuracy. They make the work easier, more appeal, accurate, neater and boosting for clarity of Hausa language concepts. Effective use of instructional materials requires a lot of creativity as well as sound knowledge of Hausa language in their operation.

Instructional materials are students aids, to help learning, centering on the child. Teacher passes experience to the student by sound (audio) and by sight (visual an teaching aids helps visual books. The use of instructional materials in Hausa language prevent parrot learning and encourage active, intelligent participation of the students and provide training in listening. Visual aids make for more effective learning. They discourage memorization. Instructional materials are human and non-human resources that can be use to enhanced teaching and learning. These learning and instructional materials (LIMS) are called teaching and learning aids, audio-visual aids, teaching apparatus and so on. Teachers use these LIMS to assist them in conveying information

to the students. One question then arises. How do teachers pick (select) teaching aids that help them in their teaching? The teacher has to first select the appropriate ones (LIMS) before using them in teaching. Some teachers know how to select or pick while others do not know how to do this. What then are the basic factors? Consideration and criteria's that they will need to know so that they will be able to pick well those LIMS to use? The primary purpose of any teacher, whether in a formalized system of education or otherwise, is to impart knowledge so that the learner will change their behaviour pattern. According to Blooms taxonomy human knowledge can be classified into three domains. These are cognitive, psychomotor and affective. All the learning experiences that a student has can be categorized under these domains. These learning experiences have their peculiar characteristics, which a teacher must know and take note of when imparting knowledge to the students.

2.6 History of Hausa Language

According to Amfani (2012) Hausa is the name by which the people of the Hausa ethnic group call themselves and are understood as such by many other people… Hausa is also the name of the language of the people, and in their literature they have no other word for their country but Kasar Hausa, the land of the Hausa people/language.

Salini (2014) reveals that the Hausa language is spoken by more than 50 million people in Nigeria, Niger, Northern Ghana, and in communities from kaolack in Senegal to Khartoun in the Sudan.

Wikipedia (2014) reported that Hausa is a major world language, spoken as a mother tongue by more than 30 million people in northern Nigeria and Southern part of Niger, in addition to Diaspora communities of traders, Muslim scholars and immigrants in urban areas of West Africa e.g. Southern Nigeria, Ghana and Togo, and the Blue Nile province of the Sudan. It is widely spoken as a second language and has expanded

rapidly as a lingua franca. Hausa is a member of the Chadic language family which, together with Semitic, cuhitic, Omotic, berber and ancient Egyptian, is a coordinate branch of the Afroasiatic phylum.

Robinson (1953:6) explained that Hausa has been reduced to writing for at least a century and possibly very much longer. Native schools, in which children are taught to read and write, exist throughout the whole of the country (Hausa land).

Sani (2009) described Hausa as a literary language, and that a considerable number of Hausa manuscripts have been produced, most of which deal with religion, poetry, stories and historical traditions. Many of these have been published in Europe and are available either in Nigeria, Africa or in European libraries.

Newman (2000), gave a summary of Hausa as a literary language with several writings and studies done/being done on the language by both native, speakers, professional speakers and other users of the language. He is of the opinion that Hausa has been the subject of scholarly study for a century and a half. For an overview, see RM Newman, 1974 and Newman, 1991a.

2.7 Hausa Language Curriculum for Senior Secondary School in Nigeria

Following the Federal Government reform in education and the need to attain the Millennium Development Goals (MDGs) and the critical targets of the National Economic Empowerment and Development Strategist (NEEDS), which can be summarized as: value-reorientation, poverty eradication, job creation, wealth generation and using education to empower the people, it has become imperative that the existing curricula for senior secondary school curricula should be reviewed and re-aligned to fit the reform programme. The National Council on Education (NCE) at its meeting in Ibadan in December, 2005, directed the NERDC to carry out this assignment. The NCE also approved a new senior secondary school curriculum structure namely, senior

secondary (science and mathematics), senior secondary school (Humanities), senior secondary school (Business) and senior secondary school (Technology), listing relevant subject for each stream (Nigeria Educational Research Development Council, 2007).

In response to this development, a high level policy committee on curriculum development (HLPC), made up of critical stakeholders and chaired by NERDC, took the initiative to provide the guidelines for re-structuring the curriculum. Between January 2007 and March 2008, the NERDC convened a meeting of experts and also organized several workshops to produce the senior secondary school curriculum, which would ensure continuity and flow of themes, topics and experiences from senior secondary one to senior secondary three levels.

The Nigerian Curriculum of Education, 2007, further stated that 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 skill et cetera were infused into to relevant contents of the new secondary school 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).

Since the curriculum represent the total experiences to which all learners must be exposed, the contents, performance objectives, activities for both teachers and learners, teaching and learning materials and evaluation guide are provided. The prescriptions represents the minimum content to be taught in the schools in order to achieve the objectives of the new senior secondary school programme. However, teachers are encouraged to enrich the contents with relevant materials and information from their immaterialist environment, but adapting the curriculum to their needs and

aspirations. Thus the curriculum can be adapted for such special needs as nomadic education, non-formal education and education of the physically challenged.

2.7.1 The Objectives and Content of Senior Secondary School Hausa Language Curriculum

Objectives are very important in any educational programme because of the key role they play in determining the content of the curriculum. The Hausa language curriculum published by Nigerian Educational Research Development Council (NERDC, 2014) defines objectives as a goal to achieve. The objectives always determine what to teach, whom to teach, how to teach and when to teach. This shows that content is logically, objectives are interdependent, this is why the success or otherwise of a programme is assessed against the background of the objectives. The senior secondary school Hausa language curriculum spells out seven broad objectives to be achieved at the end of its implementation (NERDC, 2014). The curriculum is designed specifically for students studying Hausa language as (L1). This is after due consideration of the aims of Nigerian language policy, as well as problem that may emanate from the teaching of Hausa as well as problem that may emanate from the teaching of Hausa as a first language (L1). It is the aim of the curriculum that every child at the end of senior secondary school education should learn the following;

1. To prepare that student to be able to communicate effectively in Hausa language, using standard and acceptable Hausa.
2. To have an idea on storytelling as well as some basic aspects of the language i.e. tales, fantasy, Hausa debates, and so forth.
3. To help him have a basic knowledge of Hausa orthography, punctuations and other writing skills that are part and parcel of the Hausa language.

4. To prepare him with the basic skills in writing short stories, plays, alliteration and poems.
5. To give him a proper foundation for future studies on Hausa language if he so wishes.
6. To enable student to appreciate and become interested in the study on Hausa culture (NERDC, 2014).

2.8 Competence and Performance

According to Chomsky, competence is the "ideal" language system that makes it possible for speakers to produce and understand an infinite distinguishes grammatical sentences. This is unaffected by grammatically irrelevant conditions "such as speech errors". Performance is the accomplishment of a given task measured against preset knows standards of accuracy, completeness, cost and speed in a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

It is a well-known fact that language is man's unique accomplishment, more than everything else, it sets means apart from the animal world (Olugbodi, 2006). Wikins (1995) says language is man's most important gift, the vehicle for communication and good instrument of thought and creativity, it is the most important subject in the school curriculum, since it is the crucial tool through which information, concepts, skills, value and all other subjects are transmitted.

In the light of the above, language is of great importance to every child, the development and mastery of the language skills should be the teachers' major concern. This is because the child needs competence in language use so that it will help to express his feeling, ideals, emotions and carryout his social activities. In any language

learning situation, it is only when the learners has competence in the language that he will be able to perform effectively and diligently in actualizing his dreams. With this therefore, competence and performance are very significant in every language learning situation. As far back as 1964, Saussure made a distribution between competence represents the system and rules of a language to a community's speech, while performance on the other hand is the ability to produce and understand language. In Hausa language a speaker is competent if has internalized the rules of the language and performance is the ability of the individual speaker to manipulate the language in accordance with the laid down rules of the language that is, the ability to speak truly in the language for conviction, ability to use the language vocabulary, idioms and so forth.

In teaching and learning process, competence is required of teachers teaching Hausa language because they have undergone training, they are reputed to have high mastery of subject matter, they should have the basic knowledge of the methods and techniques to employ when teaching a particular lesson or topic and so forth. With the above mentioned therefore, the learners performance solely depends on the competence of the teacher, where the teacher lacks competence no learning will take place. According to Aliyu (2001:77), in Sani (2009), "over 60% of language teachers are themselves poorly and transparently ill equipped, most of them attended schools where the contents of aural-oral skills of listening and speaking where haphazardly packaged and porously delivered.

It is quite disturbing to come across senior secondary school graduates in Hausa language who could neither read nor write in the language despite the training received at the senior secondary school; before crossing to the senior level. The general paucity of instruction, facilities and material printed out by situation and policy analysis (SAPA) survey team quoted in Adesoji (2008), shows that, "students in senior

secondary schools had no textbooks on language". How will the teacher teach? Another problem is the 90% of classroom teachers teaching language depends solely on text even when they could improve materials for teaching. More often than not, Hausa students at senior secondary schools are not adequately motivated by parents and society in general. This is because a Hausa teacher or a graduate in Hausa is being looked upon as someone who has nothing to offer the society. Generally, many people could not distinguish between studying and speaking a language; to most of them it is just a mere waste of time for one studies his language, thereby discouraging the students to concentrate in the study of Hausa. This has led to students' poor performance in Hausa language.

Finally, the teaching of oral aspect of Hausa language is usually a problem. This is due to lack of sufficient knowledge on the part of the teachers, inadequate text materials as well as poor facilities for the purpose of teaching of English language (Mamman 2012). When teachers are not competent enough, materials not available, learners deficient, society docile, and no meaningful performance on the part of learners will take place.

2.9 Empirical Studies

Several scholars and researchers have carried out series of studies on or in relation to the "Effect of Instructional materials on The Students' performance on Senior Secondary Students". Some of these studies will be reviewed to determine their relevance to this work as well as differences of their findings.

Another literature which is reviewed in this study is the effects of using instructional material in teaching social studies by Abbas (2001). The research was designed to find out the effects of using instructional materials in teaching social

studies. A case study of government area, day secondary school, Tandama Danja local government, Katsina State. The population of the study comprised eleven thousands three hundred and fifty two (11,352), the sample of the study comprises of two hundred forty (240) student the reliability index of the instrument was 0.88. The result of this study revealed that the use of instructional material is very essential as far as the teaching of social studies was concerned and therefore, it has positive effects. The present study has similar approach with Abbas (2001), especially on the effects of using instructional materials for teaching. Difference between the two studies is that, his study is on the effects of instructional materials on social studies, while the present study is on the effects of instructional materials on students' performance of senior secondary school students in Hausa Language in Kaduna state.

Halliru (2001), carried out a study on "the effect of audio visual material on achievement of primary school pupils in social studies. The findings revealed that audio visual materials have a significant role on the academic achievement of primary school pupils. The population of the study eight thousand two hundred and fifty (8,250), the sample size is one hundred fifty two (152) student the reliability index of the instrument was 0.68. The above study has some element of relevance to the present study because it was based on effect of audio-visual material on the achievement of primary school pupils in social studies. The conducted seeks to find enhance the primary pupils in social studies while the present study seeks to finds out student performance of Hausa language student the area of difference is that the above study conducted on the pupils of social studies subject while this study seeks to investigate the students' performance of senior secondary school in Hausa languages taught with instructional materials and those taught without instructional materials.

Musa (2002) conducted a research on "the effect of instructional materials on secondary study academic performance in Biology. After the analysis, the result revealed that, instructional materials most especially audio visual type play a vital role in arousing students interest better understanding and higher performance of the students in school. The population of the study comprises of fifteen thousand two hundred and twenty (15,220), the sample size is three hundred twenty (320) t-test analysis of co-variance were used to test the hypotheses the reliability of the instrument was 0.77. The present study has similar approach with Musa (2002), especially on the effect of using instructional materials for teaching. Differences on two studies is that his study is on the effect of instruction materials on Biology, while the present study is on the effect of instructional materials on students performance in Hausa in senior secondary school in Kaduna state.

Patrick (2004), carried out a study titled: Effect of instructional materials on the performance of Senior Secondary School Biology students. The main thrust of this study among others was to determine the effect of instructional materials on the performance of students in Biology and to ascertain the impact of the use of instructional materials on students' development of creative skills in secondary schools. Four research questions and four null hypotheses were formulated in line with the research objectives. The population consists of thirteen thousand two hundred and fifty (13,250) and the sample size is one hundred and seventy five (175). A researcher made test was used for data collection and data collected was statistically analyzed using t-test in testing the hypothesis 0.05 and the reliability co-efficient was 0.71. Findings from the study revealed a significant difference in the performance of Biology students taught with instructional materials and those who were taught without instructional materials in favour of those taught with instructional materials. The relevance of this study to the

present research is that, the study was carried out to determine the effects of instructional materials on the performance of Senior Secondary School Biology students while this study try to assess the instructional materials on the academic performance of secondary school students in Hausa language. Data collected was also analyzed with the use of t-test which this study also uses for data analysis.

Furthermore, Bitrus (2004) carried out a study on "Utilization of Available Instructional materials in Agricultural Science Teaching in selected secondary schools in area inspectorate of Education Lafia Nassarawa State". The study investigated the utilization of available instructional materials in agricultural science teaching in five selected secondary schools. A descriptive survey design, structured questionnaire was used as the instrument which were given out to two hundred and five subjects randomly sampled in the five selected schools. The statistical frequency approach was used to find the percentage of responses to cover the four research questions. The reliability index was 0.76. It was found that available instructional materials were not adequately utilized during agricultural science teaching because of inadequate time duration for the subject on the time table and teacher's lack of knowledge and experience in utilization.

Simon (2004), conducted a study on "The Role of Instructional materials in Biology Teaching: a Case Study of some selected secondary schools is Pankshin Local Government Area of Plateau state. The study was carried out to investigate the role of Instructional materials in the teaching and learning of Biology in some selected secondary schools; with the apparent need to make the study of Biology interesting to its learners as the nucleus of the research. The methodology adopted for the study employed the use of questionnaires and direct observation. Two sets of questionnaires (one for the student and one for the teachers were administrated in five selected secondary schools). A sample population of seventy five (75) student and ten (10)

teachers generated the data which was used for the analysis. The reliability of the instrument was 0.95. It was discovered that the Instructional materials device for the teaching of Biology lesson were grossly insufficient in schools in Pankshin Local Government area. The government owned schools were worst affected than missionary and private schools in terms of lack of Instructional materials for Biology lessons. Most of the teachers strongly agreed that they are reluctant to use Instructional materials during lessons because they are expected to financial the production. A large proportion of students responded that they understood biological concepts better when Instructional materials are used during lessons major recommendation is that understanding biological concept required the use of Instructional materials/device to make students have a sound grasp of the subject. The above study is related to this current study because it seeks to find out the role of Instructional materials in teaching and learning Biology lesson in secondary schools. The point of difference with this study is that the conducted study was basically science biased, while the present study is arts-biased. The former was concerned with teaching of Biology subject and later is concerned with teaching of Hausa language.

Therefore, Felicia (2004), conducted a study on "Teachers Attitude Towards Improvisation of Materials in Teaching of Chemistry in Kaduna Metropolis." Chemistry teachers were randomly selected from twenty five (25) secondary schools in Kaduna city participated in the study. Analyses of the twenty-point item questionnaire administrated positive attitude towards imposition. The population of the study was fifteen thousand two hindered (15, 200) sample of five thousand one hundred (5,100). Three of the four Null hypotheses formulated were retained while one was rejected. The reliability was 0.57. Recommendations were advanced by the researcher among which were that a comprehensive course on improvisation should be incorporated into the

curriculum at teachers preparatory stage, and that regular workshops and seminars on improvisation be organized for teachers to update their knowledge and skill. Furthermore, funds should be made available to schools to enable the teachers to embark on improvisation. Resources and creative teachers should motivated. The above study has some element of relevance to the present study because it was based on the teachers' attitude towards improvisation of materials in teaching chemistry. The conducted seeks to find enhance. The teachers of chemistry. While the present study seeks to find out the students' performance of senior secondary students. The area of difference is that the above study was conducted on the teachers of science subject while this study seeks to investigate the students' performance of senior secondary school students in Hausa language taught with and without instructional materials.

Another work that is reviewed under this study, is analysis of availability, adequacy and utilization of instructional material resources in selected colleges of education in north central geo-political zone of Nigeria conducted by Edward, Haruna and Kpanja, (2011). Attempt to compare the standard laid down by the NCCE with what exist in the colleges by this study, not only the colleges will benefit by making effort to meet with the national standard, the NCCE will also be drawn closer to the colleges. Data obtained was treated using chi-square statistic for comparing observed and expected frequencies as presented on the frequency tables. The reliability index was 0.99. A random sampling technique was used to select three from a total of 6 colleges. The result of the study indicated that instructional technology equipment, instructional materials, utility and the number of courses offered by the colleges met with NCCE standard. Data obtain using chi-square statistic the reliability was 0.68. But the academic staff requirement and availability of libraries did not meet with the NCCE standard. Also it was discovered that the FCT and Nasarawa Colleges of Education

Pankshin in provision of essential instructional technology resources. Some benefit have been derived from this work especially on the analysis adequacy utilization of instructional materials in selected colleges of education, the present work share similar concepts of selection of schools for application of instructional materials in teaching Kpanja (2011), Although the foregoing literature have been reviewed as a basis upon which is study is going to be conducted there is no literature work done on the same area of the present study is therefore, specifically intended to examine the effects of instructional materials on students' performance in Hausa language in senior secondary school students in Hausa languages in Kaduna State, Nigeria.

Salisu (2011), also carried out a research on "effect of television instruction on students academic performance in day and boarding schools SS1 students on the topic "volcano in geography". The finding reveals that there is significant difference between performance of students taught volcano with television (experimental) and those taught using the conventional method (control group). The population of the study was twelve thousand two hundred (12,200) the sample size is three hundred thirty seven (337) t-test analysis of co-variance were used to test the hypotheses, the reliability index of the instrument was 0.93. The above study is related to this current study because it seeks to find out the role of instructional materials in teaching and learning geography in senior secondary schools. The point of difference with this study is that the conduct of the study was basically science biased while the present study is art-biased. The former was concerned with teaching geography subject and later is concerned with teaching of Hausa language.

Shodehinde (2015), carried out a study on the effect of improvised instructional materials on the students' performance of junior secondary school students in social studies. The objectives of the study was to determine the retention of knowledge of

social studies among the students of junior secondary schools taught social studies with the use of improvised instructional materials. The research design was quasi-experimental and instrument for data collection. Improvised social studies performance test (ISSPET). The population of the study is sixteen thousand two hundred and fifty two (16,252), the sample size is one hundred sixty, the reliability index of the instrument was 0.87. The result showed that the academic ability of the experimental and control group were equal before treatment and it differ after the treatment with the experimental group performing better both general performed equally. The point of relationship of the conducted study with the present one is that both seek to determine effect of instructional materials on students' performance of male and female in senior secondary schools, while the students differ from each other on the basis of subjects used for the study.

Based on the findings, it was recommended that the state government and other school proprietors should always make instructional materials available both quantitatively and qualitatively in schools secondary, agricultural science teachers should be resourceful and creative in terms of using and improvising suitable instructional materials appropriately so as to develop the student's curiosity and desire to learn. Thirdly, Federal and state ministers of education, science and technology should strengthen the science and technology section and for sponsor teachers or students to produce instructional materials using cheaper locally available materials. The above conducted research has much relevance to this on-going research that seeks to find out the effect of instructional materials on student students' performance in Hausa Language. The point of departure from this study is that the above research was conducted in agriculture science subject while the current study is based on senior secondary students offering Hausa language only.

2.10 Summary

The study is built on the effect of instructional materials on student students' performance in Hausa language in senior secondary school in Kaduna State. The study review concept of Hausa language, concept of instructional materials, concept of language teaching method, concept of language and communication skills, concept of academic performance, in addition to that, language and communication skills, which include listening, speaking, reading and writing skills were also reviewed, instructional materials for teaching Hausa language, types of Instructional materials, importance of instructional materials, characteristics of instructional materials, qualities of instructional materials, history of Hausa language, Hausa language curriculum for senior secondary school, the objective and content of senior secondary schools, Hausa language curriculum, competence and performance in regard to Hausa language teaching were highlighted. In theoretical framework, the chapter uses the sensory simulation theory, constructivist theory and the Ganes theory of instruction.

The chapter also reviewed empirical studies that are related to this study which include: the utilization of instructional materials in teaching and learning of physics in secondary schools, the role of instructional materials in Biology teaching, teachers attitude towards improvisation of materials in teaching of chemistry in Kaduna metropolis, utilization of available instructional materials in Agricultural science teaching in Lafia Nasarawa state, avoided instructional packages on preparation instructional material for teaching practice students and so on, where as this study specifically examined the effect of instructional materials on students' performance of senior secondary school students in Hausa language in Kaduna state, Nigeria.

What makes the study Unique

What makes this study unique is that from the previous studies reviewed so far there has never been any study that, investigated the effect of Instructional Materials on students' performance in Hausa language, to the best knowledge of the researcher. Again this study is also unique in the sense that it is one of the pioneer attempts to bridge the gap of dearth in the existing literature in the study of instructional materials in assessing students' performance in Hausa language. It is hoped that it would be a significant contribution in the existing literature on the use of instructional materials in teaching Nigerian languages.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study investigated the effects of instructional materials on students' performance in Hausa language in senior secondary school, in Kaduna State. The chapter discussed the following sub-headings: research design, population of the study, sample and sampling techniques, instrumentation, validity of instrument, pilot study and reliability of instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

Quasi-experimental research design was used for the study. According to Tanko (2014), quasi-experimental design was developed to deal with the messy world of research where it is not always practical and ethical or even possible to randomly assign persons to experimental and control group. The research adopted quasi-experimental design based on the recommendation of Slchonefield (2006), that quasi-experimental design use in research when its involves selection groups upon which a variable is tested, without any random pre-selection process as well as with a variable compared between different groups or over a period of time, it is a type of design which aim to determine whether an intervention has effect on a study participants (Schonefield, 2006). Specifically, this study will utilize non-equivalent comparison group design, non-equivalent group design according to Salihu (2014), is a design well worth using when the true experimental designs are not possible, comparisons are made between or among subjects in the group. The non-equivalent group design can be expressed as (graphical representation). Table 3.1 shows the graphical representation for non-equivalent group design.

In this study quasi-experimental design involving pre-test and post-test was employed. There are two groups involved in this study in which one group was assigned as experimental and they were taught using instructional materials and the other control group was taught without the use of instructional materials. A pre-test was administered to the groups before the treatment, for determining the homogeneity of the ability level of the two groups. After the treatment both the experimental and control groups were administered with a post-test using Hausa language achievement performance test (HLAPT).

Illustrations of the non-equivalent group design

Group	Pre-test	Treatment	Post-test
Experiment	Y_1	X	Y_3
Control	Y_2	0	Y_4

Where Y_1 is pre-test to experimental group, Y_2 is pre-test to control group, X is treatment, 0 is signifies no treatment, Y_3 is post-test for experimental group, while Y_4 is post-test for control group. In its simplest form, it requires a pre-test and post-test for a treated and comparison group. The study utilized the design because of its suitability to the demands of comparing two teaching methods; using instructional materials and conventional methods.

3.3 Population of the Study

The population of this study is made up of twenty-three thousand, four hundred and sixty students (23,460) studying Hausa language in senior secondary schools in Kaduna State, Nigeria. The target population of this study comprise of all the Hausa language students in Zaria zonal education, Kaduna State, Nigeria. There are 27 senior secondary schools in the study area and a total number of 15,840 Hausa language

students in the schools base on official statistics collected from zonal education office Zaria, (2015). Table 3.1 presents the population of the study.

Table 3.1: Population of the Study

S/No	Name of School	No. of Male	No. of Female	Total
1.	Barewa College, Zaria	800	-	800
2.	Alhuda-huda College, Zaria	880	-	880
3.	G.S.S. Yakasai	131	87	218
4.	G.S.S Zaria (Snr)	400	-	400
5.	G.G.S.S Zaria	-	650	650
6.	G.G.S.S. Magajiya	400	300	700
7.	G.G.S.S. Kaura	300	230	630
8.	G.G.S.S. T/Saibu	310	100	410
9.	S.S.S Kufena	600	350	600
10.	G.S.S. Aminu (Snr)	260	300	610
11.	G.C.C. Zaria	400	300	700
12.	G.G.S.S. D/Bauchi (Snr)	-	620	620
13.	G.S.S. Dakace	400	250	700
14.	G.S.S. Kugu	300	100	400
15.	G.S.S. Muchia (Snr)	300	240	540
16.	G.S.S. Tudun Jukun	350	400	750
17.	S.I.A.S.S. Karau-Karau	300	250	650
18.	G.S.S. Chindit (Snr)	660	-	660
19.	G.S.S. Gyellesu	300	400	700
20.	G.G.S.S. Kofar Gayan	-	410	410
21.	G.G.S.S. Chindit (Snr)	-	600	600
22.	G.S.S. Dinya	250	100	350
23.	G.S.S. Awai	200	100	300
24.	G.S.S. Likoro	370	110	480
25.	G.S.S. Bakori	290	100	390
26.	G.S.S. K/Kuyanbana	300	250	550
27.	G.G.S.S. Pada (Snr)	-	750	750
	Total			15,840

Source: Ministry of Education Zonal Inspectorate Division, Zaria (2015).

3.4 Sample and Sampling Techniques

The sample for the study comprised of 78 students for experimental group and 94 students for control group. Hence the study purposively sampled out Kofar Kuyanbana Zaria and GSS Chindit Barrack, used as experimental group, which were taught using instructional materials while GSS Aminu and GSS Dakace, Zaria were used as control group and taught using conventional method (lecture) and used SS II students. Table 3.2 shows the sample for the study.

Table 3.2: Sample for the study

S/No.	Schools	Respondents	Group
1	Government Secondary School Kofar Kuyanbana Zaria	38	Experimental
2	Government Secondary School Chindit	40	Experimental
3	Government Secondary School Aminu	58	Control
4	Government Secondary School Dakace	36	Control
	Total	172	

3.5 Instrumentation

The study used a teacher-made test (TMT) titled, Hausa language performance test (HLAPT), as an instrument for data collection. The instrument was used for the purpose of testing the academic performance of students in the study after undergoing a set of instruction. The students were subjected to pre-test and post-test after exposing them to the use of instructional materials for the experimental group. The test consist of 30 multiples choices questions. The researcher designed the test using past questions papers of SSCE/NBTE of Kaduna State as well as WAEC and NECO and the outcomes of the teacher made test was subjected to statistical analysis to determine the differences or relationship between the variables

3.5.1 Validity of the Instrument

The drafted Hausa language achievement performance test (HLAPT) was subjected to validation by the researcher's supervisors and four expert from ranks of senior lecturers in the Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria, this is to ensure both face and contents validity of the instrument.

3.5.2 Pilot Study

A pilot study was conducted in Government Girls' Secondary School Kofar Gayan, Zaria, Kaduna State. The SS II class in this school was used as pilot study class. Therefore, for the pilot study, an intensive teaching using the instructional materials and conventional methods was conducted by the researcher. The two methods were developed based on the topic "place of articulation" which was broken into eight sub-themes to suit the teaching of an instructional package from SS II syllabus (place of articulation) namely: definitions and pronunciation of leɓantawa (Labiolization), Ganɗantawa (Palatilization), bi haƙora (Dental), Hanɗantawa (Veolarization), Hanƙa (Alveolization). Tantanin maƙwallato a rufe rif, a tsuke a bude, (vocal cords). The data gathered from two different tests based on the eight sub-themes (topic) was analyzed using Person Product Moment Correlation Coefficient (PPMCC) and the result obtained was 0.87 which was considered reliable.

3.5.3 Reliability of the Instrument

Reliability of the instrument was ascertained based on the result of a pilot study to determine the internal consistency and stability of the items in the instrument. In testing the reliability of the instrument, a pilot study was conducted using school from local government area outside the ones sample for the study. A teacher made test was administered to a group of (20) Hausa language students. Next, the same draft was re-administered to the same group of students after two weeks, the first and second tests scores was used to calculate the correction co-efficient, using the Person Product Moment Correlation Coefficient (PPMCC) formula. The result of the analysis carried out shows a reliability co-efficient of 0.87 which was considered reliable.

3.6 Procedure for Data Collection

The researcher received letter of introduction from the department of educational foundation and curriculum, Ahmadu Bello University Zaria. This enable the researcher to obtained official data needed for the study from the Zaria Zonal Educational office, ministry of education, Kaduna State. however, the letters of introduction was forwarded to the schools that were involved in the study. it aimed at introducing the researcher and the study motives and also as a means of soliciting for official permission and cooperation to utilize students for the study. In administering the lesson, two instructional materials classes were carried out and two conventional method classes were conducted for the experimental and the control school. The researcher used the normal school time-table of 40 minutes per lesson for the two methods that is, instructional materials, method and conventional method and the teaching took a period of eight (8) weeks.

Table 3.3: Treatment Plan for experimental and control group

S/No	Weeks	Activity	Topic	Comment
1.	Week 1	Introduction	……..	The researcher took his introductory letter and submitted to the school authority.
2.	Week 2	Pre-test	……..	Pre-test was administered to both experimental and control group.
3.	Week3	Treatment	Definition of Lebantawa	Students in experimental group were taught the concept of lebantawa (labiolization using instructional materials while those in control group where taught same topic using conventional method.
4.	Week4	Treatment	Gandantawa	Students in experimental group were taught gandantawa using instructional materials while those in control group where taught using conventional method.
5.	Week5	Treatment	Bi-hakora	Students in experimental group were taught bi-hakora using instructional materials while those in control group where taught using conventional method.

6.	Week6	Treatment	Handantawa	Students in experimental group were exposed to handantawa using instructional materials while those in control group were taught using conventional method.
7.	Week7	Treatment	Hanka	Students in experimental group were exposed to hanka using instructional materials while those in control group were taught using conventional method.
8.	Week8	Treatment	Tantanin makwallato a rufe rif	Students in experimental group where taught makwallato a rufe rif using instructional materials while those in control group were taught using conventional method.
9.	Week9	Treatment	Tantanin makwallato a tsuke	Students in experimental group were taught makwallato a tsuke using instructional materials while those in control group where taught using conventional method.
10.	Week10	Treatment	Tantanin makwallato a bude	Students in experimental group were taught makwallato a bude using instructional materials while those in control group were taught using conventional method.
11.	Week 11	Post test	……..	Students in both experimental and control group were exposed to post-test.
12.	Week 12	Marking of Script	……..	Students in both groups were given their scripts

CHALLENGES ENCOUNTERED

Some of the challenges includes transportation, the researcher face a lot of transportation problems such as disappointment where several visits have to be made do to disappointment whenever the researcher goes out for field work. There is also lack of co-operation from the respondents so the researcher has to apply a lot of rapport to be able to get their attention especially in conducting experimental group classes.

3.7 Procedure for Data Analysis

In analyzing the data, the data collected was presented in a tabular form and responses were analyzed using descriptive statistics such as mean and standard deviations to respond to the research questions, while t-test was used to test the three hypotheses at 0.05 level of significance. The t-test was found appropriate for data analysis in order to determine significant difference between the mean scores of two groups.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter gave the report of the findings of the research based on information collected from respondents. Frequencies and percentage were used for the analyses of the first sets of data concerned with the demographical data of the respondents, while performance mean scores and standard deviation was used to answer the research questions and t-test was used to test the null hypotheses, each of the objectives and null hypotheses were addressed by presenting the relevant items which provided valid solution to the research questions in the chapter. In analyzing the data, the two groups of respondents were treated separately, but the results obtained were added together in answering the research questions and test of Null hypotheses.

4.2 Description of Study Variable

Table 4.1 and 4.2 shows the frequencies and percentages of the study variable which are groups and gender.

Table 4.1: Frequency and Percentage of Respondents based on Groups

Groups	Frequency	Percentage
Experimental Group	78	45.3
Control Group	94	54.7
Total	**172**	**100**

Table 4.1 revealed the frequency and percentage of the respondents based on their group. The table depicted that 78 (45.3%) of the respondents served as experimental group while the controlled group is 94 (54.7%). This result means that the control group were more represented in the study.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percentage
Male	83	48.3
Female	89	51.7
Total	**172**	**100**

Table 4.2 revealed that 83 (48.3%) male students were used in the study while 89 (51.7%) female students were used. This shows that the female students were more represented in the study than their male counterparts.

4.3 Response to Research Questions

Research Question 1: To what extend does the use of instructional materials affects the performance of students in teaching Hausa language in senior secondary schools in Kaduna State?

The data collected through the use of the instrument titled Hausa Language performance Test (HLAPT) was analysed. The summary of the descriptive analysis done in respect of research question one was presented in Table 4.3.

Table 4.3: Descriptive statistics on the use of instructional materials in teaching Hausa language in senior secondary schools in Kaduna State

Group	N	Mean	SD
Experimental	78	39.13	1.119
Control	94	35.37	1.103

Table 4.3 presents the result of the descriptive statistics where the experimental group had the performance mean score of 39.13 with the standard deviation of 1.119 while the control group has the mean scores of 35.37 with the standard deviation of 1.103. This result therefore means that the students taught Hausa language using instructional materials had a better performance mean score than those taught without in senior secondary schools in Kaduna State.

Research Question 2: What is the effect of instructional materials on students' performance among male and female student's in Hausa language in senior secondary school in Kaduna State?

The data collected through the use of instrument titled Hausa Language performance Test (HLAPT) was analysed. The summary of the descriptive analysis done in respect of research question two was presented in Table 4.4.

Table 4.4: Descriptive statistics on the effect of instructional materials on students' performance among males and females student's in Hausa language in senior secondary schools in Kaduna State

Group	N	Mean	SD
Males	83	48.27	3.101
Females	89	43.02	4.001

Table 4.4 presents the result of the descriptive statistics on gender performance in Hausa language using instructional materials. This table shows that the male students had the performance mean score of 48.27 with the standard deviation of 3.101 while the female students has the mean scores of 43.02 with the standard deviation of 4.001. This result therefore means that the male students taught Hausa language using instructional materials had a better performance mean score than the female students taught with instructional materials in senior secondary schools in Kaduna State.

Research Question 3: How does the use of instructional materials by teachers enhance students' performance in Hausa Language in rural and urban senior secondary school in Kaduna State?

The data collected through the use of instrument titled Hausa Language performance Test (HLAPT) was analysed. The summary of the descriptive analysis done in respect of research question three was presented in Table 4.5.

Table 4.5: Descriptive statistics on the effect of instructional materials on students' performance in Hausa Language in rural and urban in senior secondary schools in Kaduna State

Group	N	Mean	SD
Rural	76	22.81	4.822
Urban	96	19.37	2.910

Table 4.5 presents the result of the descriptive statistics on the performance rural and urban students in Hausa language using instructional materials. The table shows that the rural students had the performance mean score of 22.81 with the standard deviation of 4.822 while the urban students has the mean scores of 19.37 with the standard deviation of 2.910. This result therefore means that the students in rural located schools taught Hausa language using instructional materials had a better performance mean score compared to their counterparts from urban located schools in senior secondary schools in Kaduna State.

4.4 Hypotheses Testing

Independent sample t-test was used to test all the null hypotheses raised for the study at 0.05 alpha level of significance. The summary of the hypotheses tested were presented in the following order.

Hypothesis 1: There is no significant difference in the effect of instructional materials on students' performance in Hausa language in senior secondary schools in Kaduna State.

The post-data collected through the use of instrument titled Hausa Language Performance Test (HLAPT) was analysed. Table 4.6 presents the summary of the analysis using independent sample t-test.

Table 4.6: Independent sample t-test on the effect of instructional materials on students' performance in Hausa language in senior secondary schools in Kaduna State

Group	N	Mean	SD	df	α	t-cal	Sig.	Decision
Experimental	78	39.13	1.119	170	0.05	12.491	.003	Rejected
Control	94	35.37	1.103					

Source: Field Study Data 2015/2016

Table 4.6 shows the result of the independent sample t-test statistics and the performance mean score of the experimental group to be 39.13 with the standard deviation of 1.119 while the mean of the control group is 35.37, with the standard deviation of 1.103. The observed t-value is 12.491, while the p-value is 0.003 ($P<0.005$). The null-hypothesis was rejected because there was significant difference in the effect of instructional materials on students' performance in Hausa language in senior secondary schools in Kaduna State. This result therefore implies that, the use of instructional materials in teaching Hausa language in senior secondary schools in Kaduna State has positive effect on students' performance as there was improvement in their performance.

Hypothesis 2: There is no significant difference in the effect of instructional materials on the performance of male and female students in Hausa language in senior secondary schools in Kaduna State.

The post-data collected through the use of instrument titled Hausa Language Performance Test (HLAPT) was analysed. Table 4.7 presents the summary of the analysis using independent sample t-test.

Table 4.7: Independent sample t-test on the effect of instructional materials on the performance of male and female students in Hausa language in senior secondary schools in Kaduna State

Group	N	Mean	SD	df	α	t-cal	Sig.	Decision
Male	83	48.27	3.101	170	0.05	4.991	.000	Rejected
Female	89	43.02	4.001					

Table 4.7 shows the result of the independent sample t-test statistics and the performance mean score of the male students to be 48.27 with the standard deviation of 3.101 while the mean of the female students is 43.02, with the standard deviation of 4.001. The observed t-value is 4.991, while the p-value is 0.000 ($P<0.005$). The null-hypothesis was rejected because there was significant difference in the effect of instructional materials on the performance of male and female students in Hausa language in senior secondary schools in Kaduna State. This result therefore implies that, the use of instructional materials in teaching Hausa language in senior secondary schools in Kaduna State aided the performance of male students compared with their female counterpart.

Hypothesis 3: There is no significant difference in the effect of instructional materials on the academic performance of students in rural and urban senior secondary schools in Kaduna State.

The post-data collected through the use of instrument titled Hausa Language Performance Test (HLAPT) was analysed. Table 4.8 presents the summary of the analysis using independent sample t-test.

Table 4.8: Independent sample t-test on the effect of instructional materials on the academic performance of students in rural and urban senior secondary schools in Kaduna State

Group	N	Mean	SD	df	α	t-cal	Sig.	Decision
Rural	76	22.81	4.822	170	0.05	18.21	.004	Rejected
Urban	96	19.37	2.910					

Table 4.8 shows the result of the independent sample t-test statistics and the performance mean score of students in rural located school is 22.81 with the standard deviation of 4.822 while the mean of the students in urban located schools is 19.37, with the standard deviation of 2.910. The observed t-value is 18.21, while the p-value is 0.004 (P<0.005). The null-hypothesis was rejected because there was significant difference in the effect of instructional materials on the academic performance of students in rural and urban senior secondary schools in Kaduna State. This result therefore means that the use of instructional materials in teaching Hausa language in senior secondary schools in Kaduna State enhanced students in the rural located school to retain content taught longer than their counterpart in the urban located schools.

4.5 Summary of Major Findings

Based on the hypotheses tested, the following findings emerged;

1. There was significant difference in the effect of instructional materials on students' performance in Hausa language in senior secondary schools in Kaduna State (p-value of 0.003 < 0.005).
2. There was significant difference in the effect of instructional materials on the performance of male and female students in Hausa language in senior secondary schools in Kaduna State (p-value of 0.000 < 0.005).

3. There was significant difference in the effect of instructional materials on the academic performance of students in rural and urban senior secondary schools in Kaduna State (p-value of 0.004 < 0.005).

4.6 Discussion of Findings

The result of the independent sample t-test statistics done on hypothesis one revealed the performance mean score of the experimental group to be 39.13 with the standard deviation of 1.119 while the mean of the control group is 35.37, with the standard deviation of 1.103. The observed t-value is 12.491, while the p-value is 0.003 (P<0.005). The null-hypothesis was rejected because there was significant difference in the effect of instructional materials on students' performance in Hausa language in senior secondary schools in Kaduna State. This result therefore implies that, the use of instructional materials in teaching Hausa language in senior secondary schools in Kaduna State has positive effect on students' performance as there was improvement in their performance. This study shares similarity with the finding of Ifedayo (2005) that albeit the academic ability of the experimental and control group were equal before treatment but it differs after the treatment with the experimental group performing better.

The result of the independent sample t-test statistics carried out on hypothesis two shows the performance mean score of the male students to be 48.27 with the standard deviation of 3.101 while the mean of the female students is 43.02, with the standard deviation of 4.001. The observed t-value is 4.991, while the p-value is 0.000 (P<0.005). The null-hypothesis was rejected because there was significant difference in the effect of instructional materials on the performance of male and female students in Hausa language in senior secondary schools in Kaduna State. This result therefore implies that, the use of instructional materials in teaching Hausa language in senior

secondary schools in Kaduna State aided the performance of male students compared with their female counterpart. The result of this study is in line with the assertions of Simon (2004) and Felicion (2004) that while planning for classroom instruction, teacher should plan for the gender differences of students.

The result of the independent sample t-test statistics on hypothesis three revealed the performance mean score of students in rural located school is 22.81 with the standard deviation of 4.822 while the mean of the students in urban located schools is 19.37, with the standard deviation of 2.910. The observed t-value is 18.21, while the p-value is 0.004 ($P<0.005$). The null-hypothesis was rejected because there was significant difference in the effect of instructional materials on the academic performance of students in rural and urban senior secondary schools in Kaduna State. This result therefore means that the use of instructional materials in teaching Hausa language in senior secondary schools in Kaduna State enhanced students in the rural located school to retain content taught longer than their counterpart in the urban located schools. This finding confirmed the recommendation of Bitrus (2004) that instructional materials should be appropriately used in the classroom so as to develop the student's curiosity and desire to learn.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study investigated the Effect of Instructional Materials on students' performance in Hausa Language in senior secondary schools in Kaduna State, Nigeria. The chapter consist summary of the study, conclusion and recommendation.

5.2 Summary

Chapter one consists of background to the study, statement of problem, objectives of study, research questions, research hypotheses, basic assumption, significance of the study and scope of the study.

In chapter two literature review is provided in the following areas, conceptual framework theoretical framework, related to the study theories of instructional materials comprised the sensory stimulation theory, constructivist theory and Gane's theory of instruction concept of Hausa language, concept instructional materials, concept of language teaching method, concept language and communication skills, concept academic performance. Also language and communication skills which includes listening, speaking, reading and writing skills, instructional materials for teaching Hausa language, needs for instructional materials, types of instructional materials, characteristics of instructional material, history of Hausa language, Hausa language curriculum for senor secondary schools, competence and performance were reviewed. The study further reviewed empirical studies by some scholars.

Chapter three discussed the following sub-heading: research design, population of the study, sample and sampling techniques, instrumentation, pilot study and reliability of the instrument, procedure for data collection and procedure for data analysis.

Chapter four is the data analysis, result and discussion, the chapter gave the repot of the findings of the research based on the information collected from respondents. Frequencies and percentage were used for the analysis of the first sets of data concerned with the demographical data of the respondents, while performance means scores and standard deviation was used to answer the research questions and independent t-test was used to test the null hypotheses.

5.3 Conclusions

The study is an attempt that examining the effect instructional materials in assessing the academic performance of students in Hausa language in senior secondary schools in Kaduna state. The study examine the relevance of instructional material in teaching Hausa language from two perspectives. One, it examine the effect of instructional materials on experimental group who were taught with instructional materials and two, control group who where taught without instructional materials. Interesting finding where discovered from the experiment of the study, which has shown the relevance and indispensable use of instructional materials in teaching and learning of Hausa language. In the light of the findings from this study, it can be concluded that students taught Hausa language using instructional materials had a better performance mean score than those taught without in senior secondary schools in Kaduna State. Similarly, the male students taught Hausa language using instructional materials had a better performance mean score than the female students taught with instructional materials in senior secondary schools in Kaduna State which was as a result of the effective use of instructional materials during classroom instruction. The students in rural located schools taught Hausa language using instructional materials had a better performance mean score compared to their counterparts from urban located schools in senior secondary schools in Kaduna State.

5.4 Recommendations

The following recommendations were offered from the study conducted;

1. Kaduna State government and the relevant stakeholders should make instructional materials available both quantitatively and qualitatively that would support Hausa language learning in schools.
2. Teachers should adequately plan for gender differences while planning for classroom instruction.
3. Teachers in both rural and urban located schools should be encouraged to be resourceful and creative to improvise instructional materials using cheaper locally available materials.

5.5 Suggestions for Further Study

1. Further research study should be carried out on students of other subject in other State in order to test the cxlix efficacy of instructional materials as a tool for enhancing students learning and academic performance.
2. Impact of Instructional Materials on Students' Performance in private and public secondary schools.
3. Influence of instructional material in curriculum delivery in Tertiary Institutions.

5.6 Contribution to Knowledge

This study has clearly revealed that learning difficulties in Hausa language objective of the curriculum could be addressed by adopting teaching methodology which emphasize the use of instructional materials, which expose students to learn by visualizing the concept rather than passive learning.

The study revealed another frontier for learning development and discovery of knowledge at this digital era, whereby varieties of technological facilities could be used to enhance teaching and learning.

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Appendix I

HAUSA LANGUAGE ACHIEVEMENT PERFORMANCE TEST (HLAPT)

Sex: a. Male [ ] b. Female [ ]

1. Menene handa?
   a. Wuri ne a cikin baki a gaban dasashi
   b. Wuri ne a cikin kunne a bayan keya
   c. Wuri ne a cikin hanci
   d. Wuri ne a cikin ido
2. Wadanne sautuka ne sukan handance a Hausa?
   a. /m/n/r/ b. /k/ƙ/g c. /d/z/f/ d. /s/s'/t/
3. Me ka fahimta da Ganɗantawa ?
   a. daga gaban harshe ya doshi ganda b. harshe ya yi sama c. harshe ya yi kasa
   d. harshe ya tsaya
4. Wadanne sautuka ne sukan gandance a Hausa?
   a. /s/t/b/z/ b. /m/n/
5. Menene sharadin wannan Ganɗantawa ?
   a. wasalin gaba /i/ ko /e/ ya biyo baya b. washin kury /a/ ya zo
   c. wasalin tsakiya/ya tsaya d. wasali ya gajerce
6. Me ake nufi da hanƙa?
   a. wani wuri ne a ciki baki gaban haƙora b. ramin baki c. tsukewar baki d. tsukewar haƙora
7. Wadannen sautuka ne ‘yan hanƙa?
   a. /ddtnr/rzss'/ b. /mpkjƙ c. /ywfg/
8. Me ke faruwa da harshe in za a furta ‘yan hanƙa?
   a. tsinin harsh eke taba hanƙa b. bayan harsh eke taba hanƙa
   c. wuyan harshe ke taɓa hanƙa d. gefen harsheke taɓa hanƙa
9. Menene bambancin handa da hanƙa?
   a. mazauninsu a cikin baki b. bakake ne c. farare ne d. jajaye ne
10. Me ka fahimta da ‘yan zuza?
    a. ƙwayoyin da iska ke tsukewa wajen furta su b. ƙwayoyin iska
    c. ƙwayoyin masu iska d. ƙwayoyin buga iska
11. Kawo misalan ‘yan zuza da ka sani
    a. /b/m/n/ b. /k/d/ƙ c. /z/s/s' d. l/r/d

12. Me ake nufi da bi-haƙora?

a. ƙwayoyin sauti masu fita a tsakanin haƙora b. masu bin haƙora

c. na saman haƙora d. na kasan haƙora

13. Ƙwayoyin sautin bi-haƙora guda nawa ne?

a. guda uku ne b. guda biyar ne c. guda biyu ne

d. guda goma ne

14. Shin akwai ƙwayoyin bi-haƙora a hausa?

a. akwai b. babu c. suna nan d. ana samu

15. Kawo bi-haƙora da aka sani

a. k ƙ r b. f v c. d ɗ y d. w l n

16. Me ka fahimta da 'yan leɓɓa?

a. ƙwayoyin cikin leɓɓa b. masu fita tsakanin leɓɓa c. na ƙassan leɓɓa

d. na kasan leɓɓa

17. Waɗanne sautuka ake Leɓantawa ?

a. lebawa b. gandawa c. hanƙawa d. hanɗawa

18. Mecece alamar leɓantawa?

a. baje leɓɓa b. sakin leɓɓa c. kewayen leɓɓa d. zagaye lebbe

19. Me ke shardanta ganɗantawa?

a. wasalin tsaka-tsaki b. wasalin ƙurya c. wasalin ƙasa d. wasalin gaba

20. Wadanne sautuka ne ba a Ganɗantawa ?

a. haɗawa b. leɓawa c. hanƙawa d. leɓa-hanɗa

21. Yadda harshe ke harhaɗa sautuka shi ne?

a. Karin sauti b. tashin sauti c. tsarin sauti d. ƙirar sauti

22. Me harhaɗa sautuka ke samarwa?

a. furuci b. ma'ana c. tasirifi d. nahawu

23. Me ke share fage ilimin tsarin sauti?

a. ilimin nahawu b. ilimin ma'ana c. ilimin aruli d. ilimin furuci

24. Hanyoyi nawa za a iya bi wajen bayyana sauti?

a. biy b. huɗu c. biyar d. uku

25. Sautin bakake nawa ne a cikin daidaitacciyar hausa?

a. ashirin da shida b. arba'in da biyar c. talatin da hudu d. talatin da biyu

26. Gabubban sauti su ne _____

a. mafurta b. leɓɓa c. rufaffu d. haƙora

27. Da wane irin zirin iska aka fi yin amfani wajen furuci?

a. na huhu b. na maƙwallato c. na hanƙa d. na handa

28. Wane sauti ne ba hanƙa ba?

a. [n] b. [l] c. [s] d. [j]

29. Karawa sauti kewayen leɓɓa shi ne

a. baleɓe b. bahanƙe c. bahandɗe d. leɓantawa

30. Wajen furta ‘zuza’ lalle ne mafurta su:

a. hadɗe waje guda b. kusanci juna c. ja baya d. nisanci juna

Appendix II
ANSWERS TO RESEARCH QUESTION

1. A
2. B
3. A
4. A
5. A
6. A
7. A
8. A
9. A
10. A
11. C
12. A
13. C
14. B
15. B
16. B
17. A
18. C
19. D
20. B
21. C
22. B
23. D
24. D
25. C
26. A
27. A
28. D
29. D
30. B

Appendix III

Week 1

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Chindit
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Lebantawa
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD and laptop on pronounciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Identify ‘yan Laɓɓa 2. Explain ‘yan Laɓɓa 3. Pronounce ‘yan Laɓɓa
Previous Knowledge:	Students have idea on Hausa consonants and vowels
Introduction:	The research introduces the lesson by defining the concept of Lebantawa
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.

Step II:	student will be introduced to the instructional materials in Hausa language
Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as b/b/m/w/d.)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material skills learned in their various groups
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic treated.

Week 1

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Kofar Kuyanbana
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Lebantawa
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Identify ‘yan Laɓɓa 2. Explain ‘yan Laɓɓa 3. Pronounce ‘yan Laɓɓa
Previous Knowledge:	Students have idea about ‘yan Laɓɓa
Introduction:	The research introduces the lesson by defining the concept of Lebantawa
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as b/b/m/w/d.)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material skills learned in their various groups
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic treated.

Week II

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Chindit
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Gandantawa
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Identify ‘yan Ganda 2. Explain ‘yan Ganda 3. Pronounce ‘yan Ganda
Previous Knowledge:	Students have idea about ‘yan Labba
Introduction:	The research introduces the lesson by defining the concept of Gandantawa
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /s/t/d/z)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material skills learned in their various groups
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week II

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Kofar Kuyanbana
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Gandantawa
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Identify ‘yan Ganda 2. Explain ‘yan Ganda 3. Pronounce ‘yan Ganda
Previous Knowledge:	Students have idea about ‘yan Labba
Introduction:	The research introduces the lesson by defining the concept of Gandantawa
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /s/t/d/z)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material skills learned in their various groups
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week III

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Chindit
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Bi-Hakora
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Identify Bi-Hakora 2. Explain 'Bi-Hakora 3. Pronounce Bi-Hakora
Previous Knowledge:	Students have idea about 'Gandantattu'
Introduction:	The research introduces the lesson by defining the concept of Bi-Hakora
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /v/f)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material skills learned in their various groups
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic treated.

Week III

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Kofan Kuyanbana
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Bi-Hakora
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Identify Bi-Hakora 2. Explain 'Bi-Hakora 3. Pronounce Bi-Hakora
Previous Knowledge:	Students have idea about 'Gandantattu'
Introduction:	The research introduces the lesson by defining the concept of Bi-Hakora
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /s/t/d/z)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material skills learned in their various groups
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week IV

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Chindit
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Handa
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Identify ‘yan-handa 2. Explain ‘yan-handa 3. Pronounce ‘yan-handa
Previous Knowledge:	Students have idea about Bi-Hakora
Introduction:	The research introduces the lesson by defining the concept of Handa
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /w/k/n/g)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material skills learned in their various groups
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week IV

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Kofar Kuyanbana
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Handa
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Identify ‘yan-handa 2. Explain ‘yan-handa 3. Pronounce ‘yan-handa
Previous Knowledge:	Students have idea about Bi-Hakora
Introduction:	The research introduces the lesson by defining the concept of Handa
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /w/k/n/g)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material skills learned in their various groups
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week V

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Chindit
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Hanka
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Identify ‘yan-hanka 2. Explain ‘yan-hanka 3. Pronounce ‘yan-hanka
Previous Knowledge:	Students have idea about ‘Handa’
Introduction:	The research introduces the lesson by defining the concept of Hanka
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /t/d/l/r/n/s/z)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material learned in their various groups.
Evolution:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week V

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Kofar Kuyanbana
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Hanka
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Identify ‘yan-hanka 2. Explain ‘yan-hanka 3. Pronounce ‘yan-hanka
Previous Knowledge:	Students have idea about ‘Handa’
Introduction:	The research introduces the lesson by defining the concept of Hanka
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /t/d/l/r/n/s/z)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material learned in their various groups.
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week VI

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Chindit
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Makwallato a rufe rif (glottis)
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Makwallato a rufe rif 2. Identify Makwallato a rufe rif 3. Pronounce Makwallato a rufe rif
Previous Knowledge:	Students have idea about 'Hanka'
Introduction:	The research introduces the lesson by defining the concept of Makwallato a rufe rif
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /?/)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material learned in their various groups.
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week VI

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Kofar Kuyanbana
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Makwallato a rufe rif (glottis)
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Makwallato a rufe rif 2. Identify Makwallato a rufe rif 3. Pronounce Makwallato a rufe rif
Previous Knowledge:	Students have idea about 'Hanka'
Introduction:	The research introduces the lesson by defining the concept of Makwallato a rufe rif
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /?/)
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material learned in their various groups.
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week VII

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Chindit
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Makwallato a tsuke (glottis)
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Makwallato a tsuke 2. Identify Makwallato a tsuke 3. Pronounce Makwallato a tsuke
Previous Knowledge:	Students have idea about 'Makwallato a rufe rif'
Introduction:	The research introduces the lesson by defining the concept of Makwallato a tsuke
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /z/d/g/).
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material learned in their various groups.
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week VII

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Kofar Kuyanbana
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Makwallato a tsuke (glottis)
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Makwallato a tsuke 2. Identify Makwallato a tsuke 3. Pronounce Makwallato a tsuke
Previous Knowledge:	Students have idea about 'Makwallato a rufe rif'
Introduction:	The research introduces the lesson by defining the concept of Makwallato a tsuke
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /z/d/g/).
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material learned in their various groups.
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week VIII

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Chindit
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Makwallato a bude (glottis)
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Makwallato a bude 2. Identify Makwallato a bude 3. Pronounce Makwallato a bude
Previous Knowledge:	Students have idea about 'Makwallato a tsuke'
Introduction:	The research introduces the lesson by defining the concept of Makwallato a bude
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /s/t/k/).
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material learned in their various groups.
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

Week VIII

Experimental group: lesson plan using instructional materials

Name of School:	Government Secondary School Kofar Kuyanbana
Name of Teacher:	Saudatu Yahaya
Subject:	Hausa Language
Topic:	Makwallato a bude (glottis)
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional materials:	Chart showing diagram with illustration and DVD CD plates, Laptop on pronunciation
References:	Tsarin Sauti da Nahawun Hausa
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Makwallato a bude 2. Identify Makwallato a bude 3. Pronounce Makwallato a bude
Previous Knowledge:	Students have idea about 'Makwallato a tsuke'
Introduction:	The research introduces the lesson by defining the concept of Makwallato a bude
Presentation:	student will be assigned into small groups of students (boys and girls) to allow for better interactions between the students within the group in order to ensure heterogeneity in each group. Each group will be made up of average, above average and below average students. Each group will be made up of 10 students per group and will assigned a leader among the members.
Step I:	student will be divided into (4) groups and each groups will be made up of 10 students per groups.
Step II:	student will be introduced to the instructional materials in Hausa language

Step III:	To ensure role independence and individual accountability, each member in the group will be assigned a role, this include group leaders questioners and group listeners. It is the role of each group leaders to read out the activities to their groups.
Step IV:	Students will be asked to apply the instructional materials in learning and pronouncing some Hausa language terms (such as /s/t/k/).
Step V:	The researcher will go around to ensure that each group members actively participated in the instructional materials learning
Step VI:	The group leader will come out to present the instructional material learned in their various groups.
Evaluation:	The researcher evaluate the lesson by asking question from the student based on the topic taught.

WEEK 1

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Aminu
Subject:	Hausa Language
Topic:	Leɓantawa (labiolization)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Leɓantawa 2. Explain ‘yan Laɓɓa
Previous Knowledge:	Students have an idea on consonants and vowels
Introduction:	Teacher introduces the lesson by asking question base on the topic e.g. 1. What is Leɓantawa?
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will define ‘yan Laɓɓa.
Step II:	Teacher will explain ‘yan Laɓɓa biyar na Hausa
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK 1

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Dakace, Zaria
Subject:	Hausa Language
Topic:	Leɓantawa (labiolization)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Leɓantawa 2. Explain 'Yan Laɓɓa a Hausa.
Previous Knowledge:	Students have an idea on consonants and vowels
Introduction:	Teacher introduces the lesson by asking question base on the topic e.g. 1. What is Leɓantawa?
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will define 'yan Laɓɓa.
Step II:	Teacher will explain 'yan Laɓɓa biyar na Hausa
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK II

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Aminu
Subject:	Hausa Language
Topic:	Gandatawa (Palatilization)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Gandantawa 2. Explain 'Yan Ganda a Hausa.
Previous Knowledge:	Students have already been taught about 'Yan Labba
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will define 'yan Ganda.
Step II:	Teacher will explain 'yan Ganda biyar na Hausa
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK II

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Dakace, Zaria
Subject:	Hausa Language
Topic:	Gandatawa (Palatilization)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Gandantawa 2. Explain ‘Yan Ganda a Hausa.
Previous Knowledge:	Students have already been taught about ‘Yan Laɓɓa
Introduction:	Teacher introduces the lesson by asking question base on the topic e.g. 1. What is Gandantawa?
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will define ‘yan Ganda.
Step II:	Teacher will explain ‘yan Ganda biyar na Hausa
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK III

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Aminu
Subject:	Hausa Language
Topic:	Bi-hakora (dental)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Bi-hakora 2. Explain ‘Yan Bi-hakora a Hausa.
Previous Knowledge:	Students have already been taught about ‘Yan Ganda
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will define Bi-hakora.
Step II:	Teacher will explain ‘yan Bi-hakora biyar na Hausa
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK III

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Dakace, Zaria
Subject:	Hausa Language
Topic:	Bi-hakora (dental)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Bi-hakora 2. Explain ‘Yan Bi-hakora a Hausa.
Previous Knowledge:	Students have already been taught about ‘Yan Ganda
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will define Bi-hakora.
Step II:	Teacher will explain ‘yan Bi-hakora biyar na Hausa
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK IV

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Aminu
Subject:	Hausa Language
Topic:	Handa (velarization)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Handa 2. Explain 'Yan Handa a Hausa.
Previous Knowledge:	Students have already been taught about Bi-hakora
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps:
Step I:	Teacher will define Handa.
Step II:	Teacher will explain 'yan Handa biyar na Hausa
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK IV

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Dakace, Zaria
Subject:	Hausa Language
Topic:	Handa (velarization)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Handa 2. Explain 'Yan Handa a Hausa.
Previous Knowledge:	Students have already been taught about Bi-hakora
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will define Handa.
Step II:	Teacher will explain 'yan Handa biyar na Hausa
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK V

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Aminu
Subject:	Hausa Language
Topic:	Haanka (alveoralization)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Hanka 2. Explain 'Yan Hanka a Hausa.
Previous Knowledge:	Students have already been taught about Handa
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will define Hanka.
Step II:	Teacher will explain 'yan Hanka biyar na Hausa
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK V

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Dakace, Zaria
Subject:	Hausa Language
Topic:	Haanka (alveoralization)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Hanka 2. Explain 'Yan Hanka a Hausa.
Previous Knowledge:	Students have already been taught about Handa
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will define Hanka.
Step II:	Teacher will explain 'yan Hanka biyar na Hausa
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK VI

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Aminu
Subject:	Hausa Language
Topic:	Makwallato a rufe rif (glottis)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Define Makwallato a rufe rif 2. Mention ‘Makwallato a rufe rif a Hausa.
Previous Knowledge:	Students have already been taught about Hanka
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will explain Makwallato a rufe rif
Step II:	Teacher will identify ‘Makwallato a rufe rif
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK VI

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Dakace, Zaria
Subject:	Hausa Language
Topic:	Makwallato a rufe rif (glottis)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Makwallato a rufe rif 2. Mention 'Makwallato a rufe rif a Hausa.
Previous Knowledge:	Students have already been taught about Hanka
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will explain Makwallato a rufe rif
Step II:	Teacher will identify 'Makwallato a rufe rif
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK VII

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Aminu
Subject:	Hausa Language
Topic:	Makwallato a tsuke (glottis)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Makwallato a tsuke 2. Identify ‘a tsuke
Previous Knowledge:	Students have already been taught about Makwallato a rufe rif
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will explain Makwallato a tsuke
Step II:	Teacher will identify Makwallato a tsuke
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK VII

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Dakace, Zaria
Subject:	Hausa Language
Topic:	Makwallato a tsuke (glottis)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Tantanin Makwallato a rufe rif 2. Identify Makwallato a tsuke
Previous Knowledge:	Students have already been taught about a rufe rif
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will explain Makwallato a tsuke
Step II:	Teacher will identify Makwallato a tsuke
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK VIII

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Aminu
Subject:	Hausa Language
Topic:	Makwallato bude (glottis)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Makwallato a bude 2. Identify Makwallato a bude
Previous Knowledge:	Students have already been taught about Makwallato a tsuke
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will explain Makwallato a bude
Step II:	Teacher will identify Makwallato a bude
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

WEEK VIII

Lesson plan for Conventional Method (Class Teaching)

Name of School:	Government Secondary School Dakace, Zaria
Subject:	Hausa Language
Topic:	Makwallato bude (glottis)
Group:	Control
Class:	SS II
Age:	16-18 years
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Behavioural Objective:	By the end of the lesson, students should be able to 1. Explain Makwallato a bude 2. Identify Makwallato a bude
Previous Knowledge:	Students have already been taught about Makwallato a tsuke
Introduction:	Teacher introduces the lesson by asking question base on the previous lesson
Presentation:	The teacher presents the lesson using the following steps.
Step I:	Teacher will explain Makwallato a bude
Step II:	Teacher will identify Makwallato a bude
Evaluation:	Teacher evaluates the lesson by asking question based on the present lesson
Conclusion:	Teacher will conclude the lesson by given note to copy.

Appendix V

Hausa Languages Achievement Performances Test (HLAPT)

Curriculum and Instructional Materials Section,
Dept. of Educ. Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.
Date: _____

Dear Respondent,

REQUEST TO ANSWER RESEARCH INSTRUMENT

This research instructional materials is designed to determine **"The Effect of Instructional Materials on Students' Performance in Hausa Language in Senior Secondary Schools in Kaduna State, Nigeria"** The purpose of the study is to help teachers in using instructional materials for effective teaching and learning process.

You are kindly requested to respond to the questions by ticking [√] the most appropriate to you. Kindly answer the questions objectively so as to enhance the quality of research. I sincerely thank you in advance for assistance. your responses are confidential.

Yours faithfully,

SAUDATU YAHAYA
M.ED/EDUC/43755/2012-2013

Appendix VI

Population of Public Senior Secondary Schools in Kaduna State

LGA	BOYS	GIRLS	TOTAL
Chikun	654	714	1,368
Giwa	169	40	209
Igabi	888	401	1,289
Ikara	314	82	400
Jaba	344	240	548
Jema'a	884	602	1,486
Kachia	416	281	697
Kaduna North	793	1,279	2,072
Kaduna South	706	1,281	1,987
Kagorko	969	704	1,673
Kajuru	368	218	586
Kaura	527	415	942
Kauru	326	194	520
Kubau	363	207	570
Kudan	342	59	401
Lere	647	414	1,061
Makarfi	400	73	473
Sabon Gari	1,972	2,341	4,313
Sanga	185	140	325
Soba	89	28	117
ZangonKataf	456	367	823
Zaria	711	513	1,224
Total	12,737	10,723	23,460

Source: Ministry of Education: Kaduna State School Census Report 2012/2013.